

Sandy Leong

The Coach's Handbook

A comprehensive guide to running
coaching sessions

SANDY LEONG

THE COACH'S HANDBOOK

A COMPREHENSIVE GUIDE TO
RUNNING COACHING SESSIONS

The Coach's Handbook: A comprehensive guide to running coaching sessions

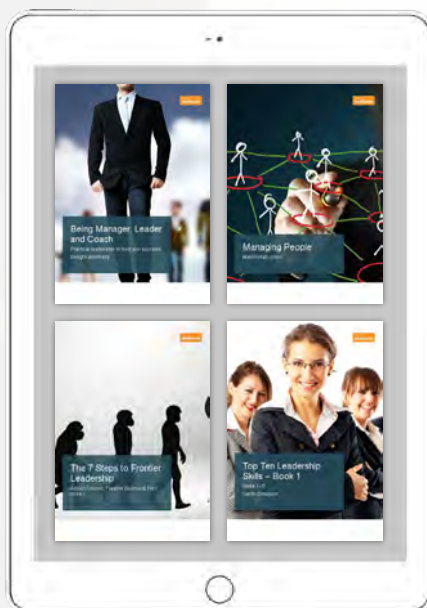
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ABOUT THE AUTHOR

Sandy Leong



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Sandy is a published author, writing both books and training materials; and a professional speaker lecturing on many of the large cruise lines and also on land. She is Chair of the Board of Trustees for a large Charity in the town in which she lives.

INTRODUCTION

The Coach's Handbook is written to be an accessible resource for those who wish to coach others. It contains both exercises and information. It can be used as a template for working with individuals or when working with a group. It contains 10 coaching sessions each of which takes the coachee through the GROW coaching model.

The GROW model was originally conceived by Sir John Whitmore and is probably the most widely used coaching model. GROW represents the four stages within the coaching process. G – goal setting, R – the reality of the coachee, O – the options that an individual can think of and wants, W – way forward, planning how to move forward to achieve the goal(s) that they have set.

It begins with enabling the individual to think about what they want to do, what they want to have, and what they want to be. It then moves the person forward by encouraging them to explore options, think about what might be holding them back and how they might overcome these self-limiting beliefs. It concludes with commitments to take action.

You can of course adapt the exercises within The Coach's Handbook, and you can spend more than one session on each area, working at the individual coachee's pace. You can also dip in and out of it. It gives you a tried and tested model that works and that individuals can relate to.

COACHING SESSION 1 : GOAL SETTING: WHERE ARE YOU NOW & WHERE DO YOU WANT TO BE?

1.1 'STATE'

The Collins English Dictionary describes state as 'the condition of a person'.

It is useful to begin a coaching session by asking the client what 'state' they are in. This is not suggesting that they are 'in a state', in the more colloquial usage of the word 'state'. It is trying to find out what is going on for them at that moment, and also getting the client to acknowledge their state. Obviously the 'state' that people are in can change their view on things.

The behaviour people use is in a direct relationship to their 'state'. If someone is in a state of panic they will perhaps, run away from the situation, either physically or mentally. If someone's 'state' is happy or enthusiastic they are more likely to make a success of what they are about to undertake.

In a typical day most people go through a whole range of 'states'. Some are experienced as positive, some as negative, and some as neutral. Some states last a few seconds, others go on for longer.

Many people are unaware of how they are feeling for a lot of the time. It is useful to get people check what state they are in. Knowing what 'state' they are in is the first step to be able to change it, if they need to.

As people's behaviour is driven by the 'state' they are in, if their 'state' is in the negative range it is useful for them to recognise this and change their 'state' before they demonstrate their behaviour.

Most people have only a few states that they frequently inhabit. The first one is the baseline state. This is the one that comes to them naturally and feels most comfortable. This is not always a neutral state it can be positive or negative.

If individuals can get into the habit of asking themselves what 'state' they are in, it can help them to cope with situations more effectively. They can create the 'state' they want by choosing how they want to perceive the world. In NLP (Neuro Linguistic Programming) it is said that human beings are able to choose their 'state' and are able to run their own brains, rather than it running them. That is, everyone is in control and they don't have to go with the 'state' they find themselves in. They can choose to change their state.

If individuals manage their 'state' and match it to the situation they are in or about to embark on, then they are more likely to achieve what they want.

1.2 GOALS

If you ask people what they want out of life they will invariably say something like health, wealth and happiness. These are general principles to live by that everybody would like. They aren't specific enough to be called goals.

When setting goals it is necessary for them to be 'well formed'. They need to stand up to the test of the criteria that are designed to increase the possibility of the goal being achieved.

The following criteria should be applied when a goal is being developed.

The goal should be stated in positive language, i.e. not what you don't want to do, but what you do want to do. One of the reasons for the failure of New Year's Resolutions is that they are stated in negative terms. They are usually about stopping doing something / giving something up. When you think in negative language the result is that you are thinking of what you **don't** want, not what you **do** want. Try the 'I'm not going to drink coffee today' – you will find yourself thinking about coffee all day.

You need to make sure that you can achieve your goal; it needs to be in the realms of possibility, it needs to be challenging, but not so difficult that you know it is impossible before you even start to work at it. Also make sure that it is in your control and doesn't require other people to change. You cannot set goals for other people. If what you want requires other people to change in some way or do things to contribute to your goal then it isn't in your control.

Be specific: Be as specific and detailed as possible when you are thinking about your goals. Write your goals as outcomes and in language that describes the goal in terms of what can be seen, heard, felt and sometimes smelt. You need to use all of your senses. If someone stated a goal as wanting to change jobs, then this wouldn't be specific enough. That person would need to build up a picture of the change to be able to describe the job, where they would be working, exactly what they would be doing, what type of people they would be working with, how they would feel whilst they were doing the job – the whole picture. Larger goals have to be split into smaller, more achievable goals, e.g. the goal of getting a new job may have to be split down into getting new qualifications or work experience first.

Visualise: When setting goals it is important to be able to imagine yourself having achieved the goal. This should be imagined in detail, visualising exactly what you would be doing etc. When you visualise something it becomes more real and assists you in process of getting there.

Context: It is important to ensure that the goal(s) that you have set are 'in tune' with others e.g. your family responsibilities. It is a delicate balance between getting stuck in the 'I can't dobecause my family wouldn't like it, and making sure that the people involved in your life are 'in tune' with your goal.

Ecology test: you need to check that the goal is 'ecologically sound'. It is said that every action has a reaction. Whatever you do will have an effect on other people. This is the time to look at the advantages and disadvantages in the bigger context, of pursuing your goal.

S	• Specific
M	• Measurable
A	• Achievable
R	• Realistic
T	• Timebound
E	• Ecological

1.3 WHAT DO YOU WANT FROM COACHING?

.....

What in particular would you like to get out of today's session?

.....

1.4 WHAT 'STATE' ARE YOU IN?

How are you feeling today, happy, excited, apprehensive, worried?

.....

