Questions in Coaching Conversations

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Questions and Actions of Questioning in Danish Coach-Client Interactions

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Abstract

This dissertation is a conversation analytical study of coaching interactions between Danish trainee coaches and clients. The study focuses on how coach and client accomplish coaching: specifically on the questioning actions of the coach; how the roles of the coach as the questioner and the client as the answerer substantiate a non-directive coaching principle; and how the practices used enhance the client's epistemic authority.

Chapter 2 shows three question types: information elicitation questions, future-orientation questions and hypothetical questions. The different question types display different assumptions about the client's state of knowledge. The analyses show how the future-orientation questions and the hypothetical questions underline the role of the coach as helping the client unpack untapped potential. The questions evoke reflexivity, and they attribute epistemic authority to the client. Chapter 2, furthermore, identifies complex question constructions that evaluate, advise and direct the client. As such, if coaching is aiming to be non-directive, the question-answer turn-taking structure can work against a coach wanting to advise.

Chapters 3 and 4 show how direction and guidance can be done through questioning constructions. The quote-question constructions (chapter 3) and the formulations (chapter 4) show practices by which the coach leads the interaction in a specific direction. These practices exercise topic control and thereby present the most constructive point of departure in relation to the client's learning process.

The knowledge imbalance between the participants displayed when asking questions and the knowledge-ownership imbalance displayed when formulating are seen as essential in upholding the role of the coach and the client as facilitator and learner, respectively. Therefore, working to maintain these imbalances can be seen as a salient aspect of conducting coaching.

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Author's Declaration

This dissertation has been submitted to the University of York, UK, to fulfill the requirements for the Master (by research) degree in Sociology. The work presented is the author's original work and has been performed under the supervision of Professor Paul Drew. The data has been collected by the author and has not been used for other research or presented elsewhere.

1 Introduction

This dissertation reports a study of interaction between trainee coaches and clients. All coaching sessions were recorded in Denmark in 2007 during the second module of a certifying coaching education programme. The coaching sessions were conducted by different trainee coaches, all Danish. Although the coaches are trainees participating in a training programme, the coaching sessions themselves were not training simulations. They were 'real'; that is conducted for the benefit of clients (who are fellow trainees), in the ways such sessions are normally conducted as part of the coaching service offered to clients – in much the same way as psychotherapeutic training is conducted.

Briefly put, coaching is an interaction between a coach and a client, in which the coach helps the client to set and reach new goals. This is done by the coach asking questions in a way that enables the client to figure out what she[1] will do to reach this goal.

The interactions deal with various issues typically of a work-related nature but they can also be dealing with personal issues. Work-related issues can for instance be related to various challenges in establishing private consultancies; or issues related to the client's present work-situation, or issues related to career development and direction. Personal issues can be anything from weight-loss to improving a golf handicap. This does not mean that any coaching session is dealing strictly with either one or the other. Personal matters can also be part of interactions where the primary focus is work-related issues. In the interactions, the coach and client discuss whatever the client wants to be coached in relation to.

The primary aim of the study is to gain insight into coaching as an interactional practice and achievement. The study focuses on how coach and client accomplish coaching in the turn-by-turn development of the coaching conversations. The focus is specifically on the questioning actions of the coach. What do questions look like in this specific context, which activities do they constitute and how can they be seen as a vehicle for doing coaching? Even though the empirical and analytic chapters in the study touch only on a limited range of

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[1] Coaches are consistently referred to in the male gender and clients in the female gender for the sake of clarity. In the study, coaches and clients were both male and female, although, coincidently, there is an overweight of male coaches and female clients.

aspects of coaching, this study will hopefully be able to give coaches some insight into their own and others' practice, and as such help reflections on and the development of coaching. This study will give a presentation of what coaching is from the perspective of the turn-by-turn unfolding of coaching sessions.

1.1 What is Coaching

Coaching refers to a conversation between a coach and a client, where the coach acts as a catalyst for the client's learning process, in relation to some issue or goal set by the client. Through questioning, the coach aims to facilitate a learning process that helps the client to *formulate clear goals* — either work related or personal — to *recognise obstacles* that may prevent the client from reaching the goals, and to identify *steps towards reaching the goals*.

The goal orientation is central to coaching as it creates a positive foundation from which the coaching process sets off. Goals are in this context to be understood as any issue the client wants coaching on, and formulating such issues as goals is essential in that coaching takes its starting point in a positive description of the client wanting to achieve something. The coaching perspective views clients as competent and capable to create the changes sought. Even though, goals may very well be related to some described dissatisfaction or difficulty in the client's life, changing such issues from difficulties to goals focuses the coaching interaction on what the client wants instead of what the client does not want; on positives instead of negatives; on possibilities instead of obstacles; and on present and future scenarios instead of past disappointments.

Obstacles are typically related to the client's own limiting convictions. This is not to say that coaching is not focussed on the client's external circumstances, but this is done by focussing on how the client deals with them. The focus of coaching is always on aspects the client can act in relation to, not circumstances that are outside the client's sphere of influence. Again this focuses the interaction on the opportunities the client has instead of impossibilities.

In a coaching context, identifying steps to reach the goal means that the client has to figure out how she is going to do, what it is she has decided to do. That coaching deals with the execution of reaching the goal shows that coaching is a proactive approach to change. Coaching is not just dealing with personal issues for the sake of those issues, but to enhance performance. Coaching is dealing with *where* the client wants to go and *how* the client wants to get there, and not with why the client got to be where she is at present. Wanting to make a change in

relation to a certain aspect of life is therefore an essential premise of a coaching consultation.

Seen in relation to other types of consulting interactions, coaching is not about being advised by the coach; the client is to be her own problem-solver. It is the job of the coach to help the client to reach some sort of realisation of how the client can deal with the issues at hand, not based on the coach's expert knowledge on a specific issue, but based on the client's own solutions.

This is also the essence of the difference between coaching and mentoring; two types of consulting that are often mentioned together (Maclennan 1995, Megginson & Clutterbuck 2005, Connor & Pokora 2007 Garvey et al. 2008, Parsloe & Leedham 2009). Both have as their goals to enhance performance but mentoring is a relationship between the experienced and knowledgeable mentor, and the less experienced and less knowledgeable client. The relationship in mentoring is based on this difference, and the client wishes to benefit from the guidance of the more qualified mentor. In the coaching relationship, the balance is shifted. The client is considered to have what it takes to deal with the issues at hand, and the coach is not an expert, in the sense that he is not to act as an expert in relation to them.

Likewise, coaching differs from psychotherapy. The coach is not an expert on human nature or psyche, nor on mental conditions, and even more essential the coaching relation is not focussing on or treating any ailments — as mentioned ealier coaching is not focussing on problems or why they occurred. The focus is on the solutions not the difficulties. This makes coaching unsuitable for people who in anyway are ill or have mental health conditions. Coaches are, it seems, very aware of their inability to deal with such issues, and would not claim that the kind of counselling they offer is an alternative to traditional therapeutic treatments. However, the coaching approach can and has been combined with more classic therapy. Smith (2006) reports that the therapist can use coaching as a tool, and thereby, accommodate clients who do not wish to dig into their past or focus on pshyco-emotional experiences. Because coaching is a positive approach focusing on the client moving forward, a therapist using the coaching approach is expanding the services offered, and also adapting the method used to the wishes and development of the client (Smith 2006:7).

1.2 Short Sketch of the History of Coaching

The word 'coach' comes from the Hungarian 'kocsi', which means 'from Kocs'. Kocs is the name of a town in Hungary, which was known for its fabrication of a specific

rather exclusive horse-drawn carriage. According to the Oxford English Dictionary (OED 1989a) 'kocsi' and its derivations evolved to denote other types of carriages and also the person steering them. In the mid-1800s, the term coach was used in England as a term for a person who was helping students prepare for exams, and later again the term coach was used about sport trainers.

The term coaching has its roots in the world of sports. O'Connor & Lages (2007) say in their sketch of the coaching history how the term coach used in the sports world was used for a trainer who was not only an expert in techniques of a specific sporting discipline, but who was also focusing on motivation and mental training. Gallwey's book *"The Inner Game of Tennis"* was a foundation in the shifting perspective from the techniques of sports to the 'inner opponent', enabling better performance in the athlete, if internal obstacles were worked on as well.

From here, coaching spread as a method for enhancing better performance not only for athletes but for anyone relating to any part of life. Through the 1980s, it took its shape as the new way of releasing the human potential, and in the 1990s, the coaching approach was used in the development of the performance of large corporations. The awareness of coaching as a new management and leadership approach grew as the corporations in the western world became increasingly aware that their ability to compete depends on the talent of their best employees, and not the inability to compete on production prices. Whitmore (2008) states that as the coaching approach was transferred to the corporate world the name coaching remained the term used, even though many people back then — and still today — associate coaching with sports-instructions.

As the coaching field grew and gradually established itself through the 1990s, different coaching-associations were formed. With the need to establish a profession came also the need to offer certifying training. In 1992, the European Mentoring and Coaching Counsel (EMCC) was founded, an association aiming to support, communicate and inspire developments in the mentor and coaching profession[2]. The EMCC provides coaching educations and provides individual coaches with a quality award, as a way of securing a pan-European standard for coaching and mentoring. In 1995, the International Coaching Federation (ICF) was founded as an association for coaches around the world. The ICF offers certifying coaching education, and has around 14,000 members. In 1998, The Oxford School of Coaching and Mentoring established a qualification programme educating

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[2] See: http://www.emccouncil.org/

coaches, and in 2001 the International Coaching Community (ICC) was established also offering coaching accrediting education in association with coaches around the world.

Developed from predominantly the US and to the UK, Europe and the rest of the world, coaching today seems to be a very international profession where individual coaches or coaching education programmes are associated with one or more of the international or European associations. However, as the coaching profession is finding its feet anyone can still establish himself as a coach. Just as coaching evolved from sports coaching to business coaching by the same people using the same techniques in different settings, consultancies offering coaching are using the coaching approach as just one of the tools in their toolbox, and coaching as a profession has become informed by a varieties of practices and theoretical backgrounds of the coaches.

In a Danish context one of the first coaches who introduced coaching to professional athletes is inspired both by brain research and traditional Native American spirituality (Hundevalt 2001). It seems widely acknowledged that coaching is an approach that can be included and used in connection with a variety of tasks, making the discipline of coaching inspired by practices that build on a diverse bouquet of theoretical backgrounds. This multi faceted ground of coaching makes it not only challenging to establish coaching as a well-defined profession, it also challenges the continuing development.

Describing the theoretical foundations of the coaching approach is challenging for the same reasons: coaching seems to be continually informed by many theories (Bachkirova & Kauffman 2008). O'Connor & Lages (2007) report, in their overview of the coaching history, influences from humanistic psychology, eastern philosophy, constructivism and linguistics in the form of the psycho-therapy-inspired neuro-linguistic programming. Stein (2007:15) reports on influential disciplines such as developmental psychology, social-systems theory, psychotherapy, communication studies and management studies, and also what she calls a "*less academic fields of the self-help movement, holistic movement, and motivational athletic coaching*". Stein furthermore points out that many types of coaching have emerged building on the same foundational ideas, but using different approaches and focusing on different aspects of life. Coaching has moved from the world of sports to the corporate world and into the personal life.

Humanistic psychology and its founding fathers are reported as the grandfathers of coaching by O'Conner & Lages (2007:36) because of their view of

human nature. Humanistic Psychology emphasizes that human beings are capable individuals striving for personal development and growth. Leading researchers such as Rogers (see for instance Rogers 1951, Rogers 1961) founded a positive psychology with the client at the centre of the therapy, and Maslow (see for instance Maslow 1968) instigated a shift in psychology research by his interest in the healthy human being, focusing in on the human drive for personal growth and ultimately self-actualization.

Constructivism links to coaching in its view of human experience and learning as something the individual ultimately creates. Just as humanistic psychology presented a shift from behaviorist thinking, which places its understanding of human nature in a system of stimuli and response, constructivism emphasizes the human ability to choose reactions, thereby shaping one's own circumstances. Coaching likewise views learning as constructing the answer or solution. It is not searching for some external truth to give guidance about how to deal with the issues at hand. Furthermore O'Connor & Lages (2007:38-39) point out that by acting, people create a set of circumstances that will either work for or against them; and that coaching should challenge people to act beyond the default so they can create the change they want, and reach the goals they have set.

Eastern philosophy is related to coaching through its emphasis on self-awareness. Whitmore (2002:32) states that self-awareness is the ability to describe circumstances without being controlled by them. The ability to observe and describe without assessment creates an awareness, which sets a person free to see and act differently. Eastern philosophy seems particularly linked to ontological coaching (Flaherty 2005, Sieler 2005, 2009) which takes a holistic approach to coaching. The focus on behavioral change is replaced or at least linked with the need for a more fundamental personal change.

Examining more closely what seems to have inspired the development of coaching, it becomes clear that coaching has many different inspirations, and that specific coaching approaches stand on specific theories or knowledge bases. However, it also becomes less clear how specific influences have inspired specific types of coaching, and whether such developments can be said to be part of the coaching roots. However that may be, coaching is informed by many different bodies of knowledge, that share some common basic principles but each have their own history and methodology.

Establishing how common coaching is is also challenged by the many directions coaching has evolved in. The coaching associations give an idea of how coaching is evolving, and it certainly seems to be a profession in growth. According to Whitmore (2008:18), the ICF was increasing its number of members by 400 a month in 2008, and ICC have over 3000 members from South America, Asia and Africa as well as the US and Europe[3]. In addition to this, there are smaller and individual consultancies of coaches and coach training schemes both nationally and international, which do not feature in the membership numbers of the mentioned associations.

1.3 Principles of Coaching

As the short sketch of the history of coaching shows coaching is informed by many different disciplines and knowledge areas. For that reason defining the principles of coaching in a way that takes into account all the different approaches is an extensive task. Whitworth et al (2007) present 'Co-active Coaching' as not emphasising problem solving, better performance or goal achievement, but recognise that these issues are what will be affected by co-active coaching. There is a strong emphasis on the client setting the agenda, and that co-active coaching is holistic, addressing the client's whole life, as all aspects of life, work, family etc. are intertwined and affect each other.

'Ontological Coaching' focuses on *being*, and how being is created. The starting point is to create change in the elements that constitute ways of being. It is not primarily goal focussed or performance oriented.

'NLP-Coaching' focuses on language as determining the way we think and thereby our behaviour (O'Conner & Lages 2007, MacDermott & Jago 2001). Neuro Linguistic Programming refers to the interrelatedness of the mind (thinking), our language, and how we behave. By affecting and changing one of these parameters, language, thought or behaviour, you affect the whole being and change is possible.

'Performance Coaching' takes a GROW-model approach (Whitmore 2002:54) emphasising *goals*; what does the client want to achieve, *reality*; what is the current situation, *options*; possible intervention, and *will*; planning who, what and when the goal is to be reached.

Following from the diversity of these theoretical approaches, the principles that govern coaching may not be equally defining of all coaching approaches. In this

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[3] See http://www.internationalcoachingcommunity.com

section, I have nevertheless attempted to outline some of the common salient features of coaching by looking at three definitions from the coaching literature.

One of the classical definitions of coaching is that offered by Gallwey:

"Coaching is unlocking a person's potential to maximize their own performance. It is helping them to learn rather that teaching them." (Whitmore 2002:8)

Along the same lines Connor & Pokora define coaching as a:

"learning relationship, which help people to take charge of their own development, to release their potential and achieve results which they value" (Connor & Pokora 2007:11)

And Maclennan writes:

"Coaching is the process whereby one individual helps another: to unlock their natural abilities, to perform, learn and achieve, to increase awareness of the factors which determine performance…"(Maclennan 1995:4)

All these definitions have three aspects in common: the focus on performance, (better/changed actions) the understanding of human nature (ability and potential) and the role of the coach (helper).

Performance is about action. Essential in the coaching relationship is a client aiming for a change; a client who wants to accomplish something not yet accomplished, or who wants to do something differently. Performance is not aiming at doing more, but doing something differently and better and changing behaviour. Better performance can be seen to be the result of coaching but also as its starting point, in the sense that the client must want or seek a change. Performance is about changing the actions of the client so that a new behaviour enabling change occurs.

At the core of any coaching relation is fundamental understanding of the client as being competent and resourceful. The starting point is that the client possesses all the potentials – skills and knowledge – needed to accomplish whatever she wants. The possibility of change is dependent only on the client's willingness to pursue it. This makes coaching a client-centred approach, regarding

the client as the ultimate authority in relation to her own development. A coaching session therefore also places responsibility for the content of the coaching session on the client. It is the client who guides what is being talked about, where the coach guides how it is being talked about. Put differently, the responsibility for the content is the client's and the responsibility for the process is the coach's.

The coach is regarded as a 'helper' and someone who unlocks the client's innate potential, as described in the definitions above. By being responsible for the coaching process, the coach becomes a facilitator of a learning and awareness process. The coach does not have any answers or solutions in relation to the issues the client presents, but the coach does have expertise in relation to the process of change and learning. The coach is therefore both directing and guiding in terms of the coaching process but non-directing and withdrawn in relation to the client's development. These are the challenges of the coaching role: challenging and questioning the client, and at the same time not pushing the client according to one's own agenda.

1.4 Conversational Practice

Setting aside team coaching, the coaching approach is a conversation between a coach and a client, where the coach questions the client. This personal conversation is at the heart of coaching to such a degree that some define coaching as a communication type (Gjerde 2006). Coaching as a conversational practice has been described as having roots as far back as Socrates who through his maieutic philosophy — also called *Socratic Questioning* or *The Socratic Method* (Whitmore 2002, Maclennan 1995) — used 'asking questions' as a method for generating learning. Therefore, guidelines about how to do coaching are among other things focussed on the use of questions (Flaherty 2005, Whitmore 2002, Cook 1998, Maclennan 1995). Instructions about how to ask questions, which question formats to use, and which not to use are common:

> *"An effective question is neutral. Don't confuse "neutral" with "neutered." A good question may be controversial. Interesting ones are. But it doesn't imply the "right" answer through biased wording."* (Cook 1998: 60-61)

The approach by which coaching is conducted is obviously informed by the founding principles and by the specific tradition from which a given approach to coaching arose, but questioning is the most salient feature when describing coaching as a

conversational structure. The roles of the coach and the client are therefore those of 'questioner' and 'respondent' respectively.

As the quote from Cook suggests, questions are not just questions. Coaching-questions are first of all not seeking information in the traditional (linguistic) sense. The questions are not seeking factual objective knowledge about some state of affairs, and moreover the coach is not seeking an answer on his own behalf, but on behalf of the client. In the excerpts below from two different coaching sessions, the coaches challenge the clients to consider how they will deal with issues presented (the questions are marked with grey).

Excerpt 1.1 ICC4_230507 (Simplified) (Appendix A, lines 619–634)

```
1       Cli:    =Og   d-  det- det  tror jeg er et sted
                =And th- that- that think I  is a  place
                =And th- that- that I think is a  place

2               hvor  hvor  (0.5) sådan nogle
                where where (0.5) such  some
                where where (0.5) such

3       Cli:    rådgivningsvirksomheder [har problemer måske.
                counselling_companies   [have problems maybe.
                counselling companies   have challenges maybe.

4       com:                            [((coach uncrosses his
5               legs, leans towards the client and stretches out
6               his hands.))

7       Coa:    Hvilke spørgsmål kan du bruge til      ((12.34))
                Which questions can you use  to

8       Coa:    at   afdække (.) hans behov.
                toINF identify (.) his needs.
                identify (.) his needs.

9       Cli:    .hhuuhhh woaw hhhhahahahaha tsk

10              .hhhh æ:::hm:::: .hhhh

11      com:    ((Client leans back in chair and places hands over
12              her face  while laughing, leans forward towards
13              coach does a thumbs up sits back in her chair))
```

Excerpt 1.2 ICCZ_240507

```
1       Cli:    =.hh Og  jeg ville jo   egentlig godt
                =.hh And  I  would  ADV really   well
                =.hh And I would really like you know

2               komme dertil  hvor jeg vids:te *j:eg er
                come  there_to where I   knew    *I:  am
                to come to that point where I knew I am

3               [hel          ↑af↓klaret med      d[et her
```

17

```
                    [completely] ↓clari↓fied about th[is here
                    completely sure about this

4     com:          [((client slams hand in table))

5     Coa:                                            [’a
                                                      [’es

6     Cli:          Sådan at   jeg måske også
                    So    that I   maybe also
                    So that I might also

7                   får det prioriteret lidt   bedre.=
                    get it  prioritised little better.=
                    get it prioritised a little better.=

8     Coa:          =Ja
                    =Yes

9     Cli:          Mhm:

10    Coa:          Hvad skulle du-  Hvad skulle der   til
                    What should you- What should there to
                    What should you- What does it take

11                  for at   du kunne blive
                    for that you could become
                    in order for you to be

12                  ø:h (0.7)   blive  afklaret,
                    u:h (0.7)   become clarified,
                    u:h (0.7) to be sure,

13                  (2.2)

14    Cli:          Årh:: Det  er jo et rigtig godt spørgsmål
                    Arh:: That is ADV a really good question
                    Arh:: That is you know a really good question

15    Cli:          fordi hvis jeg vidste det
                    because if  I   knew    that

16                  så   [blev  jeg jo  afklaret. .hh ø:::hm::::: (0.7)
                    then [became  I  ADV clarified..hh u:::hm::::: (0.7)
                    then I would be sure you know. .hh u:::hm::::: (0.7)

17    com:               [((snap)) ((The client snaps her fingers.))

18    Cli:          tsk (0.4) Jamen   hvad skulle der   til.
                    tsk (0.4) Yes_but what should there to.
                    tsk (0.4) Well what does it take.

19                  Der   er jo  selvfølgelig haha
                    There is ADV of_course     haha
                    There is you know of course haha

20                  Der   er selvfølgelig ø:::hm (0.4)…
                    There is of_course    u:::hm (0.4)…
                    There is of course u:::hm (0.4)…
```

In excerpts 1.1 and 1.2, both clients are in the process of starting their own consultancy. In excerpt 1.1, the client is about to approach potential customers,

and she wants to call them to follow up on her initial contact. Prior to this, the client has been telling what she anticipates could be the need of one of her potential customers (lines 1-3). In lines 7-8, the coach asks the client how she can identify the needs of the customer — a question sets up an 'assignment' for the client; an assignment, which relates to the client's description of what she presumes is relevant for her potential customer. With this question, the coach picks up from her previous talk something the client is unsure about and brings it out, not by addressing the uncertainty, but by asking the client how she can gain the knowledge.

In excerpt 1.2, the client is at a standstill with regards to her own consultancy, and she is having doubts whether it is actually something she wants to pursue. The client wants to be certain that starting her own consultancy is something she actually wants (lines 1-7). Again the coach sets an assignment in his question in line 10-12 targeting the lack of clarity, by asking how the client can gain it.

These questions are examples of 'coaching-questions'. They present the clients with assignments, assignments that challenge the clients' previous talk. The questions invite reflexivity by asking the clients to consider solutions in relation to the issues discussed. Of course not all questions look like these examples: every question is related to and formed by the activity going on at that specific time of the interaction, but when talking about salient questions in a coaching context, these questions represent well how questioning is to be understood in a coaching context. Questioning work in coaching is not about seeking factual information but about inviting reflexivity by challenging the clients.

1.5 The Collection

The coaching sessions recorded for this study exhibited a pattern of stages. These stages consist of five steps or activities that coach and client accomplish collaboratively: goal-setting, identifying underlying values, identifying obstacles, planning, and ensuring that actions are taken.

The goal-setting activity involves the coach and client establishing what the focus of the coaching session is to be. This part of the conversation can be shorter or longer depending on how clear the client is about what it is he wants to achieve. Excerpts 1.3 and 1.4 show examples of how the goal setting activity can be accomplished.

Goal-setting

Excerpt 1.3 ICC4_230507 (Appendix A lines 290–317)

```
1      Cli:     Og det  som som     vi så aftalte
                Og that which which we then agreed

2               i hvert fald til en: til en opgave,
                in any case  for an: for an assignment,
                at least  for an: for an assignment,

3               (0.5)

4      Cli:     Det var det at jeg skulle .hh sku:lle:: gå [hjem
                That was it that I should .hh shou:ld:: go [hjem
                It was that I should .hh shou:ld:: go home

5      com:                                                [((coach
6               turns head from client toward the table and lifts
7               his arm))

8               (0.7)

9      Cli:     og jeg skulle ringe til ham
                and I should call to him
                and I should call him

10              og så skulle jeg aftale et møde,
                and then should I arrange a meeting,
                and then I should arrange a meeting,

11     com:     ((Coach takes pen and begins writing))

12              (0.3)

13     Cli:     Med ham.
                With him.

14              (1.3) ((Coach writes))

15     Cli:     .hh Og hvordan jeg vil så   få   den
                .hh and how     I will then get that
                .hh and how then I will get that

16              æhæ:: £det møde     i stand?£
                ehe:: £that meeting in stall?£
                ehe:: £that meeting set up?£

17              (0.3) ((Coach writes))

18     Cli:     det er  jo  så   lidt     sværere       for mig.
                that is ADV then little  difficult_COMP  for me.
                that is you know a little more difficult for me.

19              (0.4) ((Coach writes))

20     Cli:     Æ:hm:: (0.2) .hhhh .mt
                E:hm:: (0.2) .hhhh .mt

21     com:     ((Client gazing into middle distance))
```

```
22              (2.0) ((Coach writes))

23     Coa:     Hvis jeg skriver
                If   I   write

24              [aftale møde    med  Jimmy Johnsen,
                [arrange meeting with Jimmy Johnsen,

25     com:     [((Client turning head looking a notes))

26     Cli:     Ja.
                Yes.

27     Coa:     Er det så    rigtigt?
                Is that then correct?

28     Cli:     Ja.
                Yes.
```

Excerpt 1.4 ICCZ_240507

```
1      Cli:     Så du  står  simplethen mellem
                So you stand simply      between
                So you simply have

2               at at skal finde  ud  af
                to to must figure out of
                to figure out

3               hvad er det egentlig jeg vil (0.3)
4               what is it  really   I  want (0.3)

5               når det kommer til stykket.=
                when it comes  to  piece_the.= ((idiom))
                when it comes down to it.=

6      Cli:     =[.mt ]

7      Coa:     =[Hvad] er det egentlig jeg vil,=
                =[What] is it  really   I   want,=

8               =Vil jeg have (.) et fast  job?
                =Will I  have (.) a regular job?
                =Do I want (.) a regular job?

9               eller vil  jeg have mit (.) have mit eget firma.
                or    will I  have my  (.) have my  own company.
                or do I want my (.) want my own company.

10              [(Hvad er det)    ]
                [(What is it )    ]

11     Cli:     [hhhhh Ja  og  så ] Og så    tshhh vel vidende
                [hhhhh Yes and then] And then tshhh well knowing

12              at  [d(h)er  ] er jo ikke
                that [th(h)ere] is ADV not
                that [th(h)ere] is not you know

13     Coa:         [ja      ]
                    [yes     ]
```

21

```
14      Cli:    frit valg   [på ] alle hylder
                free choice [on ] all   shelves ((idiom))
                a possibility to just pick and choose

15      Coa:                [Ja ]
                            [Yes]

16      Cli:    fordi   jeg kan jo [godt] se    på
                because I   can ADV [well] look at
                because I can you know very well look at

17              et fast   job >som   jeg sy/i<
                a regular job >which I    th/i<
                a regular job >which I th/i<

18              Jamen   det er da  det jeg vil  have
                Yes_but that is PRT what I  will have
                Well that is sure what I want

19              men ø:h [men] det er da  ikke sikkert
                but u:h [but] it  is PRT not   certain
                but u:h [but] it is surely not certain

20      Coa:                [Ja ]
                            [Yes]

21      Cli:    de    vil  have mig.
                they will have me.
                they want me.

22      Cli:    [Der  ] kan være mange andre  der    ka:n [
                [There] can  be   many  others there ca:n [

23      Coa:    [Nej  ]
                [No   ]

24      com:                                            [((client
25              slams pen on her notebook on the table))

26      Cli:    [Utroligt   men der   kan være nogen
                [Incredible but there can be   someone

27      Coa:    [.hja ja
                [.hja ja

28      Cli:    de   [vælger [f(h)r(h)emfor mig=
                they [choose [r(h)a(h)ther_than me=
                they [choose [r(h)a(h)ther than me=

29      Coa:         [.hja
                     [.hja

30      com:                [((Client lifts her cup to her mouth))

31      Coa:    =Ja
                =Yes

32      Cli:    Ja
                Yes

33      Coa:    .hh Så æ:::::h (.) Så hvis du skulle
                .hh So e:::::h (.) So if  you should
```

```
34                sådan sige mere præcis    altså  (0.4)
                  ADV   say  more precisely PRT    (0.4)
                  say more precisely that is (0.4)

35                (xx du sådan) jeg vil  (0.8) ø::h sætning  [ø::h
                  (xx you ADV ) I  will (0.8) u::h sentence [u::h
                  (xx you such a) I want to (0.8) u::h sentence u::h

36    Cli:                                                  [.hhh
                                                            [.hhh

37                Jamen   så  vil  det jo  være jeg vil tro     på
                  Yes but then will it  ADV be     I will believe in
                  Well then it will you be I want to believe

38    com:    ((Coach making gesture turning his right hand in
39            the air to his right side and his left hand in the
40            air to his left side signalling the client's two
41            options))

42    Cli:    at   det rigtige er at  starte mit eget firma.
              that the right   is to begin  my own   company.
              that the right thing is to begin my own company.
```

In excerpt 1.3, the goal setting is initiated by the coach suggesting a goal for the client to confirm in lines 23-24 and 27; and in excerpt 1.4, the coach asks the client to formulate an 'I want to' sentence in lines 33-35. Both goal settings are preceded by recapitulating the talk leading up to this point. In excerpt 1.3, this is done by the client summing up what the coach and she agreed upon in their last session; and in excerpt 1.4, it is managed through the coach summing up the status quo. The goal setting ensures a clear and positive starting point for the subsequent interaction.

The next activity, identifying underlying values, is about the client finding out what reaching the goal will do for her. Values are understood as the benefits, positive feelings or the states of well-being that reaching the goal will bring the client. Reaching the goal will or should create a positive change resulting in the client feeling joy, happiness, pride or contentment. Identifying these values is also identifying driving forces for the client in reaching the goal and making sure that there is coherence between the goal and positive end-results.

Identifying Underlying Values

Excerpt 1.5 ICC5_230507 (Appendix B, lines 1258–1276)

```
1     Coa:    Men så    har du det   her  mål.
              But then have you this here goal.
              But then you have this goal.

2     Cli:    Ja
```

```
                    Yes

3                   (1.0)

4       Coa:        (Prøv lige at fornemme)
                    (Try  just to sense   )
                    Just try  to sense

5                   første juni (1.1) totusindogotte
                    first  June (1.1) twothousand_and_eight
                    the first of June (1.1) twothousand and eight

6                   (1.8)

7       Cli:        <Det  er simplethen skønt>.
                    <That is simply marvelous>.

8                   (1.6)

9       Coa:        Ja
                    Yes

10      Cli:        Det er simplethen skønt
                    That is simply marvelous

11      Coa:        (Og hvordan er [det). Hvor hvor   er du  ] henne?
                    (And how    is [it ). Where where are you] at?

12      Cli:                       [Der   vil jeg gerne     ]
                                   [There will I  gladly    ]
                                   [There I would like to   ]

13                  (1.1)

14      Cli:        Jamen    hhhhh ((shakes her head))
                    Yes_but hhhhh
                    Well hhhhh

15                  (0.8)

16      Cli:        Jeg er på arbejde. Jeg er i  weekend
                    I   am at  work.   I   am in weekend

17                  Jeg er simplethen .hhh Jeg er simplethen
                    I   am simply     .hhh I   am simply
                    I   am simply .hhh I am simply

18                  over det hele fordi  jeg har  bare så'n energi
                    over  it  all because I  have just such energy
                    all over because I just have such energy

19                  at   j- så jeg kan være over det hele.
                    that I- so I   can be   over  it all.
                    that I- so I can be everywhere.
```

In line 4, the coach asks the client 'to sense' the day they have set as deadline for her reaching her goal. The client is asked to project herself into the future where she has reached her goal, and she responds by describing how it feels. The identification of values is here made possible by the coach's request, which sets up

24

a hypothetical reality where the client, if accepting the request, can describe a future experience. In this way, the client is asked to identify values by describing an experience instead of being asked to describe values.

The third activity is identifying obstacles. Obstacles are understood as convictions held by the client that might be constraining her. Such convictions can be related to external factors, that is, things the client needs to do but finds it hard to see how can be done. They can also be related to personal ideas about the client's own abilities.

Identifying obstacles

Excerpt 1.6 ICCZ_240507

```
1       Cli:    Jeg har  tidligere troet
                I   have earlier    thought

2               at   øh jeg havde resourcer til (.) øh begge dele
                that uh I   had    resources to (.)  uh both parts
                that uh I had resources to (.) uh do both things

3               men ø:h det har   jeg ikke haft nej.
                but u:h that have I   not   had no.

4       Coa:    °Nej°

5               (1.4)

6       Cli:    °Det   er også noget arbejde
                °There is also some   work
                °There is also work

7               og noget     andet (og noget)°
                and something else  (and some)°
                and other things (and some)°

8               °[der  ] skal passes.             Ja.°
                °[which] must lookedPASS after. Yes.°
                °[which] must be attended to. Yes.°

9       Coa:    [Ja ]
                [Yes]

10      Coa:    Ja
                Yes

11              (2.1)

12      Coa:    Hvad kunne rykke din  ø::h (.)
                What could move  your u::h (.)
                What could push your u::h (.)

13              Hvad kunne rykke din ø:h din  tidsplan,
                What could move your u:h your time schedule,
                What could push your u:h your time schedule,

14              (0.6)
```

25

```
15      Coa:     (Øh) Hva- Hvilke forhindringer kan du::: (1.0)
                 (Uh) Wha- Which   obstacles     can you:: (1.0)

16               kan du  komme  på    der   kunne gøre at   (0.5)
                 can you think  about which could do   that (0.5)

17      Cli:     .mt .hh Jeg har n- lige nævnt
                 .mt .hh I  have n- just mentioned

18               den ene omkring   det der    med
                 the one concerning that there with
                 the one concerning that

19               hvis æh dem  jeg skal have til
                 if   eh those I   must have to
                 if eh those I need help from

20               at   hjælpe [med at]   lave
                 toINF help   with toINF make
                 in making

21      Cli:                     [ja   ]
                                 [yes  ]

22               hjemmesiden  [hold]er ferie   [og så ] videre.
                 homepage_the [take]s  holiday [and so] forth.
                 the homepage are on holiday and so forth.

23      Coa:                     [Ja  ]          [.hja ]
                                 [Yes ]          [.hyes]

24      Cli:     .hh Øh det er en af dem.
                 .hh Eh it  is one of them.
```

Excerpt 1.6 shows an example of how the coach manages identifying obstacles. In lines 12-13, the coach asks the client to identify anything that can change the client's schedule in relation to launching her own private consultancy, and subsequently in lines 15-16, the coach asks which obstacles the client anticipants. This question is related to the client's previous talk where she tells how she has realised that she did not have the time and resources to do as she initially had planned. The client responds by listing possible obstacles in relation to her time schedule.

In the fourth stage, planning the client's future course of action, the client is encouraged to identify the steps that are necessary to reach her goal. This is often initiated by a question about what the client wants to do, and perhaps also when and how she is planning to do it.

Planning

Excerpt 1.7 ICCZ_240507

```
1      Cli:    Ø::::h der   hvor jeg kommer til
               U::::h there where I  come    to
               U::::h there where I will come to believe in it

2              at   tro    på det det  er  jo
               toINF believe in it that is ADV
               that is you know

3              når jeg har  fået   nogle kunder.
               when I  have gotten some  customers.
               when I have gotten some customers.

4      Coa:    Det er når  du  har  fået   nogle kunder.
               That is when you have gotten some customers.

5      Cli:    Ja
               Yes

6      Coa:    .hja
               .hyes

7              (2.5)

8      Cli:    Så kunne jeg selvfølgelig vælge
               Then could  I  of course   choose
               Then I could of course choose

9              at:: ansætte en sælger til
               to:: hire    a  salesman to
               to:: hire a salesman

10             at   hjælpe mig med  det  >og så videre<
               toINF help   me  with that >and so on<
               to help me with that >and so on<

11             men det  er ikke ø::h .hh Det er ikke sådan
               but that is not u::h .hh That is not    so
               but that is not u::h .hh That is not how

12             at  det skal starte op.
               that is  must start up.
               that is should begin.

13             Det skal startes    op ø::h med mine resourcer
               It  must start_PASS up u::h with my resources
               It must be begun u::h with my resources

14             og  uden     (.) voldsomt
               and without (.) extremely
               and without (.) extremely

15             mange °etableringsomkostninger°
               many °startup_expenses°
               many °startup expenses°

16             °[og  så  ] tager jeg den derfra°
               °[and then] take   I   it   there_from°
               °[and then] I will take it from there °

17     Coa:    [m:::     ]

18     Coa:    .hja=
               .hyes=
```

```
19      Cli:    =.hja
                =.hyes

20      Coa:    Så hvad er det første du kan gøre?
                So what is the first you can do?
                So what is the first thing you can do?

21              (1.5)

22      Cli:    Jamen   det første æh jeg har gjort
                Yes_but the first eh I    have done
                Well the first eh I have done

23              er [at  ] jeg har registreret det
                is [that]  I have registered
                is [that] I have registered it

24              jeg har  navngivet det…
                it   I   have name_given it…
                I have named it…
```

Excerpt 1.7 shows an example of how the coach initiates a planning phase by asking the client what she can do first (line 20). The client's goal is to regain faith in her consultancy and as part of her description of what she needs to do gain faith in her company, (lines 1-16), she rejects one possible step she could take in order to get customers, lines 8-16. By picking up on the client's description on what not to do, the coach initiates planning, not only by asking what the client can do, but by asking what she can do first. The question clearly projects the initiation of a multiple-step planning where subsequent steps are to follow.

Another way of initiating planning is by getting the client to associate the goal with past experiences, and in that way identify the means through which the client has previously reached her goal.

Excerpt 1.8 ICC5_230507 (Appendix B, line 1452–1481)

```
1       Coa: 1→  Hvad var det du gjorde der?
                What was it you did    there?
                What was it you did back then?

2               (0.6)

3       com:    ((coach change position in his chair))

4       Coa: 1→  For at   få  den  der   følelse.
                To toINF get that there feeling.
                To get that feeling.

5       Coa: 1→  Du stod    jo i en situation hvor du skulle til
                You stood ADV in a situation where you had  to
                You stood in a situation you know where you had to

6            1→  at   opfylde et eller andet mål
```

28

```
                        toINF fulfil one or   other goal
                        fulfil some goal

7            1→         som   der   måske var lidt svært?
                        which there maybe was little difficult?
                        which maybe was a little difficult?

8       Coa:            [Hvordan gjorde]
                        [How     did  ]

9       Cli:            [Jeg forberedte] mig   helt      vildt.
                        [I   prepared  ] myself completely crazy.
                        [I   prepared  ] myself extremely

10                      (0.3)

11      Coa:            O↑kay
                        O↑kay

12      Cli:            Jeg planlagde (.) ned  i  mindste detalje.
                         I planned    (.) down in last    detail.
                        I planned (.) down to the last detail.

13      Coa:            Okay.

14      Cli:            Jeg æ:::h kunne tingene    udenad    stort set.
                        I   e:::h could things_the by_heart
                        I e:::h could things by heart generally speaking.

15                      Jeg havde f:: Jeg havde (1.7) lavet
                        I    had   f:: I had   (1.7)
                        I had f:: I had (1.7) made

16                      en risikoanalyse så stor så stor så stor.
                        a risk_analysis so big  so big  so big.
                        a risk analysis so huge so huge.

17      Coa:            Ja [okay  ]
                        Yes [okay  ]

18      Cli:               [Inde  ] i mit hovede (.) om
                           [Inside] in my head   (.) concerning

19                      hvis nu de gør det   så   det hvis de   gør det.
                        if now they do this then this if   they do  that.

20                      Jeg havde .hhh syvogtyve      plan B'er
                        I    had   .hhh sevenandtwenty plan B's
                        I had .hhh twentyseven plan B's

21      Coa:            ˚Okay˚
                        ˚Okay˚

22                      (0.5)

23      Coa: 2→         Hva::::: vil   den evne     [(du har her   )  ]=
                        Wha::::: would that ability [(you have here)  ]=

24      Cli:                                        [.shhhft ((sniff))]

25      Cli:            =Ja=
                        =Yes=
```

29

```
26      Coa: 2→  =kan den bruges i denne her   sammenhæng?
                 =can it  used  in this hère connection?
                 =can it be used in this connection?

27      Cli:     Ja det   kan den faktisk godt.
                 Yes that can it  actually well.
                 Yes actually it can.

28      Coa:     Planlægning i detaljer.
                 Planning    in details.

29      Cli:     Planlægning i detaljer og så   ø:::h (0.7) have
                 Planning   in details  and then u:::h (0.7) having

30      Cli:     en plan for hvad jeg vil gøre når det går galt.
                 a plan for  what  I  will do when it goes wrong.
```

In this approach to planning the coach has asked the client to talk about a previous experience that generated the same values that the client identified in relation to the current goal. In lines 1-7, the coach asks the client to identify the means she used to reach a previous goal, then in lines 23 and 26, the coach asks the client whether she can transfer what she might have learned from this experience in relation to her current circumstances and goal. The planning activity is here initiated in three steps: the identification of a previous success, identifying the means used to make that happen, and the transferring these means to the current situation.

Ensuring that action is taken is the last activity of the steps in the coaching structure and relates to the client's accountability for carrying out any plan of action that emerges from the session. This is not to be understood as the client being accountable to the coach but more as the client being accountable to herself and her own plan. Seeking a commitment from the client is a way of ensuring that she will indeed carry out the plan of action that emerges.

Ensuring that action is taken
Excerpt 1.9 ICC4_230507 (Appendix A, lines 1026–1040)

```
1       Coa:     MED  DEN   opgave     [til] løsning
                 WITH THAT assignment [to ] solving
                 WITH THAT assignment to be solved

2       Cli:                                     [m: ]

3       Cli:     m::

4                (1.0)

5       com:     ((during silence client nods))

6       Coa:     der   synes  jeg at  vi nåede   dertil   (0.5)
```

```
                   there think   I that we reached there_to (0.5)
                   I think that we reached the point (0.5)

7                  hvor vi  skulle i dag,
                   where we should in day,
                   we should reach today,

8        Cli:      m:m?

9                  (0.2) ((client nods))

10       Coa:      .hh Hvordan æ::h (0.8) hvordan får jeg besked om
                   .hh How     u::h (0.8) how     get  I  told  about
                   .hh How will u::h (0.8) how will I know

11       Coa:      at du    har haft °ringet.°
                   that you have had called.
                   that you have called.

12                 (0.2)

13       Cli:      .hh Jamen     der vil jeg De:r ringer jeg til dig.
                   .hh Yes_but there will I  There call   I  to  you.
                   .hh Yes well I will will I will call you

14       Coa:      Du ↑ringer til mig,
                   You ↑call to me,
                   You will ↑call me

15       Cli:      Ja
                   Yes
```

In excerpt 1.9, the coach seeks to ensure that action is taken by asking (lines 10-11) how he can know (i.e. be sure) that the client will do, what she has said (earlier in the session) she will do. To which the client responds by assuring him that she will call him to confirm that she has actually carried out the agreed plan of action. The client thereby makes herself accountable to the coach.

All excerpts above present ways in which the coaching activities of goal-setting, identifying underlying values, identifying obstacles, planning, and ensuring that actions are taken, can be done.

This model of the five stages/activities that are to be found in these coaching sessions is of course something of an ideal, in the same way that Byrne and Long's (1976) model of the six stages that comprise the 'overall organisation' of the consultation in primary care acute medical visits is an ideal (See Robinson 2003). Not all sessions follow precisely the same steps in the same order, and not all sessions contain all these steps or stages or activities. Depending on the issues raised by the client the individual steps may be shorter or longer. Some goal might be difficult to formulate, maybe the planning will reveal that the goal will have to be divided into subsidiary goals to be dealt with within the timeframe of the session, and sometimes the coach and client will not make it through all steps. But

something like this 'overall organisation' of the sequential pattern of steps/activities can be discerned across the coaching sessions recorded for this study.

1.6 Account of the Data Collection

All data were collected by video recording during the second module of an ICC coach certifying education in Denmark 2007. All participants gave their consent to be video recorded. The consent was given on the basis of a signed confidentiality statement explaining how the data is going to be used and kept.

The module ran over 3 days, during two of which I recorded training sessions. The total number of recordings consisted both of teachings, participants' discussions, training exercises and one-to-one coaching sessions. In all I recorded approximately 18 hours, of which 10 hours was one-to-one coaching sessions. Out of these coaching sessions 6 have been used as the basis for this study. In table 1 below information is shown summarising various aspect of the data sample.

The coaching sessions have been grouped into two types of sessions depending on the relationship between the participants involved. Over the course of the programme, which consists of three modules over the course of approximately three months, the participants coach one another. They are in that sense regular coaching-partners and build an ongoing coach-client relationship during that period. Three of the six sessions, which constitute the data for this study, involve coaches and clients who are in a continuous coaching-relationship. They have met before and will continue this relationship during the third module of the programme.

The other three sessions are labelled one-off sessions. Here the participants are not in a continuous coaching relationship but meet for just this one coaching session. One or more observers may be present either just observing or both observing and giving feedback after the session.

The sessions are between 20-50 minutes long. These time limits are defined by the length of the coaches' final certifying examination, which is 20 minutes. However, in the session of the continuing coaching relationship the participants seem to be more autonomous in defining their own frames. However, all sessions are confined by other activities such as for instance teaching sessions and have therefore the times frames that are not necessarily related to the matters discussed in the coaching session.

Coaching sessions	Duration	Session-types	Participants Coaches / Clients	Total number of male/female coaches
ICC2_250507	18 minutes	One-off session	Coach: Caroline Client: Maren 3 Observers	Female Female
ICC3_2405071	20 minutes	One-off session	Coach: Allan Client: Hanne-Sofie 4 Observers	Male Female
ICC3_2405072	20 minutes	One-off session	Coach: Janne Client: Jesper 4 Observers	Female Male
ICC4_230507	21 minutes	Continuing relationship	Coach: Jesper Client: Caroline 1 Observer	Male Female
ICC5_230507	50 minutes	Continuing relationship	Coach: Jes Client: Hanne-Sofie	Male Female
ICCZ_240507	35 minutes	Continuing relationship	Coach: Leif Client: Sanne 1 Observer	Male Female
Total 6 sessions	Total 164 minutes		Total 9 participants	Total Coaches: 4 male 2 female Clients: 1 male 4 female

Table 1: Various sample information

For each of the one-on-one coaching sessions the individual participants were approached to secure permission to record their specific sessions. There were several parallel sessions running, and the two available cameras were placed randomly, recording those who agreed first. The camera was left in the room with coach and client.

The video-recorder 'controlled' the situation to the extent that the participants were generally very accommodating in placing themselves in relation

to the camera. Sometimes they would ask where to sit in relation to the camera, and sometimes rearranging chairs to accommodate the recording angle. How much the camera otherwise affected the situation is taken to be an empirical question. In one session the coach and client discuss the presence of the camera after the session.

Excerpt 1.10 ICC5_230507 (Appendix B 2743–2761)

```
1      Coa:    Hvordan var det? ((smiling))
               How     was that?

2              (0.8)

3      Cli:    Det var vildt:
               It was crazy:

4              (1.2) ((Coach silently laughing))

5      Cli:    Det var vildt:
               It was crazy:

6              (2.1)

7      Cli:    Fuldstændig.
               Completely.

8              (0.8)

9      Cli:    Jeg kan ikke [(.) holde ud
               I   can not  [(.) stand out
               I cannot (.) stand

10     com:                 [((client points towards camera))

11     Cli:    at   den er på haha.hhhhh=Videoen,   men sådan
               that it is on haha.hhhhh=Camera_the but ADJ
               that it is on haha.hhhhh=The camera but that is

12     Cli:    er det jo. .hh[h ((sniff))]
               is it  ADV .hh[h ((sniff))]
               how it is you know .hhh ((sniff))

13     Coa:                 [Nå ja     ]
                            [Oh yes    ]
                            [Ah well   ]

14     Coa:    Havde du tænkt   på    den var der?
               Had  you thought about  it was there?
               Had you thought about it being there?

15     Cli:    Æ::h lige i  starten     og  så  glemte jeg det
               E::h just in beginning_the and then forgot I   it
               E::h just in the beginning and then I forgot it

16             igen.=Og   så  kom jeg i tanke  om    det nu,
               again.= And then came I in though about it now,
               again.= And I remembered it now,
```

```
17      Coa:      Ja=
                  Yes=

18      Cli:      =hvor  du spørger for nu  kommer jeg ligesom
                  =where you ask    for now come   I  kind_of
                  =that you ask cause now I kind of

19                ud  af den igen.
                  out of it again.
                  snap out of it again.

20      Coa:      [Ja ]
                  [Yes]

21      Cli:      [El ]lers    så   har jeg ikke nej.
                  [Ot ]herwise then have I  not no.
                  [Ot ]herwise I have not no.
```

If the participants make relevant the camera's presence, which they sometimes do by commenting on it or gesturing towards it, as in the excerpt above, it enters into the interaction as an 'artefact' to which participants orient, and as such is salient to the interaction. The salience is visible both for the participants and analyst to see and therefore any effect the camera might have on the interaction can be considered as an analytical issue. On the other hand, if the participants do not make it relevant for themselves in the interaction, it is not relevant for the analyst either. The issue of a possible camera-effect is as such left for the participants to show.

Of course what the participants do not do because of the camera is impossible to say, and as such the presence of the camera may affect the interaction in a way that the interaction does not show. In relation to this issue, the analytic approach taken here avoids the problem in two ways: firstly by dealing with the in situ conduct that is recorded, and not with what is not there or might have been. The method does not concern itself with personal hidden motives in the individual, but with what visibly goes on between the participants, with their visible conduct, and how they build their interaction. Secondly, the analysis is orientated to a detail of interaction that is presumably not within the individuals' personal control: this relates to how they build and take their turns at talking, and how they relate their talk as a response to the other participant's talk. These issues will become clearer as the methodology is outlined.

A further note in relation to video data is the nature of the data recording generates. Non-audible aspects such as gestures and gaze are accessible and can be studied as resources the participants makes use of along with the talk. There is more to gain from the visual aspects of the data than is exploited in this study. Not

focussing more on these recourses is not a result of overlooking their importance; instead the focus and the scope of this study simply has not made it possible to explore such issues with any thoroughness or at all systematically.

Due to the data being recorded during a coaching training programme, issues of the genuineness of the data have been considered. All interactions are real in the sense that they occurred not for the sake of this study but as part of the participants' training. The interactions were accomplished with the focus of doing coaching and occurred for their own sake.

The sessions are not role-playing because they are not set up to be. The participants were not asked to play the roles of coaches and clients, no script was laid out for the participants to follow, and the clients raise real concerns, formulate authentic goals that relate to their professional or personal life[4]. There is of course no guarantee that the client is authentic and honest - which would be an issue in relation to the coaching-relationship, in any case, and in relation to the analyses an empirical question - but the starting point for all sessions is that the client wants to receive coaching in relation to the issues presented. The sessions are opportunity for the coaches to develop their coaching abilities, but they are not set up as exercises. They are learning-by-doing realities, not enactments of thought-up realities.

A second issue concerning genuineness is whether the interactions can be called coaching when performed by trainee coaches. In relation to this, the underlying premise is that the interactions are what the participants name them to be. The interactions are coaching because the participants enter into a coach-client relationship, and see themselves as conducting the roles of client and coach. As this study and its methodology are concerned with describing how the participants do what they do, the analysis does not attempt to assess whether what is done can be called coaching or not. Whether or not interactions meet the criteria and standards the coaching profession determines for such interactions to be deemed coaching is a quality issue for professional coaches to discuss. Similarly, the issue is not taken to affect the validity of the analysis either, as the findings are valid for the data presented. It is nowhere claimed that the findings here are true for all kinds of coaching; nevertheless the findings have relevance to these

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[4] Based on knowledge of the client's life, both professional and personal, obtained during the recording days, it was possible to assess the genuineness of the issues discussed in all the sessions that are part of the final sample.

coaches, who are performing a type of coaching that is foundational for all future coaches in Denmark trained within the ICC framework.

1.7 Analysing Interaction

The methodology used in his study is Conversation Analysis (hereafter CA). CA focuses on how participants manage their interaction through the use of language and language structures, and what those structures reveal about the practices that constitute our basic interactional competences. At the core of CA are actions and how actions are being done in order to achieve participants' interactional goals. Heritage & Atkinson define the goal of CA as:

> *"...the description and explication of the competences that ordinary speakers use and rely on in participating in intelligible, socially organized interaction. At its most basic this objective is one of describing the procedures by which conversationalists produce their own behaviour and understand and deal with the behaviour of others." (Heritage & Atkinson 1984:1)*

Harvey Sacks developed CA in the 1960s and 1970s, not with the purpose of studying language and interaction as such, but because he wanted to explore social action, and to develop an approach to the systematic study of social action. Sacks investigated records of social actions; recordings of people interacting in face-to-face and telephone conversations. During his research, it became clear that fundamentally all of society's institutions are acted out in talk, and that in these 'interactions of talk' the participants display their understanding of them in how they choose to conduct them. The focus of a conversation analytic analysis is therefore how any social interaction, whether it is a telephone call between friends, a medical appointment, or a coaching session is talked into being. The fundamental understanding, that people engaged in any form of communication are not just talking, but performing specific actions that show their understanding of the interaction they are engaged in, makes the study of the ways such talk is conducted – its patterns and structures – a way to see how a specific form of social life is conducted.

The backdrop of CA was Garfinkel's ethnomethodology, a sociological approach focusing on the procedures or methods by which people make sense of and act in the world (Heritage 1984). Behind the ability to interact in a meaningful

coherent way lies a body of unconscious expertise shared by members of a society. Such expertise includes both knowledge of language, how to construct meaningful sentences; knowledge of conversational patterns, such as when to speak; and knowledge of conversational constraints; such as what to speak. These shared abilities behind speaking coherently, at the appropriate moment, in an appropriate way are what CA studies; and a basic assumption is that these procedures are present in interaction because participants in conversation display them to each other when making sense of one another's conduct in interaction.

The focus on people's practices makes the study of 'the real world' and not hypothetical versions of it significant, and as Sacks' research was focused on developing sociology as a *"naturalistic observational science"* (Hutchby &Wooffitt 1998:24) recordings of naturally occurring interactions was and is essential in the CA approach. Recordings capture the real-life interaction through the enactment of the participants and not through the observational abilities of the analyst.

Tbe concepts of 'turn taking' and turn-by-turn progression, and 'sequence formation' are central to CA's methodology. Sacks, Schegloff & Jefferson's (1974) fundamental article on the turn-taking structures and rules of interaction show how the ordering of interactions in turns at talk are upheld by the participants talking one at a time, one after the other. Such turns at talk can be built differently and may consist of anything from a single word, or maybe even just a sound such as 'hm' to one or more sentence. The way in which a turn is designed, the combination of words, clauses and sentences and how these are added together reflects what that turn at talk is to do; and in the turn-taking system the participants orient to such designs to find out, who is to speak next, when to speak next and how to speak. The analysis and understanding of turn and turn-design provide insights into how participants construct turns to do and mean what the participants aim to do. The turn design shows how participants conduct themselves in manner appropriate for the 'projects' they want to pursue.

Turn-design is related to the understanding of talk as action. In a specific turn-design lies the formation of an action. Each turn does not only offer the speaker a choice of which action to perform in that turn but also the choice of how to perform it. These choices reflect the participants' own understanding of the activity they are engaged in. As Sacks et al. note:

"It is a systematic consequence of the turn taking organisation of conversation that it obliges its participants to display to each other, in a

turns talk, their understanding of the other turn's talk." *(Sacks et al. 1974:728)*

Sequence formation is the turn-by-turn, or action-by-action progression of the interaction. Whereas turn and turn-design relate to the individual participant's building of an action, sequence formation is the relationship between two consecutive turns. The sequences show that the actions performed by turns are situated activities. This means that a turn is not only designed to perform some action, but an action, which addresses the previous talk. In this way, turns form coherent sequences of talk, where one turn is shaped by the preceding context, and in itself creates a context for the following talk (Heritage 1984:242 Heritage & Maynard 2006: 10-11).

The relationship between turns at talk is captured by the terms *adjacency* and *conditional relevance* (See for example Sacks, 1992:521–541, Sacks & Schegloff 1973). The adjacency relationship of turns refers to fact that the implications of talk being done in sequences is that the action of the talk in first position makes possible a range of actions to come in the second position. As such, the first action creates some more or less specific constraint on the next turn. The adjacency is particularly strong in sequences of talk where the first action creates a constraint for a quite specific set of responses. Such *adjacency pairs* are for instance question-answer sequences, where the question, done as a first action makes conditionally relevant an answer as its response. Greeting-greeting, request-granting/rejection, invitation-acceptance/rejection are other types of adjacency pairs (for more on adjacency pairs, see e.g. Drew 2004).

Because of the insights CA research has provided and will provide into this intersection of turns and sequences – that the way a turn at talk is done affects the sequence of talk – the CA approach is appropriate when looking at interactions such as coaching. CA is not only an approach that can describe how coaching is brought about as a specific type of interaction, but how its specificity is accomplished at the level where all interactions are accomplished. CA is used in this study because coaching is a specific type of interaction, and a method, which has as its focus how participants bring about the specificity of such interaction, enables an understanding of how coaching is managed interactionally and what practices are used to achieve it. That is, the aim is to discover the practices coaches use to coach - for instance the practices for asking questions or the practice of reformulating the client's previous talk. CA enables the study of how an aspect of

social life - in this case coaching - is managed through the actions and activities it is made up of.

1.8 CA of institutional Interaction

Coaching has along with other types of institutional interaction a turn-taking organisation that is relatively restricted compared with ordinary everyday interaction (Arminen 2005;44, Drew & Heritage 1992:29). Such restrictions are a result of the functions of the specific institution, and the principles or theories that govern a specific institutional setting. Because coaching interaction utilises the same sense-making devices as any interaction it is possible to see how the institutional context is an achievement, and how specific procedures relate to a given institutional context.

The data shows that coaching interaction is built primarily of question-answer sequences, where the coach asks questions and the client responds. This is one way in which coaching can be seen as having a restricted or specific turn-taking system, that effects the participants' contributions. Questioning is allocated to the coach and the answering to the client, and so the participants in coaching refrain from doing actions that they could and would do in everyday interaction, and in this way they form the particular interaction they are engaged in. (For a general account of turn taking systems in institutional interactions, see Arminen 2005, Heritage 1997, Heritage & Drew 1992.)

When the turn-taking operation in coaching is described as being primarily question-answer sequences, these are of course not to be understood as disconnected sequences. The actions and the activities, which they constitute, are salient in describing how coaching is done. Many other types of institutional interaction are realised through similar sequential organisation, but question-answer sequences in courtrooms, in news interviews, in doctor patient consultations do different work in relation to participants' primary tasks or roles. In doctor-patient consultations, the questions reflect the business of getting information so that a diagnosis can be reached (Heritage & Maynard 2006). In courtrooms, a line of questioning can set up to accuse or defend a witness (Atkinson & Drew 1979), and in news interviews adversarial questioning can establish the interviewer in the role of opposition to the interviewee (Clayman and Heritage 2002). Thus the specific practices of questioning used by coaches in coaching interactions, are part of what makes these interactions distinct and unique,

The turn-taking operation in coaching is achieved to solve the task coaching is to solve: In coaching questioning is associated with continually giving the client assignments to solve. The turn and action design involved in coaching are means to create learning, promote reflexivity and prompt action and responsibility in the client. The description of these gives insight into how coaches accomplish coaching and how they conduct the interaction so clients are guided towards finding out for themselves – and in this way learning – what they need to do in pursuing their goals.

2 Questions in Coaching Interaction

Coaching conversations consist primarily of question-answer sequences: the coach asking questions, the client answering. The distribution of contributions reflects the role of the coach as a facilitator, helping the client to un-pack the resources needed to reach the goal set and solve the tasks at hand. This makes the overall turn taking of the coaching sessions uniform and asymmetric: Whichever actions the coach performs, whether it is giving advice, directions or evaluations, they tend to be done through question-answer sequences. This chapter describes some of the question-types used, and how they can be seen as setting up a central task of coaching.

In the following, different types of questions are presented. The questions are designed to accomplish the specific interactional task they set out to solve and are shaped by the interactional context in which they occur. The first question-type seeks specific information, and typically occasions short specific answers. The coach for instance asks the client about names and places, which are relevant for the following talk. This question-type can be part of a series of questions leading on to a key point, often in terms of another question.

The second and third question-types are 'future-orientation questions' and 'hypothetical questions'. These questions are oriented toward future events or hypothetical scenarios, and in these questions, the coach sets up tasks by asking the client how she will solve a particular challenge, or gets the client to consider relevant issues in connection to the goal the coach and client have set up at the beginning of the conversation. Generally speaking, the second and third question-types seek reflections, where the type-I question seeks information. The following will explore the question-types in turn. The next section will focus on question-type I.

2.1 Information Elicitation

The first question-type asks for particular information. As such, these questions resemble the classical linguistic definition of questions as 'genuine' information elicitations: They seek information in relation to a specific point (Quirk 1985). These questions seek information that the questioner does not have but presumes the questioned to have. Excerpts 2.1 and 2.2 show such questions (marked in grey).

Excerpt 2.1 ICC4_240507

```
1      Coa:     Hvilken virksomhed var det det var.
                Which company       was it  it  was.
                Which company was it it was.

2      Cli:     Det var Kærsgaard.
                It  was Kærsgaard.

3      Coa:     Det var Kærsgaard.
                It  was Kærsgaard

4      Cli:     °m°

5      Coa:     Og  han hedder?
                And he  calls?
                And he is called?

6      Cli:     .mt Han hedder Jimmy Johnsen.
                .mt He  calls  Jimmy Johnsen.
                .mt He is called Jimmy Johnsen.
```

Excerpt 2.2 ICC4_230507

```
1      Coa:     .hh Hvad beskæftiger hans virksomhed sig    med.
                .hh What engages      his company     itself with.
                .hh What does his company do

2      Cli:     .mt .hhh De  bes- øh skæftiger sig
                .mt .hhh They en- uh gage themselves
                .mt .hhh They do consultancy

3               med rådgivning.
                with consultancy.
                consultancy.
```

The questions in line 1 and 5 of excerpt 2.1 seek to identify a company that is a potential customer of the client. In line 1, the coach asks the client to identify the company, and line 5 the coach asks about the name of the company contact.

In line 1 of excerpt 2.2, the coach asks about the same company's core output. These questions seek information that names and as such identifies the company and marks it as distinctive.

Another example of this type of question is seen in excerpt 2.3, which follows immediately after excerpt 2.2.

Excerpt 2.3 ICC4_230507

```
1      Coa:     Din originale  indgangsvinkel til virksomheden
                Your originale entrance       to  company_the
                Your original entrance to the company

2      Coa:     det var dit personlig netværk  [°Er det ]rigtigt?°=
```

```
                    that was your personal network [°Is that] right?°=

3       Cli:                                        [Jahr    ]
                                                    [Yeah    ]

4       Cli:        =Det er rigtigt.
                    =That is right.
```

Again the coach seeks particular information about how the initial contact with the company was established. Here, it is done by seeking confirmation of facts: by adding a yes/no-interrogative to a statement.

The questions in excerpts 2.1-2.3 can be called 'information elicitations' in that they seek facts or knowledge about some state of affairs. As such, they accomplish the action typically associated with questions. This typicality seems to be mirrored in the unmarked delivery and design. They are all simple interrogative structures — *wh*- and *yes/no* interrogatives as in excerpt 2.1, 2.2 and 2.3, and a declarative with rising intonation as in the second question in excerpt 2.1 — and they are all syntactically simple, consisting either of a single sentence (excerpt 2.1 and 2.2) or two (excerpt 2.3). The questions are furthermore unmitigated, neither delayed nor repaired, and these unmarked questions also receive unmarked responses, typically re-using the same verb phrase as the question itself: In excerpt 2.1 and 2.2 *'which company was it – it was…', 'and he is called? – he is called…*; *'what do they do – they do…'* and even the tag-question structure in excerpt 2.3 is repeated *'is that right - that is right'*.

As individual question-answer sequences they bring out trivial factual information, but as a series of questions, they solve the task of bringing forward information important to the following interaction. These questions are either introducing topics into the interaction and/or enhancing aspects of topics discussed. Excerpt 2.4 shows how the identification of the company and company contact is used by the coach in the summation he continues after the questions. Excerpt 2.4 is from the beginning of the coaching session, where the coach is recapitulating — or backtracking as he calls it — the previous session.

Excerpt 2.4 ICC4_230507

```
1       Coa:        .hh I GÅR     der   nåede   vi-
                    .hh YESTERDAY there reached we-
                    .hh YESTERDAY we reached

2                   Der   sluttede vi faktisk
                    There ended    we actually
                    We actually ended
```

```
3              hvor  vi har   kommet
               where we have  come
               where we have

4              lidt    i  gang     omkring (0.6)
               a little in progress concerning (0.6)
               begun to process (0.6)

5              .hhh æ:::h Og den backtracker jeg også lige
               .hhh e:::h And it backtracks   I  also just
               .hhh e:::h And I will backtrack that as well

6              så vi er enige     om
               so we are agreeing on
               so we agree

7              hvor vi står henne præcist  med  det,
               where we stand at   precisely with that,
               where we are with that exactly,

8              .hh at du har sendt en   række breve ud.
               .hh that you have sent a row   letter out.
               .hh that you have sent out a number of letters.

9     Cli:     Ja. ((nods))
               Yes.

10             (0.4)

11    Coa:     Æ:::h (0.2) orienteringsbreve.
               E:::h (0.2) orientation_letters.
               E:::h (0.2) orientation_letters.

12    Cli:     Ja.
               Yes.

13             (0.2)

14    Coa:     Og du   har  fået (0.2) nogen respons,
               And you have had (0.2)  some  response,

15    Cli:     °Mhmh°

16    Coa:     Og status er den at   du  står  med (0.2)   ((04.12))
               And status is it that you stand with (0.2)
               And status is that you have (0.2)

17             at   der   er kommet et  navn på
               that there is come   one name on
               that there is added one name

18             [og ] et af brevene    arbejder endnu.
               [and] one of letter_the works    yet.
               [and] one of the letters is still working.

19    Cli:     [Ja ]
               [Yes]

20    Cli:     Ja
               Yes

21             (0.2) ((client nods during gap))
```

```
22      Coa: 1→   Hvilken virksomhed var det det var.
                  Which company      was it  it  was.
                  Which company was it it was.

23      Cli:      Det var Kærsgaard.
                  It  was Kærsgaard.

24      Coa:      Det var Kærsgaard.
                  It  was Kærsgaard

25      Cli:      °m°

26      Coa: 2→   Og  han hedder?
                  And he  called?
                  And he is called?

27      Cli:      .mt Han hedder Jimmy Johnsen.
                  .mt He  called Jimmy Johnsen.
                  .mt He is called Jimmy Johnsen.

28      Coa:      Han hedder Jimmy Johnsen.
                  He called Jimmy Johnsen.
                  His is called Jimmy Johnsen.

29      Cli:      Ja
                  Yes

30      Coa: 3→   .hh Og  så  når vi frem  til
                  .hh And then reach we forward to
                  .hh And then we reached the point

31                at  æ::hm: (0.2) æ::h (0.2) han havde ikke fået
                  that e:hm: (0.2) e::h (0.2) he  had   not  had
                  that e:hm: (0.2) e::h (0.2) he  had   not  had

32                det første brev,   Jimmy Johnsen=
                  the first  letter, Jimmy Johnsen=

33      Cli:      =Nej
                  =No

34      Coa:      .hh Og så    aftalte du med ham telefonisk…
                  .hh And then agreed  you with him by_telephone…
                  .hh And then you agreed with him on the telephone…
```

As part of her attempt to get connected with potential customers, the client has sent out some orientation letters telling about her services as an external consultant in her own consultancy company, which she has just established (lines 1-12). Lines 14-20 describe the reactions to the sent letters. The coach says that *'one name is added'* – that one prospective customer gave a positive response – and that one letter *'is still working'*, meaning that the client is still waiting to hear back from this potential customer. When the coach, in line 22, asks which company it was, the client understands that the coach is seeking to identify the latter company mentioned, and this question therefore changes the characterisation of the company from *'the one where the letter still is working'* to the company's name.

The questions in lines 22 and 26, accordingly, seek a specific characterisation of this company, and by that distinguishes it from the other company mentioned. As a result one company is left unidentified, and one is marked as the topic of the following talk. In line 34, the coach continues his backtracking, now referring to the company contact by name. In this section, the information elicitations clarify issues relevant to the coach's summary of the previous session.

Similarly, the questions presented in excerpt 2.2 and 2.3 are establishing an entry into the following talk as seen in excerpt 2.5 below. These questions eliciting information are part of a series of 3 questions where the third is asking for a speculation.

Excerpt 2.5 ICC4_230507

```
1       Cli:    Og ø:h grunden     til at
                And u:h reason_the to that
                And the reason that

2               at   firmaer   (.) har brug for coaching
                that companies (.) have need for coaching
                that companies (.) need coaching

3               det er at at ø::h *ø::h at i denne her verden
                that is that that *u::h that in this here world
                that is that that *u::h that in this world

4               hvor vi æh >simpelthen<
                where we uh >simply<
                where we uh simply

5               hvor tingene    går så hurtig
                where things_the goes so quickly
                where things are moving so fast

6               og  man hele tiden     .hø:h skal tjene penge,
                and one whole time_the .hu:h must earn money,
                and you constantly .hu:h must make money,

7               ø::h på på og for eksempel
                u::h on on and for example

8               hvis hvis man vælger det forkerte mål
                if   if  one choose the wrong    goal
                if if you choose the wrong goal

9               .hhh eller hvis man man vælger en vej
                .hhh or     if   one one choose a  road
                .hhh or if you you choose a way

10              der   er for langt til målene
                there is too  far   to goals_the
                there is too far to the goals

11              >det tager for< lang tid
                >it takes too< long time
```

```
                     it takes too long

12                   så  mister man (0.2) faktisk   penge.
                     then lose one (0.2) actually money.
                     then you (0.2) actually lose money

13                   (.)

14                   .hhh Som firma.
                     .hhh As  company.

15      Cli:         (°O-°) Så det er  utroligt   vigtigt for et firma
                     (°A-°) So it is  incredibly important for a company

16                   at   (.) målene    er kla:re og   at æ:::h man
                     that (.) goals_the are clea:r and that u::h one
                     that the goals are clear and that u::h you

17                   æ::h når  man er  på vejen
                     u::h when one are on road_the
                     u::h when you are on the way

18                   at   man går efter de  rigtige mål,
                     that one go  after the right goals,
                     that you aim for the right goals

19                   dem   man virkelig har  valgt    sig.
                     those one really   have chosen   yourself.
                     the ones you have truly chosen.

20                   Og så også    at   der  er de   værdier undervejs
                     And then also that there is those values en_route
                     And then also that there are those values along the
                     way

21                   så man .hh æ:::h holder motivationen
                     so one .hh u:::h keep motivation_the
                     so you .hh u:::h keep the motivation

22                   hos sine medarbejdere og og (.) kommer dertil.
                     in your employees and and (.) come there.
                     in your employees and and (.) reach that place.

23      Coa: 1→      .hh Hvad beskæftiger hans virksomhed sig    med.
                     .hh What engages     his company     itself with.
                     .hh What does his company do.

24      Cli:         .mt .hhh De   bes- øh skæftiger
                     .mt .hhh They en- uh  gage
                     .mt .hhh They do

25                   sig med  rådgivning.
                     themselves with consultancy.
                     consultancy.

26      Coa:         °De beskæftiger sig      med    rådgiv[ning.]°
                     °They engage themselves with consultan[cy.  ]°
                     °They do consultancy°

27      Cli:                                             [m:    ]

28      com:    ((client nods))
```

48

```
29                (0.5)

30      Coa: 2→   Din originale  indgangsvinkel til virksomheden
                  Your originale entrance      to  company_the
                  Your original entrance to the company

31      Coa: 2→   det var dit personlig netværk  [°er det ]rigtigt?°=
                  that was your personal network [°is that]correct?°=

32      Cli:                                        [Jahr    ]
                                                    [Yeah    ]

33      Cli:      =Det er rigtigt.
                  =That is correct.

34                (2.0) ((Coach opens his mouth, maybe he does an
35                inaudible inhalation. He removes his gaze from the
36                client and gazes into the middle distance.))

37      Coa: 3→   Hvad tror  du  (0.4) *øh (0.4)
                  What think you (0.4) *uh (0.4)
                  What do you think (0.4)*uh (0.4)

38           3→   [Hvor  tror  du han kan bruge coaching,
                  [Where think you he can use   coaching,
                  [Where do you think he can use coaching,

39      com:      [((Coach gazes at client.))

40                (1.5)

41      Cli:      Jeg tror han kan bruge det
                  I   think he can use    it
                  I think he can use it

42                i  i  forbindelse med altså…
                  in in connection with PTR…
                  in in connection to well…
```

Preceding the three questions (marked with arrowed numbers) the client has been telling why companies need coaching in lines 1-22. The third question (line 37-38) asks the client to speculate about where coaching is needed in the company she is hoping to do business with. This question follows two 'information elicitations', which establish the ground for asking it. The questions concerning the company's core output (question 1) and how the initial contact was established, (question 2) build the transition from the client's talk to the third question: asking about the company's core services and establishing the validity in how this knowledge was obtained give way to the hypothetical framed question about the use of client's service for her potential clients (question 3). What the client knows about the company is relevant in terms of later asking what she as a coach can do for the company. If she was unclear about the company's line of work more questions concerning that would be relevant before asking more about her potential role.

