

Coach  
SCHOOL

Module 7

# Exploring Coaching Models

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## **Learning Outcomes**

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Upon completion of this module you will be able to:

- 1.1** Illustrate in your own words what a coaching model is
- 1.2** Research and write 6 different coaching models
- 1.3** Have a conversation and listen at all three levels
- 1.4** List how you will remain present in your coaching sessions
- 1.5** Apply the GROW coaching model
- 1.6** Apply the ACHIEVE model through a case study
- 1.7:** Explore the techniques that you will use in the phases of the transformational coaching model
- 1.8:** Apply the TLS model to a case situation.

## Part 1.1

### What is a Coaching Model?

Using a coaching model is like using a map and compass when you're going hiking. It enables you to understand where you are currently positioned, where you are going and what you need to do in order to get to your destination.

There are many coaching models to choose from. There are no right or wrong models. It is important to choose a model unique to your client and their situation. The purpose of a coaching model is to help your client by outlining the goal clearly, identifying the gap and putting the steps in place to achieve the goal.

#### **G.A.P - Generalized Awareness of the Problem.**

The Generalized Awareness of the Problem (G.A.P) acts as a frame of reference when you're going from point A to point B.

Imagine that you are going hiking in the bush. Think about the various frames of reference you would use.

These would include:

- A Map - The method you use to guide you to your destination.
- The Territory - This is your goal or destination.
- Yourself - Your unique skill set, strengths and capabilities to reach your goal.

There are many types of maps available. When you create a map what you are doing is defining your unique vision of where you want to go, starting where you are at the moment. You are laying down the groundwork and crafting a strategy to get to where X marks the spot (or the result for the client is).

## Part 1.2

### The Co-active Coaching Model

Co-active coaches firmly believe that the client is naturally creative, resourceful and that it is their responsibility as the coach to address the clients whole life and therefore work in a holistic way. When a client comes to a coach who uses the Co-active Coaching model the coach will work to the clients agenda. It is understood by the coach that this relationship with the client is a designed-alliance and not a power play of roles.

From the perspective of a Co-active Coaching model the role of the coach is to make sure that the client doesn't get lost, so while the client makes sense of the challenges in their lives and works through the transitions the coach is still holding the clients goal and agenda in mind.

The Co-active Coaching model is all about action and learning. It is believed that the synergy of combined action and learning brings about change and the forward action for the client. The learning within the coaching offers the client a new perspective, a wider sense of their greater resources, a broader vision of their life and a heightened strength to transition.

The client's sense of fulfilment and balance are critical, as is the process of discovering this. We need to also note that the client's agenda is surrounded by five significant dynamics which are held in consideration throughout the coaching process.

As mentioned in the wonderful 'The Co-Active Coaching book'<sup>1</sup>, there are four cornerstones, which are the foundation of the Co-active Coaching model<sup>2</sup>;

The four cornerstones:

1. The coach believes that the client is naturally creative, resourceful and whole. – In believing this the coach helps to bring up the client's answers within them by carefully utilising the resources that the coach has available.
2. The coach addresses the whole client. – Taking a holistic approach toward the client's life.
3. The coach does not set the agenda but the client does - The coach must have a silent format of what they follow throughout the period of sessions with the client, (a strategic plan for each session), however it is important that this is used by the coach as a guideline for guiding the sessions as needed. The problems that the client present are the main issues to be coached on throughout the session, the coach needs to maintain flexibility to cater for anything that the client brings up with the confidence and professionalism to coach them throughout the session without any prior preparation at times.
4. The relationship is a designed alliance – The alliance is designed and agreed upon by both parties; Coach and client. It is the client that sets the expectations for the coaching sessions and it is the coach that agrees that they can help provide the support and meet necessary expectations.

<sup>1</sup> Laura Whitworth, Henry Kimsey-House, Phil Sandahl, *Co-Active Coaching* (Davies-Black Publishing 01<sup>st</sup> ed, 1998).

<sup>2</sup> *ibid.*

## The 5 Co-active Coaching skills

There are five Co-active Coaching skills that the coach must develop to use effectively within the coaching relationship.

### Skill 1: Listening

We listen with both our awareness and with our intuition. Although many people listen only with their awareness, we as coaches must develop our intuition to a greater degree in order to effectively use it in the coaching relationship.

We need to be aware of the information coming from both verbal, body language, and non-physical, (energy), how well we listen will greatly help us in knowing how to respond to our clients and what questions are the best questions to ask. There are three types of listening - Internal, focused and global.

Have a go at having a conversation with a friend using all three levels of listening.

### Skill 2: Intuition

Intuition is that sixth sense, it is an inner knowing. It is a trust or knowingness, it is something that cannot be understood by logic; it is a truth that comes up with an answer that logic could not give way to. While covered in previous modules, it is an important trait for a coach so let us explore it slightly further again.

Practice your intuition by meeting with a friend or colleague in a quiet place where the two of you can be undisturbed for a while. Have the person write down a series of open-ended questions about their life.

Ask them to choose one question out loud, reading it more than once, with a brief space of quiet in between each repetition of the question. The two of you will then concentrate on the question for 3 – 5 minutes with no conversation. Your goal is simply to increase your concentration on the question and open yourself to whatever your intuition offers. At the end of the time-period, simply tell the person everything that occurred: the random thoughts, the feelings, anything your senses noticed in terms of visual images, sounds, smell, and touch along with anything else you may have noticed or anything that distracted you. Some of what you report from your intuition is sure to connect for the person. As soon as there is a hit, ask what the connection is and explore that area for greater awareness.

A tool that you may find useful for this is the following chart.

Random Thoughts		HIT
Feelings		HIT
Visual Images		HIT
Sounds		HIT
Smell		HIT
Touch Distractions		HIT

**Skill 3: Curiosity**

In being curious you are not being nosy, but rather joining with the client in a quest to find out what important and relevant information may be there. You are making an exploration of their world with them, not superimposing your world on theirs. Curiosity generates the search, defines it and directs it, but it is the exploring that creates learning. In Co-active Coaching the learning is incredibly pivotal because it leads to sustainable change and growth.

Curiosity leads us to the discovery for what has gone unsaid, pushed to the side, forgotten about, or not thought of. It is with curiosity that the secrets that have been silenced can emerge. To be curious is to discover and play. Just as a child is curious, we must be curious also, have fun and enjoy the journey. By doing so we are opening ourselves up to learning new things.

**Skill 4: Action/ Learning**

Co-active Coaching believes that the combination of action and learning leads to sustained and effective change. Co-active Coaching employs the coaching skills to forward the action of the client and to deepen the clients learning. Here, we believe that the learning made by the clients makes change possible and sustainable and there has long-term significance for the client. Your job as the coach is to uncover what will drive your clients forward and also help them to deepen and develop a new sense of learning.

A big part of this process is setting goals, however one of the biggest barriers to achieving goals or taking action steps are excuses or complaints about current circumstances. When this occurs, it is okay for the coach to simply 'request' a specific action.

**Skill 5: Self-management**

The Co-active Coaching model is a strong believer that the coach must manage their own emotional state and professional skills at all times.

When working with clients it is imperative that we manage ourselves appropriately in the coaching conversations. We need to be able to free ourselves from any personal stuff happening in our own lives enabling us to be 100% present for the client.

## Part 1.3

### GROW

The GROW model was developed by Sir John Whitmore and has been a successful coaching technique for many years. The GROW model provides a target and course for the coaching sessions and is used to generate a new level of awareness and reasonability within your client.

Essentially the GROW model is a process that involves four steps which a client progresses through with the coach. The grow model is a process that can be worked through in order to bring about higher levels of awareness and responsibility.

<b>G oal</b>	(What is the desired outcome or vision)
<b>R eality</b>	(Right now what is happening in the clients life)
<b>O ptions</b>	(What are the options for the client to help move forward)
<b>W ay forward</b>	(What actions can the client take now to move forward)

#### G = Goal

This stage begins with the client being clear or helping the client to become clear about what their target/goal is in coaching. It is essential that this be as specific as possible. This is where remembering the SMART model of goal setting is useful.

Questions that help a client become clear about their goals are:

- What is your vision for the future?
- What would you like to gain from the coaching?
- What is your ideal future?
- How specifically would you like it to be?
- What would it feel like if you lived exactly how you envisioned?
- What goal could you work on in the next six months?
- What result would you like in the next three months?

All goals must be realistic and achievable. If the goal is far-fetched, then you may need to help the client down scale their target. Once the client has defined the goal, have them write it down as a focus for them to guide their steps in the journey. It is important during coaching to help them to summarise the goal into one clear sentence that is measurable and specific.

