PRACTICE COACHING RESOURCES (Pretty Sheets and Summary Policies)

Finding What Matters

2024

Creating Space For You Coaching Principles

THIS IS A WORKING DOCUMENT

This booklet contains the paperwork that we have prepared to get you started in your practice coaching sessions. The pages with blue headers and text boxes are for your use as a coach, and the pages with green headers and text boxes are for you to give to your clients.

There are a lot of pages here.. You might not want to use all the pages during your coaching practice sessions. Some pages are alternative versions of a similar thing e.g. you might prefer to use Questions To Get You Started OR the Pre-Coaching Questionnaire. The document also contains a few tools - The Wheel of Life, The Learning Styles Tick List, Sensory Behaviour Checklist etc. There are also Plain English versions of our policies for coachees included at the end.

As stated above this is a working document. We're hoping to update and amend this booklet after we've explored and experimented with the different documents in real-life practice with coachees. I would really appreciate any feedback you have on the documents, before and after we've used them. Let me know what you know if there are additional pages that you would like to use and we can make them for you. And of course, if there are any typos please say(!).

I have now added page numbers, but, we might still insert extra pages or change the order and layouts etc as we go along. There are also references for each model, and a reference page at the end. Hopefully, that will make it easier to find the pages you are looking for.

In addition to the pages in this document, please make sure to share The Global Code of Ethics with your coachees. It is available in Simplero.

Any questions, please ask!

Creating Space For You Coaching Principles

THIS IS A WORKING DOCUMENT

At the moment the document contains the following pages in this order:

p3. Questions To Get You Started (5 pages)
p10. Pre-Coaching Questionnaire (4 pages)
p12. Creating Space For You Coaching Principles (5 pages)
p17. Terms We Use (3 pages)
p21. What Is Coaching? Definitions (2 pages)
p22. Summary Data Protection Policy for Coachees (1 page)
p23. Summary Health and Safety Policy for Coachees (1 page)
p24. Summary Equality, Diversity and Inclusion Policy for Coachees (1 page)
p25. Summary Safeguarding and Well-Being Policy for Coachees (1 page)
p26. Summary Complaints Procedure for Coachees (1 page)
p.28. Wheel of Life (1 page)
p 29. Coaching Contract (4 pages) for the (copies for coach and coachee)
p35. Coachee's Reflection Sheet (2 pages)
p37. Reflection Prompts (1 page)
p38. Coachee's Session Notes (1 page)
p39. Coach's Reflection Sheet (2 pages) *this is the reflection sheet that we have been using as part of the course
p41. Coaching Diary (5 pages)
p46. Critical Reflection Sheet (2 pages)
p48. Learning Styles Coachee Tick List (1 page)
p49. Sensory Behaviour Checklist (10 pages)
p59. The Emotional Triad (1 page)
p60. The Six Human Needs (1 page)
p61. Circle of Concern and Circle of Influence (3 pages)
p64. Grounding Techniques (1 page)
p65. Emotional Guidance Scale (1 page)
p66. Inner and Outer World (1 page)
p67. Evaluating Our Sessions (Using the Kirkpatrick Questionnaire) (3 pages)
p70. Note paper (1 page)
p71. Reference list (1 page)

Questions To Get You Started
Life, Personal, Parenting

You can answer these in words, using symbols or pictures, to gain clarity about where you are right now. You can use creative resources to cut out pictures and words that represent answers for you. You can have one picture per question, or create a collage of pictures as you wish.

Name: **Date:**

LIFE

1) When you think back over your day yesterday or one day last week, what do you notice?

2) In 5 years' time what will be different?o get you started

3) What feels most important to you right now?

4) What five words describe how you feel about your life right now?

5) What aspects of your life motivate you or give you energy?

Questions To Get You Started

6) Tell me three to five aspects of your life that you are most proud of:

7) What has been your biggest disappointment about your life?

8) What are your key aims for your life in the next year?

9) What holds you back?

10) What compliments or acknowledgements do you hear most often about yourself?

11) What learning would support you in the next year?

Questions To Get You Started

PERSONAL

1) What do you contribute that is unique?

2) What special knowledge do you have?

3) What do you believe in?

4) What behaviours or beliefs do you hold that help you to achieve success?

5) What behaviours do you have that stand in the way of achieving success?