The series of questions creates a stepwise transition form the client's talk to the third question, which opens a new aspect of the topic discussed. The third question shifts the topic from talking about why companies in general need coaching (lines 1-22), to the client's prospective business partner's need of coaching in particular. This shift is not only achieved by this question, but by the preceding two questions. The first question in line 23 re-introduces the specific company by asking about *'his company'*, *his* referring to the company contact, and by using the definite *'the company'* in the second question in lines 30-31. The two fact-seeking questions turn the topic from the client's talk about companies in general to her specific customer in particular.

The series of questions establish a stepwise entry into the following talk. That is, the seemingly trivial information elicitation questions become a way of getting down to business: The business involving the client and the specific customers she is involved with. The two first questions reintroduce the topic of the client's prospective customer, the third question reintroduces 'the use of coaching' in relation the prospective customers.

The notion of 'stepwise' is associated with topic changes, especially related to the transition to and from 'difficult topics', such as embarrassing and controversial topics, into the following talk (Jefferson 1984). Jefferson (1988) reports on the stepwise transition into talk about troubles. The stepwise entry into business is similar in that these inquiries function as procedures for getting into a specific line of talk. The questions retrieve themes that are connected to the up-coming question. However, the stepwise entry is not related to a topic change, but rather a topic shift (Maynard 1980). That is, there is a movement from one aspect of a topic to another, rather than a movement from one topic to another. Accordingly, 'the use of coaching' continues to be the issue, but shifts to the use of coaching in relation to the client and her specific customer.

In both excerpts 2.4 and 2.5, the questions seeking particular facts are involved in 'topical talk' in the sense that they draw out issues of the matters discussed, and in doing that they are made topically relevant for the following talk. The questions invite characterisations that topicalise one company instead of another (excerpt 2.4) or re-topicalise a particular company instead of companies in general (excerpt 2.5).

In both cases, it can be said that the trivial information brought forward by these questions is ensuring that the talk is not kept general, but personal. In

excerpt 2.4, the coach is not talking about any potential customer, but a specific company and contact, and similarly in excerpt 2.5. However, the context for these two sequences of questions is different. As shown in relation to excerpt 2.4, the questions bring out information relevant to the coach's summation, and in excerpt 2.5, they bring the talk back to issues relevant to the client. Accordingly, in excerpt 2.5 the series of questions solves the task of bringing the client back on track, without making it an issue that the client is off track. The fact-seeking questions steers the talk back to the client's own goal.

2.2 Future-Orientation Questions

The second group of questions used significantly in coaching conversations is future-orientation questions. This group of questions have in common that they all deal with future events, related to the goal set in the beginning of the session. The questions 'place' the client in a future event by making an inquiry that has the future orientation as its presupposition (Peräkylä 1995:289). They ask the client to describe a future event: either in terms of how she will deal with it or how she foresees it will be. An example of a future-orientation question is seen in excerpt 2.6.

Excerpt 2.6 ICC4_230507

```
1      Coa:      Hvordan skal den   telefonsamtale         forløbe.
                 How     shall that telephone_conversation proceed.
                 How shall that telephone conversation proceed.
```

In excerpt 2.6, the question asks the client about the future event of a telephone call, not as she imagines it to be, but how she wants it to be. The question does not seek specific factual knowledge, but instead it creates the space for the client to consider aspects of the task at hand, she might or might not have thought about, and might or might not know.

As with the type-I questions, the future-projecting questions can be part of longer exchanges, either as a series of questions together with type-I questions or with other future-orientation questions. Furthermore, the future-orientation questions can form complex structures. These complex question-answer sequence are designed *question — declarative component — question redone*, and the complex question-answer sequences fall into two groups. The first deals with possible difficulty in responding. These sequences typically contain a grounding statement linking the preceding question to the wider context of the interaction,

and a second version of the initial question, both occasioned by the absence of response from the client. The second group of the complex questions are designed so they contain advice and/or evaluation. The advice can either be integrated in the question as a parenthetical or be latched onto a question. This section will look at the different aspects of the type-II questions in turn.

In excerpt 2.7 the future-projection question in excerpt 2.6 is presented in its context.

Excerpt 2.7 ICC4_230507

```
1       Coa:     .hh Og så    nåede  vi   frem   til
                 .hh And then reached we forward to
                 .hh And then we reached the point

2                at jeg spurgte dig, så   ville du  ringe til ham.
                 that I asked you,   then would you call  to him.
                 where I asked you, then you would call him.⁵

3       Cli:     Mhm:

4                (2.2)

5       com:     ((client starts nodding while uttering "Mhm:" and
6                continues during the pause. After the last nod she
7                moves her head slightly forward))

8       Coa:     Hvordan skal  den   telefonsamtale          forløbe.
                 How      shall that telephone_conversation proceed.
                 How shall that telephone conversation proceed.

9       Cli:     °Ja°
                 °Yes°
                 °Right°

10      com:     ((Client moves gaze from coach after "°ja°", gazes
11               into the middle distance))

12               (0.4)

13      Cli:     .hhhhh hhhh

14               (0.2)

15      Cli:     Krhm:: .mt Altså det æ::hm:: (0.2) som   som
                 Krhm:: .mt PRT   that e::hm:: (0.2) which which
                 Krhm:: .mt Well  that e::hm:: (0.2) which which
```

⁵ The English translation may be grammatically unclear as indeed is the Danish original. My understanding of lines 1-2 is that the coach is summarising an earlier meeting when he asked the client a question to which she answered that she 'would call him' - him being a potential customer. In the coach's turn he omits the question from the summary. I understand the meaning to be along these lines: 'And then we reached the point where I asked you [what you would do and] then [you said] you would call him'.

```
16              jo  også bliver  >mere og mere<  klart
                ADV also becomes >more and more< clear
                you know also becomes >more and more< clear

17              det er det  (.) at coaching
                it  is that (.) that coaching
                it is fact that (.) that coaching

18              er et tillidsspørgsmål.
                is a  trust_question.
                is a question of trust.
```

The client has decided to call the company contact, and in line 8 the coach asks how that phone call shall proceed. This future-orientation is accentuated in the shift from the backtracking to the question. In line 1-2, the coach is coming to the end of the backtracking. *'And then'* marks the following as the next step in the outlining of past events, which are marked by the past tense of the verbs *'reached'* and *'would'*. The shift to future is expressed in the verb phrase *'shall proceed'* in the question in line 8[6]. The verb 'shall' stresses that the enquiry is about how the telephone call is going to be. The coach is not asking the client to describe a possible course of events, but rather determine what she wants to happen. The use of 'shall' substantiates the client's commitment to solve the challenge put forward in the question, as well as affirming the challenge as something the client is capable of determining how she wants done. In that sense, the future event is not presented as a hypothetical world even though it addresses issues that have not yet happened. It is rather presented as a future event that the client can determine here and now. The future-orientation question invokes a future world, and by making an inquiry about it invites the client into that future.

The future-orientation question in excerpt 2.7 has a simple syntax, similar to the type-I questions: It is a single wh-interrogative question. That this question has a very different function is seen in the response. The client's immediate response is delayed, compared to excerpt 2.4 and 2.5, where the answers follow straight after the question. In excerpt 2.7, the client first responds with a *'right'* (line 9), which does an acknowledgement of the task presented by the question. Following, in line 12-14, there is a gap and a deep in-breath, while the client moves her gaze from the coach, starring into the middle distance; and the turn-design of the response in line 15 with the throat-clearing, *'Krhm::'*, the hesitation marker *'æ::hm::'*, and the interjection *'Well'* shows the client is making a run-up for a

---

[6] The Danish verb 'skal' in the present tense expresses a future action, as the present tense is regularly used to express future in Danish (Arndt: 1997:188-189).

longer turn at talk. The client displays her understanding of the future-orientation question as seeking a longer account of her future action: From line 15, she initiates this account, throughout which the coach also shows that the client's response is indeed appropriate by refraining for taking a turn during the client's account. (See appendix 1 for full account.) This question is not just seeking factual information that can be delivered in a short next response.

Excerpt 2.8 is another example of a future-orientation question, here in a more complex turn-design.

Excerpt 2.8 ICC4_230507

```
1       Coa:      <Hvad vil du   [bru:ge> (1.0) °*øh°
                  <What will you [u:se>    (1.0) °*eh°

2       com:                      [((Coach turns his head slightly to
3                 the left towards the client. No eyecontact))

4       Coa:      Hvad vil  du bruge af argumenter
                  What will you use of arguments
                  What will you use as arguments

5                 [overfor Jimmy Johnsen.
                  [towards Jimmy Johnsen.

6       com:      [((coach turns his head / gaze on the client))

7                 (2.0)

8       Coa:      For at få det møde.
                  For to get that meeting.
                  In order to get that meeting.

9                 (1.0)

10      Cli:      .hhhhh hhhhh

11                (5.0)

12      Coa:      Hvad vil du sige?
                  What will you say?
                  What are you going to say?

13                (3.0)

14      Cli:      Altså:: først så vil jeg  jo  præsenterer mig.
                  PRT    first then will I ADV present     my self.
                  We::ll firstly I will present my self you know.

15                (0.4)

16      Coa:      [°Ja° ]
                  [°Yes°]

17      Cli:      [Og   ] sige det er Caroline,=
                  [And  ] say  it  is Caroline,=
```

```
18      Coa:       =hm

19      Cli:       Blidstrup fra CB coaching?
                   Blidstrup from CB coaching?
```

Prior to excerpt 2.8, the coach and client have established the goal for the coaching session: The client has to figure out how to secure a meeting with the company contact. In excerpt 2.8, there are two future-orientation questions. The first in line 1 and 4-5 is asking for arguments the client can use in order to secure a meeting with her prospective customer. Instead of asking 'which arguments will you use' the question is formulated as *'what will you use as arguments'*. Using 'which' would front 'the arguments' and thereby topicalise them. By using the what + preposition phrase the acting client is fronted and emphasised.

After a gap, an increment, and another extensive gap — only suspended by an inhalation and a sigh from the client — the coach asks the second future-orientation question. The second question (line 12) — formulated after not getting an immediate response — is asking simply what the client will say. Both questions project a future event where the client is talking to her prospective customer.

By asking *'what are you going to say'* in the second question, the restriction on the account the question asks the client to make, is changed. Compared to the first question, the assignment is changed from specific to general. By asking *'What will you use as arguments <u>towards</u> Jimmy Johnsen'*, the client is asked to identify arguments that will persuade the company contact to have a meeting with her. The future scene this question is projecting is one of how the client can convince the company contact to meet. This question, accordingly, focuses very specifically on one aspect of securing a meeting. The second question simply asks for a description of what the client is going to say. The future event is left unrestricted; it is not set up as a specific event requiring specific actions.

The reformulation of the question seems to place the client in the actual future situation where she can act out what she is going to do. Her response is literally saying what she would say to the company contact on the telephone, starting with the presentation of herself in lines 17 and 19.

Compared to excerpt 2.7, excerpt 2.8 has quite different sequential features. The future-orientation question in excerpt 2.7 is simple and straightforward, but in 2.8 it is part of a complex structure of *question – background information/clarification – question reformulated.* In excerpt 2.8, the increment in line 7 and the second question are occasioned by the absent response of the client, and as such these orient to a possible difficulty in answering. As the increment is

grounding the first question in the previous context – i.e. grounding the question in the goal of securing a meeting – and the second question broadens the response-possibilities, they seem to attempt to amend these possible difficulties. Excerpt 2.9 shows a similar example.

Excerpt 2.9 ICC4_230507

```
1       Cli:    =Og   d-  det- det  tror jeg er et sted
                =And th- that- that think I  is a  place
                =And th- that- that I think is a  place

2               hvor  hvor  (0.5) sådan nogle
                where where (0.5) such  some
                where where (0.5) such

3       Cli:    rådgivningsvirksomheder [har problemer måske.
                counselling_companies   [have problems maybe.
                counselling companies have challenges maybe.

4       com:                            [((coach uncrosses his
5               legs, leans towards the client and stretches out
6               his hands.))

7       Coa:    Hvilke spørgsmål kan du [bruge til        ((12.34))
                Which questions can you [use  to

8       com:                            [((coach sits back in his
9                                         chair))

10      Coa:    at    afdække (.) hans behov.
                toINF identify (.) his needs.
                identify (.) his needs.

11      Cli:    .hhuuhhh woaw [hhhhaha[hahaha

12      com:                  [((Client leans back in chair and
13                              places hands over her face while
14                              laughing
15                                 [leans forward toward coach))


16      Cli:    [tsk [.hhhh æ:::hm::::  .hhhh

17      com:    [((Client does a thumbs up
18                  [sits back in her chair))

19      Coa:    [Du nævner   jo  selv
                [You mention ADV yourself
                 You mention yourself

20      com:    [((Coach picks up pencil and hold out his hand in
21                 front of his chest as he speaks))

22              at   du  vil  ramme hans værdier
                that you will target his values
                that you will target his values you know

23              men hvilke spørgsmål kan du komme til
                but which questions can you come to
```

```
                        but which questions can you use

24                      at    afdække   de .hh virksomhedens    værdier
                        toINF identify those .hh ompany_the_GEN values
                        to identify those .hh the values of the company

25                      og hans problemer med.
                        and  his problems with.
                        and his problems.

26                      [Hvilke spørgsmål kan være (0.8) kan åbne ham,
                        [Which questions can  be    (0.8) can open him,
                        [Which questions can be (0.8) can open him up,

27      com:            [((coach lets his hands fall in his lap.))

28                      (10.0)

29      Cli:            .mt

30                      (1.0)

31      Cli:            Jeg har lidt-   (0.3) Altså jeg har jeg har s::
                        I  have little- (0.3) PRT   I  have I have s::
                        I have a little- (0.3) Well I have I have s::
```

In excerpt 2.9, the future-orientation question is reformulated 3 times over 2 turns. The first question, in lines 7 and 10, asks the client to identify questions that will help her in identifying the prospective customer's needs. The client's response is a deep inhalation, a *'woaw'*, laughter, and a thumbs-up gesture, while quite markedly first moving back in her chair, then forward and then back again, as if she is taken aback by the question (lines 11-18). Again similar to excerpt 2.6, the client's response clearly shows that this question requires reflection and consideration. It is to be answered by giving an account of a future event, and not just a short specific answer.

As the client's initial response did not provide an answer, the coach then pursues an answer by reformulating the question twice. The first reformulation in lines 19 and 22-25 is a compound construction where the first part of the turn is referring to the client's earlier talk, and the second part, an wh-interrogative, asks about how the client can identify company values and problems. In the first part of the second question, the coach refers to the client having mentioned that she hopes to target his values, and the question asks about the company's values. The reformulation therefore makes clear the connection between the initial questions and the client's earlier talk, and this connection is established as the turn unfolds. In line 24, the coach repairs his turn: Initially he reuses the first question construction *'which questions can you use to identify those .hh'* but then replaces the plural pronoun *'those'* by *'the company's values'*. The question could

have continued as the first question, completing the noun phrase with 'those needs', but instead the question is being matched to the reference back to the client's talk by the phrase *'the company's values'*. As a result, by referring back to something the client said earlier, the coach links the question to the client's own talk[7].

The third question in line 26 follows immediately after the second, and presents a second reformulation of the initial question. This time 'questions identifying needs, values and problems' is rephrased as *'questions, which can open him up'*. Again as in excerpt 2.8, a much less specific task is given the client by this question, and likewise the second question is occasioned by the absence of an answer.

In excerpts 2.7-2.9 the future-orientation questions are part of simple or more complex structures. In excerpt 2.7, a single future-orientation question was asked. It was asked after the coach's summarising backtracking, which led up to the event the question asks about. As such, the stage for the future orientation was set immediately prior to the question bridging any inferential distance there might be for the client in answering the question. The world of the future event is set up by the backtracking done by the coach, where the client is led to the moment of doing the phone call. As Peräkylä (1998:271-272) writes about future-oriented questions in AIDS counselling they are occasioned by setting up a scene so the future realm is introduced step-wise into the conversation. The placement of the question in line 8, excerpt 2.7 after the backtracking is essential in making sense of the question, and doing a summary can accordingly be seen as a way of leading the participant towards the future scenario.

As excerpts 2.8 and 2.9 show, this is not the only way to create the link between the future-orientation question and the present/immediate context. In excerpts 2.7 and 2.8, the link is done after the first future-orientation question is asked, making the question sequence structure more complex. Responding to silence with either an increment or by referring back to previous talk can be

---

[7] Furthermore, referring to the client's previous talk can be seen as having a legitimising function as well. It justifies the question in connecting it to the client's own talk, and as such marks that it is aiming to help the client do something she has mentioned as important. The emphasis on the client's ownership of the issue raised in the question is also emphasised by the use of the Danish 'jo - you know' and 'selv - yourself'. 'You yourself' emphasises the ownership of the talk referred to, and the Danish 'jo' characterises the utterance as something obvious, knowledge shared by the participants.

seen as two different devices for linking a future assignment with the present interaction.

2.3 Hypothetical Questions

Hypothetical questions are similar to future-orientation questions in that they have a strong sense of future-orientation. Hypothetical questions ask about the client's actions in relation to a yet-to-be world, but they are specifically asking the client to hypothesise about the future issues brought forward in the interaction. These questions set up a hypothetical world by using verbs such as 'think' and 'imagine' to call for the client's reflections. The questions call for a speculation that removes the constraint of actually knowing the answer.

The third question from excerpt 2.5 above shows a hypothetical question, here reproduced as excerpt 2.10.

Excerpt 2.10 ICC4_240507

```
1       Coa: 1→   .hh Hvad beskæftiger hans virksomhed sig    med.
                  .hh What engages      his company      itself with.
                  .hh What does his company do.

2       Cli:      .mt .hhh De   bes- øh skæftiger sig
                  .mt .hhh They en- uh  gage        themselves
                  .mt .hhh They do

3                 med   rådgivning.
                  with consultancy.
                  consultancy.

4       Coa:      °De beskæftiger sig      med    rådgiv[ning.]°
                  °They engage themselves with consultan[cy.  ]°
                  °They do consultancy°

5       Cli:                                          [m:   ]

6       com:      ((client nods))

7                 (0.5)

8       Coa: 2→   Din originale  indgangsvinkel til virksomheden
                  Your originale entrance       to  company_the
                  Your original entrance to the company

9       Coa: 2→   det var dit personlig netværk  [°er det ]rigtigt?°=
                  that was your personal network [°is that]correct?°=

10      Cli:                                      [Jahr    ]
                                                  [Yeah    ]

11      Cli:      =Det er rigtigt.
                  =That is correct.

12                (2.0) ((Coach opens his mouth, maybe he does an
```

```
13              inaudible inhalation. He removes his gaze from the
14              client and gazes into the middle distance.))

15    Coa: 3→  Hvad tror  du  (0.4) *øh (0.4)
                What think you (0.4) *uh (0.4)
                What do you think (0.4)*uh (0.4)

16         3→  [Hvor  tror  du han kan bruge coaching,
                [Where think you he can use   coaching,
                [Where do you think he can use coaching,

17    com:     [((Coach gazes at client.))

18             (1.5)

19    Cli:     Jeg tror han kan bruge det
                I   think he can use    it
                I think he can use it

20              i i   forbindelse med altså…
                in in connection with PTR…
                in in connection to well…
```

In excerpt 2.10 the client is asked about the use of coaching, which is the service she is offering the company she is hoping to do business with. The question is introduced by the verb *'think'* (line 15-16), and accordingly, it is not asking where the company can use coaching but where the client imagines coaching to be useful.

The question is formed as a wh-interrogative. The coach repairs his initial attempt, changing the interrogative pronoun from *'what'* to *'where'*. This changes the presupposition of the question; asking 'what' seeks an account of why coaching in general is useful, asking 'where' presumes coaching to be useful and seeks identification of areas within the company where it may be useful. The first interrogative structure addresses issues in relation to coaching, the second interrogative structure addresses issues in relation the customer.

The client frames the response accordingly, using the same verb. Not only does the question design set the stage for the speculation, the response co-constructs the hypothetical world, in which this assignment is to be solved.

In excerpt 2.11, a hypothetical world is likewise set up by the use of the verb *'imagine'*.

Excerpt 2.11 ICC4_240507

```
1     Coa:     [.mt .hh (Hvo- hva-) Forestiller du dig
                [.mt .hh (Whe- Wha-) Imagine   you yourself
                [.mt .hh (Whe- Wha-) Do you imagine

2     com:     [((Coach lifting his right hand so both hand are
3              raised in front of his chest slightly pointing
4              towards the client.))
```

```
5                  at   at   °at  æh° ( 0.7) din hjælp
                   that that °that uh° (0.7) your help

6                  til ham er er projektorienteret?
                   to him  is is project oriented?

7                  (1.6) ((Client looking intensely at coach))

8     Coa:         Forestiller du dig     at    du  kan være
                   Imagine you yourself that you can be
                   Do you imagine that you can be

9                  'n en s:upport *æh for en projektgruppe
                   a  a s:upport *uh for  a project-group

10                 (.) i hans virksomhed der    øger
                   (.) in his company which increase
                   (.) in his company which will increases

11                 kommunikationen    når du  hjælper.
                   communication_the when you help.
                   their communication when you help.

12                  (1.0)

13    Cli:         °mm°

14    com:         ((Client sits up straight not leaning as much
15                 forward towards the coach as before.
16                 Gaze shifts from coach to the middle distance.))

17                 (2.0)

18    Coa:         Hvordan forestiller du   dig     at   at  (0.2)
                   How     imagine   you yourself that that (0.2)
                   How do you imagine that that (0.2)

19                 at  at    din måde at give ham hjælp på
                   that that your way to give him help on
                   that that your way of helping him

20                 skal foregå,=Er det .hhh overordnet
                   must be,    =Is it  .hhh overall
                   will be,=Is it overall

21                 for  hele  firmaet,    eller kan det v-
                   for entire company_the, or     can it  b-
                   for the entire company, or can it b-

22                 >er det< projektorienteret.=Hvordan forestiller
                   >is it< project_oriented.  =How     imagine
                   is it project oriented.=How do you imagine

23                 forestiller du dig     at   at [din indsats
                   imagine you yourself    that that [your performance
                   do you imagine that that your performance

24    Cli:                                        [.hhh

25    Coa:         kan være målbar      for ham,
                   can  be  measurable for him,
```

```
26   com:        ((Coach lowers his hand, placing them in his lap))

27   Cli:        Det kommer     lidt   an på hvad hans: øh
                 That depends a little    on what his: uh
                 That depends a little on his:

28               hvad han har brug for et eller andet(.) sted.
                 what he has  need of one or  another(.) place.
                 uh what he needs really
```

In excerpt 2.11, the coach asks the client how she is going to work with the prospective customer. This question is reformulated 4 times: In lines 8-11, in 18-20, and in line 22-23 and 25. In lines 8-11, the coach reformulates the first question as another yes/no interrogative. In lines 18-20, the coach reformulates the question as *'how do you imagine'*, a wh-interrogative with a latched alternative interrogative, and in 22-23 and 25 the question is presented again as *'How do you imagine that that your performance can be measurable for h_i_m,'*. Despite the extensive reformulation all the questions in this excerpt use the verb 'imagine', and insistently revoke the future hypothetical world.

The third reformulation, the how-interrogative (lines 18-20) changes the constraints of the response: it seeks an account for how the client is going to be a support for the company. As such, the how-interrogative opens up the possibility of the client giving her own account of her role in the company, compared to either confirming or rejecting the proposed roles displayed by the yes/no-interrogatives. The alternative interrogative latched onto the third version of the question presents two possible answers, and as such, it explicates two response-options for the client. It guides the client as to where the coach is going with the question. Accordingly, several measures are taken in remedying any difficulty there might in responding.

Also the turn-design of the third and fourth question suggests that work is being done to secure a response. The speaker-transition is cancelled by latching the three final questions together: the alternative interrogative in lines 20-22 is latched to the how-interrogative in line 18-20, which itself is latched to the final how-interrogative in line 22. The coach completes his turn when the client, in overlap with the final question, makes an audible inhalation showing a readiness to respond (line 24). The client overlaps with an inhalation, even though the turn is clearly in progress, projecting a following subordinate clause. This shows that the client orients to the pursuit of a response and by signalling readiness to take her turn, the client brings this pursuit to an end. Accordingly, by its placement in the

middle of a recognisable ongoing turn, the inhalation substantiates that the design of the latched questions is understood as a means to secure a response.

As seen in excerpts 2.8 and 2.9, the extensiveness of the question is occasioned by the lack of response from the client, and likewise for each step the question is explicated. The second yes/no-interrogative specifies *'your help'* from the first question as being *'a support'* in the second version of it; and likewise, *'project-oriented'* is explicated as being a support *'for a project-group (.) in his company which will increase their communication when you help.'*. The elaborations serve as an explanation of any unclarity that might have been in the previous questions.

Hypothetical questions have a sense of a future orientation, and ask the client to speculate about how she will act in the hypothetical future. Compared to question-type I, and also the future-orientation questions, these questions show that the client is not presumed to have the knowledge sought by the question. The question displays the assumption that the client might not have the knowledge, but that she can find an answer through speculation. By setting up a hypothetical question, it makes it possible for the client to give an answer, whether or not she actually knows. This does not mean, as clearly demonstrated in excerpt 2.11 that it makes it unproblematic for the client to respond. The first question is a yes/no-interrogative. Even though the yes/no-interrogative in its design makes a yes/no-answer relevant and sufficient, the lack of response shows that the client cannot answer. The constraint of the question requires more than an 'off the top of my head' answer.

2.4 Giving Advice and Direction

Coaching is predominantly conducted through question-answer sequences. This section will show how actions such as advice-giving, evaluating and directing are accomplished through question-answer sequences. In excerpt 2.12, the coach responds to a similar lack of immediate uptake by the client by restating his question, as seen in the excerpts above. However, here he aids the client's sense making by providing a reason for his question before restating it. Giving the reason also has an advisory function.

Excerpt 2.12 ICC4_230507

```
   1        Coa:       .mt .hh [<Hvordan kan du:  æ:h> (0.5)        ((13.52))
                       .mt .hh [<How      can you: u:h> (0.5)
```

```
2        com:                  [((coach moves his right hand from the
3                       notes to a position in front of his chest))

4        Coa:         [<Kan du  supplere?> (0.5)
                      [<Can you supplement?> (0.5)

5        com:         [((Coach raises hand slightly and drops it to
6                        initial position at the stressed marked part
7                        of 'supplement'))

8        Coa:         <Hvordan kan du supplere din brochure,>
                      <How can you supplement your brochure,>

9                     (0.6)

10       Cli:         [°(.mt) .hhh°] ((Client opens her mouth))

11       Coa:         [Så du ikke  ] sidder og læser op<=
                      [So you not  ] sit   and read up<=
                      [So you are  ] not reading aloud<=

12       Coa:         =Hvordan kan du supplere    den.
                      =How     can you supplement it.

13       com:         ((Coach drops his hand and returns it to the notes
14                    on the table and begins writing))

15       Cli:         Jamen    det vil være at jeg giver ham yderligere
                      Yes but that will be that I give him further
                      Yes well that will be that I give him further
```

The client has sent out brochures to prospective customers telling about the services she offers, and in line 1, the coach initiates a question concerning how the client can supplement the information she has already provided to the customers in the brochures.

After two abandoned question-turns in line 1 and 4, the coach completes a question in line 8. The abandoned questions initiate repair of the interrogative formats used; first a how-interrogative (line 1) is repaired to a yes/no-interrogative (line 4), which then is repaired to the complete how-interrogative. The difference between asking 'can you' and 'how can you' lies in the constraints it places upon the response. In asking a yes/no-question, a sufficient answer would be a confirmation or rejection i.e. either a yes or a no. In asking 'how', the participant is asked to give an account of how what is being asked about should be done. The difference between the possible responses is accordingly one between assertion and demonstration[8]. Furthermore, asking 'how' presupposes that the client can

---

[8] A positive response to a yes/no-question often entails further talk explicating what the 'yes' is confirming. In the case above, a yes-response to the yes/no-interrogative would typically introduce further talk about *how*. It is as if the yes/no-interrogative projects a following how, that is, if the responding participant would not continue by herself with answering how, the next question would

supplement her brochure, and therefore, it avoids the possible rejection a yes/no-interrogative entails. Just as latching interrogatives together, as in excerpt 2.11, repair can be a means of changing the constraints under which a response is to be given.

After no immediate uptake from the client after the completed how-interrogative in line 9, the coach and client simultaneously begin the next turn. The client does an inaudible, but not invisible inhalation in line 10, and the coach continues with a statement giving the reason for the question in line 11, before restating the question in line 12. The reason for asking in line 11 is done as a continuation of the first question. It is introduced by 'so' linking the turn to the prior question: line 11 adds that supplementing the brochure is to be done in order to avoid just reading from it. As such, the reason for asking constitutes not only that, but also becomes advice, though indirect.

Even though a reason for asking can be added after the completion of a question-turn, the possibility of a speaker-shift can be a challenge; and maybe even more so when dealing with questions, which have a strong response-eliciting force. A means to secure that the client does not begin her turn before advice or direction is given is by constructing the questions with parentheticals. The following two exchanges, excerpts 2.13 and 2.14, show cases where the coach provides reasons for asking embedded in the question construction. In these excerpts, the complex question constructions are not occasioned by the pursuit of a response. As the embedded information is not triggered by anything in the interactional context, it seems to be doing something different than linking the questions to the prior context in aiding the client's sense making. The parentheticals have an advisory function: Indirectly, they evaluate or recommend specific steps of action to the client. In excerpt 2.13 and 2.14, the parentheticals are marked by grey, and arrows mark the question-initiations and question-resumptions.

Excerpt 2.13 ICC4_230507

```
1      Coa: →    Kan du forestille dig en måde [INde:n (.)
```

almost certainly be *how*. It could even seem deliberately rude just to answer *yes*, as if the participant did not fulfil the interactional requirements posed by the question. As such, the responses to a yes/no- and a how-interrogative are not necessarily that different, in the sense that yes/no-interrogatives can function and are recognised as being a pre-sequences to how-interrogatives.

```
                     Can you imagine   you a  way [BEfo:re (.)
                     Can you imagine a way BEfo:re (.)

2      com:                                      [((coach moves his
3                    hands to his right and holds them there))

4                    du kommer med den  æ::h med den med remsen.
                     you come with that u::h with that with speech_the.
                     you come with the u::h with that with the speech.

5                    (0.6) ((Coach fixing his eyes on client))

6      Cli:          M:m[:

7      Coa:            [Som   du  nævnte    lige før,
                       [Which you mentioned just before,
                       [Which you just mentioned,

8      Cli:          Ja
                     Yes

9      Coa:  →       [.hh Kan du forestille dig en måde
                     [.hh Can you imagine you  a way
                     [.hh Can you imagine a way

10     com:          [((Coach moves hands back to initial position in
11                     front of his chest))

12     Coa:  →       hvor du kan spørge ind til ham på?
                     where you can ask   in to  him on?
                     in which you can enquire about him?

13                   (0.4)

14     Coa:  →       Være nysgerrig overfor ham omkring (0.7) ø::h
                     Be   curious   toward   him concering (0.7) u::h
                     Be   curious about him concerning (0.7) u::h

15           →       hans[: øh problemstillinger,
                      his[: uh challenges,

16     Cli:              [Ja
                          [Yes

17     Coa:  →       han[s virksomheds  pro[°blemstil]linger°=
                      hi[s company_GEN chal[°lenges° ]=
                     the challenges of his company

18     Cli:              [Ja                [.hhh Ja  ]
                          [Yes               [.hhh Yes ]

19     Cli:          =Altså
                     =PRT
                     =Well

20                   (3.0)

21     com:          ((client open mouth and closes it again))

22     Cli:          .mt hm::::

23                   (2.0)
```

```
24    Cli:     Altså det- £det jeg gerne  vil  spø(h)rge om
                PRT   that- £that I gladly will  a(h)sk    about
                Well what- £what I would like to a(h)sk about
```

The client has been outlining possible ways she can present herself and her company such that she can secure a face-to-face meeting with a prospective customer, and in line 1, the coach introduces a question relating to this presentation. The question is a yes/no-interrogative with a parenthetical sequence inserted between the two parts of a projected compound question. In line 1, after the coach asks: *'Can you imagine a way'*, an adverbial clause: *'BEfo:re (.) you come with the u::h with that with the speech.'* and a relative clause *'Which you just mentioned,'* are inserted, before the coach returns to the question in line 9. In line 9, the coach repeats the initial part of the question before making a first completion in line 12. The return to the question is marked by the coach's gestures, his hand returning to the same position relative to his posture before the parenthetical.

The parenthetical is marked as such by its placement in a turn that is recognisable as incomplete. The first part of the question in line 1 is an unfinished grammatical unit. *'Can you imagine a way'* is a main clause projecting a following subordinate clause. Further markings are the increased stress and amplitude on the first and last word of the adverbial clause *'BEfo:re'* and *'speech'*.

Schegloff notes that parentheticals form an independent sequence not adding to the anchor sequence (in this case the question-answer sequence) as an insertion or an expansion would do (Schegloff 2007:241). That the parenthetical is oriented to as something requiring a response is seen in the client's acknowledgement tokens in lines 6 and 8. The responses themselves, being minimal, show the client's analysis of this as a parenthetical: that is, there is no speaker transition. The manner in which these acknowledgments are achieved shows how the responses are interactionally acquired. The delivery of the first acknowledgement *'M:m:'* in line 6 is delayed, and the coach's following relative clause is done in a slight overlap with – or at least latched onto – the acknowledgement. The relative clause is an expansion of the parenthetical, the relative pronoun 'which' referring to 'the speech', and as such it re-occasions a response to the parenthetical. Accordingly, the expansion of the parenthetical is occasioned by the delayed acknowledgement and by expanding the parenthetical another response is made relevant and followingly achieved in line 8.

A similarity between excerpts 2.12 and 2.13 is that the parenthetical has an

advising function, but the parenthetical in excerpt 2.13 also has a sense of evaluation: by suggesting that something should be done 'before' the presentation, which the client has been outlining, the matter of timing is presented as relevant. By suggesting another order of things said, the coach indirectly evaluates the plan of action presented by the client and asks her to find a way to amend it. The sense of evaluation is also conveyed in the lexeme used to describe the presentation the client will make. The Danish lexeme *'remsen – the speech'* in line 4 has connotations of 'babbling'; of going on and on until no one listens. The parenthetical, accordingly, does more than advice, compared to excerpt 2.12 it bases the advice on a review of a proposed plan of action.

As the incomplete question broken up by the parenthetical is recognisable as incomplete, it projects what it takes to be complete, and as such it is possible for the client to know when to respond. The parenthetical can be seen as a device to avoid the speaker transition that could occur, if whatever is said in the parenthetical had been done before or after the question it is embedded in. By constructing the question with the advice-giving parenthetical, the coach ensures that the client only responds after the reason for the question is given, and also after the advice is given indirectly.

Excerpt 2.14 shows an even more complex example: a wh-interrogative is latched to a yes/no-interrogative, the wh-interrogative itself contains a parenthetical.

Excerpt 2.14 ICC4_230507

```
1      Coa: →    .hh [Kan du  vise din egen (.) faglige
                 .hh [Can you show your own (.) professional

2      com:      [((Coach raises both hands from the notes and holds
3                them streched out in front of his chest))

4           →    baggrund (0.2)undervejs her.=°Hvord- Hvordan°
                 background (0.2)during     here.=°Ho-   How°
                 background (0.2) during this.=°Ho- How°

5      Coa:      °[kan du:°  (.hh) >For<     du sidder jo
                 °[can you:° (.hh) >Because< you sit    ADV
                 °can you:° (.hh) >Because< you are you know

6      com:       [((Client turns gaze away from coach looking down
7                  and turns head slightly to her right, turning
8                  gaze towards the notes on the table.))

9                 og  fortæller om  en masse her,
                  and tell    about a  lot here,
                  telling a lot here,
```

```
10      Cli:    Ja
                Yes

11      Coa:    æh der   [egentlig indikerer at   du ]
                uh which [actually indicates that you]

12      Cli:                    [.hhhh                  Ja.]
                                [.hhhh                  Yes.]

13      Coa:    har en baggrund=
                have a background=

14      Cli:    =[Ja-
                =[Yes-

15      Coa: →  =[Hvordan kan du  vise det  [også,]
                =[How     can you show that [also,]

16      com:     [((Client sits up straight in her chair))

17      Cli:                                [Det ] har  jeg
                                            [That] have  I
                                            [That] I have

18              Det  [har jeg heldigvis (.)
                That [have I fortunately (.)
                I have fortunately (.)

19      com:     [((Coach begins lowering his right hand))

20      Cli:    £skrevet ned  på bro(h)churerne£
                £written down on bro(h)chures_the£
                £written that down on the bro(h)chures£
```

The coach asks the client how she can show her professional background when talking to her prospective customer. The question in line 1 and 4 is formed as a yes/no-interrogative, where the transitional relevance is cancelled by the wh-interrogative being latched onto it. In this how-question, a parenthetical is inserted between the subject 'you' and the main verb 'show', projecting that the other half of the verb phrase and also a following predicate are needed to complete the question. This parenthetical introduces a reason for asking the question that frames it. It is introduced by 'because', marking the parenthetical as a cause for the question. In line 15, the coach returns to the question also in a similar way to excerpt 2.13: he repeats the part of the question already said in line 4, and the return to the anchor sequence is also marked in both instances by the coach's gestures, his hand returning to the same position relative to his posture as before the parenthetical.

Because a completed yes/no-interrogative precedes the how-interrogative, the client knows what the uncompleted question is about before it is completed. This can explain the readiness to answer the to-be-completed wh-interrogative already

in line 12 and 14, where her repeated yes'es and shift of seating position function as speaker pre-shift tokens, displaying an eagerness to respond.

As mentioned, the parenthetical clarifies the reason for asking the question. The questions in excerpt 2.14 introduce the client's educational background as a topic. Prior to this excerpt, the coach and client have been planning how the client can present herself in a telephone conversation with the company contact of her potential customer. Her professional background and the importance of it have not earlier been mentioned. Again, the reason for asking becomes an indirect advice-giving: the coach shows that he finds it advisable for the client to make clear her professional background. As such, excerpt 2.14 is similar to both excerpt 2.12 and 2.13, but also different from excerpt 2.13 because it does not have any evaluative function in relation to the client's plans. The advising function of the sequence is also substantiated in the shift from the initial yes/no-interrogative to the following how-interrogative. The importance of telling about the educational background is upgraded with the how-interrogative; asking the client for an account presupposes that the educational background should be told about.

A further aspect of the design of the parenthetical: *'>Because< you are you know telling a lot here'*, is that it attributes the reason for the questions about the client's educational background to what she herself has been telling. Even though, the coach has raised this issue and thereby ascribed it importance, the parenthetical is designed to show that the question and the reason for it have sprung out of the client's own talk.

Advice giving can also be done in a clearly directive manner. In excerpt 2.15, the coach advices the client through a series of questions.

Excerpt 2.15 ICC4_230507

```
1       Coa: 1→   Hvor lang tror du
                   How  long think you
                   How long do you think

2            1→   den  telefonsamtale          kan blive,
                   that telephone_conversation can become,
                   that telephone conversation can be,

3       Cli:      Den bliver  nok      meget kort [egent ]lig.
                   It  becomes probably very short [actual]ly.
                   It will probably be very short actually.

4       Coa:                                      [Ja    ]
                                                   [Yes   ]
```

```
5      Cli:      Fem til ti   minutter HØJST altså
                 Five to ten minutes  TOPS  PRT
                 Five to ten minutes  TOPS  that is

6      Coa: 2→  Hvor meget tror du   så   der   er plads til
                 How   much  think you then there is room  to
                 Then how much time do you think there is to

7           2→  to   få  gennemgået brochurer og lignende.
                 toINF get over_gone brochurer and such.
                 go over brochures and such.

8      Cli:      Jamen   det er  der   ikke.
                 Yes_but that is there not.
                 Well there isn't.

9                (0.3)

10     Cli:      Rigtig. .hh[hh                   [hhhh
                 Really. .hh[hh                   [hhhh

11     Coa: 3→             [Hvordan kan vi så   [tease ham
                           [How     can we then [tease him
                            Then how can we tease him

12          3→  på f- fem maksimalt (0.2) ni   et halvt minut
                 in f- five maximum   (0.2) nine a  half  minutes
                 in f- five maximum (0.2) nine and a half minutes

13          3→  <til at   sige> (0.6) Her  er min kalender, (0.6)
                 <to   toINF say> (0.6) Here is my calender, (0.6)
                 <to say> (0.6)Here is my calender, (0.6)

14          3→  Vi aftaler en mødedato    nu.
                 We arrange a meeting_date now.
                 We will arrange a meeting now.

15               (1.1)

16     Coa: 3→  Hvordan kan du gøre det.
                 How     can you do that.

17     Cli:      Æ:::hm::
                 U:::hm::

18               (6.9)

19     Cli:      .mt .hh Altså jeg kunne gøre
                 .mt .hh PRT   I   could do
                 .mt .hh Well I could do

20               det (.) måske me:d (0.8)
                 it  (.) maybe wi:th (0.8)
```

Prior to this excerpt coach and client have (re)established that the client wishes to arrange a meeting with her prospective customer, and that she wants to achieve this by calling the company contact.

In lines 1-2, the coach asks the first question in a series of three, where the first and second question establish the grounds for asking the third. The

first question is a leading question, strongly displaying its preference for a specific answer. The second question explicates what inevitably follows from the first question sequence, and both question sequences give way to the third question, which presents the client with a task, she should solve on the basis of the knowledge made explicit by the first two sequences. Accordingly, through this series of questions the client uncovers some information that is seen as relevant in relation to the task of securing a meeting when calling her prospective customer.

In the first question in line 1-2, the coach asks the client to consider how long she thinks the telephone call to the company contact can be. In this question, the issue of the length of the telephone call is introduced as a topic. The question is pointing out a time aspect of calling the company contact that the coach finds important. In linguistics the term 'conducive' is used for such questions (Koshik 2005:10). The question is calculated to produce a specific answer. The notion of preference within CA also captures that this question is set up to prefer an answer that aligns with the preference of the question. The question asks *'how long'* and the response is *'very short'*. This aspect of opposition suggests the question hints an answer opposite to it's own description. Koshik (2002:1851) calls these question 'reversed polarity questions' because *"they are treated by recipients as conveying an assertion of the opposite polarity to that of the grammatical form of the question."*, just as the client does here. Both lexical choices and pronunciation features construct the preference of the question: In the first question, the stress marking on *'long'* and the verb phrase *'can be'* constitute such features. By asking how long the call can be, the coach displays the telephone call as having an inherent optimal length. In comparison, if the coach had used the phrase 'will last', the length of the telephone conversation would have been displayed as something defined by how much the client wanted to say. This implies that the length of the telephone conversation should not be defined by the amount of talking to be done but by an optimal length.

In line 3 the client responds that the telephone call: *'will probably be very short actually'*, which shows that she understand the preference of the question as seeking an 'opposite answer'. Also following the coach's agreeing 'yes' in line 4, the client specifies and upgrades this assertion by defining *'very short'* as meaning 5-10 minutes, and by adding the emphatic *'tops'*. That the client's response provides a description of the telephone call that is opposite to the

description in the question, is displayed in the design of the answer. The adverb 'actually' marks it as an amendment compared to any prior conceptions of the phone call. Clift's research (2001:258) shows that a turn-final 'actually' is *"regularly used to mark turns produced in response to, and in contrast with, a prior assertion"*. The client's analysis shows the first question to prefer an answer opposite of what it asserts and this analysis is furthermore confirmed in the coach's agreement in line 4.

In the second question in lines 6-7, the coach asks which implications the client's answer has in relation to her proposed plan of action. The question forms a conclusion on the basis of the prior sequence and is designed as 'a next' by the use of adverb *'then'*. The question is rhetorical in the sense that it is not as much seeking information but conveying an assertion. Accordingly, when the coach asks *'So how much time do you think there is to go over brochures and such'* the question implies not only that there is not much time but that there is no time, which is the answer the client gives (line 8 and 10). As such the second question is more directive that the first.

The classical linguistic definition of rhetorical questions is that they do not require an answer, because the answer is already implicitly given in the assertion they convey (Quirk et al 1985:825). As seen in the client's response this is not the case. The client does produce an answer, which confirms the conclusion the question poses, and which moves the interaction along.

Again, the client gives a preferred response, and it is even similar in its design with the adverb *'really'* in line 10, functioning as *'actually'* in the first response. Additionally, the Danish 'jamen' also displays the client's understanding of the question as preferring an answer opposite of what it is asking. *'jamen'* is one word, contraction of 'ja-yes' and 'men-but'. In the glossing of line 8, it is written as such, but the translation is done as 'well'. The reason for this is that it does not, in this context, function as preliminary agreement followed by a contrast marker introducing a disagreement. *'Jamen'* relates to the cross-cutting preferences of the question. It introduces a sentence that expresses agreement with the stance of the speaker of the previous turn but not the stance of the turn itself. The *'jamen'* in this context seem to capture the rhetorical nature of the question: expressing opposing stances. This is perhaps not captured by the translation to *'well'*, but the better so than with yes but.

The first question suggests a restriction in relation to the call the client has to make, the second presents a conclusion, which is also amending the client's

proposed plan of action. The result of the question-answer sequences is that the plan for the telephone conversation that the client had devised is not applicable. That is, the line of questioning so far has made the client discard her initial plan and positioned her to make a new plan. This is what the third question in the series addresses.

In the third question (lines 11-14 and rephrased in line 16), the coach asks the client how she can secure a meeting with the prospective customer, now that she has discarded her original initial plan. This question is also constructed with the adverb *'then'* underlining the step-by-step transition from one question to another. The question is designed such that it addresses the time issue (line 13-14). The client's estimate of the call of *'five to ten minutes'* becomes, in the words of the coach, *'five maximum nine and a half minutes'*. The simple act of reintroducing the time issue emphasises its importance, and the exaggerated precision highlights it. In a sense, the nine and a half minute can be said to be a precise version of *'ten minutes tops'*, because adding *'tops'* implies that ten minutes is stretching it. Additionally, the (exaggerated) precision draws in to the final question the premise previously arrived at.

The question addresses a future event. This future event is acted out in the reported speech in lines 13-14, where the coach enacts the role of the company contact agreeing to meet the client. This enactment sets up the future event of the client having achieved the purpose of her call. As such, it conjures up the situation of the client having achieved her goal and then gives her the assignment – in the form of the question – of telling how she got there.

In excerpt 2.5, a series of three questions were asked, where the first and the second question opened up for a third. In excerpt 2.5, the first two questions, seeking factual information, led the way to a hypothetical question. In the excerpt above, two questions also led the way to a third future orientation question. However, the use of leading and rhetorical questions makes excerpt 2.15 quite different. Through a series of questions and answers, the client gets to a position where she can rethink her initial plan, and come up with alternative approaches. By this question series, the coach advises and directs the client about how to conduct herself appropriately.

2.5 Summary & Discussion

The question sequences presented in this chapter are divided into three overall types. Question-type I are questions seeking factual information: they are 'pure'

information elicitations. Question-type II are questions asking the client to reflect about a future event which along with question-type III, the hypothetical questions, evoke a hypothetical or future world and bid the client into that world with the enquiry of the question.

All question types can stand alone, they can work together in series of sequences, where the first questions make the way for the following. The questions can have complex structures that contain an advising or evaluating element, typically given as the reason for posing a specific question, or they can be directing the client to rethink plans of action.

The salient difference between 'the information elicitations', the future-orientation questions and the hypothetical questions is the assumptions concerning the ease of answering the questions display. The information elicitations display the assumption that the client has the answer, the future-orientation questions display the assumption that the client can find an answer, and the hypothetical questions display the assumption that the client does not have an answer but will be able to find one.

When the use of future-orientation and hypothetical questions are prevalent in coaching, it is because coaching sessions deal with issues not yet realised. The strong focus on the goal and on figuring out how that goal can be realised make dealing with future issues central to the interactions. Another aspect of the coaching approach, which might relate to the saliency of these questions, is the underlying view of human potential. It is assumed that the clients are capable of finding the solution to their challenges, or of finding out how to reach their goals. The foundational view of human nature is that humans have the potential to do and realise whatever is wanted. However, for the client to know that anything is possible, the coach can help the client unpack untapped potential. One essential task for the coach is to ask questions that reflect this basic premise of the approach. The coach has to ask questions so that the client will know that s/he knows, and so that the client can come to know, when she offhand does not. The future-orientation questions, whether hypothetical or not, invite the client to co-construct a future event or world where she knows what it takes to realise her goals.

Excerpts 2.12-2.15 show that actions such as advising and directing the client can be done through question-answer sequences. Again, doing advising and directing in such a more or less indirect manner shows how the participants orient to asking question as the way in which coaching is conducted.

The questions incorporating advice, evaluation, and direction into the turn-taking structure of question-answer sequences are quite coercive devices for the coach to use in giving advice etc., because of the strong preference structure of the question-answer sequences. That is, when the client answers the question, she at the same time accepts the advice, or evaluation as the backdrop of the question. In none of the excerpts above, does the client address whether reading aloud from her brochure is something that should be avoided (excerpt 2.12); or whether it is important that she should ask the prospective customer about his needs before telling what it is she as a consultant can offer (excerpt 2.13); or whether it is relevant to make her educational background explicit during the telephone call. All these issues are accepted without comments because the client orients to answering the question. As such, the overall turn taking structure of coaching can work against a coach wanting to advise, if the coach at the same time is aiming to be non-directive. This indicates that the question-answer turn taking may not be the most appropriate for all activities in a coaching session, and that coaches advising, evaluating and directing may be better served by not using question-packing.

The next chapter presents other question constructions coaches use in directing the client and the coaching session.

3. Quoting the Client

> *"The job of the coach is to take the words and help the clients to reflect on them, to get a different perspective, and thus see the world differently. Rephrasing is reseeing. When we can look at the words, they become objective – in other words, outside ourselves – and they no longer control us." (O'Connor & Lages 2007:41).*

The present chapter focuses on ways in which the coach reuses the client's talk. The quote from O'Connor & Lages above is related to an underlying coaching value of creating awareness. By reporting back the client's own talk it is possible for the client to 're-see' his or her own words. When the client resees his or her own words, s/he resees a description of circumstances. Having the described circumstances 'placed in front of you' by the rephrasing of the coach, those word or circumstances become objective, and such an objective knowledge enables the client to act in ways which create solutions or open up new opportunities to create change.

A frequent activity in the data sample is the coach quoting back to the client what the client said on a previous occasion. These quotes are done as reported speech of the client's preceding turns. In many cases, the talk that is being reported is immediately preceding the quote: the coach reports the talk of the client straight after the client has said it.

Moreover, the quotes analysed in this chapter all precede a question. They can in fact be done in one turn; creating a single 'quote-question construction'. The question following the quote asks the client to unpack the quote. The questions seek to clarify aspects of the client's talk or seek an elaboration of it.

This chapter explores quote-question constructions in coaching conversations: that is the coach's use of reported speech — reported speech in which the coach quotes the client's preceding or immediately preceding talk — in conjunction with a question. It focuses on the use of reported speech, as a way for the coach to make the client resee his or her own words. The analyses show how the quote-question constructions are designed and how the different sequential formats show an orientation to the quote as projecting a subsequent question. They also show how this construction moves the interaction along and directs the coaching sessions in ways which create opportunities for the client to rethink her circumstances. This is typically done in the quote, by slightly changing the client's original talk. Finally,

the chapter presents considerations in relation to how this construction can be seen as a practice by which the coach makes the client resee her own words and circumstances, and creates new perspectives in relation to the issues discussed in the session.

3.1 Quotes and Questions

A practice of asking questions found in coaching conversations is quoting the client's immediate prior talk as a question preface (seen in the grey mark-up).

Excerpt 3.1 ICC3_240507

```
1       Cli:    Jeg vil  i  totusindogsyv,
                I   will in two_thousand_and_seven,
                I want to in two thousand and seven

2               gennemarbejde (0.6) et f:or-coachingforløb
                through_work (0.6)   a  p:re-coaching_course
                through work (0.6) a p:re-coaching course

3               for komplekse unîge
                for complex   youngîsters

4               med  fokus på  refleksions<[optræning>.
                with focus on reflections <[training>.
                with focus on reflection <training>.

5       com:                            [((client looks up from
6               notes at coach))

7       Cli:    Fordi  de   har  svært    ved at    reflektere.
                Because they have difficulty in  toINF reflect.
                Because that have difficulty reflecting.

8               Og det beder vi jo  om °i coaching.°
                And that ask we ADV for °in coaching.°
                And we ask for that you know °in coaching.°

9       Coa:    Det var godt  nok    et=
                That was well enough  a=
                That was I'd say a=

10      Obs:    =Hhkrh=

11      Coa:    =et ø::h °hvad skal vi sige° mange ord
                =a  u::h °what must we say° ((idiom)) many words
                =a  u::h °what can we say° many words

12              for at   beskrive et mål  men men [æ::h det er
                to  toINF describe  a goal but but [e::h that is
                to describe a goal but but e::h that is

13      Cli:                                       [Ja
                                                   [Yes

14      Coa:    helt      i  orden.=Du siger du  vil
                completely all right.=You say you will
```

```
                       completely all right.=You say you want to

15                     i totusindogsyv         >kan du<  pr 煤cisere
                       in two_thousand_and_seven >can you< specify
                       in two thousand and seven >can you< specify

16                     hvornår i          totusindogsy[v (.)  du ska:l
                       when in    two_thousand_and_seve[n (.)  you mu:st
                       when in two thousand and seven (.)  you have to

17     Cli:                                       [Tch Ja  i
                                                  [Tch Yes in

18                     totusindogsyv.
                       two_thousand_and_seven.

19                     Kalenderåret        to[tusindogsyv.
                       Calendar_year_the two_[thousand_and_seven.
                       The calendar year of two thousand and seven.
```

In line 1-4 the client presents a goal he would like discuss in the coaching session, and in lines 7-8 he gives a reason why he has set this goal. In line 14, the coach reports the initial part of the client's talk from line 1 as part of a question asking the client to specify his deadline. Accordingly, the question is introduced by quoting the client's immediate prior talk.

Another example is seen excerpt 3.2.

Excerpt 3.2 ICC3_240507

```
1     Cli:    .hhh Jeg får det bare ikke gjort altså
               .hhh I   get it  just not  done  PTC
               .hhh I just do not get it done that is

2             Jeg får ikke Fordi jeg kan ikke
              I   get not  Because I can not
              I do not get Because I cannot

3             planlægge så   langt frem.
              plan that far  ahead.
              plan that far ahead.

4             Der kommer  altid  et eller andet med  arbejde
              There comes always one or    other with work
              There is always something with work

5             eller (at jeg ikke ved) hvornår jeg kommer hjem.
              or    (that I not know) when    I    come    home.
              or (that I do not know) when I will be home.

6             (0.7)

7     Coa:    S:å du så du siger du kan ikke
              S:o you so you say  you can not
              S:o you so you say you cannot

8             planlægge så langt frem.
```

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```
              plan      that far   ahead.
              plan that far ahead.

9     Cli:    Nej
              No

10            (1.1)

11    Coa:    Hvad forhindrer dig i    at    °planlægge°.
              What prevents   you from toINF °plan°.
              What prevents you from °planning°.

12    Cli:    .hhh Jamen   det  gør  at:::
              .hhh Yes_but that does tha:::t
              .hhh Yes well the fact tha:::t

13            jeg arbejder i Rødding ((town))
              I   work   in Rødding
              I work in Rødding

14            og  bor   i  Rødekro ((town)) så til hverdag
              and live in Rødekro           so on weekdays

15            der   ville jeg så   skulle (.) vide…
              there would I   then should (.) know…
              there would I then have to (.) know…
```

This client tells that she cannot get around to book an appointment with a golf coach. She explains this in lines 2-3 by saying long-term planning is difficult, and that work also can be an obstacle. In line 11, the coach asks a question, which is preceded by a report of the client's talk about long term planning (line 7-8). In between the quote and the question, the client responds to the report with a confirming *'no'*[9] in line 9, before the question addresses the issues brought forward by the quote.

It is this use of reported speech that this section focuses on. The talk being reported is either in the immediately preceding turn or in close proximity to the report, and it is always preceding a question that seeks to explore or clarify the reported speech. The question becomes grounded in the client's own talk: the reported speech is preparatory to the question, and it explicitly states on the basis of what information the question is asked.

This practice uses reported speech to set the stage for a subsequent question. This way of linking to the client's talk shows explicitly that the coach's questions arise from the client's prior talk, and at the same time it highlights a specific issue raised by the client by making it the object of further talk.

Before exploring the formats of these quote-question constructions, and this practice utilizing the client's talk in doing questioning, a brief review of the

---

[9] Danish confirms negated sentence with a negation.

research on reported speech is presented along with considerations of how it compares to the data analysed here.

3.2 Reported Speech in Interaction

Reporting the talk of another can be done in a number of ways, and even though recent linguistic research distinguishes between 'free indirect speech and thought' and 'distancing indirect speech and thought' (Vandelanotte 2008), direct reported speech and indirect reported speech (hereafter DRS and IRS) are traditionally distinguished as the two main types of reports (Holt & Clift 2007, Coulmas 1984). The difference between the two is the viewpoint from which the report is given. (Coulmas 1984) In DRS, the original viewpoint is maintained, so that the report is presented in a way that preserves the viewpoint of the original speaker. DRS claims to present the original talk as it was and as it was said. In IRS, which is the form of reported talk in the quote-question constructions above, the report is given from the reporter's point of view, that is the reporter does not claim to present the original talk as it was. The difference is also captured in terms of how 'faithful' the report is in relation to the original talk. As defined in Semino & Short:

> "[IRS] *presents the propositional content of what was said. The use of (F)DS [DRS] normally brings one further faithfulness claim: in addition to presenting the speech act value and the propositional content of the utterance it provides the words and the grammatical structures claimed to have been used…" (Semino & Short 2004:12)*

The change in the grammatical structure distinguishing DRS from IRS is a change in deixis; typically a shift in the personal deixis as seen in both excerpt 3.1 and 3.2: Here, the pronoun is changed from 'I' (the client's viewpoint) as in *'I want to in two thousand and seven'* to 'you' (the coach's viewpoint) as in *'you say you want to in two thousand and seven'.* Deixis is the main grammatical feature, which distinguishes the two different report-formats, and in Danish as well as English IRS can be combined with the reporting clause with 'that'.

In all the excerpts in this chapter, except one, the coach uses IRS when quoting the client, and in only one case is 'that' used to connect the reporting clause to the reported. As this 'grammatical marker' is not often present, and because most of the quotes are nearly identical to the original talk, the difference in whether DRS or IRS is used seem almost unimportant. However, it will be argued

in relation to the one example of DRS, that the choice between the two is not random, and that DRS's greater faithfulness to the original talk can be utilised as a means to claim such a fidelity, when it is not present.

In many ways the reported speech in the qoute-question constructions is different from other uses of reported speech. Whether it is reported speech as part of narratives (Holt 2000, 1999) or in non-narrative contexts (Clift 2007) two aspects of the reports in the data presented here stand out: firstly their 'preparatory' relationship to the following question, and secondly, their proximate relationship to the original talk.

Research on the use of reported speech has shown how reported speech can be part of doing actions such as assessments and accounts (Couper-Kuhlen 2007) as well as complaints (Drew 1996). Similarly, the reported speech in the excerpts shown above can be seen as a part of an overall question construction. However, in the case of assessments, accounts, and complaints, the report is part of the core action and not merely setting a context for it. As Drew shows in relation to reported speech in complaints:

> *"…what the other is quoted as saying is being portrayed as really what the complaint is about. Whatever else the other did or did not do that was reprehensible, what they are quoted as having said is the key to the complaint about their behavior." (Drew 1998:321).*

In the quote-question constructions, the reported speech is not doing questioning or in any way showing the coach's stance toward what the client said. It is re-stating the client's words to make explicit how the question is related to the client's talk. In this sense, the quote has a preparatory function in relation to the overall question construction, compared to the uses of reported speech doing actual assessments, accounts or complaints.

Reported speech can be and generally is about something said on an occasion that is removed from the here-and-now of the interaction. Reported speech can serve to show the reasoning behind some specific action, as when accounts are made, and it can show that some opinion was held prior to the here and now of the interaction as when assessments are made. It is the dislocation of the reported talk that makes it a resource for participants when needing to 'prove' that a certain position was taken or a certain stance held prior to the current interaction (Clift 2007).

However, the instances of reported speech in the quote-question constructions are proximate objects in relation to the original talk. Most quotes actually follow straight after the turn where the original talk is made. This does not mean that all reports are done in the turn following immediately after the reported speech. The reports can be removed several sequences from the original talk, but they are all quoting preceding talk of the same interaction. The relative closeness of the report and the original talk is reflected in the reports themselves, for instance by the inclusion of adverbials such as 'before'.

A third feature of the quote-question constructions is that the quote belongs to a participant in the present interaction. In other research (see for instance Holt & Clift 2007), the person quoted is typically a third party or the speaker himself. Goodwin describes the reporting of a co-present party when accusations are being made in disputes between children (Goodwin 1990:190), and likewise, Hutchby shows that quoting the present party can be a device for building arguments as in a 'you-say-x-what-about-y' construction (Hutchby 1996:61). Such actions are confrontational. They assign a specfic claim, meaning or position to the other participant, and the reports are used to set up a contrast between the talk of the reported and the talk of the reporter. In contrast, the quote-question constructions in the interactions between coaches and clients are not argument-building or confrontation-seeking. They are not done as argumentative moves in the interaction.

3.3 Sequential Formats

The quote-question constructions fall within two major sequential formats: a same-turn and a separate-turn format. The same-turn format was seen in excerpt 3.1.

From excerpt 3.1

```
14     Coa:     helt       i   orden.=Du siger du  vil
                completely all right.=You say you will
                completely all right.=You say you want to


15               i totusindogsyv           >kan du<  præcisere
                in two_thousand_and_seven >can you< specify
                in two thousand and seven >can you< specify

16               hvornår i          totusindogsy[v (.)  du ska:l
                when in    two_thousand_and_seve[n (.) you mu:st
                when in two thousand and seven (.) you have to

17     Cli:                                    [Tch Ja  i
                                               [Tch Yes in
```

```
18              totusindogsyv.
                two_thousand_and_seven.
```

In excerpt 3.1, the report and the questioning action are one sequential turn. There is no intervening talk from the client between the quote in lines 14-15 and the question lines 15-16. The coach continues straight from the report into a following question, marking the beginning of the question by speeding up the first words of the interrogative construction in line 14. The turn construction does not leave any space for the client to take a turn between the quote and the question: the rush-through of the initial interrogative components in excerpt 3.1 ensures that no transitional space is created.

Another example of the same-turn format is seen in excerpt 3.3.

Excerpt 3.3 ICCZ_240507

```
1       Coa:    Ja. Hvad  gør   den  stemme ved dig?        ((07.44))
                Yes. What does that  voice  to you?
                Yes. What does that voice do to you?

2       Cli:    .mt .hhhh æ::h::: Umiddelbart synes jeg bare
                .mt .hhhh e::h::: Offhand     think  I  just
                .mt .hhhh e::h::: Offhand I just think

3               det er sund skepsis.
                it is sound scepticism.

4       Coa:    Det er sund skepsis.
                It is sound scepticism.

5       Cli:    Som  jeg   nok   [al   ]tid vil  have
                Which I  probably [al   ]ways will have

6       Coa:                     [.hja ]
                                 [.hyes]
7       Coa:    J[a
                Y[es

8       Cli:     [Æh indtil jeg ser (0.2)
                 [Eh until   I  see (0.2)

9               O↑kay det her   det  lykkes   (.) for[di
                O↑kay this here this succeeds (.)  be[cause
                O↑kay this will succeed (.) because

10      com:    ((Client shrugs her shoulders))

11      Coa:                                         [Ja
                                                     [Yes

12              (1.0)

13      Coa:    Du siger du tror  det er sund  skepsis (0.8)
```

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```
                    You say  you think it is sound scepticism (0.8)
                    You say you think it is sound scepticism (0.8)

14                  er det  noget    du  tror
                    is it   something you think
                    is it something you think

15                  eller 'det noget     du  ved?
                    or    'it  something you know?
                    or is it something you know?

16                  (3.2)

17     Cli:         *Ø:::h Jeg har det okay med det.
                    *U:::h I   have it okay with it.
                    *U:::h I am fine with it.

18                  (.)

19     Cli:         [Lad] mig sige det sådan.
                    [Let] me  say   it so.
                    [Let] me put it like that.
```

The client is in the process of establishing her own consultancy, but has postponed the start-up several times. Prior to this excerpt she talked about a doubting voice questioning whether she will ever get her private business going, and in line 2-3, she describes this doubt as *'sound scepticism'*.

In lines 13-15, the coach asks a question composed of reported speech and an interrogative. In this excerpt, the report is quoting the client's turn (lines 2-3), and the question is an alternative interrogative exploring whether the client knows for sure that her doubt is sound scepticism.

In this example, there is a .8 pause (line 13), which leaves space for the client to respond. However, the client does not respond and the coach continues to ask the question, and as a result creates a same-turn quote-question construction.

Other syntactic constructions are used in the same-turn format, such as the 'when-then' construction in excerpt 3.4. This syntactic format introduces the reported speech with a 'when', which makes the turn unit containing the report recognisably incomplete.

Excerpt 3.4 ICC3_240507

```
1      Cli:         Ne:j jeg vil  <gennemarbejde>
                    No:  I    will <through work>
                    No: I want to <work through>

2                   et for-coachingforløb   i totusindogsyv.
                    a  pre-coaching_course in twothousandandseven.
                    a  pre-coaching course in twothousandandseven.

3                   Det er færdig
```

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```
                          It  is complete

4                         når  totusindogsyv         er færdig.
                          when two_thousand_and_seven is complete.
                          when two thousand and seven has ended.


5      Coa:               Den enogtredivte      i ↑tolvte
                          The one_and_thirtyth in ↑twelfth
                          December thirty first


6                         [.hhh                  der   e]:r du:
                          [.hhh                  there a:]re you:
                           .hhh then you are


7      Cli:               [(>Det  kan  du< (godt) (   ) )]
                          [(>That can you< (well) (   ) )]


8      Coa:               Der   har  du gennemarbejdet det=
                          There have you through_worked it.=
                          Then you have worked it through.=


9      Coa:               =[.hhhh                  Når  du  siger]
                          =[.hhhh                  When you say]
                          =.hhhh When you say


10     Cli:               [Ja det også også være lige før  jul      ]
                          [Yes it can also be just before Christmas]
```

Correction lines 10:

```
10     Cli:               [Ja det kan også være lige før  jul      ]
                          [Yes it can also be just before Christmas]


11     Coa:               du har gennemarbejdet det
                          you have through_worked it
                          you have worked it through


12     Coa:               hvad ø:h hvad betyder det så?
                          what u:h what means  that then?
                          what u:h does that mean?


13                        (.)


14     Coa:               Er det ↑køreklart   ↓eller hva- hva- hvordan æh-
                          Is it  ↑start_ready ↓or    wha- wha- how     eh-
                          Is it ↑operational ↓or wha- wha- how eh-


15                        Hvad er det du  står  med i   hænderne.
                          What is it you stand with in hands_the.
                          What is it you have in your hands.


16                        (.)


17     Coa:               Kan [du ikke beskrive det for mig.   ]
                          Can [you not describe that to me.    ]


18     Cli:                   [For mig der   er gennemarbejdet]
                              [For me  there is through_worked]
                              [For me there is worked through ]


19                        så   er det færdigt.
                          then is it finished.
```

This excerpt is taken from the same session as excerpt 3.1 and is a little later in the interaction. The coach and client are still discussing the goal the client has set. In line 9, the coach introduces the report with 'when'. The 'when' projects that it

takes a subsequent turn construction unit to be complete, and the then-part – a wh-question – completes the turn in lines 12 and 14-15 and 17. The sequential advantage of the when-then construction is that the projection makes it clear that the coach has not completed her turn after the report. As such, the when-then construction can be used as a means to ensure the same-turn format, as there is no transitional relevance after the prefatory report. The coach keeps his turn until the 'then part' of the turn is delivered.

Another example of a when-then construction is seen in excerpt 3.5.

Excerpt 3.5 ICC5_230507

```
1       Cli:    For så kan jeg overskue det.           ((31.18))
                For then can I oversee it.
                Because then I can cope with it.

2               (0.8)

3       Coa:    Det  vil  sige når du   siger du  kan overskue det
                That will say  when you say   you can oversee  it
                That means when you say you can cope with it

4               så er   det et realistisk mål.
                then is it  a  realistic goal.
                then it is a realistic goal.

5       Cli:    Ja.   Så  er det et realistisk mål.
                Yes. Then is it  a realistic goal.
                Yes. Then it is a realistic goal.
```

In line 1, the client comments on the deadline for reaching her goal, which has just been set. The report, in line 3, is again introduced with a 'when' and, in line 4, the 'then component' follows.

Calling this construction a quote-question construction refers to the actions of the single components. Where the quote component always is constructed through reported speech, the question component is not necessarily constituted by an interrogative. All the question-components, in excerpt 3.1-3.4, have actual interrogative structure, but other structures doing question-like work can be used with the report, as here in excerpt 3.5, where the report is inserted in a formulation (Heritage & Watson 1979). The report: *'when you say you can cope with it'* is inserted in to a formulation of the gist of the reported speech. That is, the coach is specifying that when the client says she can cope with it, it means that the goal is realistic. The coach is presenting, in other words, the essence of the reported

talk[10]. The formulation is not a question in the 'interrogative sense', but rather a 'B-event statement': a statement about an event of which the other participant, i.e. the client, has primary ownership (Labov & Fanshel 1977). B-event statements have a similar response-eliciting function to questions; asking for at least a confirmation or disconfirmation, and can as such be seen as doing questioning work. B-event statements are utterances *"that accomplish the pragmatic force of questioning without taking the form of interrogatives" (Heritage & Roth 1995:9).*

The report-formulation turn and the report-interrogative turns are similar in that the report sets the stage for the subsequent questioning action. The formulation is built upon the quote and clarifies its meaning by reformulating it, just as the question in excerpt 3.4 seeks to clarify the meaning of having *'worked through'* something. The difference between the two is that the interrogative seeks a clarification from the client while the formulation suggests a clarification for the client to confirm.

The syntactic constructions, such as the when-then construction in excerpts 3.4 and 3.5, and the manner in which quote-question constructions are delivered, such as the rush-through in excerpt 3.1, ensure that the reports and the questions form a single turn, which show that these uses of reported speech are done as part of a single questioning action

As stated earlier, the reports of the questioning actions can also be done in separate turns. i.e. the quote-question construction can be separated by the client's intervening turn. This was seen in excerpt 3.2, where the quote and the question were separated by the client's affirming *'no'* in line 7. Likewise, in excerpt 3.6, the separate-turn format is accomplished by an intervening *'hm'* from the client.

Excerpt 3.6 ICCZ_240507

```
1      Cli:     *Ø:::h (0.3) men samtidig        har jeg jo
                *U:::h (0.3) but at_the_same_time have I ADV
                *U:::h (0.3) but at the same time I have you know

2               hele tiden    været bevidst om [at   ] (.)
                all  time_the been  aware   of [that ] (.)
                always been aware that (.)