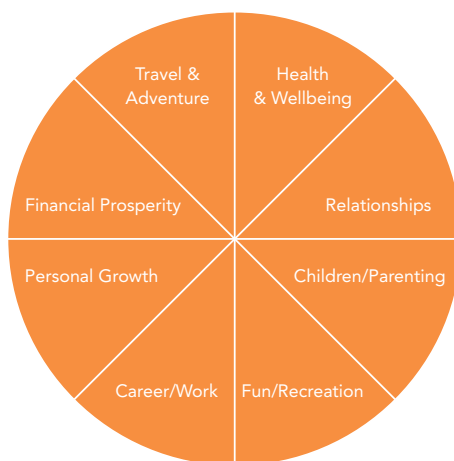
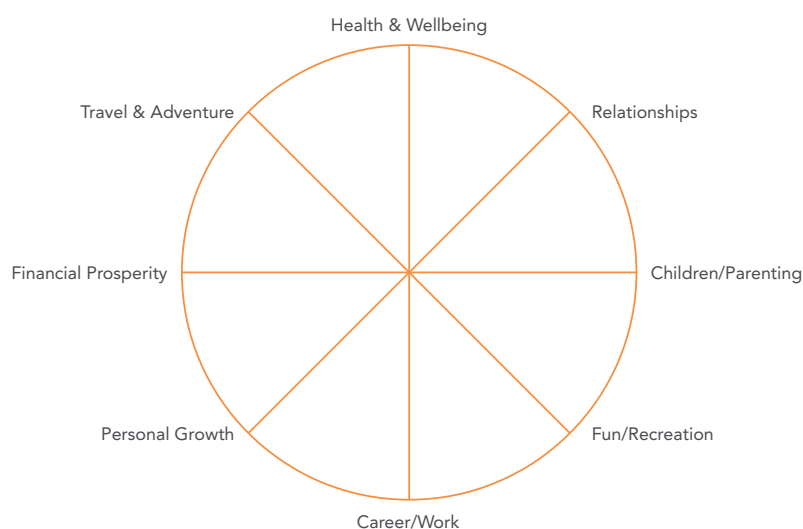
What do you feel you have brought with you to the coaching session?

.....

Do you think how you are feeling today will affect the coaching session? If so, in what way?

.....

1.5 WHEEL OF LIFE



Write an 'area to work on' in each of the outer segments.

Then, score each area of the Wheel of Life on a scale of 1-10 (1 being the lowest & 10 being the highest) about how happy you are with that part of your life.

Now choose 3 areas of the wheel that you would like to work on in the coaching sessions.
List them in order of priority of what you would like to work on:

- 1)
- 2)
- 3)

1.6 SETTING GOALS

To begin to set a goal you have to imagine what it would be like if you had achieved this goal already.

Close your eyes and try to bring up a picture in your head of yourself doing what you want to do (your goal)

Think about it & visualise:

- **What you look like?**
- **Where you are?**
- **Who you are with?**
- **What you are doing?**
- **What you are feeling?**
- **What you can smell?**

Now write down all the words and phrases that might describe what you have just seen in your mind.

Using this formula to write your goals makes them more solid and embedded into your consciousness.

You, as the coach need to work with your client to decide whether they want to set one goal, or more than one goal.

They may chose 3 areas from their 'Wheel of Life' and may want to set a goal for each of these areas. It is not advisable to have more than 3 goals to work on within any coaching series.

Remember, goals need to be big enough to excite, but within the scope of possibility of the individual concerned. A whole series of 'little' goals can just get confusing and maybe would have to be amalgamated into a bigger picture. This is where your skills as a coach come in.

1.7 MY GOAL

My Goal

1.8 COMMITMENT TO YOUR GOALS

To achieve your goal(s) you have to be fully committed to them.

Think about the goal(s) you have just set and how the goal makes you feel.

Now score each goal:

Commitment to achieving this goal



Believe that you can achieve this goal



Enthusiasm for achieving this goal



If any of these scores are less than 7 you need to think about what you need to do/think to make them score 10.

OR you need to look again at your goals and perhaps re-write them.

1.9 LEARNING REVIEW

What I have learnt today?

1. About the coaching process

.....

2. About myself

.....

3. What might stop me from putting this learning into practise?

.....

4. How will I overcome any obstacles?

.....

1.10 HOMEWORK

As soon as you can, after this coaching session, write a letter to your coach. The letter is to be set in the future, describing yourself and your life as if you have achieved the goal(s) you have set today.

Address the letter to your coach, and date it with the date you have set yourself to achieve your goal(s).

Date.....	
Dear.....	
Yours.....	

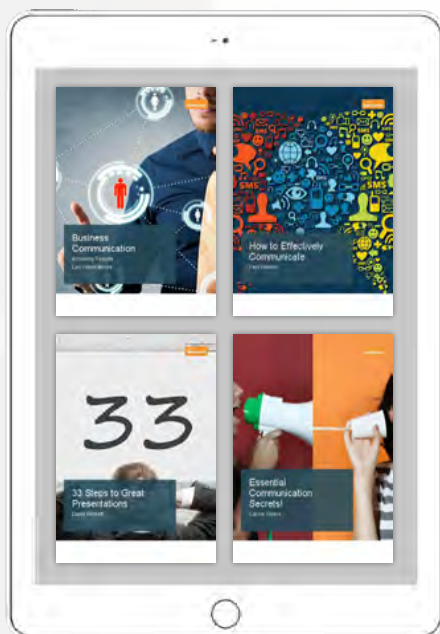
1.11 COACHING AGREEMENT (SAMPLE)

I,(the coach)

I,(the client)

have agreed to provide coaching services on the following terms:

- a) The coach agrees to provide you with (number of coaching sessions) at the rate of £..... per session.
Each coaching session will be for the duration of 1 hour, unless ended earlier by yourself.
- b) If you do not attend a coaching session and give less than 24 hour notice the coach is entitled to charge you the full fee.
- c) You agree to enter into the coaching process with the intention of creating change in you life and to communicate openly and honestly with your coach.
- d) You agree that the coach does not guarantee any results and the coach is indemnified against any physical or mental conditions or circumstances caused as a direct or indirect result of or related to the coaching services in any way. You agree that all coaching provided under this agreement is undertaken completely at your own risk.
- e) You agree that the process of coaching is not advice, counselling, therapy or medical treatment in any form.
- f) You agree that you will not use any of the material provided by the coach during the coaching sessions for any other purpose than that related to the coaching sessions covered by this agreement.
- g) You and the coach agree to the coaching sessions being confidential between both parties and agree not to disclose to any person, any information revealed during the coaching sessions, without the other's consent.



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Full Name (client)

Date.....

Full Name(coach)

Date.....



Please note:

The coaching agreement in this manual suggests what you might put into the coaching agreement and does not represent a legal document.

You are advised to take legal advice before you draw up your own agreements.

1.12 COACH'S SUMMARY

Client's Name

Date of coaching session **Session**

What went well in the session?

.....

.....

What could you do better?

.....

.....

What did you learn about yourself?

.....

.....

What do you think your client learnt?

.....

.....

What do you need to prepare for the next session?

.....

.....

What did you learn from this session that will improve your coaching practice?

.....

.....

COACHING SESSION 2 : PUTTING A PLAN TO YOUR GOAL(S)

2.1 WHAT 'STATE' ARE YOU IN?

How are you feeling today?

What do you think has changed since your last coaching session?

Reviewing your goals

1. Have you written them up and put them in a prominent place?
2. How do you feel about the goals you set in the last coaching session?

2.2 RESOURCES & CONTACTS

To ensure your goals are not merely a wish you need to develop a plan of how you are going to achieve them.

Before you do that, think about what resources you have already and the contacts you have who will assist you to reach your goals.

Things I know about, e.g. how to do something

Things I own already, e.g. a physical resource you will need
that you could use or adapt that you already own.