6) What do you do when you are really up against a barrier or obstacle?

7) What activities have meaning and spirit for you?

Questions To Get You Started

PARENTING

1) Tell me a bit about your parenting journey so far:

2) Tell me a bit about your child/children:

3) What aspects of your parenting have felt positive?

4) What aspects of your parenting have challenged you?

5) What words would you like to use to describe the next phase of your parenting journey?

6) What else feels important to mention at this time?

Questions To Get You Started

Take a moment to read through what you have written so far and take a moment to reflect:

What two steps could you take immediately that would make the greatest difference in your current situation?

1)

2)

Can you identify the main area(s) you would like these coaching sessions to focus on going forward and why?

Any questions you would like to ask during our initial session?

Thank you for filling this in and I look forward to discussing it in our initial session.

Warmest wishes

Pre-Coaching Questionnaire
Work and Personal

In Confidence

Please set aside some time to consider thoroughly these questions and return them to your coach via email, at least 48 hours prior to your initial session.

Name: **Date:**

Job Title:

WORK

1) What would you like to accomplish during your career?

2) What words describe how you feel about your career?

3) What aspects of your work motivate you or give you energy?

4) Tell me three to five aspects of your work that you are most proud of:

5) What has been your biggest disappointment?

Pre-Coaching Questionnaire

6) What are your key job goals?

7) What are the key issues about you and your performance that you want to work on and address in achieving your goals?

8) What challenge(s) are you facing, perhaps that the Leadership Programme has highlighted, that you would like to work on in the coaching sessions?

9) What change do you need to make to become a leader who puts their head above the parapet and makes change happen?

10) What is the compliment or acknowledgement that you hear most often about yourself?

11) What are your learning goals for the programme?

Pre-Coaching Questionnaire

PERSONAL

1) What do you contribute that is unique?

2) What special knowledge do you have?

3) What do you believe in?

4) What behaviours or beliefs do you hold that help you to achieve success?

5) What behaviours do you have that stand in the way of achieving success?

6) What do you do when you are really up against a barrier or obstacle?

7) What activities have meaning and spirit for you?

Pre-Coaching Questionnaire

Take a moment to read through what you have written:

What two steps could you take immediately that would make the greatest difference in your current situation?

1)

2)

Can you identify the main areas you would like these coaching sessions to focus on?

Creating Space For You Coaching Principles

These coaching principles underpin and guide Creating Space For You. This includes all aspects of our work including:

- One-to-one coaching sessions
- Group coaching sessions
- Training courses that we deliver about and involving coaching

We honour these principles, adapted from the Co-active Coaching Model*, as the foundations of our approach, supporting the coachee towards fulfilment and balance.

PRINCIPLES THAT FOCUS ON THE COACHEE

The coachee is naturally whole

From our perspective, nothing is wrong or broken within the coachee and there is no need to fix them. The coach is simply supporting the coachee to discover, uncover and explore the individual person that they already are.

The coachee is naturally creative

The coachee has access to natural creativity within them. Given time, space and resources such as pen and paper, paints, play-doh, other materials or creative questions, the coachee can explore different aspects of their experience and find new options, perspectives, and solutions that they had not seen before.

The coachee is naturally resourceful

The coachee has the resourcefulness to find new awareness, new perspectives and new solutions. Resources can include access to physical things such as people, materials, money and nature, as well as internal resources such as new thoughts, ideas and energy.

The coachee has the capacity to heal

The coachee has access to the natural healing capacity within them. Healing can happen in a moment, although preparing the optimal foundations for healing to take place can take time. For example, the body naturally knows what it needs to do to heal a cut, and making sure the rest of the body is healthy can help the wound heal quicker.

The agenda comes from the coachee

The coach / coachee relationship is focused on getting the results that the coachee wants, not what the coach or anyone else thinks is best for the coachee. It is the coach's responsibility to ensure that their coachee is always steering towards fulfilment of their aims in a balanced way, and are able to be with what is present for them at the moment in their lives.

Forwarding the action and deepening the learning

Coachees come to coaching with a desire to move forward in their lives which is why "forwarding the action" as it is known in co-active coaching is a core quality. Over time the coachee can see the progress of these actions and in the process of taking action, there is often a lot of learning that takes place. Learning comes in many forms, from what they learn about themselves and their desires, to what they learn through their actions and even what they learn by not taking action.