3      Coa:                                     [.hja ]
                                                [.hyes]

4      Cli:     jeg tror    nok     ikke helt      hundrede på det.
                I   believe probably not  completely hundred in it.
                I probably do not believe a hundred percent in it.
```

```
5      Coa:     Du tror    ikke helt        hundrede på det?
                You believe not   completely hundred in it?
                You do not believe a hundred percent in it.

6      Cli:     Nej
                No

                .
                .   ((39 lines omitted))
                .

7      Coa:     Vi vi mangler lige at    få  sat         ((06.56))
                We we lack    just toINF get set
                We we still need to

8               ø::h sat ord  på: ø::h på målet.
                u::h set word o:n u::h on goal_the.
                u::h formulate u::h the goal.

9               .hh Men ø:::h du sagde (0.2) du sagde før
                .hh But u:::h you said (0.2) you said before

10              ja:m'n  jeg kommer nok    aldrig til
                ye:s_b't  I  come probably never to
                we:ll I will probably never

11              at    (.) tro    (0.2) tro    rigtig på det.
                toINF (.) believe (0.2) believe really in it.
                (.) believe (0.2) really believe in it.

12     Cli:     hm

13     Coa:     .hh Hvad vil det gøre ved dit private firma
                .hh What will it do   to your private company

14              hvis du  ikke tror    på det?
                if you  do not believe in it?

15              (3.2)

16     Cli:     .hhhh hhhhh <Jamen>   æ:::hm:: jeg TROR   jo
                .hhhh hhhhh <Yes_but> e:::hm:: I  BELIEVE ADV
                .hhhh hhhhh <Well> e:::hm:: I BELIEVE you know

17              altså også så meget på det a jeg gør det.
                PRT   also so much in it that I  do it
                that is also so much in it that I do it
```

In line 12, the client responds to the reported speech, here done as DRS, with the continuer 'hm' (Schegloff 1982), through which the client displays her understanding of the quote as a turn in progress. In both excerpt 3.2 and 3.7, the responses, being minimal, orient to the report as introducing something more. The clients show that they have understood the coach, and at the same time indicate that the coach may continue. The client does not seize the opportunity to begin an extended turn but instead aligns as a recipient of the projected talk.

Compared to the same-turn formats, the examples of separate-turn formats are all introduced by a connector, either a conjunction such as *'so'* or *'but'*, in excerpts 3.2 and 3.6, or the adverb *'now'*, as in excerpt 3.7 below.

Excerpt 3.7 ICC3_240507

```
1      Coa:      Så: æ::h .hh tch (0.2) Og  du  vil
                 So: e::h .hh tch (0.2) And you will
                 So: e::h .hh tch (0.2) And you would like to


2                gerne  netop arbejde med   reflek[sionsoptræning
                 gladly precisely work with reflec[tion_training
                 work precisely with reflection training

3      com:                                    [((Coach looks
4      com:      down to notes on floor))

5      Coa:      som du   siger [her.=
                 which you say  [here.=
                 as you say here.=

6      com:                    [((Coach looks again at client))

7      Cli:      =Ja fordi   det er det  de   mangler.
                 =Yes because that is what they miss/lack.
                 =yes because that is what they need.


            .
            .      ((24 lines omitted: client explaining why the
            .      yongster he works with find it difficult to
            .      reflect on their own lives))
            .

8      Coa:      .hh Nu  siger du at   at
                 .hh Now say  you that that
                 .hh Now you are saying that that

9      Coa:      det  er det de  mangler,
                 it is what they miss/lack,
                 is what they need,

10     Cli:      Ja
                 Yes

11     Coa:      Ø::h (0.4) <hvem ved>  Hvem ha- Hvem har besluttet
                 U::h (0.4) <who knows> Who ha-  Who  has decided

12     Coa:      at   det  er det  de    mangler?=
                 that this is what they miss/lack?=
                 that this is what they need?=

13     Cli:      =Det er ingen beslutning det er en vurdering.
                 =It  is no    decision   it  is an assessment.

14     Coa:      [Det er en vurdering ]
                 [It  is an assessment]
```

As all examples of the separate-turn format are introduced by a lexeme explicating the connection to the prior talk, and all same-turn formats are not, the inclusion of the connector seems to create a syntactic constraint for an intermediate response. The inclusion of the connector does not seem to be linked to the distance between the original talk and the report. Even though excerpts 3.6 and 3.7 have some intervening talk between the two, the separate-turn formats, in excerpt 3.2 and excerpt 3.8, below, immediately follow the turn from where the quote is taken.

Excerpt 3.8 ICC2_250507

```
1      Cli:      S- så den den står  altså lidt    imellem ø::h
                 S- so it  it  stands PTC   little in between u::h
                 S- so it it is a choice between u::h

2                jeg vil  gerne  have nogle gode idéer
                 I   will gladly have some  good ideas
                 I would like to have some good ideas

3                men ik(h)ke så(h) man(h)ge go(h)de  idé(h)[er.hh=
                 but n(h)ot  so(h) ma(h)ny  go(h)od idea(h)[s.hh=

4      Coa:                                              [Okay=
                                                         [Okay=
5      Cli:      =Ja .hhh
                 =Ja .hhh

6      Coa:      Men du siger du  gerne  vil have
                 But you say  you gladly will have
                 But you say you would like to have

7      Coa:      nogle gode idéer.=
                 some good ideas.=
                 some good ideas.=

8      Cli:      =Ja
                 =Yes

9      Coa:  →   I hvert fald.
                 At any  rate.

10     Cli:      Ja
                 Yes

11     Coa:      Også      er der   noget     du: Kunne du
                 And_then is there something you: Could you
                 And then is there something you: Could you


12               formulere  det som   som   æ::h er hindringen.
                 formulate that which which e::h is obstacle_the.
                 formulate  that  which which e::h is  the  obstacle.

13               Altså hvad er det [hvornår
                 PTC   what is it  [when
                 That is what is it when

14     Cli:                        [Det  er for mange gode idéer.
```

```
                                [That is too many  good ideas.

15      Coa:    [Ja
                [Yes

16      Cli:    [Det er  at   jeg selv   skal i gang
                [It  is that I   myself must in progress
                [It is that I have to initiate

17              med dem   alle sammen   jo.
                with them all  together ADV.
                all of them you know.
```

Prior to this excerpt, the client has been talking about one of her challenges in being her company's idea-maker. Because of the client's inventiveness too many projects land on her desk, which results in too many unfinished projects. This is the context for the client's wish in lines 1-3, which the coach quotes in line 6-7.

As this excerpt shows, the separate-turn formats can have sequences interjected in between the report and the question. In line 8 (marked by the arrow), the client gives her confirmation of the report, and after that the coach adds *'At any rate'*, occasioning another affirmative response from the client. 'At any rate' qualifies the quote as accurate no matter what else may be the case; that even though the quote is not depicting the entire original talk, the reported part holds true. *'At any rate'* is an increment (Schegloff 1997), and it is syntactically dependent on its prior turn and connected to the report in a way that does not move the interaction on. *'At any rate'* recompletes the already complete turn in line 6-7, and as such, this inserted sequence still projects the coming question.

Another example of an intervening sequence is seen in excerpt 3.9, where the coach formulates the consequences of the reported assertion in between the quote and the question.

Excerpt 3.9 ICC3_240507

```
1       Cli:    Og  nu lige der   er min ↑Frem   til første juni
                And now just there is my ↑Forward to first  June
                And just now there is my ↑Until the first of June

2               der   er min (.) ↓kalender .hh vildt booket
                there is my  (.) ↓calendar .hh crazy booked.
                my (.) ↓calendar is .hh completely booked.

3       Coa:    Ja
                Yes

4       Cli:    Så jeg kan træne    i weekender
                So I   can practise in weekends

5               og i   weekender er det svært
```

92

```
                      and in weekends  is  it difficult
                      and in weekends it is difficult

6                     at  få  fat på træneren.
                      to get hold of coach_the.
                      to get hold of the coach.

7      Coa:    .hja
               .hyes


               .
               .    ((12 Lines omitted where the client talks about
               .      similar difficulties in making other
               .      appointments at the weekends))
               .

8      Cli:    Så jeg har svært     ved
               So I  have difficulty to
               So I have difficulty

9              at  få  aftalt  den  tid.
               toINF get arranged that appointment.
               getting that appointment arranged.

10     Coa:    Ø:::hm s:å: du siger din kalender  er fyldt  op.
               U:::hm s:o you say    your calendar is filled up.
               U:::hm s:o you say your calendar is filled.

11     Cli:    Ja
               Yes

12     Coa: →  Ja  så derfor    er det svært    æ:::h
               Yes so therefore is it difficult e:::h
               Yes so therefore it is difficult e:::h

13          →  at  få  noget     puttet ind der.
               to get something put    in  there.
               to get something added in there.

14     Cli:    Ja
               Yes

15             (0.5)

16     Coa:    .hhh ø::hm:::  .mt Er der    noget
               .hhh u::hm:::  .mt Is there something
               .hhh u::hm:::  .mt Is there anything

17             i din   kalender som   er mindre vigtigt
               in your calendar which is less    important
               in your calendar which is less

18             end noget     andet.
               than something else.
               important than the others.

19     Cli:    .hh .mt Ikke i  den  her  altså Det  er ø:::h øhm
               .hh .mt. Not in this here PTC   That is u:::h uhm
               .hh .mt. Not in this here that is That is u:::h uhm

20             Der   er ikke nogle ting
               There is not  some  things
               There is not anything
```

```
21                    som   jeg selv   kan fravælge.
                      which I   myself can from_choose.
                      which I can discard.
```

In lines 12-13, before proceeding to the question, the coach concludes on the basis of the quoted assertion, that if the client's calendar is filled, it follows that it is difficult to book more appointments. As in excerpt 3.8, the client recognise this sequence expansion as just that, and continues to align as recipient for the following question (lines 16-18).

A third way of expanding the separate-turn format is to expand the reported speech, as in excerpt 3.10.

Excerpt 3.10 ICC3_240507

```
1       Coa:    [Så- så: øh .hh Men du ↑siger stadigvæk
                [So- so: uh .hh But you ↑say   still
                [So- so: øh .hh But you are still ↑saying

2       com:    [((Coach leaning towards the floor looking at paper
3       com:      where goal is written))]

4       Coa:    at  du  vil    [gennemarbejde sådan et et coach=
                that you will [through work such a   a  coach=
                that you want to work through such a a coach=

5       com:                          [((Coach regaining eye contact with
6       com:                            client as she sits up straight))

7       Cli:    =Ja=
                =Yes=

8       Coa:    [=forsøg.
                [=experiment.

9       com:    [((Coach looks at paper where goal is written))

10      Cli:    Ja
                Yes

11      Coa:    Jah
                Yeah

12              (1.2)

13      Coa:    For netop     de    her kom↑plekse?=
                For precisely these here com↑plex?=
                For precisely these com↑plex?=

14      Cli:    =Ja
                =Yes

15      Coa:    med henblik på reflektionstræning.
                with a view to reflection_training.
                with a view to reflection training.
```

```
16     Cli:     Det er for at kunne bruge
                It  is for to could use
                It is in order to use

17              coachingteknikken     bedre.
                coaching_technique_the better.
                the coaching technique better.

18     Coa:     ↑O::↓kay:
                ↑O::↓kay:
```

The coach is quoting from the goal the client set at the beginning of the session. As the coach quotes, she is looking at a notebook on the floor, where the client has written down the goal. In line 13, after the client has confirmed the quote (line 7 and 10), the coach continues the report. The continued reporting is designed as additions to line 10 and picks up where it left off. All these expansions of the report are done as increments, that is, as syntactic constructions that are dependent on the preceding turn, and do not form complete syntactic units of their own, and, as in excerpts 3.8 and 3.9, the reported speech is still seen as projecting a following action.

Interestingly, in excerpt 3.10, the projection is never completed. The coach never poses a question, but even so the client produces a response in line 16-17, offering a reason for why he has set this goal. This clearly shows that even though the client does not know what the coach was intending to ask, he orients to the fact that a clarifying or elaborating question is projected. In this case, the expanded quote causes the client to volunteer information about his goal, and in this way shows how he orients to the quote as projecting a question.

The two different sequential formats each in their own way show how the quote is question-preparatory. The same-turn format incorporates the quote and the question in the same turn; the separate-turn format has the quote and the question in separate turns, but any intermediate sequences are done as expansions of the quote and do not constitute independent moves in the interaction. The orientation toward the quote as projecting a further action is seen in the actions of the client. Both the listener-aligning behaviour displayed in the minimal confirming responses to the quotes, as well as the response in excerpt 3.10, which presupposes a non-existent question, show how the client recognises the quote-question constructions as compound structures.

3.4 The Quote in Service of the Question

The use of reported speech sets the stage for the subsequent question, which seeks to unpack the quoted talk, either by inquiring further into it as in excerpts 3.2, 3.3, 3.6, 3.7, 3.8 and 3.9, or by seeking a clarification as in excerpt 3.1, 3.4, 3.5 and 3.10.

That the quote is in service of the question is also seen in cases where the quote is adapted to make relevant the subsequent question. In excerpt 3.11, the coach and client are establishing the goal, which the client wants to pursue. The client has been talking about her own ability, and lack thereof, to set goals, pursue and reach them. This can be seen in excerpt 3.11, where she talks about her wish to lose weight.

Excerpt 3.11 ICC5_230507

```
1       Cli:    Og  da    jeg ved  (0.2)
                And since  I   know (0.2)
                And since I know (0.2)

2               at   det  med  at tabe mig
                that that with to lose me
                that this concerning weight loss

3               .hhh er en ting som betyder utroligt meget ↑for mig,
                .hhh is a thing which means incredibly much ↑to  me,

4       Coa:    m

5               (0.5)

6       Cli:    og jeg alligevel    ikke kan holde (.)
                and I  nevertheless not  can keep  (.)
                and I nevertheless cannot manage (.)

7               >↓så   vil jeg sige<
                >↓then will I  say<
                >↓then I will say<

8       Cli:    hvis jeg kan over- hvis jeg klare  den
                if   I   can comp- if   I   manage that

9               så   kan jeg sgu vælte    verden.
                then can I   ADV overturn  world_the.
                then I can overturn the world damn it.

10              (0.5)

11      Coa:    Okay.
                Okay.

12              (0.7)

13      Cli:    Altså.
                PRT.
                You know.
```

```
14     Coa:    Ja.
               Ja.

15             (0.5)

16     Coa:    N' du siger det betyder no:get    for dig, (0.4)
               W' you say  it   means   so:mething to you, (0.4)

17     Coa:    hvor meget be↑tyder det for ↓dig.
               how much   ↑means   it to ↓you.
               how much does it ↑mean to ↓you.

18     Coa:    På en skala fra  et  til ti
               On a  scale from one to ten
               On a scale from one to ten

19             hvor meget betyder det for dig.=
               how   much    mean   it to  you.=
               how much does it mean to you.=

20     Cli:    =At tabe  mig?=
               =To lose myself?=
               =To lose weight?=

21     Coa:    =Ja
               =Yes

22     Cli:    .hhh Jamen  >det det< erhh >Det det<
               .hhh Yes_but >it  it< ishh >It  it<
               .hhh Yes well >it it< ishh >It it<

               Det betyder tolv hah £på en skala fra  et til  ti.£
               It  means   twelve hah £on a scale  from one to ten.£
```

The report of the client's talk is slightly different from the original talk. The client has described losing weight as meaning *'incredibly much'* to her. In the reported talk, this is downgraded to meaning *'something'*. The question, which follows, asks the client to rate the importance of her wish to lose weight on a scale from one to ten, and in that way seeks to clarify and specify just how important the goal is. The client's own assessment is not a precise measure in terms of the scale, but something meaning *'incredibly much'* is clearly positive or on the high end of an importance-scale. In the report, on the other hand, the assessment 'meaning something' is almost neutral. The downgraded assessment in the adapted report does not only make it relevant to ask about and establish the importance of the weight-loss wish, it has to be designed this way to accommodate the question. The report makes it possible to ask the client how much losing weight means, even though the coach has just been told. In other words, the 'imprecise' report is adapted so it makes the clarification in the question pertinent.

In excerpt 3.11, it is clearly seen how the report is set up for the following question, and it shows that it is the report of the client's talk and not the talk

proper, that the question is inquiring into. This practice opens up a line of inquiry, which serves different purposes according to the specific context. In excerpt 3.11, the client assesses weight loss as *'incredibly important'* and at the same time she is admitting to doing nothing about it (line 6). With this contradiction, her importance-assessment could be rightly questioned, and by asking for a scale rating based on the more neutral assessment in the quote, this issue is questioned in a manner that does not explicitly address the contradiction. By referring back to the assessment of the weight-loss wish, the coach overlooks any intervening talk and in this case topicalises the 'importance' assessment, and not the client's lack of persistence.

Similarly, in excerpt 3.9, the description in the quote is also downgraded compared to the original talk.

From excerpt 3.9

```
1      Cli:    Og  nu lige der   er min ↑Frem   til første juni
               And now just there is my ↑Forward to first  June
               And just now there is my ↑Until the first of June

2              der   er min (.) ↓kalender .hh vildt booket
               there is my  (.) ↓calendar .hh crazy booked.
               my (.) ↓calendar is .hh completely booked.

               .
               .
               .

10     Coa:    Ø:::hm s:å: du siger din kalender  er fyldt  op.
               U:::hm s:o you say   your calendar is filled up.
               U:::hm s:o you say your calendar is filled.

11     Cli:    Ja
               Yes

12     Coa:    Ja  så derfor    er det svært    æ:::h
               Yes so therefore is it difficult e:::h
               Yes so therefore it is difficult e:::h

13             at  få  noget     puttet ind der.
               to get something put    in  there.
               to get something added in there.

14     Cli:    Ja
               Yes

15             (0.5)

16     Coa:    .hhh ø::hm::: .mt Er der    noget
               .hhh u::hm::: .mt Is there something
               .hhh u::hm::: .mt Is there anything

17             i din  kalender som   er mindre vigtigt
```

```
             in your calendar which is less    important
             in your calendar which is less
```

```
18           end  noget     andet.
             than something else.
             important than the others.
```

In line 10, the coach reports the client's talk from line 2: The client describes her calendar as being *'completely booked'*, which in the reported speech is rephrased as *'filled'*. The client's extreme case description does not leave much opportunity for adding any new appointments to her schedule, but the downgraded version creates precisely the possibility of space in the client's calendar. The adapted, more moderate description of the client's calendar opens up for the coach to ask about the possibility to prioritise in the subsequent question.

Furthermore, the client's own extreme-case description of her calendar creates an obstacle for reaching her goal. If she needs to schedule an appointment with a golf coach to improve her golf handicap, something has got to be done in relation to her overbooked calendar. The coach topicalises this obstacle by creating a context where it can be addressed, and also modifies the description of the client's circumstances in a manner with opens up space for possible solutions.

In both excerpts 3.11 and 3.9, the quote 'rewinds' the interaction such that the part of the client's talk that is overlooked is her account of difficulties. As such, these adapted quotes remove obstacles from the client's circumstances and focus on creating progress in relation to the client's goal.

From excerpt 3.4

```
1     Cli:    Ne:j jeg vil  <gennemarbejde>
              No:  I   will <through work>
              No: I will <work through>
```

```
2             et for-coachingforløb   i totusindogsyv.
              a  pre-coaching_course in twothousandandseven.
              a  pre-coaching course in twothousandandseven.
```

```
              .
              .
              .
```

```
5     Coa:    Den enogtredivte     i ↑tolvte
              The one_and_thirtyth in ↑twelth
              December thirty first
```

```
6             [.hhh                  der  e]:r  du:
              [.hhh                  there a:]re you:
               .hhh then you are
```

```
7     Cli:    [(>Det  kan  du< (godt) (   ) )]
```

```
                    [(>That can you< (well) (   ) )]

8      Coa:         Der   har  du gennemarbejdet det=
                    There have you through_worked it.=
                    Then you have worked it through.=

9      Coa:         =[.hhhh                     Når  du  siger]
                    =[.hhhh                     When you say]
                    =.hhhh When you say

10     Cli:         [Ja det kan også være lige før  jul     ]
                    [Yes it can also be just before Christmas]

11     Coa:         du har gennemarbejdet det
                    you have through_worked it
                    you have worked it through

12     Coa:         hvad ø:h hvad betyder det så?
                    what u:h what means  that then?
                    what u:h does that mean?

13                  (.)

14     Coa:         Er det ↑køreklart   ↓eller hva- hva- hvordan æh-
                    Is it  ↑start_ready ↓or     wha- wha- how      eh-
                    Is it ↑operational ↓or wha- wha- how eh-

15                  Hvad er det du  står  med i   hænderne.
                    What is it you stand with in hands_the.
                    What is it you have in your hands.
```

In excerpt 3.4, the coach has asked the client to specify the deadline for his project. In line 5, the coach draws a conclusion regarding the deadline and latched onto that she quotes the client in line 9. In the quote, there is a change of verb: the client uses the verb *'will'* in his description and the coach uses *'have'*. This slight change creates a future projection. In the quote, the project is now being referred to as something the client has done. The quote is matched to the future description of the client having reached his goal in the coach's preceding conclusion. The future projection sets up a future scenario in which the client has completed his project and building on that the line of questions, which follows, are asked. The client is asked to explain having something *'worked through'*, but from a future perspective. He is mentally to project himself to a point in time where he has reached his goal.

Again, a subtle adaption in the quote sets up the context for a specific question. The adapted quote makes a smooth transition from one perspective to another, and directs the interaction – through the future projection – to a new scenario.

The following shows the adapted quotes from excerpts 3.3 and 3.6.

From excerpt 3.3

```
2      Cli:      .mt .hhhh æ::h::: Umiddelbart synes jeg bare
                 .mt .hhhh e::h::: Offhand      think  I    just
                 .mt .hhhh e::h::: Offhand I just think

3                det er sund skepsis.
                 it is sound scepticism.

                 .
                 .
                 .

13     Coa:      Du siger du tror  det er sund  skepsis (0.8)
                 You say you think it  is sound scepticism (0.8)
                 You say you think it is sound scepticism (0.8)

14               er det  noget    du  tror
                 is that something you think

15               eller 'det noget    du  ved?
                 or    'it  something you know?
```

From excerpt 3.6

```
4      Cli:      jeg tror    nok     ikke
                 I   believe probably not
                 I probably do not believe

5                helt       hundrede   på det.
                 completely a hundred percent in it.

                 .
                 .
                 .

9      Coa:      .hh Men ø:::h du sagde (0.2) du sagde før
                 .hh But u:::h you said (0.2) you said before

10               ja:m'n  jeg kommer nok     aldrig til
                 ye:s_b't  I  come probably never to
                 we:ll I will probably never

11               at    (.) tro    (0.2) tro     rigtig på det.
                 toINF (.) believe (0.2) believe really in it.
                 (.) believe (0.2) really believe in it.

12     Cli:      hm

13     Coa:      .hh Hvad vil det gøre ved dit private firma
                 .hh What will it do   to your private company

14               hvis du  ikke tror    på det?
                 if you do not believe in it?
```

In excerpt 3.3, the client uses the Danish verb 'synes–think1' in line 2. By contrast, the coach uses the Danish verb 'tror–think2' (line 13) when quoting her. Both Danish verbs translate into English 'think', making the translation inadequate to capture the semantic differences between the two verbs. 'Synes–think1' refers to an

attitude, an approach the client chooses to take towards the voice in her head, where as 'tror–think2' on the other hand refers to a doubt. In the reported version, the coach turns the client's assessment of her doubt into something she is unsure about. The change from 'synes–think1' to 'tror–think2' establishes the relevance for the question (line 14-15), which seeks to clarify whether the client is sure about her assessment of her doubt as *'sound scepticism'*. The creation of client-doubt is essential in making the question relevant.

In excerpt 3.6, the client describes her ambivalence in preparing to launch her own consultancy but at the same time not believing in it. The client describes her lack of belief in the present tense (line 4). This means that right now the client does not believe in her company, and this lack of belief is valid at present. In the quote, the lack of belief is reported in the future tense (line 10-11): the client will never believe in her company. The lack of belief is reported as being valid always. This change is done partly through the change from the present tense of the client's talk, to future tense of the report, and partly by the use of the adverb *'never'*. Furthermore, there is a change in the description from the client's quantifying assessment of not believing *'a hundred percent'* to the coach's *'never really believe in it'*. What the client is describing as a percentile lack of belief, the coach is reporting as a continuous state of disbelief. Having set the stage for the client not having any faith in her company, the following question asking how this will affect her consultancy is made possible.

In these excerpts, the adaptations of the reports create a more fundamental change in the meaning compared to the client's original talk. These changes are not just downgrading and making less dramatic the original talk; they are more or less changing what the client previously said. Interestingly, DRS is used in excerpt 3.6: a format that is claiming to maintain the viewpoint of the original talk. DRS *"implies a greater fidelity to the source of information"* (Li 1984:41). That this format is used in a case where the quote is changed considerably from the original talk shows how DRS can be used to claim a fidelity that is not there. DRS stresses the client's ownership of the talk in a case where it can be questioned whether the reported talk was ever the words of the client. This could indicate that the choice of DRS over IRS is not a random choice, but is influenced by the need to demonstrate a faithfulness to the original talk, that is not there.

In all these excerpts, the reports do not just set the stage for a following question; the reports are also adapted in a way that makes the question not only relevant but possible to ask at all. Even though the reported speech is related more

loosely to the original utterances, the clients still do not comment on the correctness of the reported speech in their response. Even when the separate-turn format makes an intermediate turn possible, the clients still orient to the compound nature of the quote-question constructions. Because of these interactional constraints, the quote-question construction is a powerful way to recreate the interaction, and direct its course. Not commenting on the reported speech, even when edited to a degree where the correctness could rightly be questioned shows how the clients are not focussed on the report as an object for commenting on their own talk. This is not to say that the clients are at the mercy of these constructions. However, as the question creates a preference for an answer, the clients have to disrupt the contiguity of the interaction, if they want to comment on the accuracy of the report.

3.5 Summary and Discussion

All the excerpts above clearly show that the practice of quoting the client's talk is recognised as setting the stage for a subsequent questioning action. This is seen in the same-turn formats, where the quote-question constructions are designed as single turns, having the quote as a question preface. The separate-turn formats show that the clients recognise the quote as part of a compound structure, and any intervening talk display the understanding of the quotes as turns or actions in progress. Also, any intervening talk by the coach is designed as expansions of the quote, dependent on it, and continuing the projection.

In setting the stage for a subsequent question, the quote selects a specific issue raised by the client, and makes it a topic for further talk. The questions seek to clarify and/or elaborate some element of the client's talk.

The quote-question constructions make explicit how the coach's questions are linked to some prior talk. The necessity of the explication of such a link could be explained in a distance between the question and what is questioned. In some excerpts, where there is a distance between the original talk and quote, the aptitude of reported speech to 'place' talk, which is outside the here-and-now of the interaction, in the present of the interaction is exploited. However, no matter whether the quote bridges a distance between the quote and the original talk, the placement of the report before the question is essential, in that it is not the client's talk the question relates to but the coach's version of the talk. This practice of asking questions makes it possible to rewind and delete or 'overlook' any intervening talk that might not be appropriate for the business at hand; and it

makes it possible to adapt the original talk to the question so it will be useful for the business at hand. As such, this practice of asking questions refocuses the interaction and leads it in a certain direction – a direction that is not in opposition to the issues brought to the interaction by the client – but still chosen and shaped by the coach.

By quoting the client, the redirection is done in a way that shows that the coach is listening to the client, and that the coach is attentive towards the client's agenda. It is a way for the client to resee his or her own statements, not only by getting them rephrased, but also by seeing what kinds of questions the talk raises for the coach.

Because of the proximate nature of the quote in many of the excerpts, the reported speech might seem superfluous, as the continuity already exists because of the closeness between the original talk and the quote. In fact, the apparent redundancy of the quote seems to break up the interactional flow and creates an opportunity for the coach to direct or redirect the conversation. Compared to asking the question straight after the client's talk, this practice creates a platform from which the coach can take control of the interaction. Without commenting on the client's talk, and as such taking a stance in relation the issues discussed, the quote-question constructions turn the client's talk into something coachable; and as such this practice expresses a coaching behaviour – a way of doing coaching.

4 Formulating the Client's Talk

This chapter focuses on another way in which the coach 'questions' the client in a manner that directs the interaction. Just as the quote-question constructions analysed in chapter 3 are a means for the coach to re-focus and re-shape the words of the client, *formulating* the client's preceding talk represents another way for the coach to direct the coaching sessions. This practice is similar to the quote-question constructions in that it also presents the client's preceding talk, but instead of quoting the client, the coach rephrases the client's talk in drawing out the essence of it.

This chapter analyses instances of formulations and similar practices used by the coach to present his or her understanding of the client's preceding talk. In excerpt 4.1, two s of rephrasing the client's preceding talk are used (marked in grey).

Excerpt 4.1 ICC5_230507

```
1       Coa:    Så når  du  har  den  her  plan          ((38.07))
                So when you have this here plan
                So when you have this plan

2               og den æh og  du har  brugt tiden    på det,
                and it eh and you have spend time_the on that,
                and it eh and you have spend time on that,

3       Cli:    m:

4       Coa:    Og  du  har risikoanalysen
                And you have risk_analysis_the
                And you have the risk analysis

5               [og ] du  har det hele, [(1.0)
                [and] you have it all,   [(1.0)

6       Cli:    [Ja ]
                [Yes]

7       com:                            [((Client nodding))

8       Coa:    hvad kan så   gå galt¿
                what can then go wrong¿

9               (2.2)

10      Cli:    .mt .hh Der   ka- Der   kan ikke
                .mt .hh There ca- There can not
                .mt .hh  Nothing ca- Nothing can

11      com:    ((Client shakes her head))
```

```
12      Cli:    gå noget   galt  så.
                go anything wrong then.
                go wrong then.

13      Coa:    ˚O↑kay˚
                ˚O↑kay˚

14      Cli:    Det  kan der   jo sådan set ikke.
                That can there ADV so    seen not.
                There actually cannot you know.

15      Coa:    Så det er det   der skal   til,
                So that is that there must to,
                So that is what it takes,

16      Cli:    Ja.  Det  er det der skal til.
                Yes. That is that there must to.
                Yes. That is what it takes.

17      Coa:    Ja
                Yes

18      Cli:    At   at   det bliver et projekt for mig.
                That that it  becomes a project to me.
                That that it will become a project to me.

19      Coa:    Ja
                Yes

20              (1.2)

21      Coa:    Så de-   (.) Så det  du siger
                So ther- (.) So that you say
                So ther- (.) So what you are saying

22              der   er ikke noget   der  kan forhindre det (0.2)
                there is not anything that can  prevent  it (0.2)
                there is nothing that can prevent it (0.2)

23              hvis [du  ] har den  her plan,=
                if   [you ] have this here plan,=
                if you have this plan,=

24      Cli:         [˚ja˚ ]
                     [˚yes˚]

25      Cli:    =˚.hja˚
                =˚.hyes˚

26              (0.5)

27      Coa:    detaljeret (0.3) risikoanalyse.
                detailed   (0.3) risk_analysis.
                detailed (0.3) risk analysis.

28      Cli:    *Nej (.) Så   kan der   i  hvert fald
                *No. (.) Then can there in any   case
                *No. (.) Then there cannot in any case

29              ikke være nogle ting som   *e:r står  i  min magt…
                not  be   any   things which *i:s stand in my  power…
                nothing which *i:s is within my power…
```

The client has prior to this excerpt been outlining steps she will take in order to reach her goal, and in lines 1-8, the coach sums up these actions by asking what can go wrong when the client has taken these steps. The client concludes, in line 10, 12 and 14, that *'nothing can go wrong'*. The coach then sums up the talk by concluding: *'So that is what it takes'*, in line 15, which the client confirms by repeating it in her following turn. This conclusion presents an inference from the client's previous talk: that the client's plans will enable the client to reach her goal.

After this conclusion, the coach does yet another rephrasing of the client's talk in lines 21-23 and 27. This time the coach explicitly marks his talk as a version of the client's talk: The phrase *'so what you are saying'* introduces the following talk as the coach's understanding of what the interaction or part of the interaction has been about so far.

The second practice of rephrasing the client's talk is a formulation. Formulations are as Heritage (1985:100) defines: *"summarizing, glossing or developing the gist of an informant's earlier statements"*. Formulations as conversational practices were first presented in Heritage & Watson's foundational paper (Heritage & Watson 1980), which develops Garfinkel & Sacks' notion of formulating talk (1970). Sacks & Garfinkel define formulating as: *"Conversationalists' practices of saying-in-so-many-words-what-we-are-doing"* (ibid:351). Both this and the quote from Heritage above capture the re-stating or re-phrasing nature of formulations, and Heritage furthermore points out the salient next turn relationship: Formulations bring out or highlight something in the prior talk.

As described in chapter 3 in relation to excerpt 3.5, where a quote was inserted into a formulation, formulations are A-statements[11] about B-events (Labov & Fanshel 1977, Heritage & Roth 1995). That is, one speaker formulates the other speaker's expressed experiences and/or knowledge. As seen in excerpt 4.1, the coach formulates the gist: *'So ther- (.) So what you are saying there is nothing that can pre<u>vent</u> it (0.2) if you have this plan, detailed (0.3) risk analysis.'*, of the client's own assessment: *'Nothing ca- Nothing can go wrong then'*. This assessment is based on the client's knowledge about what will make her reach her goal. It is an assessment of issues belonging to the client's epistemic domain.

---

[11] The term 'statement' is here not referring to the linguistic declarative, which is the prototypical format for statements. Formulations can be not only declaratives but also interrogatives.

The first rephrasing in excerpt 4.1, line 15, is similar, but not explicitly marking the conclusion as a rephrasing of the client's talk. It is summarising the preceding talk but rather presenting an inference the coach makes. The two practices are similar in that they present a version of the client's preceding talk for the client to either confirm or dismiss, the second rephrasing is a more prototypical formulation as it explicitly designs the conclusion as a version of the client's talk. In this chapter, however, the term *formulations* and *formulating* is used broadly, and encompass both practices presented above.

These formulations are distinguishable from other summing up actions: it is common in coaching conversations for coaches to do what they call backtrackings, where the coach sums up the interaction so far. These summaries address the whole interaction and are not linked particularly to the immediately prior talk, and they do not formulate the client's feelings, knowledge, experiences, opinions or anything in the client's epistemic domain in particular, but the overall interaction in general.

The next section of this chapter shows how the practice of formulating the client's talk, as identified above, is done. Characteristics of this are highlighted, and the two major formats used are described.

The design of the formulations shows how the client's authority is enforced by the coach, and likewise the responses of the client show how she underscores the ownership of the talk being rephrased. Sections 4.3 and 4.4 show particularly how the epistemic authority of the client is maintained both by the responses and designs of the formulations themselves.

4.1 Features of Formulating Actions

One aspect of formulations already mentioned above is that parts of the prior talk are topicalised. The coach picks up on a certain aspect of the client's preceding talk and thereby makes it the topic for further talk. Accordingly, formulations select elements of the prior talk, and present an edited version of it.

Excerpt 4.2 ICC5_230507

```
1     Cli:     Jam-   h- h- han sidder og spørger     ((33.55))
               Yes_b- h- h- he  sits and  asks
               Yes we- h- h- he is asking

2              hvad han så   skal hjælpe mig med.
               what he  then must help   me  with.
               what he then should help me do.
```

```
3        Coa:       ˚˚Okay¿˚˚
                    ˚˚Okay¿˚˚

4        Cli:       Hvad mit næste mål er.
                    What my  next goal is.

5        Coa:       O:kay.
                    O:kay.

6                   (1.3)

7        Cli:       Det gør han.
                    That does he.
                    That is what he does.

8        Coa:       Så han er klar til næste mål nu=
                    So he is ready for next goal now=
                    So he is ready for the next goal now=

9        Cli:       =Ja  det  er han faktisk.
                    =Yes that is he  actually.
                    =Yes he actually is.

10                  (0.7)

11       Coa:       Han er:::
                    He is:::

12       Cli:       Nu ka-  nu  kan han holde
                    Now ca- now can he  hold
                    Now ca- now he can hold
```

In excerpt 4.2 lines 1-2, the client is referring to an inner voice, which has been personified as a devil sitting on her left shoulder causing her to doubt her own ability to reach the goals she sets for herself. This character is who is referred to as *'he'*. Prior to excerpt 4.2, the coach has asked the client to imagine that she has reached her goal and to describe what it is like. The coach also asks what her inner voice is saying at this moment. Lines 1 and 2 are part of that answer.

In line 8, the coach formulates an upshot of the client's previous turns. The client tells that once she has reached this goal, the devil will be asking her about her next goal. The coach rephrases this talk as: *'So he is ready for the next goal now'*. The topic, 'the next goal', is maintained, whereas the client's description of the devil's willingness to help (lines 1-2) is rephrased as *'being ready'*. That the formulation upholds the topic is also seen in the talk following it. Both in excerpt 4.1 and 4.2, the client continues along the same lines as prior to the formulation. In excerpt 2, the client continues to talk about what the devil will do now in line 12, where *'now'* refers to the projected future, and in excerpt 4.1, she elaborates the formulation by defining *'what it takes'* as *'becoming a project'* in line 18.

In both excerpt 4.1 and 4.2, the conclusions drawn also make something more of the original talk. In excerpt 4.1, the formulation rephrases the talk about the

client's plan as not only being necessary in avoiding obstacles but being essential to overall succes of reaching her goal. In excerpt 4.2, the client describes her inner voice as wanting to help her with her next goal, but in the formulation the focus is shifted to being ready for the next goal. This expresses the *topic maintenance* and *topic elaboration* that are both characteristic features of formulating the client's talk.

Topic maintenance, topic elaboration and selectivity are listed by Heritage (1985:101-104) as three characteristics of formulations. Topic maintenance in formulations can be done by quoting the client as seen in excerpt 4.3 (see also chapter 3, excerpt 3.5).

Excerpt 4.3 ICC5_230507

```
1       Cli:    Og endeligt mål ø::h .hhh [i  ]        ((31.18))
                And final  goal e::h .hhh [in ]

2       Coa:                              [og ] ((coach writes))
                                          [and]
3               (1.0)

4       Cli:    Det er så    de  halvfjerds plus minus to.
                That is then the seventy    plus minus two.
                That is then seventy plus minus two.

5       Coa:    *J:a.=Halvfjerds plus minus to? ((coach writes))
                *Y:es.=Seventy   plus minus two?

6               (0.5)

7       Cli:    Første (.) juni totusindogotte
                First  (.) June twothous_and_eight
                TheF first (.) of June twothousandandeight

8       Coa:    <Første> (.) juni (.) <totusind>  (.) ˚otte˚
                <First>  (.) June (.) <twothousand> (.) ˚eight˚
                <The first> (.) of June (.) <twothousand> (.) eight

9               (1.3) ((Coach is writing))

10      Cli:    For så kan jeg overskue det.
                For then can I cope_with it.
                Because then I can cope with it.

11              (1.5) ((coach writes))

12      Coa:    Det  vil  sige når du   siger du  kan overskue det
                That will say  when you say   you can cope_with it
                That means when you say you can cope with it

13              så er   det et realistisk mål.
                then is it  a  realistic goal.
                then it is a realistic goal.

14      Cli:    Ja.  Så  er det et realistisk mål.
```

```
                    Yes. Then is it  a realistic goal.
                    Yes. Then it is a realistic goal.

   15     Coa:     Ja
                   Yes

   16              (0.5)

   17     Cli:     Der sidder et et lille håb   inde   (.) om
                   There sits a  a  little hope inside (.) about
                   There is a little hope inside (.)

   18              at   (.) det er begge dele til den første december.
                   that (.) it  is both  parts to the first December.
                   that (.) it is both to the first of December.
```

In the formulation (lines 12-13), the coach concludes that *'cope with it'* – which is how the client describes why she has set the deadline for her goal as she has – means that something *'is a realistic goal'*. Topic maintenance is done here by incorporating the previous turn into the formulation as reported speech: *'when you say you can cope with it'*. This construction makes clear that the formulation builds on what has been said previously. The topic elaboration is a shift from a characterisation of the client to a characterisation of the goal. The client accounts for the goal-setting by referring to her own ability to cope in line 10, but the formulation turns the focus away from this self-characterisation to the characteristic of the goal – describing *'realistic'* as a trait of the goal.

Besides topic maintenance, topic elaboration and selectivity Heritage reports two other features of formulations: "*neutrality* and *seeking reconfirming response*" *(ibid)*. *Neutrality* refers to the fact that a formulation does not assess the other participant's prior talk. The neutrality of formulations is related to their claims to be summaries. When formulating, the speaker is only rephrasing the words of another co-participant and is as such not adding anything or seemingly displaying any stance in relation to the talk.

This is particularly salient in an example from Heritage (1985), where the formulation is a response to a troubles-telling and an expression of empathy would have been common in everyday conversation. In that example, neutrality is upheld by the rephrasing of the formulation that claims to add nothing to the preceding talk. Also Antaki (2008:27) describes formulations as displaying some sort of neutrality. Among a range of actions, Antaki identifies formulations as being the least combative way of offering an alternative account. As reinterpretive statements, formulations are more co-operative than the challenges, corrections and extensions than Antaki compares them with.

However, the term neutrality is problematic because formulations can be used as *"argumentative moves"* in the interaction (Hutchby 1995:53), and Heritage (1985:108) also gives examples of what he calls *"inferentially elaborative probes"* where the formulations state prior talk more strongly than the other participant can subscribe to. A further aspect that makes neutrality in relation to formulations problematic is the issue of selectivity. As Clayman & Heritage also point out in relation to formulations in news interviews:

> *"Such reformulations are never purely neutral summaries of what has been said; they are usually designed in such a way as to sharpen the interviewee's point."* (Clayman and Heritage 2002: 308).

As described in the above, the choice of what is formulated in itself emphasizes specific aspects of the talk, and formulations can therefore by nature be said to be skewed in relation to the original talk. Admittedly, formulations can be viewed as being neutral in that the formulator does not portray himself as displaying his own stance in formulating, but as moves in the interaction[12] they can be highly argumentative and used to create controversy.

Seeking a reconfirming response is related to formulations being A-statements about B-events: Whatever the coach formulates is something the client has primary access to, and as such they invite the client to comment on the coach's version of the client's own events.

The formulations in excerpts 4.1 and 4.2 state both what follows from the previous talk, and what the essence of the preceding talk is: If nothing can go wrong, it follows that the plan is what it takes (excerpt 4.1 line 15); if the devil is asking what he can do to help, it follows that he is ready for the next goal (excerpt 4.2, line 8); saying that nothing can go wrong and that the plan is what is takes is essentially the same as saying that nothing can prevent the client from reaching her goal when she has the plan (excerpt 4.3 lines 21-23 and 27). Similarly, in excerpt 4.3, the formulation re-states what coping with a goal means in relation to

---

[12] That formulations can be used strategically in this way underlines that they are acts in the interaction. As comments on the prior talk, formulations have been labelled meta-talk in a more linguistically oriented approach to the description of different discourse markers (Schiffrin 1980:200). Even though much of this type of analysis draws on and incorporates some understanding of conversational analytical findings, it discards the sequential analysis, and fails to recognize the action preformed by formulating and the interactional tasks the participants perform by them.

the goal. These two different types of rephrasings represent Heritage and Watson's distinction between *gists* and *upshots* (1979:130). The difference between the two is rather fine, as gists and upshots both form conclusions, but whereas gists are rephrasing the preceding talk in other words, upshots are conclusions inferred from the previous talk. Heritage & Watson do not uphold this distinction as being markedly significant, nor does subsequent research mention the different types of formulations. However, in the data presented here the distinction makes sense as it is reflected in the format and design of the formulations. This will be explored further in the next section.

4.2 Turn format

This section will explore further the formats of the 14 formulations collected; examining which formats are used, and how these are distributed in relation to the formulation-type they present.

The formulations in this collection fall into two formats. The first format was seen in excerpts 4.1 and 4.2 where the formulations are introduced by the conjunction 'so' *'So that is what it takes,'* in excerpt 4.1 and *'So he is ready for…'*, in excerpt 4.2. The second formulation format is introduced by a 'summing up-clause' – possibly but not necessarily preceded by 'so' – as seen in excerpt 4.1: *'So what you are saying'* and in excerpt 4.3: *'That will say… / That means…'*. In the latter two examples, the formulations are prefaced by a clause presenting it as some form of what was being said, and the first format is not. The formats point to a distinction between upshots and gists being embedded in the turn design: The formulations, in excerpts 4.1 and 4.2, state what follows from the previous talk, and in excerpt 4.3, the formulation says in other words what coping with a goal means in relation to the goal. Excerpt 4.4 shows a format similar to that of excerpt 4.3.

Excerpt 4.4 ICC5_230507

```
1      Cli:     Min første indtryk    er (0.3) [((snap))
                My  first  impression is (0.3)

2      Com:                                   [((Client moves her
3               right hand up and down showing measuring people))

4      Cli:     hvor stor eller lille er vedkommende.
                how  big  or    small is the_person_in_question
                how big or small is the person in question

5               (.)

6      Cli:     Og så   begynder vi at kigge
```

```
                    Og_then begin    we to look
                    Og then we begin to look

7                   efter alt muligt andet.=
                    after all kinds  different.=
                    after different things.=

8         Coa:      =Vil  det sige [at      ] øh
                    =Will that say [that     ] uh
                    =Does that mean that uh

9         Cli                      [((sniff))]

10                  et yderligere resultat  af at nå    det  her    mål
                    an additional result    of to reach this here goal
                    an additional result of reaching this goal

11        Coa:      det   er at   du  behøver [ikke] at betragte
                    that is that you need     [not ] to look
                    that is that you do not need to look at

12        Cli:                                 [krm ]

13        Coa:      alle andre mennes[ker] i forhold til deres vægt,
                    all other    peo[ple] in relation to their weight,
                    other people in relation to their weight,

14        Cli:                        [JA ]
                                      [YES]

15        Cli:      JA
                    YES
```

In excerpt 4.4, the client is telling the coach how the persistent wish of weight loss has affected how she views other people. In lines 8-13, the formulation is introduced by a similar 'summing up clause' as used in excerpt 4.3, however here in an interrogative format. The formulation is furthermore named as an *'additional result'*. In formulating the essence of the prior talk, the coach makes more of it by constructing it as an additional positive result of the client reaching her goal.

The table below shows that all the formulations found in the data exclusively use these two formats – either an introducing 'so' or 'so' + 'summing up clause' – and moreover, that they seem to make up two distintive sets: 'so' + 'summing up clause' prefaced formulations are gists, and 'so' prefaced formulations are upshots. This corresponds with 4.1 and 4.2 being upshots formulating what follows from the prior talk, whereas 4.3 and 4.4 are gist, rephrasing prior talk.

Formulations of			
Upshots	Excerpt 4.1a	Så det er det der skal til, → So that is what it takes,
	Excerpt 4.2	Så han er klar… → So he is ready…
	Excerpt 4.5b	Så det her det fører… → So this leads…
	Excerpt 4.6b	Så han er med for at… → So he is there to …
	Excerpt 4.7	Så- så- (glæden) han er faktisk… → Yes so- so- (the joy) he is actually…
	Excerpt 4.8	Så du står simpelthen mellem… → So you simply have to figure out…
	Excerpt 4.9	Så det er vigtigt for dig at tro… → So it is important to you to believe…
	Excerpt 4.10	Så det er vigtigt for dig at (0.2) du har en stemme indeni… → So it is important to you (0.2) you have a voice inside…
	Excerpt 4.13	Så risikoanalysen er det… → So the risk analysis is that…
Gists	Excerpt 4.1b	Så de- (.) Så det du siger der er… → So ther- (.) So what you are saying there is…
	Excerpt 4.3	Det vil sige når du siger… → That means when you say…
	Excerpt 4.4	Vil det sige at øh et <u>yder</u>ligere… → Does that mean that uh an <u>additional</u> result
	Excerpt 4.6a	Så det vil sige at den her (0.6) djævel… → So that means that this (0.6) devil
	Excerpt 4.14	Det vil sige at hvis du… → That means if you…

Table 2: Formulation formats

These examples all confirm that different turn designs relate to the difference between these two types of formulations. A further indication is that this distinction seems to be oriented to by the coach when formulating the talk. This is seen in the repair in excerpt 4.1.

From excerpt 4.1

```
21    Coa:     Så de-  (.) Så det  du siger
               So ther- (.) So that you say
               So ther- (.) So what you are saying
```

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```
22                der   er ikke noget   der  kan forhindre det (0.2)
                  there is not anything that can prevent it (0.2)
                  there is nothing that can prevent it (0.2)

23                hvis [du  ] har  den  her plan,=
                  if   [you ] have this here plan,=
                  if you have this plan,=

24     Cli:           [°ja° ]
                      [°yes°]

25     Cli:    =°.hja°

               =•.hyes°

26             (0.5)

27     Coa:    detaljeret (0.3) risikoanalysen
               detailed   (0.3) risk_analysis_the
               detailed   (0.3) the risk analysis

28     Cli:    *Nej (.) Så   kan der  i  hvert fald
               *No. (.) Then can there in any   case
               *No. (.) Then there is in any case

29             ikke være nogle ting  som  er  står  i  min magt
               not  be   any   things which is stand in my power
               nothing which is in my power
```

The formulation is introduced by *'so'* + a reporting clause *'what you are saying'*. The reporting clause is added after a repair initiation on *'So ther-'*. It seems the coach initially was going straight for 'so there is not anything…', making the 'so' the only summing-up marker of the formulation. Repairing *'so ther-'* suggests an orientation to formulating a gist as requiring a different turn format.

As mentioned in the preceding, the difference between gists and upshots is rather fine. As formulation-types, they both conclude something in relation to the previous talk, but since both formulation-types always make something more of the original talk by their selectivity, the inference – adding what follows from some line of talk – can be almost undistinguishable from the highlighted summary. As such, upholding a strict distinction between the two types is not necessarily informative. However, having two different formulation-formats serves another purpose. The formulation from excerpt 4.1 is a second formulation. The first is a 'so'-rephrasing, and they follow immediately after each other. The second formulation relates to the same talk as the first. Thus having these two formats, presents two different ways of drawing out conclusions from the same preceding talk. This is not uncommon in this data set; 6 of the 14 formulations follow each other in pairs. The formulation in excerpt 4.4 is also part of a formulation pair, here presented as excerpt 4.5, and likewise, excerpt 4.6 shows a formulation-pair.

Excerpt 4.5 ICC5_230507

```
1       Coa: 1→   =Vil  det sige [at        ] øh
                  =Will that say [that      ] uh
                  =Does that mean that uh

2       Cli                        [((sniff))]

3       Coa: 1→   et yderligere resultat  af at nå    det  her    mål
                  an additional result    of to reach this here goal
                  an additional result of reaching this goal

4            1→       det     er  at    du    behøver [ikke] at
        betragte
                  that is that you need     [not ] to look
                  that is that you do not need to look at

5       Cli:                               [krm ]

6       Coa: 1→   alle andre mennes[ker] i forhold til deres vægt,
                  all other    peo[ple] in relation to their weight,
                  other people in relation to their weight,

7       Cli:                    [JA ]
                                [YES]

8       Cli:      JA
                  YES

9       Coa:      Ok(h)ay.
                  Ok(h)ay.

10                (1.7)

11      Cli:      Jeg vil være så (ful-/fut-)
                  I   will be  so (com-/    )
                  I will be so com-

12                Jeg [ved  at jeg ikke (f)]
                  I   [know that I not (f) ]
                  I know that I do not (f)

13      Coa: 2→      [Så det her  det      ]
                     [So this here it      ]
                      So this will

14           2→   fører meget mere med  sig     end: [æ:h
                  leads much  more with itself than: [e:h
                  lead to much more than e:h

15      Cli:                                       [JA
                                                   [YES

16                (0.8)

17      Cli:      Det er ikke bare et spørgsmål
                  It  is  not just a  question
                  It is not just a question

18                om    .hhh at tabe  sig.
```

```
                      about .hhh to lose yourself.
                      of .hhh losing weight.

19                    Og jeg *v: øh og og det er det blevet endnu mindre…
                      And I  *w: uh and and that is it become  even   less…
                      And I  *w: uh and and that it has become even less…
```

Excerpt 4.6 ICC5_230507

```
1      Coa:    [Hvad sker    der   ] Hvad sker      der
               [What happens there ] What happens there
                What will happen What will happen

2      Coa:    hvis han slet ikke er der.
               If   he   ADV not  is there.
               If he is not there at all.

3              (3.7)

4      Cli:    Hvad sker   der   hvis han slet ikke er der.
               What happen there if   he ADV   not is there.
               What will happen if he is not there at all.

5              (3.2)

6      Cli:    Så   er det min egen skyld
               Then is it  my  own  fault
               Then it is my own fault

7              hvis jeg ikke når   målet.
               if   I    not reach goal_the.
               if I do not reach the goal.

8              Så   er det endnu mere min egen skyld.
               Then is it  even  more my  own  fault.
               Then it is even more my own fault.

9              (0.6)

10     Coa:    Okay. [Hvad gør] det ved dig          ((17.36))
               Okay. [What do ] it  to  you
               Okay. What does it do to you

11     Cli:            [(      )]

12     Coa:    =hvis nu (.) du  ikke når målet
               =if now (.) you not reach goal_the
               =if you do not reach the goal

13     Coa:    og det er din egen skyld.
               and it is your own fault.

14     Cli:    Men så   sænker det mit lev- mit selvværd,
               But then lowers it  my  lev- my self-worth,
               But then it lowers my self-worth,

15     Coa:    Så   sænker det dit ↑selvværd,
               Then lowers it  your ↑self-worth,
               Then is lowers your ↑self-worth,

16     Cli:    Ja   det gør det.
               Yes, it does that.
```

```
17              (0.7)

18    Cli:    Fordi   så   s:[::]                    ((17.45))
              Because then t:[::]

19    Coa: 1→            [Så] det  vil sige
                         [So] that will say
                         [So] that means

20    Coa: 1→  at  den her    (0.6) <djævel er med til at> (1.0)
              that this here (0.6) <devil is with to toINF> (1.0)
              that this (0.6) <devil is partly> (1.0)

21    Coa: 1→  passe  på °at   dit selvværd  det ikke ryger?°
              looking out °that your self_worth it  not  lost?°
              looking out for °that your self-worth is not lost?°

22              (1.1)

23    Coa:    Er det det   du siger,
              Is that that you say,
              Is that what you are saying,

24    Cli:    ↑J:a
              ↑Y:es

25              (1.3)

26    Coa:    °Okay°=
              °Okay°=

27    Cli:    =Det er  det jeg siger.                 ((17.54))
              =That is that I   say
              =That is what I am saying.

28    Cli:    .hhhh £med  bevæg[else. ] Ja£
              .hhhh £with  emo[tion. ] Yes£

29    Coa:                        [°Okay°]
                                  [°Okay°]

30              (0.5)              [((coach begins writing))

31    Cli:    Det er det.
              That is it.
              It is that

32              (0.9)

33    Coa: 2→  Så han er [med   for  at (.)und[gå    ] [ø::h (0.9)
              So he is  [there for  to (.) a[void ] [e::h (0.9)
              So he is there to (.) avoid e::h (0.9)

34    Cli:                                   [°↑Ja° ]
                                             [°↑Yes°]

35    com:              [((coach looks up from notepad))

36    Coa: 2→  [ø::h (0.9) [knæk   på selvværdet    eller hvad,
              [e::h (0.9) [breach on self-worth_the or    what,
              [breach on the self-worth or what,
```

```
33      com:        [((Coach looks at notes again and writes))
34      com:                  [((Coach looks from notes to client))

35      Cli:        Ja
                    Yes
```

In excerpt 4.5, the coach presents a result of reaching the goal (as described in connection with excerpt 4.4) in a 'summing-up clause' format, and in lines 13-14 he makes a second formulation, a generalised version of the first, prefaced only by 'so'. Likewise in lines 19-21 in excerpt 4.6, the formulation-format is 'so + 'summing up-clause', and the following formulation is prefaced only by *'so'* lines 33 and 36. Accordingly, the formulations can follow each other gist—upshot, excerpts 4.5 and 4.6, or upshot—gist as in excerpt 4.4, but in none of the cases is the same format used twice.

In all three cases, where two rephrasings follow each other, the choice of the first format seems to restrict the choice of the next. Having these two formats, presents two different ways of drawing out conclusions of the interaction. It also highlights the topic of the talk twice, emphasizing it more strongly.

Another striking feature of the formats is the verb used. Most of the so-prefaced formulations are, other than 'so', introduced by pronoun + a form of 'to be', and all formulations introduced by the summing up clause – whether it is the formulaic 'that will say/that means' or the reporting clause 'what you are saying' – use the verb 'say'. None of the formulations use verbs such as *mean*, *imply*, *suggest* or *claim*. A verb such as *mean* indicates that what is reported relates more freely to the original talk, and verbs such as *imply*, *suggest* and *claim*, all express the speaker's stance to the original talk. These verbs make explicit some allusion in the talk indicating that the speaker may not agree with was what said. Neither are lexemes that 'push the point' such as *really* or *actually* used. 14 examples of formulations using these restricted verbs forms therefore suggest that, in this particular setting, such formulations are kept in neutral tone. They are not putting a point forward too strongly and are not used as argumentative moves.

Drew (2003) shows that specific formulation-formats are found in specific institutional settings. He argues that the activities associated with the institutions concerned are played out in the format of the formulations, making them constructions in concordance with the specific institutional activities. In the excerpts presented so far, the topics discussed are diverse, and the local activities in which they are engaged are also varied. For instance in excerpt 4.6, the second formulation is done in the service of note taking: the coach writes down the

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formulation. However, they all have the overall institutional setting of coaching in common, and the principles of client autonomy and authority tie in well with the lexical choices in the formulations identified. In fact, because formulations invite the other participant to at least confirm it, formulations are a way of summing up the conversation that attributes epistemic authority to the co-participant. The epistemic authority can be further reinforced or diminished by the choice of verb, and the design in general.

Formulations may be used as argumentative moves, and in such cases, they are not oriented to other-participant control. Therefore, formulations are not per se rendering epistemic authority to the client, but they can be done in ways which orient to it. The issues of epistemic authority will be explored further in section 4.4, but first responses to formulations are examined.

4.3 Responses

Another aspect of the formulation sequences, which stresses the client's epistemic authority, is the responses of the client. This section will look at how the client's responses demonstrate her ownership of issues discussed, and how this display of epistemic authority is pursued by the coach.

Formulations have an almost question-like pragmatic force. As yes/no-interrogatives, they invite the co-participant to relate to the presented version of the talk and, as a minimum, confirm or dismiss it (Heritage & Watson 1980). Almost all formulations receive an agreeing response, and moreover, most responses are done in a manner that not only confirm the formulation but also emphasise the client's ownership of the matter discussed. One of the ways this is done is through a repeat-confirmation, i.e. a confirming response that consists of a 'yes' and a repeat of the formulation. This is seen in excerpts 4.1, 4.2, 4.3.

From excerpt 4.1

```
   15     Coa:  →   Så det er det   der skal   til,
                     So that is that there must to,
                     So that is what it takes,

   16     Cli:  ⇉   Ja.  Det  er det der skal til.
                     Yes. That is that there must to.
                     Yes. That is what it takes.
                     .
                     .
                     .
   30     Coa:  →   Så de-   (.) Så det  du siger
                     So ther- (.) So that you say
                     So ther- (.) So what you are saying
```

```
31          →      der   er ikke noget   der  kan forhindre det (0.2)
                   there is not anything that can prevent    it (0.2)
                   there is nothing that can prevent it (0.2)

32                 hvis [du  ] har  den  her plan,=
                   if   [you ] have this here plan,=
                   if you have this plan,=

33    Cli:              [˚ja˚ ]
                        [˚yes˚]

34    Cli:       =˚.hja˚
                 =˚.hyes˚

35                 (0.5)

36    Coa:        detaljeret (0.3) risikoanalysen
                  detailed   (0.3) risk_analysis_the
                  detailed   (0.3) the risk analysis

37    Cli: ⇄     *Nej (.) Så   kan der   i  hvert fald
                 *No. (.) Then can there in any   case
                 *No. (.) Then there is in any case

38         ⇄     ikke være nogle ting   som   er står  i  min magt…
                 not  be   any   things which is stand in my  power…
                 nothing which is in my power…
```

From excerpt 4.2

```
8     Coa: →     Så han er klar til næste mål nu=
                 So he is ready for next goal now=
                 So he is ready for the next goal now=

9     Cli: ⇄     =Ja  det  er han faktisk.
                 =Yes that is he  actually.
                 =Yes he actually is.
```

From excerpt 4.3

```
13    Coa: →     så er   det et realistisk mål.
                 then is it  a  realistic goal.
                 then it is a realistic goal.

14    Cli: ⇄     Ja.   Så  er det et realistisk mål.
                 Yes. Then is it  a realistic goal.
                 Yes. Then it is a realistic goal.
```

All these responses agree with and confirm the formulations. The response-formats show the difference between agreeing and confirming: in doing agreement, no authority is assumed, whereas doing confirmation is assuming authority in relation to the talk. In the confirmation lies the claim that the client has the knowledge to 'judge' whether the coach's conclusion is right or wrong. The 'yes' +

full/partial repeat is emphasising that the formulation is indeed the case, and that the client has the epistemic authority to judge that because she is the 'owner' of the issues discussed. The client's responses affirm that what the formulations sum up was all long the client's to tell, and that the coach is only able to do his conclusions on the basis of her talk. Schegloff (1996:181) shows in relation to what he describes as *"confirming allusions"* that repeat-confirmations occur when what is being confirmed has previously been conveyed. His 'allusions' are similar to formulations in that they are b-event statements, and likewise, the repeat-confirmation not only agrees with the formulation but confirms it in a way that affirms: *yes this is what I said earlier.* As Stivers puts it:

> *"By doing the confirmation with a full repeat rather than a "Yes" or "That's right" the speaker highlights that this is a claim which is within his domain and which he has primary rights to make."* (Stivers 2005:137).

In these data, this finding is consistent with the findings that confirming responses, which include a following elaboration, only are confirmed with *'yes'* as seen in excerpts 4.7 and 4.8.

Excerpt 4.7 ICC5_230507

```
1      Cli:      .hhh Men når han nu har  siddet  deroppe
                 .hhh But when he now has sitting there_up
                 .hhh But when he has been sitting up there

2                og  sagt at   æ:h du når    det jo
                 and said that e:h you reach it ADV
                 saying that e:h you won't make it

3      Cli:      alligevel ikke (0.5) så bliver jeg (.) vildt  glad
                 anyway    not  (0.5) so become  I  (.) wildly happy
                 anyway you know (0.5) then I will be wildly happy

4                hvis det lykkes   alligevel.
                 if   it succeeds nevertheless.
                 if it nevertheless succeeds.

5                (0.4)

6      Coa:  →   Ja  så- så- (glæden)  [han er faktisk  med til
                 Yes so- so- (joy_the) [he  is actually with to
                 Yes so- so- (the joy) he is actually helping

7      Cli:                            [S:::

8      Coa:  →   at   gøre glæden endnu større[:
                 toINF do joy_the even  bigger[:
                 to make the joy even bigger:
```

```
9       Cli: ⇄                                          [Ja  fordi  s:
                                                        [Yes because t:
                                                         Yes because t:


10      Cli: ⇄   haha hvad sagde jeg.
                 haha what said I.
                 haha I told you so.


11      Coa:     Ja
                 Yes


12      Cli: ⇄   Kan jeg jo så   sige til ham ikke¿
                 Can I  ADV then say  to  him right¿
                 I can then tell him right¿
```

Excerpt 4.8 ICCZ_240507

```
1       Coa: →   Så du  står   simpelthen mellem
                 So you stand simply      between
                 So you simply have


2                at  at  skal finde  ud  af
                 to to must figure out of
                 to to figure out


3            →   hvad er det egentlig jeg vil (0.3)
                 what is it  really   I  want (0.3)


4            →   når det kommer til stykket.=
                 when it comes  to  piece_the.= ((idiom))
                 when it comes down to it.=


5       Cli:     =[.mt ]


6       Coa: →   =[Hvad] er det egentlig jeg vil,=
                 =[What] is it  really   I   want,=


7            →   =Vil jeg have (.) et fast   job?
                 =Will I  have (.) a regular job?
                 =Do I want (.) a regular job?


8            →   eller vil  jeg have mit (.) have mit eget firma.
                 or    will I  have my  (.) have my  own company.
                 or do I want my (.) want my own company.


9                [(Hvad er det)     ]
                 [(What is  it)     ]


10      Cli: ⇄   [hhhhh Ja  og   så ] Og så     tshhh vel vidende
                 [hhhhh Yes and then] And then tshhh well knowing


11           ⇄   at  [d(h)er  ] er jo ikke
                 that [th(h)ere] is ADV not
                 that [th(h)ere] is not you know


12      Coa:         [ja      ]
                     [yes     ]


13      Cli: ⇄   frit valg   [på] alle hylder
                 free choice [on] all  shelves ((idiom))
```
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```
                    a possibility to just pick and choose
```

In excerpts 4.7 and 4.8, the formulations are confirmed and further elaborated. In excerpt 4.7, the client is explaining how overcoming her own doubting inner voice will make her happy. This is formulated by the coach (lines 6 and 8), and the client, in lines 9-10 and 12, confirms the formulation: firstly with a *yes* and then an elaboration accounting for why the inference in the formulation is correct.

In excerpt 4.8, the formulation puts forward two options concerning the client's work situation. Here, the initial confirmation (line 10) is followed by an amendment, stating that even though the choice put forward in the formulation is essentially the choice the client is facing, the actual situation is more complicated.

In both responses, the client adds, alters or amends the formulations. The elaborations portray the client as having the knowledge and rights to define what her previous talk meant, and to determine whether the formulation captured that. Both ways of doing confirmations, the 'yes' + full/partial repeat and the yes + elaboration, are not only confirming the formulation but emphasising the client's ownership of what is formulated.

That formulations seek confirmation rather than just agreement is made explicit by the lack of response in the next excerpts. In excerpt 4.6 and 4.8, the confirming response from the client is delayed.

From excerpt 4.6

```
  20     Coa:      Så det vil sige  at  den her  (0.6) <djævel>
                   So that will say that this here (0.6) <devil>
                   So that means that this (0.6) <devil>

  21               <er med til at>    (1.0) passe    på
                   <is with to toINF> (1.0) looking out
                   <is part of> looking (1.0) out for

  22               °at   dit  selvværd   det ikke ryger?°
                   °that your self_worth it  not  lost?°
                   °that your self-worth is not lost?°

  23               (1.1)

  24     Coa:  →   Er det det   du siger,
                   Is that that you say,
                   Is that what you are saying,

  25     Cli:  ⇉   ↑J:a
                   ↑Y:es

  26               (1.3)

  27     Coa:      °Okay°=
```

```
              ˚Okay˚=

  28   Cli: ⇉   =Det er  det jeg siger.              ((17.54))
                =That is that I  say
                =That is what I am saying.

  29   Cli:     .hhhh £med  bevæg[else. ] Ja£
                .hhhh £with  emo[tion. ] Yes£

  30   Coa:                     [˚Okay˚]
                                [˚Okay˚]

  31         (0.5)              [((coach begins writing))

  32   Cli: ⇉   Det er det.
                That is it.
                It is that
```

The search for confirmation is in excerpt 4.6 explicitly marked. At first, the formulation (lines 20-23) gets no response as the client is very emotionally moved by the talk. The formulation is followed by a 1.1 silence, before, in line 24, the coach pursues a response with a confirmation-seeking question. The client responds first with a high pitch 'yes' depicting her emotional state, and after another silence and a 'yes' from the coach, the client does a confirming repeat of the confirmation-seeking question.

Delays and failures to respond are typical features of dispreferred turn shapes, as it disrupts the contiguity of the talk and marks some kind of interactional trouble (Pomerantz 1984, Davidson 1984). It could indicate disagreement, but there is nothing in the coach's response-pursuit that seems to indicate that understanding (see Davidson 1984 and Schegloff 2007 for the design of subsequent versions in environments of possible dispreferred responses), and as mentioned, the client is very emotional at this stage – on the verge of tears – which could be a very likely reason for her delayed response.

The coach's response-pursuit emphasises not only the preference for the client's confirmation, but the format also reaffirms that it is asking about the client's previous talk. Several formats could have been used to pursue a response: different 'tag-like' elements such as 'or', 'or what' or truth-verifying clauses such as 'is that correct / is that true'. However, the pursuit, in line 24, is explicitly asking the client to relate to the formulation as a version of her own talk.

The pursuit finally achieves a confirmation from the client. In line 28, she confirms the formulation with a repeat of the response-pursuing question. This again explicitly points out that the client is the originator of the talk and recognises her ownership of what was said, and of what was meant by what was

said. However, the confirmation is not given immediately. The first response is an agreeing 'yes' (line 25), and, only after a silence and an *'okay'* from the coach, does the client produce the repeat-confirmation.

Similarly, excerpt 4.9 shows an orientation towards confirmation as the preferred response.

Excerpt 4.9 ICCZ_240507

```
1       Coa:  →    Så det er vigtigt   for dig
                   So it  is important for you

2             →    at tro      på dit eget firma=
                   to believe in your own company=

3       Cli:       =.mt ja
                   =.mt yes

4       Coa:  →    ø::h men der   er   ting
                   u::h but there are  things

5             →    der   er::  vigtigere      i livet.
                   there are:: important_COMP in life_the.
                   there are:: more important in life.

6       Cli:  ⇉    Ja
                   Yes

7       Coa:       Ja
                   Yes

8       Cli:  ⇉    Det er  der.
                   It  is there.
                   There is.

9       Coa:       Prøv at- at   ø::h fortæl lidt   mere om-
                   Try to- to u::h  tell   little more about-
                   Try to- to u::h  tell a little more about-
```

In excerpt 4.9, the client confirms the formulation with a *'yes'* in line 6, and a repeat in line 8. The agreement-token 'yes' and the repeat are here, such as in excerpt 4.6, lines 25 and 28, separated into two turns, and the repeat relates specifically to the last part of the formulation about the importance of other aspects of the client's life. The coach produces a minimal yes in between the client's agreement and confirmation, but he does not ask the next question until the confirmation is given. Again, this is similar to excerpt 4.6, where the coach does not begin his note taking (see line 30) until the client has confirmed the formulation. The coach's minimal turns following the client's agreements are understood by the client as seeking more in the response. That the coach seems to be 'holding back' his next action until the confirmation is given, stresses an orientation towards

confirmation – not just agreement – as the preferred response.

However, not all formulations are confirmed. In excerpt 4.10, the client has told how she sometimes doubts whether she will get her consultancy going at all. She has describes this as a doubting inner voice.

Excerpt 4.10 ICCZ_240507

```
1      Coa:     Hvord- Hvordan vil det være          ((09.32))
                Ho-    How     will it be

2               hvis: æh stemmen   den ikke var der?
                if:   eh voice_the it  not  was there?
                if: eh the voice was not there?

3      Cli:     Så   ville det ikke være mig.
                Then would it   not be   me.
                Then it would not be me.

4      Coa:     Så   vil  det ikke være dig?=
                Then would it  not   be   you?=
                Then is would not be you?=

5      Cli:     =Nej.
                =No.

6      Coa:     ↑Nej.
                ↑No.

7               (4.1)

8      Coa: →   Så det er vigtigt for dig
                So it is important to you

9           →   at   (0.2) du  har en stemme indeni (0.2)
                that (0.2) you have a voice  inside (0.2)

10          →   der   så   siger arh:: (0.7)
                which then says arh:: (0.7)

11          →   hold nu  lige [lidt   igen.
                hold now just [little back. ((idiom))
                hold your horses.