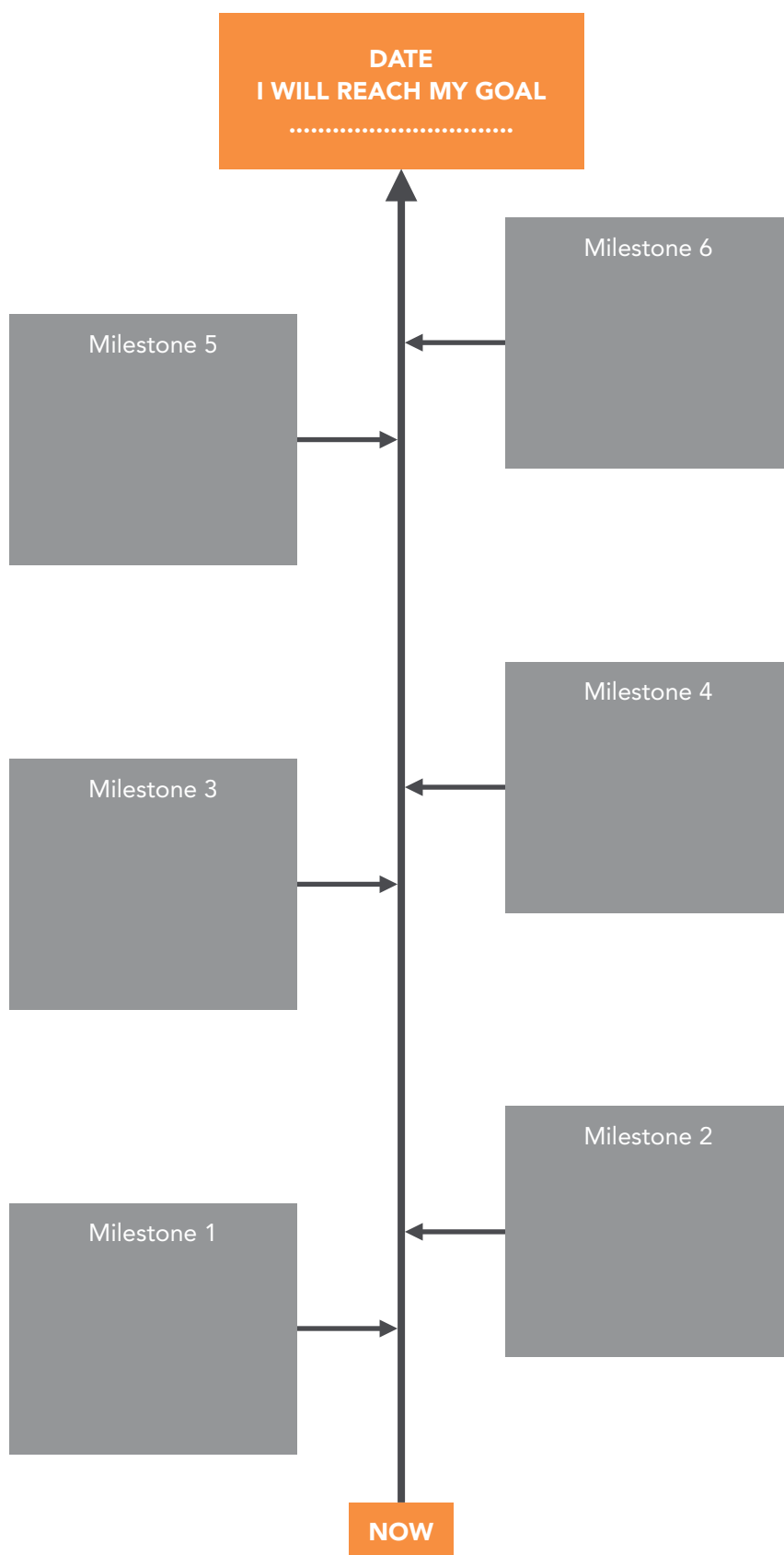
Need to learn / people I need to know

Need to buy / acquire

Attitudes that I have that will help me reach my goal

Attitudes that will hinder me in reaching my goal

2.3 DEVELOPING MILESTONES TO ACHIEVE YOUR GOALS



2.4 ACTION STEPS

What action steps will I take between now and my next coaching session to get me nearer to Milestone 1?

2.5 LEARNING REVIEW

What I have learnt today –

1) About the coaching process

.....

2) About myself

.....

3) What might stop me putting this learning into practice?

.....

4) How will I overcome any obstacles?

.....

2.6 HOMEWORK

- Read your goals at least twice a day.
- Fill in your time line in more detail, breaking down all the actions between each milestone.

You will probably need a separate sheet of paper for each milestone. It is a good idea to brainstorm all the things you need to do as a mind map or spider diagram and then put them into a sequence.

2.7 COACH'S SUMMARY

Client's Name

Date of coaching session Session

What went well in the session?

What could you do better?

What did you learn about yourself?

What do you think your client learnt?

What do you think you need to prepare for the next session?

What did you learn from this session that will improve your coaching practice?

.....

COACHING SESSION 3 : WHERE DO BELIEFS & VALUES COME FROM?

The type of language people use is often an indication of the beliefs that they hold. People who use words such as can't, shouldn't, etc. give a good indication of their beliefs.

When beliefs are deeply rooted they can often lead to people being dogmatic about how they live their lives. However, people don't arrive with their beliefs when they are born, individuals acquire them as they live their lives.

During the imprint stage of life (up to the age of 7) significant experiences can form beliefs that can be difficult to change.

Also the culture or sub-culture individuals grow up in play a large part in shaping how they think. Parents play a large part in shaping how their children think. You will often see children taking the same stance as a parent on lots of things from the sport they are interested in to what food they are willing to try.

People also copy (often unconsciously) the behaviours of others, their peer group, relatives and other family members and also the values and beliefs that they hold.

Another important factor is what children are told as they are growing up, e.g. what they are good at and/or not good at, whether they were naughty or good. Often they are compared less favourably to a sibling who is thought to be better at something than them.

Repetitive experiences can confirm people's beliefs and values, e.g. always coming second in a school race can confirm the belief that they aren't good enough to be first.

Beliefs can change. Sometimes when a person changes their peer group they might come across different beliefs and values and change theirs to fit in with the new peer group; or a one off event where they do something that they previously thought they couldn't can change their beliefs.

People often act as if beliefs are facts when, actually, they are only their personal perceptions. They guide an individual's thinking but can and do change over time.

Beliefs can be a positive force in people's lives but they can also be a negative. Limited self-belief can be a real obstacle for people wanting to achieve something. When individuals believe in something they usually act in a way that proves to themselves that it is true. (Whether it is a positive or negative belief). When they believe they can't do something then their behaviour will be such that they actually fail, maybe by not trying hard enough.

Beliefs can also be so strong that people ignore evidence that would make them think that the belief was wrong. Someone might say to them, 'that's good', and they might dismiss this as insincerity, flattery or even that the person does not know what he/she is talking about! So strong is the belief.

Many limiting beliefs originate from not being able to do something. If an individual dares to learn, then the belief will change. However, if they struggle in the initial stages of learning they may give up and go back to the original belief.

Hopelessness, Helplessness & Worthlessness

In 'Teach Yourself NLP' by Steve Bavister & Amanda Vickers, they talk about the work of Dilts & DeLozier. In their research, they discovered there are 3 main ways that people limit themselves:-

- Hopelessness – is when we don't believe it's possible to achieve something, there is no hope.
- Helplessness - is when we believe something's possible but we don't believe we are personally capable of doing it.
- Worthlessness - is when we don't believe we deserve to attain something, we are not worthy of it.

However, it is possible to change beliefs. Sometimes when people examine a belief objectively they realise that it is either outdated or actually makes no sense at all. They can then decide not to hold this belief anymore and choose beliefs that will help them to achieve what they want.

3.1 WHAT 'STATE' ARE YOU IN?

How are you today?

What have you brought with you to the coaching session?

Do you think how you are feeling today will affect the coaching session? If so, in what way?

