A LITTLE SOMETHING ABOUT COACHING
HOW TO BE ON INFORMAL TERMS WITH COACHING

WORKBOOK
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The project "Strengthening of Structures for Youth Empowerment and Participation in Serbia", is implemented by the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH, on behalf of the German Federal Ministry for Economic Cooperation and Development (BMZ), in partnership with the Ministry of Youth and Sports of the Republic of Serbia. The basic orientation of the project is the promotion of a democratic society, the promotion of the idea of tolerance and acceptance of diversity, the promotion of human and children’s rights. Towards these goals, special emphasis is placed on the implementation of the participatory model as a condition for the development of civil society and on supporting marginalised groups of young people (refugees, internally displaced persons, socially vulnerable groups, young people who are victims of violence, members of ethnic minorities etc.).

The project implements measures of development and interventions in the areas of violence prevention and implementation of National Youth Policy at the local level. The most significant results in the field of conflict transformation are adapting and applying relevant models, i.e. peer mediation, inclusive mediation, family mediation or mediation in the community. Peer mediation and peer education are the most commonly used methods. In the field of decentralised implementation of youth policy the project has developed a methodology for local action planning (LAP) and reviewing local action plans, while its activities are directed towards empowering local youth coordinator competencies to enhance their skills and implement national standards for youth offices. In addition, this project supports the establishment of an umbrella organization of local youth offices, with the idea to strengthen their mutual cooperation and exchanges of experience.

Within the framework of services that the project provides and develops are the development of programmes, developing the methodology of implementation of different programmes, knowledge management and systematisation of experiences and dissemination of best practices, support for youth information services, manufacturing and distribution of materials and activities in public relations, such as websites, articles, films and other published material. One of the programmes that has been developed and piloted under the project is Peer coaching (Gestalt Life Coaching).

The Peer coaching programme was developed based on the identified needs of young people to build personal capacities when encountering problems and obstacles in the various challenges they face in everyday life, in a time marked by rapid social and societal change.

This workbook is the result of the efforts, cooperation, implementation and lessons learned during the development of the programme and aims to enable future coaches to work with their clients with less difficulties.

The document respects gender differentiated language, i.e. the language of gender equality, and for ease of use of the document this is not explicitly stated each time.
Coaching is neither psychotherapy nor counselling. Coaching is a process focused on the potentials of the clients and their development. A coach encourages the client to discover their own potentials, to develop them and then rely on that to build their own capacities and abilities in all areas and achieve superior results. Coaching is an inspirational partnership between the coach and the client in which a trained professional encourages people to create their own future responsibly. The coach and the client create visions and goals in different areas of life and multiple strategies in order to achieve those goals. One of the important effects of coaching is building and supporting oneself to take responsibility for one’s own goals, choices and life in general.

During the coaching process much less emphasis is placed on the identification of what is not good, with the focus actually on maximizing what is positive and successful. The key issue in coaching is not “What kind of problems do you have?” but rather “What do you want to achieve?”, “What is your goal?”, “Where would you like to be this time next year?”. Coaching is future-orientated, towards goals and a successful future. The client is seen and accepted as a being with his own powers for personal growth and the realisation of top achievements. The client is not judged. The task of a coach is to recognise the power and ability of the client to discover their own capabilities and reach their own decisions. Coaching encourages the advancement of knowledge, life skills, optimism and responsibility. The client is taught to ask questions in order to realise the desired image of their desired ME. Coaching is focused on making practical and concrete decisions regarding the next steps needed to achieve goals.

Coaching is a process in which the coach assumes that each client possesses the capacity to reach and achieve their goals. Coaching is not counselling. A coach does not advise, but rather moves clients into making their own educated decisions and finding the most effective ways of achieving goals through contact with their own resources, values and beliefs.

The term coaching was first appeared as slang as early as 1830 at Oxford University, where it referred to a teacher who led students through an exam. The first time the term was used in the field of sports was 1831.

According to the definition of the ICF (International Coaching Federation), coaching is an interactive process that enables an individual, a team, company, institution or organization to develop their potential and achieve faster and better results more efficiently. The goal of coaching is to help the client to recognize his needs, desires and goals and then to modify his actions and behavior in order to accomplish them.

1 plAnincA, 2008, by S. Milosevic, 2009
2.1. COACHING

The coach helps the client develop life skills. In order to be good in their role, a coach does not have to have personal and professional experience in a client's professional field or even have a similar life experience, though it is necessary for the coach, as part of their training, to have empirical work on self. A coach helps their clients improve the quality of their life and achieve their goals. A coach is a trained professional who employs certain techniques to help clients get to know themselves and look at their own situation from a different angle. He supports clients in finding their own solutions and inspires the creation and development of original ideas, encouraging clients to change their perspectives on the situation. Coaching is focused on the discovery and conquest of personal power. The coach controls the process and guides the client, but does not make decisions for him.

Definition: Coaching is “work on the client’s ability to learn”. The main difference between coaching and other types of support is the belief that each person can cope with life’s difficulties, to have personal wisdom to recognise and further develop their potential, and that the role of a coach is, among other things, to provoke the thought process and make the appropriate decisions. The coach does not answer questions, but rather encourages clients to arrive at the best possible answer by themselves.

Process: The client is the centre of the process. He makes decisions about himself, while the coach facilitates the process. Coaching encourages achieving awareness of one’s own desires and needs, which can lead to greater self-acceptance, as well as changes in the behaviour and the development of one’s potential. Coaching uses a set of techniques that make it possible to achieve greater clarity in terms of one’s own objectives and modus operandi, to increase competence in managing processes and acquire specific skills required for effective functioning in all aspects of life. Coaching is the process of developing the skills and abilities to identify with the client and to use them in the best possible way, while building independence and confidence in the client.

Relationship: The coach and the client build a partnership in which both are equal. Trust needs to be developed during the process, so that both sides have the freedom to speak openly about the issues that are important to them. That relationship of trust is built from the first meeting and the beginning depends on the coach to a great extent. In this relationship it is crucial that there be an absence of any evaluation, judgment or transfer. The coach accepts the client as they are.

Advantages: Performing coaching is simple. Skills acquired in one area are very easy to transfer to another, totally different area of life.
2.2. TRAINING
Training aims to support employees of an organization or strengthen a group of people for the area they are interested in. Through training, trainers transfer knowledge and skills to the participants.

Definition: “A training programme with a defined agenda and structure, which aims to transfer knowledge to the trainer of participants” 3. It is intended to develop the knowledge or skills of the participants of training.

Process: Training can be conducted over one or more days in an institution or outside. The coach supports further learning, but participants are educated in a particular area. The coach has greater transmitted knowledge and developed skills in relation to the participants.

Relationship: Participants are involved in the training course. They are active and receive certain tasks that are intended to lead them to the discovery and acquisition of specific knowledge and skills.

Advantages: Training is an effective way to convey a new set of skills and new knowledge to multiple learners.

2.3. LECTURING / TEACHING
Definition: The lecture is a process that facilitates individual or group learning. The lecturer is the most qualified and competent professional, who guides participants through an already established curriculum.

Process: Teaching is conducted so that the speaker transmits certain information to listeners. The lecturer is usually an expert in his field. Teaching is often used as part of training, because the combination of both approaches – training and lectures – provides high results in the acquisition of new knowledge and skills. Teaching is aimed at helping people become able to do what they cannot do to the expected extent.

Relationship: The trainer is an expert who knows the area in question, while participants (students, employees, peers) are passive.

Advantages: The trainer is generally excellent at explaining and clarifying the theory, methodology, and method of using certain tools, which in certain situations is of key importance. The trainer is also often engaged in the implementation of rules, standards and laws.

2.4. MENTORING
Mentoring and coaching are often equated because of their similarities. Both processes include the support of mentors (coaches), especially when it comes to professional advancement. However, there are also important differences between the two approaches.

Definition: In relation to the client, the mentor is usually a senior expert in the same profession. Mentoring involves older and more experienced people working together with their younger, less experienced colleagues. It is understood that the mentor has extensive knowledge and experience in a shared professional field. The mentor provides advice based on personal or otherwise proven experience. Mentoring is for people who are really good at something and can show how they do it.

Process: Mentors advise, support, teach, point out errors and offer solutions. Mentoring is based on mutual respect and can last for many years. A mentor can develop constructive discussions with the client and interject with their own views.

3 Executive Coaching Survey, 2010
**Relationship:** The relationship between the mentor and the client is similar to a friendship, especially if it lasts for a long time. A person can have more than one mentor. It is a relationship between an older and more experienced colleague and a less experienced colleague.

**Advantages:** A mentor relays to students knowledge gained through personal experience.

### 2.5. COUNSELLING AND PSYCHOTHERAPY

There is a similarity between psychotherapy, counselling and coaching. In all three cases the professional asks questions, topics often relate to difficulties in personal and business life, and the process includes the strong commitment and dedication of a therapist, counsellor, coach and client.

**Definition:** Psychotherapy and counselling are orientated towards alleviating the effects that clients define as troubles, problems and difficulties in functioning which cause suffering. Both processes are directed towards improving the mental and emotional state of the client.

**Process:** The processes of counselling and coaching are very similar; both respect and observe the subjective experience and perspective of clients. In both cases the client is the centre of the process. The difference is that coaching does not involve in-depth analysis of personality, diagnosis or the provoking of a traumatic and painful experience. A coach is future-orientated and does not address the client's past.

**Relationship:** The relationship, as in coaching, is of paramount importance and is based on trust.

**Advantages:** Counselling and psychotherapy are the most suitable for clients who have suffered serious traumatic experiences. They are also suitable for those who have difficulty with daily functioning. Psychotherapy is also appropriate in all cases where the client wants to deal with their past and, based on this analysis, improve their functioning in the present.

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<th>COUNSELLING</th>
<th>COACHING</th>
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<td><strong>Content of work</strong></td>
<td>Event or situation from client’s past, traumatic experience, disorder in client’s functioning</td>
<td>Shared professional areas, with the ultimate goal that the successor does something in the same way as the mentor</td>
<td>Dealing with problems and the search for creative ways to overcome problems</td>
</tr>
<tr>
<td><strong>Relationship</strong></td>
<td>Therapist – client</td>
<td>Older/wiser-younger/less experienced colleague</td>
<td>Expert – client with difficulties</td>
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<td><strong>Emotions</strong></td>
<td>Emotions which the client finds difficult to handle</td>
<td>Emotions limited to reactions to the mentoring work</td>
<td>Wide range of emotions</td>
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<td><strong>Process</strong></td>
<td>Therapist has diagnosed and implements professional expertise, leading the client to wellness</td>
<td>Mentor allows students to observe his demeanour and expertise, answers questions, raises standards in order for students to learn to do something or think about something in the way the mentor works.</td>
<td>Counsellor remains on the side-lines, listening, analysing the situation, he helps the client to define the problem, to come into contact with difficult feelings that the client avoids, and then overcomes the difficulties in the client’s functioning.</td>
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COACHING IS A VERY EFFICIENT METHOD FOR:

- Developing social skills
- Defining goals, plans and projects
- Action Planning
- Accepting Responsibility
- Troubleshooting
- Career Development
- Solving conflicts
- Raising motivation

FREQUENT MISCONCEPTIONS RELATED TO COACHING

1. Coaching can be done by anyone interested in working with people. **FALSE**
   Coaches can only be well-trained people with a certificate in coaching, under mandatory supervision. Coaches also need some knowledge in the field of psychology, such as personality psychology, theories of motivation, dealing with fears, but also some knowledge in other areas.

2. Coaching is very easy because there is a pattern and the sequence of activities is known precisely. **FALSE**
   There is a pattern. There are rules and structured exercises. Given that the centre of the process is the client and respect for his needs and feelings come first, it is essential that the coach follows the client’s sensibilities. If the coach tries to follow a pattern and develop policies, that will stop the creative process in the client and they will not be ready to respond to what is happening here and now.

3. A coach is usually a psychologist. **FALSE**
   Coaches do not have to be psychologists, although some knowledge in this area is necessary because we are dealing with human beings. People from other professions, with some training to acquire the necessary skills, as well as the personal work to develop their own potentials and sensitivity in working with people, can do the job of a coach just as well.

4. Whenever a client stops, it is important to say something so he will not be embarrassed. **FALSE**
   It’s very important to listen to the client and, when they are silent, be patient enough to wait for them to continue. Interrupting the client’s thinking process and rapid intervention may be more harmful than continuing silence.

5. A coach just asks questions. **FALSE**
   A coach recognises what to say and what exercise to choose at any given moment. He talks, paraphrases, summarises, suggests. It's not effective to only ask questions, because this does not lead to the establishment of an adequate coach – client relationship.

CHAPTER 4  METHODOLOGY OF COACHING

The coaching process is the research of:
- what is,
- what might be,
- the way in which this can be achieved,
- actions that lead to its achievement.