12     Cli:                   [hhh.hh ((client smiles/laughs))

13     Cli: ⇉   Jeg ved ikke om    det er vigtig  for mig
                I   know  not whether it  is important to me
                I do not know whether it is important to me

14          ⇉   men den er der.
                but it is there.

15     Coa:     Den er [der.
                It  is [there.

16     Cli: ⇉          [Og det er ikke vigtigt   for mig
                       [And it is not  important to  me
```

```
17              ⇉     at få den til at    forsvinde.
                      to get it to  toINF disappear.
                      to get it to disappear.
```

The formulation, in lines 8-11, is both summarising the relationship between the client and her doubt with an assessment labelling the doubt as *'important'* (line 8), and it is also characterising the doubt as a factor holding the client back; done by animating the voice of the doubt in the direct speech in line 10-11.

The dismissal of the formulation is done first by denying having the knowledge to confirm or disconfirm the assessment in the formulation: '*I do not know whether it is important to me'.* Thereby the client treats the rephrasing as irrelevant. Secondly, the client formulates the essence of the talk in line 14, and finally she states that the doubt is not something she wants to go away in lines 16-17.

This dismissal of the formulation is done in an environment of an already established misalignment. Immediately preceding the formulation, the client is dismissive towards the agenda concerning her doubt. In the question-answer sequence in lines 1-3, the coach asks for a description of a future scenario where the doubt is not there. The question is a future-projection question: The client is asked to describe a future scenario set up by the question. In her response, the client shows that she does not go along with the future projection. Instead of giving a description, she makes an assessment, stating that if she did not have doubt then 'she would not be herself' (line 3). The client is being dismissive by invoking her personal authority to know 'who I am' and 'what is me'. Accordingly, when the coach formulates the prior talk in line 8-11, he also formulates the misalignment of that talk.

To sum up, when formulations receive confirming responses, the responses do not only confirm the formulation, but also emphasise the client's ownership of the issues discussed. In the responses, the client stresses her epistemic authority to know what was said and how it can be rightly summarised.

Furthermore, formulations seek confirming responses, and such responses are pursued when absent. The coach therefore displays an orientation towards not just getting an agreeing response, but a confirming response, and as such the coach is also pursuing the display of client ownership.

4.4 Epistemic Authority

Assigning or claiming authority is not an inherent trait of formulations. Hutchby shows that formulations can be used to exercise control over the agenda of the

conversation (Hutchby 1986:52). Formulations present an essence of the prior talk, and as such formulations are a way of shaping the agenda. This can be done in more or less 'neutral' ways, and the formulation formats found in coaching conversations are designed to display non-argumentative, non-interpretive relations to the prior talk, and are thus among the most 'neutral' formulations.

In addition to this, some of the formulations are designed in a way that attributes epistemic authority to the client. The verb-choice in formulations, the 'yes' + full repeat response, and the pursuit of confirming response mentioned above all point to client authority being a salient feature of formulating in coaching conversations. Further examples of the orientation to client authority are seen in different design features of formulations in excerpts 4.11-4.14.

Excerpt 4.11 ICC5_230507

```
1       Coa:    Så han er [med   for   at (.)und[gå    ]
                So he is  [there for   to (.)  a[void  ]
                So he is there to (.) avoid e::h (0.9)

2       Cli:                                   [°↑Ja° ]
                                               [°↑Yes°]

3       com:              [((coach looks up from notepad))

4       Coa:    [ø::h (0.9) [knæk   på selvværdet     eller hvad,
                [e::h (0.9) [breach on self-worth_the or    what,
                [breach on the self-worth or what,

5       com:    [((Coach looks at notes again and writes))
6       com:              [((Coach looks from notes to client))

7       Cli:    Ja
                Yes

8       Coa:    Undgå (.) [Kan] vi kalde det [det? ]
                Avoid (.) [Can] we call  it  [that?]
                Avoid (.) Could we put it like that?

9       Cli:              [Ja ]               [Ja    ]
                          [Yes]               [Yes   ]
```

When initiating the formulation (line 1) the coach is taking notes. He writes and looks up from and down at his notes while finishing the formulation. The formulation is part of the coach's note taking: he is getting the essence of the talk on record.

Two parts of this sequence show an orientation to client authority: the first is the questioning *or what* attached to the formulation in line 4. The conjunction 'or' introduces an alternative and 'what' leaves the alternative unspecified. Leaving the alternative open gives the client an invitation to formulate her own upshot and

thereby also to reformulate the formulation already given. The second is the confirmation-seeking question, specifically targeting the wording of the formulation: *'Could we put it like that?'*, in line 8.

Done in the context of a preceding formulation (see excerpt 4.6) that did not get any immediate uptake, the interrogative formats could be a way of securing an immediate response, as they upgrade response elicitation. The confirmation, which is emphasised by extra stress, is nevertheless also treated as insufficient, similarly to excerpts 4.6 and 4.9. Here, the coach continues with a confirmation-seeking question in line 8: a question that specifically targets whether the formulation is phrased appropriately.

The emphasis on the client's confirming authority could be related to the context of getting an essence of the talk on record. The record is preserved for later consultations. Assuming coaches consult their notes to recall what has been talked about on previous occasions, the written version becomes in a sense the official version of the talk. If it is important that this version is shared by the participants, it becomes essential that the client not only agrees with but also confirms what is written down. The continued search for confirmation is securing that it is the client's understanding of her own situation that goes on record.

By marking the formulation with a questioning attachment, and by explicitly seeking confirmation of the wording of the formulation, the coach orients and adheres to the right of the client to approve the conclusion drawn by the formulation. Heritage & Raymond (2005) describes a similar function of tag-questions in first position assessment: the tags make the assessing action secondary to the questioning action, which again makes the response constraints primarily an answer and secondly, an agreement. In that way, epistemic authority is handed over to the co-participant. The *'or what'* in the excerpt above has a similar function. The questioning 'or what' displays the coach's understanding of the client as having the primary right to draw conclusions from her own talk and about her own life.

Another means of marking the client's epistemic authority is to use interrogatively formatted formulations, as in excerpts 4.12 and 4.13.

From excerpt 4.5

```
1     Coa:     =Vil  det sige [at        ] øh
               =Will that say [that      ] uh
               =Does that mean that uh

2     Cli                     [((sniff))]
```

```
3                   et yderligere resultat  af at nå   det  her   mål
                    an additional  result     of to reach this here goal
                    an additional result of reaching this goal

4       Coa:        det   er at   du  behøver [ikke] at betragte
                    that is that you need      [not ] to look
                    that is that you do not need to look at

5       Cli:                                        [krm ]

6       Coa:        alle andre mennes[ker] i forhold til deres vægt,
                    all other     peo[ple] in relation to their weight,
                    other people in relation to their weight,

7       Cli:                         [JA ]
                                     [YES]

8       Cli:        JA
                    YES
```

Excerpt 4.12 ICC5_240507

```
1       Cli:        Jeg vil simpelthen gå ind og lave risikoanalysen
                    I   will simply    go in and do   risk_analysis_the
                    I will simply do the risk analysis

2                   som vi gør i i  .hh Hvor  man går ind og siger
                    as  we do in in .hh Where one go  in and say
                    as we do in in .hh Where you say

3                   der   er forskellige=Man kan afbryde
                    there are  different=One can abandon
                    there are different=You can abandon

4                   og  forebygge .hh[hh  ] fjerne hindringer
                    and avert     .hh[hh  ] remove  obstacles

5       Coa:                         [okay]
                                     [okay]

6       Cli:        og  man kan lave en plan B.=
                    and one can make  a  plan B.=
                    and you can make a plan B.=

                    .
                    .   ((16 lines ommitted where the client describes
                    .     the risk analysis.))
                    .

7       Cli:        Og andre  ting   har jeg gjort
                    And other things have I   done
                    And other things I have done

8                   for at   de  slet ikke  kom til at    ske.
                    so that they ADV   not came to  toINF happen.
                    so that they did not happen at all.

9       Coa:  →     Ja.  Så risikoanalysen    er det  egentlig
                    Yes. So risk_analysis_the is that actually
                    Yes. So the risk analysis is that actually
```

```
10          →     at afdække forhindringer?
                  to uncover obstacles?

11    Cli:        Ja det er det.
                  Yes it is that.
```

The formulation, in excerpt 4.5, is introduced by the summarising *'does that mean'* here with the interrogative inverted word order, and likewise, lines 9-10, in excerpt 4.12, show a concluding question. This question formulates an upshot of the client's description of how she will perform a risk analysis, asking whether it can be summed up as *'uncovering obstacles'*.

The interrogative syntax increases the confirmation-eliciting force of the formulation. The interrogative syntax presents the coach as a questioner, i.e. one who is lacking knowledge and seeking it of the client, who is presumed to have it, and thereby explicitly cedes epistemic authority to the client.

Interrogative formulations, however, are not the only way to display and enhance the epistemic authority of the client. Other means are: reported speech, here from excerpt 4.1, and a conditional sentence (excerpt 4.13).

From excerpt 4.1

```
7     Coa:        Så de-   (.) Så det  du siger
                  So ther- (.) So that you say
                  So ther- (.) So what you are saying

8                 der   er ikke noget   der  kan forhindre det (0.2)
                  there is not anything that can prevent   it (0.2)
                  there is nothing that can prevent it (0.2)

9                 hvis [du  ] har  den  her plan,
                  if   [you ] have this here plan,
                  if you have this plan,
```

Excerpt 4.13 ICC5_230507

```
1     Cli:        Fordi::   når jeg kunne det her          ((34:21))
                  Because:: when I   could this here
                  Because:: when I could do this

2     Coa:        Ja
                  Yes

3                 (1.4)

4     Cli:        så   ø:::h
                  then u:::h
                  then u:::h

5                 hff:::: [kan jeg vel    også det andet ]
                  hff:::: [can I   surely also that other]
```

133

```
                 hff:::: [I surely also can that other  ]

 6      Coa:             [Og og   det  her  det er      ]realistisk,
                         [And and this here this is     ]realistic,
                          And and this this is realistic,


 7                Du har   gjort det før.
                  You have done  it  before.


 8      Coa: →    [Det ] vil sige at hvis du kommer dertil    nu,
                  [That] will say that if you come   there_to now,
                  [That] means if you reach that point now,


 9      Cli:      [.mt ]


10      Cli:      Ja
                  Yes


11                (0.9)


12      Coa: →    Så::   ø:h [(0.5) så   åbner (0.2)[det] hele sig.
                  The::n u:h [(0.5) then open (0.2) [it ] all itself.
                  The::n u:h (0.5) then everything will open up.


13      Cli:                                        [Ja ]
                                                    [Yes]


14      com:      [((The coach raises his hands and moves them apart
15                showing something opening.))


16      Coa: →    [Så   kan du gøre] hvad du vil,=
                  [Then can you do ] what you want,=
                  [Then you can do ] what you want,=


17      Cli       [Ja det gør det  ]
                  [Yes it does that]


18      Cli:      =Ja.
                  =Yes.


19                (1.4)


20      Cli:      Det kan jeg.
                  That can I.
                  I can that.
```

The use of the reported speech-format in the formulation, from excerpt 4.1, 'disguises' the formulation as the client's talk. It does not claim to repeat the client's actual words, but portrays the inference made as being originally done by the client. As such, it makes explicit the client's ownership of the formulation, even though it is the coach, who verbalises it. Clift (2008) shows that reported speech can be used when a speaker wants to underline that whatever is reported was prior to the present interaction. As such, what is reported is claimed to have been done by the client prior to the coach reporting it. The use of reported speech, in the formulation above, can be seen to do similar work: the reported speech not only

indicates that it belongs to the client, but also that the inference the formulation presents was made prior to this point. In this way, the formulation emphasises the client as the originator of the inference.

Excerpt 4.13 follows immediately after excerpt 4.2, where the coach and the client talked about the client being ready to pursue a new goal when she has reached this one. The formulation, in lines 8, 12 and 16, makes up a conditional sentence: an if-then construction. A distinctive feature of the conditional construction is that it projects what it takes to be complete. The client can therefore anticipate a subsequent then-clause to complete the construction. The orientation towards the projection is reflected in the client's different actions as the coach's turn unfolds. In line 10, after the if-clause, the client aligns herself as a listener with only a minimal acknowledging response, showing an orientation to the end of the if-clause as not being a turn-transitional place, but in line 17, after the first then-clause, the client does the 'yes + repeat confirmation, marking the orientation to the possible completion point of the coach's turn.

Because it is possible to know what is takes to complete the turn it is also possible for a participant other than the speaker to complete it. The completion point of the if-clause is described by Lerner as having:

> *"…dual characteristics of not being a transition relevant place itself, while nevertheless being the place from which a turn can be brought to the next transition-relevant place"* (Lerner 2006: 53).

This makes constructions such as conditionals suited for collaborative completions: that is, where one participant completes the turn initiated by another.

In this case, the client does not complete the conditional, but there is ample opportunity for her to do so. In line 10, after the completion of the 'if-clause', there is a gap, as the coach does not immediately initiate the then-clause, and the initial *'then'*, (line 11) is stretched and followed by a hesitation marker and a pause, which again provide the client with plenty of opportunities for entry. Even the coach's gestures – his arms showing something opening up (lines 13-14), acting out the not yet verbalised then-clause – provide the client with cues she needs to finish the turn.

The possibility of anticipatory completion enhances the client's involvement in drawing up the conclusions of the formulation. Designing this action as a

conditional construction adds the possibility of the client co-constructing the formulation, and thereby leaving the actual conclusion up to the client.

Another feature that also increases the possibility of client involvement is the possibility of doing the then-clause as a list, or at least adding several then clauses to the conditional construction. In line 16, the coach adds another 'then-clause' giving another result of reaching the goal. The conditional construction is in this way suitable for expanding the formulation, and is as such both increasing the concluding work done by the formulation, but also increasing the possibility of the client adding her own 'then-clause'.

To summarise, the formulations done in coaching interaction shape the interaction by drawing conclusions based on the preceding talk of the client. They are done in a non-argumentative manner that orients to the right of the client to draw conclusions from her own talk, and by that attributes epistemic authority to the client.

4.5 Formulations as a Vehicle for Doing Coaching

As formulations are A-statements about B-events they are always formulating the talk or the point of the talk of the co-participant. This entails that the client could formulate the talk of the coach and vice versa. However, all the examples of this found in the data set show the coach formulating the talk of the client. This finding is similar to other research on formulations found in institutional interaction. Heritage (1985) points out that, in institutional interaction, formulating is often done by the 'professional conversationalist'; i.e. the speaker who represents a specific institutional role[13]. This is also in line with the distribution of formulations found in other institutional settings, such as radio call-in programmes (Hutchby 1996), news interviews (Clayman & Heritage 2002) and psychotherapy (Davis 1986, Antaki 2008).

As such, formulations represent an asymmetry consistent with the overall asymmetry in the coaching sessions. Drew & Heritage (1992:47) point out that asymmetry in the turn taking is one of the salient traits of the institutional interaction. Asymmetries also do occur locally in any type of interaction, but in institutional interaction, the rights and obligations embedded in institutional roles create an asymmetry not present in everyday conversations. Accordingly, it is not surprising that formulations are rare in everyday conversations. Drew (2003)

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[13] This is not always the case, see Drew (2003) for an example of psychotherapy where the client is formulating the therapist's inexplicit talk.

points out that although formulating is not exclusively an institutional practice, few instances of formulations are found in everyday interaction.

In his definition of coaching Whitmore says: *"Coaching … is helping them (the clients) to learn rather than teaching them"* (Whitmore 2002:8). O'Connor & Lages phrase it:

> *"Coaching is a form of process consultation where the coach's main task is to help clients understand their way of generating problems, not to solve them"* (O'Connor & Lages 2007:13).

Both quotes emphasise the role of the coach as not being a problem-solver, nor responsible for the learning process of the client, but rather being responsible for the process that creates learning. The asymmetry represented in the coach being the one who formulates the client's talk mirrors this asymmetry in responsibility. A way of creating this environment of not taking responsibility can be done by demonstrating that the questions asked build on the client's own previous actions. In this way, it becomes clear that the client guides *what* is being talked about and the coach *how* it is being talked about. This schism between what might be called the coach's responsibility for the learning process and the client's responsibility for the learning is captured very well in doing a directive action such as a formulation. On the one hand, the formulation steers the interaction and brings 'coaching-perspectives' to the client in the conclusion and inferences made. On the other hand, the formulations in this data set are done in a manner that emphasises the underlying coaching principles of client responsibility.

Attributing authority and ownership of the interaction to the client is a salient feature of formulations in coaching sessions. This is not to say that formulations do not exercise any topic control. They do select an aspect of the client's talk as the topic of the following turn, and, establish a specific understanding or viewpoint of the preceding talk, that may shape, add to or change the viewpoint originally presented. So, formulations can be designed in ways clearly signalling client authority, and on the other hand, they are actions that shape interaction in some direction.

Most of the formulations presented form a positive conclusion: in excerpt 4.1 the absence of a negative *'nothing going wrong'* is turned into the presence of a positive *'that is what is takes'*. Also, in excerpt 4.1, the second formulation concludes that there are no obstacles for the client in reaching her goal if she

follows her plan. In excerpt 4.4, the client's talk is formulated as an extra gain of reaching the goal, and in excerpt 4.6, the client's prior negative descriptions are turned into positive functions – her own inner doubt being someone who *'looks out'* for and who *'prevents a breach'* in her self-worth. Likewise, in excerpt 4.7, the client's doubting voice is again given a positive function formulated as making *'the joy even bigger'*. It is striking that nothing negative or no presented challenges are formulated, and even when areas the client is struggling with, such as inner doubt, are discussed, the talk is formulated positively. Rephrasing the talk in this specific way may therefore be seen as a vehicle for conducting coaching. These formulations do not only steer the interaction, they give a specific positive perspective of the matters related. Such positive perspectives display a very proactive attitude towards the challenges presented, and they create a positive starting point for the client to take action.

The principles underlying the coaching approach stress the role of the coach as a facilitator and the role of the client as being ultimately responsible for reaching the goals set up at the beginning of the conversation. This entails that the coaching sessions aim to create an environment where clients are enabled and supported in taking the necessary actions to reach their goal. Formulations that see positives rather than negatives, potential rather than obstacles, accordingly, establish a coaching relevant 'point of departure' for the following part of the interaction.

5 Conclusions and Perspectives

The overall aim of the present study has been to describe coaching interactions: how coaches and clients conduct their 'business', manage their activities and generally 'do' coaching. The aim has been to gain insight into a type of counselling – that has been and continues as a growing profession – from an interactional viewpoint. The study focuses on coaching as interaction and sheds light on how coaching is constructed and managed by the coach and client: which actions or activities can be said to constitute this type of interaction and how, out of the management of their various activities and their orientation to their identities as coach and client, respectively, coaching comes to exhibit the kinds of patterns that make it the specific type of institutional interaction that we find.

The interactional analyses are at the core of this study as the primary realisation of coaching is through talk in interaction; and though all coaching approaches see language and the use of language and language structures as central in the conduction of coaching, no research, that I know of, has so far investigated the interactional patterns of coaching conversations (see Stein 2009 for coaching research from a discourse analytic approach).

The diversity of the coaching profession, which was discussed in the introduction to this dissertation, is a challenge for coaching research in the sense that when research is based on data from one specific coaching tradition, research findings may be restricted to that setting and not necessarily directly transferable to others.

This study has presented data from a very goal-oriented coaching approach, which has similarities with the classic GROW-model (Whitmore 2002). Findings presented in this dissertation may therefore only be applicable to other coaching approaches insofar as practitioners find them compatible with their own approach. On a general level, any insights into ways in which coaches chose to conduct their coaching can be useful for reflections on their own practices.

However, the diversity also makes research conducted at the current stage of the life-span of coaching particularly interesting, as it is part of establishing a research-based (and perhaps new) foundation for the professionalization of coaching. Accordingly, research insights based on a specific coaching approach may contribute 'a piece of the puzzle' in establishing this foundation. In fact, it may be part of the very foundation that will ground coaching as a recognised profession.

Bennett (2006:246)[14] reports on themes and potential research topics in his outline of an agenda for coaching-related research. Among others, he lists *"the process of coaching"* as a theme for coaching research; and under this heading he mentions *"effectiveness of coaching skills"*, skills such as question-asking, listening, and encouragement, as a potential topic of future coaching research. The present study provides an insight into the skills of questioning by analysing coaching interactions as they unfold turn by turn. It shows how coaches construct questioning actions, and the research and method presented here thus give insights into one of the research topic listed in Bennett's outline. The sequential analyses do not only describe the actions of the coach but also the responses they occasion on the part of the client. As such, conversation analysis is a particularly appropriate method for gaining insight into the effect of the practices coaches use.

Accordingly, this study brings both a new analytical approach and insights from that approach to the profession of coaching: it shows how our ordinary turn taking, turn design and language competences underlying any everyday interaction are employed to build and manage the specific kind of interaction coaching is. Knowledge about this particular type of conduct therefore brings insight into how sequences of talk, that are common in everyday interaction, are used to realise this particular type of institutional talk.

5.1 Summary

The analyses presented in the previous chapters all focus on various aspects of doing questioning work. The focus on questions and question constructions was suggested by the data itself, as the primary activities in coaching are asking and answering questions. As the analyses show, this does not mean that 'questions' are necessarily doing the action of seeking information; that is, other actions can be realised through questions and interrogative structures. That there is no one-to-one correspondence between the linguistic construction of an interrogative and the action of questioning has been the focus for much research (see for instance Koshik 2005, Heritage & Roth 1995), and 'professional conversationalists' such as coaches are well aware of the fact that asking a question is not necessarily straightforward.

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[14] Bennett's study is based on 125 peer-reviewed papers related to coaching, which have been presented in the psychological literature since 1937 (Bennett 2006:243.) He mentions that most of them have been published during the 1990s. This also indicates that research in coaching is a recent development.

The questioning done is formed by the activities the coach and client are involved in, and by inferences and assumptions about the client's knowledge.

This is a central finding of the analysis of chapter 2: the analysis shows how the different question-types display different assumptions about the client's state of knowledge – what Heritage has called someone's epistemic status (Heritage 2009). The 'pure' information elicitation questions, question-type I, display the assumption that the client has the knowledge sought; future-orientation questions display the assumption that the client can find the knowledge sought; and hypothetical questions display the assumption that the client is not yet aware of having the knowledge sought but will be able to retrieve it through reflection. So when the coach and the client deal with issues not yet realised, the use of future-orientation questions and hypothetical questions are prevalent in coaching, whereas when the coach is retrieving facts about the client's current situation questions eliciting that information are used. In this way, the question types are fitted to the business at hand.

When asking questions from a non-directive approach coaches need to be aware that their personal agendas and opinions are not guiding the learning process of the client, and the roles of the coach as the questioner and the client as the answerer partly substantiate this non-directive coaching principle. Also the future-orientation questions and hypothetical questions underline the role of the coach as helping the client unpack untapped potential. The questions reflect that the client will come to know even when she does not know offhand or right away. Such questions are designed to evoke reflexivity, and they attribute epistemic authority to the client (Heritage 2009).

Chapter 2 also identifies complex question constructions that evaluate, advise and direct the client in relation to her goal. Doing advising and directing in such an indirect manner shows how the participants orient to asking questions as the way in which coaching is conducted. Since the coach is aiming at the same time to be non-directive, the overall turn-taking structure of coaching can, however, be seen to work against a coach wanting to advise. This suggests that the question-answer turn taking may not be the most appropriate for all activities in a coaching session, and that coaches advising, evaluating and directing may be better served not using a 'question-packing'.

That coaches do advise and direct the client also shows how coaches might assume their responsibility for the coaching process, and the coach's responsibility for directing the coaching process also places constraints on how questions can be

asked. This study has demonstrated that direction is done as part of questioning, and chapter 3 and 4 furthermore show how the coach guides the coaching session through question constructions. Both the quote-question constructions in chapter 3 as well as the formulations in chapter 4 show a practice of asking questions that lead the interaction in a specific direction. Neither of these practices involves any comment on the client's talk, and the coach does not display his own stance in relation the issues discussed. The practices do, however, exercise some sort of topic control: they select an aspect of the client's talk as the topic of the following turn, and where the quote-question constructions question the preceding talk, the formulations establish a specific understanding or viewpoint of the preceding talk. Both therefore shape, add to and change the viewpoint originally presented. In using these practices, the coach therefore presents the view that is the most constructive point of departure in relation to the client's learning process.

Both practices tie well into the coaching principle of awareness. Both self-awareness and awareness about one's current life-situation are seen as vital to coaching, because having awareness is having an understanding of what makes it possible to take action and make changes. Both O'Connor & Lages (2007:35) as well as Whitmore (2002:32) say that awareness is knowledge, and that knowledge is different from experience, which may involve assessments and feelings about the given circumstances: awareness is objective knowledge. Therefore, coaching focuses on description of circumstances and not on what the client makes them out to be. A way of creating awareness is by giving another description of the matters at hand, which is what the coach does when he formulates, rephrases, and make adapted quotes of the client's talk. By quoting and formulating the client's talk, the client's circumstances are described once more, and it is therefore possible for the client not only to 'see again' her own situation, but also to see it in the edited version of the adapted quotes and rephrasings.

As was pointed out in chapter 3: even though formulations are not questions in the 'interrogative sense', they have the pragmatic force of questions. So just as interrogatively constructed questions can perform other actions besides that of questioning, practices such as formulations can do questioning work. The data show that the difference between interrogative questions and formulations is not clear-cut. As the notion of epistemic authority has been used in defining the difference between declaratively formatted formulations and interrogatively formatted formulations, the epistemic authority could establish some defining features that distinguish formulations from questions:

- When asking questions, knowledge is sought that the questioner appears not to have but presumes the questioned to have. The knowledge balance between the participants is therefore portrayed to be unequal with the questioner not having a knowledge (K-) that the questioned has (K+).

- In contrast, formulations rephrase what has previously been told, and as such, formulations make explicit that knowledge is shared between the participants. When formulations nonetheless can be said to have the pragmatic force of questions, it is because of an imbalance in knowledge states and ownership.

Formulations always rephrase the talk of a co-participant and so formulations always express the experiences, opinions or knowledge of another. Accordingly, there is no imbalance in the knowledge between the participants, but rather an imbalance in the ownership of that knowledge, and this knowledge ownership connects to a right to define that knowledge. A fundamental difference between formulations and questions is therefore the imbalance in states of knowledge ownership rights. Questions portray a knowledge imbalance; formulations portray a knowledge-ownership imbalance.

Both the knowledge imbalance displayed when asking questions and the knowledge-ownership imbalance displayed when formulating are central in coaching, as both uphold the role of the coach and the client as facilitator and learner, respectively. Therefore, working to maintain these imbalances can be seen as an essential aspect of conducting coaching. The knowledge and knowledge-ownership imbalances are ways of describing the tasks of coaches that explain the notions of being non-directive and neutral. The present study clearly demonstrates that coaches guide and direct, and that this 'directiveness' serves the client because the coach in this way assumes his responsibility over the coaching process and creates 'coaching relevant points of departure' in relation to the issues discussed. Accordingly, the term 'non-directive' gives no indication of how this principle is to be conducted. The notions of knowledge imbalance and knowledge-ownership imbalance, on the other hand, are derived from the analysis of the conduct of coaching, and with this link to practice, it therefore better explains how coaches may conduct themselves in a non-directive manner.

5.2 The contribution to the understanding of coaching

> "What if coaches had a tool where they could listen to, or look at transcripts of, their conversations with clients and be able to name what they were doing in every sentence or phrase that they said? What if the same tool could help coaches be conscious of the choices that they make at each moment of a coach-client conversation? Such a tool would allow coaches to be more self-reflective as practitioners; it would allow them to analyze their own conversations, in the moment and afterwards, and make judgments about what worked and what didn't work. In short, such a tool could provide the information to help individual coaches pursue mastery of their coaching process." (Stein 2009:163)

The present study is a descriptive study of aspects of Danish coaching conversations. It is not assessing whether the interactions in the data set can be labeled good coaching conduct or even be labeled coaching at all. It has not been a focus to do an applied study, where practitioners could be advised on how to do coaching better or more effectively. Insofar as this study can be considered to be applied, it is so because it can be 'the tool of self-reflection' mentioned in the quote by Stein. In addition to the insights from the analyses highlighted in the summary above, the present study provides coaches with opportunities to reflect on their conduct of coaching: to look at transcripts of talk, to recognize practices used, to evaluate them and their effectiveness (in the ways they think about effectiveness), and thereby to increase consciousness of their own coaching-conduct.

The study presented here is exploratory rather than exhaustive: the data are exclusively Danish, which makes it incapable of capturing any cultural differences in the conduction of coaching. Only one language is represented, and specific language constructions may not be transferable to other language contexts as means of doing certain actions. Furthermore, the participants are coaches-to-be and therefore not yet officially certified as coaches – at least not within the ICC framework[15]. It does, however, provide insight into coaching conducts that are foundational not only for the coaches participating in this study but most likely also for future coaches educated within the ICC framework in Denmark.

Furthermore, the question constructions and practices focussed on here are by no means the only ways in which coaches do questioning work, neither in

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[15] At least one of the participants has another coach certification.

coaching interactions in general nor in this data set in particular. Also, in terms of evaluating what works and what does not, it will be instructive to focus on the responses to a much greater extent than the scope of the present study has allowed. As the clients display their analyses of the previous turns in their responses, the descriptions and analyses of these responses will give coaches insight into how the clients understand the actions of the coach. An evaluation of the coach's practices will as such be rooted in the client's 'evaluation', and neither in a researcher's understanding nor in the coach's recollection of the coaching session. Accordingly, further research focusing on questioning actions in coaching is still very much needed.

As for future research relating to the findings of this study, one aspect – that ties directly with Stein's research on coaches' conversational identities during the different activities in the coaching session – would be to consider the different stages of the coaching sessions to investigate whether specific questioning activities are more salient at different and specific stages. It would for instance be likely that question type I, the information elicitations, would be particularly salient in the goal-setting stage – or at least in the beginning of the session – where the coach needs to sort out different facts in getting acquainted with the issues at hand. A further perspective would be a study exclusively focusing on the directive actions of the coach. This could give further insights into how direction is done in a non-directive approach, and also provide coaches with practical implications of their actions and perhaps yield some guidelines as to how being non-directive can be done.

Appendix A: Transscript of ICC4_230507

The following two transscripts (appendices A and B) are provided to allow the reader to 'see' two coaching session in full length. The transscripts are referred to when presenting the different phases of the coaching sessions in the introduction.

```
Participants:    Coa coach, Cli client, Obs observer,
                 ? doubt of identity, com commentary
Filename:        ICC4_230507.ca
Moviefile:       ICC4_230507.mov
Transcriber:     Anna Mark Diget
Transcription:   Oct. 2008


  1      Coa:    [haha haha]
  2      Cli:    [haha haha]
  3      Obs:    [haha haha]

  4      com:    ((all look at observer who is outside the picture))

  5      Coa:    Jamen æ:::h (3.0)
                 Yes_but e:::h
                 Well e:::h
  6
  7      com:    ((Coach looks at paper))

  8      Coa:    Det- jeg synes jo     egentlig
                 That I   think ADV really
                 That you know I really think

  9      Coa:    [(D-) det talte  vi   lidt    om   i går
                 [(D-) that spoke we    a little about yesterday
                  we discussed it a little yesterday

  10     com:    [Coach raises head and looks at client

  11     Coa:    Jeg [synes jo  egentlig meget (1.0)
                 I   [think ADV really    much  (1.0)
                 I really think you know (1.0)

  12     com:        [((Coach turns head and looks at observer))

  13     Coa:    at at æ:h (3.0) endNU er det sådan (0.8)
                 that that e:h   still is it  like  (0.8)
                 that that e:h it is still like this (0.8)

  14             at det er værd
                 that it is worth

  15             at tage (3.0) f:ra lidt   af hvert.=
                 to take (3.0) f:rom little of everything.=
                 taking (3.0) a little of everything.=

  16     Coa:    =[Altså j´ jeg kunne godt sige
                 =[PRT   I- I   could well say
                 =[Well I- I could say

  17     com:     [turns head and looks at paper
```

```
18    Coa:    at jeg gerne ville have   at  du .hhh  æ::hm
              that I  like  would have that you .hhh e::hm
              that I would like to have that you .hhh e::hm

19            holder særligt   øje me- med   (1.0)
              keep particulary eye wi- with (1.0)
              in particular keep an eye on (1.0)

20            æh: overbevisningerne æ:::hm: (0.8)
              eh convictions_the e:::hm: (0.8)
              eh the convictions e:::hm: (0.8)

21            .mt ud af  strukturen     ikke
              .mt out of structure_the  right
              .mt from the structure right

22            æh holder øje med  med >at jeg< få fat   i
              eh keep    eye with with that I   get hold in
              eh keep an eye on that I will get a hold on

23            (0.8)

24            overbevisninger æh og  (0.2) og  værdier,
              convictions     eh and (0.2) and values,

25            (0.4)

26    Coa:    Men i  virkeligheden så   er alt
              But in reality        then is everything
              But actually          then everything is

27            så  er det vel         egentlig sådan
              then is it  supposedly actually like_this
              then I guess it is actually like this

28            at   ø:h (0.6) at alt
              that e:h (0.6) that everything
              that eh (0.6) that everything

29            hvad du  oplever    (0.4)
              which you experience (0.4)
              which you observe (0.4)

30            er jo  det  der   er afgørende.
              is ADV that which is crucial.
              is what counts you know

31    Obs:    Ja .hh  men (nu ) jeg skriver her  som hovedpunkter
              Yes .hh but (now) I   write   here as  key_points
              Yes .hh but then I will write here as key points

32            at få fat   i  overbevisninger.
              to  get hold of convictions.
              to get a hold of convictions.

33    Coa:    Jah (.) det er  i  orden.
              Yes     that is in order.
              Yes that is fine.

34    Obs:    Så er det dine spørgsmål til overbevisninger
              So is it  your questions to  convictions
              So is it your questions about convictions
```

2

```
35                 jeg skal være opmærksom på.
                   I   must be  aware    on.
                   I must be aware of/call attention to.

36      Coa:       Kan du ik' b-  det er det he:le
                   Can you not j- it is it all
                   Can you not j- it is all of it

37      Obs:       Det er det he-=£De:t he:le£
                   It is it   al-=£It    all£
                   It is al-=All of it

38      Obs:       jaha   [haha .hhh ]
                   yeahha [haha .hhh ]
                   yeahha haha .hhh

39      Coa:              [Men de:t ]Dermed      bli'r  det jo
                          [But i:t  ]Consequently becomes it ADV
                           But i:t Consequently it will be you know

40      Obs:       Ja
                   Yes

41      Coa:       mine spørgsmål.
                   my   questions.

42      Obs:       Det (e-/∂) >jeg vil< så vil jeg gøre det på den måde
                   That (e-/∂)>I will< then will I  do  it  in that way
                   What (e-/∂) I will then I will do it in this way

43                 at  jeg (.)    især      fokuserer på det
                   that I  (.)  particularly focus     on that
                   that I (.) in particular will focus on that

44                 [og  så ] på din  struktur.
                   [and then] on your structure.

45      Coa:       [Ja      ]
                   [Yes     ]

46      Coa:       Jah
                   Yeah

47      Obs:       Strukturen generelt.
                   Structure_the generally.
                   The structure in general.

48      Coa:       Fint.
                   Fine.

49      Obs:       °Ja°
                   °Yes°

50                  (12.0)

51      com:       ((Coach looks through papers and just before client
52                   speaks he turn his head towards her and points at
53                   her))       ((1.14))

54      Cli:       [Det   som   som  vi egentlig ska' ska' sige
                   [That which which we actually must must say

55      com:       [((Client looks at observer))
```

3

```
56      Cli:    det er   vel       også  (.) meget kort
                that is supposedly also (.) very briefly
                that is I suppose also (.) to very briefly

57              introducere at hvad det var vi var i  gang  med
                introduce   to what it was we were in doing with
                introduce what it was we were doing

58              i går      [°eller°]
                yesterday [°or°   ]
                yesterday or

59      Coa:               [Jo men  ] jeg har tænkt   mig
                           [Yeah but] I   have thought me
                            Yeah but I had in mind

60              lige at lave en lille  backtracking.
                just to do   a  little backtracking.

61      Cli:    [Yes:: (Det er  helt    fint)    ]
                [Yes:: (That is totally fine)    ]
                 Yes:: that is just fine

62      Coa:    [Så at   vi lige når   frem   til]
                [So that vi just reach forward to]
                So that we will get to

63              hvor vi er  nået.
                where we are reached.
                where we left off

64      Cli:    Yep
                Yeah

65      Coa:    I min opfattelse
                In my perception
                From my point of view

66      Cli:    Ja
                Yes

67      Coa:    Jeg er knap så  stivbenet    i dag
                Jeg am scant as stiff-legged today
                I am not nearly as stiff-legged today

68      Cli:    [£Nå    (men det var godt.)£]
                [£Well (but that was good.)£]
                [£Well that is good£        ]

69      Coa:    [men du skal stadig regne ] med
                [but you shall still count] with
                 but you should still expect

70              at jeg kan  give    mig    lidt    £undervejs£
                that I will stretch myself a little £during£
                that I will stretch a little as we go along

71      Cli:    Ja  haha[hahahaha]
                Yes haha[hahahaha]

72      Coa:            [hehehehe]

73      Coa:    .hhhhh æ- (.) Vi var  jo
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                     .hhhhh e- (.) We were ADV
                     .hhhhh e- (.) We were you know

74                   i  gang i går    med  æh::
                     in progress yesterday with eh::
                     yesterday looking at

75                   (3.0) ((coach is looking through papers))

76         Coa:      syntes jeg (0.2) og tillade mig
                     think  I  (0.2) and premit myself
                     as I see it (0.2) and I will permit myself

77                   at komme med en fortolkning,
                     to come with a  interpretation,
                     to make an interpretation,

78         Cli:      hmhm

79         Coa:      med en overbevisning
                     with a conviction

80         Cli:      °hm[hm°  ]

81         Coa:         [som ] du  allerede har  flyttet på
                        [which] you already  have moved    on
                        [which] you already have changed

82                   nemlig salg og marketing.
                     namely sale and marketing.
                     that is sale and marketing.

83         Cli:      Ja
                     Yes

84         Coa:      Hvad det er for nogle værdier.
                     What it is for  some values.
                     Which kind of values that is.

85         Cli:      Ja
                     Yes

86         Coa:      [Og- (.) for din  benefice (0.2)
                     [And (.)  for your benefit (0.2)

87         com:      [((coach turns head towards observer))

88         Coa:      æh da   vi FØRste gang talte  om    det her
                     eh when we FIRst  time talked about this here
                     eh when we the FIRst time talked about this

89                   da kunne Caroline (.)   næsten  ikke
                     then could Caroline (.) all most not
                     then Caroline could (.) all most not

90                   tage ordet    salg i  sin mund.
                     take word_the sale in her mouth.
                     take the word sale in her mouth.

91         Obs:      °m°

92         Coa:      (>For<)    det var så negativt   ladet.
                     (>Because<) it  was so negatively charged.
                     (>Because<) it had such negative connotations.
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93      com:    ((client shakes head and smiles))

94      Coa:    [Er det rigtigt?
                [Is it true?
                [It that true

95      com:    [((coach turns head towards client))

96      Cli:    Ja.  (.) Det er rigtigt.
                Yes. (.) It is true.

97              (1.0)

98      com:    ((coach licks his finger and turns over a page))

99      Coa:    .hh SÅ   Æ:HM:  har  du  løst   en  opgave
                .hh THEN E:HM: have you solved an task
                .hh THEN EH:M: you have solved a task

100             >som<   Fra sidste gang vi var  sammen
                >which< From last time  we were together
                >which< since we were together last time

101             altså fra  første modul og frem    til i dag, (.)
                PRT   from first module og forward til today, (.)
                that is from the first module and till today, (.)

102             og i min  vurdering, (2.0) fantastisk løst.
                and in my estimate,  (2.0) excellently solved.
                and in my estimate (2.0) exellently solved.

103     com:    ((Coach looks at client and holds his hand out
104             towards her))

105             (2.0)

106     Coa:    Du har   både brugt energi, (.)
                You have both used  energy, (.)
                You have used both energy, (.)

107             .hh og du har    gennemtænkt     det,
                .hh and you have through_thought it,
                .hh and you have though it through,

108             og i går     forklarede du  mig ø::h materialet,
                and yesterday explained  you me  e::h material_the,
                and yesterday you explained to me the material,

109             (0.8)

110     Coa:    Æh og det er   faktisk  øh (.)
                Eh and that is actually eh (.)

111             Vi var lidt       i gang     med det i går
                We were a little in progress with it yesterday
                We touched upon it yesterday

112     Cli:    [mhmh            ] ((nods))

113     Coa:    [Og det er ud fra] (.) dit materiale
                [And it is out of] (.) your material
                [And it is from  ] (.) your material
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114    Coa:    jeg vil fortsætte,
               I will continue,
               I want to continue

115    Cli:    Ja.
               Yes.

116    Coa:    Vi startede op   i går   under (.) emnet
               We began    up yesterday under (.) subject_the
               We began yesterday with the subject


117            hvordan bruger du (0.2)
               how    use   you (0.2)
               how are you using (0.2)

118            og hvordan vil °du bruge (.) materialet.°
               and how   will °you use (.) material_the.°
               and how will °you use (.) the material°.

119    Cli:    Mm::: ((nods))

120            (0.2)

121    Cli:    Ja
               Yes

122            (.)

123    Coa:    I forbindelse med  du selv  har  (.)
               In connection with you self have (.)
               In connection with that you yourself have (.)

124            æh:: har ord   fremme som  kam↑pagne,
               eh:: have word out    like cam↑paign,
               use words like cam↑paign,

125    Cli:    Hmhm

126            (0.3)

127    Coa:    .mt øh:: Altså tilbage til den gamle opgave,
               .mt eh:: PRT    back   to the old   assignment,
               .mt eh:: That is from the old assignment,

128    com:    ((Coach reads the following from paper))

129    Coa:    Jeg vil lave en orienteringskampagne
               I want to make a orientation campaign
               I want to do an orientation campaign

130            for CB coaching der indeholder en analyse af
               for CB coaching which contains an analysis of
               for CB coaching which contains an analysis of

131            hvor det er mest funktionelt
               where it is most functional
               where it is most functional

132            at sætte ind med  orien[tering,
               to set   ind with orien[tation,
               to bring in orientation,

133    com:                          [coach looks at client
```

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134                 (.)

135    Cli:    Mhm

136                 (.)

137    Coa:    Din egen bøjning    af  verbet  orientering
                Your own inflection of verb_the orientation
                Your own inflection of the verb orientation

138             så det ikke bliver £alt for salgsorienteret£.
                so it not   becomes £all too sales_oriented£.
                so it will not become £too oriented towards sale£.

139             (.) ((client nods and smiles))

140    Coa:    Og   så  har  du  lavet
                And then have you made
                And then you have created

141             dine etiske (.)  salgsregler=
                your ethical (.) sale_rules=
                your ethical (.) rules of sale=

142    Cli:    =J[a
                =Y[es

143    Coa:      [( ) din din egen (.) moralske ramme omkring
                  [( ) your your own (.) moral frame around
                  [( ) your your own (.) moral frame for

144    Coa:    hvad er salg for noget     her,
                what is sale for something here,
                what sale is here,

145    Cli:    Ja.
                Yes.

146             (0.5)

147    Coa:    Og  det  har jo  givet dig ro.
                And that has ADV given you peace.
                And that has given you peace, you know

148    com:    ((coach stretches arms out towards client))

149    Cli:    Mhm?

150    Coa:    Oplevede   jeg dig [ for]tælle mig i går.
                Experienced I   you [tell]     me  yesterday.
                I sensed?? you telling me yesterday.

151    Cli:                           [Ja ]
                                       [Yes ]

152             (0.2)

153    Coa:    Æ::h >og  en og en og en< meget mere afbalanceret
                E::h >and a  and a and a< much more   balanced

154    Coa:    (.) et af- afbalencet forhold til det  med  salg.
                (.) a ba- balanced   attitude to that with sale.
                (.) a ba- balanced attitude towards sale.
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155    Cli:    Jahr=
               Yeah=

156    com:    ((client initiates nod simultanously with uttering
157              "jahr"))

158    Coa:    Så det er der vi starter (0.3) [syn]es jeg.=
               So that is there we begin (0.3)[thi]nk I.=
               So that is where we begin (0.3) I think.=

159    Cli:                                  [Ja ]
                                             [Yes]

160    com:    ((coach turns gaze to papers at "der"))

161    Cli:    =Jeg kunne tage [salg ind ligesom [ø::h
               =I   could take [sale in  like    [e::h
               =I was able to look at sale

162    com:                    [((coach looks at client at 'salg'))

163    com:                                      [((client puts
164            hand on her chest/heart during "ø::h"))

165    Cli:    [.hhh efter at  jeg [ha::vde ø::h
               [.hhh after that I  [had     e::h
               [.hhh after I had

166    com:    [((coach puts hand on his chest/heart on ".hhh"
167                               [and lowers it on "havde"))

168    Cli:    at je:::g har  forholdt mig [til det] etisk.
               that I::: have responded me [to   it]  ethically.
               that I had dealt with it ethically.

169    Coa:                               [KRM krm]

170            (.)

171    Cli:    Fordi   at   når jeg skriver
               Because that when I   write
               Because when I write down

172            e- etiske (.) ting ned    omkring det
               ethical    (.) things down about    it
               ehtical things concerning it=

173    com:    ((Coach looks away at papers on the table to his
174             left))

175            så bliver   det (.) .hhh bedre at have (.)   salg
               then becomes it (.) .hhh better to have (.) sale
               then it is better to have sale

176    com:    ((Coach looks a client again after the micro pause
177            and inbreath))

178    Cli:    med  de  etiske retningslinjer
               with the ethical guidelines
               with the ethical guidelines

179            end at   (.) at  (.) ikke altså
               than that (.) that (.) not  PRT
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                than that (.)  that (.)  not   that is

180    Cli:    eller eller have salg (.) uden    noget som helst.
                or    or    have sale (.) without anything at all.

181    Coa:    [Ja  ]
                [Yes ]

182    Cli:    [Hvor ] jeg ikke ø::h
                [Where] I   not   e::h

183            hvor jeg bare tager skyklapperne på
                where I just    put  blinkers      on

184    com:    ((client shows blinkers with her hands))

185    Cli:    og ikke kigge på salg for    det vil jeg ikke.
                and not look  at sale because that will I not.
                and not look at sale because I do not want to.

186    Cli:    .hh Æ::h At >Eller< den del af min virksomhed
                .hh E::h That >Or< that part of my company

187            (er) vil jeg helst ikke kigge på.=
                (is) will I  rather not look at.=
                I would rather not look at.=

188    Cli:    =.hh Så er det meget bedre   at  man kigger på det
                =.hh Then is it much better that one looks  at it
                =.hh Then it is much better that you look at it

189            og så siger   >jamen< nu forholder jeg mig til det
                and then says >well< now relate   I   me  to   it
                and then say well now I will deal with it

190            °Hvilke etiske regler er der.°
                °Which ethical rules are there.°

191    Cli:    .hh Og de:t  Derfor    så   kunne jeg tage det ind
                .hh And tha:t Therefore then could  I  tage  it in
                and tha:t Therefore then I could respond to it

192    Cli:    (da) at  jeg blev klar  over det.
                when that I became aware over that.
                when I became aware of that.

193            (0.2)

194    Cli:    Det var den indsigt jeg fik=
                That was the insight I got=

195    Coa:    =Ja
                =Yes

196    Cli:    ø::h mellem  (.) de    her  to  moduler vi har haft.
                e::h between (.) these here two modules we have had.

197            (0.3) ((client nods))

198    Coa:    Ja
                Yes

199    Cli:    °mmm°
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200                 (.)

201    Coa:    Du har     knoklet      [med det,
               You have   slogged      [with it,
               You have worked hard

202    com:                            [coach smiles

203    Cli:    hhhhh[h                 ]((Client laughs/smiles))

204    Coa:        [°inde   i  hovedet° ] haha
                   [°inside in  head_the°] haha
                    °inside your head°

205    Cli:    .hh £Hvad siger du?£
               .hh £What says you?£
               .hh £What are you saying?£

206    Coa:    Td(h)u  har arbejdet med det
               Tyo(h)u have worked  with it
               Tyo(h)u have worked  with it

207            [inde   i  hovedet. ]
               [inside in head_the.]
                inside your head.

208    Cli:    [£Ja (.) det       ] har jeg.£.hh
               [£Yes (.) that     ] have I.£ .hh
                £Yes I have.£

209            (0.4)

210    Coa:    .hh I GÅR     der   nåede   vi-
               .hh YESTERDAY there reached we-
               .hh YESTERDAY we reached

211            Der   sluttede vi faktisk
               There ended    we actually
               We actually ended

212            hvor  vi har  kommet
               where we have come
               where we have begun

213            lidt    i  gang     omkring (0.6)
               a little in progress concerning (0.6)
               to process (0.6)

214            .hhh æ:::h Og den backtracker jeg også lige
               .hhh e:::h And it backtracks   I  also just
               .hhh e:::h And I will backtrack that as well

215            =så vi er enige     om
               =so we are agreeing on
               so we agree where

216            hvor vi står henne præcist   med  det,
               where we stand at  precisly with that,
               we are with that exactly,

217            .hh at du har sendt en   række breve ud.
               .hh that you have sent a row   letter out.
               .hh that you have sent out a number of letters.
```

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218    Cli:    Ja. ((nods))
               Yes.

219            (0.4)

220    Coa:    Æ:::h (0.2) orienteringsbreve.
               E:::h (0.2) orientation_letters.
               E:::h (0.2) orientation letters.

221    Cli:    Ja.
               Yes.

222            (0.2)

223    Coa:    Og du   har  fået (0.2) nogen respons,
               And you have had (0.2)  some  response,

224    Cli:    °mhmh°

225    Coa:    Og status er den at   du  står  med (0.2)
               And status is it that you stand with (0.2)
               And the status is that you have (0.2)

226            at der er kommet et navn på
               that there is come one name on
               that there is added one name

227            [og ] et af brevene    arbejder endnu.
               [and] one of letter_the works    yet.
               [and] one of the letters is still working.

228    Cli:    [Ja ]
               [Yes]

229    Cli:    Ja
               Yes

230            (0.2) ((client nods during gap))

231    Coa:    Hvilken virksomhed var det det var.
               Which company     was it  it  was.
               Which company was it

232    Cli:    Det var Kærsgaard.
               It  was Kærsgaard.

233    Coa:    Det var Kærsgaard.
               It  was Kærsgaard

234    Cli:    °m°

235    Coa:    Og  han hedder?
               And he  calls?
               And he is called?

236    Cli:    .mt han hedder Jimmy Johnsen.
               .mt he  calls  Jimmy Johnsen.
               .mt he is called Jimmy Johnsen.

237    Coa:    Han hedder Jimmy Johnsen.
               He  calls  Jimmy Johnsen.
               His is called Jimmy Johnsen.

238    Cli:    Ja
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        Yes

239   Coa:   .hh og så    når   vi frem    til
             .hh and then reach we forward to
             .hh and now we have reached the point

240          at æ::hm: (0.2) æ::h (0.2)
             that e:hm: (0.2) e::h (0.2)
             that e:hm: (0.2) e::h (0.2)

241          han havde ikke fået det første brev, Jimmy Johnsen=
             he had   not   had  the first letter, Jimmy Johnsen=

242   Cli:   =Nej
             =No

243   Coa:   .hh Og så    aftalte du med ham telefonisk
             .hh And then agreed  you with him by_telephone
             .hh And then you agreed with him on the telephone

244          at han skulle have  (.) en ny forsendelse
             that he should have (.) a new shipment

245   Coa:   [fra ] dig.=Er det rigtigt,
             [from] you.=Is that correct,

246   Cli:   [Ja  ]
             [Yes ]

247   Cli:   Ja.
             Yes.

248          (0.2)

249   Coa:   Der er f:: c:irka  fjorten dage siden,
             That is f:: a:bout fourteen days ago,

250   Cli:   Ja.
             Yes.

251          (0.2)

252   Coa:   Og nu regner  du  med  at han har læst den.
             And now count you with that he has read them.
             And now you expect that he has read them.

253   Cli:   Ja.
             Yes.

254          (0.2)

255   Coa:   .hh Og så    nåede  vi   frem    til
             .hh And then reached we forward to
             .hh And then we reached the point

256          at jeg spurgte dig så   ville du ringe til ham.
             that I asked    you then would you call to him.
             where I asked you then you would call him.

257   Cli:   Mhm:

258          (0.4)

259   com:   ((client starts nodding while uttering "nh hm:" and
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260            continues during the pause. After the last nod she
261            moves her head slightly forward))

262   Coa:    Hvordan skal den   telefonsamtale           forløbe.
              How     shall that telephone_conversation proceed.
              How shall that telephone conversation proceed.

263   Cli:    °Ja°
              °Yes°
              °Right°

264   com:    ((Client moves gaze from coach after "°ja°", gazes
265            into the middle distance))

266           (0.4)

267   Cli:    .hhhhh hhhh

268           (0.2)

269   Cli:    Krhm:: .mt Altså det æ::hm::  (0.2) som   som
              Krhm:: .mt PRT   that e::hm:: (0.2) which which
              Krhm:: .mt Well  that e::hm:: (0.2) which which

270           jo  også bliver  >mere og mere<  klart
              ADV also becomes >more and more< clear
              you know also becomes >more and more< clear

271           det er det (.) at coaching
              it  is that (.) that coaching
              it is the fact that (.) that coaching

272           [er et tillidsspørgsmål.
              [is a   trust_question.
               is a question of trust.

273   com:    [((Client looks at coach again))

274   Cli:    Og derfor så har jeg
              And therefor then have I
              And therefor I have

275   Cli:    [brug for at at jeg kan vise mig som person
              [need to that that I can show myself as a person
              [the need to show myself in person

276   com:    [((coach turns head from client to table on his left
277            hand then places his notebook on the table, then
278            places hands over eyes and shifts in his chair))

279   Cli:    for de mennesker som   som eventuelt
              to the persons   which which maybe
              to the persons who maybe

280           skal (.) hyre mig,
              shall (.) hire me,
              are going to hire me,

281           (0.2)

282   Cli:    Til det.
              To that.

283           (0.2)
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284    Coa:    Ja,
               Yes,

285    Cli:    Og derfor så er de::t vigtigt
               And therefore then is i::t important
               And therefore i::t is important

286            at få de personlige møder,
               to get the personal meetings,
               to get the personal meetings,

287            så de   kan se mig
               so they can see me
               so thay can see me

288            og  så de kan   æh har et ansigt på og
               and so they can eh have a face    on and
               and so they can eh recognise me and

289            og ved hvad jeg står for o:g ø:::h ø::h
               and know what I stand for and e:::h e::h

290    Cli:    Og det  som som    vi så aftalte
               Og that which which we then agreed

291            i hvert fald til en: til en opgave,
               in any case  for an: for an assignment,
               at least  for an: for an assignment,

292            (0.5)

293    Cli:    Det var det at jeg skulle .hh sku:lle:: gå [hjem
               That was it that I should .hh shou:ld:: go [hjem
               It was that I should .hh shou:ld:: go home

294    com:                                              [((coach
295            turns head from client toward the table and lifts
296            his arm))

297            (0.7)

298    Cli:    og jeg skulle ringe til ham
               and I should call to him
               and I should call him

299            og så skulle jeg aftale et møde,
               and then should I arrange a meeting,
               and then I should arrange a meeting,

300    com:    ((Coach takes pen and begins writing))

301            (0.3)

302    Cli:    Med ham.
               With him.

303            (1.3) ((Coach writes))

304    Cli:    .hh Og hvordan jeg vil så    få    den
               .hh and how     I will then get that
               .hh and how then I will get that

305            æhæ:: £det møde    i stand?£
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                 ehe:: £that meeting in stall?£
                 ehe:: £that meeting set up?£

306              (0.3) ((Coach writes))

307    Cli:      det er jo  så   lidt    sværere      for mig.
                 that is ADV then little  difficult_COMP  for me.
                 that is you know a little more difficult for me.

308              (0.4) ((Coach writes))

309    Cli:      Æ:hm:: (0.2) .hhhh .mt
                 E:hm:: (0.2) .hhhh .mt

310              ((Client gazes into middle distance))

311              (2.0) ((Coach writes))

312    Coa:      Hvis jeg skriver
                 If   I   write

313              [aftale  møde    med  Jimmy Johnsen,      ((5:45))
                 [arrange meeting with Jimmy Johnsen,

314    com:      [((Client turning head looking a notes))

315    Cli:      Ja.
                 Yes.

316    Coa:      Er det så   rigtigt?
                 Is that then correct?

317    Cli:      Ja.
                 Yes.

318              (7.0)

319    com:      ((Coach is still writing))

320    Coa:      Som °Petersen° gør.
                 As °Petersen° does.
                 Just as °Petersen° does.

321    com:      ((Coach reaches the notebook towards client she
322               leans forward and looks at it))

323    Cli:      Yes:[:
                 Yes:[:

324    Coa:          [Jimmy er ikke stavet rigtigt.
                     [Jimmy is not spelled correctly.

325    Cli:      Nej men det er £fint.£hh
                 No but that is £fine.£hh

326    Coa:      °kay°
                 °kay°

327    com:      (("°kay°" is accompanied by a nodding/pointing with
328               the notebook toward the client))

329    Coa:      °Men° det  det  er en opgave
                 °But° that that is an
                 °But° that that is an assignment
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330                du   har  formuleret omkring,=
                   assignment you have formulated about,=
                   you have stated concerning,=

331    com:        ((coach returns notebook to table and writes some
332                 more looking at notebook))

333    Cli:        =Ja det formulerede jeg i går.
                   =Yes that formulated I yesterday.
                   =Yes I stated that yesterday.

334                (0.4)

335    com:        ((Client nods, coach turns toward her, not looking
336                 at her.))

337    Coa:        Æ::hm:
                   E::hm:

338                (3.0)

339    Cli:        Og det vil jeg gøre fredag (.) Forresten
                   And that will I do Friday  (.) By_the_way
                   And I will do it Friday (.) By the way

340                det  [de:t ]
                   that [tha:t ]
                   that tha:t

341    Coa:             [Nå ja ]hvornår,
                        [Ah yes] when,

342    com:        ((Coach turns gaze to client at "gøre", at
343                 "forresten" he turns left toward table and
344                 notebook and begins writing))

345    Cli:        Ja fredag havde jeg-
                   Yes Friday had I-
                   Yes Friday had I-

346                når jeg kommer hjem fra  det her.
                   when I   come   home from this here.
                   when I return come from this.

347                (0.5)

348    Cli:        Så
                   So

349                (0.5)

350    Cli:        Det var også en deadline vi satte i går
                   That was also a deadline we set yesterday
                   That was also a deadline we fixed yesterday

351    com:        ((Client turns head and gazes reaches observer at
352                 "deadline"))

353    Coa:        (°Det er rigtigt°)
                   (°That is correct°)

354    com:        ((coach still writing))
```

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355    Cli:    °Mhm°

356            (0.4)

357    Coa:    FREdag,
               FRIday,

358    Cli:    Ja.
               Yes.

359    Coa:    I denne uge.
               In this week.

360    Cli:    Mhm

361            (5.0)

362    com:    ((coach stops writing, drops pen and turns towards
363             client))

364            (5.0)

365    com:    ((Coach gazes into the middle distance.))
366            ((Client moves gaze from notebook to coach mid-
367             gap.))

368    Coa:    <Hvad vil  du  [bru:ge> (1.0)  °*øh°
               <What will you [u:se>  (1.0)    °*eh°

369    com:                   [((Coach turn his head slightly to
370            the left towards the client. No eyecontact))

371    Coa:    Hvad vil du bruge af argumenter
               What will you use of arguments

372    Coa:    [overfor Jimmy Johnsen.
               [towards Jimmy Johnsen.

373    com:    [((coach turns his head/gaze on client))

374            (2.0)

375    Coa:    For at få det møde.
               For to get that meeting.
               In order to get that.

376            (1.0)

377    Cli:    .hhhhh hhhhh

378            (5.0)

379    Coa:    Hvad vil du sige?
               What will you say?
               What are you going to say?

380            (3.0)

381    Cli:    Altså:: først så vil jeg  jo  præsenterer mig.
               PRT    first then will I ADV present    my self.
               We::ll firstly I will present myself you know.

382            (0.4)
```

```
383    Coa:    [°Ja° ]
               [°Yes°]

384    Cli:    [Og  ] sige det er Caroline,
               [And ] say  it  is Caroline,

385    Coa:    mhm

386    Cli:    Blidstrup fra CB coaching?
               Blidstrup from CB coaching?

387    Coa:    Ja.
               Yes.

388    Cli:    Og jeg ringer igen
               And I  calls  again
               And I am calling again

389            fordi at jeg har jo  sendt en brochure til dig?
               because that I have ADV send  a  brochure to you?
               because I have sent a brochure to you, you know?

390    Coa:    °Ja°
               °Yes°

391    Cli:    som vi aftalte.
               like we agreed.

392            (0.5)

393    Cli:    O:g jeg regner med (.) du har haft lejlighed
               A:nd I  count on   (.) you have had opportunity
               A:nd I expect (.) you have had opportunity

394            til at   kigge den igennem.
               to toINF look  it   through.
               to look through it.

395    Cli:    .hh Ud fra det    så  vil  jeg egentlig
               .hh Out from that then want I actually
               .hh On that basis I would actually

396            meget gerne mødes med dig,=
               very  gladly meet with you,=
               really like to meet you

397            fordi jeg vil selvfølgelig meget gerne vise dig, (.)
               because I want naturally   very   much show you, (.)
               because, naturally I very much want to show you, (.)

398            hvad vi kan gøre for din virksomhed.
               what we can do   for your company.

399            (1.0)

400    Coa:    .mt J:a
               .mt Y:es

401            (1.4)

402    Cli:    .hhh Der   har jeg så:  ø::h i min forretningsplan
               .hhh There have I the:n u::h in my buisness_plan
               .hhh There I the:n have then u::h in my buisness
               plan
```

```
403              der har  jeg så nogle æ::h (0.4)
                 there have I the:n some u::h (0.4)
                 there I have the:n some u::h (0.4)

404              altså en formulering speciel- meget kort formulering
                 PRT  a formulation especiall- very short formulation
                 well a formulation especiall- very short formulation

405              .hhh £som jeg gerne  vil bruge£. (0.3) m::æ::h
                 .hhh £that I  gladly will use£. (0.3)  m::u::h
                 .hhh £that I would like to use£ (0.3) m::u::h

406      Coa:    °Hvad er det for en formulering.=°
                 °What is that for a formulation.=°
                 °Which forulation is that.= °

407      Cli:    =Jah  hhhhaha .hhhh men den går   på dels æ::::h
                 =Yesh hhhaha  .hhhh but that goes on partly u::::h
                 =Yesh hhhaha .hhhh but it partly goes along the line
                 of u::::h

408              Den går på lidt på hvad hvad coaching (0.5)
                 It goes on a little on what what coaching (0.5)
                 It goes along the line of what what (0.5)

409              altså hvad coaching er.
                 PRT what coaching  is.
                 well what coaching is.

410      Cli:    Og der er    det
                 And there is it
                 And there it is

411              .hhh nu kan jeg ikke huske   den helt      ordret
                 .hhh now can I  not remember it completely literally
                 .hhh now I cannot remember it word for word

412      Cli:    Men det er at det e:::r æ::h (.)
                 But it is that it i:::s u::h (.)

413              ø:h målorientering fokuseret (0.2)
                 u:h goal_oriented focussed (0.2)
                 u:h goal oriented focussed (0.2)

414              øh udvikling   (0.5) baseret på på (0.5) værdier¿
                 uh development (0.5) based   on on (0.5) values¿

415              (0.2) og på handling.
                 (0.2) and on action.

416               (1.0)

417      Cli:    Og ø:h grunden     til at  at  firmaer  (.)
                 And u:h reason_the to that that companies (.)
                 And the reason that that companies (.)

418              har brug for coaching
                 have need for coaching
                 need coaching

419              det er at at ø::h *ø::h at i denne her verden
                 that is that that *u::h that in this here world
                 that is that that *u::h that in this world
```

```
420          hvor vi æh >simpelthen<
             where we uh >simply<
             where we uh simply

421          hvor tingene    går så hurtig
             where things_the goes so quickly
             where things are moving so fast

422          og  man    hele tiden    .hø:h skal tjene penge,
             and one whole time_the .hu:h must earn money,
             and you constantly .hu:h must make money,

423          ø::h på på og for eksempel
             u::h on on and for example

424          hvis hvis man vælger det forkerte mål
             if   if  one chooses the wrong    goal
             if if you choose the wrong goal

425          .hhh eller hvis man man vælger en vej
             .hhh or    if   one one chooses a  road
             .hhh or if you you choose a way

426          der   er for langt til målene
             there is too  far   to goals_the
             there is too far to the goals

427          >det tager for< lang tid
             >it takes too< long time
              it takes too long

428          så mister  man  (0.2) faktisk   penge.
             then loses one  (0.2) actually money.
             then you actually lose money

429          (.)

430          .hhh Som firma.
             .hhh As  company.

431          (°O-°) Så det er  utroligt   vigtigt   for et firma
             (°A-°) So it is incredibly important for a  company

432          at  (.) målene   er kla:re og   at æ:::h
             that (.) goals_the are clea:r and that u::h
             that the goals are clea:r and that u::h

433          man æ::h når  man er på vejen
             one u::h when one is on road_the
             you u::h when you are on the way

434          at  man går  efter de  rigtige mål,
             that one goes after the right  goals,
             that you aim for the right goals,

435          dem  man virkelig har valgt    sig.
             those one really   has chosen yourself.
             the ones you have truly chosen

436          Og så også    at der      er de   værdier
             And then also that there is those values
             And then also that there are those values
```

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```
437          undervejs så man .hh æ:::h holder motivationen
             en_route  so one .hh u:::h keeps   motivation_the
             along the way so you .hh u:::h keep the motivation

438          hos sine medarbejdere og og  (.) kommer dertil.
             by   your employees   and and (.) come there.
             in your employees and and (.) reach that place.

439   Coa:   .hh Hvad beskæftiger hans virksomhed sig     med.
             .hh What engages      his company     itself with.
             .hh What does his company do

440   Cli:   .mt .hhh De   bes- øh skæftiger sig
             .mt .hhh They en- uh gage      themselves
             .mt .hhh They do

441          med  rådgivning.
             with consultancy.
             consultancy

442   Coa:   °De beskæftiger sig      med     rådgiv[ning.]°
             °They engage   themselves with consultan[cy.  ] °
             °They do consultancy°

443   Cli:                                         [m:   ]

444   com:   ((Client nods))

445          (0.5)

446   Coa:   Din originale  indgangsvinkel til virksomheden
             Your originale entrance       to  company_the
             Your original entrance to the company

447   Coa:   det var dit personlig netværk [°Er det ] rigtigt?°=
             that was your personal network [°Is that] right?°=

448   Cli:                                  [Jahr    ]
                                            [Yeah    ]

449   Cli:   =Det er rigtigt.
             =That is right.

450          (2.0) ((Coach opens his mouth, maybe he does an
451          inaudible inbreath. He removes his gaze from the
452          client and gazes into the middle distance))

453   Coa:   Hvad tror  du (0.4) *øh (0.4)
             What think you (0.4) *uh (0.4)
             What do you think (0.4)*uh (0.4)

454          [Hvor  tror  du han kan bruge coaching,
             [Where think you he can use   coaching,
             [Where do you think he can use coaching,

455   com:   [((Coach gazes at client))

456          (1.5)

457   Cli:   Jeg tror han kan bruge det
             I   think he can use   it
             I think he can use it
```

```
458              i i   forbindelse med altså
                 in in connection with PRT
                 in in connection to well

459    Cli:      .hh æ:::hm: for eksempel æh æh
                 .hh u:::hm: for instance uh uh

460              de rådgivere   som   der  er,
                 the consultants which there are,
                 the consultants which are there,

461              (0.3)

462    Cli:      I firmaet.
                 In company_the.
                 In the company.

463              (.)

464    Cli:      Hvis de skal ud og  så: rådgive
                 If they must out and the:n counsel
                 If they are going to give counselling

465              i  f: i  forskellige virksomheder i forbindelse med
                 in d: in different   companies    in connection with
                 in different companies in connection with

466              forskellige byggeprojekter (.)  og den slags
                 differentbuilding_projects (.) og that kind
                 different building projects (.) and such

467              .hhh Så   vil det være vigtigt hvis de (.) de
                 .hhh Then will it be important if they (.) they
                 .hhh Then it will be important if they (.) they

468              sammen   (.) med deres samarbejds::partnere
                 together (.) with their collaborators

469    Cli:      meget hurtigt finder ud af  hvor   målet er.
                 very quickly find    out of where goal_the is.
                 very quickly figure out where the goal is.