3.2 CHECKING PROGRESS ON YOUR GOALS

Goal Review

What have you achieved so far?

How do you feel about your progress?

Is there anything stopping you from achieving what you want?

Milestones

Where do you think you are in carrying out what you have planned?

For each goal you have set, score your achievements (in relation to your milestones), on a range of 1-10. 10 if you feel you are on track, 1 if you feel you are not getting anywhere.



3.3 BELIEFS: POSITIVE & NEGATIVE

What beliefs have you got about yourself that will help you reach your goal?

POSITIVE BELIEFS

What beliefs do you have about yourself that will hinder you achieving your goal?

NEGATIVE BELIEFS

3.4 POSITIVE BELIEFS

Where do your positive beliefs come from?

What evidence have you got that makes you believe them?

1) My positive belief

It comes from

My evidence which makes me think that it is true

.....

2) My positive belief

It comes from

My evidence which makes me think that it is true

3) My positive belief

It comes from

My evidence which makes me think that it is true



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3.5 NEGATIVE BELIEFS

Where do your negative beliefs come from?

What evidence have you got to continue believing them?

1) My negative belief

.....

It comes from

My evidence which makes me think that it is true

2) My negative belief

.....

It comes from

.....

My evidence which makes me think that it is true

3) My negative belief

.....

.....

It comes from

.....

.....

.....

My evidence which makes me think that it is true

Now look at the negative beliefs and evidence again and think about where the beliefs actually came from and whether they are really still valid (e.g. some beliefs hang around from when we were at school – the ‘no good at sport’ belief – maybe this is outdated now)

3.6 SCORING YOUR BELIEFS

Your beliefs have been growing within you ever since you were a child. To change the beliefs you hold will take time and effort and a certain amount of self will.

Score yourself on these beliefs

1. Ability

I am able to do whatever I choose to do



2. Accountability

I accept accountability and ownership of all my actions

and what I achieve or don't achieve in my life



3. Awareness

I am aware of others around me, of their needs and wants.

I am aware of myself and my needs and wants



4. Commitment

I can hold a commitment to something I want to achieve.



3.7 HARNESSING YOUR POSITIVE BELIEFS

List your positive beliefs (that you have already listed) and add to this list other beliefs that you will need to develop to achieve your goals.

My beliefs:

3.8 LEARNING REVIEW

What have I learnt today?

1. About my beliefs
2. What might stop me putting this learning into practice?
3. How will I overcome any obstacles?

3.9 HOMEWORK

Make a list of 50 things that make you happy, from the small, 'smell of coffee', to the larger, 'achieving

Things that make me happy:

3.10 COACH'S SUMMARY

Client's Name

Date of coaching session Session

What went well in the session?

.....
.....

What could you do better?

.....
.....

What did you learn about yourself?

.....
.....

What do you think your client has learnt?

.....

.....

What do you need to prepare for the next session?

.....

.....

What did you learn from this session that will improve your coaching practice?

COACHING SESSION 4 : CREATING NEW BELIEFS

Beliefs come from a number of sources during your lifetime. This can be from your education, work, from your peers and what your teachers and parents said to you and how this was reinforced;

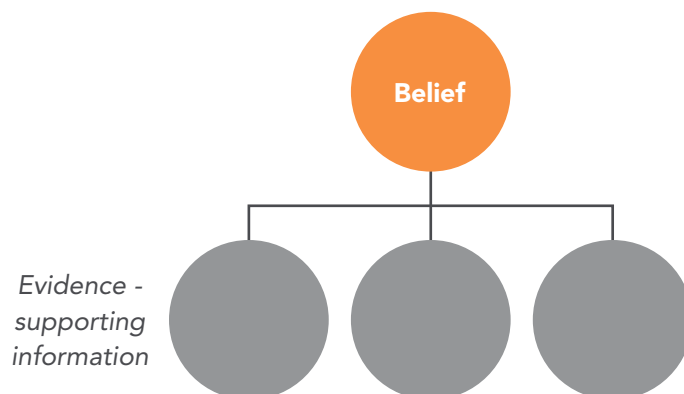
- from your environment, where you grew up, your family, the attitudes and aspirations of those around you;
- from past events in your life; these can be major events, such as divorce, bereavement, success and/or failures; or
- from smaller events that perhaps seemed insignificant at that time but left a resonance with you and on what you believed about yourself.

Although you can't change anything that happened in the past you can change how you perceive it and thus create new beliefs.

Some beliefs that you hold about yourself (usually the self-limiting beliefs) are not always completely true. The problem with these beliefs is that they can often be self-fulfilling. If you think that you are no good at, say, playing badminton, one, you will avoid playing badminton and therefore never get any better; two, if you do play you will notice how you miss shots and feel surprised and that you are lucky when you hit a good shot. All in all, the experience you allow yourself to have will reinforce your belief that you are no good at playing badminton. However, if you want to change that belief, to you are an average player (maybe you will never be brilliant) then you can.

To do this you have decide that you want to change. Then you have to start to play badminton. Choose a partner who is at the same standard as you or a little better. Now go on court ready to collect evidence that you are okay at playing badminton, not to collect evidence that you are rubbish at it.

To change a belief you need to look for evidence to support the new belief. So you could come off court thinking – 'I got that difficult shot back' or I was in the right position at least 50% of the time. It is about noticing what you can do, not what you can't do.



You can do this with any limiting belief you hold. Change your thought process from ‘I can’t do _____ to I can do _____. Then look for the evidence to support your new emerging belief.

Rather than looking for evidence to reaffirm your self-limiting belief.

4.1 WHAT ‘STATE’ ARE YOU IN TODAY?

How are you feeling today?

Think of 3 things that have changed for you since you started this coaching.

1.
.....
.....
2.
.....
.....
3.
.....
.....

4.2 THE 'WHAT MAKES YOU HAPPY' LIST

How difficult / easy was it to come up with 50 things that makes you happy?

Review your list and choose the top 10 that make you the happiest.

Why do these things make you happy?

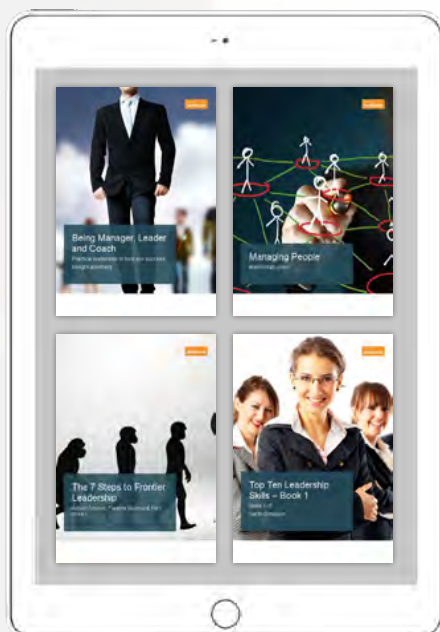
How often do you 'do' these things on your list?

- the top 10

any of the others

Could you 'do' them all more often?

What is stopping you from doing them more often?



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4.3 GOALS AND MILESTONES REVIEW

What have you achieved since the last coaching session?

How do you feel about the progress you have made?

Has anything hindered you from moving forward since the last coaching session?

What has helped you get this far in your achievements?