Unique fulfilment

Each person's concept of what is fulfilling is unique and intensely personal. Fulfilment does not have to be a long-term goal or an elusive dream of the future. It is available to each of us today, in each moment, by living in harmony with what we most value now. Achieving goals can be very satisfying indeed, but most coachees find that living a life on purpose, on a path they have some influence over is fulfilling as well.

PRINCIPLES THAT FOCUS ON THE COACH

Dual listening

There are many ways to listen to someone and listening can happen on a number of different levels. Our coaches listen to what people are saying, what they may avoid saying, to what they are saying with their tone, body language and other non-verbal communication.

Our coaches also listen to their own internal dialogue, physical reactions and experiences as they listen to the coachee. They make decisions about how to manage their own internal experiences while they prioritise the coachee in front of them.

Coaches' self management

In order for the coach to hold the coachee's agenda with the appropriate level of care, the coach must be able to effectively manage their own internal experiences in different ways. This can include noticing what arises in the coach when they are using dual listening with the coachee, and keeping an open mind when presented with something that the coach's perspective on the solution may not be right for the coachee.

We all have our own experiences, opinions and approaches to doing things and it is important for the coach to remember that the coachee can find their own answer and the coach simply focuses on finding the questions that reveal it.

The coach dances in the moment

Quite often when a coach starts working with one topic with a coachee, they find there is something else underneath it or behind the topic that will become clear. Dancing in the moment means they will notice or be with whatever comes up in each moment, knowing that whatever arises and wherever the coachee is in this moment is the perfect place for them right now. Everything that is happening is an opportunity for learning and movement, especially when it is unexpected.

Coaching takes into account the coachee's whole life

We are human beings, and we cannot separate out the different parts of our lives into neat little boxes. Everything is connected in some way and so our coaching relationships are open to working with different aspects of the coachee's life: parenting, home, family, relationships, work, money and so on. This can include referring a coachee on to other support when needed.

PRINCIPLES THAT APPLY TO THE COACH AND COACHEE

Creating the safe space to work together

The coach and coachee create an agreement for working together. Each agreement is unique to the coach and coachee. It can shift and change with the needs of the coaching relationship and the specific coachee. The coach and coachee talk openly about how they will work together at the start of their time together, along with what they need to have in place for this relationship to be as effective as possible in meeting the client's needs.

Curiosity

Our coaches are curious and ask provocative, open-ended and inviting questions that invite the coachee to look in one direction or another, without attachment to the answer they receive. If it is not a fruitful or relevant place to look, the coachee will know and say so, or the coach will see that and ask a different question. Exploring together from a place of curiosity allows for a non-threatening, playful and innocent state, full of wonder and lacking in judgment.

Intuition

Our intuition or sixth sense, tells us things about our environment that the senses of sight, sound, smell, taste and touch cannot tell us if we develop, strengthen and learn to listen to it. We are not focusing on "being right" with our intuition. Instead, the key is to have our sensitivities tuned in to pick up signals, to speak directly from that place of intuition and then dance in the moment with whatever shows up..

Finding balance

Life is always in motion. We are always moving toward balance or away from it. When coaches approach a coaching session from the principle of "balance", they consider what perspective the coachee is holding about an issue, and explore together other perspectives to give the coachee access to a variety of choices.

The power of conscious choice gives individuals far greater control over their lives and from there, the coachee has the ability to decide on actions, commit to those actions and move forward with greater confidence and certainty.

Being with what is here now

We are always in the process of our lives. Sometimes it looks elegant, graceful and flowing and sometimes it is stuck in the mud. Sometimes it is beautiful and joyful and other times it is painful and really hard to bear. Wherever we are in process is where we are – whether we like it there or not. It sometimes "just is what it is". Skipping through the process quickly or avoiding feeling your feelings will sometimes delay the process. The old saying: "That which we resist, persists" comes to mind. The coach's function at times will be to just be with the client where they are, and help the client to go through the process so that they can get to the other side.