**R = Reality**

As a coach, it is important to explore the clients present circumstances and reality. This helps the process of self-awareness and helps the client to gain perspective. By looking at the present circumstance in terms of events, actions and behaviours, rather than focusing on the assumptions and feelings, this aids the client in discovering the realness of the current circumstances. It also helps the client to look at the situation from different perspectives. It also gives the coach the opportunity to hear the perceived barriers of the client and their limiting beliefs that will present as excuses.

Questions that help a client to see the reality of a situation:

- What is happening right now?
- What challenges are you facing right now?
- What skills do you have to deal with those challenges?
- What would your friends say about your current situation?
- What tactics have you tried so far to reach your goal?
- Who has achieved your goal? What were they doing that you are not?
- What is the effect on you if you do not reach your goal?
- What is good right now?

**O = Options**

It is important here to be curious and open to options. The reason this stage is included is to create scenarios that can become alternatives for the client in their context and situation. This is a critical stage as this will determine the next stage.

The client needs to simply let their mind run free and to map out as many ideas as possible even if they seem irrational. The quality of the rapport will be tested here because if good rapport is present then the client will map out what may even seem ridiculous and feel safe to express themselves in that way. The more options a client has, the more possible solutions the client is faced with.

Questions that elicit options:

- What would happen if you did nothing?
- What could you do as a first step in the process?
- What five things can you do?
- What alternatives do you have available?
- What would your role model suggest you do?
- If you had the option to do anything what would you do?
- What are three other things you could do in this situation?
- What would be a successful step you could take right now to take you closer to your goal?



**W = Way forward**

This phase requires commitment and action. The final stage of this model allows you to work with your client in determining an action plan. This will detail each of the steps the client will need to undertake in order to reach their goal within a specified time frame.

A way forward may include many steps that will help clients move forward. It's important to look at the many facets of their life when setting in a plan to move forward and how the rest of their life will be affected.

Questions that help clients develop a way forward:

- What action plan will we set in place in order to help you move toward your goal?
- What actions are you going to take this week?
- How will your friends and family be affected?
- What support might you need from your friends and family?
- What resources do you have to overcome any obstacles?
- How long will it take for you to reach your desired outcome?
- What would be five things that you could do this week to work toward your goal?

## Part 1.4

### Beyond GROW

The following is an article from The International Journal of Mentoring and Coaching Volume I Issue I

Published: November 2003

By Dr. Sabine Dembkowski and Fiona Eldridge

Which ideas, models and processes do executive coaches use? Are they the best-kept trade secrets of people who prefer to produce results as if by magic? Or are models and processes used in a manner that is transparent for clients and shows them what coaches actually do and to involve them in the process?

Transparency increases trust. This is essential for any coaching relationship. Without trust the client holds back and does not reap the full benefits of the coaching relationship. It is our belief in the necessity of trust that led us to wish to uncover what actually happens in a coaching session facilitated by an excellent and effective coach. This article is the result of our quest to understand what makes a great coach and describes a new model to guide the coaching process.

We worked with and observed executive coaches in the US, England and Germany during coaching sessions with executives. Our guiding questions included:

- How does the coach achieve results?
- How does the coach have a positive impact on an executive's performance?
- What distinguishes an excellent coach from the average coach?

From our observations and modelling and study of coaching models we developed the seven-step Achieve Coaching Model.

Our studies and training in the UK revealed that the model which has most strongly influenced the process of coaching today is the GROW model. This model was then used as the starting point for the development of ACHIEVE. -

#### What is the GROW model?

Goal  
Reality  
Opportunity  
What next/ Way forward

The GROW model developed by Sir John Whitmore is probably the best-known coaching model in the UK. Many coach-training programmes use this model as the framework for developing the coaching relationship. A recent study (2002) conducted by the Work Foundation and the School of Coaching revealed that 34% of respondents stated that they used the GROW model, one third cited they used a variety of models and the remaining third did not know what model or process was used in their coaching activities.

So what is the new model? As we stated above, it is a logical progression from GROW and follows the development of a coaching relationship in a systematic manner. It is called “ACHIEVE”

### **The New 7 Step Model**

- Assess current situation
- Creative brainstorming of alternatives to current situation
- Home goals
- Initiate options
- Evaluate options
- Valid action programme design
- Encourage momentum

### **How the new model works**

In this section a description of each of the seven steps is provided together with an overview of the skills and techniques which a coach can employ based on our direct observations of the best coaches.

#### **Step 1 - Assess the current situation**

In this first stage of assessment, coaches include all areas of a client's life. As one of the coaches we modelled in Germany explained, "... you cannot separate the different areas of an executive's life or for that matter anyone's life - they are an interlinked system". It is important to obtain an overview of the client's current circumstances before focusing on the chosen area.

The most critical coaching skills at this stage are: rapport building, the use of open-ended questions and active listening.

Great coaches establish rapport by employing three essential skills:

- Matching
- Summarising
- Respecting

Of the three, matching is key and involves matching both physiology and language:

- Posture (key) - especially spine and head tilt
- Gestures
- Facial expression & blinking (key)
- Breathing
- Voice - tone, tempo, timbre and volume
- Use of language - key words, common experiences and associations

The use of open-ended questions requires the client to answer with more than a simple yes or no. The purpose of this is to help the client to begin to explore his or her current situation which leads to different ways of thinking about it and ultimately to the self-generation of solutions.

In active listening coaches applied three techniques: repeating what was said word-by-word, reflective repetition (same sense) and interpretive repetition. In the latter step some coaches went as far as testing hypotheses and synthesising information from the client. All coaches observed their clients very carefully at this stage and had developed a high degree of sensory acuity. Sensory acuity includes observing such things as very small changes in skin colour and tone, the tightness of the muscles around the mouth, blinking rate and breathing rate. They showed genuine curiosity towards the client and their stories and were demonstrably keen to learn more about them. Based on the initial assessment they shaped the specific course of the coaching programme together with the client.

### **Step 2 - Creative brainstorming of alternative options to a client's current situation**

Clients who have either hired an executive coach themselves or where the organisation suggest one often experience a "stuck state". This is a situation where the client feels trapped as if there are no alternatives or keeps circling around the same issue without being able to generate new options for behaving differently. Top coaches ask open questions at this stage that allow the client to open up and/or view the problem from an entirely different perspective. A simple question such as "What would you do if money would not be an issue?" or "What would you do if you knew you could not fail?" really stimulate the client to think in a very different way. Questions like these have the power to invite very open brainstorming at this stage. It also was important for the coach to pace then lead the client. That is to continue the rapport building and gradually ease into a new approach once the client is following the movements and language of the coach.

Throughout this stage the coach observes the client very closely as even small facial changes or other shifts in physiology can be indicators that the client is beginning to change.

### **Step 3 - Hone goals**

At some point during the first few coaching sessions the coach and client begin to work on goals. Sometimes clients know exactly what they want however others require more help in formulating the goal. Whatever the starting point, all great coaches spend significant time to work with the client to hone the goal they wish to achieve from the coaching. In the numerous sessions we observed it became clear that it is not a strictly linear process as the coach and client work back and forth until the goal is clearly formulated. In addition, we noticed that great coaches made sure that goals formulated in the right way, we recognised that they conform to the principles of SMART goal setting. SMART as an acronym has been quoted many times and there are several different translations for the acronym especially for the A and the R. All are good: Achievable, Attainable, Actionable, Reachable, Relevant, Realistic. The best coaches we observed asked penetrating questions about the goal to ensure that it had real relevance to the client rather than just being a restatement of organisational goals or a socially expected goal.

To be achieved a goal needs to become real to the client. As one US coach explained, "The more it matters to the client the more it acts as a magnet it will draw in the person rather than the person having to push for it." In fact, for her this was the most critical issue in the process. Only those goals that have personal relevance and meaning are ones that are likely to be achieved and bring fulfilment in the longer term.

Further to this we observed that great coaches made additional efforts to help the client to build a complete projection of the goal by exploring how it will look, sound and feel when they have achieved the goal. A US coach stressed that the "aim of a small series of questions at this stage is to

build a very real picture of how the goal will appear. This has the effect of making the goal seem achievable and helps the client have a much clearer idea of what they are endeavouring to achieve. By giving the client the experience of really sensing the goal the coach is giving the client the opportunity of testing that this is what they want and also gives them a benchmark to measure their progress against as they work towards the goal."

#### **Step 4 - Initiate options for goal achievement**

They then move on to helping the client to initiate a wide range of options for behaving to achieve the desired goal. This is an important stage where we noticed that novice coaches are inclined to rush ahead and begin to make suggestions to the client rather than taking it slowly and allowing the client to generate his or her own options. One key skill here according to a British coach "to know when to be silent and provide space". Long pauses are perhaps embarrassing in everyday conversation but they are a vital part of the coach/client relationship. A period of silent reflection may in fact be the most productive for generating fresh ideas and new ways of thinking about an issue. If the client generates options he/she also becomes more constructive in the face of other challenges that may appear in the future which currently appear to be unrelated to the subject of the current coaching sessions.