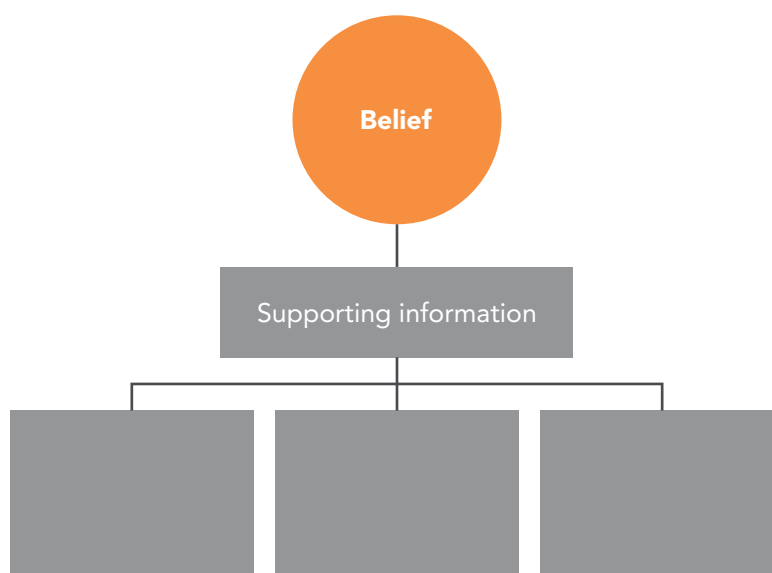
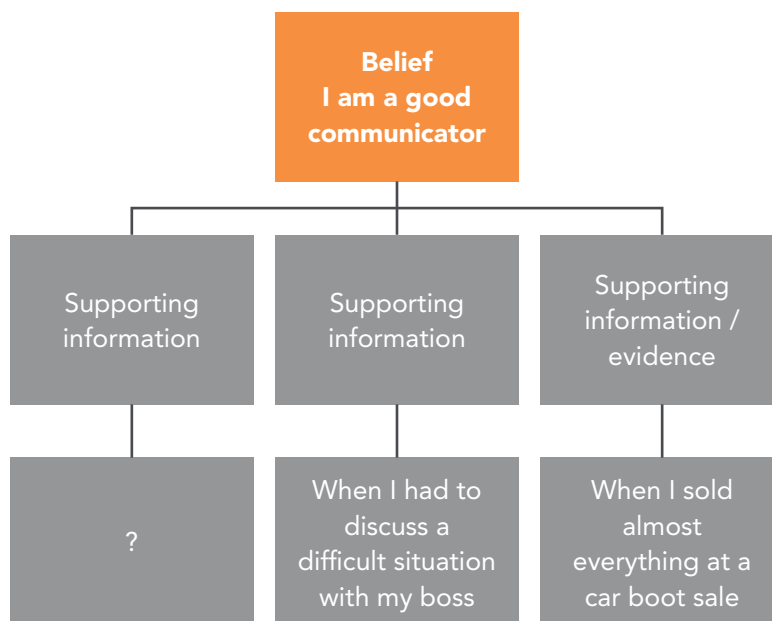
4.4 REAFFIRMING POSITIVE BELIEFS

Using the list of positive beliefs from the last session (the ones you added to your list of positive beliefs you held about yourself, that you need to be able to reach your goals), first list them here.

Positive Beliefs

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Take 3 beliefs and give them evidence (supporting information to that belief), i.e. a time/ event that you demonstrated this belief.



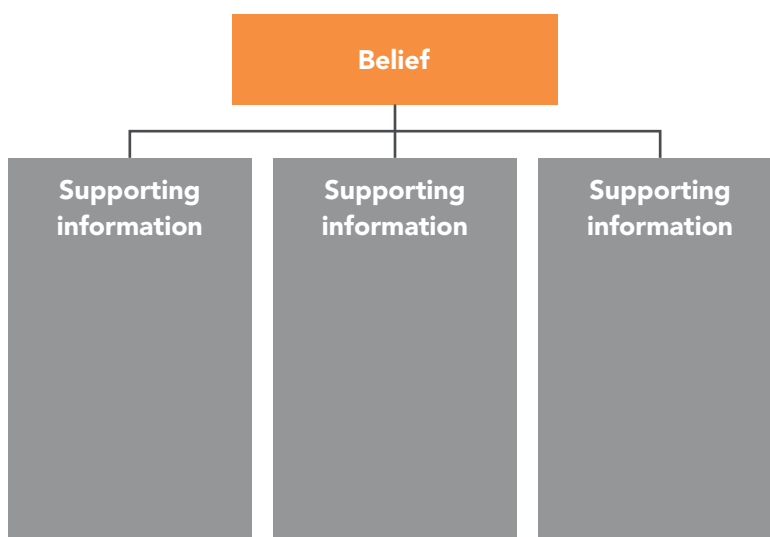
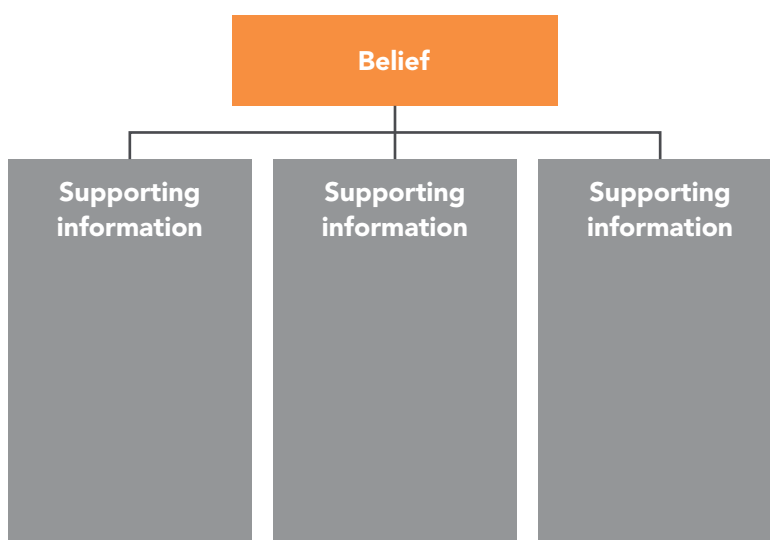
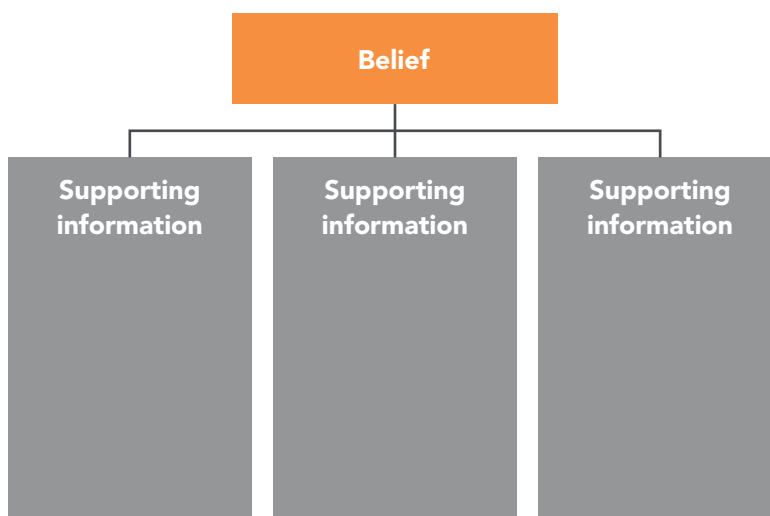
4.5 CREATING NEW BELIEFS

Take 3 beliefs that you need to have, about yourself, to be able to reach your goal.

Write them down:

1.
2.
3.

Take each belief and give them evidence (supporting information), i.e. a time / event that could demonstrate that you can hold this belief about yourself.



4.6 LEARNING REVIEW

What have I learnt about myself?

What have I learnt about the beliefs I hold about myself?

What actions am I going to take as a result of reviewing my beliefs?

4.7 HOMEWORK

Think about what will change when you put your new beliefs into practise.