Coaching tools are:
- questions
- statements,
- unfinished sentences,
- guided fantasy,
- empty chair,
- role playing,
Brainstorming / proposals without evaluation.

Coaching objectives are:
- achieve awareness of self,
- develop the client’s potential and capacity.

4.1. PROCESS
Coaching is set in a particular pattern and structure in order to simplify the whole process of human functioning in general, because the themes and goals of the contents can vary as much as each person is individually different. However, for ease of learning, reference and standard-setting work, we will define a structure and methodology on which each coach will put a personal stamp.

At the beginning it is important for the client to define:
- motives for engaging in coaching
- expectations of coaching
- the primary goal that the client sets himself. Determining what the client really wants to achieve, to live towards, to improve, is sometimes difficult, so we will address some of the goals by precisely defining objectives and sharpening their focus.
- When in any way we define our goal with the client, we start to explore what it is now, what the situation is now, how the client feels about where they are now, how they would feel about the important details of the situation and what they mean to him. Thus, the experience of a situation is completely subjective and the coach must not allow themselves to assume what a job loss, divorce, or breaking up means to the client. It is important to keep focused in this area for long enough and there are two reasons for this. The first is that the coaches know and understand the situation, motives, default, opinion, prejudice, saboteurs, inhibitors, and the like. Another reason is that the client is expanding their awareness of each aspect of the situation and looking at them in a better and more complete way. The coach guides him through that process with explorations, testing claims, experiments ... Only when this stage is well exhausted can the client know which way to proceed.
- Examining what might follow. In the previous stage, the client was confronted by a situation and came to understand it in a different way, as well as their own hurdles and obstacles in the environment that stand in the client’s way. The client is now ready to look at the situation differently and comprehend things in a very different way. The client can face an experience and the possible meaning of a situation or event only once they’ve abandoned their own hurdles and obstacles. There are associated thoughts, meaning that something gives feelings, behaviour and experience of the situation. The client understands that through a certain changes of habits, attitudes, and the usual patterns, everything can be totally different. He is totally in touch with what he can achieve and this change is certainly qualitatively different from the current state. Here tools are also used as in the previous phase, with questions, claims and guided fantasies.
- Testing various options. The release of the old ways of functioning and the attractiveness of the goal is now, after the previous phase, further enhanced, allowing the emergence of different options to achieve this goal and feel good about all the circumstances and details of the goal. The client now has internal support and does not need to rely on external support. The creativity of the coach and the client is important. It is good for the coach to regularly ask, “Can you do something else?”, “Is there anything else you could do?” until every last option has been exhausted. Finally, the client opts for the possibility that is, for him, the best, most appropriate, most effective and realistic. It is a decision that is the conclusion of the work during one or more meetings. Yet this is not the end, because it’s very important to go to the next step.
Once more and now from a different angle, the coach and client should determine the consequences brought about by certain decisions or outcomes to achieve a goal. This part aims to increase the conclusions and decisions. The possibilities are many and one of them is a short guided fantasy, “Imagine that it’s been three months and you did not do anything...” “Now imagine that it’s been three months and you have done this, this and this (as concrete steps) and achieved this, this and this. How do you feel? ...”

Sometimes the whole encounter relates to the preparation of a detailed plan of action and sometimes, when there is not enough time for that, we should not fail to ask: “What’s the first thing you’d do?” to ensure the client is ready for action.

4.2. TOOLS

The coach’s basic working tool is to ask questions. It is important that the coach knows how to ask questions, what good questions are and which questions are appropriate in a particular situation. There is no panacea, just as there is no pattern. It is true that there are some rules, but the coach’s sensitivity, skill, creativity, knowledge, experience and assessment will depend on the method selected as the most appropriate at the time. Each creation template undermines the quality of work. However, there are some rules:

The coach asks questions during the work to cause the client to experience, cope, self-assess, handle dilemmas, make decisions, etc. Open-ended questions are most commonly used, so that the client is less restricted by offered answers, suggestions or conclusions.

In coaching we avoid the use of the question “Why?” (although this does not mean it is never used), because such a question is a request that the client states causes, which is not essential. Instead, we use the question “How?”, which prompts clients to explore the process. In other words, to question “how”.

The client explores the way in which something is done, the places where initiated action to achieve a goal is interrupted and the client loses energy and faces the contributing factors of withdrawal, which come after the identification and defining of ease and the choice to opt out of such models of functioning and learn new ones. In addition, the question “Why?” has connotations of judgment and the client is then directed towards justification and seeking another culprit. “How?” moves beyond that situation.

In some situations coaches are allowed to ask the question “Why?”, particularly when we want to discover the client’s needs. Instead of remaining a desire, which may be in conflict, both within the client and in the client’s relationship with other individuals, the question “Why?” allows us to come to the heart of the matter - which is why it is important for the client. For example, the client tells you: “This weekend I want to go to the mountain, but my girlfriend does not want to and we constantly fight”. Asked the question: “Why is that important to you?”, he might answer: “Well, I want to rest.” So, the client has a need for rest. It is then easier for the coach to talk about whether the client can meet this need and do so in a manner that would be acceptable to both him and his girlfriend.

Open-ended questions include, for example: What do you want? How will this be achieved? What will you do then? What are your priorities? What will you do first? Are any of your needs at risk? How does it work? Is there any other way?
Sometimes, if you wish to focus the client or emphasise something that you think is important, you can also pose closed questions. For example: “Would you like to have the strength to tell your boss what you need right now?”

Some of the techniques that a coach can use are also summarising, repetition, clarification, reflection, fractionation, paraphrasing, positive feedback etc. We will discuss these communication skills further in the following sections.

4.3. STATEMENTS

This is a technique where the coach utters one sentence in the form of a statement. The client is asked to repeat it and “feel” aware of the feelings that the statement causes, its attitudes and value judgments, then finally tell the coach how he feels about this statement. Thus the client gives meaning to the statement that he has given and more clearly defines it in relation to its meaning. For example: “I want to leave this job.” When client repeats this, ask him how he feels about this statement and then continue: how else might he be able to feel better, are there any other options.

Testing statements is a technique that opens up and can initiate the deepening of a topic. Testing statements is particularly useful when it comes to testing various alternatives. For example, when a client is ambivalent, wanting and not wanting something at the same time, or has two equally attractive goals that are difficult to determine. A suitable technique during such instances is simply testing statements. The coach says to the client: “Repeat the statement: “I want to stay in this job and devote myself to it.” Now repeat the following statement: “I want to leave this job.” When a client repeats both claims, the coach asks him to decide which feels better and truer. When you determine which is the truer and with which statement the client feels better, the coach continues to increase the opportunities the client is faced with and the beneficial alternatives this brings.

In addition to this assertion, the coach can summarise what the client is saying and check whether the client understands what the coach is saying; the coach can shape the client’s thinking, determine the direction of further events and allow the client to test how he feels about what he has been offered. For example:

I will say one sentence and I want you to repeat afterwards: ‘I do not love my boyfriend.’ The client repeats. The coach asks: “How right is that?” Verifying authenticity is a good method when the situation is apparent to the coach and the feelings, needs and desires of the client are obvious, while the client is running in circles. This assertion has the function to summarise, focus, simplify and make tangible. It is important to remember that the client needs to re-claim and test its veracity. The coach does not claim to be right about whether the statement is true or not, but rather the client undertakes the experience, feels the emotions that a certain statement provokes and what future projections will be when that statement is pronounced. The client experiences and more clearly defines the meaning they have given to the statement. Thereafter, a test basis can be used for statements to be accepted or a particular alternative rejected. Or, if it has been accepted or rejected before, but still not enough, and the client still does not feel quite right with the choice he made, the acceptance or rejection now takes on a higher dimension.
4.4. COMPLETING SENTENCES

Focusing attention on the testing and evaluation of various alternatives is achieved by offering the beginning of a sentence and requesting that the client complete it. For example:

“Complete the sentence: “If I decide to stay in this job...”. Now finish the sentence: “If I decide to leave this job... “. Which statement do you feel better with?” For continued phrases you can use the following as a start, for example:

Client: “If I decide to stay in this job, I’ll devote myself to it more.”
Coach: Now finish the sentence: “If I devote myself more to the job ...”
Client: “If I devote myself more to the job... I will be more efficient.”
Coach: Now you finish the sentence “If I work more efficiently...”
Client: “If I work more efficiently... I’ll feel successful and happy.”

4.5. EXPERIMENT

Under experimenting we include experiencing yourself or trying out some form of behaviour – “True life is in the event or events” 4. Experiments increase awareness and the ability to be aware. It is important to note that the experiments are performed in the “now” and when experimenting on something that happened in the past or will happen in the future, the client’s attention should be on what he is experiencing at the moment and how he feels about it. The experiment does not test any future reconstruction of the past and can make a person more willing to be self-starting and prevent repetition of earlier actions. Through experimentation, in an experimental, safe situation, the clients are directed towards meeting the needs in their life. In addition, they can explore both ends of the continuum of a situation, safety and risk, emphasising alternately support and risk-taking. An example is experimenting with sub-identities (a view of detailed experiments with sub-identities will be described in the second part of the book), sub-identities research needs, for example those who want one, and another who wants something different, or when a sub-identity (of a personality) wants to stay in the situation and the other simultaneously wants to leave it.

Experiment can take many forms. Here we describe a guided fantasy.

4.6. GUIDED FANTASY (GUIDED AWARENESS)

This is a technique in which the coach, in a relaxed atmosphere and with the help of instructions given by the client, leads the client’s imagination and directs it towards the experience required for further elaboration of new content in the process of working on it. First the coach should relax the client and then direct him further. That’s why it’s called a guided fantasy, because throughout we take the client through the different topics of interest.

This is a useful technique for awakening the client’s needs, fears of shortcomings and more.

A fantasy usually begins with the client being given an instruction to make themselves comfortable, close their eyes, be in touch with themselves, sense what they think and feel and then visualise

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(imagine) a happening. Fantasy can be spread from the people who are directly present, away from the environment and the events in which the person is located. Sometimes it can be a dream, but sometimes a fantasy can have great power and strength. Fantasy can be used for four purposes:

1. Making contact with an event, feeling or personal trait that provides resistance. The client may be required to close their eyes and visualise some unpleasant situation or meet with the person they are avoiding meeting. Going through that in a fantasy situation, the client may be released from the inconvenience of dealing with the situation. On the other hand, successfully facing something is an important factor in the development of one's potential.

2. Making contact with yourself. The client may be asked to imagine an ideal situation: what it looks like, what it does to her, who is in the fantasy and other details. After that, when we retell the client how the ideal situation appeared, she becomes aware of her needs and is connected with the priority needs of the moment. Because, in fact this ideal situation does not exist, that is the client is not as imagined here and now, indicates what is required to satisfy the needs of the moment.

3. Contact with an incomplete situation. In this instance fantasy is invaluable – during the fantasy we can create strategies to solve the situation.

4. Exploring the unknown. An important function of fantasy is exploring the unknown in order to prepare for future activities and focus sensibility in general. Although preparations with fantasies tend toward the future, they do not predict the future.

5. Exploring new aspects of the client. Examining personality traits, whether they are alienated or integrated, and how the client feels about them.

Guided fantasy requires awareness and guided visualisation. “Make yourself comfortable, close your eyes and imagine now realising your goal...” Some clients will say that perhaps they have difficulty visualising, that they are not able to visualise. As a coach you have to provide support within yourself and continue to encourage and support the client to visualise. It is good to know that everyone, regardless of whether they believe they are naturally visual or not, dreams usually five to six times during the night. Elements of all the senses may be present in our dreams: bodily sensations, strong emotions, moving images and even smells and tastes. All of this can occur, although in the morning it can happen that you do not remember the dream. The very existence of dreams confirms that there is no interference in the client's ability to visualise content.

Visualisation is a technique to imagine pictures that become real. Visualisation can have multiple effects, depending on the aim which is selected. It can strengthen desires, deepen beliefs, harden will and establish perseverance. This is particularly acute for tasks that are given to the client to imagine the effects of achieving a goal. Or when, for example, we work with an opposing view, one that is lazy and prone to just enjoying the moment, or one that is ambitious and aims for success. Visualisation contributes to clarifying such situations, experiences, and goals.

Our first thought about something might be vague and unclear, but the more we think about it, imagine it, visualise it, the clearer the mental picture of what we want starts to become. We
become aware of elements and contents we were not aware of before, which contributes to a
clearer definition in connection with such content or relationship or person.

Through the visualisation of unpleasant content, fear, sadness or depression, we can materialise such
content and by giving it colour, shape, size and intensity we come into contact with it. That content is
no longer unknown, and, therefore, we can place it into any shape or dimension to give us the feeling
that we can influence them. Relatively smoothly, it becomes part of us and we can find a way to control
it. Visualisation is also easy to perform outside the experimental situation and after coaching meetings.