470    Cli:      Altså [hvad ] det er de   de: ø::h ønsker
                 PRT   [what ] it is they they: u::h wish
                 Well  [what ] it is they they: u::h wish

471    Coa:            [°Ja° ]
                       [°Yes°]

472    Cli:      for eksempel med de.hh de projekter.
                 for instance with the .hh the projects.

473              Hvordan skal projektet    se  ud,
                 How     must project_the look out,
                 What does the project look like

474              Hvordan .hh kommer vi dertil,
                 How     .hh come we    there,
                 How do we get there

475              Og så    især      æh også samarbejdsmæssigt
                 And then especially uh also cooperation_wise

476              (.)
```

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477    Cli:      .mt Fordi .hh    mange gange i  ø::h ingeniørfaget
                 .mt Because .hh many  times in u::h engineering

478              der er det  jo  sådan at
                 there is it ADV so    that
                 there it is you know so

479              .hh at ø:h   der   er er   entreprenørerne,
                 .hh that u:h there are are contractors_the,
                 .hh that u:h there are are the contractors

480              og der er    ingeniørerne
                 and there are engineers_the
                 and there are the engineers

481              og der er æh £arkitekter,£
                 and there are uh £architects_the,£
                 and there are the architects

482              o(h)g der er   en masse andre
                 a(h)nd there are a lot   others
                 a(h)nd there are many others

483              der skal  arbejde sammen.
                 there must work    together.
                 who  must work together.

484    Coa:      °hm°

485    Cli:      .hhhh Og nogle gange så kan det   være
                 .hhhh And some times then can that be
                 .hhhh And sometimes that can be incredibly hard

486              utroligt svært i denne her relation
                 incredibly hard in this here relationship
                 incredibly hard in this relationship

487              fordi hvis det er at der er et eller andet
                 because if it is that there is one or other
                 because if it is that there is something

488    Cli:      der  går  galt, (0.4) .mt .hhh så- kan det
                 which goes wrong, (0.4).mt .hhh then- can it
                 which goes wrong, (0.4).mt .hhh then it can

489              blive   sådan at   det   bliver til retsager
                 become like this that there becomes to trials
                 be like this that there will be trials

490              hvor man  sidder og finder ud af hvem skal så
                 where one sits  and find  out of who  must then
                 where you are trying to figure out who must

491              betale for den her (.) °ting >der er°<=
                 pay for this here  (.) °thing >there is°<=

492    Cli:      =Så derfor så er det .hh
                 =So therefore then is it .hh
                 =So therefore it is .hh

493              >Det er< ekstrem   vigtig    for dem
                 >It is<  extremely important for them
                 >It is<  extremely important for them
```

```
494               at have en total    afklarethed.
                  to have a  complete clarifiedness.
                  to be completly clarified.

495     com:      ((client moves her hands which are placed together
496                 in front of her towards coach at the beginning of
497                 "afklarethed"))

498     Cli:      Tror jeg.
                  Think I.
                  I think.

499               (.)

500     Cli:      Altså det  er jo  £et gæt,£=
                  PRT   that is ADV £a guess,£=
                  Well that is £a guess£ you know,

501     Coa:      =°*m°

502     Cli:      .hhh ø:::h Om    *øhm hvem er det
                  .hhh u:::h About *uhm who  is it
                  .hhh u:::h Concerning who is doing

503               der gør   hvad i  det her.
                  who does what in this here.
                  what in this thing.

504               (0.4)

505     Cli:      Og så    også:: .hh hvordan vil vi gøre det her
                  And then also:: .hh how   will we do  this here
                  And then also:: .hh how will we do this thing
                  together

506               sammen så det det måske på en eller anden måde
                  together so it it  maybe on one or  other way
                  together so it it maybe in one way or the other

507               skaber nogle fælles værdier for
                  creates some joint  values for

508               hvad er det °egentlig°,
                  what is it  °really°,

509     Cli:      °Hvordan vil vi  arbejde sammen° .hhh
                  °How     will we work    together° .hhh

510               (1.2)

511     Cli:      Æ::hm:
                  E::hm:

512               (1.2)

513     Coa:      Kan du forestille dig en måde [INden  (.)
                  Can you imagine  you a  way   [BEfore (.)
                  Can you imagine a way BEfore (.)

514     com:                                    [((coach moves hands
515               to his right and hold them there))

516               du kommer med den æ::h med den med remsen.
```

```
             you come with that u::h with that with speech_the.
             you come with the u::h with that with the speech.

517          (0.6) ((Coach fixing his eyes on client))

518   Cli:   m:m[:

519   Coa:      [Som   du  nævnte    lige før,
                [Which you mentioned just before,
                [Which you just mentioned,

520   Cli:   Ja
             Yes

521   Coa:   [.hh Kan du forestille dig en måde
             [.hh Can you imagine  you  a way
             [.hh Can you imagine a way

522    com:  [((coach moves hands back to initial position in
523          front of his chest))

524          hvor du kan spørge ind til ham på?
             where you can ask   in to  him on?
             in which you can enquire about him?

525          (0.4)

526   Coa:   Være nysgerrig overfor ham omkring (0.7) ø::h
             Be   curious   toward  him concering (0.7) u::h
             Be curious about him concerning (0.7) u::h

527   Coa:   hans[: øh problemstillinger,
              his[: uh challenges,

528   Cli:      [Ja
                [Yes

529   Coa:   han[s virksomheds  pro[°blemstil]linger°=
             hi[s company_GEN chal[°lenges° ]=
             the challenges of his company=

530   Cli:      [Ja                [.hhh Ja  ]
                [Yes               [.hhh Yes ]

531   Cli:   =Altså
             =PRT
             =Well

532          (3.0)

533   com:   (client open mouth and closes it again)

534   Cli:   .mt hm::::

535          (2.0)

536   Cli:   Altså det- £det jeg gerne  vil  spø(h)rge om
             PRT   that- £that I gladly will a(h)sk about
             Well what- £what I would like to a(h)sk about

537          det er  jo  hvordan kan jeg hjælpe
             that is ADV how     can I   help
             that is how can I help you know
```

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538            men ha- han kender jo  ikke (.)
               but he- he  knows  ADV not  (.)
               but he- he does not know you know

539            hvad coaching kan gøre *sådan *så
               what coaching can do *as such *so
               what coaching as such *can do *so

540            .hhh (.) Så det ville være svært,
               .hhh (.) So it  would be   difficult,

541    Cli:    Altså jeg bliver jo  nok      nødt   til
               PRT   I   become ADV probably obliged to
               That is I will probably have to you know

542            at spørge mere til ti:l øh (0.8) *øh hvad laver
               to ask    more to to:  uh (0.8) *uh what do
               to ask more about uh (0.8) what do

543            I   (.) specielt   i i  jeres virksomhed hva-
               you (.) specifically in in your  company    wha-
               you do (.) specifically in in your company wha-

544            (1.0)

545    com:    ((client shifts position in her chair))

546    Cli:    Hvad er det som æ::h er  der   nogle steder
               What is it that u::h are there some places

547            hvor  hvor- (0.5) æ::h hvor der kan være (0.5)
               where where- (0.5) u::h where there can be (0.5)

548            æ::h  ting som     er  er måske (.)
               u::h things which are are maybe (.)

549            er vanskelige til at      (0.3) få=
               are difficult to  to(INF) (0.3) get=
               are difficult to to  (0.3) reach=

550            =Er der   nogle mål  som .hh  som   ser  ud til
               =Are there some goals which .hh which looks out to
               =Are there some goals where .hh where it looks like

551            der er   nogle forhindringer før   man ka-
               there are some  obstacles     before one ca-
               there are some  obstacles     before you ca-

552            kan nå     dem=Er der   et eller   andet=Er der
               can reach them=Is there one or    another=Is there
               can reach them=Is there something=Is there

553            et sted der   man kan sætte ind,
               a place there you can act   in,
               somewhere there you take action

554            (0.4)

555    Coa:    Ja
               Yes

556    Cli:    F:ordi   at  at  det er jo
               B:ecause that that that is ADV
               B:ecause that that that is
```

```
557            det  coaching (.) gør.
               what coaching (.) does.
               what coaching (.) does you know.

558            Altså jeg kan hjælpe med at sætte ind de steder
               PRT   I can help  with to act   in those places
               That is I can help to take action in those places

559            hvor  der   er (0.6) ø::h problemer i at nå,=
               where there is (0.6) u::h problems in to reach,=
               where there are problems reaching,=

560            =Enten hvis man ikke er helt       klar  over
               =Either if you not  are completely aware about

561    Cli:    hvilken værdier giver det egentlig i firmaet.
               which values   gives  it  really   in company_the.
               which values it really gives in the company.

562            (0.5)

563    Coa:    Ja
               Yes

564            (0.4)

565    com:    ((coach points his finger at client after "Ja"))

566    Cli:    Og øh hvilke ø:::h hvilke: m:: øh mål
               And uh which u:::h which:  g:  uh goals

567    Cli:    har vi   helt     klart (0.5) for firmaet.
               have we completely clear (0.5) for company_the.
               do we obviouly have (0.5) for the company.

568            (0.9)

569    Cli:    Ikke  >Altså selvfølgelig< kender de  nok
               Rigth >PRT of course<      know  they undoubtedly
               Right >Well of course< they undoubtedly know

570    Cli:    deres mål men især        den der med (.)
               their goals but in particular that there with (.)
               their goals but in particular that concerning (.)

571            med ø::hm (.) hvilke værdier,
               with u::hm (.) which values,
               concerning u::hm (.) which values,

572            (1.4)

573    Cli:    æ:::::hm:: hhh
               u:::::hm:: hhh

574            (1.5)

575    Cli:    Ja.
               Yes.

576    Coa:    [.mt .hh (Hvo- hva-) Forestiller du dig
               [.mt .hh (Whe- Wha-) Imagine    you yourself [.mt
               .hh (Whe- Wha-) Do you imagine that that
```

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577    com:    [((Coach lifting his right hand so both hand are
578                raised in front of his chest slightly pointing
579                towards the client.))

580    Coa:    at   at   °at   æh° (0.7) din hjælp til ham
                that that °that uh° (0.7) your help to him

581            er er projektorienteret?
               is is project oriented?

582            (1.6) ((Client looking intensely at coach))

583            Forestiller du dig    at  du  kan være
               Imagine you yourself that you can be
               Do you imagine that you can be

584            'n en s:upport *æh for en projektgruppe (.) i
                a  a s:upport uh for a project_group (.) in
                a  a s:upport *uh for  a project group (.) in


585            hans virksomhed der   øger
               his company which increases
               his company which will increases

586            kommunikationen når du hjælper.
               communication_the when you help.
               their communication when you help.

587            (1.0)

588    Cli:    °mm°

589    com:    ((Client sits up straight not leaning as much
590            forward towards the coach as before. Gaze shifts
591            from coach to the middle distance.))

592            (2.0)

593    Coa:    Hvordan forestiller du  dig    at   at  (0.2)
               How     imagine   you yourself that that (0.2)
               How do you imagine that that (0.2)

594            at   at   din måde at give ham hjælp på
               that that your way to give him help on
               that that your way of helping him

595            skal foregå,=Er det .hhh overordnet
               will be,=Is it  .hhh overall
               will be,=Is it overall

596            for  hele  firmaet    eller kan det v-
               for entire company_the or    can it  b-
               for the entire company or can it b-

597            >er det< projektorienteret.==Hvordan forestiller
               >is it< project_oriented.==How     imagine
               is it project oriented.==How do you imagine

598            du  dig    at   at  [din indsats
               you yourself that that [your performance
               that that your performance

599    Cli:                              [.hhh
```

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600    Coa:    kan være målbar      for ham,
               can  be  measurable for him,

524    com:    ((Coach lowers his hand, placing them in his lap))

601    Cli:    Det kommer      lidt   an på hvad hans:
               That depends a litttle    on what his:
               That depends a little on his:

602            øh hvad han har brug for et eller andet (.) [st ]ed.
               uh  what he has  need of one or  another(.) [pla]ce.
               uh what he needs really.

603    Coa:                                              [Ja ]
                                                         [Yes]

604    Cli:    Fordi hvis .hh hvis han har det sådan  at  lige
               Because if .hh if   he has it    ADJ   that just
               Because if .hh if it is like this that

605            i  øjeblikket der har    de   nogen: (0.5)
               in  moment_the there have they some (0.5)
               at present they have some (0.5)

606            Måske °*altså° det er også    ren        hypotese
               Maybe °*PRT°   this er also strictly hypothesis
               Maybe well this is also a complete hypothesis

607            Hvis de   har  nogle .hh nogle ø::hm:
               If   they have some  .hh some  u::hm:
               If they have some .hh some u::hm:

608            *ø::h °hvad hedder det°
               *u::h °what  called it°
               *u::h what's it called

609            problemer i nogle teams der   kører,
               problems in some teams  which runs,
               problems in some teams running

610            .hh så kunne   jeg jo >gå d-< gå ind der.
               .hh then could I  ADV >go t-< go in there.
               .hh then I could you know intervene there.

611    Cli:    Hvis de har nogle ø::h .hhh ø::hm:: (0.7)
               if they have some u::h .hhh u::hm:: (0.7)

612            for eksempel nogle generelle problemer med at at
               for instance some  general  problems with that that

613            hver gang de   kommer ud i   et projekt
               every time they come   out on a   project

614            så fungerer   det mange gange sådan
               then functions it  many time  ADV
               then it often works such

615            .hh at    der kommer nogle retsager
               .hh that there becomes some trials
               .hh that there will be some trials

616            at    der bliver noget   u[enig]hed
               that there becomes some  disa[gree]ment
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617    Coa:                                    [Ja  ]

618    Cli:    =så kan man   måske gå ind der.=
                =then can you maybe go in there.=

619    Cli:    =Og   d-  det- det  tror jeg er et sted
                =And th- that- that think I  is a  place
                And th- that- that I think is a place

620            hvor   hvor (0.5) sådan nogle
                where  where (0.5) such  some
                where where (0.5) such

621    Cli:    rådgivningsvirksomheder [har problemer måske.=
                counselling_companies   [have problems maybe.=
                counselling companies have challenges maybe.=

622    com:                            [((coach uncrosses his
623            legs and leans towards the client))

624    Coa:    =Hvilke spørgsmål kan du [bruge til
                =Which questions can you [use  to

625    com:                             [((coach leans back in his
626                                        chair))

627            at  afdække (.) hans behov.
                toINF identify (.) his needs.
                identify (.) his needs.

628    Cli:    .hhhhh woaw [hhhha↑ha[haha↓ha

629    com:                 [((Client leans back in chair and places
630                           hands over her face while laughing))
631                            [leans forward towards coach

632    Cli:    [tsk [.hhhh æ:::hm:::: .hhhh

633    com:    [does a thumbs up
634             [sits back in her chair

635    Coa:    [Du nævner   jo  selv
                [You mention ADV yourself
                 You mention yourself

636    com:    [((Coach picking up pencil and hold out is hand in
637             front of his chest as he speaks))

638    Coa:    at   du  vil  ramme hans værdier
                that you will target his values
                that you want to target his values you know

639            men hvilke spørgsmål kan du komme til
                but which questions can you come to
                but which questions can you use

640            at    afdække   de   .hh virksomhedens   værdier
                toINF identify those .hh company_the_GEN values
                to identify those .hh the values of the company

641            og hans problemer med.
                and his problems with.
                and his problems.
```

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642    Coa:    [Hvilke spørgsmål kan være (0.8) kan åbne ham,
               [Which questions can  be  (0.8)   can open him,
               [Which questions can be (0.8) can open him up,

643    com:    [((Coach lets his hand fall in his lap))

644            (10.0)

645    Cli:    .mt

646            (1.0)

647    Cli:    Jeg har lidt-  (0.3) Altså jeg har jeg har s::
               I  have little- (0.3) PRT   I  have I have s::
               I have a little- (0.3) Well I have I have s::

648            (1.1)

649    Cli:    .hh >Altså< nu nu   kan jeg s:: selvfølgelig
               .hh  PRT   now now can I s::  of course
               .hh >Well<  now now can I s::  of course

650    Cli:    hvis han har læst brochurerne så ved han   jo
               if he has read brochures_the then knows he ADV
               if he has read the brochures then he knows you know

651    Cli:    noget    om hvad coaching står   for
               something about what coaching stands for
               something about what coaching stands for

652    Cli:    for    det har  jeg jo  skrevet °i dem°.
               because that have I  ADV written in them.
               because I have written that in them you know.

653    Coa:    M:

654            (1.0)

655    Cli:    Ø::hm:
               U::hm:

656            (0.6)

657    Cli:    For ellers       så har jeg  sådan en følelse af
               Because otherwise then have I such  a  feeling of
               Because otherwise I have the feeling

658            at jeg bliver nødt    til
               that I become obliged to
               that I will have

659            at    fortælle ham om det først.
               toINF tell    him about it first.
               to tell him about it first

660            (0.3)

661    Cli:    For      at  han han forstår
               In order that he  he  understands

662    Cli:    hvad det (.) hvordan jeg (.) [kan] kan hjælpe .hhhh
               what it  (.) how     I  (.) [can] can help .hhhh
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663    Coa:                                     [Ja ]
                                                [Yes]

664    Coa:    Er det en del  af  disponeringen det her=
               It that a part of  plan_the        that here=
               It that a part of the plan

665    Coa:    =Fortæl først,
               =Tell first,

666    com:    ((coach holds out one finger, counting on fingers))

667            (0.8)

668    Cli:    Jamen   det tror jeg.
               Yes_but that think I.
               Yes, I belive it is

669    Cli:    Altså j- >i hvert fald< Først
               PRT   I- >at any rate<  Firstly
               That is I- >at any rate< Firstly,

670            allerførst          så   tror  jeg jeg skal
               in the first place then believe I   I   must
               as the very first I believe I must

671            spørge ind til (0.6) ø::hm::=ø:h hvad
               ask    in  to  (0.6) u::hm::=u:h what
               enquire about (0.6)  u::hm::=u:h what

672            han forstår    ved coaching
               he understands by  coaching

673    com:    ((coach turns to write in note block on table))

674    Cli:    og   om     øh de   brochurer har  afklaret det.
               and whether uh those brochures have cleared  that.

675    Cli:    .hhh ø:::hm::
               .hhh u:::hm::

676            (0.7)

677    Cli:    Også .hhh (.)   derefter    så- så  skal jeg
               And_then .hhh (.) thereafter then- then must I
               And then .hhh (.) thereafter then- then I must

678    Cli:    hvis han han æh Jeg kan mærke
               if   he he uh I can  feel
               if   he he uh  I sense

679            at  der  er nogle steder
               that there are some places
               that there are areas

680            hvor han måske ikke ved .hh nok
               where he maybe not know .hh enough
               where he may not know enough

681    Cli:    så   må  jeg (0.4) øh *give °en en øh en
               then must I  (0.4) uh *give °a  a uh a
               then I must (0.4) uh give a a uh a

682    Cli:    hvad hedder det° (.) en yderligere information.
```

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                  what called it°  (.)  a further information.
                  what is it called (.) additional information.

683    Coa:      .mt .hh [Hvordan kan du: æ:h (0.5)
                  .mt .hh [How     can you: u:h (0.5)

684    com:             [((coach moves his right hand from the notes
685               to a position in front of his chest))

686     Coa:     [Kan du  supplere, (0.5)
                  [Can you supplement, (0.5)

687      com:    [((Coach raises hand slightly and drops it to
688               initial position at the stressed marked part of
689               'supplement'))

690     Coa:     Hvordan kan du supplere din brochure,
                  How can you supplement your brochure,

691               (0.6)

692    Cli:      [°(.mt) .hhh°]

693    Coa:      [Så du ikke ]sidder og læser op=
                  [So you not ]sit   and read up=
                  [So you are ]not reading aloud=

694    Coa:      =>Hvordan kan du supplere    den,<[
                  =>How       can you supplement it,< [

695    com:                                 [((Coach drops his
696               hand and returns it to the notes on the table and
697               begins writing

698    Cli:      Jamen    det vil være at jeg giver ham yderligere
                  Yes_but that will be that I give him further
                  Yes well that will be that I give him further

699               (0.3)

700    Cli:      *æh Og det kunne være den  der
                  *uh And that could be that there
                  *uh And that could be that

701               meget korte (0.5) salgstale fre- fra for eksempel
                  very short (0.5) sales_speech fre- from for instance
                  very short (0.5) sales_speech fre- from for instance

702               forretningsplanen jeg har lavet.
                  business_plan_the I have made.
                  the business plan I have made.

703    Cli:      .hhh Altså den  der   med med   hurtig
                  .hhh PRT   that there with with quick
                  .hhh That is that one with with quickly

704               hvad coaching står for
                  what coaching stands for

705    Coa:      m:[: ]

706    Cli:       [Og ] så  også hvad hvad det kan (.)
                   [And] then also what what it can (.)
                   [And] then also what what it
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707              kan hjælpe generelt med.
                 can help in general with.
                 in general can help to do.

708      Cli:    .hh Og  så  kan jeg spørge *æh  om   han føler
                 .hh And then can I  ask    *uh whether he feels
                 .hh And then I can ask uh whether he senses

709      Cli:    at  der  er  nogle steder i i  de teams  der kører
                 that there are some places in in the teams that runs
                 that there are some places in in the running teams

710      Cli:    eller om    der er nogen steder
                 or whether there are some places

711      Cli:    hvor tingene      sådan   traditionelt ligesom
                 where things_the in a way traditionally like
                 where things in a way tradininally line .hh
                 u:::hm::

712      Cli:    .hh ø:::hm:: at  der  der er  nogen
                 .hh u:::hm::that there there are some

713      Cli:    .hh problemstillinger eller nogen mål
                 .hh challenges          or   some  goals
                 .hh challenges or some goals

714              der  bliver (0.5) .mt forsinkede,
                 which become (0.5) .mt delayed,
                 which are (0.5) .mt delayed,

715              (0.4)

716      Cli:    På grund af nogle øh samarbejdsproblemer
                 Due to      some uh  cooperation_problems
                 Due to some uh co-operative difficulties

717              eller .hhh eller andet.
                 or    .hhh or     other.
                 or .hhh or other.

718              (0.5)

719      Cli:    Og det  er så   .hh både med ham=
                 And that is then .hh both with him=
                 And that is then both concerning him=

720      Cli:    (>og me-<) også >med< me::d   med øh  andre firmaer.
                 (>and wh-<)also >with< wi::th with eh other
                 companies.

721      Coa:    Hvis nu jeg skriver >at at at<     øh første step
                 If  now I write      >that that that< uh first step
                 If I now write >that that that< uh first step

722      Coa:    det er (0.5)  hans forståelse   af coaching,
                 that is (0.5) his  understanding of coaching,

723      Cli:    Ja
                 Yes

724      Coa:    æh Læst brochure,
                 uh Read brochure,
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725    Cli:    Ja
               Ja

726    Coa:    [Og ev  ]entuelt
               [And pos]sible

727    Cli:    [Og y  ]
               [And f ]

728            (0.4)

729    Cli:    Yderligere information ja
               Further information    yes

730    Coa:    Yder[ligere informa]tion=
                Fur[ther informa  ]tion=

731    Cli:        [fra mig      ]
                   [from me      ]

732    Cli:    =Mundtlig
               =Oral

733            (0.8)

734    com:    ((Coach is writing, client is looking at paper))

735    Coa:    Mundtlig
               Oral

736    Cli:    mhm::

737            (7.8) ((coach is writing))

738    Coa:    Hvordan kan anden  (0.7) andet  trin så være.
               How     can second (0.7) second step then be.
               How can the second (0.7) the second step then be.

739    Cli:    .hh [Det ]
               .hh [That]

740    Coa:        [Hvad] skal det bestå    af.
                   [What] must it consist of.

741    Cli:    Det er så   e- en- en afdækning    af
               That is then a- an- an identification of

742            hvor jeg kan hjælpe ham.
               where I can help him.

743    Cli:    Altså hvilke steder i firmaet
               PRT   which  places in company_the
               That is which  places in the company

744            .hhh eller i grupperne i   firmaet
               .hhh or    in groups_the in company_the
               .hhh or in the groups within the company

745    Cli:    eller (.) ø::h i hvilke relationer (0.3) ka-
               or    (.) u::h in which relations  (0.3) ca-

746    Cli:    kan øh coaching være en god idé.
               can uh coaching be   a   good idea.
```

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747    Coa:    Altså hvis jeg skriver afdækning     af behov¿
               PRT   if  I   write   identification of needs¿
               So    if  I   write   identification of needs¿

748    Cli:    Ja
               Yes

749    Coa:    relationer,
               relations,

750    Cli:    Mm:m:

751            (2.0)

752    com:    ((coach is writing and both are looking at the
753            notebook))

754    Cli:    Relationer og ø::h .hhh (.) ø::hm:: te::ams=
               Relations and u::h .hhh (.) u::hm:: te::ams=

755    Cli:    =Ja det   relationer er det jo  men ø::h
               =Yes that relations is it   ADV but u::h
               Yes that relations it is you know but u::h

756            (1.0)

757    Coa:    Team
               Team

758    Cli:    Ja
               Yes

759            (1.5)

760    Coa:    .hh [Kan du  vise din egen (.) faglige
               .hh [Can you show your own (.) professional

761     com:       [((Coach raises both hands from the notes and
762            hold them in streched out in front of his chest))

763     Coa:    baggrund (0.2) undervejs her.=>°Hvord- Hvordan°
                background (0.2) during   here.=>°Ho-   How°
                background (0.2) during this.=>°Ho- How

764             [°kan< du:°  (.hh) >For<     du sidder jo
                [°can< you:° (.hh) >Because< you sit   ADV
                 °can< you:° (.hh) >Because< you are you know

765     com:    [((Client turns gaze away from coach looking down
766            and turn head slightly to her right, turning gaze
767            towards the notes on the table.))

768    Coa:    og  fortæller om  en masse her,
               and tell     about a  lot here,
               telling a lot here,

769    Cli:    Ja
               Yes

770    Coa:    æh der   [egentlig indikere    at   du]
               uh which [actually indicates that you]

771    Cli:            [.hhhh                  Ja.]
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                        [.hhhh                Yes.]

772            har   en baggrund=
               have  a   background=

773    Cli:    =[Ja-
               =[Yes-

774    com:     [((Client sits up straight in her chair))

775    Coa:    =[Hvordan kan du  vise det  [også,]
               =[How     can you show that [also,]

776    Cli:                                [Det ] har  jeg
                                           [That] have  I
                                           [That] I have

777            Det  [har jeg heldigvis (.)
               That [have I fortunately (.)
               I have fortunately (.)

778    com:         [((coach begins lowering his right hand))

779    Cli:    £skrevet ned  på bro(h)churerne£
               £written down on bro(h)chures_the£
               £written that down on the bro(h)chures£

780    com:    ((coach is showing thumbs up))

781    Cli:    .hhh Så j- jeg har  I brochurerne
               .hhh So I- I   have In brochures_the
               .hhh So I- I have In the brochures

782            der   [står  ] ø:::hm::
               there [stands] u:::hm::
               it says u:::hm::

783    Coa:          [°Ja° ]
                     [°Yes°]

784    Cli:    *øh hvad jeg er i gang     med.
               *uh what I   am i progress with.
               *uh what I am doing at the moment.

785            Der står    jeg har  (.) (æh) den første
               There stands I   have (.) (uh) the first
               There it says I have (.) the first

786            coachinguddannelse og så    a-  jeg er
               coaching_education and then th- I   is
               coaching education and then th- I am

787            i gang     med  den her   ICC.
               in progress with this here ICC.
               doing this ICC

788    Coa:    Ja=
               Yes=

789    Cli:    =Og at jeg  påtænker (0.2) °at at gå videre
               =And that I intend   (0.2) °to to go further
               =And that I intend (0.2) to to continue

790            med   masteren°.
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                    with master_the°.
                    with the master.

791   Coa:    Ja.
              Yes.

792   Cli:    Så det det står.
              So it it   stands
              So it it is written.

793           (0.5)

794   Cli:    Og det   vil han kunne   (.) kunne   læse.
              And that will he be_able (.) be_able read.
              And he will be able to read that.

795           (0.4)

796   Cli:    °Så° .hhh Altså jeg (0.9) jeg regner med a-
              °So° .hhh PRT   I   (0.9) I   count  on th-
              °So° .hhh That is I (0.9) I count on th-


797           Jeg £håber jo  at  han har læst
              I   £hope  ADV that he  has read
              I hope you know that he has read

798           de   der£ [hhhe]he .hhhh
              those there£ [hhhe]he .hhhh
              those hhhehe

799   Coa:                [Ja ]
                          [Yes ]

800   Cli:    Men det  vil jeg jo  spørge ham om.
              But that will I  ADV ask    him about.
              But I will ask him about that you know.

801           [Og ] hvis han ikke::: har det så   vil jeg
              [And] if   he  no:::t  has that then will I
              [And] if he has no::t then I will

802   Coa:    [( )]

803   Cli:    så-   >skal det< være i den der
              then- >must it<  be   in that there
              then- >it must< be in that

804           yderligere information  .h[hh  også.
              futher    information    .h[hh also
              further information.

805   Coa:                              [Ja
                                        [Yes

806   com:    ((After the cut off så- client points to the paper))

807   Cli:    Fordi   så  må jeg starte med
              Because then must I begin with
              Because then I must begin with

808           at give en introduktion om  mig selv
              to give an introduction about my self
              giving an introduction about myself
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809              (0.2)

810    Cli:     Altså hvad kan jeg.
                PRT   what can I.
                That is what do I do.

811              (0.8)

812    Cli:     Og så ø:::h   logiske (.) årsager til=
                And then u:::h logical (.) reasons to=

813    Cli:     =at  han skal  vælge (0.3) coaching.
                =that he  should choose (0.3) coaching.

814    Cli:     .hhh Og så:    eventuel noget sa:lgsmæssigt
                .hhh and then: possibly some  sa:leswise
                .hhh and then: possibly something sa:leswise

815    Coa:     Hvordan tror  du at   at  første trin
                How     think you that that first step
                How do you think that that the first step

816              i i  dispositionen her=Hvordan tror du
                in in plan_the here=How    think you
                in in the plan here=How do you think

817    Coa:     det får  størst  effekt °på ham.°
                it  gets biggest effect °on him.°
                it will have biggest effect on him

818              (0.9)

819    Coa:     Sådan længdemæssigt hastighedsmæssigt.
                That is lenghtwise  pacewise.
                That is lengthwise  pacewise

820    Cli:     .hhh œ:::hm:: (0.8) jeg tror  det skal være kort,
                .hhh e:::hm:: (0.8) I   think it   must be   short,
                .hhh e::hm:: (0.8) I think it has to be short,

821    Cli:     Fordi  .hh at   når je:g (0.4) .mt ringer til ham
                Because .hh that when I   (0.4) .mt phone   to him
                Because .hh that when I (0.4) .mt phone him

822    Cli:     så   er det jo  ikke sikkert at  han lige har tid
                then is it  ADV not  sure    that he just has time
                then it is not sure you know that is has time

823    Cli:     =til at    °snakke med mig°.
                =to  toINF °talk   with me°.
                =to °talk to me°.

824              (.)

825    Cli:     °O:g° det kan også være at han .hhhh altså: ø::h
                °A:nd° it  can also be that he  .hhhh PRT u::h
                °A:nd° it  can also be that he .hhhh well: u::h

826    Cli:     Han vil  i hvert fald nok     gerne tilbage til
                He  will in any case probably like  back    to
                He will in any case probably like to go back to

827    Cli:     sit arbejde kunne man forestille sig.
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                        his work      could you imagine yourself.
                        his work you could imagine.

828     Cli:    Så jeg tror at at ø::h jeg skal gøre det så kort
                So I think that that u::h I must do  it  so short
                So I think that that u::h I have to must do as short

829     Cli:    jeg kan  men alligevel    så uddybende.
                I   can  but nevertheless as elabotated.
                as I can but nevertheless as clear.

830     Cli:    Altså jeg skal forberede .hhh at jeg få sagt det
                PRT    I must prepare    .hhh that I get said that
                That is I must prepare .hhh that I say what

831     Cli:    jeg gerne (0.4) vil sige.
                I   like  (0.4) will say.
                I would like to say.

832             (1.0)

833     Coa:    Den snak her om disposition forestiller du dig
                This talk here about plan    picture    you  yourself
                This here talk about planning do you picture

834     Coa:    at   det er til tele↑fonsamtalen
                that that is to telephone_conversation_the
                that it is for the telephone conversation

835             eller til ↓mødet.
                or to ↓meeting_the.
                or for the meeting.

836     Cli:    >Det tel-<  Det er  til telefonsamtalen.
                >That tel-< That is for telephone_conversation_the.
                >That tel-< That is for the telephone conversation

837     Coa:    Det er  til telefonsam[ta ]len?
                That is for telephone_conversation_the?
                That is for the telephone conversation?

838     Cli:                           [Ja ]
                                        [Yes]

839     Cli:    .hh For det er det allerførste der skal ske.
                .hh For that is the very_first that must happen.
                .hh For that is the very first thing to happen

840             (0.6)

841     Cli:    Og så    v- Jeg regner med  han først vil  have
                And then v- I count    with he  first will have
                And then v- I expect he will    only

842     Cli:    et møde  hvis jeg kan .hh redegøre for at han
                a meeting if   I can  .hh account  for that he
                meet if I can account for that he

843     Cli:    virkelig har brug for mig nogle steder
                really have need for me some places
                really needs me somewhere

844             i sin (.) i *ø::h (.)  øh organisationen.
                in his (.) in *u::h (.) uh organisation_the.
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                     in his (.) in u::h (.)uh the organisation.

845    Coa:    .mt

846            (8.0)

847    com:    ((coach is first looking at client than gazing up,
848              then writting on his noteblock))

849    Coa:    Hvad er målet     med telefonsamtalen.    ((17:30))
               What is goal_the with telephone_conversation_the.
               What is the goal with the telephone conversation.

850    Cli:    Det er at   få (0.2) den  samtale.
               That is to get (0.2) that talk.

851    Cli:    °Den den .hhh°
               °That that.hhh°

852    Cli:    Så det jeg skal det er at s:ælge (0.4)
               So that I  must that is to s:ell (0.4)
               So what I must do is to s:ell (0.4)

853            så jeg får (0.3) mødet.
               so I  get (0.3) meeting_the.
               so I will get (0.3) the meeting.

854            (0.5)

855    Coa:    TELEFONsamtalens              mål  er
               TELEPHONE_conversation_theGEN goal is
               The goal of the telephone conversation is

856    Cli:    At sælge så jeg får mødet.
               To sell so I get meeting_the.
               To sell so I will get the meeting

857            (0.6)

858    Coa:    At f:å (.) mødeaftale.
               To g:et (.) meeting_agreement.
               To g:et (.) a meeting

859    Cli:    Ja
               Yes

860            (0.8)

861    Cli:    Og det er der   (.) [Faktisk  så er det  [der
               And it is there (.) [Actually then is it [there
               And it is there (.) [Actually then it is [there

862    com:                        [((Client streches out her hand
863            and points at the notes on the tables.))

864    com:                                            [((Client
865            taps finger on notes))

866    Cli:    jeg skal sælge .hh ø::h coachingen.
               I must sell .hh u::h coaching_the.
               I must sell .hh u::h the coaching.

867            (0.4)
```

```
868    Cli:    Altså det er  [der æ::h   *a:[:
               PRT   it is  [there u::h *a:[:
               That is it is [there u::h *a::

869    com:                 [((Coach stops writing and turns to
870            client))

871    Coa:                                 [Hvor lang tror du
                                            [How  long think you
                                             How  long do you think

872            den telefonsamtale kan blive,
               that telephone_conversation can become,
               that telephone conversation can be,

873    Cli:    Den bliver nok    meget kort [egent ]lig.
               It  become probably very short [actual]ly.
               It will probably be very short actually.

874    Coa:                                 [Ja   ]
                                            [Yes  ]

875    Cli:    Fem til ti   minutter HØJST altså
               Five to ten minutes   TOPS  PRT
               Five to ten minutes   TOPS  that is

876    Coa:    Hvor meget tror du   så   der  er plads til
               How  much  think you then there is room to
               Then how much time do you think there is

877    Coa:    at   få  gennemgået brochurer og lignende.
               toINF get over_gone brochures and such.
               to go over brochures and such.

878    Cli:    Jamen   det er  der   ikke.
               Yes_but that is there not.
               Well there isn't.

879            (0.3)

880    Cli:    Rigtig. .hh[hh                  [hhhh
               Really. .hh[hh                  [hhhh

881    Coa:               [Hvordan kan vi så   [tease ham
                          [How     can we then [tease him
                          [Then how can we tease him

882            på f- fem maksimalt (0.2) ni   et halvt minut
               in f- five maximum   (0.2) nine a  half  minute
               in f- five maximum (0.2) nine and a half minute

883            <til  at   sige> (0.6) Her  er min kalender, (0.6)
               <to   toINF say> (0.6) Here is my calender,  (0.6)
               <to say> (0.6) Here is my calender, (0.6)

884            Vi aftaler en mødedato    nu.
               We arrange a meeting_date now.
               We will arrange a meeting now.

885            (1.1)

886    Coa:    Hvordan kan du gøre det.
               How     can you do that.
```

```
887    Cli:    Æ:::hm::
               U:::hm::

888            (6.9)

889    Cli:    .mt .hh Altså jeg kunne gøre
               .mt .hh PRT   I   could do
               .mt .hh Well I could do

890            det (.) måske me:d (0.8)
               it  (.) maybe wi:th (0.8)
               it (.) maybe wi:th (0.8)

891    Cli:    Er du k-  Er  du  klar  over  hvilke muligheder
               Are you k- Are you clear over  which  opportunities
               Are you a- Are you aware about which opportunities

892    Cli:    der ligger i coaching.
               there lies in coaching.
               there lies within coaching.

893    Cli:    At æ:h   .hh vi kan.
               That u:h .hh we can.

894    Coa:    .hhh Kan det omformuleres ti:l (.)
               .hhh Can that be rephrased to:  (.)
               .hhh Can that be rephrased to:  (.)

895            til noget   der  er mere aktivt?
               to something that is more active?

896    ?:      fhhhh

897    Cli:    m::: (.) .hh Jeg kunne utrolig   godt tænke mig
               m::: (.) .hh I   could  incredible well think me
               m::: (.) .hh I would very much like

898    Cli:    at vise dig (.) hvilke muligheder
               to show you (.) which opportunities

899            du vil   få  med coaching.
               you will get with coaching.
               you will have with coaching.

900            (0.3) ((Coach nods))

901    Cli:    Kan vi æ::h tage
               Can we u::h take
               Can we u::h have

902            et uforpligtigende møde    om   det.
               a non-commital    meeting about that.
               a non-commital     meeting about that.

903            (0.6)

904    com:    ((during silence coach lifts his arms above his
905            shoulders so they aligned with his face and lowers
906            them almost slamming them towards his knees.
907            Client smiles?))

908    Coa:    BINGO

909    Cli:    hhhh ha↑hahahaha↓hahh °↑ha°
```

```
910    Coa:    JEG VIL JEG VED JEG KAN.
               I   WIlL I  KNOW I   CAN.
               I WANT TO I KNOW I CAN.
911    Cli:    M:m::

912    Coa:    ↑JA
               ↑YES

913    Cli:    M:m::

914            (2.2)

915    Coa:    [Hvor hvor  ]
               [Where where]

916    Cli:    [£Skriver du] ikke det  ned
               [£Write   you] not  that down
                Will you not write that down

917            for det vil   jeg meget gerne lige£ [hhhh] haha
               for that will I   very   much  just£ [hhhh] haha
               for that I would very much like just£ hhhh haha

918    Coa:                                    [Okay]

919    Coa:    Sig det i[gen ].
               Say  it a[gain].

920    Cli:            [.hhh] £Jamen   det  ved jeg ikke
                       [.hhh] £Yes_but that know I   not
                        .hhh Yes but I do not know

921            om     jeg kan£.  .hh ø::hm:: (0.9) .nfh
               whether I   can£.  .hh u::hm:: (0.9) .nfh
               whether I can .hh u::hm:: (0.9) .nfh

922            Je- øh (1.0) Jeg vil meget gerne
               I- uh (1.0) I will   very  like
               I- uh (1.0) I would very much like

923            fortælle dig (0.5) mere om    coaching
               tell     you (0.5) more about coaching

924            og hvad det kan gøre (ved/for) dig.
               and what it can do   (to/for)  you.

925            .hh Så *øh kan vi tage et uforpligtigende møde,
               .hh So *uh can we take a  non-committal    meeting,
               .hh So uh can we have a non-committal meeting,

926            (0.8) hvor jeg fortæller dig om    det.
               (0.8) where I tell       you about that.

927            .hh Det synes jeg bare ikke lød
               .hh That think I  just not sounded
               .hh I just don't think that sounded

928            lige så godt som det første.
               just as good at  the first.
               as well as the first.

929            (2.5)
```

```
930    Cli:    hhhng ((snort))

931            (6.3)

932    com:    ((during silence coach writes and client looks at
933             him))

934    Cli:    >Jeg vil< vise dig
               >I   will< show you
               >I   want to< show you

935            hvad coaching kan gøre i din (0.3) virksomhed.
               what coaching can do  in your (0.3) company.

936    Coa:    [m::]

937    Cli:    [for] din virksomhed.
               [for] your company.

938            (0.6)

939    Cli:    Ø::hm::

940            (2.8)

941    Cli:    Kan vi tage et uforpligtigende møde   om    det.
               Can we take a non-committal   meeting about that.
               Can we have a non-committal   meeting about that.

942            (4.0)

943    Coa:    Kan gøre for (.) din  (0.3) [virk]somhed.
               Can do   for (.) your (0.3) [ com]pany.

944    Cli:                                [Ja  ]
                                           [Yes ]

945    Cli:    Ja
               Yes

946            (4.0)

947    com:    ((During silence coach is writing and client is
948            looking at the notes he writes.))

949    Coa:    Kan du sætte øh tid på
               Can you put  uh time on
               Can you tell him how long

950            mødets          varighed for ham,
               meeting_the_GEN duration for him,
               the meeting is going to last,

951            (0.9)

952    Cli:    .hhh æ::hm:: Jeg vil sige
               .hhh u::hm:: I   will say

953            det vil tage (0.8) omtrent en halv times    tid.
               it will take (0.8) about   a  half hour_GEN time
               it will be about half an hour

954            (1.6)
```

```
955   Cli:    Hvis han ikke har tid
              If   he  not  has time
              If he has not got the time

956           så kan  jeg måske gøre det på et kvarter.
              then can I  maybe do   it  in a quarter.
              I may be able to do it in fifteen minutes.

957           (0.4)

958   Coa:    NEJ
              NO

959           (0.6)

960   Coa:    >Du< kan  ej.
              >You< cannot.

961           (0.2)

962   Coa:    Ouw [hhh=
              Ups [hhh=

963   ges:        [coach slaps his hand on his mouth

964   Coa:    =[he he he]

965   Cli:    =[hh ha ha] ha ha HA HA ha [ha ha ]

966   Coa:                               [Kan vi] t:age
                                         [Can we] t:ake
                                          Can we  have
967           (0.2)

968   Cli:    .hhh en halv [times møde  ]
              .hhh a half  [hour meeting]

969   Coa:                 [Kan vi   af]tale
                           [Can we   ar]range

970   Cli:    Ja et halv times møde.
              Yes a half hour meeting.

971   Coa:    Et møde.
              A  meeting.

972           (0.7)

973   Cli:    På en halv times    tid,
              On a half hour_GEN time,
              About half an hour

974           (3.2)

975   com:    ((coach is writing))

976   Coa:    °m°

977           (0.7)

978   Cli:    Jah
              Yeah

979           (1.8)
```

47

```
980    com:     ((during silence coach is nodding))

981    Coa:     .hhhh Så (0.7) FREdag
                .hhhh So (0.7) FRIday

982    Cli:     Ja
                Yes

983             (0.4)

984    Cli:     Der laver jeg f:[::   ]
                There do I    f:[::   ]
                There I will do f:::

985    Coa:                    [Der ] er tanken      at ringe.=
                               [There] is thought_the to call=
                                The thought is to call=

986    Cli:     =[Ja ]
                =[Yes]

987    Coa:      [Er ] aftalen      Der  er din  opgave=
                 [Is ] agreement_the There is your assignment=
                  The agreement     That your assignement is=

988    Cli:     =m:m=

989    Coa:     =at ringe til ham,
                =to call to him,
                =to call him,

990    Cli:     m:m:

991             (0.3)

992    Coa:     Med det  formål  i  telefonsamtalen
                With the purpose in telephone_coonversation_the
                With the purpose in the telephone coonversation

993             at få en mødeaftale.
                to get a meeting_agreement.
                to arrange a meeting.

994    Cli:     Ja.
                Yes

995             (1.6) ((Client nods))

996    Coa:     .hh En indgangsvinkel er (1.3) den her
                .hh An entry_point    is (1.3) that here
                .hh A starting point is (1.3) that this

997             den skal være med,
                it  must be with,
                it must be a part of it,

998    com:     ((During the inbreath the coach turns his head
999             toward his notes and point at paper as his start his
1000            turn, during the pause (1.3) he looks from paper
1001            to client and back to paper))

1002   Cli:     Ja
                Yes
```

```
1003              (0.8)

1004    Coa:      At jeg vil gerne vise dig hvad coaching kan gøre
                  That I will like show you what coaching can do
                  That I would like to show you what coaching can do

1005              for din virksomhed.
                  for your company.

1006    Cli:      Ja.
                  Yes.

1007    Coa:      Kan vi aftale  et møde.
                  Can we arrange a meeting.

1008    Cli:      Ja.
                  Yes.

1009    Coa:      Eventuelt kan vi aftale et møde på en halv time,
                  Possibly can we arrange a meeting on a half hour,
                  Possibly can we arrange a half hour meeting,

1010    Cli:      Ja
                  Yes

1011    Coa:      Afhængigt af stemningen    med ham.
                  Dependent on atmosphere_the with him.
                  Dependent on the atmosphere with him.

1012    Cli:      Ja.
                  Yes.

1013              (1.1)

1014    com:      ((Client is nodding))

1015    Cli:      Og  uforpligtigende det
                  And non-committal    that
                  And without any commitment

1016              synes jeg er [(m:)]
                  think I is   [(m:)]
                  I think that is (m:)

1017    Coa:                   [  U]forpligtigende
                               [Non-]commintal
                                Without any commitment

1018    Cli:      Fordi  [at at       ] så de   ikke æ:[:h  ] (0.3)
                  Because [that that    ] so they not  u:[:h  ] (0.3)
                  Because that that so they will not u::h

1019    Coa:              [Undskyld °ja°]               [Ja? ]
                          [Sorry    °yes°]               [Yes?]

1020    Cli:      Så de   ved  at   de   ikke skal betale.
                  So they know that they not  must pay.
                  So they know that they do not have to pay

1021              (6.6)

1022    com:      ((coach is writing, at end of silence he puts down
1023              his pen))
```

```
1024   Cli:    Ja   ((Client does a little nod))
               Yes

1025           (1.0)

1026   Coa:    MED DEN  opgave     [til] løsning
               WITH THAT assignment [to ] solving
               WITH THAT assignment to solve

1027   Cli:                        [m: ]

1028   Cli:    m::

1029           (1.0)

1030   com:    ((during silence client nods))

1031   Coa:    der   synes jeg at  vi nåede   dertil   (0.5)
               there think  I that we reached there_to (0.5)
               I think that we reached the point (0.5)

1032           hvor vi  skulle i dag,
               where we should in day,
               we should reach today,

1033   Cli:    m:m?

1034           (0.2) ((client nods))

1035   Coa:    .hh Hvordan æ::h (0.8) hvordan får jeg besked om
               .hh How     u::h (0.8) how     get I   told    about
               .hh How will u::h (0.8) how will I know

1036   Coa:    at du    har haft °ringet.°
               that you have had called.
               that you have called

1037           (0.2)

1038   Cli:    .hh Jamen     der vil jeg De:r ringer jeg til dig.
               .hh Yes_but there will I  There call   I  to   you.
               .hh Yes well I will will I will call you

1039   Coa:    Du ↑ringer til mig,
               You ↑call to me,
               You will ↑call me

1040   Cli:    Ja
               Yes

1041           (0.4) ((client nodds))

1042   Coa:    F:redag.
               F:riday.

1043   Cli:    .hh ø::h Ja det   k- det k- ja   sådan   fredag,=
               .hh u::h Yes that c- That c- yes that is Friday,

1044   Cli:    =ja jarh  hhh Hi:[jov    ]
               =yes yeah hhh Hi:[yeah   ]

1045   Coa:                   [Hvornår] hvornår ringer
                               [When  ] when    call
```

                              When when do

1046   [du til ham] fredag,
                 [you to him] Friday,
                  you call him Friday,

1047   Cli: [.hhhhh   ] æ::ø:hm::
                 .hhhhh   u::u:hm::

1048   (1.8) ((client looking up in ceiling))

1049   Coa: Cirka.

1050   Cli: Jamen   s- om formiddagen,
                 Yes_but s- in morning_the,
                 Well   s- in the morning

1051   Coa: Formiddag.
                 Morning

1052   Cli: Mhm

1053   Coa: ↑°Godt°
                 ↑°Good°

1054   Cli: Og så   ringer jeg til dig (0.3) aften=
                 And then call I   to you (0.3) evening=
                 And then I call you (0.3) evening

1055   Cli: =elle::r eftermiddag eller aften.
                 =o::r   afternoon   or   evening.

1056   (0.3)

1057   Coa: Anytime
                 Anytime

1058   (0.2)

1059   Cli: Yes:

1060   (0.3)

1061   Coa: Det er en aftale.
                 That is an agreement.
                 That is a deal.

1062   com: ((coach streches his hand out towards client))

1063   Cli: Jar   hhhh [ha↑hahaha↓ha↑hahhhhh=
                 Yeah. hhhh [ha↑hahaha↓ha↑hahhhhh=

1064   com: [((client begins til move har hand towards coach's
1065   hand, reaches it and shakes it mid-laugh))

1066   Cli: =.hhhhh

1067   com: ((Coach takes pen writes a note puts pen down))

1068   (1.9)

1069   ((Client looks at coach writing nods as he puts
1070   pencil down, she looks at her wrist watch.))

                              51

```
1071   Cli:      £Det var  bare [skide godt£
                 £That was just [shitty well£ ((idiom))
                 £That was bloddy well£

1072   com:                       [((Client raises head from watch and
1073             looks at coach))

1074             @end
```

Appendix B: Transscript of ICC5_230507

Participants: Coa coach, Cli client, Obs observer,
              ? doubt of identity, com commentary
Filename: ICC5_230507.docx
Moviefile: ICC5_230507.mov
Transcriber: Anna Mark Diget
Transcription: Oct 2008.


```
1     Coa:    Ja  Hannesofie khrm vi sidder  jo  her
              Yes Hannesofie khrm we sit   you know here
              Yes Hannesofie khrm we are you know sitting here


2             fra  i går   også.
              from yesterday also.
              from yesterday also.


3     Cli:    Ja det   gør vi [ja ]
              Yes that do  we [yes]
              Yes we are yes


4     Coa:                    [og ] havde den  her  snak om    øh
                              [and] had   this here talk about uh
                               and had this talk about uh


5             at   du  gerne  ville forfølge et mål.
              that you gladly would pursue   a  goal.
              that you would like to pursue a goal


6     Cli:    Jah
              Yes


7     Coa:    Du  var også  inde på den  her  snak om
              You were also inn  on this here talk about
              You also touched upon ths talk about


8             at   øh du  ville forfølge et mål a↑lene,
              that uh you would pursue   a  goal a↑lone,
              that uh you wanted to pursue a goal a↑lone,


9             (0.4)


10    Cli:    Ja
              Yes


11            (0.2)


12    Coa:    Og  lige pludselig  blev   målet     også
              And just sudden      became goal_the also
              And all of a sudden the goal also became


13            øh °hvad hedder det
              uh what  calls  it
              uh what is it called


14            det  her  med  at   æ:h° jeg vil  gerne  tabe mig,
              this here with that u:h° I   will gladly lose me,
```

53

```
                 this about that u:h° I would like to lose weight,

15               (0.3)

16      Coa:     Femt[en kilo],
                 Fifteen kilos,

17      Cli:     [J::ah  ]
                 [Y::esh ]

18      Coa:     Overvejelsen       omkring    her
                 Consideration_the concerning here
                 The consideration here concerning

19               er det noget    specifikt jeg går efter
                 is it something specific  I   go  after
                 is it something specific I am pursuing


20               er det noget    generelt
                 is it  something general
                 Is it something general

21               .hhh ø::h var også inde billedet.
                 .hhh u::h was also in picture_the.
                 .hhh u::h was also an issue.

22      Cli:     Ja
                 Yes

23      Coa:     Der  var  mange ting   inde i det.
                 There were many  things inside it.
                 There were many things in it

24      Coa:     Men i hvert fald så   besluttede du
                 But in any  case then decided   you
                 But in any case you then decided

25               sådan   som jeg hørte i går at   øh vi skulle
                 PRT as  I   heard yesterday that uh we should
                 that is as I heard yesterday that uh we should

26               arbejde videre med   mål  og  værdier.
                 work    further with goals and values.
                 work further on goals and values.

27               (0.3)

28      Cli:     J:a.
                 Y:es.

29               (1.1)

30      com:     ((During silence client nods and coach begin his
31               next turn as eye contact is established))

32      Coa:     At de-    det-  det var  det.
                 That tha- that- that was it.

33      Cli:     Det er det.
                 That is it.

34      Coa:     Ja
                 Yes
```

```
35      Cli:    For     jeg tror jeg kan bruge det
                Because I   think I   can use    it

36              i  så  mange sammenhænge.
                in so many   contexts.

37      Coa:    Ja
                Yes

38              (1.2)

39      Coa:    Så hva::d tænker du lige nu, Er det det?  ((10.42))
                So wha::t think you just now, Is it  that?
                So what do you think now Is that it?

40              (.)

41      Coa:    [Eller hvad har du  selv]
                [Or    what have you self]
                Or what have you youself

42      Cli:    [.hh Jamen   je- je-   ] er meget i tvivl om
                [.hh Yes_but I-  I-    ] am much in doubt whether
                .hh Well I-  I- am doubting whether

43      Cli:    om      mit mål  det er
                whether my  goal it is
                whether my goal is

44              at   jeg vil  kunne fastholde et mål
                that I   will could stick_to  a goal
                that I want to be able to stick to a goal

45              og og   forfølge det altså nå    det.
                and and pursue   it  PRT   reach it.
                and and pursue it that is reach it.

46      Coa:    'a
                'es

47      Cli:    Jeg ved godt der   kan være ting
                I   know well there can be  things
                I well know there can be things

48              der gør     at   man ikke når    det.
                which entail that one not  reaches it.
                which entail that you do not reach it

49      Cli:    Men >altså<   at jeg gør de ting
                But >PRT<     that I do the things
                But that is that I do the things

50              jeg kan for at    nå målet.
                I   can to  toINF reach goal_the.
                I can to reach the goal

51      Cli:    At det ikke er mig selv det ligger hos
                That it not is me  self it lies    with
                That it is not something in me

52              hvis jeg ikke når det.
                if   I   not   reach it.
                if I do not reach it.
```

55

```
53      Cli:      .hhh Det er den  ene ting
                  .hhh That is the one thing
                  .hh that is one thing

54                og den anden  ting
                  and the other thing
                  and the other thing

55                det  er .hh[h    (d-) ]
                  that is .hh[h    (d-) ]

56      Coa:                 [D- Den  sk]al jeg lige have igen:
                             [T- That mu]st I   just have igen:
                              T- I did not catch that

57                Altså (0.7) skal det ligge hos  dig selv
                  PRT   (0.7) must it  lie   with you self
                  That is (0.7) must it be something within you

58                eller hvad var det [du sagde          ]
                  or    what was it  [you said          ]

59      Cli:                         [>Ja  det jeg siger]
                                     [>Yes that I say   ]
                                      >Yes what I am saying

60                der   er  j-<     Der   er selvfølgelig mål
                  there are y'kn-< There er of course     goals
                  there are y'kn-< Of course there are goals

61                man forfølger som-  hvor  der   kan
                  one pursues    which- where there can
                  you pursue which- where something can

62                komme noget   udefra som   gør     at   (.)=
                  come something out_from which entails that (.)=
                  come from the outside which entails that (.)=

63      Coa:      =Jaja   [(  )]
                  =Yesyes [(  )]

64      Cli:              [det ] kan vi ikke nå.=
                          [that] can we not reach.=
                           that we cannot reach

65      Coa:      =det kan  (vi jo ikke)
                  =that can (we PTR not)
                  =that can (we not you know)

66      Cli:      [Men hvis hvis                            ]
                  [but if   if                              ]
                   but if if

67      Coa:      [Det j- Det er   jo    så   hvad det er]
                  [That j- That is you know then what is it ]
                   That j- That is then what it is you know

68      Cli:      årsagen      til ikke at nå    målet
                  reason_the to not  to reach goal_the
                  the reason for not reaching the goal

69                er en eller anden barriere hos mig selv
                  is one or    other barrier  with me self
```

56

```
                is some barrier within myself

70    Coa:    Ja
              Yes

71    Cli:    Eller en manglende motivation
              Or    a    missing motivation

72            (0.2)

73    Cli:    Det øh  det-  (0.3) Det ønsker jeg ikke.
              That uh that- (0.3) That wish   I   not.
              That uh that- (0.3) That I do not want

74            (0.2)

75    Coa:    Nej
              No

76    Cli:    Hvis jeg hvis jeg (.) jeg sætter
              If   I    if   I (.) I    set
              If I if I (.) I set

77            mig    et mål  (0.4) Det er også okay for mig
              myself a  goal (0.4) It  is also okay for me
              a goal for myself (0.4) It is also okay for me

78            ændre (0.6) vigtigheden    af målet
              to change (0.6) importance_the of goal_the
              to change (0.6) the importance of the goal

79            så der   (så) kommer noget    andet ind foran
              so there (so) comes something other in  in_front
              so there (so) something else comes first

80    Coa:    m

81    Cli:    Men det må ikke være sådan    noget
              But it must not be    such   something
              But it must not be such a thing

82            at det bare  er slaphed
              that it just is leadenness

83            der   gør    at   jeg ikke når  mit mål
              which entails that I   not reach my  goal
              which entails that I do not reach my goal

84    Coa:    Nej (.) °okay°
              No (.)  °okay°

85    Cli:    >De:t de:t< den  jeg har det skidt med.
              >It's it's< that I   have it bad   with.
              >It's It's< that I feel bad about.

86    Coa:    Ja
              Yes

87    Cli:    At jeg ikke ø:h er vedholdende nok.
              That I not  u:h am persistent  enough.
              That I am not persistent enough.

88    Coa:    Ja
              Yes
```

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89      Coa:    Så det er slapheden       eller
                So it  is leadenness_the or
                So it the leadenness or

90      Cli:    De:t de:t den  je-
                It's it's that I-

91              De:t den jeg (.) jeg har det (0.4) Altså (0.8) Jeg
                It's that I  (.) I   have it (0.4) PRT   (0.8) I
                It's that I (.) I have it (0.4) Well (0.8) I

92              er bange  for.
                am afraid of.

93      Coa:    Ja
                Yes

94              (0.8)

95      Cli:    Det er  der  vi har  den   der  lille djævel
                It  is there we have that there little devil
                It is there we have that little devil

96              som   vi snakkede om
                which we talked  about

97      Cli:    [der   sidder omme   på ryggen   af mig o:g
                [which sits   behind on back_the of me a:nd
                [it sits on my back a:nd

98      com:    [((client raises her right hand towards her
99                 shoulder and points at her back))

100     Coa:    Ja
                Yes

101     Cli:    .hh siger jamen    æh (0.9)
                .hh says  yes_but uh (0.9)
                .hh says  well    uh (0.9)

102             det plejer  jo  ikke at gå.
                it  usually ADV not  to go
                it usually does not work you know.

103     Coa:    Nej=
                No=

104     Cli:    =Og  DER   hvor jeg så  er i tvivl
                =And THERE where I then am in doubt
                =And THERE where I am in doubt

105             når jeg sidder her og  sætter mål
                when I sit    here and set    goals
                then when I am setting goals

106             det er om     ∘om       om∘     mit mål
                it is whether ∘whether whether∘ my goal
                it is whether ∘whether whether∘ my goal

107             skal være det eller om    (1.0)
                must be   that or  whether (1.0)
                should be that or whether(1.0)
```

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108              .mt .hhh eller om  det er bedre
                 .mt .hhh or whether it is better

109              at prøve det af på et konkret mål.
                 to try   it  of on a concrete goal.
                 to try it on a specific goal.

110              Som jeg nu hvor jeg kommer ind til
                 As  I  now where I   come   in  to
                 as I now where I have found

111              at    det helt       dybtliggende
                 that  the completely fundamental
                 that the completely  fundamental

112              det som    jeg virkelig gerne  vil
                 that which I   really   gladly will
                 what I really would like to

113              det er  at tabe  mig     (.) femten kilo?
                 that is to lose myself (.) fifteen kilos?
                 that is to lose (.) fifteen kilos?

114    Coa:      'a
                 'es

115    Cli:      Det er  bare et- et tal    ikke,
                 That is just a-  a  number right,

116    Coa:      [Jojo   jov]
                 [yesyes yes]

117    Cli:      .h[hhhh     ]hh Eller om    jeg kan sige=
                 .h[hhhh     ]hh Or   whether I   can say=

118              hvis jeg nu gik efter  det andet mål
                 if   I  now went after the other goal
                 if I instead went for the other goal

119              [at ] kunne holde et mål
                 [to ] could keep  a goal
                 [to ] be able to reach a

120    Coa:      [°m°]

121    Cli:      >Det bliver bare så ab↑strakt.<
                 >That becomes just so ab↑stract.<
                 >That is just so ab↑stract.<

122    Coa:      Ja
                 Yes

123              (.)

124    Coa:      °Okay°
                 °Okay°

125    Cli:      Fordi   hvordan kan jeg se
                 Because how     can I   see
                 Because how then can I see

126              at   jeg så  har gjort det.=
                 that I   then have done it.=
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                       that I have done it.=

127                    =Så   er jeg nødt    til at   have
                       =Then am I   obliged to toINF have
                       =Then I have to have

128                    et eksempel at gøre det på.
                       an example to do    it on.
                       an example to test it on.

129    Coa:            Ja okay?
                       Ja okay?

130                    (0.4)

131    Cli:            Så derfor   bliver det for mig
                       So therefore becomes it to me
                       So therefore it becomes

132                    lidt   mere (0.2) <nærværende> hvis vi siger
                       a little more (0.2) <present>  if  we   say
                       a little more (0.2) <present> to me if we say

133                    .hhh hvis vi nu  prøver med  det første
                       .hhh if   we now try    with the first
                       .hhh if we now try with the first

134                    så  må   det jo  kunne lade sig gøre
                       then must it  ADV could be        done
                       then it must be possible you know to do

135                    også på ↑andre mål.
                       also on ↑other goals.
                       with ↑other goals as well.

136                    (0.3)

137    Coa:            Ja
                       Yes

138                    (0.7)

139    Cli:            Og  da    jeg ved (0.2)
                       And since  I   know (0.2)
                       And since  I   know (0.2)

140                    at  det med  at  tabe mig                ((12.23))
                       that that with to lose myself
                       that that about weight loss

141                    .hhh er en ting som betyder utroligt  meget ↑for mig,
                       .hhh is a thing which means incredily much  ↑to  me,

142    Coa:            m

143                    (0.5)

144    Cli:            og jeg alligevel    ikke kan holde (.)
                       and I  nevertheless not  can keep  (.)
                       and I nevertheless cannot manage   (.)

145                    >↓så   vil jeg sige<
                       >↓then will I  say<
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               >↓then I will say<

146    Cli:    hvis jeg kan over- hvis jeg klare  den
               if   I   can comp- if   I    manage that

147            så   kan jeg sgu vælte     verden.
               then can I   ADV overturn  world_the.
               then I can God damn overturn the world.

148            (0.5)

149    Coa:    Okay.
               Okay.

150            (0.7)

151    Cli:    Altså.
               PRT.
               You know.

152    Coa:    Ja.
               Ja.

153            (0.5)

154    Coa:    N' du siger det betyder no:get    for dig, (0.4)
               W' you say  it   means   so:mething to you, (0.4)

155    Coa:    Hvor meget betyder det for dig,
               How much    means    it to  you,
               How much does it mean to you,

156    Coa:    På en skala fra  et  til ti
               On a  scale from one to ten
               On a scale from one to ten

157            hvor meget betyder det for dig.=
               how  much    mean   it to  you.=
               how much do it mean to you.=

158    Cli:    =At tabe  mig?=
               =To lose myself?=
               =To lose weight?=

159    Coa:    =Ja
               =Yes

160    Cli:    .hhh Jamen  >det det< erhh >Det det<
               .hhh yes_but >it  it< ishh >It   it<
               .hhh Yes well >it it< ishh >It it<

161            Det betyder tolv hah £på en skala fra  et til t[i.£
               It  means   twelve hah £on a scale  from one to t[en.£

162    Coa:                                                 [Okay
                                                            [Okay

163    Cli:    >Al's< det er virkelig virkelig=
               >PRT< it  is  really    really=
               >Th's< it is  really    really=

164    Coa:    =S:å her (0.2) [(hører j-    )]
               =S:o here (0.2) [(hear  I-    )]
               =S:o here (0.2) I hear
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61

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165   Cli:                            [Det er noget     ]
                                      [It  is something]
                                       It is something

166              jeg tænker [over   simplethen
                 I    think  [about simply

167   com:                      [((client raises her hand to her head
168              indicating thoughts flying around in her head))

169   Cli:   [.hhh femoghalvfems procent af min bevidste tid
              [.hhh fiftyfive     percent of my  conscious time

170   com:   [((coach closes and opens her hand during the
171          inbreath))

172   Cli:   Så   ligger det=Al's når jeg ikke sover ikke,=
              Then lies    it=PRT   when I  not   sleep right,=
              Then it is there=That's when I am not asleep right,

173   Coa:   Okay
              Okay

174   Cli:   Så ligger det (0.3) et eller andet sted
              Then lies it  (0.3) one or other    place
              Then is is there (0.3) some place

175          lige  under overfladen.
             right under surface_the.
             right under the surface.

176          Jeg er <h:ele tiden    bevidst>     om    det.
             I   am  <who:le time_the conscious> about it.
             I am conscious of it all the time.

177   Coa:   Okay.
              Okay.

178          (0.5)

179   Cli:   >Et eller andet sted.< .hh Når jeg underviser
              >One or other  place.< .hh When I
              >Somewhere.< .hh When I teach

180          når jeg sidder her .hh når jeg sidder og spiser.
             teach    when I sit   here.hh when I  sit   and
             eat.
             when I am sitting here .hh when I am eating

181          (0.4)

182   Cli:   Altid. Der   er  få  sekunder hvor jeg glemmer det.
              Always. There are few seconds where  I    forget it.

183   Coa:   °Okay°
              °Okay°

184   Cli:   I løbet    af af [min  ] vågne tid.
              In run_the of of [my   ] awake time.
              During the time when I am awake.

185   Coa:                    [°Ja° ]
                               [°Yes°]
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186    Coa:    ˚Okay˚
               ˚Okay˚

187            (0.5)

188    Coa:    Så her er der   i hvert fald æh tale om    et mål
               So here is there in any  case uh talk about a  goal
               So here we are in any case uh dealing with a goal

189            om      du så   når   det eller ej
               whether you then reach it  or    not
               whether you then will reach it or not

190            det er  jo    så  (0.9) i  forhold til det  med
               that is you know then (0.9) in relation to that with
               that is you know then (0.9) in relation to that
               concerning

191            om      du [så   kan]
               Whether you [then can]
               Whether you [then can]

192    Cli:               [krm    ]

193    Coa:    [finde den der    vedholden[hed
               [find   that there     persis[tence
                find  that persistence

194    com:    [((Coach looks down at papers))

195    com:                                 [((coach looks back at
196            client))

197    Coa:    æh [og ikke] f: [slap  ]heden
               uh [and not] f: [leaden]ness_the
               uh and not f: the leadenness

198    Cli:      [Ja   ]    [Ja    ]
                 [Yes  ]    [Yes   ]

199    Coa:    og alt  det der.=
               and all that there.=
               and all that=

200    Cli:    =Ja
               =Yes

201            (0.4)

202    Coa:    Men der   er ikke tvivl om
               But there is not  doubt whether

203            at   det er et mål du ønsker at nå.
               that it  is a goal you wish to reach.
               it  is a goal you wish to reach.

204            (0.2)

205    Cli:    De:t æh kan ikke blive ret  meget større nej.
               I:t uh  can not  be    very much  bigger no.
               I:t uh cannot be very much bigger no.

206    Coa:    ˚Nej˚
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                ˚No˚

207             (0.6)

208    Cli:     Det kan det ikke.
                That can it not.
                It can not.

209             (0.3) ((coach nodds))

210    Coa:     Så er det det,
                So is that it,

211             (0.4)

212    Coa:     Du ønsker.
                You wish.
                You want.

213    Cli:     .hhh Jeg vil  i  hvert fald gerne bruge det
                .hhh I    will in any   case gladly use  it
                .hhh I    would certainly like to use  it

214             som ø:h eksempel på at sige fordi  (0.5)
                as u:h example  on to say  because (0.5)
                as u:h an example to say because

215    com:     ((client moves her left hand in a gliding movement
216             down away from her body))

217    Cli:     hvis jeg kan klare det så-  så   kan j- er jeg
                if   I   can do   this then- then can I- am I
                if   I   can do   this then- then I can I am

218             videre  .hh klar til  at    gå videre  med (0.4)
                further .hh ready to toINF go further with (0.4)
                going .hh ready to continue with (0.4)

219    Cli:     at bruge den [ting ] til andre ting.
                to use   this [thing] to  other things.
                to use   this [thing] to do other things.

220    Coa:                   [Ja   ]
                              [Yes  ]

221             (0.6)

222    Coa:     S:å vil du   prøve at formulere det mål.
                S:o will you try   to formulate that goal.

223    Cli:     .hhh Ja  mit mål er .hhh (1.5)
                .hhh Yes my goal is .hhh (1.5)

224             at få det til at   lykkes (0.7) at tabe mig.
                to get it to toINF succeed (0.7) to lose me.
                to succeed (0.7) in losing weight

225    Coa:     ˚Ja˚
                ˚Yes˚

226             (0.7)

227    Cli:     Altså man  kan sige .hh
                PRT   one can say .hh
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            You can say that is .hh

228         Man    kan godt sige at mit mål  er
            One can well say that my goal is
            You can well say that my goal is

229         at tabe  mig ø:::h f- (.) x kilo.
            to lose me  u:::h f- (.) x kilos.
            To lose u:::h f- (.) x kilos.

230         (0.9)

231   Cli:  Problemet   er bare
            Problem_the is just
            Only the problem is

232         hvis jeg kun  siger det  sådan     (0.7)
            if   I   only say   it   like_that (0.7)
            if I just say it like that (0.7)

233         (vi- v-) det er selve det at nå     målet,
            (we- w-) it  is very that to reach goal_the,
            (we- w-) it is that very thing to reach the goal,

234         (0.4)

235   Coa:  Ja=
            Yes=

236   Cli:  =der er interessant.
            =that is interesting.

237         (1.2)

238   Cli:  Så mit mål er  (0.7) at   [det lykkes   ]
            So my  goal is (0.7) that [it succeeds   ]

239   Coa:                           [Hva- HVAD er-]Hvad er det
                                      [Wha- WHAT is-]What is it
                                      [Wha- What is-]What is it

240         du  [vil.
            you [will.
            you want.

241   com:      [((coach slams his right hand in his notes))

242         (0.5)

243   Cli:  Jamen   hvad er det jeg vil,
            Yes_but what is it  I will,
            Well what is it I want,

244         (0.6)

245   Cli:  Jamen   jeg vil  tabe mig.
            Yes_but I   will lose me.
            Well I want to lose weight

246   Cli:  Jeg vil simpelthen veje  femten  kilo  mindre.
            I will  simply     weigh fifteen kilos less.
            I simply want to weigh fifteen kilos less

247         Du kan  [også si]ge jeg vil veje
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               You can [also sa]y  I will weigh
               You can [also sa]y  I want to weigh

248    Coa:             [Jeg    ]
                        [I      ]

249    Cli:    lad os bare sige halvfjerds kilo.
               let us just say seventy kilos.

250    Cli:    Om     det så  lige er femten  eller sytten
               Whether it then just is fifteen or    seventeen

251            eller tolv  eller hvad det er.
               or    twelwe or    what  it is.

252    Coa:    Jeg vil tabe  mig ((Coach is writing))
               I  will lose me
               I want to lose weight

253    Cli:    Ja
               Yes

254            (2.0) ((Coach is writing))

255    Coa:    Så jeg til slut vejer? ((coach looks at client))
               So I   to  end  weigh?
               So I in the end weigh

256            (0.2)

257    Cli:    Halvfjerds kilo.
               Seventy kilos.

258            (3.0) ((coach is writting))

259    Coa:    (Så)
               (So)

260    Cli:    Plus minus to  det er  helt      fint
               Plus minus two that is completly fine

261            (0.7)

262    Coa:    vejer
               weigh

263            (1.9)

264    Coa:    halvfjerds kilo
               seventy kilos.

265    Cli:    Plus minus to
               Plus minus two

266            (0.3)

267    Cli:    Det   kommer an på
               That depends    on

268            hvordan jeg ser  ud  når  jeg vejer .hhh
               how     I   look out when I   weigh .hhh
               how I look when I weigh .hhh

269    Coa:    Plus (.) minus (.) to=
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                    Plus (.) minus (.) two=

270    Cli:    =Ja=
               =Yes=

271    Coa:    =kilo.
               =kilos.

272    Cli:    Så   har jeg sådan    .hhh Det er ikke
               Then have I like_that .hhh It  is not
               Then I have like that .hhh It is not

273    com:    ((arm movement))

274    Cli:    sådan     lige  kr::hh=Den ligger der.
               like_that just  kr::hh=It  lies there.
               just like that kr::hh=It is there.

275            (1.6)

276    com:    ((coach leans toward client to show what he has
277            written down))

278    Coa:    Jeg vil tabe mig
               I   will lose me
               I want to lose weight

279            så jeg til slut vejer (0.2) halvfjerds °kilo°
               so I   to  end   weigh (0.2) seventy   °kilos°
               so I in the end weigh (0.2) seventy °kilos°

280            °plus [minus] to (kilo)°
               °plus [minus] two (kilos)°

281    Cli:          [Ja   ]
                     [Yes  ]

282    Cli:    Ja
               Yes

283            (0.9)

284    Coa:    [Er det det du v-  Er det ] det du   vil  gå efter,
               [Is it that you w- Is it  ] that you will go after,
               [Is it that you w- Is it  ] that you want to pursue,

285    Cli:    [Det vil   jeg simplethen.]
               [That will I   simply.    ]
               [I simply want to do that ]

286    Cli:    Det vil jeg simplethen.
               That will I   simply.
               I simply want to do that

287            (0.8)

288    Cli:    Nu skal det lykkes.
               Now must it succeed.
               Now it must succeed

289            (0.2)

290    Coa:    Yes °godt°
               Yes °good°
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291              (1.0) ((coach is writing))

292    Coa:     Den  der   djævel ø:::h
                That there devil  e:::h
                This devil e:::h

293              inden vi sådan    går videre >og siger
                before we like_this go  further >and say
                before we just proceed >and say

294              hvordan kan vi løse<   .mt ((lip smacking))
                how     can we solve<   .mt

295    Cli:     Ja
                Yes

296    Coa:     Så   har jeg indtryk  af at   den   der  djævel
                Then have I  impression of that that there devil
                Then I got the impression that this devil

297              *den æ::h betyder lidt  for dig.
                *it  e::h means   little for you.
                *it e::h means something to you.

298    Cli:     .hhh Den betyder meget for mig.
                .hhh It  means   a lot for me.
                .hhh It  means   a lot to me.

299    Coa:     Ja. Er det noget    du  vil snakke ↑mere om,=
                Yes. Is it  something you will talk ↑more about,=
                Yes. Is it something you want to talk ↑some more
                about,=

300              =[Vi var   sådan   ]   lidt  inde
                =[We were like_this] a little
                =We just

301    Cli:     =[Krm krm::        ]

302    Coa:     og berører den i går      ↓*me:n.
                in and touch it yesterday ↓*bu:t.
                touched upon it yesterday ↓*bu:t

303              (0.3)

304    Cli:     .mt .hh Jamen   >det det< er
                .mt .hh Yes_but >it  it<  is
                .mt .hh Yes well >it  it< is

305              den  der  A's: det er fordi
                that there PRT  it  is because
                that That's it is because

306              når jeg sidder i mange situationer
                when I  sit    in many  situationer
                when I am in many situations

307              så   er jeg selv (.) øh når jeg hører gode ideer
                then am I   even (.) eh when I  hear  good ideas
                then I am even (.) eh when I hear good ideas

308              .hhh så   er jeg altid den  der   er skeptisk,=
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              .hhh then am I  always it   there is sceptical,=
              .hhh then I am always the one who is sceptical,=

309           =Jeg øvh påtager   mig næsten altid
              =I   uvh undertake me  almost always
              =I uvh almost always undertake

310           at være djævelens       advokat.
              to be   devil_the_GEN advocat.
              to be the devil's advocat.

311           (.)

312    Cli:   Også for andre.
              Also for others.

313           (.)

314    Coa:   Okay.
              Okay.

315           (0.2)

316    Coa:   °Okay°
              °Okay°

317    Cli:   Det  er  sådan noget sv (>hvis vi siger<)
              That is   some  thing sv (>if   we  say  <)

318           Det  er ikke for at    pille den ned.
              That is not  to  toINF put   it down.
              It is not to put it down

319    Coa:   M- ((Nej))
              M- ((No ))

320           ()

321    Cli:   .hhh men det er  for
              .hhh but that is to
              .hhh but it is to

322           at   (.) prøve realismen   i  det.
              toINF (.) try   realism_the in it.
              try how realistic it is

323    Coa:   °Ja°
              °Yes°

324    Cli:   Og  og jeg tror at   den der   lille djævel
              And and I  think that that there little devil
              And and I  think that this little devil

325           han sidder derinde  og  siger jamen   ø:h
              he  sits   there_in and says  yes_but e:h
              he  sits   in there and says  well e:h

326           du   har  jo    simplethen bare
              you have you_see simply     just
              you have just

327           prøvet så mange gange,
              tried so  many times,
              tried this so many times, you know
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328              (1.2) ((Coach is nodding))

329    Cli:    så ø::h hvorfor tror  du  på
               so e::h why    believe you in
               So e::h why do you believe

330              det lykkes   [den her   gang.=[Så han] sidder
                 it  succedes [this here time.=[So he ] sits
                 that it will succeed this time=So he sits

331    com:                             [((Client points left
332              hand over left shoulder))

333    Coa:              [.hhh Nu  nu s::        ]
                         [.hhh Now now s::       ]

334    Cli:    den lille djævelens       advokat
               that little devils_the_GEN advocate
               that little devil's advocate

335              [der[inde.
                 [the[re_in
                  in there

336    com:    [((Client lowers her right arm))

337    Coa:       [Nu siger du han <sidder derinde>,
                  [Now say  you he  <sits there_in>,
                  [you say he <sits in there>,

338    Cli:    Ja. ((nods))
               Yes. ((nods))

339              (0.5)

340    Coa:    Før    sagde du  han sad omme    på ryggen.
               Before said  you he  sat behind on back_the.
               Ealier you said he sat on your back.

341              (0.7)

342    Cli:    Ja  [han sidder her.
               Yes [he  sits    her.

343    com:     [((Client again points on/above her left shoulder))

344    Coa:    Han sidder på s: Hvor er her?
               He   sits  on s: Where is here?

345    Cli:    [Ja de:t det er her.
               [Yes i:t it is here.

346    com:    [((Client points above her shoulder and begins
347              cirkeling her left hand in the area above the
348              shoulder))

349              (0.6)

350    Cli:    I det   her  omr- Han sidder her.
               In that here are- He sits    here.

351    Coa:    Er det  på skulderen?
               Is that on shoulder_the?
```

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                    Is that on the shoulder?