Write down 1 or 2 situations that demonstrate how your new beliefs have enabled you to change your way of thinking or doing something.

Things that will change

Situation 1

Self-belief

Situation 2

Self-belief

4.8 COACH'S SUMMARY

Clients name

Date of coaching session **Session**

What went well in this session?

.....

.....

What could you do better?

.....

.....

What did you learn about yourself?

.....

.....

What do you think your client learnt?

.....

.....

What do you need to prepare for the next session?

.....

.....

What did you learn from this session that will improve your coaching practice?

.....

.....

COACHING SESSION 5:VALUES TO LIVE YOUR LIFE BY

5.1 UNDERSTANDING VALUES

Values are very important in keeping you on the path you want and in keeping you motivated. If nothing mattered, i.e. you had no values; it would be difficult to do anything. People who have a strong set of values usually live their lives purposefully.

All the things you want to be are based on the values you have. If security is one of your values then you will be motivated to go to work and make sure you have enough money to pay your bills.

Values are in themselves generalizations about what matters and doesn't matter to you. If someone holds the value of living life to the full they are more likely to take risks (bungee jumping?) than the person who holds security as one of their core values.

Along with each value is the criteria or what individuals feel is important about their value and after this comes evidence – how they know when their criteria has been met

It might go like this:

Value – teamwork

Criteria – being listened to

Evidence – frequent calling of team meetings

Unfortunately, individuals who hold the same value may have different criteria and evidence for it. So another member of the same team might have a list like this:

Value – teamwork

Criteria – getting the job done quickly

Evidence – multiple finished projects, tasks completed in short time spans

You can see that although both of their values are the same the interpretation of them is different. For relationships to be effective either personal or work based, it is essential that individuals understand that two people can have the same value but with different evidence for deciding if the value is being upheld.

Changing values and criteria is possible. Like your beliefs, values come from a variety of sources. You perhaps gathered them as you went through life. Changing or reviewing your values is a very powerful process and will change a lot of other things about you.

5.2 WHAT 'STATE' ARE YOU IN?

How are you today?

What have you brought with you to the coaching session?

Do you think the way you are feeling today will affect the coaching session? If so, in what way?

5.3 MY VALUES

Think about someone whom you admire and how he or she lives their life. What values do you think they might hold?

1. Think about the 3 areas of your life (on your wheel of life), that you chose to work on, and list down what is important to you.

.....

.....

.....

2. Next to each one add to it what the word you have written means to you, e.g. if in the relationship box you have written 'honesty' then you might write, being straightforward and telling the truth even if it is difficult.

5.4 VALUES SHEET

Achievement	Freedom	Justice	Security
Adventure	Growth	Kindness	Self-discipline
Beauty	Happiness	Knowledge	Self esteem
Charity	Health	Leadership	Service
Community	Honesty	Love	Spirituality
Creativity	Honour	Peace	Strength
Dignity	Humility	Power	Supportiveness
Ethics	Independence	Pride	Surrender
Family	Individuality	Reason	Trust
Friendship	Integrity	Respect	Truth
Fun	Intimacy	Risk	Wisdom

Read through the list of values and mark any that you feel are important to you. When you have done this, rank the ones you have marked in order of importance (using the next sheet). Then, take your top 3 values and fill in the boxes for the criteria and evidence that goes with these values (for you).

5.5 TOP 10 VALUES

Now list your values in order of priority to you

My values:

- 1)
- 2)
- 3)
- 4)
- 5)
- 6)
- 7)
- 8)
- 9)
- 10).....

Top 3 values

Value	Criteria	Evidence
1.		
2.		
3.		

5.6 HOMEWORK

Write a description of how you would spend your day if you

were a millionaire

A day in my life as a millionaire

5.7 LEARNING REVIEW

What I have learnt today,

1. About the coaching process
2. About myself
3. What might stop me putting this learning into practice?
4. How will I overcome any obstacles?

5.8 COACH'S SUMMARY

Client's name _____

Date of coaching session _____ Session _____

What went well in this session?

.....

.....

.....

What could you do better?

What did you learn about yourself?

.....

.....

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What do you think your client learnt?

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What do you need to prepare for the next session?

What did you learn from this session that will improve your coaching practice?

COACHING SESSION 6:

WHAT DRIVES YOU?

Some people are not fully aware of what their needs are, but feel they are not getting/ doing what they want. Getting your needs met makes it easier to move forward, to perform at your best. The more an individual knows about themselves and understands what makes them tick the easier it is to live the life they want. If a person is knowledgeable about the needs that are critical to them, then they will understand the effect it has on them in both making decisions and the actions they take, as well as how they feel when this need is threatened. For example, the threat of redundancy can make someone whose critical need is stability fall apart as he/she sees it as the end; but for someone else who doesn't have that need he/she can get excited about the possibility and see it as an opportunity. In both cases, understanding what their critical needs are will make it easier for them to deal with their reactions and plan according to their needs.

To identify these needs you must think about what drives you. Is it money, status, fame, etc.? If it is money that drives you, you need to go below that and think about why you need the money. Do you equate money with security, with power or luxury? Money on its own is not a driver. Few people collect money for the sake of it.

Needs can be met in all areas of our lives; at work, at home and in our leisure time. Once individuals have identified their needs and started working on getting them met, they will be able to focus on one area of their lives and things will fall into place much more easily.

6.1 WHAT 'STATE' ARE YOU IN?

How are you feeling today?

.....

What 3 positive things have you achieved since the last coaching session?

6.2 REVIEWING YOUR GOALS

We have just passed the halfway mark in the 10 coaching sessions,

What have you achieved?

Where are you on your list of milestones?

.....

Do you need to adjust any of your milestones?

.....

The more information you have about yourself the easier it is to move forward.

Identify critical needs

1. What are you dissatisfied with in your life at this time?
2. What frustrates you?
3. If you asked a close friend or your partner, what do you think they would say were your needs in life?

6.3 IDENTIFYING YOUR NEEDS

Tick any of these words, that you feel applies to you.

to be	to have
Accepted	Certainty
Included	Recognition
Appreciated	Influence
Listened to	Control
Successful	Achievement
Busy	Power
Independent	Stability
Loved	Independence
Understood	Freedom
Important	Luxury

Now identify the 3 words that are most important to you.

How are these needs being met/will be met by working towards your goal(s).

6.4 LEARNING REVIEW

What have I learnt about myself?

What have I learnt about my needs?

What actions am I going to take as a result of identifying my needs?

6.5 HOMEWORK

Write a list of all the things that you feel you have/ you are doing, which satisfy your needs.

Coach's Summary

Client's name _____

Date of coaching session _____ **Session** _____

What went well in this session?

.....

.....

.....

What could you do better?

.....

.....

.....

What did you learn about yourself?

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What do you think your client learnt?

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What do you need to prepare for the next session?

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What did you learn from this session that will improve your coaching practice?

.....

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COACHING SESSION 7:MOTIVATION

7.1 MOTIVATION – 'TOWARDS' OR 'AWAY' PATTERNS

In personal coaching there is always an emphasis on setting and working towards goals, to enable individuals to move into having or doing what they want; developing the lifestyle that excites them. This way of doing things suits people who fall into the 'towards' category of motivation, as opposed to the 'away from' style of motivation.

'Towards' motivated people are able to achieve by having something to aim for in their lives. If they have a goal then they will be motivated to put a great amount of energy into achieving it. This type of person is achievement oriented. They will pursue what they want quite relentlessly once they have made up their minds that this is what they want to do, to have, or a life style of their choice.