Having produced a range of options they establish criteria with the client for evaluating the different options.

#### **Step 5 - Evaluate options**

For this to be successful requires the coach to understand the world of the executive and to be skillful in asking questions to help the client to weigh up the different options. We observed a German coach who used a matrix where he asked the client to evaluate the options in terms of short and long-term costs and benefits. Other top coaches asked clients to write things down as a list and then come back to them several days later with a fresh eye before determining which option was most appropriate. The coach also needs to be able to synthesise the different options so that a more comprehensive approach may be formed. The less experienced coaches we observed easily became impatient and rushed into the action plan design. Again, a critical skill here is the development of patience to allow the clients to come to their own decisions.

#### **Step 6 - Valid Action Plan Design**

This is the action planning stage where coach and client work together in developing a concrete plan to bridge the gap between where the clients are at present and where they desire to be. In our studies this step was revealed as critical to a successful outcome of the coaching partnership. A real difference emerged between coaches that were very successful and those that merely went through the motions. Good coaches are very rigorous and gain commitment from the client for action with concrete time lines and a clear statement of if and what support they need. The experienced coaches work with simple tables where they integrate all action items. They also ask for very precise questions about how the client will know when they have achieved each action - this provides key performance indicators which are again self-generated.

It also appears to be important that the client summarises the action plan in writing, often in an email, and commits to follow-up contact with the coach after each session.

### **Step 7 - Encourage momentum**

The final step in the process is ongoing. The coach encourages momentum and helps the client to keep on track. As a German coach explained, "however it is done (in person, by phone or email), it is vital that the coach should maintain contact with the client to maintain motivation and demonstrate belief in the client. The coach continues to encourage action that leads to the desired outcomes, motivates the client when the going gets tough, challenges when complacency sets in and demonstrates belief in the client. In this way, the relationship is ongoing and the client knows that they have a partner who is solely dedicated to helping them achieve their goals".

### **Concluding remarks**

The aim of this article has been to describe and provide insights into the practices of great coaches. The result of the observation and analysis of coaching models is the Achieve Coaching Model™. The model provides a clear and transparent process. Coaches can use the model to structure their coaching sessions and coaching programmes without it being a straightjacket which does not allow for flexibility and individuality. For those thinking about hiring a coach it provides transparency of what actually happens in a coaching session and coaching programme and can help with evaluating coaches when choosing with whom to work.

## Part 1.5

### TLS Coaching Model

The Targeting Life Skills Model is intended to be inclusive for all possible life skills. The terminology in the TLS Model is not the same as that used in any other current list of life skills. The purpose of the TLS Model is to provide a way to simplify coordination of life skill development with ages, and stage tasks so programs will be developmentally appropriate and more effective in achieving identified outcomes. For too long these strategies have been treated separately when describing aspects of youth development. Life skill development is mapped sequentially over four age groupings of youth to indicate a continuum of growth.

This continuum will guide planners in identifying an appropriate developmental level for content delivery. By assigning developmentally appropriate tasks to specific life skills, the TLS Model has the potential to greatly improve the possibility of achieving measurable program success in youth development.

This model has been largely used with youth. Youth development is a process of mental, physical, social and emotional growth during which young people prepare to live a productive and satisfying life within the customs and regulations of their society. People who develop programs and curricula for youth are in the business of providing educational opportunities through which youth can learn information and develop skills they need.

Youth development experiences of high quality don't just happen. The best ones are carefully planned (a) to encourage life skill development while delivering subject matter content and (b) to achieve specific results. It has become increasingly important to be accountable for resources expended by documenting program impact. By clearly stating desired changes as program objectives, youth development experiences can be evaluated more effectively to determine if the program succeeded in making the intended difference in the lives of youth.



Image Source: <http://www.extension.iastate.edu/4h/explore/lifeskills>



A skill is a learned ability to do something well. Life skills are abilities individuals can learn that will help them to be successful in living a productive and satisfying life. In the Targeting Life Skills (TLS) Model categories of life skills are identified and divided on the basis of the familiar four H's from the 4-H Clover that represent Head, Heart, Hands, and Health. Two general categories of skills are included under each of the four headings.

The goal of youth programming is to provide developmentally appropriate opportunities for young people to experience life skills, to practice them until they are learned, and be able to use them as necessary throughout a lifetime. Through the experiential learning process, youth internalize the knowledge and gain the ability to apply the skills appropriately.

There is not complete agreement on the specific life skills needed by youth, or on a set of desired behaviors that ensure success in life. It is easier to identify the problem behaviors that occur when the youth do not reach the expected societal goals. By reviewing a number of models proposed by several authors, certain consistent categories of competencies emerged. These categories can be used as the basis of life skill development. Authors generally agree that life skills are learned through experience. Life skills often must be practiced over and over before mastery is achieved.<sup>3</sup>

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<sup>3</sup> Article and picture permission from Iowa State University

## Part 1.6

### Life Skills Model

This model of coaching is used with small groups. The purpose of life coaching in this context is to impart skills, to train, equip and empower individuals normally within a small group context.

A skill is a learned ability to do something well, but a life skill is when one applies learned skills to real life situations.

Life skills can include:

- Decision making
- Goal setting
- Planning, implementing and evaluating
- Accepting responsibility
- Communication
- Teamwork and cooperation
- Record keeping

Life skills are to be integrated into the subject matter content when you are coaching and are not simply add-on skills.

Each time a small group meets for life skills coaching one or more skills will be included per session. More than this and the group will go into overload. It is of primary importance that each person in the group can apply the skill to their own context and therefore to add to many new skills in the session will only leave people learning a minimal amount, which is not the aim and does not facilitate change.

The Life Skills Model is based on experiential learning. Clients will “learn by doing” as they experience typical life skills in the group session. In a life skills group, the coach uses experiential techniques such as role playing, structured exercises and small group discussion to facilitate leaning and behaviour change.

#### Eight Common Life Skills

Let us now look at eight common life skills that would be considered in life coaching using the life skills model:

1. Decision making
2. Wise use of resources
3. Communication
4. Accepting differences
5. Leadership
6. Marketable skills
7. Healthy lifestyle choices
8. Self responsibility

Let us now look at them individually.

### **Decision making**

Choosing among several alternatives, one may conclude with:

- List my options before making a decision.
- Think about what might happen because of my decision.
- Evaluate decisions I have made.

### **Wise use of resources**

Using sound judgment, not wasteful, being responsible, setting priorities.  
Such things might include:

- Wisely use the natural resources in my environment.
- Plan how to use my financial resources.
- Use my time wisely.
- Take care of personal belongings.

### **Communication**

The exchange of thoughts, information or messages between individuals using speech, writing, gestured, and artistic expression.

Such things might include:

- Make a presentation.
- Listen carefully to what others say.
- Clearly state my thoughts, feelings, and ideas to others.
- Settle disagreements in ways that are not hurtful.

### **Accepting Differences**

To recognize and welcome factors that separate or distinguish one person from another.

- Treat people who are different from me with respect.
- Work/ play with people who are different from me.
- Have friendships with people who are different from me.

### **Leadership**

To assist a group in meeting its goals by showing or directing along the way, uses personal influence to guide a group in reaching its goal.

- Organize a group to reach a single goal together.
- Use different leadership styles.
- Get others to share in leadership.

**Useful/ marketable skills**

To have the abilities wanted by employers and needed to hold a job.

- Work out problems that are presented to me.
- Follow instructions as they are given to me.
- Contribute as a member of a team.
- Accept responsibility for doing a job.
- Keep accurate and useful records.
- Apply for a job.

**Healthy lifestyle choices**

Selecting a way of living that is in accord with a sound condition of body and mind, prevention of disease and injury.

- Make healthy food choices.
- Choose activities that promote physical health and well-being.
- Manage stress positively in my life.
- Avoid risky behaviours.

**Self responsibility**

Taking care of oneself, being accountable for ones behaviour and obligations, choosing for oneself between right and wrong.

- Do what is right for myself when in a group.
- Admit to mistakes I make.
- Understand it is important to follow through on commitments.