352    Cli:     .hhhh Det er  ↑h:er. ((Voice is shrill))
                .hhhh That is ↑h:ere.

353    Coa:     Det er  her.
                That is here.

354    Cli:     Det er simplethen ↓her.
                That is simply    ↓here.
                That is just ↓here

355    Coa:     Okay
                Okay

356    Cli:     Han kan så se  mig og  (.) jeg kan ikke se  ham.
                He can     see me  and (.) I   can  not   see him.
                He can see me and (.) I cannot see him.

357    Coa:     Nej. Okay.
                No.  Okay.

358    Cli:     Altså
                PRT
                Well

359    Coa:     Kan du ikke prøve at beskrive ham [(    )].
                Can you not try   to describe him [(    )].

360    Cli:                                       [fnh   ]

361             (1.0)

362    Cli:     *M:: det e: Det er sådan en rigtig lille  djævel=
                *B:: it  i: It  is  such  a   real   little devil=
                *B:: it  i: It  is  such  a   real   little devil=

363             som man    ser med  med  fork
                as  one sees with with trident
                as  you see with with trident

364             og  (0.3) horn i  panden=
                and (0.3) horn in forhead_the=
                and (0.3) horn on the forehead

365    Cli:     Altså  Det ER en lille  djævel
                PRT    It  IS a  little devil
                That is It  IS a  little devil

366    Coa:     (En lille) [djævel hvor stor er han,]
                (A little) [devil  how  big  is he, ]

367    Cli:                [En lille irriterende    ]
                           [A  little anoying       ]

368    Coa:     En lille  djævel [hvor stor ]
                A  little devil  [how  big  ]

369    Cli:                      [Han er    så]dan
                                 [He  is like] this
                                 [He is like ] this

370    com:     ((Client holds up her hand indicating his size
371             between her thumb and middle finger))
```

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372                (0.3)

373    Coa:       Han er så   stor.
                  He is  this big.

374    Cli:       Han er   sådan   her.
                  He  is like_this here.
                  He is like this

375                (0.5) ((Coach lifting his hand and indicating the
376                      size))

377    Coa:       Hvad er det,
                  What is that,

378                (.)

379    Coa:       En  ti  centimeter,=
                  One ten centimetres,=
                  Like ten centimetres,=

380    Cli:       =Jah
                  =Yeah

381    Coa:       Okay.
                  Okay.

382                (0.5)

383    Cli:       Jeg har en ti   centimeters djævel
                  I  have a ten centimeter_GEN devil
                  I have a devil of ten centimetre

384                siddende heromme
                  sitting  here_back
                  sitting back here

385    Coa:       Ja
                  Yes

386    Cli:       Ja
                  Yes

387                (0.8) ((Coach nods))

388    Coa:       Æh på din ventre
                  Eh on your left

389                (0.4)

390    Cli:       På min [venstre] skulder.
                  On my  [left   ] shoulder.

391    Coa:              [side   ]
                         [side   ]

392    Coa:       På din venstre skulder. ((coach begins writing))
                  On your left   shoulder.

393    Cli:       (Eller) han svæver  lidt   her.  (Han er)
                  ( Or ) he  floats a_little here. (He is )
                  ( Or ) he  floats a_little here. (He is )
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394    com:    ((Coach indicating the place with her left hand))

395            (.)

396    Coa:    Ja=
               Yes=

397    Cli:    =Han ligger .hhh som sådan en lille fe
               =He  lies   .hhh as   such  a little fairy
               =He lies .hhh as a little fairy

398    Cli:    der   ligger og  svæver=[men] det er
               which lies   and floats=[but] it  is
               floating=but it is

399    Coa:                             [Ja ]
                                         [Yes]

400    Cli:    en lille (.) djævel.
               a little (.) devil.
               a little (.) devil.

401    Coa:    Venstre skulder ((coach is writing))
               Left    shoulder

402    Cli:    Ja
               Yes

403            (1.0)

404    Coa:    Vi snakkede lidt   om    i går
               We talked a_little about yesterday
               We talked a_little about yesterday

405            at  den har en æ:h Den der   djævel
               that it has a  e:h That there devil

406            den har en (.) [positiv intention.
               it  has a  (.) [positive intention.

407    com:                   [((coach looks from papers
408            to client))

409    Cli:    Ja den   har jeg godt nok   svært     ved at se.
               Yes it have I  well enough difficulty ADV to see.
               Yes that I have some difficulty seeing.

410            (1.2)

411    Cli:    Ud over  selvfølgelig ø:h at   lade være med
               Out over of course    e:h to   hold off  with
               Except from of course e:h to hold off from

412            at glæde mig    for meget til et eller andet
               to joy  myself too much  to one or    other
               looking too much forward to something

413            fordi   så   bliver jeg jo  ikke lige så skuffet
               because then become  I ADV not  just as
               disappointed
               because then I won't become just as disappointed,
               you know

414            som hvis jeg havde glædet mig.
```

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                     as   if   I  had   joyed  myself
                     as if I had looked forward to it

415    Cli:    .hhh Hvis jeg nu  tror    fuldstændig på (.)
                    .hhh If   I   now believe completely  in (.)
                    .hhh If I now completely believe (.)

416                 at   jeg når   mit mål,
                    that I   reach my  goal,
                    that I  will reach my goal

417                 (.)

418    Coa:    Ja
               Yes

419    Cli:    Hvis jeg så   ikke når   det alligevel
               If   I    then not   reach it  anyway
               If I then won't reach it anyway

420                 (0.4)

421    Coa:    Ja
               Yes

422    Cli:    så bliver  jeg jo v:ildt skuffet.
               then become I   ADV w:ildly disappointed
               then I will be w:ildly disappointed you know

423    Coa:    Ja ((coach begins writing))
               Yes

424    Cli:    .hhh Men når han nu har  siddet  deroppe
               .hhh But when he now has sitting there_up
               .hhh But when he has been sitting  up there

425                 og  sagt at   æ:h du  når   det jo
                    and said that e:h you reach it ADV
                    and said that e:h you won't make it

426                 alligevel ikke (0.5) så bliver jeg (.) vildt glad
                    anyway    not  (0.5) so become  I  (.) wildy happy
                    anyway you know (0.5) then I  will be wildly happy

427                 hvis det lykkes   alligevel.
                    if   it  succeeds nevertheless.
                    if it nevertheless succeeds.

428                 (0.4)

429    Coa:    Ja så så (glæden)  [han er faktisk  med til
               Yes so so (joy_the) [he  is actually with to
               Yes so so (the joy) he  is actually helping

430    Cli:                      [S:::

431    Coa:    at gøre glæden endnu større[:]
               to make joy_the even bigger[:]
               to make the joy even bigger:

432    Cli:                               [J]a fordi   s:
                                          [Y]es because t:
                                          [Y]es because t:
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433                 Haha hvad sagde jeg.
                    Haha what  said  I.
                    Haha I told you so.

434     Coa:        Ja
                    Yes

435     Cli:        Kan jeg jo så   sige til ham ikke¿
                    Can I ADV then say  to  him right¿
                    I can then tell him right¿

436     Coa:        Jov
                    Yeah

437     Coa:        M: men omvendt så   har jeg også indtryk    af
                    B: but reverse then have I  also impression of
                    B: but on the other hand I also have the impression

438                 at   det  du siger det er
                    that what du say   that is
                    that what you say is

439                 at han   har vundet nogle gange ikke¿
                    that he  has won     some  times right¿
                    that he has won sometimes right¿

440     Cli:        Mange gange.
                    Many  times
                    Many times

441     Coa:        Han har vundet mange [gange.]
                    He has  won     many  [times.]

442     Cli:                              [Rigtig] mange gange.
                                          [Really] many  times.
                                          [very  ] many times.

443     Coa:        Ja
                    Yes

444     Cli:        F:or mange gange
                    T:oo many times

445                 (0.3)

446     Coa:        For mange gange
                    Too many times

447     Cli:        Ja
                    Yes

448     Coa:        Så:: .hhh Det jeg hørte dig sige    i går=nu  ved
                    So:: .hhh That I  heard you say yesterday=now know
                    So:: .hhh What I heard you say yesterday=now

449                 jeg ikke   om  det har ændret  sig    siden,
                    I   not whether it  has changed itself since,
                    I do not know whether it has changed since,

450                 [.hhh ] [det  er det er egentlig godt nok
                    [.hhh ] [that is it  is actually good enough
                    [.hhh ] [that is it is actually  okay

451     Cli:        [khkhm]
```

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452    com:            [((coach moving his right hand to his right
453                    shoulder))

454                    han er der.
                       he  is there.
                       he  is there.

455                    (0.8)

456    Cli:    .hh[hh              ]Ja det   ved jeg godt
                .hh[hh              ]Yes that know I  well
                .hh[hh              ]Yes I know well

457    Coa:         [°venstre side°]
                    [°left side°   ]

458    com:         [((coach move his right had to his left
459                   shoulder))

460    Cli:    jeg sagde i  går=men det   har jeg
                I said yesterday=but that have  I
                I said that yesterday=but that I have

461            også tænkt   meget over
               also thought a lot about
               also thought a lot about

462            det f:  jeg kan i- Jeg kan ikke se
               that f:  I  can n-  I  can not see
               that f: I cann- I cannot see

463            at  det er godt nok    han er der.=
               that it is well enough he  is there.=
               that it is okay that he is there.=

464            =Jeg f:: Hvis det er okay [at   man ikke    ]
               =I   f:: If   it  is okay [that one not     ]
               =I f:: If it is okay that you not

465    Coa:                              [Hvad sker der    ]
                                          [What happens there]
                                           What will happen

466    Coa:    Hvad sker    der hvis han slet ikke er der. ((17.20))
               What happens there if   he   ADV not  is there.
               What will happen if he is not there at all.

467                    (3.7)

468    Cli:    Hvad sker    der   hvis han slet ikke er der.
               What happens there if   he  ADV   not is there.
               What will happen if he is not there at all

469                    (3.2)

470    Cli:    Så   er det min egen skyld
               Then is it  my  own  fault
               Then it is my own fault

471            hvis jeg ikke når   målet.
               if   I   not reach goal_the.
```

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                    if I do not reach the goal.

472                 Så   er det endnu mere min egen skyld.
                    Then is it  even  more my  own  fault.
                    Then it is even more my own fault.


473                 (0.6)

474      Coa:       Okay. [Hvad gør] det ved dig          ((17.36))
                    Okay  [What do ] it  to   you
                    Okay  What does that do to you

475      Cli:             [(        )]

476      Coa:       hvis nu (.) du  ikke når målet
                    if now (.) you  not reach goal_the
                    if you do not reach the goal

477                 og det er din egen skyld.
                    and it is your own fault.

478      Cli:       Men så   sænker det mit lev- mit selvværd,
                    But then lowers it  my  lev- my selfworth,
                    But then it lowers my selfworth,

479      Coa:       Så   sænker det dit ↑selvværd,
                    Then lowers it  your ↑selfworth,
                    Then is lowers your ↑selfworth,

480      Cli:       Ja   det gør det.
                    Yes, it does that.

481                 (0.7)

482      Cli:       Fordi   så   s::[::]
                    Because then t::[::]

483      Coa:                       [Så] det vil sige
                                    [So] that will say
                                    [So] that means

484                 at   den   her (0.6) <djævel er med til at>   (1.0)
                    that this here (0.6) <devil  is with to toINF> (1.0)
                    that this (0.6) <devil is part of> (1.0)
485
486      Coa:       passe  på °at   dit selvværd   det ikke ryger?°
                    looking out °that your selfworth it  not  lost?°
                    looking out for °that your selfworth is not lost?°

487                 (1.2)

488      Coa:       Er det det   du siger,
                    Is that that you say,
                    Is that what you are saying,

489      Cli:       Ja
                    Yes

490                 (1.0)

491      Coa:       °Okay°=
                    °Okay°=
```

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492    Cli:    =Det er  det jeg siger.
               =That is that I  say
               =That is what I am saying.


493    Cli:    .hhhh £med  bevæg[else. ] Ja£
               .hhhh £with   emo[tion. ] Yes£


494    Coa:                      [˚Okay˚]
                                 [˚Okay˚]

495            (0.5)             [((coach begins writing))

496    Cli:    Det er det.
               That is it.
               It is that

497            (0.9)

498    Coa:    Så han er [med for  at  (.)  und[gå    ]
               So he is  [there for to (.)    a[void  ]
               So he is there to (.) avoid

499    Cli:                                   [˚↑Ja˚ ] ((nodds))
                                              [˚↑Yes˚]

500    com:              [((coach looks up from notepad))

501    Coa:    [ø::h (0.9) [knæk   på selvværdet     eller hvad,
               [e::h (0.9) [breach on selfworth_the or    what,
               [breach on the selfworth or what,

502    com:    [((Coach looks at notes again and writes))

503    com:                   [((Coach looks up from notes at client))

504    Cli:    [Ja
               [Yes

505    com:    [((Coach resumes writing))

506    Coa:    Undgå (.) [Kan] vi kalde det [det. ]
               Avoid (.) [Can] we call  it  [that.]
               Avoid (.) Could we put it like that?

507    Cli:              [Ja ]              [Ja   ]
                         [Yes]              [Yes  ]

508    Coa:    Undgå knæk på selvværdet.
               Avoid breach on selfworth_the.
               Avoid breach on the selfworth.

509    com:    ((Coach is writing))

510            (.)

511    Coa:    ˚Ja˚
               ˚Yes˚

512    Cli:    ((sniff))

513            (2.0)
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514    Cli:    HHhh[h ]

515    Coa:        [Er] det ikke æ::h væsentligt¿
                   [Is] that not e::h essential¿


516    Cli:    Jov
               Yeah

517            (3.0)

518    Coa:    Hvis: d- (0.3) hvis det er  væsentligt (0.3)
               If:   t- (0.3) if   that is essential  (0.3)

519            for dig (>Hannesofie<)
               for you (>Hannesofie<)

520            (2.5) ((Client is crying))

521    Coa:    Det gør ikke noget (˚Hannesofie˚).
               It  does not anything (˚Hannesofie˚).
               It is okay (˚Hannesofie˚).

522            (0.6)

523    Coa:    Det gør  ingenting
               It  does nothing
               It is okay

524    Cli:    hhh.mt [Nej æh] ((Sniff))
               hhh.mt [No  eh] ((Sniff))

525    Coa:           [Det er] kun  sundt   fordi   æ:h .hhhh
                      [It  is] only healthy because e:h .hhhh
                      [It  is] only good because e:h .hhhh

526            nu  tror  jeg på at   øh .mt (1.2) vi er inde
               now believe I  in that eh .mt (1.2) we are in
               now I believe that eh .mt (1.2) we are

527            =at  [røre ved et eller an]det=
               =to [touch by one or    ot]her=
               =touching something
528

529    Cli:         [.HHHhhhh           ]

530    Coa:    =som [bety]der noget     for dig [her ] ikke?
               =that [  me]ans something to  you [here] right?
               =that [  me]ans something to  you right?

531    Cli:         [J:a ]                      [Ja  ]
                    [Y:es]                      [Yes ]

532            (0.8)

533    Coa:    Så:: Så ↑det er okay,
               So:: So ↑that is okay,

534            (0.2)

535    Coa:    Skal  jeg finde noget    til [dig?]
               Should I   find something for [you?]
```

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536     Cli:                                    [Ja ] (vil du)
                                               [Yes ](would you)

537            hhhhhfmm((cough))
               hhh .hhfmm

538     Coa:   Jeg finder noget    til dig
               I   find  something for you
               I will find something for you

539            så   kan du [lige sidde ] ((coach stands up))
               then can you [just sit    ]
               then you can [sit         ]

540     Cli:              [() (hvis du)] lige der   udenfor=
                          [() (if  you)] just there outside=

541     Coa:   [(          )]

542     com:   ((client points toward the door))

543     Cli:   =[tror ] jeg
               =[think] I
               =I think

544     Coa:    [Ja  ]
                [Yes ]

545     Coa:   Så   kan du lige sidde
               Then can you just sit
               Then you can just sit

546            og  (0.4) sunde   dig      lidt.
               and (0.4) compose yourself a little.

547            (25.2)

548     com:   ((Coach leaves the room and comes back with some
549            tissues which he hands to the client))

550     Cli:   Han er inde og  rører ved   at (0.8) khr::
               He  is in   and touch upon that (0.8) khr::
               He is touching upon that (0.8) khr::=

551            alle mennesker tror .hhh snf ((sniff)) at  jeg
               all people    think .hhh snf           that I

552            er et ø:h (0.5) stærkt selvsikkert   menneske,
               am a  u:h (0.5) strong self-confident person,

553            (2.0)

554     com:   ((client is looking down, coach looks at client
555            nodding))

556     Cli:   Den eneste   der ikke tror    på det
               The only_one that not believe in it
               The only one that does not believe in it

557            det er  mig selv.
               that is my  self.
               that is me.
```

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558              (1.0)

559      Coa    ˚Okay˚
                ˚Okay˚

560      Cli:   Ja
                Yes

561              (0.8)

562      Cli:   Så jeg snyder verden.
                So I   cheat  world_the.
                So I cheat the world.

563              (0.7)

564      Coa:   Ja
                Yes

565              (.)

566      Coa:   Men han er der   jo
                But he is there ADV
                But he is there you know

567             for at    passe   på  dig [siger du?   ]
                to  toINF look  after you [say   you?  ]
                to look after you you say?

568      Cli:                              [Han er der  ]
                                           [He  is there]

569             Han må  være der   han må være der
                He must be  there he must be there

570             for at: (0.9) at jeg ikke knækker  over
                to that: (0.9) that I not  break over
                so (0.9) that I do not break down over

571             af det.=Ja (.) Det   må  han være.
                of it.=Yes (.) That must he  be.
                it.=Yes (.) That he must be.

572      Coa:   Jamen   er det ikke en god ting?
                Yes_but is that not a good thing?
                Well is that not a good thing?

573             (0.4)

574      Cli:   Jov
                Yeah

575             (1.6)

576      com:   ((client is drying her eyes))

577      Coa:   Så:: [(på en må) ]
                So:: [(in a wa)  ]

578      Cli:       [Men jeg vil]le ønske mig
                    [But I   wou]ld wish  me
                     But I would wish
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579              jeg kunne klare mig uden    ham alligevel.
                 I   could manage me without him anyway
                 I   could manage without him anyway

580      Coa:    Ø:::h ja.  Men risikoen for at   du så
                 U:::h yes. But risk_the for that you then
                 U:::h yes. But the risk that you then

581      Coa:    knækker sammen for     du ikke [selv] kunne gøre det
                 break   down   because you not [self] could do   it
                 break down because you could not do it

582      Cli:                    [Jov ]
                                  [Yeah]

583      Coa:    den er der   også ikke?=
                 it  is there also right?=
                 it is also there right?=

584      Cli:    =[Den er der    ja=
                 =[It  is there yes=

585      com:     [((Coach raising this right hand

586      Coa:    =Så hvis- (0.4) Hvis vi nu  kunne tone ned for ham.
                 =So if-   (0.4) If   we now could tone down for him
                 =So if-   (0.4) If could tone him down now

587              (0.3)

588      Coa:    Så [det var] tilpas   han var der.=
                 So [it was ] suitable he  was there.=
                 So [it was ] just enough he was there.=

589      Cli:       [Ja     ]
                    [Yes     ]

590      Cli:    =Ja=
                 =Yes=

591      Coa:    =Altså acceptere at  han er der,
                 =PRT   accept    that he is there,
                 =That is accept that he is there

592              (0.5)

593      Coa:    Men når han kommer frem
                 But when he comes forward

594      Coa:    [så er  ] det dig der skal styrer   den.
                 [then is] it you  that must control it.
                 then it is you that must control it.

595      Cli:    [Khrm:  ]

596      Coa:    Hvordan ville det v- æh lyde,
                 How     would that b- eh sound,

597      Cli:    Det ville lyde   godt
                 That would sound fine
                 That would sound fine

598              fordi   så  ville han være der til
                 because then would han be there  to
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                        because then he would be there to

599             .hhh at sørge     for at    alt       man gjorde
                .hhh to make sure to  that everything one did
                .hhh to make sure that everything you did

600             det var inden for  realistiske grænser.
                it  was inside for realistic     frames.
                it  was within realistic frames.

601             Det v- Hvis han nu kunne nøjes  med det
                it w-  If  he now   could settle for that
                it w- If he could settle for that now

602     Coa:    °Okay°
                °Okay°

603     Cli:    I stedet for at   pille mig ned  (.) kunne han
                Instead of  toINF put   me  down (.)could he
                Instead of putting me down (.) could he

604             så  ikke bare nøjes med at holde mig realistisk.
                then not just settle for to keep me realistic.
                then not just settle for keeping me realistic.

605             (0.8)

606     Cli:    Fordi   det er fint nok.
                Because that is fine enough
                Because that is okay

607             (1.0)

608     Cli:    For   jeg vil ikke være blåøjet   og naiv.
                Because I  will not be   starry-eyed and naive
                Because I  do not want to be starry-eyed and naïve

609     Coa:    °m°

610             (1.1)

611     Cli:    ((sniff))

612     Coa:    Hannesofie nu stiller jeg dig nok      et mærkeligt
                Hannesofie now ask    I   you probably a   strange
                Hannesofie now I probably ask you a strange

613             spørgsmål men prøv alligevel a::t tænke efter
                question but try  anyway     to   think after
                question but try anyway to think

614             om      du ka::n (.) besvare det.
                Whether you ca::n (.) answer it.

615     Coa:    .mt Kan du snakke med ham,
                .mt Can you talk   with him,
                .mt Can you talk to him,

616             (3.0)

617     Cli:    Det tror  jeg jeg kan når jeg sover.
                That think I   I   can when I  sleep
                I think I can when I am sleeping
```

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618      Cli:  Altså ø:[h    ]
               PRT  e:[h    ]
               Well e:h

619      Coa:        [˚Okay] når  du sover˚?
                     [˚Okay] when you sleep˚?
                     [˚Okay] when you are sleeping˚?

620      Cli:  Ja  det  tror  jeg faktisk jeg kan.
               Yes that think I   actually I  can
               Yes I think I can actually

621      Cli:  Eller eller der  hvor  man ligger lige imellem
               Or    or    there where one lies  right in_between
               Or or there where you are right in between

622      Coa:  ˚Okay˚
               ˚Okay˚

623      Cli:  Så    så  fører jeg indre dialoger,
               Then then have  I   inner dialogues,
               Then then i have inner dialogues,

624      Coa:  ˚Ja˚
               ˚Yes˚

625      Cli:  Og det   er sikkert  med  ham der   (djævel)
               And that is propably with him there (devil)

626      Coa:  Vil  du  prøve a:t lukke øjenene  ˚lige så stille˚
               Would you try   t:o close eyes_the ˚just so quiet˚
               Would you try t:o close your eyes ˚quietly˚

627      Cli:  Ja
               Yes

628      Coa:  Sæt dig sæt dig så du  slapper helt (.) fuldstændig
               Sit you sit you so you relax  whole (.) completely
               Place yourself place yoursself so that you relax
               completely

629      com:  ((coach changes position in his chairs, then client
630            changes position))

631      Coa   Læg den der    (0.7) mappe  væk [ø::h]
               Put that there (0.7) folder away [e::h]
               Put that (0.7) folder away e::h

632      Cli:                              [Ja  ]
                                           [Yes ]

633      com:  ((Client places folder on the floor))

634      Coa:  Lad (      [      ]              )
               Let

635      Cli:             [Khr krm]

636      Coa:  Så prøv a:t  lukke øjnene
               Then try t:o close eyes_the
               Then try t:o close your eyes

637      Cli:  HHhhhh
```

```
638              (2.0)

639      Coa:    Forestil dig at   æh (0.8)  du  ligger der
                 Imagine  you that eh (0.8) you ly   there
                 Imagine that eh you are lying there

640              hvor (0.8)  du   er  sådan
                 where (0.8) you are like_that
                 where (0.8) you are like

641              lige før    (.) du falder hen,
                 just before (.) you doze  off,
                 just before (.) you doze off

642              (1.0)

643      Coa:    Og du    har faktisk  nu   muligheden     for
                 And you have actually now possibility_the to
                 And now you actually have the possiblity to

644              at snakke med  den  her  (0.5) djævel
                 to talk   with this here (0.5) devil
                 to talk to this (0.5) devil

645              (0.2)

646      Coa:    Som   ø:h jo  egentlig er der (0.4)
                 Which e:h ADV really   is there (0.4)
                 Which e:h you know really is there (0.4)


647              af en god mening    (0.2) men ø:h (0.2) måske
                 of a good intention (0.2) but e:h (0.2) perhaps
                 and means well (0.2) but e:h (0.2) perhaps

648              har taget for meget magt, (0.4)
                 has taken too much  power, (0.4)

649              så du ikke når   de  mål  du  sætter dig.
                 So you not reach the goal you set    you.
                 So you are not reaching the goal you are setting

650              (0.7)

651      Coa:    Passer for meget på dig
                 Looks  too much  on you
                 Looks too much after you

652              (0.6)

653      Coa:    Det er  det  du siger.
                 That is that you say.
                 That is what you say'

654              (1.9)

655      Coa:    Det er den her lille   djævel
                 It is that here little devil
                 It is that little devil

656              med en:: (0.9) en fork   og (0.8)
                 with a:: (0.9) a trident and (0.8)
```

```
657      Coa:  en   cirka  ti   centimenter høj
               one around ten centimetres tall
               around ten centimetres tall

658            (1.8)

659      Coa:  Den sidder der på (0.5) venstre (0.5) skulder
               It  sits there on (0.5) left    (0.5) shoulder
               It is sitting there on (0.5) the left (0.5) shoulder

660            (3.0)

661      Coa:  Hvis du nu   prøver at stille den
               If   you now try     to ask    it


662            det spørgsmål (1.4) øh=
               the question  (1.4) eh=
               this question (1.4) eh=

663      Cli:  =Jeg ved godt hvad jeg vil
               =I know well what  I   will
               =I know well what  I   want to

664            svare de- spørge den om,
               answer it- ask  it  about,
               answer it- ask  it  about,

665      Coa:  Okay så    s[pørg
               Okay then a[sk

666      Cli:             [om      han da ikke godt gider
                          [Whether he ADV not   good bother
                          [Whether he would not

667            at h:jælpe mig i stedet for at    pille mig ned.
               to h:elp   me instead   of  toINF put   me down
               h:elp me instead of putting me down

668      Coa:  Okay. Hvad svarer han til det,
               Okay. What answers he to that,
               Okay. What does he answer to that,

669            (2.0)

670      Cli:  Han ser   lidt    forbavset ud
               He looks a little surprised out
               He looks a little surprised

671            (0.8)

672      Cli:  Fordi  det var det han troede  han gjorde.
               Because it was what he thought he  did.

673      Coa:  O↑kay.
               O↑kay.

674            (0.8)

675      Coa:  Okay.
               Okay.

676            (1.5)
```

```
677      Cli:   >Også      siger jeg<
                >And_then say     I <
                >And_then I say<

678             men det hjælper ikke mig (.) at blive pillet ned
                but it helps     not me (.) to be     put    down
                but it does not help me (.) to be put down

679             Jeg b- (0.4) Det er ikke det jeg har behov for.
                I   b- (0.4) It is not    that I  have need of.
                I   b- (0.4) It is not what I need.

680      Coa:   ˚O↑ka[y˚ ]
                ˚O↑ka[y˚ ]

681      Cli:       [Jeg] skal have ros
                    [I  ] must have praise
                    [I  ] need praise

682             jeg skal have anerkendelse jeg skal opmuntres=
                I   must have recognition I   must encouraged=
                I need recognition I must be encouraged=

683      Coa:   =Ja=
                =Yes=

684      Cli:   Jeg skal ikke pilles ned.
                I   must not  put    down.
                I must not be put down.

685      Coa:   ˚m˚

686      Cli:   Det skal jeg nok    selv   finde ud af
                That will I  ADV myself find out of
                I will figure that out myself

687             (1.0)

688      Cli:   Jeg vil meget hellere have hjælp til at (0.5)
                I   would much rather have help to toINF (0.5)
                I   would much rather have help to (0.5)

689      Coa:   Ja  [så hv     ] hvad svarer han til det.
                Yes [so wh      ] what answers he to that.
                Yes [so wh      ] what does he answer to that.

690      Cli:      [holde fast]
                   [hold  on  ]


691      Cli:   .snf (sniff) Jamen han er stadigvæk forbavset.
                .snf (sniff) Yes_but he is still    surprised
                .snf (sniff) Well he is still surprised

692      Cli:   [Fordi det ] var ikke det han ville?
                [Because it ] was not  what he wanted

693      Coa:   [˚Forbavset˚]
                [˚Surprised˚]

694             (1.0)

695      Coa:   Nå?
                Oh?
```

```
696            (1.0)

697     com:   ((client wipes away tears))

698     Coa:   Hvad er det s- så han vil?=Han- (0.2)
               What is it t- then he will?=He- (0.2)
               What is it t- then he wants?=He- (0.2)

699            Hvad er det så han vil?
               What is it then he will?
               What is it he wants then?

700            (3.0)

701     Cli:   Jamen   altså han siger han vil   jo bare have
               Yes_but PRT   he   says   he  will ADV just have
               Well that is he says he just wants you know

702            at  jeg beholdt jordforbindelsen.
               that I   keept   ground_connnection_the
               that I   keept in touch with reality

703            (1.2)

704     Coa:   Okay
               Okay

705     Cli:   Jeg skulle ikke svæve helt deroppe
               I should   not  float   all  there_up and
               I should   not  float   all up there and

706            og  tro    at  (0.5) jeg var noget.
               and think that (0.5)  I was something

707            Altså så   ville jeg jo bare
               PRT    then would I   ADV just
               That is then I would you know just

708            blive   skuffet    jo.
               become disappointed ADV.
               be disappointed you know.

709     Coa:   Okay.
               Okay.

710     Cli:   Sfnhht ((sniff)) så han vil bare hjælpe mig
               Sfnhht ((sniff)) so he  will just help me
               Sfnhht ((sniff)) so he just wants to help me

711            til at   holde jordforbindelsen.=
               to toINF keep ground_connnection_the.=
               to keep touch with reality.

712     Coa:   =Ja=
               =Yes=

713     Cli:   =Og han ser   faktisk anderledes ud lige nu.
               =And he looks actually different out just now.
               =And he actually looks different just now.

714     Coa:   Han ser ↑anderledes ud.
               He looks ↑different out.
               He looks different.
```

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715      com:  ((Coach raises eyebrows as he repeats the client))

716      Cli:  Ja=
               Yes=

717      Coa:  =Kan du ikke prøve at beskrive
               =Can you not try   to describe
               =Won't you try to describe him=

718            hvordan han ser   ud   [nu ].
               how      he looks like [now ].

719      Cli:                         [Jov.] Han er en ganske
                                      [Yes.] He is  a  quite
                                      [Yes.] He is quite an

720            almindelig lille mand nu.
               ordinary little  man  now.

721      Coa:  Han er en lille mand¿
               He is  a little  man¿

722      Cli:  ↑Ja:
               ↑Yes:

723      Coa:  Okay.
               Okay.

724      Cli:  Han er ikke [æ:::h           ]
               He is   not [e:::h           ]

725      Coa:             [Prøv at beskrive] 'm for mig,=
                          [Try  to describe] 'm  to me,=

726            =Hvad har han tøj    på?
               =What has he clothes on?
               =What is he wearing anything?

727      Cli:  Det- det   ved jeg ikke
               That- that know I not
               That- that I do not know

728            men han har i hvert fald
               But he has in any   case
               But he has in any case

729            mistet hornene    i panden,
               lost   horns_the in forehead_the,
               lost the horns on his forehead,

730            (0.5)

731      Coa:  O↑kay. Har han en [farve? ]
               O↑kay. Has he  a  [colour?]
               O↑kay. Has he got a colour?

732      Cli:                    [Og han] har heller ikke
                                 [And he] has    neither
                                 [And he] neither has not

733            sin øh fork længere.
               his eh trident longer.
               got his trident anymore
```

89

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734      Coa:  Han har heller ikke fork.  Er han:: Har han farve?
               He has  either not trident Is he::  Has he colour?
               He has neither trident Is he:: Has he got a colour?

735            (0.5)

736      Cli:  Han er sort.
               He is black

737      Coa:  Han er sort.
               He is black.

738      Coa:  S:iger han noget?=(Eller) er  der
               S:ays   he something?=(Or are there
               Does he say something?=(Or) are there

739            nogle lyde   fra  ham?
               some  sounds from him?
               some sounds from him?

740      Cli:  Nej han snakker ikke. hhh
               No he talks      not.  hhh
               No he does not talk. hhh

741            Han snakker inde i mit hovede.
               He  talks inside in my head.
               He talks inside in my head.

742            Altså der   er ikke ly[de    from ham.=
               PRT   there are not so[unds from him.=
               That is there are no sounds from him.=

743      Coa:                        [Han snakker
                                      [He talks

744      Cli:  =Ja
               =Yes

745      Coa:  Der   er ingen lyde.
               There are no     sounds.

746      Cli:  Nej det er::: f::: tankeoverførsel.
               No  it  is::: f::: thought transference.

747      Coa:  Ja.
               Yes.

748            (0.6)

749      Cli:  Hvordan har det ændret noget
               How     has  it changed something

750            at   han er blevet til en mand?
               that he  is become to  a  man?
               that he has become a  man?

751      Coa:  Med dine følelser?
               With your feelings?

752      Cli:  hhhhh

753      Cli:  .hhh Jamen   det er blevet til at    at (.) at  det
               .hhh Yes_but it  is become to that that (.) that it
```

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              .hhh Well it has become that that (.) that it

754           kan godt ske   at han  vil prøve at hjælpe mig.
              can well happen that he  will try  to help   me.
              can be that he wants to try and help me.

755           Men altså (.) jeg ved ikke helt
              But PRT   (.) I  know not quite
              But that is (.) I do not know quite

756           om      jeg tør stole på ham
              whether I dare trust in him
              whether I dare trust in him

757           eller om    han bliver til en djævel igen altså
              or    whether he  becomes to a  devil igen  PRT
              or whether he will become a devil again that is

758    Coa:   Nej okay.
              No  okay

759    Cli:   Men altså   hvis han i det mindste
              But PRT  if   he  in the least
              But that is if he at least

760           bare lige har fattet    en f:lig af
              just    has understood a  scrap of
              just has understood a scrap of

761           hvad det er jeg sidder og siger til ham [lige] nu=
              what is  is I  sit   and tell   to  him [just] now=
              what it is I am telling him just now=

762    Coa:                                         [Ja  ]
                                                    [Yes ]

763    Cli:   =så   er  der  da  en vej frem.
              =then is  there PRT a  way forward.
              =then there is a way forward

764    Coa:   Okay.
              Okay

765    Coa:   Inden du   lige æh får bekræftet det ved ham
              Before you just eh get confirmed that by him
              Just before you get that confirmed from him

766           så prøv lige  at se  (.) Hannesofie om      du
              then try just to see (.) Hannesofie whether you
              then just try to see (.) Hannesofie whether you

767           kan flytte ham over på din ↑højre skulder.
              can move him  over on your ↑right shoulder

768           (1.4)

769    Cli:   phuh::

770           (5.1)

771    Cli:   Det kan jeg ikke.
              That can I not
              I cannot
```

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772            (0.6)

773    Coa:   Det kan du ikke
               That can you not
               You cannot

774    Cli:   Nej
               No

775            (1.3)

776    Coa:   (Så   lad ham [blive Så  lad ham   )            ]
               (Then let him [stay Then let him   )            ]

777    Cli:                  [Jeg ved ikke Jeg  tror ikke han] f-
                             [I   know not I   think not   he] f-
                             [I do not know I do not think he f-

778            Jeg tror ikke han forstår     hvad han skal
               I   think not he  understands what he   must
               I do not think he understands why he should move

779            [derover    efter.]
               [there_over after.]
                over there

780    Coa:   [Nej men prøv    ] prøv at lade ham blive
               [No  but try     ] try  to let him  stay

781            på venstre [skulder ]
               on left    [shoulder]

782    Cli:              [.hhja  ] Jeg tror han siger
                         [.hhyes ] I   think he says
                         [.hhyes ] I   think he says

783            han skal sidde derover
               he  must sit   there_over
               he  must sit oveer there

784            fordi   han skal være i nærheden af mit hjerte
               because he  must be in near     of my  heart
               because he must be near my heart

785            Så derfor   kan han ikke sidde derover.
               So therefore can he   not sit   there_over.
               So therefore he cannot sit over there

786    Coa:   Nej okay det  må  han også gerne
               No  okay that can he  also gladly
               No okay he can do that       ??

787            Han skal nok   komme tilbage til hjertet   igen.
               He will enough come  to_back to  heart_the again
               He will come back to the heart again

788    Cli:   Ja
               Yes

789    Coa:   [S:å: flyt ] ham over på din højre skulder.
               [S:o: move ] him over on your right shoulder
```

```
790        Cli: [˚Nej˚ (  )]
                [˚No˚  (  )]

791              (1.0)

792        Cli:  .mt Det  vil  han ikke
                 .mt That will he  not
                 .mt He won't do that


793        Coa:  Det vil   han ikke.
                 That will he   not.
                 He won't do that

794        Cli:  Nej
                 Nej


795        Coa:  Okay
                 Okay

796              (0.3)

797        Coa:  Kan du dreje ham rundt
                 Can you spin him around

798              (2.6)

799        Cli:  Jeg kan få  ham til at    sætte sig     ned.
                 I   can get him to  toINF sit   himself down.
                 I can get him to sit down

800        Coa:  Du kan  få  ham til at    sætte sig     ned.
                 you can get him to  toINF sit   himself down
                 You can get him to sit down

801        Cli:  Ja
                 Yes

802        Coa:  O[kay ]
                 O[kay ]

803        Cli:   [Isted ]et for at stå   op.
                  [In ste]ad of  to stand up.
                   In stead of standing up

804              (0.2)

805        Coa:  Ja
                 Yes

806              (0.7)

807        Cli:  Det kan jeg godt.
                 That can I   well.
                 I can do that

808        Coa:  Ja
                 Yes

809              (0.5)
```

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810      Coa:  KHRkh:r

811            (0.2)

812      Coa:  Så   få ham til at    stå  op igen,
               Then get him to toINF stand up again,
               Then get him to stand again

813            (0.2)

814            og sætte sig    ned ligesom (0.5) når  du  styrer.
               and sit  himself down like   (0.5) when you control.
               and sit down like (0.5) when you are in control

815            (3.2)

816      Cli:  *Jamen han han () han spørger
               *Yes_but he  he () he  asks
               *Yes but he he () he asks

817            hvad det skal gøre godt for.
               what it must  do   good for
               what it is good for

818      Coa:  Ja:  men det skal han nok få
               Yes: but that must he ADV get
               Yes but he will get

819            en forklaring  på senere.
               an explanation on later.
               an explanation later.

820            (1.5)

821      Cli:  Han gør det,
               He  does it,
               He is doing it

822      Coa:  Han gør det.
               He does it.
               He is doing it

823      Cli:  Ja
               Yes

824      Coa:  Okay
               Okay

825            (0.8)

826      Coa:  .mt .hhh

827      Cli:  Han ender med at  sætte sig     der  ( )
               He  ends  with to sit   himself there ( )
               He ends up sitting himself there ( )

828            Han sidder nu.
               Han sits  now.
               He is sitting now.

829      Coa:  Han sidder [ned nu.  ]
               He  sits   [down now.]
               He is sitting down now.
```

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830      Cli:                    [Han   sid]der afventende.
                                 [He    sit]s  waiting
                                  He is sitting waiting

831      Coa:  Ja  Hvordan har  du   med
               Yes How     have you with
               Yes How do you feel about

832            at   han sidder der (.)   [afvent  ]ende.
               that he  sits   there (.) [wait    ]ing
               that he is sitting there (.) waiting

833      Cli:                                [((Sniff)]

834            (0.8)

835      Cli:  .mt Jeg føler han lurer        lidt   på mig altså.
               .mt I   feel  he  lies_in_wait little on me  PRT.
               .mt I feel he lies in wait for me that is

836      Coa:  Ja
               Yes

837      Cli:  Nu nu   kan jeg jo    så  selv bevise at   (0.5)
               Now now can I   ADV then myself prove that (0.5)
               Now now I can you know by myself prove that (0.5)

838      Coa:  Ja
               Yes

839            (0.8)

840      Coa:  .hhh Så   [prøv a::t]
               .hhh Then [try  to::]

841      Cli:            [Hv- Hvi- Hv]is du virkelig tror
                         [I-  If-  I]f you really   think
                          I- If- If you really think

842            du kan klare dig uden mig så prøv det.
               you can make you without me then try it.
               you can make it witout me then try it.

843      Coa:  Ja så   prøv det.
               Yes then try that.

844      Cli:  Ja
               Yes

845            (0.5)

846      Coa:  Men æ::h det   har du også gjort.
               But e::h that have you also done.
               But e::h you have also done that.

847      Coa:  Det synes jeg du skal  sige til ham
               That think I   you should tell to him
               I think you should tell that to him

848            At   du har    jo     accepteret at   at  ø::h
               That you have  you know accepted  that that e::h

849      Coa:  du kan ikke klare dig uden.
               you can not make  you without.
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              you cannot do it without

850           (0.4)

851    Cli:   [Ja ]
              [Yes]

852    Coa:   [Han] skal være der
              [He ] must be  there
              He must be there

853           for at redde den der    selvværd
              to  toINF save that there selfworth
              to save that selfworth

854           (0.4)

855    Cli:   Ja
              Yes

856    Coa:   Den den    må ikke ( ) blive knækket.
              That that may not  ( ) be    broken
              That that may not  ( ) be    broken

857    Cli:   .hnej
              .hno

858           (0.3)

859    Coa:   Men ø:h hvad skal der   til,
              But e:h what must there to,
              But e:h what does it take,

860           Kan du ikke spørge ham om    hvad der skal  til
              Can you not  ask   him about what must there to
              Can you not ask him about what does it take

861           for at   øhm::: (0.6) at  han nøjes med
              for that uhm::: (0.6) that he settles for
              to uhm::: (0.6) that he settles for

862           at tage fat  i  det selvværd,   (0.4) så det
              to take hold in that selfworth, (0.4) so it
              taking hold on that selfworth, (0.4) so it

863           ikke er en begrænsning (    ) (hele tiden.)
              not is a  restriction (    ) (whole time_the.)
              is not a restriction (    ) (all the time.)

864           (1.7)

865    Cli:   Det  forstår han ikke.
              That understands he not.
              He does not understand that.

866           (0.8)

867    Coa:   Det forstår han ikke.
              That understands he not.
              He does not understand that.

868    Cli:   Nej det spørgsmål forstod han ikke.
              No that question understood he not.
              No that question he did not understand.
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96

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869              (0.6)

870      Coa:    Nej
                 No

871              (1.3)

872      Coa:    Så hvad [skal der til
                 So what [must there to
                 So what does it take

873      Cli:           [Fordi   (jeg kunne høre ham sige det)
                         [Because (I   could hear him say it  )

874              >fordi når du    < siger det der   det han hørte det
                 >because when you< say  that there that he heard it
                 >because when you< say that he heard it

875              kunne jeg se. Altså
                 could I   see. PRT
                 I could see. That is

876      Coa:    Han hørte det
                 He heard it

877      Cli:    Ja
                 Yes

878              (.)

879      Coa:    Okay
                 Okay

880      Coa:    Så hvad skal der    til
                 So what must there be
                 So what is needed

881              ˚for at   han forstår    det.˚
                 ˚for that he  understands it.˚
                 ˚for him to understand it˚.

882              (5.0)

883      Cli:    >Jamen jeg jeg< tror  j- jeg tror
                 >Yes_but I  I< think I-  I  think
                 >Well    I  I< think I-  I  think

884              der skal   et bevis til hvis hvis jeg (3.0)
                 there must a  proof  be if   if    I  (3.0)
                 there must be a proof if if I (3.0)

885      com:    ((client is shaking her head))

886      Cli:    Han vil  simpelthen have mig til at   vise
                 He  will simply      have me  to toINF show
                 He simply wants me to show

887              hvad det er jeg mener.
                 what it  is I   mean.
                 what I mean.

888      Coa:    .mt Han vil  have dig til at   (.) vise (.)
                 .mt He  will have you to toINF (.) show (.)
```

```
                    .mt He wants you to show

889         hvad det er du mener.
            what it is you  mean
            what you mean

890    Cli: Ja
            Yes

891         (.)

892    Coa: Ja
            Yes

893    Com: ((coach moving forward in chair))

894    Coa: Og hvad skal det være for et bevis?
            And what must it be for   a proof?
            And what kind of proof must it be?

895         (1.0)

896    Cli: Jam::
            Yes_b::
            We::

897         (0.8)

898    Coa: Hvornår er han tilfreds?
            When is   he    satisfied?

899         (3.0)

900    Cli: .mt

901         (2.0)

902    Cli: ˚Hvornår er han tilfreds.˚
            ˚When    is he satisfied˚

903         ((Client shaking her head while saying this))

904         ()

905    Cli: ((sniff))

906         (1.5)

907    Cli: År::h:: ˚˚hvornår˚˚ er han tilfreds.
            Ar::h:: ˚˚when˚˚    is he  satisfied.

908         (1.8)

909    Cli: Jamen  han er egentlig tilfreds   hvis h- ikke han
            Yes_but he is  actually satisfied if   h- not he
            Well he is satified actually if h- he does not

910         behøver at    lave så meget.
            need  toINF do   so much
            need to do so much

911         (1.0)

912    Coa: ↑Okay. ˚Og <hvornår> behøver han ikke
```

```
                    ↑Okay. ˚And <when>  needs   he    not
                    ↑Okay. ˚And <when> does he not need

913                 at lave så meget.˚
                    to do   so much.˚
                    to do so much.˚

914       Cli:      Jamen hvis jeg dog    kunne blive
                    Yes_but if I   though could become
                    Well if I could become

915                 lidt   mere selvhjulpen
                    a little more self-supported
                    a little more self-supported though

916                 så   ville han ikke behøve  at    lave så meget.
                    then would he   not  have_to toINF do   so much.
                    then he would not have to do so much.

917       Coa:      Okay [så hvis han (   ) ]
                    Okay [so if   he  (   ) ]

918       Cli:         [så ville han kun  ] behøve at være der
                       [then would he only] need  to  be   there
                       [then he would only] need to be there

919                 de     gange hvor det var nødvendigt.
                    those times   when it was necessary.

920       Coa:      J[a
                    Y[es

921       Cli:     [Så ville   han bare kunne nøjes med
                    [Then would he  just could settle for
                     Then he would just have to

922                 at holde øje med mig i stedet for at .hhh
                    to keep eye  on  me  instead of   to .hhh
                    to keep a eye on me instead of .hhh

923       Coa:      ˚Okay˚
                    ˚Okay˚

924       Cli:      Altså passe på  mig i stedet for.
                    PRT   look  for me  instead of.
                    That is look out for me instead.

925       Coa:      Ja
                    Yes

926                 (0.8)

927       Cli:      Så kunne   han nøjes med det.
                    Then could he  settle for that.
                    Then he could just do that.

928                 Lige  nu der     er han nødt  til
                    Right now there  is he  needs to
                    Right now he has to

929                 at være lidt indgribende altså nødt til a:t
                    to be little intervening PRT   needs to t:oINF
                    be a little intervening that is has t:o
```

```
930        Coa:  Ja
                 Yes

931        Cli:  Nødt  til at    være lidt   mere oppe på dupperne.
                 Needs to  toINF be a little more on his toes
                 Has to be a little more on his toes

932        Coa:  ˚Okay˚. [Er      ] det okay  med dig?
                 ˚Okay˚. [Is      ] that okay with you?

933        Cli:          [For     ]
                          [Because]

934               (.)

935        Coa:  At   han er   lidt   øh oppe på dupperne.
                 That he  is a little uh on his toes.

936        Cli:  Ja det   er [Jeg SYN]es det er fint nok=
                 Yes that is [I   THI]nk that is fine enough.=
                 Yes that is [I   THI]nk that is fine.=

937        Coa:               [Du ved  ]
                               [You know]

938        Cli:  =at  jeg skal bevise det altså
                 =that I   must prove  it  PRT
                 =that I have to prove it that is

939        Coa:  'r det fint nok    du s[kal bevise det   ]
                 's it  fine enough you m[ust prove it     ]
                 's it fine you have to prove it

940        Cli:                         [Man kan ikke bare]
                                        [One can not  just]
                                         You cannot just

941               bede om  noget     uden    at bevise noget
                  ask  for something without to prove  something
                  ask for something without proving something

942               altså uden    at    ville give noget.
                  PRT   without toINF want  give something.
                  that is without wanting to give something.

943               Så det synes  jeg er helt       [fint. ]
                  So that think I   is completly [fine. ]

944        Coa:                                   [O↓ka:y]
                                                  [O↓ka:y]

945        Coa:  Okay så det er fint.=
                 Okay so that is fine.=

946        Cli:  =Det er ↑helt       fint med mig. Ja,
                 =That is ↑completely fine by  me. Yes,

947        Coa:  Ja
                 Yes

948        Cli:  >Der skal der skal   < Det er okay
                 >There must there must< It   is okay

949               at jeg også skal tage noget ansvar        fra ham.
```

100

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                  That I also must take some responsibility from him.

950               Han kan jo ikke klare det hele.
                  He can ADV not  do    it all.
                  He can not do it all you know

951       Coa:    Nej okay.
                  No okay.

952               (0.5)

953       Coa:    Så vi nu sidder her (1.0)
                  So we now sit  here (1.0)
                  So now we sit here (1.0)

954               og  [dit mål  ] (1.1) går jeg ud fra=
                  and [your goal] (1.1) go  I   out from=
                  and [your goal] (1.1) I presume=

955       Cli:        [hrhhhhh  ]

956       Coa:    =det er dit   bevis,
                  =that is your proof,

957               (1.6)

958               At    ø:h du  vil  tabe dig
                  That u:h you want lose weight
                  That u:h you want to lose weight

959               (1.1)

960       Cli:    Ja
                  Yes

961       com:    ((client is wiping her hand on her forehead looking
962               down))

963               (0.6)

964       Coa:    °Ja°=
                  °Yes°=

965       Cli:    =((sniff))

966       Coa:    °Hvornår kan han så  være tilfreds°.
                  °When    can he  then be satified°.

967               (2.5)

968       Cli:    .hhhh Han er tilfreds når jeg er på vej.=
                  .hhhh He is satisfied when I  am on way.=
                  .hhhh He is satisfied when I am on the way.=

969               =Ha- han venter ikke på [at ] jeg når    målet,
                  =He-  he waits  not  on [that] I   reach goal_the
                  =He- he does not wait till I reach the goal

970       Coa:                            [Han ]
                                          [He  ]

971       Cli:    Han er sådan set tilfreds når jeg har .hhhh
                  He  is so   seen satisfied when I have .hhhh
```

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                He is actually satisfied when I have .hhhh

972             når jeg er på vej.
                when I am  on way.
                when I am on my way.

973     Coa:    Kan det skyldes    at   han godt ved   det
                Can that cause_PASS that he  well knows that
                Can that be because he well knows that

974             som   du sagde i går, (.)
                which you said yesterday,(.)
                which you said yesterday, (.)

975             da   du  forklarede mig det
                when you told       me  it
                when you told it to me

976     Coa:    at   når  du er   på vej (.)
                that when you are on way (.)
                that when you are on the way (.)

977             så   når  du  også målet?
                then reach you also goal_the?
                then you also reach the goal?

978             (2.5)

979     Cli:    .mt ˚˚j:a˚˚
                .mt ˚˚y:es˚˚

980             (1.0)

981     Cli:    ↑Ja
                ↑Yes

982     Coa:    Okay.
                Okay.

983             (1.2)

984     Coa:    Så det han vil   for dig
                So what he wants for you
                So what he wants for you

985             det er at  du skal  i  gang?
                it is that you must in action?
                it is that you must get into action?

986     Cli:    ↑Ja
                ↑Yes

987             (2.5)

988     Cli:    Og han siger også men det nytter ikke noget
                And he says  also but it  use   not   anything
                And he also says but it is no good

989             du kommer med de   samme undskyldninger en gang til.
                you come with those same  excuses        one more to.
                you come up with those same excuses one more time.

990             (1.3)
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991      Coa:  °Okay°
               °Okay°

992            (3.3)

993      Cli:  Hvis ikke du gør det nu så   lykkes  det aldrig.
               If   not  you do it now then succeed it  never.
               If you do not do it now then it will never succeed.

994      Coa:  °Okay°
               °Okay°

995            (1.0)

996      Coa:  Hvad siger du selv til det.=

997      Cli:  =Så det er (sats) Det det- Det er en stor risiko,
               =So it is (gam)  It  it   It is a  big   risk,

998      Coa:  Ja.  Hvad siger du  til det.
               Yes. What say   you to that.
               Yes. What do you say to that.

999      Cli:  .snfft ((sniff))

1000           (0.6)

1001     Coa:  Er risikoen for stor?
               Is risk_the too  great?
               Is the risk too great?

1002           (5.0)

1003     Coa:  Nej ikke andet end  at   ø::h (4.3)
               No  not  other than at   u::h (4.3)
               No not other than that u::h (4.3)

1004           hhh at jeg  jo ikke har ham
               hhh that I ADV not have him
               hhh that I you know do not have him

1005           at skyde skylden på hvis det er.
               to shoot blame  on  if   it  is.
               to blame if it is.

1006           (1.2)

1007     Coa:  Han er der   jo  stadigvæk
               He  is there ADV still
               He  is still there you know

1008     Cli:  Ja men  han har sat sig     ned
               Yes but he  has sat  himself down

1009           og   lovet   at være afventende.
               and promised to be   waiting.

1010     Coa:  J:a:,  Men han er der.
               Y:es:, But he  is there.

1011     Cli:  Han er der ja.
               He  is ther yes.

1012     Coa:  Ja::,
```

```
                      Yes::,

1013       Coa:   Og du    kan tage fat    i ham igen,
                  And you can grab hold on him again,
                  And you can grab a hold on him again,

1014       Cli:   Ja
                  Yes

1015              (3.0)

1016       Cli:   Ja   det kan jeg.
                  Yes, that can I.
                  Yes, that I can.

1017       Coa:   Er det ikke rigtig?
                  Is that not correct?

1018       Cli:   Jov
                  Yeah

1019       Coa:   *Ja.
                  *Yes.
1020              (.)

1021       Coa:   Så han er ikke smuttet fra dig.
                  So he  is not   slipped from you.
                  So he has not slipped away from you.

1022       Cli:   Han er ikke smuttet [(helt væk)         ]
                  He  is not  slipped [(completely away)]
                  He has not  slipped [(completely away)]

1023       Coa:                       [Det er         ] vigtig
                                       [It is          ] important

1024              at han ikke [er ] er smuttet fra dig.
                  That he not [is ] is slipped from you.
                  That he is is not slipped away from you.

1025       Cli:               [Ja ]
                              [Yes]

1026       Cli:   Ja
                  Yes

1027              (0.7)

1028       Coa:   Jeg ved ikke om    du kan spørge ham
                  I   know not whether you can ask   him
                  I do not know whether you can ask him

1029              om     han vil love    at blive der, (.)
                  whether he will promise to stay  there, (.)
                  whether he will promise to stay there, (.)

1030              men være afventende.
                  but be   waiting.

1031              (0.8)

1032       Coa:   Hvis det er okay med dig.
                  If   it  is okay with you.
```

104

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1033          (3.0)

1034    Cli:  Jeg vil   simplethen spørge ham
              I   will simply     ask    him
              I simply want to ask him

1035          om      han ikke godt bare vil være der
              whether he  not ADV  just will be there
              whether he not just wants to be there

1036          og  så   .hhh være klar til at     gribe ind
              and then .hhh be  ready to  toINF intervene
              and then .hhh be ready to intervene

1037          hvis han kan ↑se det er ved   at gå galt  (.) men
              if   he  can ↑see it is about to go wrong (.) but

1038          ikke før   (.) eller hvis jeg ↓beder ham om   det.
              not sooner (.) or    if   I   ↓ask   him about it.

1039    Coa:  ˚Okay˚
              ˚Okay˚

1040          (0.8)

1041    Cli:  Hvis jeg selv   står og siger hvad nuhh,
              If   I myself stand and say  what nowhh,
              If I stand saying what nowhh,

1042    Coa:  Ja
              Yes

1043    Cli:  Så   skal han være der.
              Then must he  be    there.
              Then he must be there.

1044          (1.0)

1045    Coa:  ˚Hvad siger han til det,˚
              ˚What says  he  to that,˚
              ˚What does he say to that,˚

1046          (0.5)

1047    Cli:  ˚*Men det det vil-˚   Ha- ha- han er heller ikke
              ˚*But that that will-˚ He- he- he  is either not
              ˚*But that that will-˚ He- he- neither he is

1048          .hhh hundrede f: hvad det her  går   ud  på
              .hhh hundred f:  what this here goes out about
              .hhh a hundred f: what this is all about

1049          så han siger han vil gerne  prøve.
              so he says   he  will gladly try.
              so he says that he would like to try.

1050    Coa:  Han vil gerne prøve.
              He  will gladly try.
              He  would like to try.

1051    Cli:  Han ved ikke me- om      det lykkes
              He knows not bu- whether it  succeeds
              He does not know bu- whether it will succeed
```

105

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1052            men han vil gerne prøve.
                but he  will gladly try.
                but he would like to try.

1053    Coa:    Okay.
                Okay.

1054    Cli:    AT tage den rolle
                To take that role

1055    Coa:    Er de:t ok med dig,
                Is that ok with you,

1056    Cli:    Ja
                Yes

1057            (0.5)

1058    Coa:    ˚Okay˚
                ˚Okay˚

1059    Cli:    Man kan jo ikke (.) forpligtes
                One can ADV not (.) obligate_PASS
                You cannot you know be obligated

1060            ud over  sinGEN  evne
                out over one's ability
                beyond your own capacity

1061            man kan ikke love   mere end  man skal holde.
                one can not promise more than one must keep.
                you cannot promise more than you must keep.

1062    Coa:    ˚Nej. Okay˚
                ˚No. Okay˚

1063    Cli:    S: så det synes  jeg er fint nok.
                S: so that think I   is fine enough.
                S: so I think that is good enough.

1064            Bare han vil  prøve.
                Just he   will try.
                As long as he will try.

1065    Coa:    ˚Okay˚
                ˚Okay˚

1066            (0.6)

1067    Coa:    Jeg synes du  skal  slå  øjnene   op igen=
                I   think you shall open eyes_the up again=
                I think you should open your eyes again

1068    Cli:    =Ja
                =Yes

1069    Coa:    Kigge lidt  ud  i  rummet
                Look little out in room_the
                Look  a little out in the room

1070    Cli:    .hhh sfnt ((Sniff))

1071    Coa:    O::g  ø:h Hanne Sofie hvad øh
                A::nd e:h Hanne Sofie what eh
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               A::nd e:h Hanne Sofie what eh

1072           Dit telefonnumer      bagfra    hvad er det,
               Your telephone_number backwards what is that,
               Your telephone number backwards what is that,

1073    Coa:   Årh::: ((dries eyes and shakes her head))
               Orh:::

1074           (2.0)

1075    Cli:   f:: N:ul Det kan jeg ikke. Nul fire fem
               f:: Zero That can I not.  Zero four five
               f:: Zero I cannot do that. Zero four five

1076           syv  (1.5) to  s:eks fire [syv.
               seven (1.5) two six   four [seven.

1077    Com:                              [((Client turn head and
1078                                        looks at coach))

1079           (0.6)

1080    Coa:   ˚Okay˚

1081           (0.8)

1082    Cli:   Ja
               Yes

1083           (0.8)

1084    Cli:   Sfft ((sniff))

1085    Coa:   Hvor mange vinduer er   der  (ved  du  det,)
               How many  windows  are there (know you that,
               How many  windows  are there (do you know that,)

1086    com    ((coach looks towards the windows))

1087           (.)

1088    Coa:   Hvor mange vinduer er der.
               How many   windows are there.

1089    Cli:   Skal jeg kigge eller=
               Shall I   look   or=

1090    Coa:   =Ja=
               =Yes=

1091    Cli:   =skal jeg vide det.
               =must I know   it.

1092    Coa:   (Nej) [( ) ( )
               (No)

1093    com:        [client turns around in her chair

1094    Coa:   (   )

1095    Cli:   To fire  seks ti
               Two four six  ten
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1096      Coa:  Ti   styk,=
                Ten pieces,=
                Ten

1097      Cli:  =Der   er  ti   vinduer.
                =There are ten windows.

1098      Coa:  ˚Ja˚
                ˚Yes˚

1099      Cli:  Ja
                Yes

1100            (0.8)

1101      Coa:  Så   er  du  ligesom ude af det der   igen
                Then are you sort_of out of that there again
                Then you are sort of out of that again

1102            [eller i hvert fald forsøgt   på
                [or    at_least       attempted  on
                or at least attempted

1103      Cli:  [.hh

1104            at   komme [ud  af den  der:::
                toINF come  [out of that there:::
                to snap out of that

1105      Cli:               [HHhhh

1106      Cli:  Ja
                Yes

1107      Coa:  dialog   (eller) [(  ]          ).
                dialogue (or    ) [(  ]          ).

1108      Cli:                   [Ja ]
                                 [Yes]

1109      Coa:  Skal   vi prøve at komme videre.
                Should we try   to come further.
                Should we try to proceed.

1110      Cli:  Ja
                Yes

1111            (.)

1112      Coa:  Godt nok.   Sådan som jeg hører på dig
                Good enough. Such as   I  hear  on you
                Okay. As I understand you

1113            så   har du  accepteret
                then have you accepted
                then you have accepted

1114            det  her  mål  om         jeg vil  tabe  mig.
                this here goal concerning  I  will lose  me.
                this goal concerning I want to lose weight

1115      Cli:  Ja
                Yes
```

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1116     Coa:  Æ:h så jeg til slut vejer halvfjerds kilo,
               E:h so I   to end   weigh seventy    kilos

1117     Cli:  Ja
               Yes

1118     Coa:  Det er ok at have den der     [() djævel der,
               It  is ok to have that there [() devil there,
               It is okay to have this devil there

1119     com:                               [((coach raises his
1120           hand and points to his shoulder))

1121     Coa:  Han er lidt  afventende            [(lige nu)  ]
               He is little hesitant/wait-and-see [(just now) ]

1122     Cli:                                             [Han er ikke]
                                                          [He  is not ]
                                                          [He  is not ]

1123           nogen djævel mere.
               any   devil  more.
               a devil  anymore.

1124     Coa:  Han er en mand
               He  is a  man

1125     Cli:  Han er en mand
               He  is a  man

1126     Coa:  Okay

1127     Coa   (Mm) det er ok   at have den der     mand [der  ]=
               (Mm) it  is okay to have that there man  [there]=
               (Mm) it  is okay to have this man there

1128     Cli:                                              [Ja   ]
                                                           [Yes  ]

1129     Coa:  =Han er lidt  afventend[e ]
               =He is little   hesitan[t ]
               =He is a little hesitan[t ]

1130     Cli:                    [J ]a
                                 [Ye]s

1131     Coa:  Han må ikke helt     forsvinde
               He must not completely disappear

1132           da   han [lovet    dig at blive)]
               since he  [promised you to stay) ]

1133     Cli:           [Han har simplethen    ]
                        [He has   simply        ]

1134           lagt karnevalsdragten. =Ja.
               laid carnival_suit_the.=Yes.
               taken off the carnival suit. Yes.

1135           (0.4)

1136     Coa:  Okay. Han har lagt karnevalsdragten  [også.]
               Okay. He has laid  carnival_suit_the [also.]
               Okay. He has also taken off the carnival suit.
```

109

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1137      Cli:                                        [Ja   ] det
                                                      [Yes  ] That
                                                      [Yes  ]

1138             har han.
                 has he.
                 he has.

1139      Coa:   Ja. Okay.
                 Yes. Okay.

1140      Cli:   Han har lovet   at lade være med
                 He has promised to abstain from
                 He has promised to abstain from

1141             at være så truende.
                 to be   so threatening.
                 being so threatening.

1142             [Han- ](.) Han er ikke nær    så farlig.
                 [He-  ](.) He  is not   nearly as dangerous.

1143      Coa:   [Ja   ]
                 [Yes  ]

1144      Coa:   Nej. Okay.
                 No.  Okay.

1145             (.)

1146      Coa:   .mt Så: hvornår (.) vil  du  gerne tabe  dig?=
                 .mt So: when    (.) will you gladly lose you?=
                 .mt So: when    (.) would you like to lose weight=

1147             =Hvornår skal du bevis::e overfor dig selv
                 =When    must you prov::e towards you self
                 =When    must you prov::e towards yourself

1148             [og overfor ham ]
                 [and towards him]
                 [and towards him]

1149      Cli:   [fht sft       ] krh khrm:

1150      Coa:   at   det  her  mål  det er nået?
                 that this here goal it  is reached?
                 that this goal it is reached?

1151      Cli:   .hhh Jamen   ø::h i stedet for at sætte en dato for
                 .hhh Yes_but e::h instead  of  to set  a   date for
                 .hhh Well e::h instead of setting a date for

1152             hvornår jeg har nået   de  halvfjerds kilo, (1.0)=
                 when    I   have reaced the sventy    kilos, (1.0)=
                 when I have reaced sventy kilos, (1.0)=

1153             plus minus to  (0.8) så vil    jeg hellere sige
                 plus minus two (0.8) then will I   rather   say
                 plus minus two (0.8) then I would rather say

1154             at der      må:: ø::h
                 that there can:: e::h
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1155          (3.0)

1156    Cli:  Det skal nemlig ikke gå hurtigt
              It  must namely  not go fast
              It  must namely  not be fast

1157          (1.3)

1158    Cli:  (som med      ) Det skal ikke- Det skal være ægte.
              (as with      ) It  must not-  It must be  real.

1159          (3.5)

1160    Cli:  Og hva- v  vi har  maj måned nu
              And wha- w we have May month now
              And wha- w we have May now

1161          (2.0)

1162    Cli:  Jamen   æ:::h Det er:::
              Yes_but e:::h It is:::
              Well e:::h It is:::

1163          inden sommerferien        næste år.
              before summer_vacation_the next year.
              before the summer vacation next year.

1164    Coa:  Inden sommerferien næste år.
              Before summer_vacation_the next year.
              before the summer vacation next year.

1165    Com   ((coach writes as he repeats))

1166    Cli:  Ja
              Yes

1167          (0.8)

1168    Coa:  Og hvornår=
              And when=

1169    Cli:  =Halvdelen     [inden jul      ]
              =half_part_the [before Christmas]
              =half before Christmas

1170    Coa:                 [Hvornår er     ]det sommerferie?
                             [When is        ]it summer_vacation?
                              When is it summer_vacation?

1171    Cli:  Halvdelen      inden første december
              Half_part_the before first December
              Half before the first of December

1172          og den  anden halvdel   inden første juni
              and the other half_part before first June
              and the other half before the first of June

1173    Coa:  Halvdelen    (3.1) ø::[h ja   ]
              Half_part_the (3.1) u::[h yes  ]
              Half (3.1) u::h yes

1174    Cli:                         [Så hvad] er det
                                     [So what] is that
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1175      Com:  ((coach is writing during silence))

1176            (0.9)

1177      Cli:  Så det vil   si::ge ø::h (0.4) hvad=
                So that will sa::y u::h (0.4) what=

1178            Vi kan også sige et tal    i stedet f-
                We can also say  a   number instead b-

1179            Det er nok     bedre fordi    hvad er halvdelen.
                It is probably better because what is half_part_the
                It is probably better because what is half

1180      Coa:  Ja det   vil jeg så  også spørge [om   ] men=
                Yes that will I then also ask      [about] but=
                Yes that would I also ask about then but=

1181      Cli:                                    [.sft  ]

1182      Coa:  =men [det bestemmer du   jo  ]
                =but [that decide    you ADV ]
                =but that you decide you know

1183      Cli:       [Jeg vil meget hellere] sætte et tal     på
                     [I   will much rather ] put   a   number on
                      I would much rather put a number on it

1184      Coa:  Ja
                Yes

1185            (1.8)

1186      Cli:  .mt Jeg vil sige at
                .mt I   will say that

1187            øh det er::: *øh maks otteoghalvfjerds
                eh it  is::: *eh max   eight_and_seventy
                eh it is::: *eh max seventyeight

1188            før den    første december,
                before the first  December,
                before the firs to December

1189      Coa:  maks (.) otteoghalvfjerds kilo
                max (.) eight_and_ seventy kilos
                max (.) seventyeight kilos

1190             (1.8)

1191            f: pr:  [før]ste december
                b: per: [fir]st  December

1192      Cli:          [Ja ]
                        [Yes]

1193            (.)