In the coaching process the client is encouraged to talk in the present tense, rather than remember
something long ago in the past. The coach should ask the client about dilemmas and difficulties
experienced with a scenario in the here and now, as it is due to these difficulties and dilemmas
that the client’s situation remains unresolved. It is true that some events happened in the past, but
the coach should discuss this with the client according to how they feel NOW, how it disrupts
THE HERE AND NOW and prevents the client from moving on, or how they could NOW be
inspired by something that has happened in past. This creates a focus on the present and directs
the client to take responsibility and action in relation to something or somebody.

Communication in coaching always occurs one-to-one. When clients talk about a third person,
the coach always explores to become aware of how the client sees their relationship with that
person. When the client becomes aware of how they experienced an encounter with another
person, the client can still choose what to do: to accept their behaviour as it is or insist that
something change. Of course, the acceptance of responsibility for that choice is also understood.

4.7. HITS (ROLE PLAY)

Role play aims to achieve awareness of some parts of the self, as well as being “in the skin” of another.

1. Acting out of character traits.
2. The hit polarity. The client seeks to enter into the role of a certain part of his or herself. In this way,
role play is a dramatization of personal characteristics, but also a feature or two opposing tendencies,
for example, that part of the personality that wants to stay in a situation and the other part that
wants to depart. The basic requirement of working with polarities is to re-establish contact between
opposing forces. When there is contact between them, each side in the negotiation is perceived as a
full participant. The progress of dialogue between polar parts is one of the more common methods.
3. Enter into the role of another person. This is a great technique if the client has disagreements
with another person or expectations that are not fulfilled. We require a client to enter into the
role of that person, to place themselves in the position of how the other person experienced
the situation, feel the needs of the other person and identify possible alternatives for resolving
and overcoming difficulties. The data thus obtained is valuable because it leads to the client’s
decentration. The client begins to understand and often justify the actions of the other, while
in “his shoes”. In this way it is very easy to achieve an understanding of the situation from
the perspective of another person, which is very difficult or impossible for them to talk about.
4.8. HOMEWORK

One hour per week is sometimes not enough for development. Some things need to be continued after the coach-client meeting. Using homework expands the participation and influence of coaching. Homework is often a continuation of what is involved in the meeting. There are an infinite number of specific tasks, from someone being asked to perform in front of another person, or to set goals every morning for the day, or to do something nice for themselves every day. The main value of homework, in addition to addressing new work or the general topic, is the client's task of working alone. This is an almost inevitable part of coaching, because it is a method of testing conclusions that have been reached during the sessions. Homework should be related to a specific purpose, which is set during the session. It is behaviour which will be supported by developing the client's intentions and future actions.

4.9. KEEPING A JOURNAL

Keeping a journal is a great way for a client to work at home. There is empirical evidence that such work is extremely useful, for several reasons. First of all, just writing increases the client's exposure to the number of attractions he wants to deal with and, secondly, it motivates the client and people are more likely to invest energy into something that they record than into something that isn't written down. Moreover, in this way the coach gains an insight into the happenings in the client's life.

Each journal should contain:
› a record of all situations and stimuli (internal and external) that promote or hinder the realisation of set goals;
› a record of situations in the immediate (family) and wider (social) environment that are relevant to maintaining the motivation required to work on goals or that prevent us from that;
› negative thoughts related to the experience of indirectly targeted situations; analysis may record thoughts and fears related to the search for alternative solutions;
› positive thoughts that can motivate us and help us retain the energy that guides us towards the realisation of our goals;
› a record of home-based exercises (time and ways of implementation);
› and other relevant content.

A journal is kept every day, until the moment you achieve your goals – if we are intent about the short-term goals and the changes that we want to achieve. In the case of long-term goals and changes that need a longer period of time, the journal can be conducted once a week or even less frequently, and this method also enables us to remind ourselves of what we have previously written.

4.10. HOME-BASED EXERCISES

Home-based exercises are also a good form of coaching and can be conducted in the same manner as work carried out in a coaching session. This work can be done:
› independently;
with someone who shares motivation and can encourage us – for example, a girlfriend/boyfriend, friend/friends and others;
with trained coaches;
using cards (items containing the steps that need to be confronted, in order to work on them at home to achieve change).

Home-based exercises can be done daily or several times a week. They allow the coach to control client motivation, as well as allowing regularity in addressing the minor tasks the client has set for himself.

4.11. BRAINSTORMING / PROPOSING SOLUTIONS WITHOUT EVALUATION
This technique is most commonly used when the client is blocked, has no idea what to do and how to work further, when, for example, he does not know how else to satisfy some needs and to do so without jeopardising others etc.

The technique is very simple and involves a quick listing or, sometimes, writing down of possible solutions without thinking about their meaning and adequacy. In this phase the evaluation offers no solutions, instead simply lists all the possible proposals/solutions which the client remembers. When all the ideas are listed, their approach to the classification and valuation is carried out in relation to specific criteria.

This technique is very good for overcoming the client's fear of mistakes, as there is no censorship and so the client is freer to list proposals and give breadth to the process of consideration.

4.12. AWARENESS
One of the aims of coaching is to expand the client’s awareness. Awareness is a direct experience of what is happening here and now and is most effective when it is energised with a dominant need. Awareness is always personal. Awareness may refer to:

- Awareness of feelings
- Awareness of cognition (thoughts)
- Awareness of feelings
- Awareness of attitudes
- Awareness of values

When it comes to questions and tasks that contribute to the expansion of consciousness, the coach encourages a client to be aware of what is happening to him here and now, not what happened in the past or what will happen in the future. Coaches do not generally encourage the expansion of awareness in this way. Starting from parents, through school and peers, few have asked questions like: What happens now? What are your thoughts? What are your feelings? What should be said now? Instead of such questions, they tend to focus on the following: Why did you do that? When will you stop doing that? Who started it? What do you have to say? What did he say? …

Here is an example from everyday life … I get ready for work in the morning and at the same time prepare my children for school. After a short shared conversation, I continue with my preparations and they with theirs. The thought that is in my head is “the children are so cranky and sleepy”. The thought
in their heads is “Mum is irritable this morning.” All three of us are thinking in the same way (what’s going on with her/them?) instead of thinking about what is happening to us. Thinking of others and seeking causes for the outcome of a situation in that other is a way of avoiding personal responsibility.

Questions and other tools that focus and expand consciousness also adopt the skills of managing and focusing consciousness. So, if I become aware that I am irritable in the morning, I can do something about it, such as get up half an hour earlier and drink my morning coffee alone...

Only once we become aware of something about ourselves can we begin to manage it. The whole process then takes on a new quality and looks completely different than when someone else tells us what to do. The only thing we can change is ourselves and that is why it is important to constantly ask: “What do I need now?”. Before the client himself becomes a coach, these and other similar questions are asked by his coach during their meetings. What we can do for other people, for example, is give them feedback. When you do this and that, I feel this... And then it is up to them to decide whether to continue doing that or not.

This ability is an important factor in the development of self certainty, because it gives us a chance to change. However, during the process of coaching, techniques which achieve the expansion of awareness (questions, visualisation, guided fantasy ...) go one step further than self-observation by encouraging and requiring experience. The client is put in a situation to experience, feel and so become aware of their thoughts, feelings, attitudes and, immediately after that, address ways of managing them. Once you recognise a thought which, for example, was restraining something, you then feel it and experience its influence on you. The next step is figuring out how to control it.

Awareness of one’s own needs, wants and feelings helps a person increase their authenticity. Given that this is one of the goals of coaching, by achieving this goal people can become what they actually are, authentic, able to feel good with their own needs, desires and choices and able to take full responsibility for them.

**SCHEMATIC VIEW OF THE USE OF QUESTIONS THAT CONTRIBUTE TO BROADENING AWARENESS:**

<table>
<thead>
<tr>
<th>ME</th>
<th>OTHERS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Awareness</strong></td>
<td><strong>Awareness</strong></td>
</tr>
<tr>
<td>How do I feel?</td>
<td>How do they feel?</td>
</tr>
<tr>
<td><strong>Self-management</strong></td>
<td><strong>Managing others</strong></td>
</tr>
<tr>
<td>What do I want for myself?</td>
<td>How do I want them to feel?</td>
</tr>
<tr>
<td>How will I achieve this?</td>
<td>What can I do about it?</td>
</tr>
</tbody>
</table>

Change starts in the first box, with awareness directed towards one’s self and one’s own experiences.

**Some questions that contribute to increasing awareness include:**

- How do you feel?
- What are your thoughts like?
- How is your breathing?
- Do you breathe shallowly or deeply “to the fullest”?
- How are you physically?
- Do you feel tension in any part of your body?
- What do you dream about?
What do you want for yourself at this point?
What do you want for yourself in working with me?
How will you achieve this?
What is preventing you from achieving these goals?
How do you feel about that?
How are you with that?
What could motivate you?
How are your energy reserves?
How do you recharge them?
How do you empty them?
What should happen in order for you to feel happy?
What can you do?
What will happen if you realise it?
What will happen if you do not realise it?
What is the best outcome of the situation?
What can happen in the worst case scenario?
What can prevent you from taking action?
What are the factors on your side?

CHAPTER 5 MODELS OF COACHING

There are different models of coaching, depending on the psychological schools they belong to. The differences are mainly related to methodology, while the goals are the same. In the following pages we will present one of the most famous, the GROW model, although we will not rely solely on the work of this model.

GROW MODEL

This model was developed by John Whitmore and comprises:

- Goal
- Reality
- Options – Possibilities
- Will – Future

Goals – a clear definition of what it is that the client wants to achieve, focusing on their needs and desires and finding solutions to their satisfaction and the achievement of goals, rather than stories about issues and events in the past. The goal is well defined at every single session and occasionally reinforced during work, especially when the client becomes “stuck”.

Questions related to the goals might include:

- What do you want to do for yourself today?
- What do you want to work on today?
What would be a desirable outcome of today’s session for you?
What do you really want?
Where would you like to be in three months, compared to your current position?
What would be the best way to get there?
How might that look in an ideal world?
How will you know if you’ve reached it?

Reality
This phase researches where the client stands. It is very important for the coach to pay attention and maintain this stage as long as necessary. This stage also serves to detect false negative beliefs and fears that interfere with coaches, self-inflicted hindrances, as well as his own obstacles, saboteurs etc. Only then will the client know that he will be able to eliminate and replace such hindrances with something else. Once the client has everything in sight, he will change his perspective and point of view.

Some common questions in this phase include:
› What do you usually do in that situation?
› How have you overcome that kind of obstacle to date?
› How important is that to you?
› On a scale of 1 to 10, how do you assess your current situation?
› How do you feel about that?
› What have you done so far to achieve that goal?

The outcome of this phase should be: a step forward from emotions, a clear understanding of the situation and a decision to move towards a resolution and achieve their personal goals.

How does the coach know when to move on? The client will express this by broadening their awareness and being willing to advance further. Questions at this stage see the client learn something new about themselves. Remember that at this stage we explore the present, not the past and what previously happened, and we focus on how the client perceived the situation and what it means to him and not on the objective facts. No matter what has happened, what’s relevant is the impact it has had on the client. Once this phase is fully covered and the client expands his self-awareness, the next phase can be much more energised and given a new dimension. Questions that are good to ask now are:
› What did you learn about yourself during this operation?
› What do you know now that you did not know before?
› What did you gain from all this?

Options / Possibilities
At this stage we investigate different possibilities, finding new solutions, viewing things from a different perspective. It is important that coaches be open to various possibilities and encourage the client to think about them. The client will feel and recognise the coach’s belief that things
can be solved in different ways, that are perhaps quite different from the current ‘one way or another’ dimension.

**Frequently Asked Questions at this stage are:**

- What are your options in relation to the situation?
- What else could you do?
- How else could it be solved?
- What else would be acceptable to you?
- What was functional in that situation before?
- Is there anything else?

Questions asked at this stage are open. It is good for coaches to continue asking open-ended questions and, even when a solution seems to have appeared, it is acceptable to ask again “Is there anything else?”

If it happens that the client is “stuck”, has no ideas and does not see many opportunities, then he should go back to the question of the purpose, reminding him what he set out to do and the stage of exploring reality, before returning to research capabilities. Some clients will progress very easily at this stage, while others need to relate what they want to achieve – their goals, with a variety of activities that can be undertaken in conjunction with those goals.

**Future**

This phase refers to the listing of specific actions that the client should take in the future in relation to the goal they set for themselves. The previous three were part of the GROW model and served to develop and expand awareness. And now that everything is in sight, the client is clear what is the best solution for him, his motivation to take on the next, higher level, and the steps at this stage are completely intrinsic – driven by himself and not others. He is also ready to take responsibility for the choices he makes to a greater extent.

**Questions at this stage may include:**

- What exactly do you want to do about it?
- What precisely will you do?
- What can you do first about the situation?
- What can you do in order for everything to be much more efficient?
- What else can you do?
- When will you start?
- How will you start?
- Who and what will you tell about that?