# Worksheets

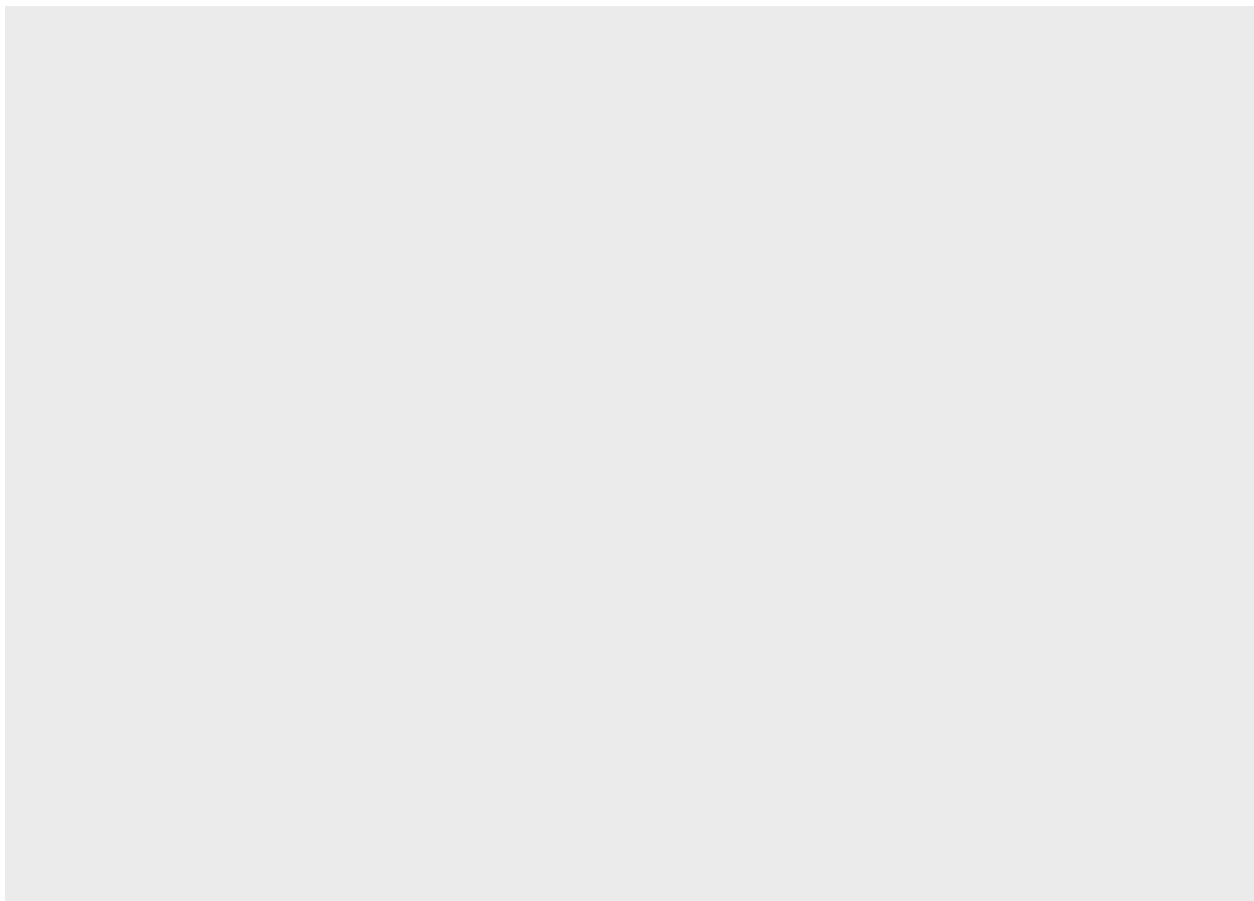
## Practical

Using the strategies and techniques that you have acquired from each of the modules, and retaining a large focus on coaching models, demonstrate your knowledge and the ability to use a coaching model through a series of coaching sessions with a client (who is not a personal friend or family member). You will need to coach them for a minimum of 3 sessions not less than 40 minutes per coaching session.

For optimum learning, record each coaching session and summarize each one.

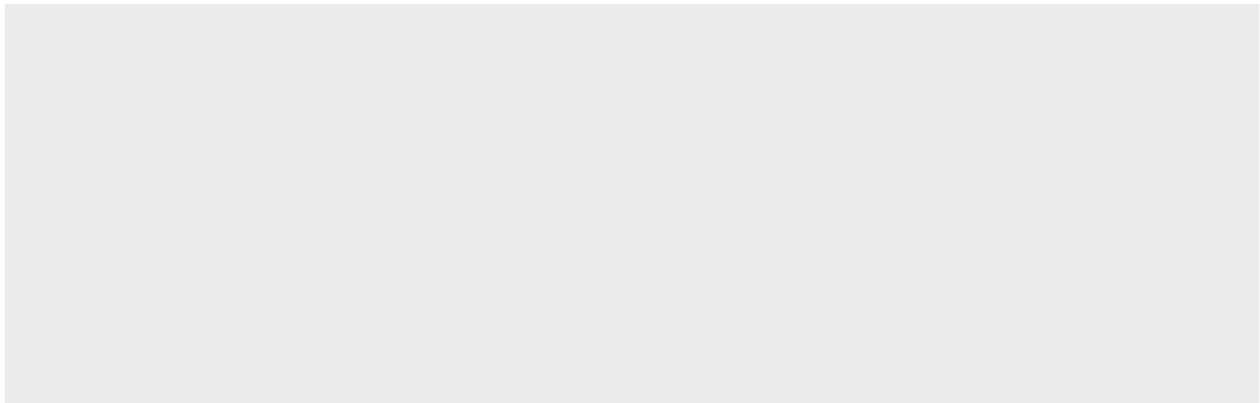
Each summary should include:

- Life area being discussed with the client
- Strategies used by you the coach
- Action plan to be implemented by the client
- Reflection on your professional process – Including things you did well and things you could have done better.
- Overall outcomes reached by the client at the end of the 3 sessions- what progress have they made? How do you know?

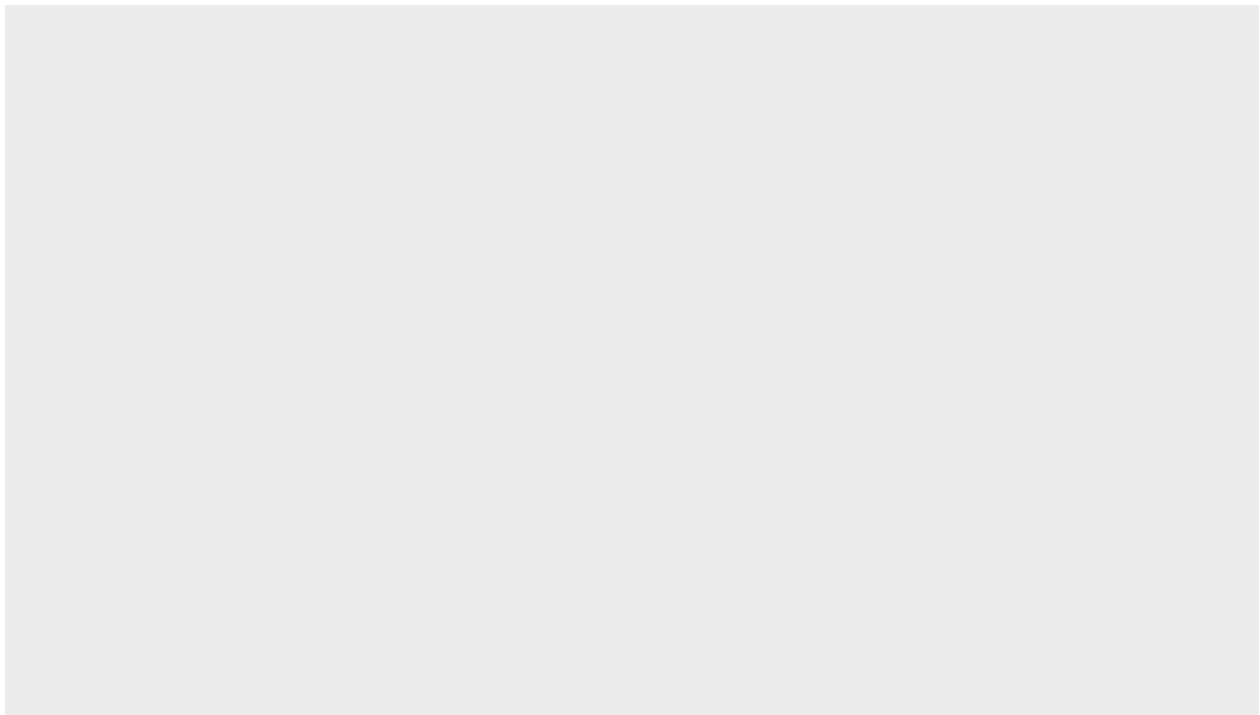


## Goal Mapping

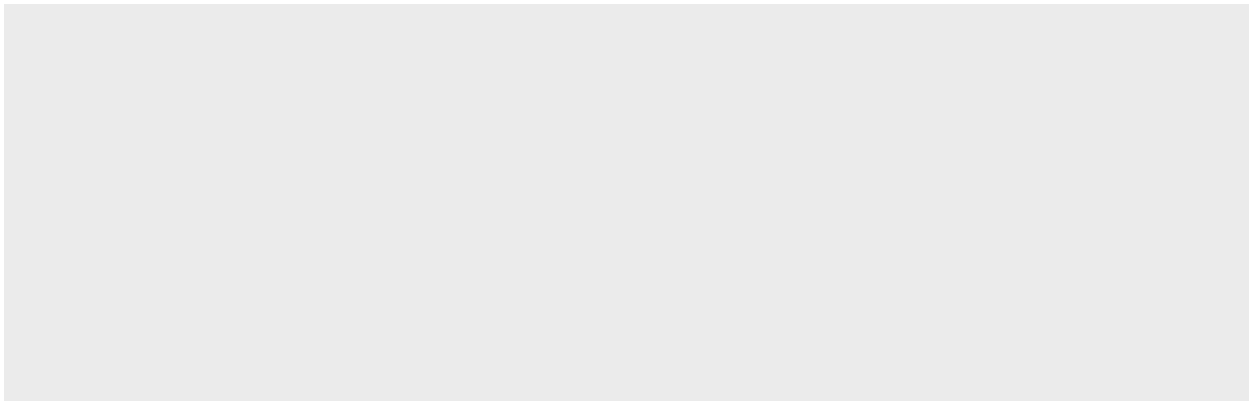
1. Think about a goal you would like to achieve within the next 3 months. Discuss it below.