1194      Coa:  [Totusind   ]ogsyv?
                [Twothousand]andseven?

1195      Cli:  [O::g    ]
                [A::nd   ]
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1196      Cli:  Ja
                Yes

1197      Coa:  Ja
                Yes

1198      Cli:  Og endeligt mål ø::h .hhh [i  ]
                And final  goal e::h .hhh [in ]

1199      Coa:                             [og ] ((coach writes))
                                           [and]

1200            (1.0)

1201      Cli:  Det er så    de   halvfjerds plus minus to.
                That is then the seventy    plus minus two.
                That is then seventy plus minus two.

1202      Coa:  *J:a. =Halvfjerds plus minus to? ((coach writes))
                *Y:es.=Seventy    plus minus two?

1203            (1.5) ((coach stops writing and looks up
1204                   after (0.8)))

1205      Cli:  Første (.) juni totusindogotte
                First  (.) June two_thousand_and_eight
                The first (.) of June two thousand and eight

1206      Coa:  <Første> (.) juni (.) <totusind> (.) ˚otte˚
                <First>  (.) June (.) < two_thousand> (.) ˚eight˚
                <The first> (.) of June (.) <two thousand> (.) eight

1207            (1.3)

1208      Cli:  For så kan jeg overskue det.
                For then can I oversee it
                Because then I can cope with it

1209            (0.5)

1210      Coa:  Det  vil sige når du   siger du  kan overskue det
                That will say  when you say   you can oversee it
                That means when you say you can cope with it

1211            så   er det et realistisk mål
                then is it  a  realistic goal
                then it is a realistic goal

1212      Cli:  Ja.   Så  er det et realistisk mål.
                Yes. Then is it  a realistic goal.
                Yes. Then it is a realistic goal.

1213      Coa:  Ja
                Yes

1214            (0.5)

1215      Cli:  Der sidder et et lille håb   inde   (.) om
                There sits a  a  little hope inside (.) about
                There is a little hope inside (.)

1216            at  (.) det er begge dele til den første december.
                that (.) it  is both  parts to the first December
                that (.) it is both to the first of December
```

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1217    Coa:   ˚Ja˚
               ˚Yes˚

1218    Cli:   men det e-
               but it i-

1219           (1.0)

1220    com    ((during silence client raises her hand
1221           and points at her left shoulder))

1222    Cli:   Han råder mig til ()
               He advises me to ()

1223    Coa:   ˚Ja˚
               ˚Yes˚

1224    Cli:   at    dele den op i to.
               toINF split it up in two.
               split it in two

1225    Coa    (˚ja˚)
               (˚Yes˚)

1226    Cli:   Ja
               Yes

1227    Coa:   Er det okay med dig,=
               Is that okay with you,=

1228    Cli:   =’ar  det er fint.
               =’eah it is fine.

1229    Coa:   ˚Okay˚
               ˚Okay˚

1230    Cli:   Ja
               ˚Yes˚

1231           (1.7)

1232    com:   ((Coach turns around and looks at clock on the
1233           wall))

1234    Cli:   .hhh[h ts::            ]

1235    Coa:       [Hvad siger du til ] at   vi fortsætter
                   [What say  you to  ] that we continue
                   [What would you say] if we continue

1236    Cli:   .hhhhh

1237    Coa:   og   så  måske tager mig i:: [hele tid i   mor]gen=
               and then perhaps take me in:: [whole time tomor]row=
               and then perhaps take me the whole time tomorrow=

1238    Cli:                                [længere tid      ]
                                            [longer time      ]

1239    Cli:   =Det er fint.
               =That is fine.

1240    Coa:   For   jeg synes det er   synd  at stoppe her.
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            Because I  think is  is a shame to stop    here

1241    Cli:  Ja det er   [fint       ]
              Yes that is [fine       ]

1242    Coa:              [Vi vi er ] i   gang   me::d
                          [We we are] in process wi::th
                          [We we are] doing

1243          æ:h noget      som    du  brænder for=
              e:h something which you burn    for=
              e:h something which you are enthusiastic about

1244    Cli:  =Ja
              =Yes

1245    Coa:  Kan jeg mærke på dig [(ik)    ]
              Can I   sense in you [(right)]
              Can I sense in you (right)

1246    Cli:                       [khr    ] Ja
                                   [khr    ] Yes


1247    Coa:  Og jeg synes æ::h .hhhh æ:::h at-
              And I   think e::h .hhhh e:::h that-

1248          Noget      som   du  skal bevise den her   gang
              Something which you must prove this here  time
              Something which you must prove this time

1249          overfor dig selv, [og ] overfor din   ven     der.
              towards yourself, [and] towards your friend there.

1250    Cli:                    [Ja ]
                                [Yes]

1251          (0.6)

1252    Coa:  O::g derfor    synes jeg ˚vi skal    fortsætte˚
              A::nd therefore think I   ˚we should continue˚
              A::nd therefore I think ˚we should continue˚

1253    Cli:  Ja det er [fint med mig.  ] Ja
              Yes it is [fine by  me.   ] Yes

1254    Coa:            [˚Er det okay˚, ]
                        [˚Is that okay˚,]

1255            (1.0)

1256    Coa:  Ø:hm:: (.) Ja.
              U:hm:: (.) Yes

1257          (.)

1258    Coa:  Men så   har  du det   her   mål.
              But then have you this here  goal.
              But then you have this goal.

1259    Cli:  Ja
              Yes

1260          (1.0)
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1261     Coa:   (Prøv lige at fornemme)
                (Try  just to sense   )
                (Just try  to sense   )

1262            første juni (1.1) totusindogotte
                first   June (1.1) two_thousand_and_eight
                the first of June (1.1) two thousand and eight

1263            (1.8)

1264     Cli:   <Det  er simplethen skønt>.
                <That is simply marvelous>.

1265            (1.6)

1266     Coa:   Ja
                Yes

1267     Cli:   Det er simplethen skønt
                That is simply marvelous

1268     Coa:   (Og hvordan er [det). Hvor hvor   er du  ] henne?
                (And how     is [it ). Where where are you] at?

1269     Cli:                  [Der   vil jeg gerne     ]
                               [There will I   gladly    ]
                               [There I would like to   ]

1270            (1.1)

1271     Cli:   Jamen   hhhhh ((shakes her head))
                Yes_but hhhhh
                Well hhhhh

1272            (0.8)

1273     Cli:   Jeg er på arbejde. Jeg er i  weekend
                I   am at  work.   I   am in weekend
                I am at work. I am in the weekends

1274            Jeg er simplethen .hhh Jeg er simplethen
                I   am simply     .hhh I   am simply
                I   am simply .hhh I am simply

1275            over det hele fordi  jeg har  bare så'n energi
                over  it  all because I   have just such energy
                all over because I just have such energy

1276            at   j- så jeg kan være over det hele.
                that I- so I   can be   over  it all.
                that I- so I can be everywhere.

1277     Coa:   Du kan være over det hele.
                You can be   over  it all.
                You can be all over.

1278     Cli:   Jeg er simplethen ikke kun  et sted   af gangen.
                I   am  simply    not  just one place at time_the.
                I   am  simply not just one place at the time.

1279            Jeg kan simplethen magte   både at .hhh være hjemme
                I   can simply     cope both to .hhh be   home
                I am simply capable of both .hhh being home
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1280              og på arbejde og på golfbanen      og (.)
                  and on job    and on golf_course_the and (.)
                  and on the job and on the golf course and (.)

1281      Coa:    Okay=
                  Okay=

1282      Cli:    =planlægge. Ja
                  =plan.      Yes
                  to plan. Yes

1283              (0.9)

1284      Coa:    Hvad går dine  tanker   på¿
                  What goes your thoughts on¿
                  What do your thoughs revolve around¿

1285              (1.5)

1286      Cli:    .mt De   går på at jeg ikke behøver
                  .mt They go on that I  not  need
                  .mt They revolve around that I do not need

1287              at tænke på den skide   vægt.
                  to think on that shitty weight
                  to think about that bloody weight

1288      Coa:    ˚Okay˚
                  ˚Okay˚

1289      Cli:    At   det er derfor  jeg kan overskue alt det andet.
                  That it  is therefore I  can oversee all that other.
                  That it is why I can cope with everything else

1290      Coa:    ˚Ja˚
                  ˚Yes˚

1291      Cli:    Det  er (.) jo  femoghalvfems procent af min
                  That is (.) ADV fiveandfifty percent  of my
                  That is (.) you know fiftyfive percent of my

1292              tankevirks- underbevidste    tankevirk[somhed]
                  thought_acti- subconscious thought_acti[vity  ]
                  thought acti- subconscious thought activity

1293      Coa:                                         [Mh::: ]

1294      Cli:    >der   kan< bruges til noget
                  >which can< used    to something
                  >which can< used on something

1295              <helt        helt    > andet.
                  <completely completely> different.
                  completely different.

1296      Coa:    Hvad siger manden på venstre skulder
                  What says man_the on left shoulder
                  What says the man on the left shoulder

1297              der   sidder der  ˚og har   smidt karnevalsdragten˚.
                  which sits  there ˚and have layed carnival_suit_the˚.
                  which sits  there ˚and has layed down the carnival
                  suit˚.
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1298              (3.0)

1299      Cli:   Jamen    han er sådan set
                 Yes_but  he  is
                 Well he is to a certain extent

1300              .hhhh >han sådan set< lidt     tilfreds
                 .hhhh >he            < a little satisfied
                 .hhhh >he to a certain extent< a little satisfied

1301              Han er også l:idt   ærgerlig over at    (.)=
                 He  is also l:ittle vexed    about that (.)=
                 He  is also  a l:ittle vexed that (.)=

1302              at jeg kunne klare  mig så meget selv.
                 That I could manage me so much    self.
                 That I could manage so much on my own.

1303      Coa:   Okay,
                 Okay,

1304      Cli:   Han er lid- Det er han lidt   ærgerlig over.
                 He  is lit- That is he little vexed   about.
                 He  is lit- That is he a little vexed about.

1305      Coa:   Ja
                 Yes

1306              (1.1)

1307      Coa:   Så spørg lige::: ham om
                 So ask   just::: him about
                 So ask just::: him

1308              hvad han har lært     af det,
                 what he  has learned of that,
                 what he has learned from that,

1309              (3.9)

1310      Cli:   Ja::
                 Yes::

1311              (1.3)

1312      Cli:   Han har nok      lært   at: (1.8)
                 He  has probably learned that: (1.8)

1313      Coa:   Er det ham der svarer
                 Is it  him who answers

1314              eller er det Hannesofie der [svarer ]
                 or    is it  Hannesofie  who [answers]

1315   Cli:                                  [Ja::   ]
                                             [Yes::  ]

1316              (1.2)

1317      Cli:   Hvad svarer han lige nu
                 What answers he right now
                 What does he answer right now
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1318            (1.7)

1319    com:    ((Client shakes her head))

1320    Coa:    Vi er ved den første januar
                We are at the first  January
                We are at the first of January

1321            [eller første juni totusind   ]ogotte
                [or     first  June twothousand] and eight
                or the first of June twothousand and eight

1322    Cli:    [Første januar næste år        ]
                [First January next year       ]
                The first of January next year

1323            (1.2)

1324    Coa:    (Du  har  tabt [dig)
                (You have lost [you)
                (You have lost weight)

1325    Cli:                   [Jam-   h- h- han sidder og spørger
                               [Yes_b- h- h- he  sits and  asks
                               [Yes we- h- h- he is asking

1326            hvad han så  skal hjælpe mig med.
                what he then must help   me  with.
                what he then should help me do.

1327    Coa:    ˚˚Okay¿˚˚
                ˚˚Okay¿˚˚

1328    Cli:    Hvad mit næste mål er.
                What my   next goal is.

1329    Coa:    O:kay.
                O:kay.

1330            (1.3)

1331    Cli:    Det gør han.
                That does he.
                That is what he does.

1332    Coa:    Så han er klar til næste mål nu=
                So he is ready for next goal now=
                So he is ready for the next goal now=

1333    Cli:    =Ja  det  er han faktisk.
                =Yes that is he  actually.
                =Yes he actually is.

1334            (0.7)

1335    Coa:    Han er:::
                He is:::

1336    Cli:    Nu ka-  nu  kan han [holde  ]
                Now ca- now can he  [hold   ]
                Now ca- now he can hold

1337    Coa:                        [Han har ] respekt så,
                                    [He has  ] respect then,
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1338    Cli:  Ja:: nu   kan han nøjes med at støtte
              Yes:: now can he settle for to support
              Yes:: now  he can settle for supporting

1339          fordi   vi kan ligeså  godt sætte et nyt så.
              Because we can just_as well set  a  new then.
              Because we can just as well set a new one then.

1340    Coa:  Okay
              Okay

1341    Cli:  Det kunne vi  jo  egentlig ligeså  godt.
              That could we ADV actually just_as well.
              That could we actually just as well you know.

1342    Coa:  O↑kay
              O↑kay

1343    Cli:  .mt Det kunne vi   lige[så godt.]
              .mt That could we just_[as well.]
              .mt That could we just [as well.]

1344    Coa:                             [Så han ]er klar.
                                         [So he   ]is ready.

1345    Cli:  Ja. [Han er klar]
              Yes.[He is ready]

1346    Coa:      [Tror    han på] den?
                  [Believes he  in] it?
                   Does he believe in it?

1347    Cli:  Det gør   han faktisk.
              That does he  actually.
              He actually does.

1348          (1.8)

1349    Cli:  Det gør han faktisk.
              That does he  actually.
              He actually does.

1350    Coa:  [Så de:t  ]
              [So tha:t ]

1351    Cli:  [Fordi::  ] når jeg kunne det her
              [Because::] when I  could this here
               Because:: when I could do this

1352    Coa   Ja
              Yes

1353          (1.4)

1354    Cli:  så   ø:::h hff::::
              then u:::h hff::::
              then u:::h hff::::

1355          [kan jeg vel   også det andet ]
              [can I   surely also that other]
              [I surely also can that other  ]

1356    Coa:  [Og og   det  her  det er     ]realistisk,
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                 [And and this here this is    ]realistic,
                  And and this this is realistic,

1357             Du har   gjort det før.
                 You have done  it  before.

1358             [Det ] vil sige at hvis du kommer dertil    nu
                 [That] will say that if you come   there_to now
                 [That] means if you come there now

1359    Cli:    [.mt ]

1360    Cli:    Ja
                 Yes

1361            (0.9)

1362    Coa:    så   ø:h (0.3) så   åbner (.) [det] hele sig.
                 then u:h (0.3) then open  (.) [it ] all  itself.
                 then u:h (0.3) then everything (.) opens

1363    Cli:                                   [Ja ]
                                               [Yes]

1364    Coa:    [Så   kan du gøre] hvad du vil,=
                 [Then can you do ] what you want,=
                 [Then you can do ] what you want,=

1365    Cli:    [Ja det gør det  ]
                 [Yes it does that]

1366    Cli:    =Ja.
                 =Yes.

1367            (1.4)

1368    Cli:    Det kan jeg.
                 That can I.
                 I can that.

1369    Coa:    Er det værd   at gå efter=
                 Is that worth to go after=
                 Is that worth pursuing=

1370    Cli:    =<Absolut    værd> at gå efter.
                 =<Absolutly worth> to go after
                 =<Absolutly worth> pursuing

1371    Coa:    ˚Okay˚
                 ˚Okay˚

1372            (1.0)

1373    Cli:    Også fordi jeg kan jeg kan virkelig stå i den  der
                 Also because I can I  can really stand in that there
                 Also because I can I can really stand in that

1374            .hhh lidt   onde og  sige haha
                 .hhh little evil and say haha
                 .hhh a little evil and say haha

1375            hvad sagde jeg til hele verden.
                 what said  I   to whole world.
                 what did I tell you to the whole world.
```

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1376      Coa:  m

1377      Cli:  .sft ((sniff)) Selvfølgelig kunne jeg godt
                .sft ((sniff)) Of course   could I   well
                .sft ((sniff)) Of course I could do it

1378            når bare jeg ville.
                when just I would.
                if I wanted to.

1379      Coa:  m

1380            (1.2)

1381      Cli:  Jeg har åbenbart   bare ikke villet nok.
                I   have apparently just not  wanted enough.
                Apparently I just did not want it enough.

1382            Men det ville jeg jo  så   den  her  gang.
                But that would I  ADV then this here time.
                But that I would you know this time.

1383      Coa:  Når   du nu  har  bevist for den der
                When you now have proved for that there
                When you then have proved towards that

1384            første juni totusindogotte
                first  June two_thousand_and_eight
                the first of June two thousand and eight

1385            at    du kan det her.   Du kan sætte nogle mål
                that you can this here. You can set   some goals
                that you can do this. You can set goals

1386            og du   kan følge dem.
                and you can follow them.

1387            Hvem er du så.
                Who are you then.

1388            (3.0)

1389      Cli:  hhhh

1390            (2.5)

1391      Cli:  Jamen   jamen  så   er jeg hende
                Yes_but yes_but then am I    her
                Well well then I am her

1392            hvor  hvor  (.) Så    så  er jeg (.)
                where where (.) Then then am  I  (.)
                where where (.) Then then I am (.)

1393      Cli:  .hhh Så   er jeg kom bare an?
                .hhh Then am  I   come just on ((idiom))
                .hhh Then I am challenge me

1394      Coa:  Kom bare an.
                Come just on.
                Challenge me.

1395      Cli:  Ja
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            Yes

1396    Coa:  ˚Okay˚
              ˚Okay˚

1397          (0.7)

1398    Cli:  Det  er jeg. =Så  er jeg ↑kom  bare an,
              That am  I. =then am I   ↑come just on,
              That I am. =Then I am challenge me,

1399    Coa:  ˚Okay˚
              ˚Okay˚

1400    Cli:  fordi æ::h .hhh
              because e::h .hhh

1401    Coa:  Så det vil sige  [de der æh
              So that will say [those there eh
              So that means those

1402    Cli:                   [Jeg skal nok     sige fra
                               [I    shall enough say  from
                               [I will say no

1403          hvis ikke jeg kan.
              if   not   I can.
              If I cannot

1404    Coa:  Ja=
              Yes=

1405    Cli:  =Og hvis jeg kan så:::   .hhh je:g jeg er realist,
              =and if   I  can then::: .hhh I:  I   am realist,
              =and if I can then::: .hhh I: I am being realistic,

1406          Jeg ved det kan lade sig   gøre
              I   know it can let  itself do
              I know it can be done

1407          eller ikke kan lade sig   gøre.
              or    not  can let itself do
              or cannot be done

1408          Og hvis ikke jeg kan så   .hhh jeg tager det
              And if  not  I   can then .hhh I   take  it
              And if I cannot then .hhh I only take it

1409          kun  på hvis jeg selv   tror    på det.
              only on if   I   myself believe on it.
              on if I believe in it

1410    Coa:  ˚Ja˚
              ˚Yes˚

1411    Cli:  Jeg sætter mig ikke et mål
              I   set    me   not  a goal
              I do not set a goal

1412          som   jeg ikke selv [tror  ] på.
              which I   not self [believe] on.
              Which I do not myself believe in.

1413    Coa:                      [m      ]
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1414      Coa:   Hvornår havde du sidst
                 When     had  you last
                 When did you last


1415             den   der   følelse af kom bare an
                 that  there feeling of come just on
                 have that feeling of challenge me


1416      Cli:   .mt .hhsft

                 (2.0)


1417      Cli:   Hvornår jeg sidst havde den.
                 When    I   last  had   it


1418      Coa:   Ja
                 Yes


1419      Cli:   .hhhh hhhhh


1420      Coa:   (Hvordan du [       )]
                 (How      you [       )]


1421      Cli:               [Det det  ] havde je:g ø::h fo:r
                             [That that] had    I   u::h fo:r
                              That I had it u::h for


1422             >det er vel< en måneds tid siden.
                 >it is well< a  month time ago
                 >it is I guess< a month ago


1423             .hhh Hvor jeg skulle have e:n undervisningssession
                 .hhh Where I  should have a:  teaching_session
                 .hhh When I had to do a teaching session


1424             som jeg var vildt  nervøs  for
                 which I  was wildly nervous about
                 which I was extremely nervous about


1425             fordi jeg vidste ikke om    det var det rigtige
                 because I knew   not  whether it  was the right
                 because I did not know whether it  was right


1426             og      om  (.) jeg ville blive hylet ud af den.
                 and whether (.) I  would  become ((idiom))
                 and whether (.) I  would  be thrown off balance.


1427             Altså   om  det var godt nok   det her.
                 PRT whether it  was good enough this here.
                 That is whether it was okay this


1428             .hhhh og pf::::: Jeg synes der var stillet
                 .hhhh og pf::::: I  think there were asked
                 .hhhh og pf::::: I felt


1429             mange spørgsmål ved det jeg gjorde.
                 many  questions ADV that I  did.
                 what I did had been questioned.


1430             Men (.) hvor jeg kunne mærke en stor tilfredshed
                 But (.) where I  could feel a   great satisfaction
                 But (.) I could feel a great satisfaction
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1431            da    dagen    var gået.
                when day_the was gone.
                when the day had gone.

1432    Coa:    Okay
                Okay

1433    Cli:    Da    havde jeg sidst den fornemmelse der.
                Then had   I   last  that sense        there
                Then I had that sense

1434    Coa:    Så  du har altså den  der   kom bare an
                So you have PRT  that there come just on
                So you do have that challenge me

1435            jeg kan altså [godt ø::h     ]
                I   can PRT   [good u::h     ]
                I can do this

1436    Cli:                  [Ja   det  har jeg]
                              [Yes that have I ]

1437    Cli:    Derefter    der   kunne de    komme
                There_after there could they come
                After that they could come

1438            med hvad som helst.=
                with  ((DK idiom)).
                with anything.

1439    Coa:    =Okay
                =Okay

1440    Cli:    Den  dag der.
                That day there.
                That day.

1441    Coa:    Okay
                Okay

1442    Cli:    Der havde jeg det sådan     hvor  er det næste hold
                There had I   it  like_that where is the next  group
                There I  had it like that where is the next group

1443    Com:    ((Client looks around the room imitating looking for
1444            the next group))

1445    Coa:    Ja
                Yes

1446            (.)

1447    Cli:    Hvem har   lyst til
                Who   have want to
                Who wants to


1448            at [.hhh] komme igennem vridemaskinen.
                to [.hhh] come   through wringer_the
                to [.hhh] come through the wringer

1449    Coa:    [Ja  ]
                [Yes ]
```

```
1450              [Jeg] skal nok  være der.
                  [I  ] must well be there.
                  [I  ] will be there.

1451     Coa:  [Ja ]
                  [Yes]

1452     Coa:  Hvad var det du gjorde der?
                  What was it you did    there?
                  What was it you did back then?

1453              (0.6)

1454     com:  ((coach change position in his chair))

1455     Coa:  For at   få  den  der   følelse.
                  To toINF get that there feeling.
                  To get that feeling.

1456     Coa:  Du stod   jo i en situation hvor du skulle til
                  You stood ADV in a situation where you had  to
                  You stood in a situation you know where you had to

1457              at    opfylde et eller andet mål
                  toINF fulfil one or  other goal
                  fulfil some goal

1458              som   der   måske var lidt svært?
                  which there maybe was little difficult?
                  which maybe was a little difficult?

1459     Coa:  [Hvordan gjorde]
                  [How     did  ]

1460     Cli:  [Jeg forberedte] mig     helt     vildt.
                  [I   prepared ] myself completely crazy.
                  [I   prepared ] myself extremely

1461              (0.3)

1462     Coa:  O↑kay

                  O↑kay

1463     Cli:  Jeg planlagde (.) ned  i  mindste detalje.
                   I planned  (.) down in last    detail.
                   I planned (.) down to the last detail.

1464     Coa:  Okay.

1465     Cli:  Jeg æ:::h kunne tingene   udenad   stort set.
                  I   e:::h could things_the by_heart
                  I e:::h could things by heart generally speaking.

1466              Jeg havde f:: Jeg havde (1.7) lavet en risikoanalyse
                  I   had   f:: I had   (1.7) made a   risk_analysis
                  I had f:: I had (1.7) made a risk analysis

1467              så stor så stor så stor.
                  so big  so big  so big.

1468     Coa:  Ja [okay ]
                  Yes [okay ]
```

```
1469      Cli:      [Inde  ] i mit hovede (.) om
                    [Inside] in my head   (.) concerning

1470                hvis nu de gør det   så   det  hvis de   gør det
                    if now they do this  then this if   they do  that

1471                Jeg havde .hhh syvogtyve     plan B'er
                    I   had   .hhh sevenandtwenty plan B's
                    I had .hhh twentyseven plan B's

1472      Coa:      ˚Okay˚
                    ˚Okay˚

1473                (0.5)

1474      Coa:      Hva:::: vil   den  evne    [(du har her   )  ]=
                    Wha:::: would that ability [(you have here)  ]=

1475      Cli:                               [.shhhft ((sniff))]

1476      Cli:      =Ja=
                    =Yes=

1477      Coa:      =kan den bruges i denne her   sammenhæng?
                    =can it  used   in this here connection?
                    =can it be used in this connection?

1478      Cli:      Ja det   kan den faktisk godt.
                    Yes that can it  actually well.
                    Yes actually it can.

1479      Coa:      Planlægning i detaljer.
                    Planning    in details.

1480      Cli:      Planlægning i detaljer og så    ø:::h (0.7) have
                    Planning    in details  and then u:::h (0.7) having

1481      Cli:      en plan for hvad jeg vil gøre når det går galt.
                    a plan  for what  I   will do   when it goes wrong.

1482                (1.3) ((coach writing))

1483      Coa:      Planlægning (2.0) i detaljer, ˚æ:::::h ja˚
                    Planning    (2.0) in details, ˚e:::::h yes˚

1484                (0.7) ((Coach i writning))

1485      Coa:      Og så    siger du en plan for
                    And then say you a  plan for
                    And then you say a plan for

1486      Cli:      .hhhh og så    simplethen [en altså]=
                    .hhhh and then simply     [a  PRT  ]=
                    .hhhh and then simply a that is=

1487      Coa:                                [plan B  ]
                                              [plan B  ]

1488      Cli:      =en risikoanalyse simplethen
                    =a  risk_analysis simply
                    =a  risk analysis that is

1489      Coa:      Risikoanalyse.
                    Risk_analysis.
```

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Risk analysis.

```
1490    Cli:  K- >sådan< en projektverden jeg har det,=
              K- >such < a  project_world  I  have that,=
              K- >such < a  project world  I  have that,=

1491    Coa:  =<risiko> (0.5) analyse  ((coach is writing))
              =<risk  > (0.5) analysis

1492    Cli:  Ja.  Og  de- risikoanalysen    der   vil jeg simp-
              Yes. And th- risk_analysis_the there will I  simp-
              Yes. And  th- the risk analysis there I will I simp-

1493          Jeg vil  simplethen gå ind og lave risikoanalysen
              I   will simply    go in and do   risk_analysis_the
              I will simply do the risk analysis

1494          som vi gør i i .hh hvor  man går ind og siger
              as  we do in in .hh where one goes  in and say
              as  we do in in .hh where you say

1495          der   er forskellige=Man    kan afbryde
              there are  different=One can abandon
              there are different=You can abandon

1496          og  forebygge .hh[hh  ] fjerne hindringer
              and avert    .hh[hh  ] remove  obstacles
              and avert .hhhh remove obstacles

1497    Coa:                    [okay]
                                [okay]

1498    Cli:  og  man kan lave en plan B.=
              and one can make  a  plan B.=
              and you can make a plan B.=

1499    Coa:  =Okay
              =Okay

1500          (0.7)

1501    Cli:  >Sådan [så jeg ikke< først skal] til at   finde ud
              >ADV   [so  I  not<  first must] to toINF find out
              So that I must not first figure it out

1502    Coa:         [S::å:::                 ]
                     [S::o:::                 ]


1503          af det når jeg er gået galt.
              of it when I  am gone wrong.
              when I have gone wrong.

1504    Coa:  Jarh
              Yeah

1505          (.)

1506    Coa:  O[kay]
              O[kay]

1507    Cli:   [Så ] skal jeg ikke først sige
               [So ] must I   not first say
               [So ] I must not first say
```

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1508            .hhh så er det ikke selvbekræftelsen
                .hhh so is it  not  self_confirmation_the
                .hhh so it is not the self confirmation

1509            så   går jeg bare ind og  siger
                then go   I   just  in and say
                then I will look it up and say

1510            hvad var det jeg skrev,
                what was  it  I wrote,
                what was it I wrote,

1511            (.)

1512    Coa:    Ja
                Yes

1513    Cli:    at   jeg ville gøre hvis det her   skete.
                that I   would do   it   this here happened.
                that I would do it this happened.

1514    Coa:    Ja
                Yes

1515            (0.6)

1516    Cli:    Og andre  ting   har jeg gjort
                And other things have I   done
                And other things I have done

1517            for at   de   slet ikke  kom til at ske.
                for that they ADV   not came to toINF happen.
                so that they not at all came to happen.

1518    Coa:    Ja. Så risikoanalysen     er det  egentlig
                Yes. So risk_analysis_the is that actually
                Yes. So the risk analysis is that actually

1519            to afdække forhindringer?
                to uncover obstacles?

1520    Cli:    Ja det er det.
                Yes it is that.

1521    Coa:    °Okay.°
                °Okay.°

1522    Cli:    Det er at gå ind o- Det er at sætte mig ned   .hhhh
                It is to go in  a- It  is to set myself down .hhhh
                It is to go in  a- It is to set myself down .hhhh

1523            og finde ud af  alt       hvad der   kan gå galt.=
                and find out of everything what there can go wrong.=
                and find out everything which can go wrong.=

1524            =Alt       hvad der   kan forhindre mig i
                =Everything what there can prevent  me in
                =Everything which can prevent me from

1525            at   det her   det skal lykkes.
                that this here it  will succeed.
                succeeding.
```

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1526      Coa:  Okay
                Okay

1527      Cli:  Og så    (1.5) rent matematisk=
                And then (1.5) pure schematically=
                And then (1.5) pure schematically=

1528      Cli:  så   har jeg sandsynlighed og konsekvens
                then have I  probability  and consequence
                then I have probability and consequence

1529            og så    gange   jeg ud og så   kan jeg rate dem
                and then multiply I   out and then can I   rate them
                and then I multiply and then I can rate them

1530            og så    kan jeg sige
                and then can I   say
                and then I can say

1531            hvad jeg så  vil gøre ved   dem.
                what  I  then will do  about them.
                what I then will do about them.

1532      Coa:  Så det  har   du
                So that have you
                So that you have

1533            [helt       styr   på det der   ]
                [completely control on that there]
                 completely under control that thing

1534      Cli:  [Du-   du-  du    har  en   struk]tur
                [You-  you- you   have a    struc]ture

1535            der   .hhh .snff
                there .hhh .snff

1536      com:  ((Draws a square in the air with her hands))

1537      Coa:  Så når  du  har  den  her  plan
                So when you have this here plan
                So when you have this plan

1538            og den æh og  du har   brugt tiden    på det,
                and it eh and you have spend time_the on that,
                and it eh and you have spend the time on that,

1539      Cli:  m:,

1540      Coa:  Og  du  har risikoanalysen
                And you have risk_analysis_the
                And you have the risk analysis

1541            [og ] du  har det hele, [(1.0)
                [and] you have it all,  [(1.0)

1542      Cli:  [Ja ]
                [Yes]

1543      com:                          [((Client nodding))

1544            hvad kan så gå galt¿
                what can then go wrong¿
```

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1545          (2.2)

1546    Cli:  [.mt .hh Der   ka- Der   kan ikke
              [.mt .hh There ca- There can not
              [.mt .hh There ca- Nothing can

1547    com:  [Client shakes her head

1548    Cli:  gå noget    galt  så.
              go  anything wrong then.
              go wrong then.

1549    Coa:  ˚O↑kay˚
              ˚O↑kay˚

1550    Cli:  Det  kan der   jo sådan set ikke.
              That can there ADV so    seen not.
              There actually cannot you know.

1551    Coa:  Så det er det   der skal   til,
              So that is that there must to,
              So that is what it takes,

1552    Cli:  Ja.  Det  er det der skal til.
              Yes. that is that there must to.
              Yes. that is what it takes.

1553    Coa:  Ja
              Yes

1554    Cli:  At   at   det bliver et projekt for mig.
              That that it  becomes a project for me.
              That that it will become a project for me.

1555    Coa:  Ja
              Yes

1556          (1.2)

1557    Coa:  Så de- (.) Så det  du siger
              Then ther- (.) So that you say
              Then ther- (.) So what you are saying

1558          der   er ikke noget der  kan forhindre det (0.2)
              there is not anything that can prevent    it (0.2)
              there is not anything that can prevent it (0.2)

1559          hvis [du  ] har den  her plan,=
              if   [you ] have this here plan,=
              if you have this plan,=

1560    Cli:       [˚ja˚ ]
                   [˚yes˚]

1561    Cli:  =˚.hja˚
              =˚.hyes˚

1562          (0.5)

1563    Coa:  detaljeret (0.3) risikoanalyse.
              detailed   (0.3) risk_analysis.
              detailed (0.3) risk analysis

1564    Cli:  *Nej (.) Så   kan der   i  hvert fald
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                *No. (.) Then can there in any   case
                *No. (.) Then there is in any case

1565            ikke være nogle ting  som   er  står   i min magt
                not  be   any   things which is stand in my power
                nothing which is in my power

1566            (.) der   forh-=Der  kan komme sygdom dødsfald
                (.) there prev-=There can come  illness deaths
                (.) there prev-=There can be illness deaths

1567            der  kan komme (nogle (  ))
                there can come (some  (  ))
                there can be (some  (  ))

1568    Coa:  Det  er noget     andet
                That is something else

1569    Cli:  Fuldstændi[g
                Completel[y

1570    Coa:              [Der   er
                            [There is
                             There is

1571            [ikke noget der   står     i din] magt.
                [not anything there stands in your] power.
                 nothing within your power.

1572    Cli:  [Der er  IKKE noget    hos mig   ]
                [There is NOT  anything in  me    ]

1573    Cli:  Nej
                No

1574            (1.2)

1575    Coa:  Okay
                Okay

1576    Cli:  Det  er der   ikke
                That is there not
                That there is not

1577            (1.2)

1578    Coa:  Hvad med   ham ø::h
                What about him u::h
                What about him u::h

1579            manden   der   [er han OK?          ]
                man_the there [is he  OK?          ]
                the man there is he OK?

1580    Cli:                  [.sfft ((sniff)) Han] er s::
                                [.sfft ((sniff))  He] is s::

1581            Han er fuld- fst Jeg tror han er faldet i søvn,
                He  is com-  fst I   think he is fallen a sleep,
                He is com- fst I think he is fallen asleep,

1582            (1.5)

1583    com:  ((during silence coach does a wave at the man
                                132
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1584                on the left shoulder))

1585      Coa:  Ham vækker vi ikke.
                Him wake   we not.
                We won't wake him.

1586      Cli:  Nej. Jeg tror han ligger deromme.
                No. I   think he  lies   there_back.
                No. I think he lies back there.

1587            Han er .hhh[h
                He  is .hhh[h
                He is .hhhh

1588      Coa:            [Han er der
                          [He  is there

1589      Cli:  Han er der.
                He  is there.
                He is there.

1590            Han har [simplethen sat] sig    til  at vente.
                He  has [simly       sat] himself to  toINF wait
                He is simply waiting

1591      Coa:          [(Han er der)  ]
                        [(He is there) ]

1592      Cli:  Ja
                Yes

1593      Coa:  Yes
                Yes

1594            (0.9)

1595      Cli:  Han har slet ikke siddet der    de sidste
                He has  ADV  not  sitting there the last
                He has not been sitting there at all the last

1596      Coa:  Nej
                No

1597      Cli:  [syv  ] minutter
                [seven] minutes

1598      Coa:  [S:å: ]: [HanneSofie? (1.5) Du  vil
                [S:o: ]: [HanneSofie? (1.5) you will
                [S:o: ]: [HanneSofie? (1.5) you want to

1599            gerne  tabe dig.
                gladly lose you.
                lose weight.

1600      Cli:  Ja
                Yes

1601            (0.5)

1602      Coa:  Det virker på mig (.) som om det her
                It  seems  to  me (.)  like  this here
                It  seems  to  me (.)  like  this

1603            det  er et [mål ] du gerne vil.
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                    this is a  [goal] you gladly will.
                    this is a  [goal] you really want.

1604      Cli:                [he  ]

1605      Cli:    Ja
                    Yes

1606      Coa:    Det virker på mig som om at    du
                    It   seems on me    like that you
                    It seems to me that you

1607              har   faktisk  de   resourcer der   skal t[il.]
                    have actually the resources there must t[o. ]
                    actually have the resources it takes

1608      Cli:                                        [Ja ]
                                                      [Yes]

          Coa:    En helt      ny situation hvor   du ikke behøver
                    A   completely new situation where you not   need
                    A completely new situation where you do not need

1609              andre  der skal kontrollere dig [og ] alt det
                    others who must control     you [and] all that
                    others who must control you and all that

1610      Cli:                                  [Ja ]
                                                 [Yes]

1611      Coa:    du   nu har [snak]ket om.
                    you now have[talk]ed about.
                    you have talked about now.

1612                        [Ja  ]
                             [Yes ]

1613              (0.5)

1614      Coa:    Æ:::h det er nærværende for dig
                    E:::h it  is present    for you
                    E:::h it  is present    for you

1615              sådan   lyder det på mig=
                    PRT     sounds it on me=
                    that is how it sounds to me=

1616      Cli:    Ja
                    Yes

1617      Coa:    Så: æ::h hvad hvad skal det til?
                    So e::h  what what must  it  to?
                    So e::h what what does it take?

1618              (.)

1619      Coa:    Ø::hh hvad er første skridt?
                    U::hh hvad is first  step?
                    U::hh hvad is the first step?

1620              Hvad hvad skal du gøre nu?
                    What what must you do now?
                    What what must you do now?
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1621              (2.0)

1622    Cli:      At ø::h jeg er her på  (.) kursus og
                  That e::h I  am  here on (.) seminar and
                  That e::h I am on (.) seminar and

1623              .hhh i aften   når jeg kommer hjem
                  .hhh to night when I   come    home
                  .hhh tonight when I arrive home

1624              så   er der   ikke nogen  hjemme i huset,
                  then is there not  anyone home   in house_the,
                  then there is noone home in the house,

1625              (0.2)

1626    Cli:      Når jeg kommer hjem til min søster der.
                  When I   come home    to my   sister there
                  When I arrive home to my sisters

1627              (0.3)

1628    Cli:      .hh Så jeg kan jo  sådan sætte mig
                  .hh So  I can ADV ADV   set myself
                  .hh So I can that is sit down

1629              og  lave den plan.
                  and make the plan.
                  and make the plan you know.

1630              Jeg havde egentlig regnet  med nogle andre ting
                  I   had   actually counted with some other things
                  I had actually counted on some other things

1631              jeg ville lave i aften  ø:hh i forhold til
                  I   would do   to night u:hh in relation to
                  I would do tonight u:hh in relation to

1632              at   skrive noget af det her   ren   men .hh jeg
                  toINF write  some  of this here clean but .hh I
                  writing some of this down but .hh I

1633              synes egentlig at   det  her  det er vigtigere.
                  think actually that this here this is important_COMP
                  actually think that this this is more important

1634              (.)

1635    Cli:      Eller ikke egentlig Det ER vigtigere.
                  Or    not actually  It  IS important_COMP
                  Or not actually it IS more important

1636    Coa:      Det er vigtigere.
                  It is important_COMP
                  It is more important

1637    Cli:      Så derfor   vil jeg sætte mig
                  So therefore will I   set   myself
                  So therefore I will sit down

1638              og  inden jeg laver planen
                  and before I   make  plan_the
                  and before I make the plan
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1639              så   vil jeg simpelthen lave risikoanalysen
                  then will I  simply     make risk analysis_the
                  then I will simple make the risk analysis

1640              for jeg tror  det  er den vigtigste.
                  for I   think that is the important_SUP
                  because I think that is the most important

1641   Coa:       .hh Er det det  første skridt [du ] skal gøre.
                  .hh Is that the first  step   [you] must do.
                  .hh Is that the first step you must take.

1642   Cli:                                       [Ja ]
                                                   [Yes]

1643   Coa:       [Det er at ]lave risikoanalysen.
                  [It  is to ]do   risk_analysis_the.
                  [It  is to ]do the risk analysis.

1644   Cli:       [Det er det]
                  [That is it]

1645   Cli:       Ja det er det.
                  Yes that is it.

1646   Coa:       ˚Ja˚
                  ˚Yes˚

1647              (3.0)

1648   Coa:       ˚˚lave (.) riskoanalyse˚˚ ((coach is writing))
                  ˚˚do   (.) risk_analysis˚˚
                  ˚˚do (.) risk analysis˚˚

1649   Cli:       Det lyder (.) åndsvagt men jeg tror faktisk
                  It sounds (.) stupid   but I   think actually
                  It sounds (.) stupid but I actually think

1650              det vil hjælpe.
                  it  will help.

1651   Coa:       Nu er jeg jo sådan æ::h ret     dum
                  Now am I ADV ADJ   e::h pretty stupid
                  Now I am you know so e::h pretty stupid

1652              med sådan noget [(s )]=
                  with such thing [(s )]=
                  regarding such a thing (s )=

1653   Cli:                        [Ja  ]
                                    [Yes  ]

1654   Coa:       >Kan du ik-   Kan du ikke< prøve at forklare mig (.)
                  >Can you not- Can you not< try   to explain   me (.)
                  >Can you not- Can you not< try to explain to me (.)

1655              [(n:)                ø:[:h
                  [(n:)                e:[:h

1656   Cli:       [.snff ((Sniff))    [Khr hm:

1657   Coa:       måske med nogle overskrifter eller noget     på
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                  maybe with some headlines    or    something on
                  maybe with some headlines or something

1658              hvad er det egentlig du gør i aften.
                  what is it  actually you do tonight.

1659    Cli:      .h[hhh] Jeg sætter mig    ø::h med et stykke papir
                  .h[hhh] I   sit    myself u::h with a piece  paper
                  .h[hhh] I will sit down u::h with a piece of paper

1660    Coa:       [( )]

1661    Coa:      m

1662    Cli:      og et skema >eller< jeg er næsten
                  and a table >or<     I  am almost
                  and a table >or< I probably

1663              nødt til at   vise dig,
                  need to toINF show you,
                  need to show you,

1664    com:      ((client reaches for her notebook on the floor))

1665    Coa:      Okay
                  Okay

1666    Cli:      Jeg sætter mig    simplethen med æ- Jeg kan bedst
                  I    sit   myself simply   with e- I   can bedst
                  I will simply sit down with e- I am best

1667              når jeg arbejder i kasser,
                  when I  work    in boxes,
                  when I work with boxes,

1668    Coa:      m

1669    Cli:      Jeg sætter mig    simplethen med det   skema
                  I    sit   myself simply    with that table
                  I will simply sit with that table

1670              jeg kender fra  projektverdenen.
                  I   know   from project_world_the.
                  I know from the project world.

1671              (0.2)

1672    Com:      ((Client draws on paper))

1673    Cli:      .hh Så   skriver jeg her  risiko
                  .hh Then write   I   here risk
                  .hh Then I write here risk

1674    Coa:      Ja ((coach looks at paper))

1675              (.)

1676    Cli:      Og her   der   skriver jeg så   æh konsekvens,
                  And here there write   I   then eh consequence,
                  And here there I then write eh consequence,

1677    Coa:      Ja
                  Yes
```

```
1678   Cli:   .hh Og  her   skriver jeg så  sandsynlighed,
              .hh And here write   I   then probability,
              .hh And here I then write probability,

1679   Coa:   ˚Okay˚
              ˚Okay˚

1680   Cli:   Og så    ganger   jeg de    to  tal    ud.
              And then multiply  I   those two numbers out.
              And then I multiply those two numbers.

1681   Coa:   Ja.
              Yes.

1682   Cli:   Og det   er det jeg vil  gøre først.
              And that is what I  will do   first.

1683          Og så-  så   laver jeg simplethen brainstorm
              And the- then  make  I   simply     brainstorm
              And the- then I simply brainstorm

1684          hvor jeg (.) råt for usødet skriver (.)
              where I  (.)   DK IDIOM    write   (.)
              where I (.) without further thinking write

1685          hvad der   kan gå galt.
              what there can go wrong.
              what can go wrong.

1686   Coa:   Ja
              Yes

1687   Cli:   Uden    at tænke. Brainstorm.
              Without to think. Brainstorm.
              Without thinking. Brainstorm.

1688   Coa:   m

1689   Cli:   Alt       hvad jeg kan komme i [tanke  ] om.
              Everything what I   can come in [thought] of.
              Everything that I can think of.

1690   Coa:                                  [Ja     ]
                                             [Yes    ]

1691   Coa:   [Ja ]
              [Yes]

1692   Cli:   [.hh]hh så   begynder jeg at kigge på dem   og sige
              [.hh]hh then start    I   to look  at them and say
              [.hh]hh then I start to look at them and say

1693          hvor hvor hvor stor konsekvens
              how  how  how  big  consequence
              how how how big a consequence,

1694          vil   det her   og  det [have,
              will  this here and this [have,
              will this and this have

1695   Coa:                           [m

1696          (0.8)
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1697   Cli:    Så   går jeg ind og siger
               Then go   I   in and say
               Then I will say

1698           men hvor sandsynligt er det det sker,
               but how  likely     is it  it  happens,
               but how likely is it that it happens,

1699   Coa:    m

1700   Cli:    med den ballast som    jeg har
               with the ballast which I   have
               with the ballast which I have

1701           i ryggen   lige nu .hhsfft
               in back_the just now .hhsfft
               in my packback just now .hhsfft

1702   Cli:    Og så    finder jeg et risikotal.=
               And then find    I   a risk_number.=
               And then I find a risk number.=

1703           =Og  så   ser jeg hvad for en risiko
               =And then see I   what for  a risk
               =And then see I what risk

1704           der   er størst.
               which is greatest.

1705           (0.6)

1706   Coa:    Okay.
               Okay.

1707   Cli:    Det kan je- Det ganger    jeg jo  simplethen ud.
               That can I- That multiply I   ADV simply     out.
               That can I- That I simply multiply you know.

1708   Coa:    Okay
               Okay

1709   Cli:    Så   kan jeg putte det ind  i en matrix,
               Then can  I  put   it  into in a matrix,
               Then I can put it into a matrix,

1710   Coa:    Ja
               Yes

1711   Cli:    Og så    kan jeg se  hvo  hvad jeg vil gøre,
               And then can  I  see wher what  I   will do,
               And then I can see wher what I will do,

1712           .hhh og så    kan jeg se at    dem
               .hhh and then can  I   see that those

1713           der har    den højeste risikotal    dem  er jeg
               which have the highest risk_number those am  I
               which have the highest risk_number those I

1714           nødt til at   have .hhh både forebygge, (0.5)
               need to  toINF have .hhh both prevent,   (0.5)
               need to have .hhh both prevent, (0.5)

1715           Hvad kan jeg gøre for at   det slet ikke ↑optræder
```

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                   What can I  do   for that it ADV   not ↑occurs
                   What can I do so that this does not at all ↑occur

1716    Coa:       [Ja ]
                   [Yes]

1717    Cli:       [.hh]h Og hvis den så  alligevel sker (0.4)
                   [.hh]h And if  it then anyway happens (0.5)
                   [.hh]h And if  it then happens anyway (0.5)

1718               hvordan vil jeg så  forebygge det.
                   How     will I then prevent   it.

1719    Coa:       Okay
                   Okay

1720    Cli:       Eller hvordan vil jeg så
                   Or    how     will I then
                   Or how will I then

1721               Hva- hva- Hvad vil jeg så gøre.
                   Wha- wha- What will I then do.
                   Wha- wha- What will I then do.

1722    Coa:       Ja
                   Yes

1723    Cli:       Og  og  og et eksempel på det  kunne være at  (0.4)
                   And and and an example  on that could be  that (0.4)
                   And and and an example of that could be that (0.4)

1724               Jamen   æ:h .hhhh selv om    jeg siger det her
                   Yes_but e:h .hhhh even though I   say   this here
                   Well e:h .hhhh even though I say this

1725               så   kommer jeg til en fest
                   then come   I  to a  party
                   then I go to a party

1726               og jeg spiser en hel   masse.
                   and I  eat    a  whole lot.
                   and I eat a whole lot.

1727    Coa:       Mh

1728               (0.5)

1729    Cli:       Ø:hm sandsynligheden for at   det   sker
                   U:hm probability_the for that this happens
                   U:hm the probability that this happens

1730               den er lidt  stor=Konsekvensen    er
                   it  is little high=Consequence_the is
                   it is somewhat high=The consequence is

1731               voldsom   stor for[di  ] det [be]tyder .hhh at
                   violently big  be[cause] it  [me]ans   .hhh that
                   severe because it means .hhh that

1732    Coa:                       [m   ]     [m ]

1733               jeg så   siger (0.4) nu  dumpede jeg i igen.
                   I   then say   (0.4) now plumped I  in again.
                   I then say (0.4) now I failed again.
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1734   com:    ((client opens her arms))

1735   Coa:    m::

1736   Cli:    Så   jeg kan selvfølgelig gøre noget
               So   I  can of_course    do something
               So I can of course do something

1737           for at   forebygge det.=
               to toINF prevent   it.=
               to prevent it.=

1738           [=At  ] jeg spiser hjemmefra=
               [=That] I   eat    home_from=
               [=That] I eat from home=

1739   Coa:    [m    ]

1740   Coa:    =m

1741   Cli:    At   det  vil jeg gøre.
               That that will I do.
               That I will do that.

1742   Coa:    m

1743   Cli:    .hh Jeg kan sige også at   jeg vil .hhh
               .hh I   can say  also that I   will .hhh
               .hh I can say also that I will .hhh

1744           Æ::h (1.2) >Hvad hedder det-< Jeg kan også sige
               E::h (1.2) >What calls  it-<  I   can also say
               E::h (1.2) >What is it called< I can also say

1745           at   plan B det er   at   når  jeg kommer op
               that plan B that is  that when I   come   up
               that plan B that is that when I get up

1746           næste dag og jeg har gjort (0.6) begået   den synd
               next  day and I   have done  (0.6) committed that sin
               the next day and I have done (0.6)committed that sin

1747   Coa:    m

1748   Cli:    så   skal jeg (.) Det  må   jeg så lige
               then must I   (.) That must I   then just
               then I must (.) That I must I just

1749           tænke mig om    i aften.
               think me  over to night.
               consider that tonight.

1750           Belønne eller straffe mig selv med  et eller andet.
               Reward  or    punish  my  self with one or    other.
               Reward or punish myself with something.

1751           (1.2)

1752   Cli:    Gøre et eller andet som   (.) fører mig
               Do   one or    other which (.) leads me
               Do something which (.) leads me

1753           tilbage på rette spor.
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                      back    on right track.
                      back on the right track.

1754    Coa:    Okay
                      Okay

1755    Cli:    For eksempel lave en ny  risikoanaly[se ] el[ler]
                      For example  do   a  new  risk_analy[sis] o[r  ]
                      For example do a new risk analysis or

1756    Coa:                                      [Ja ]    [Ja ]
                                                           [Yes]    [Yes]

1757    Coa:    [Okay]
                      [Okay]

1758    Cli:    [.hh ] Skrive hundrede gange jeg må   ikke bryde
                      [.hh ] Write   hundred  times I   must not  break
                      [.hh ] Write   hundred  times I   must not  break

1759            jeg må ikke bryd[e  ] jeg [må  ] ikke [bry]de
                      I   must not bre[ak ] I   [must] not  [bre]ak

1760    Coa:                          [Ja ]      [Ja  ]     [Ja ]
                                                    [Yes]      [Yes ]     [Yes]

1761    Coa:    Ja
                      Yes

1762    Cli:    Et eller andet
                      One or    other
                      Something

1763    Coa:    Okay
                      Okay

1764    Cli:    Som    bryder vanen.
                      Which breaks habit_the.
                      Which breaks the habit.

1765            (1.0)

1766    Coa:    Så første skridt det er  risikoanalysen.  ((42.13))
                      So first   step    that is risk_analysis_the.
                      So first step that is the risk analysis.

1767    Cli:    Det er risikoanalysen.
                      It  is risk_analysis_the.
                      It is the risk analysis.

1768    Coa:    Og det er realistisk at gøre den i aften?
                      And it is realistic  to  make it tonight?

1769    Cli:    Ja
                      Yes

1770    Coa:    Derhjemme  [ved din søster
                      There_home [at   your sister
                      Home  at   your sister=

1771    Cli:                   [fordi   der   er ikke nogen hjemme.
                                        [because there is  not anyone home.

1772    Coa:    Der   er ikke nogen   hjemme?
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                  There is not  anybody home?

1773   Cli:   Nej
               No

1774   Coa:   Okay
               Okay

1775   Cli:   De   er  ude at spille golf.
               They are out to play   golf.
               They are out playing golf.

1776   Coa:   Nu  har  du  den  he:r  øh risikoanalyse.
               Now have you this he:re uh risk_analysis.
               Now have you this uh risk analysis.

1777          (1.4)

1778   Cli:   .hhh[hh HHH HHH] ((cough))

1779   Coa:       [Hvad er så  ] (.) Hvad er næste skridt?
                   [What is then] (.) Hvad is next step?
                   [What is then] (.) Hvad is the next step?

1780   Coa:   ˚˚Hvad forestiller du   dig
               ˚˚What imagine     you yourself
               ˚˚What do you imagine

1781          der   skal ske    nu˚˚
               there must happen now˚˚
               must happen now˚˚

1782          (3.0)

1783   Cli:   Mm:: Næste skridt det  er at  jeg er ved at (1.2)
               Mm:: Next step    that is that I  am ADV to (1.2)
               Mm:: Next step that is that I am doing (1.2)

1784          Jeg kunne selvfølgelig godt sige at  øh (0.2)
               I   could of_course    well say that uh (0.2)
               I could of course well say that uh (0.2)

1785          det begyndte nu.
               It  began    now.

1786          (0.6)

1787   Coa:   m

1788   Cli:   Men det  synes jeg ikke er realistisk.
               But that think I   not  is realistic.
               But that I do not think is realistic.

1789          Jeg synes det er meget mere (.) realistisk for mig
               I   think  it  is much  more (.) realisic for me

1790          .hh at have min plan klar,
               .hh to have my  plan ready,

1791          Det hele skal  planlægges inden jeg går i gang.
               The whole must planPASS   before I   go  in progress.
               The whole must be planned before I begin.

1792          (1.2)
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1793   Coa:   Okay. Er der   mere der   skal planlægges (0.2)
               Okay. Is there more there must planPASS   (0.2)
               Okay. Is there more there must be planned (0.2)

1794          end risikoanalysen,
               than risk_analysis_the,
               than the risk analysis,

1795   Cli:   Jah.  Altså når jeg så   har  [gjort det så  ]
               Yeah. PRT   when I  then have [done that then]
               Yeah. Well when I then have done that then

1796   Coa:                                 [Hvad skal så  ]
                                             [What must then]

1797          =får jeg jo plan-=og    så   skal jeg så
               =get I   ADV plan-=and then must I    then
               =I get you know plan-=and then I must then

1798   Cli:   gå ind og så    skal jeg have lavet
               go in  and then must  I  have done
               go in and then I must I get done

1799          .hhh så    skal jeg have lavet my skema.=
               .hhh then must  I  have done  my schedule.=
               .hhh then I must I get my schedule done.=

1800          =Jeg tror faktisk at   jeg vil måske tage
               =I   think actually that I will maybe take
               =I think actually that I might will take

1801          den der    tiårsplan,   Jeg vil prøve a:t (0.6)
               that there ten_year_plan I will try   to: (0.6)
               that there ten year plan I will try   to: (0.6)

1802          [tage den med   mig selv simplethen.
               [do   that with my  self simply.
               [simply do that with myself.

1803   com:   [((hand gestures marking steps in ten year plan))

1804          (0.7)

1805   Coa:   Okay. Så [i:
               Okay. So [i:

1806   Cli:            [Hvor  jeg stiller mig ud for  første juni
                        [Where I   place   me  out for first  June
                        [Where I place myself opposite June first

1807   Coa:   Ja
               Yes

1808   Cli:   Og går   baglæns   og  hvad er der   gået forud
               And walk backwards and what is there gone before
               And walk backwards and what has there gone before

1809          (0.9)

1810   Cli:   Og se   hvad vejer jeg nu  hvad vejer jeg nu
               And see what weigh  I  now what weigh  I  now
               And see what do I weigh now what do I weigh now
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1811    Cli:    og  hvad har jeg gjort.
                and what have I   done.

1812             (1.2)

1813    Coa:    Okay. Så når du   har  risikoanalysen,
                Okay. So when you have risk_analysis_the,
                Okay. So when you have the risk analysis,

1814    Cli:    Ja=
                Ja=

1815    Coa:    =ud af den   kommer der   en plan.=
                =out of that comes  there a  plan.=
                =out of that comes a  plan.=

1816    Cli:    =Ja
                =Yes

1817    Coa:    Når  du  har den   plan (0.8)
                When you have this plan (0.8)
                When you have this plan (0.8)

1818            [så   vil  du::         ]: (0.5)
                [then will you::        ]: (0.5)
                 then you::: will (0.5)

1819    Cli:    [Så   er jeg i gang     ]
                [Then am  I  in progress]
                 Then I am moving

1820    Coa:    =ø::h gennemgå   tidslinjen.
                =u:h  through_go time_line_the.
                =u:h go through the timeline.

1821    Cli:    =J[a
                =Y[es

1822    Coa:      [for dig selv,
                  [for your self,
                   for yourself,

1823    Cli:    Ja
                Yes

1824            (2.0) ((Coach is writing))

1825    Cli:    ((Sniff))

1826            (2.0) ((Coach is writing))

1827    Coa:    <Tidslinjen  > ((Coach is writing))
                <Time_line_the>
                 The timeline

1828            (1.2)

1829    Cli:    Og der    kan det godt ske
                And there can it  well be
                And there it can well be

1830            jeg godt vil   så have hjælp  til,
                I   well would then have help to,
                I would like then to have help to,
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1831              (0.8) ((Coach looking at watch))

1832    Cli:     Tidslinjen.
                 Time_line_the.
                 The timeline.

1833    Coa:     ˚Men hvorfor?˚
                 ˚But why?˚

1834    Cli:     .hhhh [(til)  ]
                 .hhhh [(to)   ]

1835    Coa:           [Øh skal] vi Skal vi vente (.) med
                       [Uh must] we Must we wait (.) with
                       [Uh must] we Must we wait (.) with

1836    Coa:     tidslinjen,    (0.4) indtil du har planen
                 time_line_the, (0.4) until  you have plan_the.
                 the timeline, (0.4) until you have the plan

1837              (0.9)

1838    Coa:     Eller skal vi tage [tidslinjen    nu?      ]
                 Or    must we take [time_line_the now?      ]
                 Or    must we take [the time line now?      ]

1839    Cli:                        [Nej for    jeg tror  ]
                                    [No  because I   think ]
                                    [No  because I   think ]

1840             tidslinjen    den giver planen.
                 time_line_the that gives plan_the.
                 the timeline that gives the plan.

1841              (1.0)

1842    Coa:     Giver tidslinjen    planen.
                 Gives time_line_the plan_the.
                 Does the timeline give the plan.

1843    Cli:     Ja
                 Yes

1844    Coa:     Jamen   er det den  vi skal tage nu  så.
                 Yes_but is it  that we must take now then.
                 Well is it that we must do now then.

1845              (0.9)

1846    Cli:     ((sniff))

1847    Coa:     Eller skal den komme efter risikoanalysen.
                 Or    must it  come  after risk_analysis_the.
                 Or must it be after the risk analysis.

1848    Cli:     Den skal komme efter risikoanalysen.
                 It  must come  after risk_analysis_the.
                 It  must come after the risk analysis.

1849    Coa:     Det vil   sige den tager vi i morgen.
                 That will say that take  we tomorrow.
                 That means that we will do that tomorrow.
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1850              (1.7)

1851    Cli:     Ja hvis de- (.) Og det   gør vi kun (.)
                 Yes if tha- (.) And that do  we only (.)
                 Yes if tha- (.) And that we will only do (.)

1852             hvis ikke det kommer til at   gå ud over
                 if   not  it  comes to  toINF go out over
                 if it is not on the expense of

1853             Jeg vil- har også brug for [at   ] lave
                 I   will- have also need to [toINF] do
                 I   will- also need to do

1854    Coa:                                  [det  ]
                                               [it   ]

1855             en grundig session den anden vej rundt
                 a  thorough session the other way around
                 a thorough session the other way around

1856    Coa:     Nåja  det er selvfølgelig omvendt
                 Ohyes it  is of_course     opposite
                 Oh yes it is of course the other way around

1857             ˚i morgen. [Selv]følgelig ja.˚
                 ˚tomorrow. [Of_ ]course    yes.˚
                  tomorrow. Of course yes.

1858    Cli:                [Ja  ]
                            [Yes ]

1859             (1.2)

1860    Coa:     Yes=
                 Yes=

1861    Cli:     =Så så derfor    ø::[:h ]
                 =So so therefore u::[:h ]

1862    Coa:                       [Men] men der   skal
                                    [But] but there must

1863    Cli:     [(gennem-     ) ]
                 [(through-    ) ]

1864             [Og og  jeg er ] ikke klar  til
                 [and and I  am ] not  ready to
                  and and I am not ready to

1865             at   lave den  lige nu kan jeg mær[ke ]
                 toINF do   it   just now can I   sen[se ]
                 do it just now I sense

1866    Coa:                                         [Nej] fint.
                                                      [No ] fine.

1867    Coa:     Det er  [fint.]
                 That is [fine.]

1868    Cli:              [Ja   ]
                         [Yes  ]

1869    Coa:     Sådan skal det være.
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                  So    must that be.
                  That is how it must be.

1870    Cli:      Ja
                  Yes

1871    Coa:      Så det e:r tidslinjen.
                  So it  i:s time_line_the.
                  So it i:s the timeline.

1872    Cli:      Ja
                  Yes

1873    Coa:      Den vil   du prøve når du  har  den her   plan.
                  That will you try when you have this here plan.
                  You will try that when you have this plan.

1874    Cli:      Ja
                  Yes

1875    Coa:      Ja. Hvad skal der    ellers   ske    i:
                  Yes. What must there otherwise happen in:

1876    Cli:      .snff ((sniff))

1877              (1.5) ((Client shakes her head))

1878    Coa:      Og det er den der   skal lave planen   også.=
                  And it is that which must make plan_the also.=
                  And it is that which must also make the plan.=

1879    Coa:      =[>Var] det< sådan,
                  =[>Was] it< so,

1880    Cli:      =[Ja  ]
                  =[Yes ]

1881    Cli:      Ja det er den  der   laver planen.
                  Yes it is that which makes plan_the.
                  Yes it is that which generates the plan.

1882              [Fordi  ] når jeg så  har det,   (0.2)
                  [Because] when I then have that, (0.2)

1883    Coa:      [˚Okay˚]
                  [˚Okay˚]

1884    Cli:      så beslutter jeg mig for
                  then decide  I   me  for
                  then I decide

1885              hvad der er startdatoen.
                  what there is start_date_the.
                  what the start date is.

1886              (1.3) ((coach looks up from papers))

1887    Coa:      [O↑kay. Så kommer (.)  tre.
                  [O↑kay. Then comes (.) three.
                  [O↑kay. Then comes (.) three.

1888    com:      [((Coach looks down at papers again and begins to
1889              write))
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1890    Coa:    Det er så startdatoen.
                That is then start_date_the.
                That is then the start date.

1891    Cli:    Den bliver fastsat (0.4)
                It  becomes fixed  (0.4)
                It will be fixed (0.4)

1892            når  jeg har gjort de    to   ting.
                when I   have done those two things.
                when I have done those two things.

1893    Coa:    Okay
                Okay

1894            (2.8)

1895    Cli:    Når jeg har lavet en risikoanalyse=
                When I have done  a  risk_analysis=
                When I have done a risk analysis

1896            .hhh og  e- det vil   sige at j-
                .hhh and e- that will say that I-
                .hhh and e- that means that I-

1897            jeg kaster mig    ikke ud i det
                I   throw  myself not out in it
                I do not throw myself in it

1898            .hhh jeg bruger simpl- jeg overfører simplethen
                .hhh I   use    simpl- I   transfer  simply
                .hhh I  use simpl- I simply transfer

1899            alt det jeg kan og ved   så rigtig godt
                all that I  can and know so very  well

1900            fra projektledelse     .hh til det her   projekt.
                from project_management .hh to  this here project.
                from project management .hh to this project.

1901    Coa:    Ja
                Yes

1902    Cli:    Hvor jeg ved det he:le handler   om   planlægning.
                Where I   know it a:ll  concerned with planning.
                Where I know it is a:ll about planning.

1903            (0.7)

1904    Cli:    Fordi    ellers    så   bliver
                Because otherwise then becomes
                Because otherwise casual.

1905            (0.6)

1906            gennemførselen for tilfældig.
                exercusion_the for casual.
                the exercusion then becomes too

1907    Cli:    Og det  jeg vil  nu det er at have planlagt.
                And what I   will now it is to have planned.
                And what I want to do now is to have it planned.

1908            (1.8) ((Coach is nodding))
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1909   Cli:    Og når jeg har  planlagt .hh så   kan jeg jo  bare
               And when I have planned  .hh then can   I ADV just
               And when I have planned .hh then I can just you know

1910           slå op  og kigge efter
               look up and look after
               look it up and check

1911           (.)

1912   Cli:    Hvad var det nu lige.
               What was it now just.
               What was it now.

1913   Coa:    ˚Okay˚
               ˚Okay˚

1914   Cli:    Så   kan jeg jo  se det om      jeg er på planen
               Then can  I ADV see it whether  I  am on plan_the
               Then can I see it you know whether I am on track

1915           eller bagud  for planen eller
               or    behind for plan_the or
               or behind the plan or

1916   Coa:    Ja=
               Yes=

1917   Cli:    =hvad jeg er. Jeg har et måleredskab
               =what  I  am.  I  have a measuring_tool
               =what I am. I have a measuring tool

1918           hele vejen igennem.
               all  way_the through.
               all the way through.

1919   Coa:    ˚˚’a ˚˚
               ˚˚’es˚˚

1920           (1.1) ((coach nodds and looks in papers))

1921   Coa:    Så: ø::h hvornår i:: aften er det
               So  e::h when    to::night is it
               So e::h when to::night is it

1922           du går i gang med den   her  ˚risikoanalyse˚
               you go in     with this here ˚risk_analysis˚
               you begin this ˚risk_analysis˚

1923   Cli:    Vi er færdige her  klokken   seks
               We are done    here clock_the six
               We are done here at six o’clock

1924           så   skal vi have en øl
               then must we have a beer
               then we will have a beer

1925   Cli:    .hh Det bliver klokken otte.
               .hh It  becomes clock eight.
               .hh It will be eight o’clock

1926   Coa:    Ved ottetiden
               By eight_time_the
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            Eightish

1927   Cli:    Ja
               Yes

1928           (1.4)

1929   Cli:    Så sætter jeg mig lige
               Then set    I  me just
               Then I will sit down

1930           og  laver den der    risikoanalyse.
               and do    that there risk_analysis.
               and do that risk analysis

1931   Coa:    ˚Ja˚
               ˚Yes˚

1932           (0.9)

1933   Cli:    Og måske  tidslinjen.
               And maybe time_line_the
               And maybe the timeline

1934           (0.8)

1935   Cli:    Risiskoanalysen   laver jeg i hvert fald i aften
               Risk_analyses_the make  I  in  any  case to night
               The risk analysis I will make tonight in any case

1936   Coa:    Hvordan vil jeg vide at æ:h (.)
               How will I      know that e:h (.)

1937   Cli:    .mt .hh Jeg har den med   i morgen.
               .mt .hh I   have it with in tomorrow
               .mt .hh I   have it with me tomorrow

1938   Coa:    Du  har  den ↑med i  morgen.
               You have it  ↑with in tomorrow.
               You have it with you tomorrow.