For some clients what they want to achieve is clear. Their difficulties are found in a variety of obstacles and are not imposed from the outside, but instead result from their own fears, saboteurs and hindering beliefs. The second category consists of clients who know exactly what they want to achieve. It is during the research of reality phase that the client discovers what they want and how to achieve it.
This relationship is essential. The coach may be the perfect connoisseur of a huge number of
techniques and may have acquired a large number of degrees to practice coaching, but if they
are unable to establish a relationship of trust, understanding and acceptance with the client,
then the whole process may be insufficient in terms of quality.

It is important for the coach to be creative, which entails:
› a good sense of time and timing;
› an ability to reveal how anyone can access, energise and function emotionally;
› a belief in the potential and future success of clients;
› a non-critical approach, offering instead support for any progress and understanding for
each delay;
› patience;
› unobtrusiveness;
› openness;
› an ability to “see” things from a different perspective;
› an ability to always see “further”;
› the “phenomenal purity” not to judge, label or pigeonhole the client into a prepared
framework…

A coach cannot be separated, aloof and disinterested. He should be able to understand the
client’s feelings, desires and goals, and react to them accordingly. In accordance with the view
that one of the goals of coaching is the development of support for oneself instead of seeking
it elsewhere, there should be no expectations of support from the environment and reliance on
it. A coach does not give their clients advice and instructions, in terms of potential solutions of
which there is no certainty that they are the best solutions for the client and which, therefore,
would also become just more environmental support factors for the client to rely on. Unlike
such an approach, the coach encourages the client, asking questions, giving them certain tasks,
provoking reflection and internal discussion in order to come to their own solution, at the same
time adopting new strategies and ways of thinking, so that eventually they become their own
coach. During the coaching process clients need to feel and experience the changes that will
become part of themselves, not something that they will overcome a fear of. In other words,
as the old saying goes, the point is “don’t give a hungry man a fish, rather teach him how to
fish”. Everyone is able to seek and find their own answers and solutions and thus determine
their own path. Coaches who offer solutions instead of the client actually prevent that client’s
growth. The difference between real support and “help” is clear: doing for others what they are
unable to do for themselves surely means preventing them from becoming aware that they can
stand firmly on their own.

Placing the coach in a position of “omniscience” only serves to place the client in the position
of a child. It is important to develop and follow a non-directional approach.
The client is the centre of the process. He sets his goals, has a real plan of action, picks ways to realise his plan and eliminates his own obstacles. The coach is there to support the clients, energise them, provoke their thinking by asking questions and setting tasks, prompting them to face up to their own responsibilities, both in the coaching process and through each choice. The coach is there, in a sense, to give the client wings, and then the client will certainly want to fly.

The coach – client relationship, so-called ME – YOU relationship, is one in which both people are equal and authentic. This means that the other person is respected as a person and a client is accepted as he is at the moment, but with the belief that they can change and evolve toward a more complete utilisation of their resources. The coach respects the client's choices even when in disagreement with them. A situation in which the coach is confident of his own values can be useful as long as it remains at the level of talking about personal experience, provided he does not impose his own solutions and choices on the client and behaves in an authoritarian and domineering way. This is especially important when working with young people, who are particularly sensitive to the imposition of authoritarian behaviour. In a way, the coach is a friend who is committed to the relationship, interested, and accepts the client as he is, without judging and criticizing him. Such a relationship provides the solid ground for launching the client in the right direction.

Although reciprocity, mutual responsibility and horizontality of relations are important dimensions of a coaching relationship, it should be noted that a distinction between the coach and the client still exists. The tasks of a coach are his alone and, as such, are his responsibility. He encourages the development of favourable conditions for dialogue and that includes entering into a relationship with his personality. He respects the client's personality, naturally nurturing the relationship.

In situations when a client has a dilemma and must decide between two options, the coach does not need to speak to him and “push” one of the two options, because this could result in resistance emerging in the client and the desire to justify the validity of the other options. In that way, instead of being helpful, the coach may only help to hold the client in a position where he do not know where to start.

Sometimes, overcoming a situation can be just as important and healing. Coaching generally aims to assist, empower and contribute to the client developing to their maximum potential. But sometimes the circumstances are so complex that it is very difficult to do anything other than survive the crisis. It is important to investigate what kind of pressure the client is experiencing and how he sees the opportunity to improve the situation and overcome it. As change is often painful, there is a risk that the pressure and pain will clutter the client. Then it will be necessary to identify what kind of client support is most needed, to be open to exploring that with the client and then define the goals of coaching. Once the goals of coaching are defined, it is important to keep attention focused on the crisis through which the client is passing or the pressure to which he is exposed, as well as to assist him confront all of that.
ETHICS / CONFIDENTIALITY OF COACHING

Coaching is a partnership relationship based on mutual trust. It is a relationship that is fostered and provides fertile ground for the growth and development of the client. It is characterised by openness, mutual respect and understanding.

The coach is obliged to keep information received from the client confidential, as well as any other details about him. If it is necessary to give an example of events the client discussed during coaching, for example during a lesson or training, it is necessary to protect the identity of the client being discussed.

If coaching is carried out in a group format, e.g. for a group of students, participants are required to state that everything present in the group sessions and meetings is treated with confidentiality and may not be retransmitted. In this way, in addition to the principle of confidentiality, the principle of good faith in that relationship is also satisfied.

A coach respects the client's rights to privacy. A coach also does not require private information from clients, unless it is essential to the process. At the very beginning, the client needs to be told to conform to the principle of confidentiality and that the coach is committed to that.

A coach can discuss their client's confidential information with their supervisor, in an appropriate professional and constructive manner, in other words, not just for the sake of talking and conveying confidential information, but rather to receive professional advice from their supervisor. In that case, the coach’s supervisor is also responsible for respecting the principle of confidentiality. The coach is obliged to ensure the confidentiality of information obtained by any means, e-mail, telephone, SMS, as well as after the end of coaching.

CONTRACT BETWEEN COACH AND CLIENT / WHAT IS IMPORTANT AT THE OUTSET

In our country it is still uncommon to make a formal contract between coach and client, which does not mean that at some point this will not change. However, there are some details that need to be specified at the outset, in order to eliminate or at least minimise various kinds of misunderstandings and different expectations. The initial phase of coaching is very important, because the initial conditions and the appearance of people in general have a strong impact and can set the tone for many subsequent mutual interactions. Therefore, it is very important that the coach:

- Be sensitive regarding the importance of initial contact and initial meetings, respect the agreed time, provide a space where no one will disturb the session, exclude the possibility of any termination of session, telephone interruptions or surprise visits;
- Show susceptibility and warmth; allow the other person to feel comfortable, build a rapport and demonstrate empathy and acceptance;
- Explain what the coach has to offer the client and help the client define what he wants. Some clients come with obvious needs, while others come with a vague feeling. Exploring the client's needs can begin by asking "What do you want for yourself in our work together?";
Allow precise clarification of expectations on both sides; determine the terms and conditions with the client and establish some sort of working agreement.

Some things are negotiable and other are non-negotiable, but the coach simply establishes a rule. It is important to agree on a date, the time spent in the coaching process, objectives to be achieved and how the process is evaluated.

The coach establishes the following rules:

- A meeting lasts from 45 minutes to one hour. It may happen that the client starts talking about his important content at the end of the session, but in that case the coach does not need to extend the duration of the session. In this way the client receives the message that they should prioritise, first meeting the needs that are most important to him and efficiently using the allotted time.

- Lateness is not permitted. The session is not extended, thus a client who arrives late has taken his own time. Over time such a client will cease to be late. If this is not the case, a later meeting should be used to remedy that. Coaches might also ask the client: “What could you do to get here on time?”

- Request that if the client needs to cancel a session for some reason that they do so no later than the day before.

- It is not good for the coach to cancel meetings, except in extraordinary circumstances when he is ill or seriously prevented. Frequent cancellations by the coach signal the client that his motivation is insufficient and inadequate, in which case it’s good for the coach to work on that issue himself.

- It is important at the outset to agree to the price and terms of payment (before or after each session, after a month etc.), in order to eliminate any possible discomfort in this regard later.

- During the first session it is necessary for the coach to explain to the client that the information exchanged during the process of coaching is confidential and that the coach is obliged to respect that rule.

Research shows that clients highly value the explanations they are given about the coaching process, what to expect, and what is not the job of a coach.

### 8.1. THE FIRST MEETING (SESSION)

The first session can start, following mutual introductions, with the coach introducing himself, saying a few words about his qualifications and competencies and then something about coaching, its objectives and possibilities.

- Next it would be useful to ask clients to discuss what motivated them to engage a coach. What are their needs and what do they want to do for themselves during the coaching process? Simultaneously, the process of assessing the client’s willingness to work begins, as well as assessing the mutual compatibility of the coach and the client.

- The client should determine the goal of coaching, which can of course be changed and modified during further work, but this is important to ascertain at the first meeting as part of an agreement between the coach and the client, certifying the client’s and coach’s understanding and that they are “looking” in the same direction. So while this goal can be changed during subsequent meetings, it is important to set a framework and direction at the first session.
After that it is desirable to mention the aforementioned rules and ask the client if the rules suit them and whether they have any comments or a need for something to be different.

When the general rules and goals of coaching have been determined and defined, work can begin. Ask the client what he wants to do with you that day.

When the coach gets a response, they can begin to research the client’s needs in relation to the situation and ways to meet them. (The exercises, experiments, instructions that the coach is able to use will be discussed below.)

At the end of the session it is useful to ask clients what they think will benefit them from what was done that day or what was reached that was new during the session, or “what could we conclude?” That provides a sort of conclusion or “leitmotifs” of that meeting, something that has the function of focusing and will remain in the client’s memory, e.g. it defines the first step on the way to the goal. This is also an evaluation that should occur at the end of each individual session.

It is common for meetings to take place once a week, though that depends on the client’s needs and the coach’s evaluation.

After the meeting it is very important for coaches to assess their own feelings about the encounter and to ask themselves questions, such as: How do I feel about this meeting? Did it go too fast or was I bored? Was any discussion difficult? With these answers in mind, ask yourself: What did they tell me? What can I do next time for there to be less tension, boredom, difficulty etc.? Answers to these questions may result in an implicit or explicit reaction.

An awareness of time and keeping track of it are very important. It is important to come full circle and complete the process started at the end of the session. The most common beginner’s mistakes are starting a lot of things at the same time that cannot be completed in the allotted time, as well as digressing and allowing the client to wander. When a client initially presents several topics for discussion, the coach should point this out and suggest making a plan that prioritizes the topics. You could say: “You have now listed a number of things. Which of them would you like us to do today?” Or: “Of all the things you’ve mentioned, what is your biggest concern? What do you feel is most urgent?”

8.2. A REGULAR SESSION

At the start:

1. It is good for the coach to ask the client at the beginning of each session: “How are you?” “Has something happened since the last meeting?” “How do you feel about what we talked about during the last meeting?”

2. It is important to receive from the client the most precise answer to the question “What is different from last time? What did you work on regarding what we discussed last time? How did this happen?” It is important that the client become aware of the slightest changes that took place and the manner in which it occurred, as well as defining the client’s responsibility for the resulting change in order to strengthen this response.

Central part:

1. When the client says what has happened since the last meeting, ask him: “What do you want to do today for yourself?” This question sets the goal of each meeting. It serves to make clients as modest as possible as they focus on their goals and determining what they want, as well as on setting priorities. “How does this issue contribute to your general goal?”
2. If the client proposes several topics to be discussed, it is important to decide among them. In this case ask him, “You just mentioned a few things, so what would you single out as the theme for our work today?”

3. Work (exercises, experiments)

Final part:
1. Summarise what you did that day and, together with the client, most concretely highlight the conclusion. That part is very important and should not be underestimated. It aims to enhance all that occurred during the meeting, giving a stronger focus to the client’s specific content.
2. “Homework” – agree with the client about his activities until the next meeting.
3. Ask the client how they feel at the end of the meeting. “Is there anything else you would like to say or do?”
4. Schedule the next meeting.

CHAPTER 9 SUCCESS

Factors and certain personality traits that contribute to success:
- Determining goals
- Motivation
- Willingness to sacrifice
- High self-confidence
- Responsibility
- Optimism

The goals of coaching defined over the preceding pages include achieving awareness and unlocking and maximally increasing human potential to achieve life goals.

What are the human potentials? How big are they? Why does one person develop more potential than another? More specifically, why are some people more successful than others? How is it that some people choose to be successful and others never decide to be?

One possible answer is that successful people know exactly what they want. First, you need to be clear with the client that they identify what they really want. That is the starting point for the liberation and development of potential. This may be a question: What do I want for myself today? Or: What do you want for yourself in this particular situation? Direct the client’s attention, and then he can mobilise his energy and readily move into meaningful action.