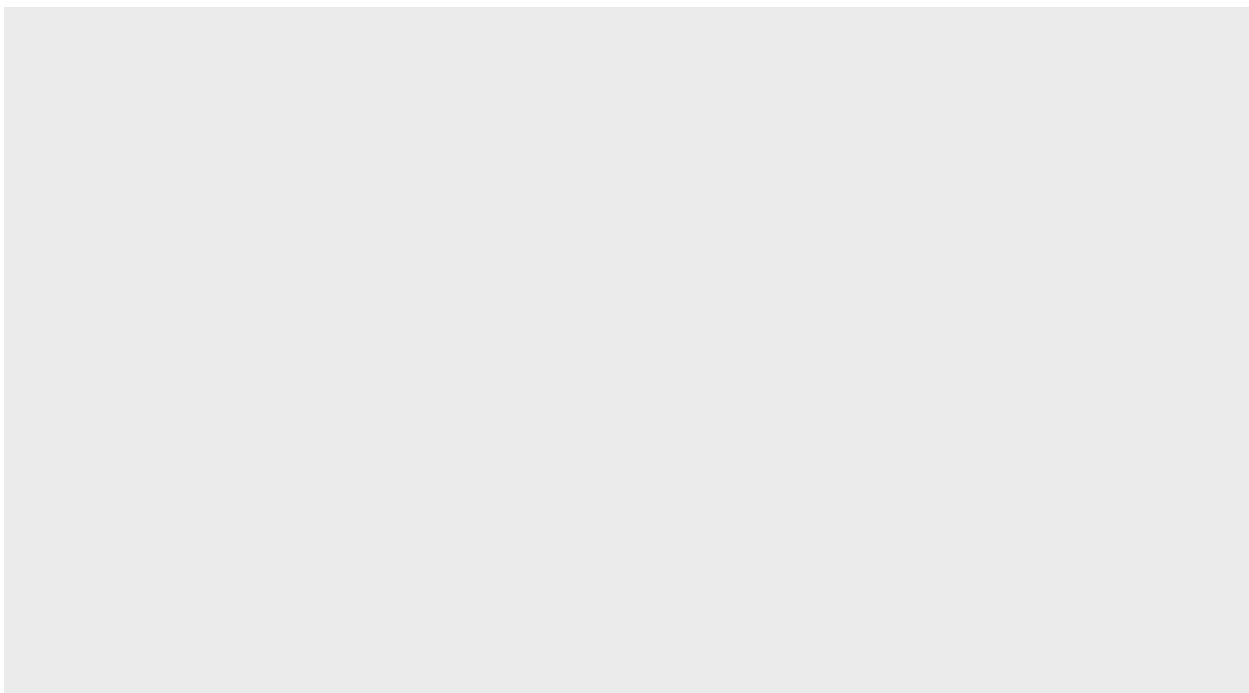
2. What current map are you using to get there? What questions have you asked yourself?



3. What are possible obstacles that may arise which could prevent you from working toward this goal?



4. What will keep you motivated toward your goal when times are tough





## Co-active Coaching - Curiosity

1. Give yourself an excursion to a coffee shop being curious about everyone in the place. Without actually talking to anyone at first, let your curiosity wander and pose the questions to yourself;

- I wonder where they may be out of balance in their lives?
- what makes them laugh?
- where have they constructed self-imposed limits?
- What do they like about the day? What are their life dreams?
- What empowers them?
- What do they like about the people that they are sitting with?

At the end of the half hour, find one person you can spend a little more time with and actually ask him or her the curious questions.

Complete the table below:

Where may they be out of balance?	
What do they value?	
What are they missing in their lives?	
What makes them laugh?	
Where have they constructed self imposed limits?	
What do they like about the day?	
What are their life dreams?	
What empowers them?	
What do they like about the people they are sitting with?	

**Reflection:**

Discuss what happened and how you felt during this process

A large, empty light gray rectangular area intended for reflection. It occupies the central portion of the page, providing a space for the user to discuss what happened and how they felt during the process.

## GROW

1. Think about something that you wish to achieve in your life. Use the table to apply the grow model to your situation. Write down the process of your goal using this model:

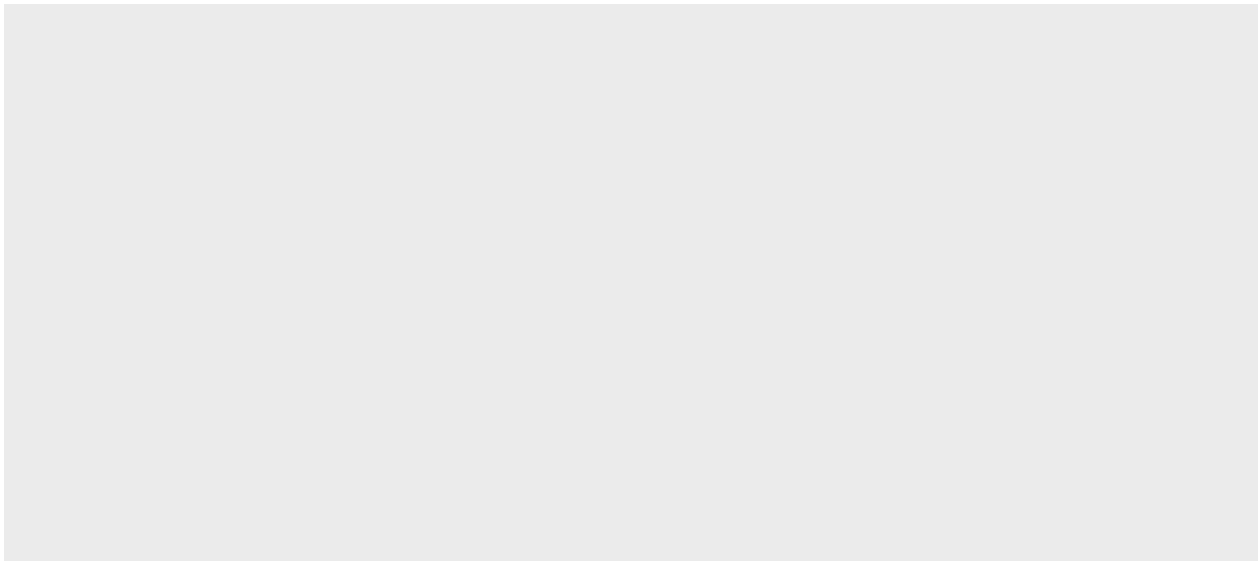
<b>GROW</b>	<b>QUESTIONS</b>	<b>RESPONSE</b>
<b>Goal</b>	(What is the desired outcome or vision)	
<b>Reality</b>	(Right now, what is happening in the client's life)	
<b>Options</b>	(What are the options for the client to help move forward)	
<b>Way forward</b>	(What actions can the client take now to move forward)	

2. Have a go at using the GROW coaching model of questions with someone else; with their permission, list their responses in the table below.