The 'away from' individuals are not motivated by goals but are more concerned with avoiding potential problems. They tend to work at doing something in order to avoid been given a hard time by someone else. They are motivated to achieve something to make sure that their lives will not be too difficult.

It is useful to try and find out whether individuals who are engaging in a coaching process are predominantly motivated as a 'towards' person or as an 'away from' individual, as this will make a substantial difference to the coaching process.

7.2 WHAT 'STATE' ARE YOU IN?

How are you feeling today?

What do you think has changed since the last coaching session?

What have you brought with you to the coaching session?

Do you think the way you are feeling today will affect the coaching session? If so, in what way?

7.3 GOALS AND MILESTONES

You have now passed the half-way mark in the 10 coaching sessions.

What have you achieved?

Is this any different from what you intended to achieve?

Has the detail of your goal changed?

Go back to Session 1 and look at the goal that you wrote down. Has what you are working towards changed substantially or has smaller details changed? Re-write your goals here. (Either the same as you have initially written, or re-written with any differences, large or small)

My goal now....

.....

7.4 GOALS AND MILESTONES

Milestones

Are you on track with your plan (milestones) on how to achieve your goals?

How would you rate your achievements to date, on a scale of 1 – 10?

achieved 1 2 3 4 5 6 7 8 9 10 Achieved all
nothing | | | | | | | | | | I set out to do

Do you need to adjust any of your milestones, either in what you have to do, how you need to do it or your timescale? If so, what changes do you need to make?

.....

7.5 CHECKING OUT YOUR MOTIVATIONS

Are you a 'towards' or 'away from' person.

'Towards' individuals

- are motivated to take action by:

- 1) Having something to aim for --- --- --- --- ---
- 2) Being able to see your personal achievements ---
- 3) Being in control of what you are doing --- --- ---

Y

N

'Away from' individuals

- are motivated to take action by:

- 1) Making sure nothing goes wrong --- --- --- --- ---
- 2) Making sure no one could accuse you of getting things wrong --- --- --- --- ---
- 3) Being able not to take risks and therefore not move out of your comfort zone --- --- --- --- ---

Y

N

Think about the boxes that you ticked and how these beliefs can affect the way you are working towards your goal(s).

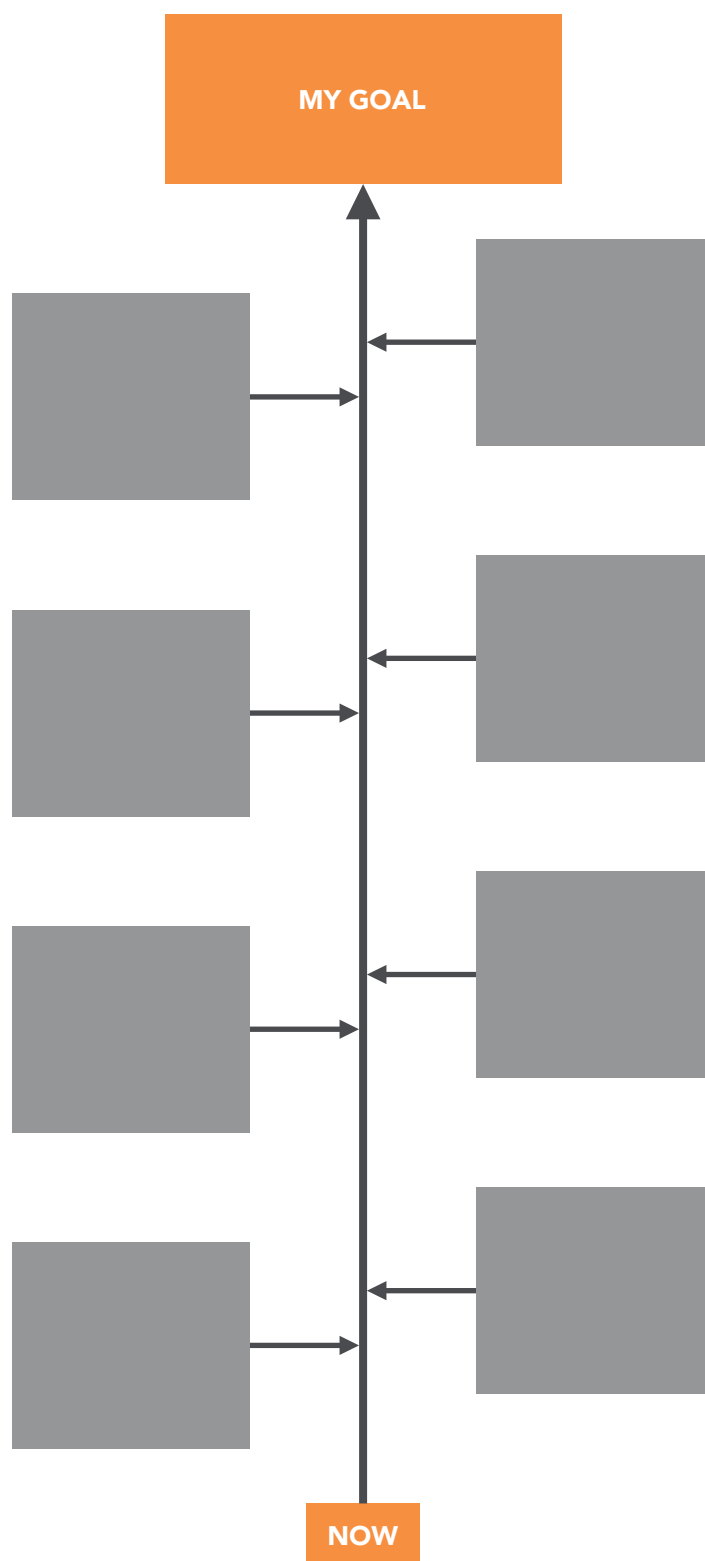
7.6 LEARNING REVIEW

What have I learnt today?

- 1) What have I learnt about myself?
- 2) What have I learnt about the coaching process?
- 3) What might stop me putting this learning into practice?
- 4) How will I overcome any obstacles?

7.7 HOMEWORK

Review your milestones to ensure you are on track and make any adjustments that are needed.



7.8 COACH'S SUMMARY

Client's name _____

Date of coaching session _____ **Session** _____

What went well in this session?

What could you do better?

What did you learn about yourself?

What do you think your client learnt?

What do you need to prepare for the next session?

What did you learn from this session that will improve your coaching practice?

COACHING SESSION 8: COMMUNICATING TO OTHERS

8.1 THINKING ABOUT CHANGE

There are various steps in the change process. The first one is to acknowledge that you are unhappy with a current situation; that something isn't happening, as you would like it to happen. The situation that you want to change has to be examined in detail, looking at what it is exactly that you are unhappy about; what you can change and more importantly, what you can't change.

Then you need to decide how you are going to change 'it'. You cannot change others you can only change a situation and yourself. (You can also change your attitude to a situation). At this point you need to switch from the problem – whatever it is you are unhappy about and focus on the solution. Visualise the solution and how you will feel when you have achieved it.

Then you need to make a plan of how you are going to get to your preferred solution. When you are working towards the solution focus completely on what you want. Don't think in terms of what you don't want. Always work with the positive. Make sure you do something every day that takes you nearer to achieving the change that you want to make.

However you must also accept that sometimes things will not go forward as you had planned. Moving backwards as well as forward has to be accepted as part of the change process. You need to acknowledge it and get back on track. Don't see it as a failure but an inevitable part of changing something.

When the change has occurred you should celebrate it and not forget or minimise the effort that you have put in to making the change.

8.2 WHAT 'STATE' ARE YOU IN?

How are you feeling today?

List 3 things that have changed for you since the last coaching session.