- Ask yourself questions such as: “How did I choose to attend this training?” “What do I want for myself from this training?” “Am I here to become a coach or deepen my understanding of my own personality?” Precisely define your goals. If you want to be a coach to others, evaluate how happy you are with yourself and your own life. What could you do for your satisfaction to be even greater?

Success is built on goals. All successful people are focused on their goals.

A person without a goal is like a ship without a helmsman. Those ships set sail, but they arrive nowhere.

Successful people know what they want and direct their focus towards it unwaveringly on a daily basis. One of the rules is the following statement: “It does not matter where you come from. It only matters where you’re going.” And where are you going is solely determined by you. So, let’s get there.
After describing the current situation and responding to the question of where you are now, we ask the following three questions:

- What do you want?
- Do you want the situation to remain the same (to continue in the way you live, think, feel, breath), or do you want to change something?

If from the client you receive the answer: “Yes, I want to change something,” continue with the concretisation of the question.

- What is it that you want to change?
- Define together with the client the field in which he first wants to change something.

Reminder for the client for a successful coaching process – how to feel good in the realisation of personal goals

- Be active-orientated, focus on the future
- The past is there to help you understand the present and not for you to repeat it
- Stay focused
- Take as much time as you need. Not too fast -- there is always time
- Ask questions to better understand yourself
- Ask the coach to clarify things. You cannot understand everything and you cannot have the answers to everything
- Make everything as tangible as possible. A well-defined goal is a great first step towards its realisation
- Respect yourself and your capabilities
- There are no limits. It is only necessary to change behaviour and define the goals in small, easily attainable packages
- Sentences shall be affirmative. Do not talk about what you do not want and cannot do, but what you have and what you want
- If you have doubts or concerns, share them with the coach
- Be aware of past successes, even small ones
- Be positive, the only limit to the realisation of the objectives can be your rigidly mounted boundaries
- Always look at other options - there are different ways of reaching a goal
- Do not be afraid of change. Changes are not difficulties, but rather opportunities for personal growth and advancement

GOALS

In this way, we identify the goals and possible ways to achieve them. Research dealing with achievements and success suggest that people who have clearly defined objectives are more successful than those who do not. Through goals we become focused, energized, accomplished. Plans, intentions and future goals are among the most important components of the integration of personality. If you choose the role of life coach, then you can achieve your goals by helping others achieve theirs.

A person who has clear personal goals can more easily overcome the obstacles in their way and is driven by purpose, whereas a person without clearly set goal finds it much easier to give up. One of the limitations may be our wishes, or rather a lack thereof or insufficient intensity. How ardently do you want something?

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1 Allport, in Hrnić 1991
Another benefit of goal setting is that it allows a person to aim to control the direction in which the change in their life occurs, with certainty that the changes are mainly positive and carried by their will. With clear objectives and a supported, detailed action plan, the person can be sure in the fact that the changes represent an improvement in their life, which eliminates a major cause of fear and insecurity on the one hand, while on the other hand it will not have a negative impact on effort, as is the case when there is no clear objective.

At each subsequent meeting the coach can verify that the client has stuck to their objectives as defined in the previous meeting, encouraging, energising, identifying areas of blockage and possibly defining new goals if necessary.

Psychologists say that four factors are needed to succeed in any job. They are as follows:

- Motivation
- Renouncement,
- Discipline,
- Persistence.

Therefore, it is necessary to point each of these factors out to the client and approve them with the client.

- The first factor is motivation. In order to really achieve something, you need to determine with the client how much they really want it. Check to see if it’s someone else’s desire (a parent, spouse or friend) or is indeed the client’s. Tie a desire to encourage, energise and motivate the client. Desire is the starting point for achieving something else and something better in life and it is effective when it is completely ours and energised by our dominant needs.
- Ask the client how much they really want to accomplish their goal, on a scale of 1 to 10.
- This is already the beginning of a client starting from inactivity, passivity, dependence or helplessness and moving to empowerment.
- The answer to this question may surprise the client, as it often happens that they are doing something they do not particularly want. If the answer to something is “less than 5”, then it will be much harder to achieve. This is because in such an endeavour the client is not driven by desire and a goal and therefore does not have enough energy, is not efficient and cannot expect results. The way out of the situation is either to turn this low percentage of “I do not want” to “I want” or to proceed to another task. If the answer is “more than 5, 6, 7, 8”, then you should see if it is possible and how. The part that is missing from 10 indicates the gap between “I do not want” and “I want”. How will the client achieve this? By being constantly aware of his goals. Give the client the task of repeating the main goal every day and to think about how to achieve this. Ask him also what will happen if he does not achieve that goal. It is important to help the client to either give up on a goal if they do not want it or rephrase it in order to desire it. It is important to want something
for oneself, not because someone else wants that for you. It’s important to feel good about what one wants and to feel that one needs to support oneself. Without self-support, which means without a **true and authentic desire**, external support will not create fertile ground. The client’s goal must be their own. Developing desire is a powerful incentive that allows the client to defeat fear and inertia.

- Besides desire, it is very important to develop faith. Ask the client if he believes he will be able to accomplish his goal. It is necessary to absolutely believe that he is able to achieve that goal and that it’s really going to happen. It is, therefore, of utmost importance that the goal is achievable and realistic. This is an opportunity to double-check the realistic nature of the goal. Ask whether the client has so far accomplished something similar. What achievement to date is closest to this goal? Does he think this goal is attainable? If the goal is far beyond all that he has so far achieved, then the outline of such a high goal may be de-motivating. In such cases, help the client to choose smaller goals with shorter deadlines. Ask the client if there are people in his circle who believe that he is able to achieve what he wants. If so, he might want to be more in touch with them.

- Ask the client to write down his goals every day. The list should be clear and tangible and in some way ensure the client undertakes to reach the goal. Writing goals and the date they were written is important because it allows for later self-evaluation of their action plan.

- Ask the client to compose a list of benefits he will be able to enjoy when he achieves his goal. When the client is in contact with the benefits that will come after the execution of the goal, then nothing will be difficult. Make sure that the client is aware of those benefits in detail.

**Renouncement**

It is important that the client comes in contact with the necessary renunciations in order to achieve their goal and achieve better results.

- Give an instruction to the client:
  - What is necessary to give up in order to achieve your goal? (Write this down with accuracy.)
  - How much are you willing to make any particular renouncement? In other words, are you willing to pay the price?

People are often unsuccessful because they want something but are not willing to sacrifice, so that success is virtually impossible. For example, a student wants to finish college, but he is not ready to give up his constant nightlife, so success is impossible. Or a young person wants to break away from their parents and live independently, but is not ready to give up the benefits of living with them, of having food prepared, of being well cared for at home, or the financial support of their parents. It is practically impossible to achieve success without giving something up, usually more than expected. It is important to clearly identify with the client what it is that they need to give up and see how the client feels about it and whether they are ready. It is important to deal with this and make a decision, and this is hard work. On the other hand, if this stage is done well, renouncement is the easy part.
Give the client the following task: draw up a list of everything that could stop you from achieving your goal. These are the obstacles that stand between you and the finish line. They can be either internal or external, for even when they are external it is our attitude which hinders us and not the obstacle itself.

Discipline
1. Discipline means working to achieve one's goals every day. You have made the first step by starting the action and this gives you great pleasure. The trick is that you need to work on it every day. Consistency is more important than frequency. It is more important for the realisation of a goal to work on it each day for a time, rather than undertaking three actions in one day and none in the next two days. In this way we remain constantly focused and energised. We cannot deal with a purpose today and then ignore it for the next three months. In line with this, everything we do should be determined by our wants, needs and the goals we set ourselves. Discipline involves diligent and hard work. The sooner we accept this, the easier it will be to act as such. Determine the final deadline. The time limit for achieving the goal is as important as its definition. It is said that every goal without a deadline is but a dream. A deadline gives you a framework, focus, acceleration and motivation.

2. Decide with the client whether they need any additional knowledge or information. Encourage them to acquire additional knowledge and skills and find information which may assist in achieving their goals.

3. Ask them if they are able to connect with anybody else in order to more easily achieve their goal.

Perseverance
Perseverance means that there is no turning back. The willingness to invest effort is required. It is necessary to express a strong will to succeed and to persist over a long period of time, despite the fact that there are no visible signs of progress. It may not always be easy and things we did not anticipate may turn up, but perseverance will lead us safely to the finish line. The most difficult mental hurdle that needs to be overcome is inertia, the tendency toward staying or returning to one's comfort zone. For that reason one of the best definitions of character is the following: “The ability to persevere in a decision even then when the mood during which the decision has been made subsides.”. Coaching is also a process of learning techniques for overcoming problems and obstacles. Perseverance is certainly a necessary condition for that.

If you feel like a failure in your work or feel that things are not going at the pace you would like, which of the four previously mentioned factors (MRDP) is missing and how can you find it?
IDENTITY

Identity is the answer to the question “Who am I?”

Identity is something that develops during childhood. It can be changed over time and helps us to see ourselves as an individual in the world that surrounds us. In life we belong to different groups and by belonging to a certain group we define our identity.

Different groups of people who feel a sense of belonging define this as a level of personal identity. These include self-image, family, nation, ethnic group, professional associations, and community organizations. There are also psychological associations, thus one can see oneself as a mother, a girlfriend, a psychologist, a person who is active in sports, good at cooking or other activities.

When we think about who we are as individuals, how we are unique from other people, we see ourselves in several ways: like everyone else, like someone else, like nobody else (Clyde Kluckhohn and Henry A. Murray, in “Personality Nature, Society and Culture”, 1953).

This means that there are characteristics we all share with other human beings and, of course, those which make us unique. The characteristics that we share only with certain people are those that set us apart as one group and define us against the others, making us a collective “we”.

We are classified into groups according to various criteria or characteristics. Groups are more or less everything and by creating a wider circle of people who are similar to us makes those groups become larger. Of course, we may belong to different groups, but when do we feel that some of them are closer to the primary group, while some are remote and the feelings that bind us to those groups are not as strong. This is belonging to a secondary or tertiary group.

Since we belong to different groups at the same time, we possess layers of identity. The layers that are closer to us are those with which we most strongly identify. Some layers of identity can vary over time, while others do not. Belonging to a family is a layer of identity that does not change, because we belong to those families by birth. On the other hand, some layers of identity are more easily subject to change. There are inherited layers of identity – family background, religion etc., and some that are identities in and of themselves – a professional association, affiliation etc.

SELF CONFIDENCE / SELF-IMAGE

Self-confidence is mandatory to the feeling that one has control over one’s life. Research shows that highly confident people have an internal focus of control and experience to control their life, and less confident people have an external focus of control.

Let’s start with self-image, which is represented by a set of beliefs that we have regarding our own personality and every aspect of our life and our world. Self-image begins to form in early childhood. We obtain information about self from “significant others”, primarily parents and family, then later peers and partners. They say, “How smart, handsome, stupid, incompetent you are” and so on, as well as influence the formation of different beliefs we have about ourselves by the way they treat us. The original sense of self arises largely from the attitudes, words and movements of others, which the child observes, imitates and responds to. A child learns what significant others are saying about her and applies that to her self-assessment. She then internalises these views, approves them and, thus, they become personal beliefs. Our beliefs
and ideas about ourselves, our prior performance and behaviour in every area of life, contribute
to our sense of self. We always behave in a manner consistent with our self-image, consistent
with a set of beliefs that we have acquired from childhood onwards. No matter whether you’re
rich or poor, successful or unsuccessful, we create these beliefs in the same way. If we change
our beliefs within any part of our life plan, we begin to change that area. Negative or erroneous
ideas regarding our own abilities and our own personalities emerge as general negative attitudes
and behaviours in our lives and relationships.

One component of self-image is also self-esteem, which refers to the acceptance of certain
information about ourselves as accurate in its assessment, despite the fact that the motive of
self-determination is one of the main motivating factors of human behaviour. William James’s
classic definition suggests that self-esteem is a product of the differences that exist between
individual aspirations and actual achievements. The difference is dependent on higher self-
estee and vice versa. Therefore, improving self-esteem is possible by first defining your level
of aspiration in certain areas of life or, more simply, setting personal goals and then consistently
raising the level of achievement. People with higher levels of self-esteem have a positive self-
image and internal focus of control, as well as having a sense of control over themselves and
everything that’s going on with them.

We can improve our present self-image by exchanging ideas that limit us with ideas that set
us free. The concept of self is largely subjective, not objective. Often beliefs about our own
personalities, especially those that are negative and restrictive, are not based on facts. Negative
images of self are usually based on false information and impressions we have gained and
accepted as true. The moment we begin to reject negative beliefs about ourselves and begin
to consciously change the image we have of ourselves, our potential becomes huge. Thus, the
limits are within us, not in the outside world.