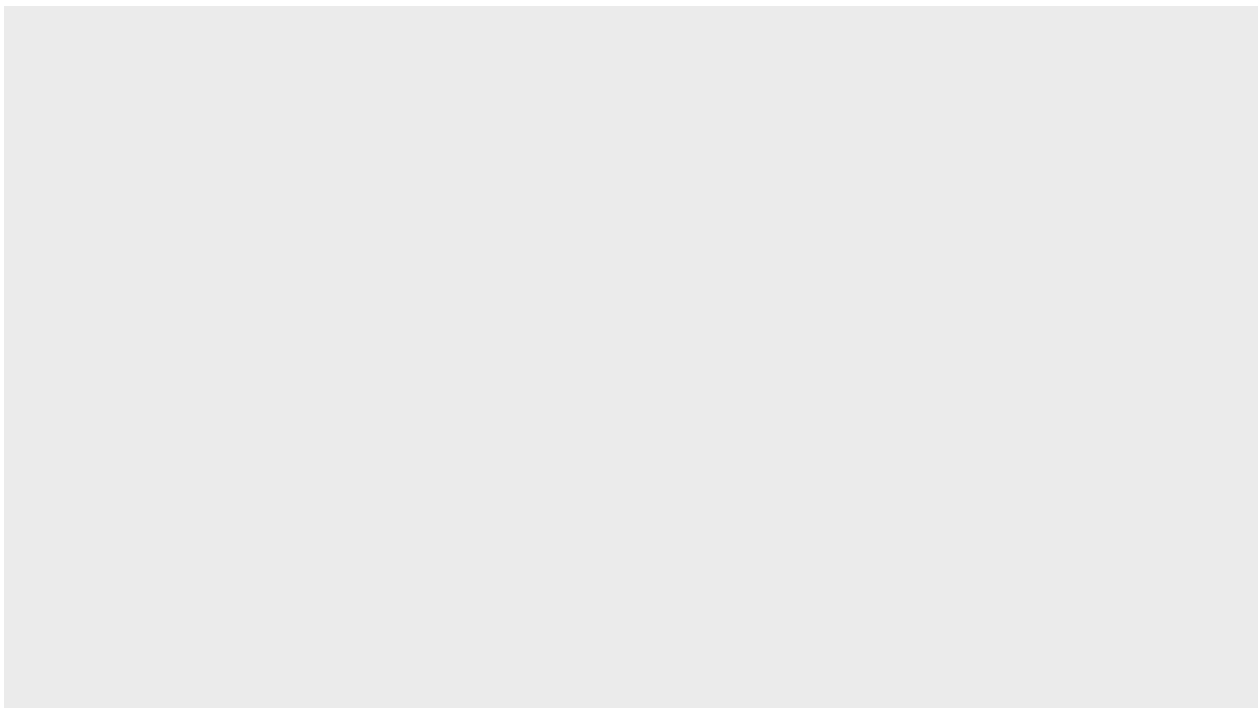
<b>GROW</b>	<b>QUESTIONS</b>	<b>RESPONSE</b>
<b>Goal</b>	(What is the desired outcome or vision)	
<b>Reality</b>	(Right now, what is happening in the client's life)	
<b>Options</b>	(What are the options for the client to help move forward)	
<b>Way forward</b>	(What actions can the client take now to move forward)	

**3. Reflection:**

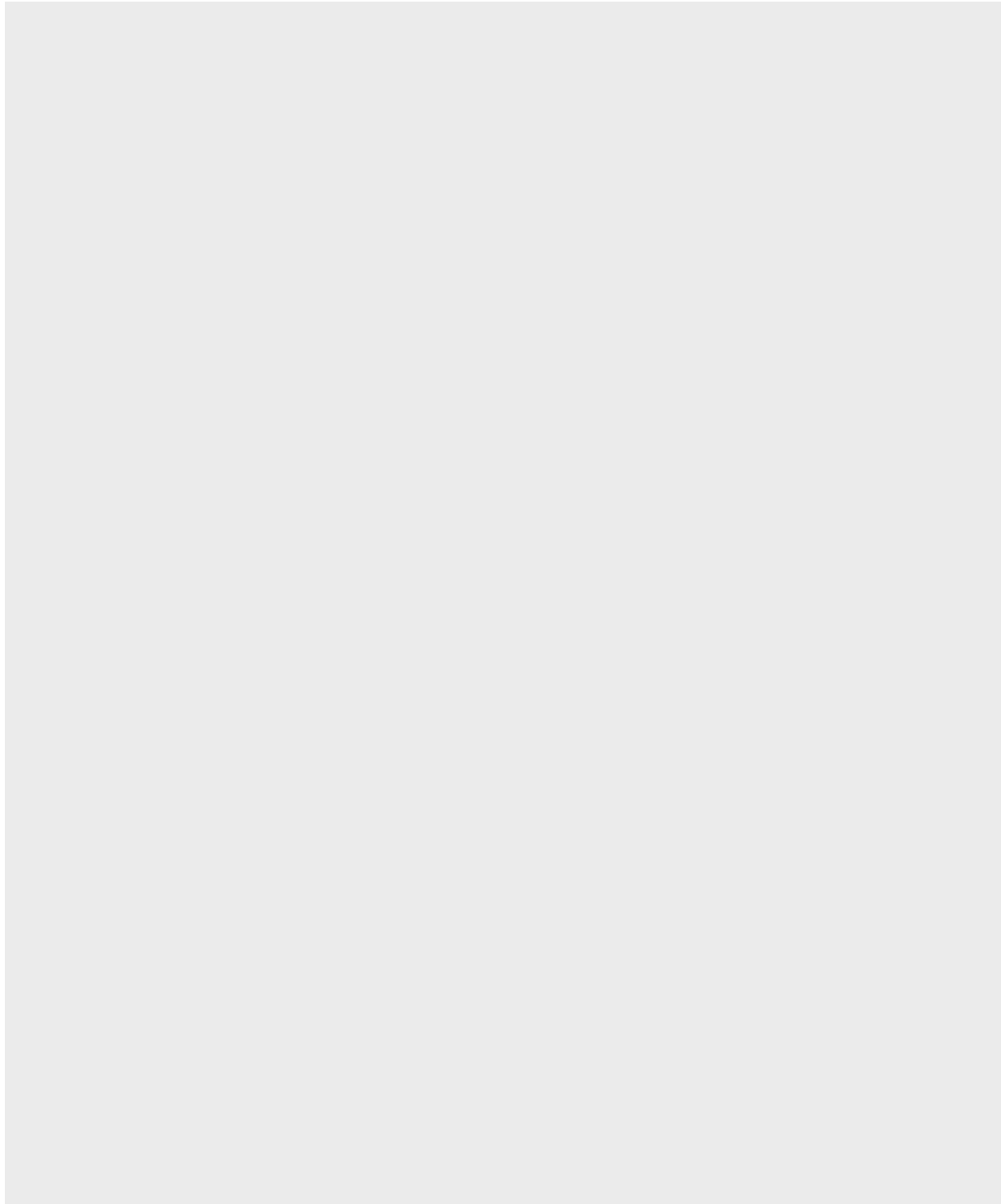
Explain how you found using this process with both yourself and others, why?



How effective was the GROW model in providing a basic structure for your coaching conversation? Provide reasons for your answer.



What personal goals could you set yourself to work more effectively with the GROW model in coaching?



## ACHIEVE Model Practical Case Scenario

1. Kate is in her late twenties and at present is at home with two pre-school daughters. She previously was a secondary school teacher but gave that up when she and her husband had their first child. Her long-term plan is to return to teaching when the children are at school.

Kate is a loving and devoted mother but is finding being at home with young children increasingly demoralizing. She has a number of friends in the community who also have young children and several friends from teaching and she tries as much as she can to mix with them. However, her confidence in herself other than as a mother has been deteriorating and she struggles to maintain her contacts outside the home.

Kate is married to Malcolm who is thirty and operates his own electronics business. They have been married now for 8 years. Malcolm has worked hard over the years to establish and develop the business and at present is doing well enough, but like most people he is trying to cope with the difficult economic times. This has led to quite a bit of worry about the future.

Malcolm works very hard and long hours, his work absorbs most of his attention. He is a caring person but isn't very expressive and is becoming quite distant. Over recent times he has shown significant signs of stress. He has begun drinking more than is desirable and he and Kate have argued and fought about this often.

Kate is becoming quite desolate and unsure of what to do. She is becoming increasingly unhappy and desperate. She has stored away the knowledge from a conversation she had overheard involving her teacher friends that there was a good life coach in town and therefore has sought your help to find purpose, meaning and herself again in life.

Using the ACHIEVE model in your module discuss the process you would facilitate with Kate.

<b>ACHIEVE</b>	<b>DISCUSSION</b>
<b>Assess Current Situation</b>	
<b>Creative brainstorming of alternatives</b>	
<b>Hone Goals</b>	
<b>Initiate Options</b>	
<b>Evaluate Options</b>	
<b>Valid action programme design</b>	
<b>Encourage Momentum</b>	

## Self Management

1. Make a list of 10 complaints in your life – things that just aren't going your way. They don't have to be reasonable. This may include; a complaint about the weather, or even acts of God.

When you have your list of 10 complaints, compose a request that will address the complaint. Then as many as possible on your list, actually follow through and make the request. Remember – there are always three legitimate responses to your request: Yes, no or counter offer.