1939   Cli:    Jeg har den med i morgen   så du kan se den.
               I have it with in tomorrow so you can see it.
               I have it with me tomorrow then you can see it

1940   Coa:    ˚Oka[y    ]

1941   Cli:        [.hJa.] Det har jeg.
                   [.hyes] That have I
                   [.hyes] I have

1942           (1.8) ((coach writes))

1943   Cli:    .hh Og jeg ved også allerede nu  [en lille ting
               .hh And I  know also already now [a little thing
               .hh And I also know a little thing now

1944   com:                                     [((client raises
1945           her right hand and points oveer her left shoulder))

1946   Cli:    som både ham  deromme    >og mig vi sagde<
               which both him back_there >and me we said<
               which both him back there and me we said
```

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1947            .hhh at den   først juni næste år
                .hhh that the first June next year
                .hhh that the first of June next year


1948            der mødes  vi to  simplethen.
                there meet we two simply
                there the two of us will simply have to meet


1949            (0.5)

1950    Coa:    haha↑ha::

1951    Cli:    Det gør vi=
                That do we=
                We will do that

1952    Coa:    =Vi to hvem er det.
                =We two who is that.
                =the two of us who is that.

1953    Cli:    Det er  dig og mig.
                That is you and me.

1954    Coa:    Yes:
                Yes:

1955    Cli:    Ja.  Det gør vi. Vi mødes simplethen
                Yes. That do we. We meet   simply
                Yes. We will do that. We simply have to meet

1956            den første juni n .hh så   du kan  se det.
                the first  June n .hh so you can see it.
                the first of June n .hh so you can see it.

1957            (0.8)

1958    Coa:    Okay
                Okay

1959    Cli:    Og  det  er .hhh[h og je-      ]
                And that is .hhh[h and I-      ]

1960    Coa:                    [Hvordan fejrer] v-
                                [How celebrate ] w-
                                 How do we celebrate

1961            Hvordan fejrer vi det?
                How celebrate we that?
                How do we celebrate that?

1962    Cli:    Det fejrer    vi ved a:t   en grillaften
                That celebrate we by  tha:t a  barbecue_night
                That we will celebrate with a barbecue

1963            eller hvad det nu er  og  du  kommer med din kone
                or    what it  now is and you come  with your wife
                or whatever and you will come with your wife

1964            og så    finder vi ud- Og du skal ned
                and then find   we ud- And you must down
                and then we will find out- And you must come down

1965            at se hvordan jeg bor  og  .hhh de omgivelser
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                 to see how    I   live and .hhh the surroundings
                 and see how I live and .hhh the surroundings

1966             jeg er i s: Da:: første juni
                 I  am in s: Then:: first June
                 I  am in s: Then the first of June


1967             der skal   du simplethen ned til os.
                 there must you simply     down to us.
                 you simply have to come and visit us.


1968             (2.0)

1969   com:      ((During silence coach puts his pen down and reaches
1970              over, shakes hand with client))

1971   Coa:      Det gør vi.
                 That do we.
                 That we will do.


1972   Cli:      Ja. Det   er simplethen nødvendigt=
                 Yes. That is simply     necessary=
                 Yes. That is simply a must


1973   Coa:      =Første juni=
                 =First June=
                 =First of June=


1974   Cli:      =Ja=
                 =Yes=


1975   Coa:      =totusind°ogot[te°]
                 =two_thosand_and_eight
                 =two thosand and eight


1976   Cli:                      [Ja ]
                                  [Yes]


1977             (1.2)

1978   Cli:      Det er  sådan    lidt   et [(.)] et anker der.
                 That is like_that little a  [(.)] an anchor there.


1979   com:                                [((Client points into
1980             middle distance with pen))

1981   Coa:                                 [Ja ]
                                             [Yes]


1982   Cli:      Det   det Det  vil jeg (.)  Det vil  jeg
                 That that That will I  (.)  That will I
                 That that That I will  (.)  That I will


1983             glæde mig til. Det vil    simplethen
                 joy   me to.   That will simply
                 look forward to. That will simply


1984             være beviset    på at   det er nået.
                 be   proof_the on that it  is reached.
                 be the proof that it is reached.


1985   Coa:      Ja.
                 Yes.
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1986              (.)

1987    Coa:     Men   hvordan vil du    så    .h[hhh ]h ø::h
                 But how     will you then    .h[hhh ]h ø::h
                 But then how will you know  .h[hhh ]h ø::h

1988    Cli:                                    [.fnt] ((Sniff))

1989    Coa:     Det vil jeg selvfølgelig meget gerne være med til.
                 That will I of_course    very  gladly be  with to
                 Of course I would very much like to be a part of
                 that

1990    Coa:     [Jeg] vil  meget gerne fejre det,=
                 [I  ] will very gladly clebrate it,=
                 [I  ] would very much like to celebrate it=

1991    Cli:     [Ja ]
                 [Yes]

1992    Cli:     =J[a
                 =Y[es

1993    Coa:       [sammen med dig.
                    [together with you.
                    [with you.

1994    Coa:     Men hvordan vil  du  vide når  du  står der
                 But how     will you know when you stand there

1995              første juni totusindogotte.
                 first  June two_thousand_and_eight
                 the first of June two thousand and eight

1996              .hh at   det her   har  du gjort for dig ↑selv?
                 .hh that this here have you done for your ↑self?
                 .hh that you have done this for your↑self?

1997    Cli:     (.hhh[h)

1998    Coa:          [Det har   du  ikke gjort
                      [It  have you not  done
                      [You have not done it

1999              fordi  du  skal mødes med mig.=
                 because you must meet  with me.=
                 because you are going to meet me.=

2000    Cli:     ='ej. Jamen   det er jeg slet ikke i  tvivl om.
                 =No. Yes_but that am  I ADV  not  in doubt about.
                 =No. Well that I am not the least in doubt about.

2001              (0.6)

2002    Cli:     Altså ø::[h
                 PRT   e::[h
                 Well e::h

2003    Coa:             [Okay
                         [Okay

2004    Cli:     Je- jeg vil selvfølgelg gerne gøre det
                 I- I will of_course     gladly do  it
                 I will of couse gladly do it
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2005          fordi   d- jeg slipper for at    tænke på
              because d-  I   rid    of  toINF think on
              because d- I do not have to think of

2006          hvad andre tænker om mig.
              what others think about me.
              what others think about me.

2007          Det er  e-  Det ER en  af bevæggrundende [også].
              That is on- That IS one of reasons_the     [also].
              That is on- That IS one of the reasons also

2008   Coa:                                            [Hmhm]

2009   Cli:   Men æ:h >je- jeg vil< i den   grad
              But e:h >I-  I will<  in that degree
              But e:h >I-  I will< to such an extend

2010          have brug for (.) at    juble det ud til verden.=
              have need to  (.) toINF shout it  out to world_the.=
              need to (.) shout it out to the world.=

2011          =Og den eneste der har vidst
              =Og the only   who have known
              =And the only one who has known

2012          hvor meget det her  betød for mig det er dig.
              how  much  this here meant to  me that is you.
              how  much this has meant to me

2013   com:   ((Client points at coach when saying you))

2014   Coa:   Okay
              Okay

2015   Cli:   Derfor   er det dig der er nødt   til
              Therefore is it  you who is needed to
              Therefore it is you who have to

2016          at    være der.
              toINF be there.
              be there

2017   Coa:   Det vil  jeg være [stolt af]
              That will I  be   [proud of]
              I will be proud of that

2018   Cli:                     [Det det ]kunne være
                                 [It  it  ]could be
                                 [It is   ]could be

2019          mange andre også,
              many others also,
              many others as well,

2020   Coa:   Ja
              Yes

2021   Cli:   .hhh og   der  er  mange andre der ved
              .hhh and there are  many other who know

2022          at  jeg go- jeg gerne  vil  tabe mig.
              that I  go- I   gladly will lose me.
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                 that I go- I would like to lose weight.

2023             [og ] jeg har sagt det mange gang men .hhh men så
                 [and] I have said   it many times but .hhh but then

2024      Coa:   [m  ]

2025      Cli:   har  de    tænkt   hvorfor gør hun  det så ikke.
                 have they thought why     does she it then not.
                 they have thought why does she not do it then.

2026      Coa:   Ja
                 Yes

2027             (0.7)

2028      Cli:   Altså et eller andet sted  kan jeg godt se dem.
                 PRT   one or   other place can I   well see them.
                 Well somehow I can see them

2029             (0.5)

2030      Cli:   Tanken      deromme      [Ja ]men (.) herregud (.)
                 Thought_the there_back [Yes]but (.) lord_god (.)
                 The thought back there  Well    (.) my god   (.)

2031      Coa:                            [Ja ]
                                          [Yes]

2032      Cli:   hvorfor gør  hun  det så  ikke=
                 why     does she  is  then not=
                 why does she not do it then

2033      Coa:   =˚Ja ja˚
                 =˚Yes yes˚

2034      Cli:   Så den eneste der   ved  hva- hvad den lille djævel
                 So the only   that knows wha- what that little devil
                 Sp the only one who knows wha- what that little
                 devil

2035             har betydet det er dig=
                 has meant that is you=
                 has meant that is you

2036      Coa:   =˚Ja˚=
                 =˚Yes˚=

2037      Cli:   =Så derfor   er   du nødt   til at    være der.
                 =So therefore are you needing to  toINF be   there.
                 =so therefore you have to be there

2038             (0.6)

2039      com:   ((looks at client and smiles))

2040      Coa:   Det er jeg stolt af.=
                 That am I  proud of.=
                 I am proud of that.

2041      Cli:   =m

2042      Coa:   Må jeg sige.
                 Must I  say
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                 I must say.

2043      Cli:   Ja
                 Yes

2044      Coa:   Så det glæder jeg mig [rig]tig meget til.
                 So that joys  I   me [real]ly very   to
                 So I am really looking forward to that

2045      Cli:                          [Ja ]
                                         [Yes]

2046             (2.4)

2047      Coa:   Ja
                 Yes

2048             (1.8)

2049      Coa:   .mt >Er der<    Er der mere   vi mangler nu
                 .mt >Are there< Is there more we miss   now
                 .mt >Are there< Is there more we need   now

2050             for at   ˚æ:::h˚ for at   du kan komme videre,
                 for that ˚e:::h˚ for that you can come further,
                 in order ˚e:::h˚ in order for you to move on

2051      Cli:   Nej. Jeg føler mig helt vildt afslappet lige nu.
                 No.  I   feel me   whole wild relaxed   right now.
                 No.  I   feel extremely relaxed right now

2052      Cli:   Altså=
                 PRT
                 Well

2053      Coa:   =Gør du det?
                 =Do you that?
                 You do?

2054      Cli:   Ja. Jeg føler mig helt      vildt
                 Yes I   feel   me completely wild
                 Yes I feel extremely

2055             æh (.) fortrøstningsfuld.
                 eh  (.) hopeful/assured.
                 eh (.) assured.

2056      Coa:   ˚˚Okay˚˚

2057      Cli:   Altså
                 PRT
                 Well

2058             (.)

2059      Cli:   Ja
                 Yes

2060             (0.5)

2061      Cli:   Altså
                 PRT
                 Well
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2062            (0.8)

2063    Cli:    Det skal sgu        nok   gå. Altså=
                It   must God damn enough go. PRT
                It gonna work out all right, God damn. Well

2064    Coa:    =Er  der  flere ressourcer som du    jo
                =Are there more resources which you you know
                Are there more resources which you, you know

2065            erfaringsmæssig æh måske har prøvet .hh ikke lige
                experience_wise eh maybe have tried .hh not  just
                in experience eh maybe have tried .hh not just

2066            i  forhold til at    tabe dig men så   i  forhold
                in relation to toINF lose you but then in relation
                in relation to losing weight but then in relation

2067            til andre mål som   du er sikker på
                to other goals which you are sure on
                to other goals which you are cetain

2068            du  også skal have med her.
                you also must have with here.
                you must also use here.

2069            (1.5)

2070    Cli:    Æ- Je- Jeg synes i  den  grad
                E- I-  I   think in that degree

2071            det her   det er  mit projekt.
                this here this is my project.

2072    Coa:    Det er  dit projekt.
                This is your project.

2073    Cli:    Ja=
                Yes=

2074    Coa:    =Okay

2075    Cli:    Så jeg vil ikke trække på andre.
                So I   will not draw  on  others.
                So I will not draw on other peoples' help

2076    Cli:    Jeg [kan]
                I   [can]

2077    Coa:        [Nej] NEJ men derfor   kan der
                    [No ] NO  but therefore can there
                    [No ] NO  but therefore there can

2078            jo  godt være noget    i [dig] selv
                ADV good be something in [you] self
                you know be something within yourself

2079    Cli:                               [Ja ]
                                           [Yes]

2080    Cli:    i mig selv som  (er [brugt])
                in my self which (is [used ])
                within myself which is used
```

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2081    Coa:                          [(Så) ]der er    altså nogle
                                      [(So) ]there are PRT    some
                                      [(So) ]there are in fact some

2082            ressourser i dig selv (.) æ:h som   du  også
                resources in yourself (.) e:h which you also
                resources within you (.) e:h which you also

2083            skal huske    at have med.=
                must remember to have with.=
                must remember use.=

2084    Cli:    =Ja
                =Yes

2085            (2.0)

2086    Coa:    Udover planen.   Altså planen   siger du
                Apart  plan_the. PRT  plan_the say    you
                Apart from the plan. That is you say the plan

2087            giver en [god base]=
                gives a  [god base]
                gives a good foundation

2088    Cli:             [Kh krn  ]

2089    Cli:    =Ja
                =Yes

2090    Coa:    Ø:h den giver startdato  o:g  alt det  der
                U:h it  gives start_date a:nd all that there
                U:h it gives start date a:nd all that

2091            (0.3)

2092    Cli:    Den giver mulighed    for at    følge fuldstændig=
                It  gives possibility to  toINF follow completely=
                It  gives possibility to follow completely=

2093    Coa:    =Ja. Den giver
                =Yes. It gives
                =Yes. It gives

2094    Cli:    [mulighed    for at    følge fuldstændig]
                [possibility to  toINF follow completely]
                 possibility to follow completely

2095            [Og (                     ) hvor den    ] er=
                [And (                    ) where it    ] is=

2096    Coa:    =Ja
                =Ja

2097            (1.4)

2098    Coa:    Så er det okay eller er der   noget     andet
                So it is  okay or    is there something else
                So it is okay or is there something else

2099            i dig selv som   du også  skal huske
                in you self which you also must remember
                inside you which you also ju:st must remember
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2100            li:ge at have med.
                ju:st to have with.
                to use.

2101            (7.6)

2102    Cli:    *Ji Ne:j ikke andet end  at jeg skal huske
                *Yi No:  not   else  than that I must remember
                *Yi No: nothing else than that I must remember

2103            at glæde mig     over 'e   undervejs.
                to joy   myself  over (it) en route.
                to enjoy it as I go along.

2104            Men det  er jeg slet ikke i  tvivl om
                But that am  I  ADV  not  in doubt about
                But that I am not at all in doubt

2105            at jeg gør.=
                that I do.=
                that I will do.=

2106    Coa:    =Okay hvordan vil du  glæde dig
                =Okay how     will you enjoy yourself
                =Okay how will you enjoy

2107            over det, (.) undervejs.
                about it, (.) en_route.
                it (.) as you go along.

2108            (0.4)

2109    Coa:    Jamen    altså: æ:h
                Yes_but  PRT    e:h
                Well that is: e:h

2110    Coa:    Hvordan kan du  fejre
                How     can you celebrate

2111            med  dig selv i aften [((tick))
                with yourself tonight [((tick))

2112    com:                          [((Coach slams his pen on
2113            his notepad))

2114            når du   har lavet den  her  risikoanalyse,
                when you have made this here risk_analysis,
                when you have made this risk analysis,

2115            og  du  er  klar til at    aflevere den til mig=
                and you are ready to toINF give    it  to  me=
                and you are ready to give it to me=

2116    Cli:    =Tage en stor kage hhhhhHE
                =Take a   big cake hhhhhHE

2117            £Nej det  passer jo  ikke£ ha .hhhh Jamen
                £No  that fits   ADV not£  ha .hhhh Yes_but
                £No that is not true ha .hhhh Well

2118    Coa:    Jamen    hvorfor ikke det,
                Yes_but  why     not  that,

2119            hvis det  er det  du  har lyst      til,=
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                   if   that is what you have inclination to,=
                   if   that is what you want to,=

2120      Cli:  =Nej fordi det vil jeg ikke have.
                =No because it will I  not have.
                =No because I do not want that.

2121            Fordi  det vil  jeg have det rig- Så   vil jeg
                Because it will I   have it  real- Then will I
                Because I will have it real- Then I will

2122            føle at:: Altså det er ikke- Det skal ikke være
                feel that:: PRT it  is not-  It  must not  be
                feel that::Well it is not- It must not be

2123            det der   med at    så  starter jeg først
                that there with that then begin   I
                like that that then I firt begin

2124            derhenn- Det er startet nu.
                first ther-    It is begun  now.
                ther- It has begun now.

2125      Coa:  Okay=
                Okay=

2126      Cli:  Selvom      planen   først
                Even_though plan_the first
                Even though the plan first

2127            går  i  gang     (.) den dag.
                goes in progress (.) that day.
                begins (.) that day.

2128      Coa:  Okay.
                Okay.

2129      Cli:  Så   er det selvfølgelig ikke det
                Then is it  of_course    not  that
                Then it is of_course not that

2130            jeg går hjem at gøre.
                I   go  home  to do.
                I will go home to do.

2131      Cli:  .hhh Jeg vil  simplethen ø::h phøhh (1.0) Jamen
                .hhh I   will simply     u::h phuhh (1.0) Yes_but
                .hhh I simply want to u::h phuhh (1.0) Well

2132            hvad vil jeg. Jeg vil simplethen bare .hhh sætte mig
                what will I.   I   will simply   just .hhh sit   me
                what do I want. I will simply just .hhh sit down

2133            og lave ingen↑ting.
                and do  no↑thing.

2134            (0.2)

2135      Coa:  Du vil   sætte dig og  lave ingenting [(  )
                You will sit   you and do   nothing   [(  )
                You will sit down and do nothing

2136      Cli:                                        [Ja
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                                                [Yes

2137    Cli:  Jeg vil  sætte mig og  tænde for fjernsynet
              I   will sit   me  and turn  on  TV_the
              I will sit down and turn on the TV

2138          og være ligeglad    med  om      det er noget pis
              and be  indifferent with whether it  is some  shit
              and not care whether it is some shit

2139          der   er i  fjernsy-. >Jeg skal ba-<=
              there is in televisi- >I    must ju-<=
              there is in TV-. >I must ju-<=

2140          =Eller hvis solen    skinner så   sætter jeg mig ud
              =Or    if   sun_the shines  then sit    I   me  out
              =Or if the sun shines then I will sit out

2141          på terassen    med et glas rødvin.
              on terrace_the with a glas red_wine.
              on the terrace with a glas of red wine.

2142    Coa:  ˚Ja. Okay.˚
              ˚Yes. Okay.˚

2143    Cli:  Jeg vil  simplethen
              I   will simply

2144    Coa:  Hvordan kan du  ø:h (0.8) Hvordan kan du så    vide
              How     can you u:h (0.8) How     can you then know
              How can you u:h (0.8) How can you know then

2145          at   du  nu glæder dig      over at   du
              that you now joy   yourself over that you
              that you now are happy about that you

2146          har  nået    det første skridt (in den her  plan)
              have reached the first  step   (in this here plan)
              have reached the first step (in this plan)

2147          (0.6)

2148    Coa:  Hvis du sidder og  ser    fjernsyn
              If   you sit    and watch TV
              If you watch TV

2149          ↑eller du sidder ude på terassen,
              ↑or    you sit    out on terrace_the,
              ↑or you sit on terrace_the,

2150    Cli:  J:amen    ø:::h .snff (1.0) (unk) ved simplethen bare
              Y:es_but u:::h .snff (1.0) (unk) by  simply     just

2151          at lade mig s:: og  g- gøre noget      som jeg er
              to let  me  s:: and d- do   something which I am
              letting me s:: and d- do something which I do not

2152          ligeglad hvad andre tænker om.
              indifferent what others think about.
              care what others think about.

2153    Coa:  Okay
              Okay
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2154    Cli:  Og  så simplethen bare .hh hvis det er det
              And then simply   just .hh if   it  is that
              And then simply just .hh if it is what

2155          jeg har  lyst       til så   er det det
              I   have inclination to  then is that what
              I want to do then that is what

2156          jeg har  lyst       til og  så   gør jeg det.
              I   have inclination to  and then do  I   it.
              I want to do and then I do it.

2157          (.)

2158    Cli:  Hvis [(min (   ) ikke)]
              If   [my   (   ) not )]

2159    Coa:       [Kan kan du sådan] stille dig     ud  (.)
                   [Can can you so  ] place yourself out (.)

2160          Forestille dig    (0.2) at   du  sidder
              Picture   yourself (0.2) that you sit
              Picture (0.2) that you are sitting

2161          derhjemme  på terassen.
              there_home on terrace_the.
              there on the terrace.

2162    Cli:  =Ja
              =Yes

2163    Coa:  eller foran   fjernsynet hvad nu  du  vælger
              or    in_front TV_the     what now you choose
              or in front of the TV what now you choose

2164          af de  to  ting.
              of the two things.

2165          (0.2)

2166    Coa:  Kan du så    trække dig     ud og   stille dig
              Can you then pull  yourself out and place yourself
              Can you pull yourself out then and place yourself

2167          hen sådan på siden    af og  se  dig selv
              at ADV   on side_the of and see your self
              at like that on side and see yourself

2168          sidde der   (.) ude på terassen    (.) eller se
              sit   there (.) out on terrace_the (.) or   see
              sitting there (.)on the terrace (.) or see

2169          dig  selv sidde der i en sofa eller hvad du nu gør=
              your self sit there in a sofa or   what you nw do=
              yourself sitting there in a sofa or whatever you do=

2170    Cli:  =Ja
              =Yes

2171    Coa:  og se     fjernsyn.
              And watch television.

2172          (0.8)
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2173      Cli:   Det kan jeg godt ja.
                 That can I  well yes.
                 I can do that yes.

2174      Coa:   Prøv så at beskrive det.
                 Try then to describe it.

2175             (0.8)

2176      Coa:   Udefra   at kigge ind på Hannesofie
                 Out_from to look  in  on Hannesofie
                 From the outside to look at Hannesofie

2177             og så    sige (.) hvordan kan jeg se
                 and then say  (.) how     can I  see
                 and then say  (.) how can I see

2178             at   hun er tilfreds (.) og at   hun har   nået
                 that she is satisfied (.)and that she has reached
                 that she is satisfied (.) and that she has done

2179             hendes øh risikoanalyse.
                 her    uh risk_analysis.
                 her uh risk analysis.

2180             (0.4)

2181             Og er  klar  til at   aflevere den til Jes.
                 And is ready to  toINF hand    it  to  Jes.
                 And is ready to hand it to Jes.

2182      com:   ((Jes is the name of coach))
2183
2184      Cli:   Jamen   hun sidder simplethen bare
                 Yes_but she sits   simply     just
                 Well she is simply just sitting

2185             og ser   lettet  ud.
                 and looks relieved out.
                 looking relieved.

2186             Altså hun sidder simplethen bare
                 PRT   she sits   simply     just
                 That is she is simply just sitting

2187             og ser   [afslappet ud.
                 and looks [relaxed out.
                 and looking relaxed.

2188      com:            [((Client lifts her hands and lets them
2189             fall on har note in her lap at 'ud'))

2190      Coa:   Okay
                 Okay

2191      Cli:   Farer ikke rundt og   laver alt muligt.=
                 Rushs not  around and do    all kinds.=
                 Not rushing around doing all kinds of things.=

2192             =↑Sidder bare lige så stille og afslappet?
                 =↑Sits   just ADV  so quiet  and relaxed?
                 =Is just sitting quietly  and relaxed?

2193             (0.4)
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2194      Coa:  Okay
                Okay

2195      Cli:  Skal ikke nå   noget.
                Must not reach anything.
                Must not do   anything.

2196            (0.5)

2197      Cli:  [Har ] nået   det (.)  hun skulle i dag.
                [Has] reached what (.)  she should today.
                [Has] done   what (.)  she should today.

2198      Coa:  [Okay]
                [Okay]

2199      Coa   (    )

2200      Cli:  Det er simplethen [
                That is simply

2201      com:                    [Client strectes out her arm

2202      Coa:  Så hvad er forskellen    (.) øh på nu
                So what is difference_the (.) uh on now
                So what is the difference (.) uh between now

2203            og  så   det du  har  set  tidligere?
                and then what you have seen ealier?

2204            (0.5)

2205      Coa:  Hvis du (sådan     [siddet   )          ]
                If  you (ADV       [sitting  )          ]
                If  you (like that [sitting  )          ]

2206      Cli:                     [Det er  at jeg har ] måske nok
                                   [That is that I have] maybe well
                                    That is that I might have been

2207            siddet der men jeg har  siddet der
                sat    there but I   have sat    there
                sitting there but I have been sitting there

2208            med  dårlig samvittighed.
                with bad    conscience.
                with a guilty conscience.

2209            (1.0)

2210      Coa:  ↑Okay
                ↑Okay

2211      Cli:  Fordi    der  var et eller andet.
                Because there was one or   other.
                Because there was something.

2212      Coa:  Så der   er ro    på nu?
                So there is peace on now?
                So there is peace now?

2213      Cli:  Ja  fordi   nu  har jeg lovet   mig selv
                Yes because now have I   promised my self
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                     Yes because now I have promised myself

2214        Cli:    at   det var det eneste jeg behøvede at gøre i dag.
                    that it  was the only   I   needed   to do   today.
                    that it was the only thing I needed to do today.

2215        Coa:    Ja
                    Yes

2216                (1.0)

2217        Cli:    Og jeg vil ikke (.) Jeg har  lovet
                    And I   will not (.) I   have promised
                    And I will not (.) I have promised

2218                at smide alt andet væk
                    to throw all other away
                    to throw everything else away

2219                [så] jeg ikke skal sidde med dårlig samvittighed=
                    [so] I   not  must sit   with bad   conscience=
                    [so] I will not have a guilty conscience=

2220        Coa:    [Ja ]
                    [Yes]

2221        Cli:    =Og jeg kunne jo  også og alt det   [der.  ]
                    =And I   could ADV also and all that [there.]
                    =And I should also and all that stuff you know.

2222        Coa:                                        [m     ]

2223                (0.7)

2224        Cli:    ((sniff))

2225        Coa:    [Så: når  du  står og   kigger hen på hende
                    [So: when you stand and look    at  on her
                    [So: when you are standing there looking at her

2226        com:    [((Coach looking and pointing to the imaginary
2227                   client))

2228                og siger (.) nu  har hun ikke dårlige samvittighed
                    and say  (.) now has she not   guilty  conscience
                    saying (.) now she has not got a guilty conscience

2229                hun har den her      ro=hun skal ikke
                    she has this here peace=she must not
                    she has this peace=she does not have to

2230        Coa:    nå     noget    (.) hvem er hun så?
                    reach anything (.) who  is she then?
                    do anything, (.)who is she then?

2231                (.)

2232        Coa:    [Hva- hvad kan du se   på hende?
                    [Wha- what can you see on her?

2233        com:    [((coach turns his head look at client))

2234                (.)
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2235       Coa:  (hvem er hun så?)
                 (Who is she then?)

2236             (2.5)

2237       Cli:  Jamen:   ø::h
                 Yes_but: u::h
                 Well: u::h

2238             (1.0)

2239       Cli:  .mt

2240             (1.8)

2241       Cli:  Jamen   hun er jo  mig altså, .hhh
                 Yes_but she is ADV me  PRT,    .hhh
                 Well she is you know me that is, .hhh

2242       Coa:  Hun er dig?
                 She is you?

2243       Cli:  Ja  som som sidder og ↑glæder sig
                 Yes who who sits    and ↑joys  herself
                 Yes who who is ↑happy

2244             og næsten  ikke kan vente til første juni næste år.
                 and almost not  can wait  to first   June next year.
                 and almost cannot wait for the first of June next
                 year.

2245       Coa:  O(h)↑kay
                 O(h)↑kay

2246       Cli:  Altså
                 PRT
                 Well

2247             (1.5)

2248       Cli:  Kan næsten ikke ↑vente ↓på at få lavet
                 Can almost not  ↑wait ↓on to  get done
                 Can almost not ↑wait ↓to get

2249             den  der plan fordi æ:h jeg kommer   jo ikke
                 that there plan because e:h  I  come ADV not
                 that plan done because e:h I will not

2250             in   gang=Jeg har jo  sagt at  jeg ikke går
                 i progress=I  have ADV said that I   not   go
                 start you know=I have said you know that I will not

2251             i    gang før    planen   er færdig=
                 in progress before plan_the is done=
                 begin before the plan is done=

2252       Coa:  =Ja
                 =Yes

2253             (0.4)

2254       Cli:  Og hvis ikke den ikke er færdig
                 And if  not it  not is finished
                 And if not it is not finished
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2255           kan jeg ikke komme i gang  og jeg kan
               can I  not come i  progres and I  can
               I cannot begin and I can

2256           næsten ikke vente med  at komme i gang.
               almost not  wait  with to come in progress.
               hardly wait to begin.

2257   Coa:   Okay
               Okay

2258   Cli:   Ergo må jeg (.) se at komme i  gang
               Ergo must I (.) see to come in progress
               Ergo I must (.) get working

2259           med at  få lavet den der     ↑plan.
               with to get done that there ↑plan
               getting that there ↑plan done

2260           (0.8)

2261   Coa:   Så [hvornår     ]
               So [when        ]

2262   Cli:      [Jeg vil sige] det er
                 [I   will say] that is


2263           den en[este risiko i aften ] det er  at  jeg kunne
               the on[ly risk this evening] that is that I  could

2264   Coa:          [Så hvornår er det   ]
                      [So when    is that  ]

2265   Cli:   finde på at    fortsætte med at lave planen
               think of toINF continue with to make plan_the
               think of continuing making the plan

2266           også.=At   jeg slet ikke kan lade være.
               also.=That  I  ADV  not  can let  be.
               also.=That I cannot help myself.

2267           (0.5)

2268   Cli:   [Det  er] en risiko men det synes jeg er en
               [That is] a risk    but it  think  I  is a
               [That is] a risk but I think it is a

2269   Coa:   [Og   og]
               [And and]

2270           positiv risik[o
               positive  ris[k

2271   Coa:                 [Og hvad  ville der    ske   ved det.
                            [And what would there happen by  that.
                            [And what would happen by that.

2272   Cli:   >Netop ikke. < Det er en positiv risiko.
               >Exactly not.< It  is  a positive risk.

2273           Det ville da  kun være
               It  would PRT only be
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                 It would only be

2274             at   [så   er jeg foran planen.  ]
                 that [then am I   ahead plan_the.]
                 that I then am ahead of the plan right.

2275      Coa:       [Hvis du  nu  vælger at     ]
                     [If   you now choose to     ]

2276             fejre    det *he::r  så du- Så det
                 celebrate this *he::re so you- So it

2277             er [(0.3) i  gåseøjne        kun  risikoanalysen
                 is [(0.3) in quotation_marks only risk_analysis_the
                 is (0.3) in quotation marks only the risk analysis

2278      com:     [((coach makes quaotation marks with hands))

2279      Coa: der  er kommet ud af det,
                 which is come   out of it,
                 which has come out of it,

2280      Cli: Ja
                 Yes

2281      Coa: Hvornår vil  planen   så::   ø:h
                 When    will plan_the then:: u:h
                 When    will plan_the then:: u:h

2282          (0.3)

2283      Cli: Hvornår vil planen   så   være færdig.
                 When   will plan_the then be   finish.
                 When will the plan be finished then.

2284          (0.5)

2285      Cli: Krm hh khm:

2286          (4.1)

2287      Cli: Årh::: .snfft ((Sniff))

2288          (2.4)

2289      Cli: Ja:: det ville nok      være lidt smart
                 Yes:: it would enough   be   little smart
                 Yes: it would probably be a little smart

2290             hvis jeg fik startet på den
                 if   I got started on it
                 if I got started with it

2291             med det samme o' fordi.sfft((sniff))
                 with the same a' because .sfft
                 instantly a' because .sfft

2292          (5.8)

2293      Cli: Nej det bliver en frygtelig weekend jeg ser frem til
                 No  it becomes a terrible weekend  I look forward to
                 No it will be a terrible weekend I look forward to

2294      Coa: Okay
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2295            (4.0)

2296    Cli:    Og når jeg faktisk skal på arbejde
                And when I must actually on work
                And when I must actually work

2297            på anden  pinsedag        (så det er  (   ))
                on second pentecost_day (so that is (     ))
                on the day after pentecost (so that is (    ))

2298            (6.0)

2299    Cli:    .hhh ˚Jamen˚    hh Jeg tror jeg er nødt    til og de-
                .hhh ˚yes_but˚ hh I   think I  am needing to and de-
                .hhh ˚yes_but˚ hh I think I have to and de-

2300            Det er selvfølgelig en træls måde (at være bund-)
                That is of_course    an  akward way (to be    boun-)
                That is of course an akward way (to be boun-)

2301            men jeg tror jeg er nødt    til at     sige
                but I  think I  am  needing to toINF say
                but I think  I have to say

2302            at den skal være .hhh Planen    skal være kl- (4.7)
                that it must be  .hhh Plan_the must be rea- (4.7)

2303            Planen    skal være klar ikke til pinse    hvad
                Plan_the must be  ready not  at Pentecost what
                The plan must be ready not at Pentecost what

2304            hedder det nu den den    weekenden efter Pinsen.
                calls  it now that that weekend after Pentecost.
                is it called now that that weekend after Pentecost

2305            (.)

2306    Cli:    I den weekend skal den blive færdig.
                In that weenend must it be done.
                By that weenend it must be done.


2307    Coa:    Weekenden efter Pinsen.
                Weekend_the after Pentecost
                The weekend after Pentecost

2308    Cli:    Ja
                Yes

2309            (0.7)

2310    Coa:    Okay

2311            (1.0) ((coach is writing))

2312    Cli:    .hh Den skal gøres  færdig æ::h
                .hh It  must doPASS finish e::h
                .hh It must be finished e::h

2313            søndagen    efter Pinsen    om formiddagen.
                Sunday_the after Pentecost in morning_the
                the Sunday the after Pentecost in the morning
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2314      Coa:  (        )

2315      Cli:  [.sfft M's min mand    er til fodbold]
                [.sfft W'le my husband is to  football
                [.sfft W'le my husband is at football

2316      Coa:  [(                                )]

2317            ()

2318      Cli:  [Det er planen.       ]
                [that is plan_the     ]
                [That is the plan     ]

2319      Coa:  [Hvem holder han  med. ]
                [Who   supports he with.]
                [Who is he supporting.

2320            (0.3)

2321      Coa:  Hvem holder han med,
                Who   supports he with,
                Who is he supporting,

2322      Cli:  Han spiller foldbold.=
                He  plays    football.=

2323      Coa:  =Nå han spi(h)ller fodbhh.
                =Oh he  pl(h)ays    footbhh.

2324            (1.1)

2325      Coa:  Søndag efter pinsen?
                Sunday after Pentecost?

2326      Cli:  Ja=
                Yes=

2327      Coa:  =og det skulle   være om formiddagen=
                =and that should be   in morning_the=
                =and that should be the morning=

2328      Cli:  =Ja. Der   laver jeg planen.
                =Yes. There make   I  plan_the.
                =Yes. There I will make the plan.

2329            (0.8)

2330      Cli:  Hvis ikke jeg har gjort det inden
                If   not  I   have done  it before
                If I have not done  it before

2331            så   laver jeg den der.
                then make   I  it there.
                then I will make it at that time.

2332            (4.2) ((coach is writing))

2333      Cli:  Men som sagt det kan være jeg ikke kan vente.
                But as  said it  can be    I  not can  wait.
                But as I said it could be I cannot wait.

2334            (1.5) ((coach nods))
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2335    Cli:   Det kunne godt gå hen at    ske,=
               It   could well go to  toINF happen,=
               It could well happen,=

2336           =og sådan nogle ting   de    må  godt komme ind.
               =and such  some  things they can well come   in.
               =and such things they may gladly come in.

2337           (0.8)

2338    Cli:   Det betyder [ba:re at (.) [pla]nen
               It   means   [just

2339    com:               [((Client streches her right arm out to
2340           her right side and indicate 'moving forward' by
2341           moving her hand forward in intervals in front of
2342           her]))

2343    Coa:                                  [Ja ]
                                              [Yes]

2344    Coa:   Ja
               Yes

2345    Cli:   [kan komme i gang.    ]
               [can come in progress.]
               [can get started.     ]

2346    Coa:   [Hvor lang tid        ] Hvor lang tid vil det
               [How  long time       ] How  long time will it
               [How long How long will it

2347           tage dig at lave den [(tror du       )]
               take you to do   it  [(think you    )]
               take you to do   it  [(do you think )]

2348    Cli:                         [Det vil nok    ] tage sådan
                                     [It  will probably] take such

2349           en formiddag.
               a  morning.

2350    Coa:   En formiddag
               A  morning

2351    Cli:   Jeg vil simplethen sætte mig    og
               I   will simply    set   myself and

2352           Det skal tages     seriøst   det her.
               It  must take_PASS seriously this here.
               It  must be taken seriously this thing.

2353           °°Okay°°
               °°Okay°°

2354    Cli:   Det er ikke bare et stykke papir.
               It  is not  just a piece   paper.
               It  is not just a piece of paper.

2355           Det skal laves    ordentligt.
               It  must do_PASS properly.
               It  must be done properly.

2356           (1.4) ((coach nods))
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2357    Cli:  Det skal ligge på computeren  så jeg kan finde det.
              It  must lie  in computer_the so I   can find it.
              It must be on the computer so I can find it.

2358          (0.6)

2359    Cli:  [Ellers  ] så kan jeg ikke finde det.
              [Otherwise] so can  I   not  find  it.
              [Otherwise] I cannot not  find  it.

2360    Coa:  [(    )  ]

2361          (0.6)

2362    Cli:  Ting   bliver  væk  for mig.
              Things becomes lost to  me.
              I lose things.

2363          (0.8) ((coach nods))

2364    Cli:  [Så
              [So

2365    com:  [((Client shrughs (her shoulder)))

2366    Coa:  Hvor- [hvordan vil du  vi]de
              Ho-   [how     will you kn]ow

2367    Cli:        [Når det ligger der]
                    [When it lies there]

2368    Coa:  at   du er tilfreds  med  din  plan,
              that you are satified with your plan,

2369          (0.5)

2370    Coa:  *ø::h når  du   er færdig med  [planen.  ]
              *u::h when you  are done    with [plan_the.]
              *u::h when you are done with the plan.

2371    Cli:                                [.hhh    ]Khrkhm

2372    Coa:  Sådan at   du  kan stille dig     op og  sige
              ADV   that you can stand yourself up and say
              So that you can stand yourself up and say

2373          jeg er tilfreds  med  den  her,
              I   am satisfied with this here,

2374          Den her   den bærer  mig i mål.
              This here it carries me in goal.
              This here it carries me to the finish line.

2375    Coa:  Fordi   du har  jo hele  tiden    sagt
              Because you have ADV whole time_the said
              Because you have you know said the whole time that

2376          at   planen  er det værktøj
              that plan_the is the tool
              the plan is the tool

2377          der bærer   dig i mål.
              that carries you in goal.
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                 that carries you across the finish line.

2378             (0.7) ((Client nodding))

2379    Coa:     Hvordan vil du  vide at   den her   plan
                 How     will you know that this here plan
                 How will you know that this plan

2380             den er god  nok    til at    kan bære (1.2)
                 it  is good enough to  toINF can carry (1.2)
                 it  is good enough to carry (1.2)

2381    Coa:     °dig i  mål  uden°    (.)   [(    )]
                 °you in goal without° (.)   [(    )]
                 °you across the finish line° without (.)

2382    Cli:                              [Ø:::h ] Det ved  jeg
                                          [U:::h ] That know I
                                          [U:::h ] I simply

2383             simpelthen når jeg kan se at den  står
                 simply when  I can see that it stands
                 know that when I can see that it is written

2384             med  nogle milepæle  og nogle .hh Altså hvor jeg
                 with some milestones and some .hh PRT   where I
                 with some milestones and some .hh That is where I

2385             har lavet mine: livslinjer og  hvor jeg så
                 have made my:   life_lines and where  I then
                 have made my: life lines and where I then

2386             p- på den der   et  års  plan .hh .sfft
                 o- on that there one year plan .hh .sfft
                 o- on that one year plan .hh .sfft

2387             Og  hvor jeg har skrevet  på hvordan jeg vil  fej-
                 And where I  have written on how      I  will cel-
                 And where I have written in how I  will cel-

2388             >Det vil   sige< at jeg får de    der
                 >That will say<  that I get those there
                 >Which means that< I will get those

2389             flagdage undervejs:
                 flag_days during:
                 milestone days as I go along

2390             (0.9)

2391    Cli:     Så: [ø:h ] Når jeg k- Når  jeg h- (.) været inde=
                 So: [u:h ] When I  c- When  I   h- (.) been  in=
                 So: [u:h ] When I  c- When  I   h- (.) been

2392    Coa:        [Okay]
                    [Okay]

2393    Cli:     =at lave den  og  lavet min plan og kan se
                 =to do    that and done  my  plan and can see
                 =to do that and done  my  plan and can see

2394             .hhh at   der står at  jeg skal fejre    noget
                 .hhh that it  says that I   must celebrate something
```

```
2395            den og  den og  den dato så   ø::h (0.5)
                that and that and that date then u::h (0.5)
                that and that and that date then u::h (0.5)

2396            så   er den færdig.
                then is it done.
                then it is done.

2397            (0.4)

2398    Coa:    °°Okay°°
                °°Okay°°

2399            (0.2)

2400    Cli:    Den er ikke endelig.
                It is  not   final.

2401    Coa:    Nej=
                No=

2402    Cli:    =Det er en projektplan ikke.
                =It  is a project_plan not.
                =A project plan is not.

2403    Coa:    Nej
                No

2404    Cli:    Den er dynamisk.
                It  is dynamic.

2405    Coa:    Ja.
                Yes.

2406    Cli:    Men den er klar  til at   blive forholdt sig     til
                But it  is ready to toINF be    related  itself to
                But it is ready to be related to.

2407            sådan jeg hele  tiden     kan se
                ADV   I   whole time_the can see
                so that I always can see

2408            .hhh at   hvis jeg kommer bag     ud   her
                .hhh that if   I   come   behind out  here
                .hhh that if I am behind here

2409            så   er jeg nødt    til at    indhente det der.
                then am  I  needing to toINF catch_up  it there.
                then I have to catch up there.

2410    Coa:    Ja
                Yes

2411            (1.1)

2412    Cli:    Og det er   det der   gør den realistisk.
                And that is  what there makes it realistic.
                And that is what makes it realistic.

2413    Coa:    Ja
                Yes

2414            (1.1)
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175

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2415    Cli:  I stedet for at    sige
              Instead  of  toINF say
              Instead  of saying

2416          at jeg overhovedet ikke må tage på
              that I   ADV          not may gain on
              that I not at all can gain weight

2417          i løbet af det år    [som ] vi nu snakker om.
              during    that year [which] we now talk about.

2418    Coa:                              [Ja  ]
                                          [Yes ]

2419    Coa:  Okay
              Okay

2420          (0.7)

2421    Cli:  Den er realistisk fordi der   er (.)<plads til>(1.0)
              It is realistic because there is (.)<room for> (1.0)

2422          ø:h det skal ikke være asketisk det  her.
              u:h it  must not be    ascetic  this here.
              u:h it must not be ascetic.

2423    Cli:  [Jeg] Jeg skal ikke ud at være fanatiker.
              [I  ] I   must not out to be   fanatic.
              [I  ] I am not about to become a fanatic.

2424    Coa:  [Nej]
              [No ]

2425    Coa:  Nej
              No

2426    Cli:  Det  er derfor   jeg også tager
              That is therefore  I  also take
              That is why I also will take

2427          et helt  år   om    det nu.
              a whole year about it now.
              a whole year to do it now.

2428    Coa:  Ja
              Yes

2429    Cli:  I stedet for de    der   hurtige tre   måneder
              Instead   of those there quick   three months
              Instead of those three quick months

2430          inden  man skal i  bikinien   næste gang
              before one must in bikini_the next time
              before you have to wear the bikini next time

2431          (0.9) ((coach nods))

2432    Coa:  .hh (1.3) Er det her  i  overensstemmelse
              .hh (1.3) Is this here in  accordance
              .hh (1.3) Is this in accordance

2433          med  den  du e[r?
              with who you a[re?
              with who you are?
```

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2434      Cli:                  [((sniff))

2435      Cli:  Ja  det er det=
                Yes it is that=
                Yes it is=

2436      Coa:  =[Er det virkelig det  du brænder for.
                =[Is it  really   what you burn   for.
                =[Is it really what you are on fire for.

2437      com:   [((coach moving his right hand towards his chest,
2438             places it on his heart as he say 'virkelig'))

2439      Cli:  Ja [det er  ]
                Yes [it is   ]

2440      Coa:     [Eller er] Eller er det  her
                   [Or    is] Or    is this here
                   [Or    is] Or is this

2441            et  af de   eksempler (0.4) Et  mere ikke
                one of those examples  (0.4) One more right
                one of those examples (0.4) One more right

2442            for    du har siddet her  før   ikke?
                because you have sat   here before right?
                because you have been here before right?

2443            Nu  er jeg lidt  grov ved dig
                Now am  I  little hard on  you
                Now I am a little hard on you

2444            men det synes  jeg [også] go[dt jeg kan være ]
                but that think  I  [also] we[ll I   can be   ]
                but that I also think that I can be

2445      Cli:                    [Ja ]   [Ja de:t f:: ja   ]
                                  [Yes ]   [Yes tha:t f:: yes]

2446            (0.2)

2447      Cli:  .sft .sft ((sniff))

2448      Coa:  Du har siddet her  før,
                You have sat  here before,
                You have been here before,

2449      Cli:  Ja
                Yes

2450      Coa:  Sidste gang var de:t jeg skal ud i:: (.)
                Last   time was i:t  I   must out in:: (.)
                Last time it was I must be outside in:: (.)

2451      Cli:  Ja
                Yes

2452      Coa:  tyve minutter,
                twenty minutes,

2453      Cli:  Ja
                Yes
```

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2454      Coa:  Og   du var overbevist med  dig selv om
                And  you were convinced with you self about
                And  you were convinced

2455            at   det skal jeg nok komme=
                that that must I   ADV come=
                that that will I surely do=

2456      Cli:  =Ja=
                =Yes=

2457      Coa:  =og alt   det   der.=Du startede fint ud (0.2)
                =and all that there.=You set     fine out (0.2)
                =and all that.=You sat out fine(0.2)

2458            men der skete    ikke rigtig noget.
                but there happend not really  aynything.
                but nothing really happend.

2459      Cli:  Nej
                No

2460            (0.6)

2461      Coa:  Hvad er- Hvad gør forskellen ˚he˚-=
                What is- What makes difference_the ˚her-˚=
                What is- What makes the difference ˚her-˚=

2462            =Hvad er forskellen     på den her   (og så den    )
                =What is difference_the on this here (and then that)
                =What is the difference between this (and then that)

2463            (2.1)

2464      Cli:  .mt .hhh Ja  en af forskellene      er jo
                .mt .hhh Yes one of differences_the is AVD
                .mt .hhh Yes one of the differences is you know

2465            at   du  fik mig der   ud  hvor  du fik mig ud.
                that you got me  there out where you got me out.
                that you got out there where you got me out.

2466      Coa:  Okay
                Okay

2467            (0.2)

2468      Cli:  .hhh Og   en af forskellene    er også
                .hhh And one of differnces_the is also
                .hhh And one of the differnces is also

2469            at   det  med  at  få  luft hver dag
                that that with to  get air every day
                that that with getting outside every day

2470            det er  sådan noget    jeg godt ved
                that is ADV   something I   well know
                that is such a thing I well know

2471            med min fornuft er nødvendigt.
                with my reason  is necessary.

2472            (1.5) ((coach nods))
```

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2473      Cli:   Altså [ville] være godt.=
                 PRT   [would] be   good.=
                 That is would be good.=

2474      Coa:        [Ja  ]
                       [Yes ]

2475      Coa:   =Ja
                 =Yes

2476             (0.9)

2477      Cli:   Og  man   kan også sige jeg kan også
                 And one can also say   I  can also
                 And you can also say I can also

2478             med min fornuft sige mig    at  det gælder  om
                 with my reason tell myself that it depends upon
                 with my reason tell myself that is important

2479             ikke at veje  for meget.
                 not to weigh too much.
                 not to weigh too much.

2480      Cli:   Men det  her  det  er noget    jeg <virkelig> har
                 But this here this is something I  <really>   have
                 But this here this is something I <really>

2481             lyst til  at   gøre for mig selv.
                 want to toINF do   for myself.
                 want to do for myself.

2482      Coa:   ˚˚Okay˚˚
                 ˚˚Okay˚˚

2483      Cli:   Fordi  jeg ved jeg vil  have det (.) s:å godt.
                 Because I know  I  would have it  (.) s:o well.
                 Because I know I would feel (.) s:o good.

2484      Coa:   (   )

2485             (0.5)

2486      Cli:   Og det er ik- .hh Og je- Og det er ikke ud fra
                 And it is no- .hh And I- And it is not  out of
                 And it is no- .hh And I- And it is not because

2487             Jeg vil ikke have (.) de   der   puttet i hovedet
                 I  will not have (.) those there put   in head_the
                 I  will not have (.) those put in my head

2488             om         at  .hhh Jamen   når   folk   har
                 concerning that .hhh Yes_but when people have
                 that .hhh Well when people have

2489             tabt sig    så   tror  de  alle deres problemer
                 lost weight then think they all their problems
                 lost weight then they think that all their problems

2490             er løst   Det ved   jeg (.) UDMÆRKet godt
                 are solved That know I   (.) ADV      well
                 are solved I know that (.) VERY well

2491             Jam-  Jeg har ikke ret   mange problemer [.hhh
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                Yes_b- I   have not quite many  problems  [.hhh
                Yes we- I have not very many problems .hhh

2492    Coa:                                               [m

2493    Cli:  men- (0.5) Det  ved jeg udmærket godt.
              but- (0.5) That know I  ADV      well.
              but- (0.5) I know that very well.

2494          Det er ikke for mig en flugt,
              It  is not  for me  a  flight,
              For me it is not because I am running away,

2495          Altså at   der i  [virkeligheden]
              PRT   that there in [reality      ]
              That is that there in reality

2496    Coa:                    [Nej. Okay.   ]
                                 [No. Okay.    ]

2497          Det er noget     andet.
              It  is something else.
              It is something else.

2498    Coa:  (m )

2499    Cli:  Det er virkeligt noget     dybt dybtliggen-
              It  is really    something deep deep-_root-
              It is really something deep deep-root-

2500          Det har ligget i mig [fra jeg var (.)
              It  has lain   in me [from I   was (.)
              It has been in me from when I  was (.)

2501    com:                       [((client raises har right arm
2502          looks to her left and takes the arm down))

2503    Coa:  Okay
              Okay

2504    Cli:  .snff barn.
              .snff child.
              .snff a child.

2505    Coa:  O[kay ]
              O[kay ]

2506    Cli:  [Når ] jeg ser børnebilleder    af mig selv
               [When] I   see children_pictures of myself
               [When] I see pictures of myself as a child

2507          så   kan jeg godt ser at  jeg er ikke for tyk
              then can  I  well see that I  am not  too fat
              then I can well see that I am not too fat

2508          men jeg <kan kun> [hus]ke    mig selv som for tyk.
              but I  <can only> [ re]member myself   as  too fat.
              but I <can only> remember myself as being too fat.

2509    Coa:                    [m  ]

2510    Coa:  Okay
              Okay
```

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2511          (0.6)

2512    Cli:  Uanset     hvor meget jeg ser et billede så
              Regardless how  much  I see    a  picture then

2513          siger jeg det må   have været [i  fjorten dage  (.)
              say   I   it  must have been  [in fourteen days (.)
              I say  it  must have been fourteen days (.)

2514    com:  ((client hold out her hand with her thumb and
2515          indexfinger streched referring to the short distance
2516          between them as indicating a short span of time))

2517    Cli:  hvor  jeg ikke var det.=
              where I   not  was it.=
              where I wasn't.=

2518    Coa:  =m

2519          (0.9)

2520    Cli:  Så derfor   .hhh er det noget
              So therefore .hhh is it something
              So therefore .hhh it is something

2521          jeg har   båret   rundt [på] (.) <altid.>
              I   have carried around [on] (.) <always.>
              I   have carried around (.) <always.>

2522    Coa:                          [m ]

2523          (2.0) ((Coach nods))

2524    Coa:  Har du  brug for hjælp i den her   situation.=
              Have du need for help in this here situation.=
              Do you need help in this here situation.=

2525          =Ikke til at   kontrollere dig ((Click))
              =Not  to toINF control      you
              =Not  to control you

2526          men men hjælp til a:t   ø:h holde ø:h
              but but help to   t:oINF u:h hold  u:h

2527          [hol]de dig på planen   på vejen    [*eller       ]
              [ ke]ep you on plan_the on road_the [*or          ]
              [ ke]ep you on the plan on the road [*or          ]

2528    Cli:  [Ja ]                              [Ø:h jeg er li-]
              [Yes]                              [U:h I   am li-]
              [Yes]                               U:h I   am a li-

2529          Jeg ville kunne få det.
              I   would could get it.
              I will be able to get it.

2530    Coa:  Du  ville kunne få det
              You would could get it.
              You will be able to get it.

2531    Cli:  Ja. .hh Je- je- jeg ved det ikke på forhånd=
              Yes. .hh I- I-  I   know it not on  beforehand=
              Yes. .hh I- I-  I  do not know it beforehand=
```

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2532      Coa:  =Nej
                =No

2533      Cli:  Hvis jeg kan begynde at at mærke
                If   I  can start  to to  feel
                If I start to to feel

2534            djævelen   får  horn igen
                devil_the gets horn again
                the devil gets back his horns

2535      Coa:  m

2536            (0.5)

2537      Cli:  i stedet for at blive siddende deroppe  .hhh så
                instead   of to be    sitting  there_up .hhh then
                instead of being sitting up there .hhh then

2538            ville jeg godt kunne få behov for at   få  hjælp ja.
                would I   well could get need to toINF get help yes.
                I could well need to get help yes.

2539      Coa:  Okay
                Okay

2540            (1.1)

2541      Coa:  Har du   <behov for> (0.3) at    få  hjælp (0.8)
                Have you <need to>   (0.3) toINF get help  (0.8)
                Do you need to (0.3) get help (0.8)

2542            til den fase hvor   planen   ligger færdig?
                to that phase where plan_the lies   finished?
                to that phase where the plan is finished?

2543      Cli:  'Aj
                'Ope

2544      Coa:  Det  har  du  ikke.
                That have you not.
                That you have not.

2545      Cli:  Nej
                No

2546      Coa:  [Den kommer af sig selv.          ]
                [It  comes  of  itself.          ]
                It will happen spontaneously.

2547      Cli:  [Det er  når  den går i   gang.    ]
                [It  is  when it  goes in progress.]
                It is when it begins.

2548      Coa:  Den kommer af sig selv.
                It  comes  of  itself.
                It will happen spontaneously.

2549      Cli:  Ja.
                Yes

2550      Cli:  Det er når den går i gang.
                It is  when it goes in progress.
                It is when it begins.
```

```
2551            (0.9)

2552    Cli:    Ikke i tvivl om    hvordan jeg skal lave plan-
                Not in doubt about how     I    must do    plan-

2553            Det er  dejligt     nemt:.
                That is wonderfully easy:.

2554    Coa:    Okay
                Okay

2555    Cli:    Det er  et nemt ufarligt     mål.
                That is a  easy un_dangerous target.
                That is a easy non-dangerous target.

2556            (0.3) ((Coach nods))

2557    Cli:    [At lave] planen.
                [To do  ] plan_the.
                [To do  ] the plan.

2558            (1.2) ((Coach nodding))

2559    Cli:    Det er det andet  (0.6) [der er  ] (0.6)
                It  is that other (0.6) [there is] (0.6)
                It is that other (0.6) where there is (0.6)

2560    Coa:                             [(m   )  ]

2561            meget på spil ved.
                much  at stake by.
                much at stake.

2562            (1.0)

2563    Cli:    Der   er rigtigt meget på spil.
                There is very    much   at stake.

2564            (1.2)

2565    Cli:    Det er altså ikke bare sådan alts-=
                It is  PRT   not  just ADJ   PRT=
                It is in fact not just that this that i-=

2566            =Okay det lykkes   ikke så prøver jeg bare igen.
                =Okay it  succeeds not  then try    I   just again.
                =Okay it did not succeed then I will just again.

2567            Der er   rigtig meget på spil.
                There is very   much  at stake.

2568            (0.9)

2569    Cli:    Jeg er lige ved   at sige det  her
                I   am just about to say this here
                I am nearly saying that this

2570            det er sidste gang jeg gider at pr↑øve det.
                it  is last   time I   bother to tr↑y   it.
                it is the last time I will bother to tr↑y it.

2571            (0.7)
```

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2572      Coa:   Så på en skala fra: et til ti
                 So on a scale fro:m one to ten

2573             hvor motiveret er  du  (nu ) [(   ) ]
                 how motivated  are you (now)

2574      Cli:                              [Jamen ] der
                                            [Yes_but] there
                                            [Yes but] there

2575             er jeg (.) tolv   (h)altså=
                 am I   (.) twelwe (h) PRT=
                 I am (.) twelwe (h) that is=

2576      Coa:   =Du er tolv.
                 =Du are twelwe.

2577      Cli:   J[a
                 Y[es

2578      Coa:    [Stadigvæk,
                  [still,

2579      Cli:   Ja det   er jeg.
                 Yes that am  I.
                 Yes that I am.

2580             (1.4)

2581      Cli:   Jeg vil   simplethen bare.
                 I   will  simply     just.
                 I simply just want to.

2582             (2.4)

2583      Coa:   Okay
                 Okay

2584      Cli:   Jeg bliver så dødmidsundelig=Jeg ser på al-
                 I   become so  dead_envious=I   see on al-
                 I am so dead envious=I see al-

2585             .hh Det er som når folk  skal have  børn.
                 .hh It is as when people are having babies.
                 .hh It is as when people are expectiong.

2586      Coa:   [M: ]

2587      Cli:   [Ø:h] Fra det øjeblik de   får at vide
                 [U:h] From the moment  they get to know
                 [U:h] From the moment they are told

2588             de   er  gravide ser de   kun  barnevogne.
                 they are pregnant see thet only prams.
                 they are pregnant they only see prams.

2589      Coa:   mm:=

2590      Cli:   =Sådan ha- P- Prøv at forestille dig     et liv
                 =ADV   ha- T- Try  to imagine    yourself a  life
                 =So ha- T- Try to imagine yourself a life

2591             [.hh] hvor  ethvert menneske jeg betragter
                 [.hh] where every   person   I   watch
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                 [.hh] where every person I watch

2592    Coa:  [m  ]

2593    Cli:  kigger jeg på hvad de   vejer.
              look   I   at what they weigh
              I look at what they weigh.

2594    Coa:  m

2595    Cli:  ↑Alle ↓mennesker.
              ↑All ↓people.

2596    Coa:  m

2597          (1.3)

2598    Cli:  Altid.
              Always.

2599    Coa:  M::

2600    Cli:  Min første indtryk    er (0.3) [((snap))
              My  first  impression is

2601    Com:                               [((Client moves her
2602          right hand up and down  showing measuring people))

2603    Cli:  hvor stor eller lille er vedkommende.
              how  big  or    small is the_person_in_question
              how big or small is the person in question

2604          (.)

2605    Cli:  Også    begynder vi at kigge
              And_then begin  we to look
              And then we will begin to look

2606          efter alt muligt andet.=
              for all kinds different.=
              for other things.=

2607    Coa:  =Vil  det sige [at      ] øh
              =Will that say [that    ] uh
              =Does that mean that uh

2608    Cli                 [((sniff))]

2609    Coa:  et yderligere resultat af at nå    det her    mål
              an additional result   of to reach this here goal
              an additional result of reaching this here goal

2610          det   er at   du  behøver [ikke] at betragte
              that is that you   need    [not ] to look
              that is that you do not need to look

2611    Cli:                            [krm ]

2612    Coa:  alle andre   mennes[ker] i forhold   til deres vægt,
              all  other     peo[ple] in relation to their weight,
              at other people in relation to  their weight,

2613    Cli:                    [JA ]
                               [Yes]
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2614      Cli:   JA
                 YES

2615      Coa:   Ok(h)ay.
                 Ok(h)ay.

2616             (1.7)

2617      Cli:   Jeg vil være så (ful-/fut-)
                 I   will be  so (com-/    )
                 I will be so com-

2618             Jeg [ved  at jeg ikke (f)]
                 I   [know that I not (f) ]
                 I know that I do not n

2619      Coa:       [Så det  her det     ]
                     [So this here it      ]
                      So this it

2620             fører meget mere med  sig    end: [æ:h]
                 leads much  more with itself than: [e:h]
                 leads to much more than: e:h

2621      Cli:                                      [JA ]
                                                    [YES]

2622             (0.8)

2623      Cli:   Det er ikke bare et spørgsmål
                 It  is  not just  a  question
                 It is not just a question

2624             om     .hhh at tabe  sig.
                 about .hhh to lose yourself.
                 about .hhh losing weight.

2625             Og jeg *v: øh og   og det er det blevet endnu mindre
                 And I  *w: uh and and that is it become even  less
                 And I *w: uh and and that it has become even less

2626             fordi jeg synes .hh ((sniff)) at   med  .hhh Altså
                 because I think .hh ((sniff)) that with .hhh PRT
                 because I think .hh ((sniff)) that with .hhh Well

2627             hvor jeg før    bare ville  være slank
                 where I earlier just wanted be   slim
                 where I earlier just wanted to be slim

2628             fordi jeg ville være attraktiv
                 because I  want   be  attractive
                 because I wanted to be attractive

2629             (0.3)

2630      Coa:   hm

2631      Cli:   så   vil jeg være slank
                 then will I  be  slim
                 then I want to be slim

2632             fordi   jeg vil have det godth.
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                 because  I  will have it wellh.
                 because I want to be wellh.

2633    Coa:    Okay
                Okay

2634    Cli:    Jeg ↑gi:der ↓ikke det her.
                I   ↑bo:ther ↓not this here.
                I ↑do ↓not want this.

2635    Coa:    (   )

2636    Cli:    Jeg gider ikke hver  (0.2) <gang jeg tænker> (0.2)
                I   bother not  every (0.2) <time I think> (0.2)
                I do not want this every (0.2) <time I think> (0.2)

2637            rør  mig   (0.8) tager et stykke mad,
                move myself (0.8) take  a  piece  food,
                move (0.8) take some food,

2638    com:    ((client let her hands fall heavily in lab))

2639    Coa:    ↑Hm↓hm

2640    Cli:    HHHhhhh

2641            (1.0)

2642    Cli:    ˚˚(       )˚˚ [GID]er ikke
                ˚˚(       )˚˚ [BOT]her not
                ˚˚(       )˚˚ Do not WANT

2643    Coa:                 [Hm ]

2644            (2.0)

2645    Coa:    [Og du   er  klar  du  er  klar ]
                [And you are ready you are ready]

2646    Cli:    [at være en slave af det her   ]
                [to be  a slave  of this here  ]
                to be a slave of this

2647            (.)

2648    Cli:    Vil ikke være slave af det mere=
                Will not be   slave of it anymore=
                Do not want to be a slave of it anymore=

2649    Coa:    =Men du  er  også klar til at    tage kampen
                =But you are also ready to toINF take fight_the
                =But you are also ready to take the fight

2650            hver [ene]ste gang [hver ] eneste dag
                every [sin]gle time [every] single day

2651    Cli:         [Ja ]          [Ja  ]
                     [Yes]          [Yes ]

2652    Coa:    [hver ] (.) [uge ] hele året       rundt=
                [every] (.) [week] whole year_the round=
                [every] (.) [week] the entire year=

2653    Cli:    [Ja  ]      [Ja  ]
```

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                 [Yes  ]      [Yes ]

2654     Cli:  =Ja=
               =Yes=

2655     Coa:  =i
               =i

2656           (0.5) ((coach looks in paper))

2657     Cli:  Resten   af mit liv.
               Rest_the of my  life.
               The rest of my life.

2658     Coa:  [(Okay resten   af dit liv ) ]
               [(Okay rest_the of your life)]
               [(Okay the rest of your life)]

2659     Cli:  [.mt .hhh men foreløbig     ]
               [.mt .hhh but  for_now      ]
               [.mt .hhh but for now       ]

2660     Cli:  indtil første [juni
               until   first [June
               until the first of June

2661     Coa:               [Ja  [fore]løbig [ind]til=
                             [Yes [for_]now    [ un]til=
                             [Yes for now until=

2662     Cli:                   [Ja  ]       [Ja ]
                                 [Yes ]       [Yes]

2663     Coa:  =første juni totusindogotte
               =first  June two_thousand_and_eight
               =the first of June two thousand and eight

2664     Cli:  Fordi   så   er jeg sikker på
               Because then am I   sure   on
               Because then I am sure

2665           at   når jeg er kommet dertil
               that when I  am come there_to
               that when I have reached that point

2666           .snff ((sniff)) at   så   ø:h er det piece of cake
               .snff ((sniff)) that then u:h is it  piece of cake
               .snff ((sniff)) that then u:h it is piece of cake

2667           at holde det.
               to keep it.

2668           (.)

2669     Coa:  (Ja)  Okay
               (Yes) Okay

2670           (2.8)

2671     Cli:  Altså de:t ik-
               PRT   i:t   no-
               That is i:t no-

2672        (0.5) ((client shakes her head))
```

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2673    Cli:  Så::    .hh har vejen     dertil
              The::n .hh has road_the there_to
              The::n .hh the road to there has

2674          simplethen været for lang.
              simply     been  too  long.
              simply been too long.

2675          (1.2) ((coach nods))

2676    Cli:  Fordi   de andre gange der   har jeg sagt
              Because the other times there have I  said
              Because the other times I have said

2677          sådan noget     med tre    måneder
              such  something with three months
              something like three months

2678          [og ] det kunne jeg også fint
              [and] that could I  also fine
              [and] I could also do that easily

2679    Coa:  [m: ]

2680    Coa:  m

2681    Cli:  Men så   har  man jo haft det så dårligt i tre
              But then has  one ADV had  it  so awful  in three
              But you have been so awful in three

2682          måneder at   så   trænger man til
              months that then needs   one to
              months months you know that then you need

2683          noget kompensation.
              some  compensation.
              some compensation.

2684    Coa:  m

2685    Cli:  Ikke lige   med det   samme
              Not  just   with that instance
              Not right away

2686          [når ] der   er gået et stykke tid,
              [when] there is gone a  piece  time,
              [when] some time as gone,

2687    Coa:  [m    ]

2688    Coa:  m

2689    Cli:  Arh nu er det i hvert fald fortjent.
              Arh now is it at any   case deserved.
              Arh now it is at least deserved.

2690          (0.7)

2691    Cli:  Så så det  vil jeg ikke den her   gang.
              So so that will I  not  this here time.
              So so that I won't do this time.

2692    Coa:  Har  du  behov for at    snakke om
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               Have you need  to  toINF talk about
               Do you need to talk about

2693           [(0.5) de     her  risiko [som du skal   ]
               [(0.5) these here risks  [which you must]
                (0.5) these risks

2694    com:  [((Coach looks in papers))

2695    Cli:                            [((sniff))     ]

2696    Coa:  bruge til din risikoanalyse [eller ] ska:l   vi:
               use   for your risk_analysis [or    ] shou:ld we:
               use for your risk analysis or shou:ld we:

2697    Cli:                              [Khrkrm]

2698    Coa:  ø:::h Vil du  selv     stille dem op.
               u:::h Will you yourself line   them up.
               u:::h Do you want to line them up yourself.

2699    Cli:  Jeg vil gerne   udfordres     på dem.
               I   will gladly challege_PASS on them.
               I would like to be challeged on them.

2700    Coa:  Du vil   gerne udfordres      [på dem. ]
               You will gladly challege_PASS  [on them.]
               You would like to be challeged [on them.]

2701    Cli:                              [Ja.    ] Jeg vil
                                          [Yes.    ] I   will
                                          [Yes.    ] I would

2702           gerne udfordres      på dem.
               gladly challenge_PASS on them.
               like to be challeged on them.

2703    Coa:  Så [s
               So [s

2704    Cli:    [Med hvor realistiske de   er  o:g  om
                [On how   realistic   they are a:nd whether

2705    Coa:  J[a
               Y[es

2706    Cli:  [.hhh ø:::h (.) hvorfor de   nu er så sandsynlige
               [.hhh u:::h (.) why     they now is so probable

2707           Hvorfor jeg vurderer dem
               Why    I   consider them
               Why I consider them

2708           til den  sandsynligheds[grad  ]
               to that    probability_[degree]
               to have that degree of probability

2709    Coa:                          [hm    ]

2710    Cli:  Om     jeg nu  har  fået dem alle sammen    med.=
               Whether  I  now have got  them all together with.
               Whether I now have got all of them.

2711           =Jeg kunne godt ø:h=
```

```
                     =I    could well u:h=

2712      Coa:  =Er det  noget     vi gør nu?
                =Is that something we do  now?

2713      Cli:  .hh[hh nej for   jeg] skal først have den lavet jo.
                .hh[hh no  cause I  ] must first have it  done ADV.
                .hh[hh no  cause I  ] must first have it done you
                know.

2714      Coa:     [Eller er det    ]
                   [Or     is that  ]

2715      Cli:  [Det det kunne godt være    ]den næste session=
                [It  it  could well be       ]the next  session=

2716      Coa:  [Du  skal først have den lavet]
                [You must first have it  made ]

2717      Cli:  =når jeg har prøvet at [køre på det]
                =when I  have tried to [go   on it ]
                =when I  have tried to [go for  it ]

2718      Coa:                             [Ja:: ja   ]
                                           [Yes:: yes ]

2719      Cli:  Altså simpelthen når  vi mødes til juni.
                PRT   simply    when we meet   in June.
                That is when we meet in June.

2720      Coa:  Ja, Okay.
                Yes, Okay.

2721      Cli:  Der  vil egen- Der   vil jeg meget gerne
                There will real- There will I  very  gladly
                There will real- There I would really like to

2722            have en opfølgning på det her.
                have a  follow_up  on this here.
                have a follow up on this.

2723      Coa:  Så ju*ni:: opfølgning på risikoanalysen.
                So Ju*ne:: follow_up on  risk_analysis_the.
                So Ju*ne:: follow_up on the risk analysis.

2724            (0.2)

2725      Cli:  Ja
                Yes

2726            (1.0) ((coach writing))

2727      Coa:  Planen   også måske?
                Plan_the also maybe?
                The plan also maybe?

2728      Cli:  Ja. Simplethen at  vi tage den
                Yes. Simply    that we take it
                Yes. That we simply take it

2729            o:g køre den igennem.
                a:nd run it through.
                a:nd run through it.
```

```
2730              (1.5) ((coach writing))

2731     Cli:  [At ] jeg simplthen ø::h samtidig  med=
               [That] I   simply    e::h same_time with
                Simply that I at the same time

2732     Coa   [( ) ]

2733     Cli:  at jeg fortæller dig om   den
               that I tell     you about it
               that I tell     you  about it

2734           så overbeviser jeg mig selv.
               then convice    I   myself
               then I convince myself

2735           (5.0) ((Coach writes and mumbles))

2736     Coa:  Er det det vi gør?
               Is that it we do?
               Is that what we do?

2737     Cli:  Ja
               Yes

2738           (0.8)

2739     Cli:  Det er det.
               That is it.
               That it is

2740           (1.5)

2741     Coa:  Hvordan var det? ((smiling))
               How     was that?

2742           (0.8)

2743     Cli:  Det var vildt:
               It was crazy:

2744           (1.2) ((Coach silently laughing))

2745     Cli:  Det var vildt:
               It was crazy:

2746           (2.1)

2747     Cli:  Fuldstændig.
               Completely.

2748           (0.8)

2749     Cli:  Jeg kan ikke [(.) holde ud
               I   can not  [(.) stand out
               I cannot (.) stand

2750     com:               [((client points towards camera))


2751     Cli:  at   den er på haha .hhhhh Videoen,   men sådan
               that  it is on haha.hhhhh==Camera_the but ADJ
               that it is on haha.hhhhh==The camera but that is
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2752            er det jo. .hh[h ((sniff))]
                is it  ADV .hh[h ((sniff))]
                how it is you know .hhh ((sniff))

2753    Coa:                [Nå ja      ]
                            [Oh yes     ]
                            [Ah well    ]

2754            Havde du tænkt   på    den var der?
                Had  you thought about  it was there?
                Had you thought about it being there?

2755    Cli: Æ::h lige i  starten        og   så  glemte jeg det
                E::h just in beginning_the and then forgot I    it
                E::h just in the beginning and then I forgot it

2756            igen=Og  så  kom jeg i tanke  om    det nu
                again=And then came I in though about it now
                again=And I remembered it now

2757    Coa: Ja=
                Yes=

2758    Cli: =hvor  du spørger for nu kommer jeg ligesom
                =where you ask    for now come   I  kind_of
                =that you ask because now I kind of

2759            ud  af den igen.
                out of it again.
                snap out of it again.

2760    Coa: [Ja ]
                [Yes]

2761    Cli: [El ]lers    så   har jeg ikke nej.
                [Ot ]herwise then have I  not no.
                [Ot ]herwise I then have not no.

2762   @end ((01.00.25))
```

Appendix C: Transcription Symbols and Abbreviations

The transsscripts reads as follows:

```
1       Person talking:   Danish
                          English word-to word translation/glossing
                          English translation
```

Where the two translations are identical, only one is presented. The transcription symbols used in the transcripts are deleoped by Gail Jefferson (for full account see Atkinson and Heritage 1984:xi–xvi and Schegloff 2007:265-269).

(.)	marks a pause less than 0.2 seconds.
(1.2)	marks a measured pause in seconds.
=	latched speech, a single continuous utterance with no pause or break, either by same speaker or by different speakers.
.	punctuation marks falling intonation.
,	comma marks continuing intonation.
?	question mark marks rising intonation.
.hhh	inhalation.
hhh	exhalation.
wo[rd] [wo]rd	square brackets mark beginning and end of overlap.
<u>wo</u>rd	underlining marks emphasized part of word.
wo::rd::	colons mark prolongation of sound.
WORD	written in CAPITALS marks loud voice.
°word°	degree signs mark low or silent voice.
wor-	hyphen after word means it is cut-off.
£	pound sign marks a smiling voice.
*word	aterisk marks a creaky voice.
↑↓	up and down arrows mark sharp intonation rises and falls, respectively
>word<	the 'greater than' sign followed by the 'less than' sign marks compressed or rushed talk.
<word>	the 'less than' sign followed by the 'greater than' sign marks slow or drawn out talk.

(( ))   double parentheses mark comments rather than actual talk.

(word)   single parentheses mark uncertainty in what is transcribed.

Glossing symbols

ADV   Adverb[16]

COMP   Comparative

GEN   Genitive

INF   Infinitive

PASS   Passive

PRT   Particle

---

[16] Some adverbs in Danish display epistemic or evidential aspects of the statement where they are used, and it is often not possible to find appropriate translations for them. In the glossing they are marked as ADV and they are translated where possible. (See also Heinemann 2009.)

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