Confident people inspire confidence in others, the public, peers, bosses, clients and
friends. It’s good to know that confidence can really be built and upgraded. And whatever
you do, whether you improve your self-esteem or self-confidence of, it is certainly worth
the effort.

<table>
<thead>
<tr>
<th>Behaviour of people with high self-esteem</th>
<th>Behaviour of people with low self-esteem</th>
</tr>
</thead>
<tbody>
<tr>
<td>They do what they believe is right, even though others do not support it.</td>
<td>Their behaviour is largely influenced by what other people think.</td>
</tr>
<tr>
<td>They are willing to take risks and use additional time in order to achieve better results.</td>
<td>They remain in their comfort zone, fearing failure and avoiding risk.</td>
</tr>
<tr>
<td>They admit their mistakes and learn from them.</td>
<td>They make great efforts to cover up their mistakes and overcome problems before anyone notices.</td>
</tr>
<tr>
<td>They wait for others to congratulate them on their success.</td>
<td>They conceal their own virtues.</td>
</tr>
<tr>
<td>They accept compliments graciously, <em>“Thanks, I really worked hard on it. I’m grateful that you recognise my efforts.”</em></td>
<td>They refuse to accept compliments: “It is nothing. Anyone could have done the same.”</td>
</tr>
</tbody>
</table>

As we see from the examples given, low self-esteem can be destructive and is always negative.
Confident people are generally much more positive, believing in themselves and their abilities,
as well as trusting in others and their abilities.

They form a picture of themselves as part of couples, businesses, sporting clubs etc.
Self-esteem lies in the difference between the real and the ideal “me” and that difference is inversely proportional. How satisfied are you? This is the emotional part of our personality. The degree to which we love and accept ourselves as we really are mirrors the quality of relationships that we are able to create with other people. The paradoxical theory of change suggests that we are capable of change only when we become who we truly are. Also, the extent that we are willing to accept ourselves as we are is equal to the extent to which we are ready to accept others for who they are. The more we dissatisfied about ourselves, the more we are generally dissatisfied with others. As long as there are parts of us we cannot accept, we constantly want to get rid of and assign to others, those parts have energy and strength. When we accept them instead of fighting against them, we can decide whether we want them to remain part of us or whether we can change them in some way (hence the practice of writing down a particular characteristic along with its ideal qualities.) One of the cornerstones of self-esteem is self-acceptance. There is plenty of evidence from various schools of psychotherapy and counselling that show that when people accept themselves completely and without blame, and are non-judgemental regarding their limitations and weaknesses, they become able to grow and change. Therapist Carl Rogers said: “I found that when I stop trying to change, change happens.” Clients come to counselling or coaching with the desire to change and you begin to encourage them to become who they are. At times they become frustrated and disenchanted, expecting change overnight. However, the strength of will to change is effective only when our whole being supports the changes we want. When we try to force ourselves, it’s just one part of our attempt to overcome some other elements that we do not really know and that we reject. When we accept this, we give ourselves the chance for entire personality changes to back that up.

A person cannot rationally take responsibility for something that he is not in contact with and that he does not know. This refers to events in places that he may never have heard of, but also applies to parts of ourselves that we do not accept, but rather reject… If we make contact with them and become intimately aware of what they represent, and what role they play in our daily functioning, then we become responsible for them – not in the sense that we now have a new burden on our shoulders, but in the sense that we are the ones who determine the many things that will continue to happen or will cease to happen. But first we have to be in contact with them.

**BUILDING A NURTURING RELATIONSHIP TOWARDS YOURSELF**

It is very important that during the coaching process the client determines the most important factor for success is the client. Circumstances may be difficult, include many people - and so many different stories, and no one is without shifts between easy and tough times, and that's reality. However, even when circumstances are favourable, a client will be able to use them if he is in contact with them and their needs and ready to mobilise his energy, take action and feel the satisfaction brought by the fulfilment of a goal. On the other hand, it is also possible to experience adversity as a challenge, which also mobilises energy and prepares one to fight and overcome unfavourable circumstances. This will give you more energy and make you feel stronger, instead of like the victim of a situation which can only slow you down. We need to invest in ourselves. Many people place others and their needs first. People's needs that are the needs of others can never be experienced and felt as one's own. In fact, if we also do not allow to be in full contact with their needs, life can resemble an endless waste of energy, with no real fullness in it. Only if we take care of ourselves will we have the strength to take care of others.
Building a relationship with the self is the same as building a relationship with someone else. It requires careful attention and genuine respect.

We said that when we work with another person we do not judge, do not offer ready-made solutions and do not estimate all their previously acquired attitudes, beliefs and prejudices. In other words, we accept the person as they really are, without the desire and intention to change them. We also help them to accept themselves the way they are. It is important to be treated the same way by them. Imagine that you are the coach. Think of yourself as the client? How would you treat yourself? The way that you are. Do it. We start from where we are, with all the difficulties, setbacks and successes.

Each person has immeasurable value. How else could you love if you do not love yourself? How will others be kind to you if you are not kind to yourself? If you look upon yourself as a person who is unimportant, what kind of message are you sending? That you are worthless? How is this true? How do you feel when someone ignores or rejects you? Stay in touch with how you feel when you ignore and reject yourself. What can you do with that feeling? Finish the following sentence: “If I continue to ignore/reject myself...” How could you tell yourself that you are important? What does that mean? What’s it like when you are kind to yourself? How does it look when you listen to your own needs? What’s it like when you accept yourself? Describe it as best as you can. Imagine now that you listen to yourself and your needs every day. What does that mean exactly? How do you feel? What exactly are you doing? Imagine that we are all facing a mirror. If other people have bad relations with us, we need to ask ourselves if they are only our mirrors or if we are really are bad for ourselves. They will not change their attitude towards us until we change our attitude towards ourselves. When we begin to behave with respect towards ourselves, others will start respecting us as much. It seems magical, but try and you will see the effects.

Ask yourself every morning: How do I feel? What is important to me today? What can I do today for myself that would make me feel good? In the beginning it is difficult to answer these and similar questions, because we are used to doing for others and expect others to do for us. But we can ask this question: when do I feel that someone is doing something good for me? Answers are usually related to situations when others are kind to us and when we make it clear that we are important to them. We now return to the first question: what can I do for myself that will make me feel good? You yourself should be the main person to do good for you. To dedicate as much attention to yourself as is required for trimming beliefs and priorities. In this way we avoid the trap again by shifting responsibility to others. If “no one has done anything nice for me today” - then do it yourself. If you did not have good parents, it’s time to become your own good parent. If you don’t have a good boss, be a good boss to yourself. You will see how you will begin to experience things in a different way and will become more satisfied.

Make a list of those things that someone else is doing right. It’s great if you have someone who cares about you, but that’s not enough. Then make a list of what you really do when you yourself have done well. You can begin each day with this list.
Rate yourself in terms of taking care of yourself, on a scale of 1 to 10, for the following categories:
› physical condition,
› cognitive status,
› emotional state,
› spiritual condition.

Look again at your ratings. How do you feel about them? What could you do to make them better? What could you do to be more balanced? What you could do in the near future to fix your lowest grades?

Now, make a list of what is really working for you in each of these categories. Find more ways to take care of yourself. Make sure you include the direct, simple and free ways that may at first glance seem insignificant to you. Convert taking care of yourself into a habit. Pay attention to how other people take care of themselves. Experiment, try something new, perhaps once a week. Make a bi-weekly record of nice things you do for yourself and then look at your notes to see how often you actually do something for yourself and how it goes.

**SUB-IDENTITIES**

Sub-identities can occur in clients who have conflicting goals and desires. Therefore, it is sometimes difficult for them to be effective and achieve their desires. They find change very difficult, because just when one part of the personality starts to change, others start to pull back to a safe and proven environment. This is like a battleground in which different voices are fighting for different things. One may say, “Helen, you have to study if you want to pass your exam and enroll in the second year.” Second voice: “Another night spent studying more nothing will change nothing. Why not call Peter and ask him if he wants to see you? And if he does not, then it would be best to watch a film and relax.” Third voice: “You do not want to see Peter, as you’re still pining for Nicholas. And Nicholas was such a wonderful, completely stable guy who did not have any outbursts”.

A number of different psychologists, within their theory of personality, have worked on these opposing or dissimilar aspects of personality. Sigmund Freud identified the first voice as the “Superego” and the second as “ID”. Fritz Perls, gestalt psychologist, called them the “Top Dog” and “Under Dog”, while Eric Berne called them “parent” and “child”. Each of the three voices can be seen as a sub-identity and the coach should ask the client to appoint each of voice with an identity, if possible, so that each name includes a description or personality trait. So we could have, for example, Ambitious Helen, Fun Helen and Lonely Helen.

Ambitious Helen is the part that wants to be a “success”, who has goals in work and career and is willing to make sacrifices for the sake of their goals.

Fun Helen is the part which wants to be entertained, who does not want to give up anything and is eager to call friends and not miss out on any fun.
Each sub-identity is organized around the “needs” of the whole person. The power of needs and each of the resulting sub-identities is probably attributable to circumstances in the origin of the need.

When you recognise that the client is fighting two, three or more sub-identities, it is useful for the client to identify and meet each of them. Give each a name, form, dimension, and all possible attributes. The field of sub-identities is wide within each person, and there is also a sub-identity for each role we play in the world: Parent, Child, Head, Worker, Professor, Student, Consumer, Contractor etc. Each person has a very rich mix of individual sub-identities which, when fully examined, are not identical with the groups of sub-identities of any other person.

But instead of talking about it, let’s do this exercise to identify some of your sub-identities.

Each part of ourselves and each sub-identity has a role to play and each one is trying to do something for us. It’s good to get to know each of them and find out what they want, because ignoring them and not taking into consideration some of the parts only makes them gain in intensity and duration. We function mainly by fully accepting the various parts of the personality or sub-identities and favouring one over another, while the other part that we do not like and which does not feel good we try to ignore and to “kill” and simply do not accept it. It is important to understand that no part of us is harmful in itself and each of sub-identity has its own role and function. It is important to get to know each of them and make an alliance between them, rather than a battlefield. Also, it is important to examine the course of the needs of all parts, because each sub-identity is organized around a specific need.

In conclusion, we can highlight that when working with clients who simultaneously have conflicting goals or inconsistent tendencies, use well-guided techniques like guided fantasy and/or RPG and note that all tendencies, personalities and goals are good to know and to recognise, because each of these parts are personality driven and each has its own role and function. Knowing and respecting each of them provides a plan, a hierarchy and priorities, which leads to the satisfaction of all.

CRITICS OR “TOP DOG”

This sub-identity was created during our growing up, as we accepted the requirements of our environment, accepted accordingly although never truly agreeing with them. We accept that some things need to be, often in order to avoid punishment, while those parts are never actually appropriated, identified parts in their own right and are not assimilated. These various uninvolved parts are called interjects or “Top Dog”. They originated as part of the external world, and are now within and part of the basic criteria of each value, adequacy and orientation. So we accept some needs as our own when they do not actually belong to us, but rather are part of what the top dog or critic considers to be desirable, while still other needs are dismissed by our critic. In this way we become alienated from ourselves and on the other hand begin to aspire to something which we do not support in ourselves as an authentic desire or talent. We then strive to develop a concept that we have of ourselves, rather than developing what we’ve abandoned. We’re doing something because we should, not because we truly want to.

We learn the rules of conduct very early on, partly through explicit messages. We carry on the code of conduct when we learn that a child SHOULD not look disappointed if someone brings an ugly but well-intentioned gift, but that he SHOULD be happy, smile and say “thank you”. As children we acquire the ideas and policies of significant others in our environment. As children, people
“swallow” rules such as, for example, “You should always do what’s worthwhile,” “I always need to control my emotions” and so on. Each of us can think of a number of similar types of rules. Just as we swallow those rules, so we swallow different types of attributes: “you’re lazy”, “you’re just like your dad”, “you are more creative than your brother,” “All the men in my family become alcoholics.” As humans, our eyes and ears are trained to learn what we should do. In this way the focus shifts from what we are telling our inner sense, that which guides, or self-regulates, in accordance with our needs. We interject to automatically adapt to something in the environment. It is important to note that many people are guided in their lives by unconscious “SHOULD” messages, which are converted into living scenarios. This “SHOULD” can be very detrimental if people do not wake up and decide whether they “SHOULD” in accordance with what they want here and now. An example of this is seen in people who run internal interjects “you need to be successful,” assisted by their parents, but also expectations portrayed by the media almost every day, creating an image that if you are successful, you deserve attention and admiration.

Of course, interjection we are aware of help us learn and adopt new skills and knowledge, while the unconscious limit us in many fields and often hinder our mobilisation to meet the needs of those things we really want. Then we stop and operate by internally “swallowed up” messages, such as “I have to...” instead of the conscious decision, “I want to... because that is what makes me happy and fulfilled”.