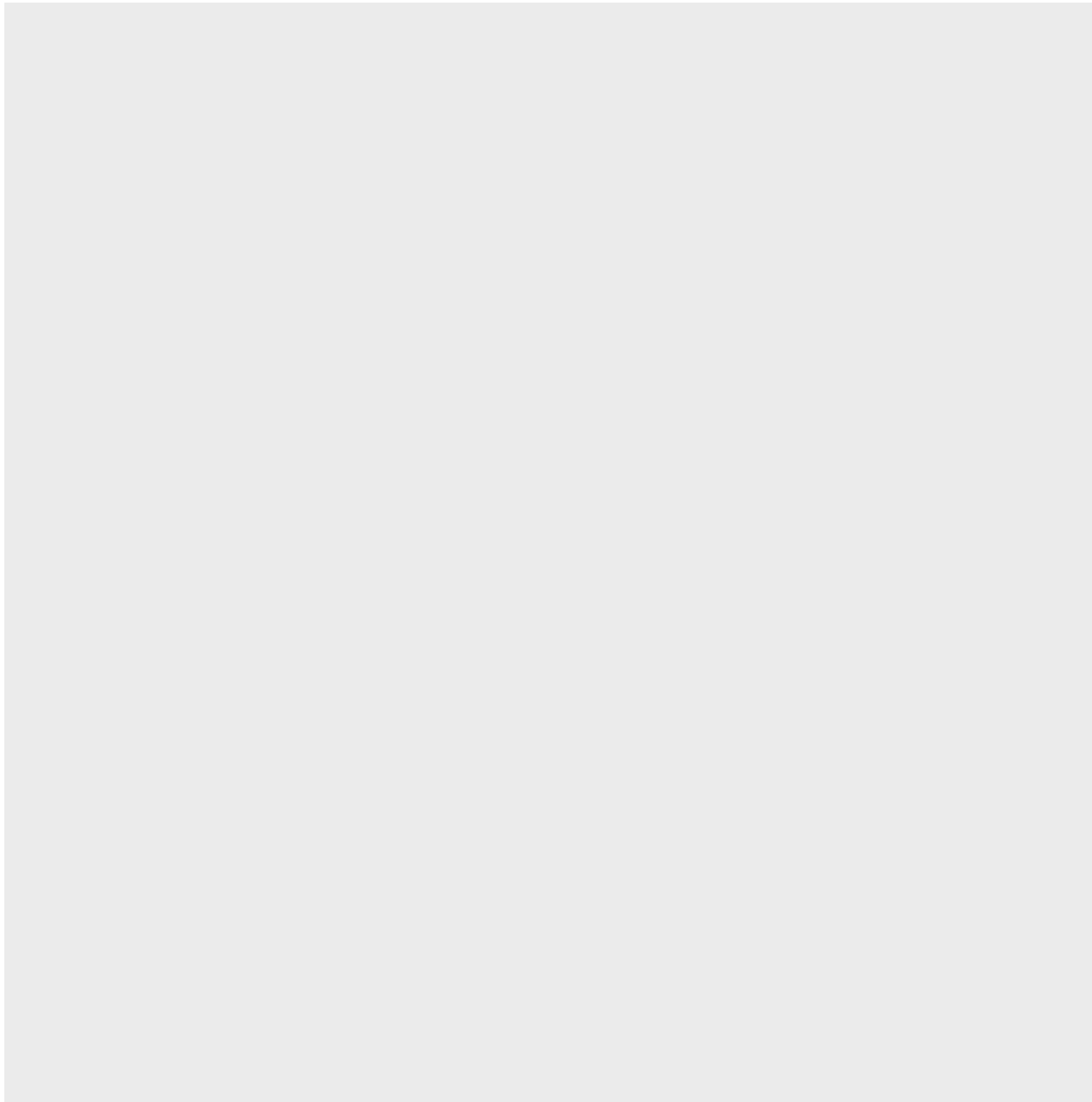
Complaint	Request	Response to Request
Eg. It's too cold to go out and exercise	Eg. Find a place to exercise that is in doors	Eg, I'll research some local gyms this week.



## TLS Model

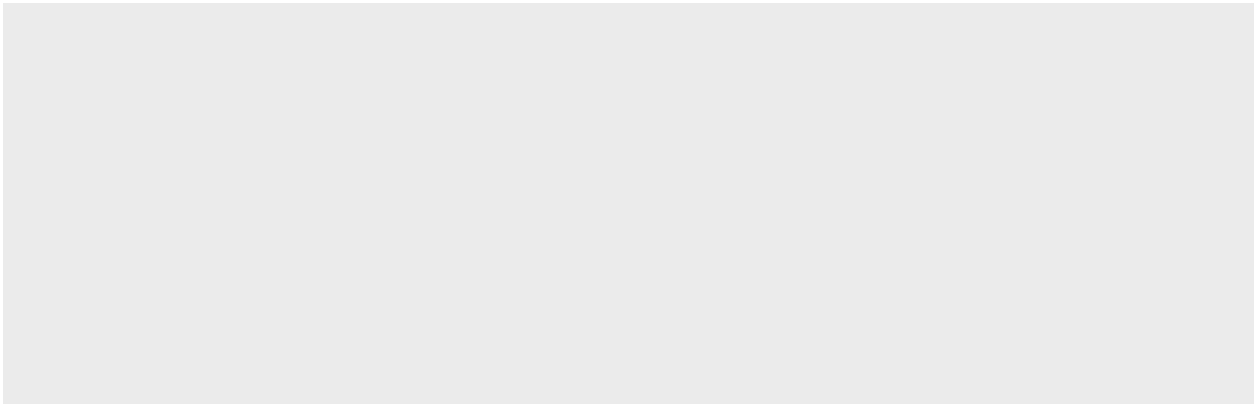
1. Imagine you are working with a group of troubled teenagers; they are aged between 16 years and 20 years, both female and male.

Most of the teenagers have come off the streets and/or from violent families. Choose one skill from the life skills model and draw up a coaching plan illustrating how you are going to help the group with that particular skill in 1-3 sessions.

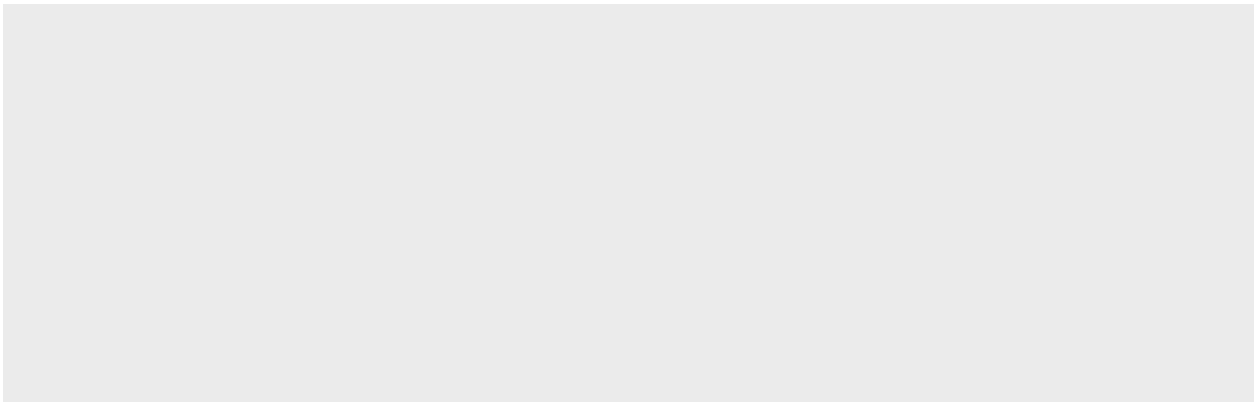


## Life Skills Coaching Model

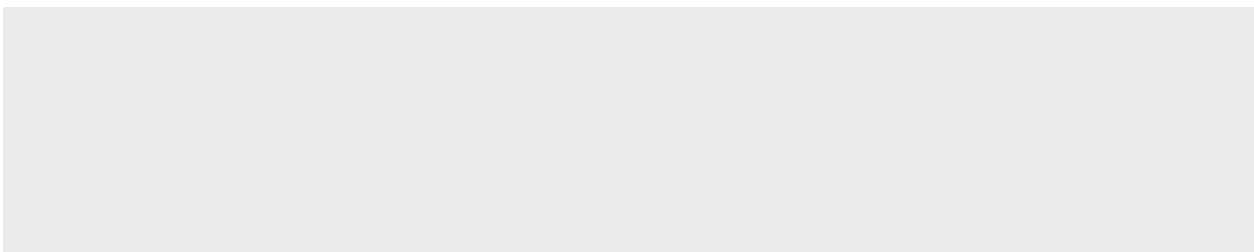
1. Choose one common life skill and ask a small group of friends or family members who are having trouble accomplishing something if you can help them with this life skill. Have a 30-minute coaching session with them using the Life Skills Coaching Model and explain the following:
2. What life skill did you discuss and what impact did this have on the members of your group?