What have you brought with you to the coaching session?

Do you think how you are feeling today will affect the coaching session? If so, in what way?

8.3 DEALING WITH CHANGE

Change is part of a process. Change can take us out of our comfort zones.

How do you feel when you are making changes?

Worried	Nervous	Fulfilled
Excited	Anxious	Content
Apprehensive	Happy	Joyful
Exhilarated	Unsure	Ecstatic

Circle any word that you feel applies to you when you are making changes.

If the words you have circled are in the negative range, what do you think the consequence(s) are, for you, when you are working towards your goal(s)?

If the words are in the positive range, how do you think this helps you in achieving your goals?

8.4 PROJECTING YOUR MESSAGE

Projection is thinking that your own model of the world is true for others, and believing that what you want or see as important is the same for somebody else.

Think about whom you have tried to project your own model of the world (your values, beliefs and rules).

People I have assumed have the same model of the world as me.

- 1)
- 2)
- 3)

What are the consequences of doing this?

For others:

For you reaching your goals:

8.5 LEARNING REVIEW

What have I learnt about myself?

What have I learnt about how I project my view of the world?

What action am I going to take as a result of what I have learnt?

8.6 HOMEWORK

Write a story entitled "My perfect day"

(Make sure this is your perfect day and not anyone else's)

My Perfect Day

.....
.....
.....

8.7 COACH'S SUMMARY

Client's Name

Date of coaching session Session

What went well in the session?

.....
.....

What could you do better?

.....
.....

What did you learn about yourself?

.....

.....

What do you think your client learnt?

.....

.....

What do you need to prepare for the next session?

.....

.....

What did you learn from this session that will improve your coaching practice?

.....

.....

COACHING SESSION 9: TAKING CONTROL OF YOUR LIFE

Individuals can be generally divided into internal or external types of people. These are two groups of people who view the world in a different way. Internal people rely on how they feel about something to decide if they are successful or not. They see themselves as being in charge of their own destiny and therefore able to change their circumstances if they want to.

External people look for others to validate their achievements. They need someone else to give them feedback on any success. They blame others for what is happening to them or what has not happened in the past.

Some people, often those with predominately 'external' tendencies maybe very good at blaming others for what they have or haven't got in life. Going alongside this are the statements that some people make about things that they see to be true e.g. it's my parent's fault that I have no confidence. These sorts of beliefs make it easier for them not to have to change, because they believe that how they feel is down to others.

Some people justify things to themselves, when in fact they are actually lying to themselves in order not to have to change things e.g. I can't get another job because I'm too old. Age is something we cannot change so that justification puts a full stop to any movement at all. When in fact this is probably untrue. The reason the person can't change jobs is because they are projecting a negative attitude to the issue, and maybe aren't even trying to change jobs.

The people who hold these beliefs have a fundamental belief that they aren't in control of their lives, so they can always lay the blame for any failure or lack of success on someone or something else. Therefore being able to justify to themselves why they can't do something or achieve something.

People who take responsibility for themselves take control of their lives and believe that everything they do and have is within their own control. They are in control of their own destiny. This type of individual finds it easier to set and work with goals.

Taking responsibility for yourself gives you power as it gives you control over your life.

9.1 WHAT 'STATE' ARE YOU IN?

How are you feeling today?

List 3 things that have changed for you since the last coaching session.

What have you brought with you to the coaching session?

Do you think how you are feeling today will affect the coaching session? If so, in what way?

9.2 INTERNAL OR EXTERNAL?

Are you predominately an internal or external person?

Mark on the continuum below where you feel you spend most of your life.

Internal

External

Do you lay the blame for not being able to do something / have something on other people?

If the answer is yes, give some examples.

I sometimes / often blame.....

for not being able to.....

.....

The consequences of this, for me, is.....

The consequences for the other person is

Are there situations in your life when you justify why you can't have or do something?

For example, I can't change my job because I am too old to retrain (from a 45 year old)

The situation

What I say (justifying)

The consequences of this

How I can change this justification (belief).....

The consequences of changing this justification (belief).....

9.3 LEARNING REVIEW

What have you learnt about yourself this session?

What changes will you make as a result of your learning?

How do you think this will move you forward and assist you in reaching your goal?

9.4 HOMEWORK

Write an advertisement for yourself, either for a dating agency to attract your ideal partner or a job advert to attract prospective employers.

My advert

.....

9.5 COACH'S SUMMARY

Client's Name

Date of coaching session **Session**

What went well in the session?

.....

.....

What could you do better?

.....

.....

What did you learn about yourself?

.....

.....

What do you think your client learnt?

.....

.....

What do you need to prepare for the next session?

.....

.....

What did you learn from this session that will improve your coaching practice?

.....

.....

COACHING SESSION 10 : TIME FOR A CELEBRATION

10.1 VISUALISATION AND REPRESENTATIONAL SYSTEMS

Individuals vary a great deal in how easily they can develop, see and hold pictures in their heads. Some people can get amazing techni-coloured, 3D pictures that are literally all singing and all dancing, when they think of something. Others struggle to develop a mental image and there are all those people in the middle that can do it to a greater or lesser degree.

This ability is connected to an individual's preferred representational system of interpreting the world around them. As children grow up they develop an unconscious preference for a particular system and therefore as adults have a predisposition to use one of these systems to interpret the world around them.

The 3 main types of representational systems are auditory, kinaesthetic and visual. This means that different individuals think and communicate best in either sounds (auditory), feeling and touching (kinaesthetic), or in pictures (visual).

The choice of words and phrases that an individual uses are clear clues to which representational systems they favour. An auditory person might use phrases like 'as clear as a bell', 'hidden message', or 'in a manner of speaking'. A kinaesthetic person might say, 'get in touch with' or 'grab the opportunity'. Whilst a visual person would be likely to use phrases like, 'a birds eye view', 'in my mind's eye' or 'had a short-sighted view'.

It follows on from this that individuals with a preference of a visual representational system will find it easier to take part in a visualisation. However most people are reasonably balanced in the 3 main representational systems, but will have to work harder at entering into a visualisation if this isn't their preferred system.

10.2 WHAT 'STATE' ARE YOU IN TODAY?

In what ways do you think you have changed as an individual during the coaching sessions?

10.3 WHERE DID YOU START FROM AND WHAT YOU HAVE ACHIEVED?

Visualisation

Visualise yourself when you arrived at your first coaching session. What did you look like? What were you thinking? What were you feeling? Try to make this picture come to life. See yourself in colour.

When you have that image in your mind reduce it in size and put it into the distance.

Now with the first image reduced and in one corner of your mind, visualise your journey up to today. What do you look like today? What are you thinking? What are you feeling?

Now reduce this image and put it next to the first one, so that you are holding them both in your mind. Now bring them both to the fore (like using a split screen on a computer).

What are the differences you can see and feel between the 2 images? When you have looked at them, reduce the first image again. Now close it down. Leave yourself with your new, positive image of yourself today.



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10.4 SETTING NEW GOALS

Setting goals is a dynamic and continuous process as you reach a goal it is time to set another.

Wheel of Life



Which areas would you like to work on? List in order of priority

1.
2.
3.

You can, of course, continue with an area or areas that you have been working on and reset further goals.

My goal

.....

.....

.....

.....

.....

What have I learnt about myself?

How will I use this knowledge to make sure I continue to work towards my goals?

What am I going to do to celebrate my success?

10.5 COACH'S SUMMARY

Client's Name.....

Date of coaching Session.....**Session**.....

In what way do you think the client has benefited from the coaching sessions?

How do you feel the whole process of coaching went?

Do you think this client will recommend you to other potential customers?