Exchange and interaction with others and the environment never stops. Our successful self-regulation involves contact where we are aware of new developments in the environment, which for us is either potentially “nutritious” or “toxic”. We take what is nutritious and discard everything else. That kind of distinction between contacts and functioning in general leads to growth and development. When you accept something from the environment that is “toxic,” that you do not want, which is not consistent with your values and goals and does not meet your needs, then it does not feel good. This can be reflected by being lethargic or apathetic. It becomes hard for us to do what we do.

The next sub-identity that arises is the saboteur. It may come to the surface when you least expect. It may discourage you from taking a new venture or disable something that has already begun. Identifying and understanding your saboteur may be one of the most important things you can do for yourself.

The saboteur sub-identity contains everything which interferes in the realisation of our goals. These can be:

- negative thoughts;
- lack of faith that we can achieve the goal;
- different kinds of fear (that something bad will happen, fantasies about an accident, fear of failure etc.).
- The saboteur often includes the feeling of fear and is a powerful braking mechanism. It is very important to become aware of all the fears that disturb you on the way to achieving a particular goal. Ask yourself the following questions: “What do I actually fear?”; “And what else?” ... It often happens that we face the fact that our fears are completely unwarranted. Continue with the questions: “Did something happen sometime?” For example, if a person is afraid of traffic accidents, thus avoids driving a car and sabotaging themselves, if you ask that person whether they ever were in an accident, the answer you usually get is “no”. Continue to
ask questions like: “How could I stop myself from being scared?” In the end, you can also use
the sentence: “I will accept being afraid of certain things, but they will not distract or interrupt
me.” This sentence helps clients deal with their fear and accept it, rather than running away
from it. Therefore, the fear becomes smaller and it is possible to control oneself and not give
up on achieving one's goals.

- Not accepting the ups and downs of life;
- Comparing yourself to others (“they're better than me”, “if they did not succeed in this, I will
not”…) – The game stops when we accept ourselves as we are and stop comparing ourselves
to others.

**Frequent general assumptions, i.e. most dysfunctional thoughts** (the wrong judgement,
cognitive sets, false philosophy):

**A. Fears related to acceptance and rejection:**
1. The person who loves me has to take care of me.
2. If I am not loved I am nobody and nothing.
3. People have to understand me.
4. Being dumped is the worst thing that can happen to a person.
5. I need to please other people in all I do.
6. I cannot let anyone criticise me for anything.
7. I cannot let myself be alone and lonely in life.

**B. Fears related to adequacy/inadequacy**
The belief that a person has to be someone, to satisfy ambitions, to succeed in life, to be at the
top of the social ladder – in each case, one sets very high goals for oneself.
1. What I achieve in life makes me who I am.
2. I must become somebody at any cost.
3. Life is measured by success.
4. There are only winners and losers.
5. If I'm not at the top, I am nobody and nothing.
6. In everything I do I have to be the best and perfect.
7. If I make mistakes I'm a fool.
8. To be a failure means disaster.

**C. Irrational emotions and fears related to control/lack of control**
1. At any time, I have to rely on myself.
2. Only I alone without assistance can solve my problems.
3. I cannot stand for others to tell me what I should do.
4. I should never seek help from others.
5. Other people try to control me at every opportunity.
6. Only through perfection can I avoid being controlled by other people.
7. I cannot stand losing control over my own behaviour in any situation.
8. “Rules, rules, shroud me in black.”
9. If I allow someone to get close to me, I will allow them to control me.

The most common questions that coaches set to determine the presence of automatic thoughts and
find out if there is dichotomous thinking, generalisation, personification etc., and whether perhaps
this way of thinking is not tied to a specific event that happened, but rather applies generally:
Do you too often use words like NEVER, ALWAYS, CONSTANTLY BAD, GOOD...?
Do you draw conclusions about all situations based on one situation?
Do you generalise things?
Do you always go back to the beginning?
Do you often predict that something will happen?
Do you see disaster in many things?

You always need to find alternatives to these philosophies.

**Alternative:**

A. Fears related to acceptance/rejection
1. Love is not the same as taking care of me. These two things are not inextricably linked. To love does not mean to worry about someone else's cares.
2. Success in life is not exclusively associated with love.
3. It is unrealistic to expect to find approval for my way of doing things among everybody.
4. There are worse things in life than being dumped.
5. It is unrealistic to expect to meet the needs of all people.
6. Nobody is perfect.
7. It is not bad to be alone sometimes.
8. A wise man is never alone.
9. Being alone is not the same as being lonely.

B. Fears related to adequacy/inadequacy
1. Life is comprised of successes and failures. Success is a relative thing.
2. It is important to realise one's own capabilities.
3. Success is a relative thing. Life is measured by life.
4. We all lose and gain in life. You gain on the bridge and lose on the crossing.
5. The rich also cry. He who flies high falls low. The wheel of fortune turns.
6. When I work I need to try, and then I'll see what I can accomplish.
7. To err is human. Man learns from his mistakes.
8. Everyone is sometimes unsuccessful.

C. Fears related to control/freedom
1. Man relies on man.
2. Man is a social being.
3. The advice of others can be very useful in some situations.
4. Any help is appreciated.
5. Other people have other things to do rather than control me.
6. Perfection and control are not interrelated. Nobody is perfect.
7. Man is not an absolutely rational being. Without specific rules life would be chaotic.
8. Without intimacy there is no friendship and love.

The most common questions that we can ask the client are:

- What is the evidence for such thoughts, attitudes, beliefs, and others? This question applies equally to the search for evidence of automatic thoughts and general judgements.
- Are there alternative ways of looking at this?
- Is this judgement/opinion based more on emotions than facts?
- Are you confusing the small probability that something will happen with the great?
Is there any logic in such an assertion?  
Do you think in terms of “all or nothing”?  
In considering a situation, do you selectively extract the facts out of context?  
Do you use extreme words or phrases?  
How much of your reality is based on propositions/beliefs?  
Do you overemphasise irrelevant facts?  
What’s the worst that could happen?

Identifying crises, potential threats and opportunities.
- shortcomings of the current situation
- quantitative arguments
- examples of different states
- grounds for changing the situation

What a coach can do with a client is to start from the desired situation and then define all the fears that are related to the idea that the goal will not be achieved.

An important thing is to then share those concerns in small doses. Create a hierarchy of fears that can be marked by degrees (0-10 or 0-100). This is called the SUOF or the subjective unit of fear.

Next confront the client with the most minor fear, while the client is in deep relaxation. For example, the client wants to move away from home and find a house in which to live, but there are fears that impact this issue. Its scale is as follows:

1. Staying with parents
2. Going to live at a friend’s for a while
3. Starting to look at ads, but takes no concrete action
4. Tells the parents he or she is going to leave
5. How to find a flat / will it be adequate
6. Will I have the means to pay the rent?
7. How will I handle the change?
8. Who will take care of the apartment and who will cook
9. Problems at work, a precarious financial situation
10. The prospect of facing unemployment
11. Out of work and unable to pay the rent

All the factors listed here are in fact external. When we reate the upper scale, internal stimuli (cognitive aspects – thoughts and so on) must be included. This is because they are important as well. For example, the girl thought, “I’m lying alone in bed and he is certainly with that blonde tart in another bed” – this is an example of internal stimuli.

Therefore, such a scale is important to us because of the small steps involved in coaching. After making changes to the scale, coaching can be conducted in the imagination or in reality, of course, but gradually.

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6 Here we have a combination of a cognitive component (fear) and a motor component (muscle relaxation).
1. Imagine that these five concentric circles represent layers of your personality. At the heart of the personality, and its very essence is the creation of our value system. A value system is influenced by beliefs, while beliefs influence attitudes, attitudes influence expectations and all of them together impact our behaviour. Therefore, it is important to identify each layer.

- Make a list of the three to five true values that guide your life today.

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2. On the left side of the paper list properties and on the right their opposites. Between the left and right, between a trait and its opposite, mark the place where you currently are in relation to that trait by putting a hyphen there.

**Characteristics:**
- Cordial ................................................................. Reserved
- Rigid ................................................................................ Flexible
- Confident ................................................................. Not confident
- Stubborn ................................................................. Adjustable
- Fun ................................................................................ Boring
- Hardworking ............................................................ Lazy
- Active .......................................................................... Passive
- Impulsive ................................................................. Moderate
- Accountable ............................................................. Irresponsible
- Courageous .............................................................. Cowardly
- Enduring ................................................................. Quick to give up
- Sad .............................................................................. Happy
- Careful .......................................................................... Sloppy
- Curious ................................................................... Disinterested
Emotional ................................................................. Rational
Disciplined ............................................................. Ill disciplined

Use a different coloured pen (red) to highlight a place where it would be ideal for this line. For example:
Flexible -----(-)---------------(-)--------rigid.

See how far you are in relation to each property and what the differences are.
What could you do to lessen these differences or get rid of them completely?

3. AGREE ON A GROUP LEVEL THEN MARK THE DIFFERENCE BETWEEN THEM ON THE LINES THAT FOLLOW:

3.1 Coaching and mentoring
A mentor is an experienced colleague in the same professional field, while coaches do not need to know the professional area of their client

3.2 Coaching and Training
Training is adequate for the transfer of new skills and new knowledge from the trainer on the group. Coaching is focused on personal development.
3.3 Coaching and Psychotherapy

- Psychotherapy involves deeper diagnostics of personality that are not needed in coaching

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3.4 Coaching and Teaching

---

3.5 Coaching and psychological counselling

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4. WHEEL OF LIFE

Imagine this circle represents your life field, which is divided into eight sections. The center of the circle is zero, while a point on the outer line of the circle is marked by the number 10, indicating the highest level of personal satisfaction. Now for each section of the panel, mark out a scale of 1 to 10 (You can mark each scale depending on the degree of pleasure or just write a number in each section.)
How do you graphically present and mark your life?
Would you keep everything the same or would you change anything?
In which field do you first want to change something?

5. GOALS

Goal:
Set a goal for your chosen field of work.

Internal factors (+ / -) External factors (+ / -)

Identify the internal and external factors needed to achieve the above-defined objective.
CHECKLIST

<table>
<thead>
<tr>
<th>No</th>
<th>Question</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Is the goal clearly defined?</td>
<td></td>
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<tr>
<td>2</td>
<td>How do you know if you are on track to achieving the goal? What is the</td>
<td></td>
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<td></td>
<td>indication that you have attained it?</td>
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<tr>
<td>3</td>
<td>Is it realistic to achieve that goal?</td>
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<td>4</td>
<td>Activities that lead to the achievement of the goal?</td>
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<td>5</td>
<td>Changes on a personal level that are necessary for achieving this goal.</td>
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<td>6</td>
<td>Do you need to turn to certain people in order to be able to achieve</td>
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<td></td>
<td>your goal?</td>
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<td>7</td>
<td>When is it realistic to start achieving your goal?</td>
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<td>8</td>
<td>When do you expect to achieve your goal?</td>
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<td>9</td>
<td>List resistances (personal and environmental) that may interfere with</td>
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<td></td>
<td>achieving your goal.</td>
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6. MODES

6.1. MOTIVATION

› On a scale of 1 to 10, how strong is your wish to achieve the goal?

1  5  10

› Clearly define what is the missing piece to achieving a 10. For example, this might be
  › Lack of interest
  › Fear
  › Obstacles

› Imagine that you have attained the goal. Write down everything you have to gain by achieving this goal (you and your environment)

6.2. RENOUNCEMENT

› Specify precisely what is necessary to give up in order to achieve the goal:

› Beside each item write a number from 1 to 5, which will indicate your level of willingness towards any particular waiver. (1 – I am not ready, 5 - I am fully ready).
6.3 DISCIPLINE
Is there something you can do every day that you have not done which supports the reaching of your goals and desires?

6.4 PERSISTENCE
The most difficult mental hurdle that needs to be overcome is inertia, the tendency to stay or return to one's comfort zone. For that reason, one of the best definitions of character is provided by the following definition: “The ability to persevere in a decision even then when the mood during which the decision has been made subsides”.

Has your goal changed upon this analysis? If so, write down how it now reads.

7. SELF-CONFIDENCE
7.1 SIGNIFICANT OTHER
On the first branches note four people that are important to you at this stage of your life and whose support means a lot to you.
> Write their traits on the following branches.
> Circle their traits that you think you also have.
> How do you feel when you have their support?
> How do you feel when their support is not forthcoming?
> What do you do to overcome this situation?

7.2 NOW CHOOSE ONE PERSON YOU CARE ABOUT.
> Write down ways you let that person know how much they mean to you.

> Write about their behaviour that gives you the impression that they care about you.

> Do you treat yourself as described in items one and two?

<table>
<thead>
<tr>
<th>YES</th>
<th>MOSTLY</th>
<th>NO</th>
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</table>

> If the answer is "mostly" or "no", please state how you prevent yourself from treating yourself with special importance.