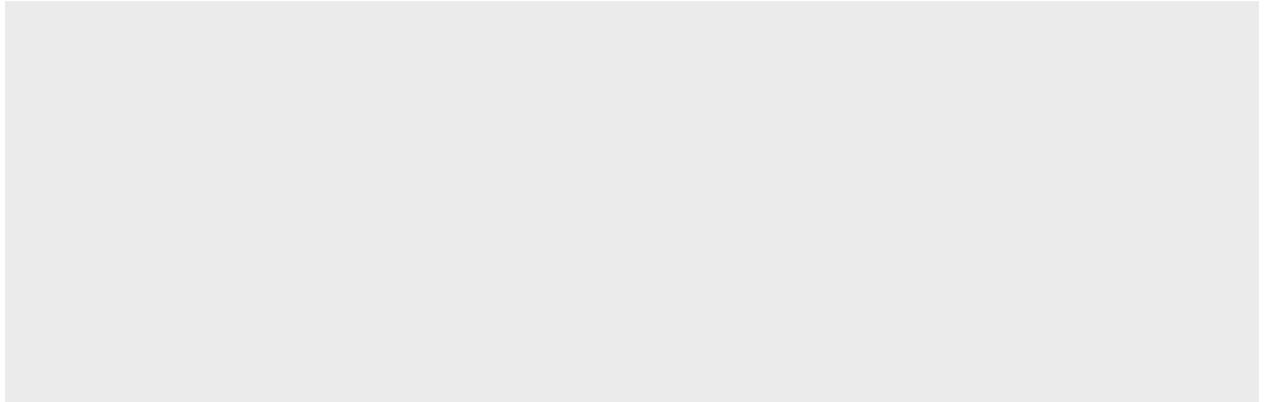
3. Discuss what techniques you employed in this session:



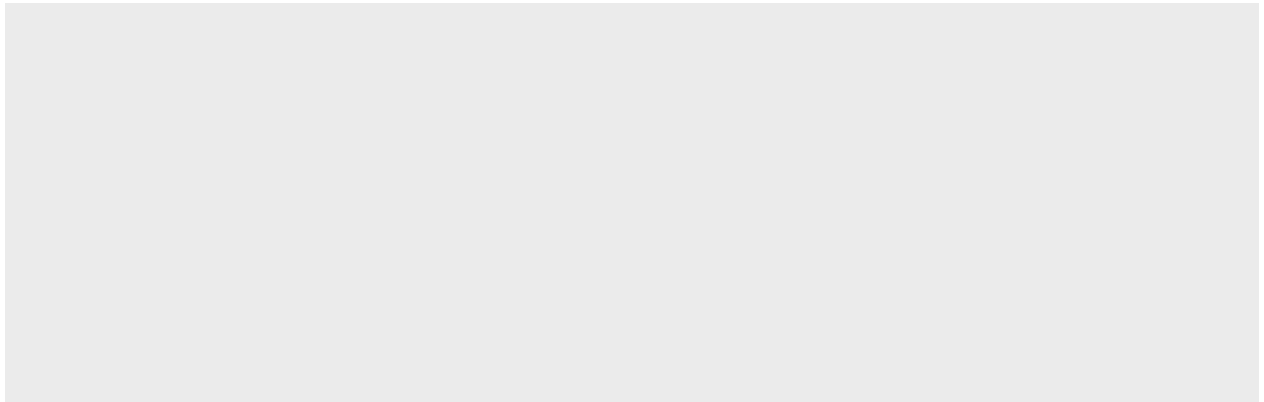
4. Discuss how comfortable you felt in doing this:



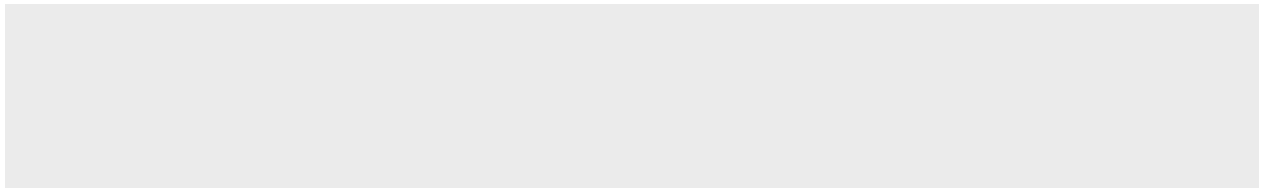
5. Explain what discoveries you both made from this coaching session



6. Discuss what you felt you did well in this coaching session

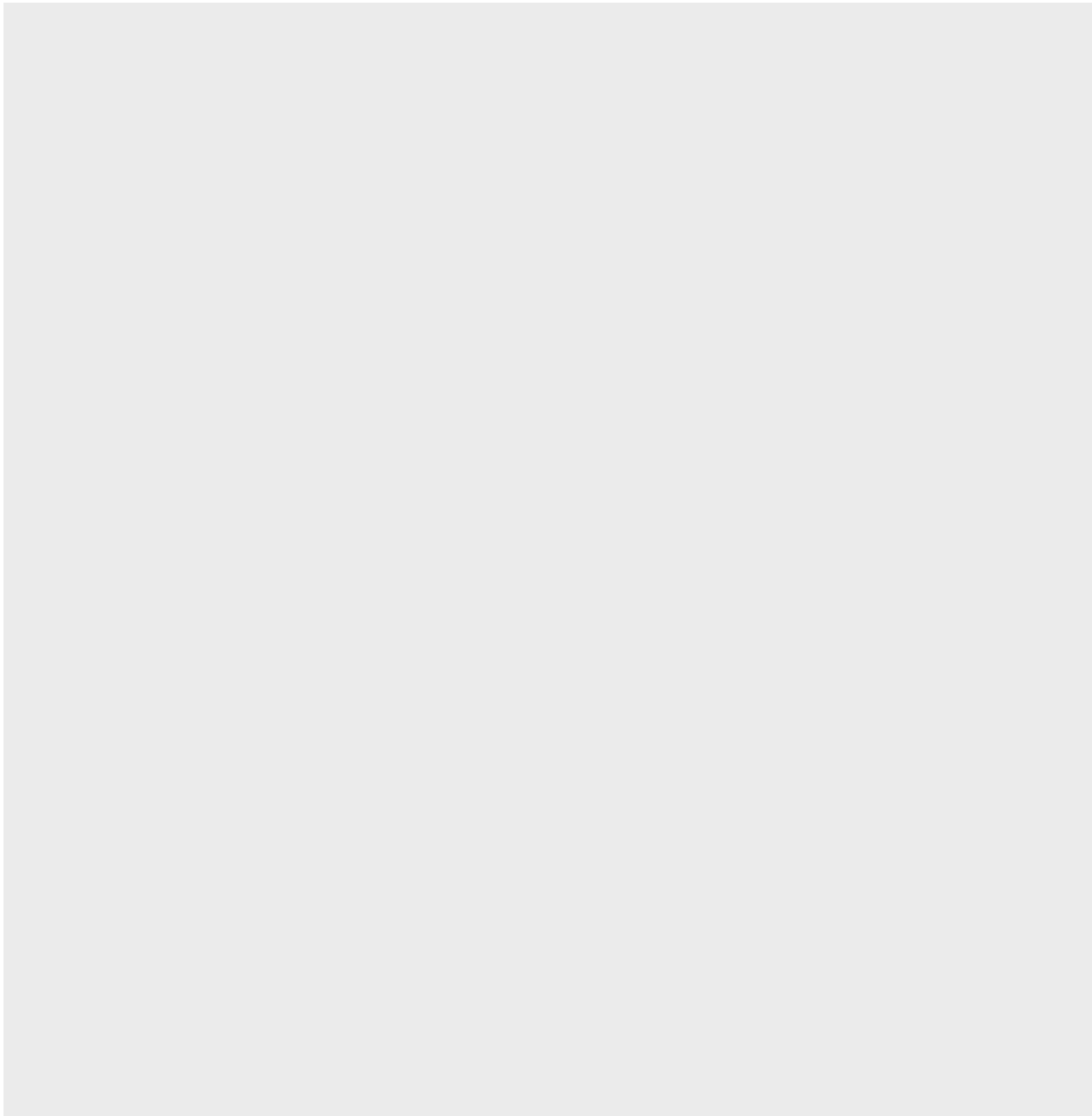


7. Discuss what you may do differently next time:



## Your Unique Coaching Model

1. Please take the time now to deepen your learning by creating your own coaching model. This is a model that is unique to your coaching style and the types of clients that you will predominantly be coaching. You may wish to draw, or just write it, however please give an example of why you have chosen to create the model the way you have, what each individual aspect of it represents and how it will be used with your clients.



## Notes