> What is it like when you are kind to yourself?
What is it like when you listen to your own needs?

What exactly do you do?

Imagine that you are a coach yourself. Would you accept you as a client as you are, with a lot of respect and confidence in your abilities?

YES  NO

If the answer is yes, then accept yourself!

7.3 Give yourself a grade for taking care of yourself on a scale of 1 to 10 for the following categories:

1. Physical condition
2. Emotional condition
3. Mental condition
4. Spiritual condition

Take another look at your grades. How do you feel about them? What could you do to make them higher? What could you do to make them more balanced? What could you do in the near future to fix the lowest grades?
7.4 ACHIEVEMENTS
› Note all of your achievements.

7.5.

1. I love myself because

2. I love myself because

3. I love myself because

4. I love myself because

5. I love myself because

6. I love myself because

7. I love myself because

8. I love myself because

9. I love myself because

10. I love myself because

› Mark three items and recall them whenever you are insecure and in a bad mood.
› What degree of loving yourself depends on your behaviour and abilities?

8. FEARS
› With my new identity I will lose:

…

…

…

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…
With my new identity I will gain:

Define a goal in relation to the new identity:

Write down your fears regarding the achievement of this objective:

On the left side of the line write the number of fears and sort them from smallest to greatest. Number 1 represents the smallest fear, while number 10 is the greatest.

Define any activity that would overcome the smallest fear of starting.
Write down on paper all the things in life you have heard that are musts... Record all the things you remember, for example “before and after meals you should wash your hands” or “be honest”.

Now you should replace the complete sentences with ‘I want’ sentences which agree with the statement ‘I will not or I do not want’, in a statement in which you disagree. For example: “I want to wash my hands before and after eating,” “I’m not going to get up early in the morning.”

How do you now view the statements; do you have more of those that you want or not? Do you completely reject these statements or sometimes act in accordance with them?

Has anything changed from the beginning to the end of the exercise in terms of your attitude towards some of the written statements?
### 9. Developing a Coaching Action Plan

<table>
<thead>
<tr>
<th>ACTIVITIES</th>
<th>TIME</th>
<th>RESOURCES</th>
<th>INDICATORS</th>
<th>TARGET</th>
<th>OUTCOME</th>
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### Chapter 19: Practical Work with Peers

**Initial meeting**

The first meeting can be started with the person in the role of a coach saying something about themselves, about the coaching training they attended and the desire to share the knowledge they gained there in working with peers to further study and teach. They can tell their peers about the experience during training as an expectation that he can run the session the same way. Say a few words (not too many) on the options that are generally offered by coaching. Manual - theoretical part.

1. Ask your peer what they want to achieve during the entire work with you and what their personal goals in working with you are.
2. Explain that you are going to see them three times and that the purpose of those meetings is to come into contact with their wishes, motivation to achieve goals, objectives, to develop priorities, defining problems and ways to overcome them. Ask your peer if it’s okay with them. Say that you are willing to modify this goal in accordance with their needs.

3. It would then be convenient to establish some rules. These are: a session lasts from 45 minutes to an hour, meeting facilities will be commented upon in supervision meetings in support groups, where all members of the group are bound to confidentiality and that is certainly when there will be no mention of personal details, such as name, surname etc.

4. When the general rules have been laid down and the goal defined, coaching can begin.

**Wheel of Life**

Imagine this circle represents your life’s field, which is divided into eight areas. In the middle of the circle is zero, the point on the circle represented by the number 10 determines the level of personal satisfaction now felt by each individual on the panel on a scale of 1 to 10 (You can mark each field to some extent depending on the degree of pleasure or just put a number in each field.)

- Have you graphically presented and marked your satisfactions in life?

- Would you keep everything the same or would you change something?
In which field would you first want to change something?

How would your goal relate to that field in that case?
What is the first, least challenging activity that you could do?

What can you do about a goal set this way till the next session?

Are you ready for this?

Ask a question in the end about whether you came up with something new in today's work?
What exactly?
Would they like to say, add or ask something?
If not, agree about the next session.

Second meeting
Ask your peer: How is it going? What, if anything, has happened since the last session?
Explore whether anything has started? What exactly? Try to be specific together to determine what is different from last time. This is very important so the client could have an insight into behavior that is successful.
Explore whether the client did what they said they would do for this meeting.
If they have done it, ask: How did it go?
You might get an answer like 'I wanted to', 'I knew what I wanted', 'I decided', then ask:
Does this mean that you can accomplish anything once you made your mind up about it?
When you get a yes, then tell them that the next time they're at a standstill it is important to encourage themselves to decide, and results will follow… Highlight this box as a topic for further work.
MOTIVATION

› On a scale of 1 to 10, how would you rate what you have set as your goal?

1 5 10

› Clearly define what is missing to improve this to 10. For example, this could be:
  › Indifference
  › Fear
  › Obstacles

› Imagine you attain your goal. Write down everything you gain from achieving this goal (you and your environment)

RENUNCEMENT

› specify precisely what it is necessary to give up in order to achieve your goal:

› Beside each item write a number from 1 to 5, which will indicate your degree of willingness toward any particular waiver. (1 – I am not ready, 5 - I am fully ready).

DISCIPLINE

› Is there something you can do every day that you have not done so far which would support you reaching your goals and desires?
The most difficult mental hurdle that needs to be overcome is inertia, the tendency to stay or return to one’s comfort zone. For that reason, one of the best definitions of character is provided by the following definition: “The ability to persevere in a decision even then when the mood during which the decision has been made subsides”.

Has your goal changed upon this analysis?
If so, please write down how it reads now:

* Complete as in the previous meeting

Third meeting
Initially explore in the same way as at the beginning of the second meeting, asking what’s new, different, if we have moved on.

The object of today’s exercise is determining our fundamental understanding of our value system. It affects beliefs, beliefs affect expectations, expectations affect attitudes, attitudes affect behavior. We cannot change our behavior if all of the above remains the same.

Imagine the five concentric circles represent the layers of your personality. At the heart of the very essence is the value system. A value system influences beliefs, beliefs influence attitudes and all together they impact behaviour. Therefore, it is important to identify each layer of this value system (from most important to least).
Make a list of three values you stick to in your everyday life.

Which of your qualities and values are most renowned among the people who know you?

What do you really believe in, when three of the above values are brought into question?

What do you expect from yourself when the above values and beliefs are brought into question?

What behaviour can you incorporate into your repertoire of behaviour now that you have become aware of your value system?

Ask a question at the end if you have come up with something new in this work.

What exactly?

Do you want to say anything else, add something, ask something?

If no, then make an agreement for the next meeting.
Fourth meeting
Suppose you are in a session with someone who you see once a week. The fourth meeting marks a month of working together and a month of the coach’s work on the client’s potential and goals. The coach – client relationship has already developed, because it features more confidence and depth compared to the first meeting. The coach’s fears at starting on the coaching process have now lost intensity or disappeared completely.

The meeting begins as usual, with the question:

› How are you?
  Recall the goal defined during the previous meetings.
› How are you with the goal? Has anything changed and, if so, what precisely?
› Now describe the place that you imagined at the beginning of point A and point B and end with where you are now.

A  B

› How do you feel about this?

The coach should encourage every advance, and even a small activity is significant, so it is good that your comments reflect support and praise. Make it clear that each small step also represents a significant achievement in the pursuit of the goal. In this way:

› You encourage the client,
› Energise them for further work and progress,
› Teach them to also enjoy looking forward to the journey to the goal and not just its implementation.
  In this way clients are trained to pay attention to every day and see the beauty of living here and now.

Upon completion of the assessment of the previous work, the coach aims toward the future and upcoming activities.

› What could you do next?
› How much time do you need?
› What do you see as potential obstacles or difficulties?
› How will you deal with them?

With some clients this will happen quickly and they will finish this part and move on to the next exercise, but it may also happen that some content will arise that will require a whole session. Be open to it.

The next exercise aims to:

› Raise awareness of the different personality traits that clients have,
› Deal with the fact that we are not always good or always bad, self-confident or weak, rational or emotional --that we have a number of characteristics to varying degrees.
Help us to avoid running away from characteristics by ascribing them to others, rationalising and suppressing them. Certain characteristics have tremendous energy and arise when we do not expect them and when we have no control over them, because it is not possible to have control over something that is “not ours” and that we do not recognise. Only when we stop running and hiding and escaping from unwanted “content” can we ask ourselves what we want to do with it: for it to remain the same as it is now or not.

Exercises are of great importance for the acceptance and process of “becoming” who we are and true and fundamental change is only possible through such a process.

One of the objectives of the exercises is the evaluation of the coaching process. Marking the point where we are now relative to the start of work and where we want to be, after some time, may be used for insight into how far we’ve really come.

Process:
1. On the left side of the paper is a list of traits, with their opposites on the right. Between left and right mark the place where you currently are in relation to these properties or place a hyphen between the properties and their opposites to identify your traits.

Characteristics:
- Cordial .............................................................. Reserved
- Rigid ..................................................................... Flexible
- Confident ............................................................ Not confident
- Stubborn .............................................................. Adjustable
- Fun ........................................................................ Boring
- Hardworking ...................................................... Lazy
- Active ...................................................................... Passive
- Impulsive ............................................................. Moderate
- Accountable ........................................................ Irresponsible
- Courageous ........................................................ Cowardly
- Enduring .............................................................. Quick to give up
- Sad ...................................................................... Happy
- Careful .................................................................... Sloppy
- Curious .................................................................. Disinterested
- Emotional ............................................................. Rational
- Disciplined .......................................................... Ill disciplined

Use a different coloured pen (red) to highlight what you find to be ideal for this property. For example: Flexible ------(-)-------(-)------rigid.

See how distant your ideal and real qualities are for each property and what those differences are.

What could you do to lessen these differences or get rid of them completely?

What might be your first step in all of this?

Are you ready to make this first step?

When will you do that?
It would be useful to explain to the client that a large difference between existing and desired points indicates low self-esteem and vice versa and that the goal of this exercise is precisely to build up and empower the client.

› Ask a question at the end: did you come up with something new during today’s work?
› What exactly?
› If there is anything else to say, add, ask?
› If there is not, agree on the next meeting.
› Keep this paper on which you have worked, along with the date. Do the exercise with the coach again after a while and compare notes. This will provide both you and the coach with important information.

Fifth meeting
› Start the meeting as usual.

Goal of the exercise:
› Awake all those contents that are imposed, that represent the wishes and aspirations of other people (mostly parents, the environment), and which are part of us, but we have never truly accepted (assimilated) as an essential part of our being.
› awake content that we think belongs to someone else, which used to belong to someone else but eventually became part of us
› energize them by transferring them from the domains of SHOULD and MUST to I WILL and I WILL NOT
› energize and support the client to become who they truly are.

Write down on paper all the things in life you have heard that are musts... Record all the things you remember, for example “before and after meals you should wash your hands” or “be honest”.

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Now replace these sentences with ‘I want’ sentences or which agree with the statement ‘I will not or I do not want’, in a statement in which you disagree. For example: “I want to wash my hands before and after eating.” “I’m not going to get up early in the morning.”

How do you now view the statements; do you have more statements expressing what you want or what you do not want? Do you completely reject these statements or sometimes act in accordance with them?

Has anything changed from the beginning to the end of the exercise in terms of your attitude towards some of the written statements?

Is it easier to work when you specify something not as a need but as a want, something that you want to do for it not to be so.

It is important to develop the sensitivity of the coach during the interview, to use these words not only linguistically, but also psychologically and constantly highlight that to the client. For example. Whenever the client says “I have to” the coach should correct him/her and say: “You don’t have to. Let’s see if you actually have to, or you simply wish or want to.”

End the meeting in the usual manner, with an agreement for next time.

Sixth meeting
Start the meeting as usual. Ask the client: what has happened since the last meeting; what could be done to make you happier, more successful?…

… When you have conducted an evaluation and gone over the contents of the last exercise, you can move on to the next exercise:
Goal of the exercise:
› Empowerment of the client,
› Supporting the client to accept themselves,
› Building relationships with self.

Process:
Now recall one person you care about.
› Write down a few ways in which you know that they think you are important
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› Record their behaviour that gives you the impression that you matter to them.
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Do you treat yourself as described in items one and two?

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<thead>
<tr>
<th>YES</th>
<th>MOSTLY</th>
<th>NO</th>
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› If the answer is generally no, write down what prevents you from treating yourself as being of special importance?
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› How is it when you are kind to yourself?
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What does it feel like when you listen to your own needs?

What exactly do you do?

Imagine you are your own coach. Would you accept yourself as a client as you are now, with a lot of respect and confidence in your abilities?

| YES | NO |

If the answer is yes, then accept yourself!
REFERENCES

A LITTLE SOMETHING ABOUT COACHING
HOW TO BE ON INFORMAL TERMS WITH COACHING
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