* These principles have been adapted from the Co-active Coaching Model as outlined in Co-Active Coaching: The proven framework for transformative conversations at work and in life - 4th edition (Kimsey-House et al, 2018)

Terms We Use

Children who experience the world differently	Children with different experiences, abilities, disabilities, sensory experiences, and illnesses. Every child is unique. Some experience more challenges with the systems and expectations we have in our society.
Creating Space For You Coaching Principles	A set of principles we honour, adapted from the Co-Active Coaching Model, that outlines the foundation of our approach supporting our coachees towards fulfilment and balance. See principles for more details.
Dual Listening	Listening to what someone is saying while also noticing what is going on internally within yourself.
Dual learning (also known as inner and outer learning)	Noticing learning that happens externally, from information or resources that other people have made. Noticing the learning that happens internally, from reflection, journalling, mindfulness and aha moments.
Medical model of disability	"The medical model of disability says people are disabled by their impairments or differences. The medical model looks at what is 'wrong' with the person, not what the person needs. We believe it creates low expectations and leads to people losing independence, choice and control in their lives." Taken from https://www.scope.org.uk/about-us/social-model-of-disability/

Terms We Use

Neurodivergent	Differing in mental or neurological function from the standard.
Neurodiversity	The range of different ways people's brain's function.
Social model of disability	"The social model of disability is a way of viewing the world, developed by disabled people. the model says that people are disabled by barriers in society, not by their impairment or difference. Barriers can be physical like buildings not having accessible toilets. Or they can be caused by people's attitudes to difference, like assuming disabled people can't do certain things. The social model helps us recognise barriers that make life harder for disabled people. Removing these barriers creates equality and offers disabled people more independence, choice and control. Not everyone uses the social model and that's ok. How anyone chooses to talk about their impairment is up to them." Taken from https://www.scope.org.uk/about-us/social-model-of-disability/

Terms We Use

Rejection sensitivity dysphoria (RSD)	"Rejection Sensitivity Dysphoria (RSD) is an intense emotional response characterised by extreme sensitivity to perceived criticism or rejection. RSD often manifests as overwhelming emotions, anxiety, and self-doubt in response to social or professional situations involving judgment or evaluation". https://neurodivergentinsights.com/blog/how-to-deal-with-rejection-sensitivity-dysphoria
Embedded trauma-informed coaching	Our perspective is that many parents with children who experience the world differently have experienced some form of trauma on their parenting journey. Their child may have experienced trauma as a result of experiencing the world differently in a society where conformity is expected. Our coaches and our coachees may have experienced trauma. It impacts us all differently and having awareness is the first step in embedding a trauma-informed approach into our work. We all need to be aware of the impact of trauma on families, what we are comfortable discussing in a coaching context, and what we will refer on to other professionals. We discuss this a number of times in our sessions. Useful resources: http://reallifepsychology.org/trauma-toolkit and https://www.reallifepsychology.org/trauma-toolkit-training

What Is Coaching?

DEFINITIONS OF COACHING: ASSOCIATION FOR COACHING

Personal Coaching "A collaborative solution-focused, results-orientated and systematic process in which the coach facilitates the enhancement of work performance, life experience, self-directed learning and personal growth of the coachee."

Speciality Coaching “As for personal coaching, but the coach is expert in addressing one particular aspect of a person’s life e.g. stress, career, or the coach is focused on enhancing a particular section of the population e.g. doctors, youths.”

Team and Group Coaching “As for personal coaching, but the coach is working with a number of individuals either to achieve a common goal within the group, or team to develop high performance.”

Executive Coaching “As for personal coaching, but it is specifically focused at senior management level where there is an expectation for the coach to feel as comfortable exploring business related topics, as personal development topics with the client in order to improve their personal performance.”

Organizational Coaching “As for personal coaching, but the specific remit of a corporate coach is to focus on supporting an employee, either as an individual, as part of a team and/or organization to achieve improved business performance and operational effectiveness”

https://www.associationforcoaching.com/page/CoachingDefined

DEFINITIONS OF COACHING: INTERNATIONAL COACHING FEDERATION

Coaching is “Partnering with clients in a thought-provoking and creative process that inspires them to maximise their personal and professional potential. The process of coaching often unlocks previously untapped sources of imagination, productivity and leadership. We all have goals we want to reach, challenges we’re striving to overcome and times when we feel stuck. Partnering with a coach can change your life, setting you on a path to greater personal and professional fulfilment”.

https://coachingfederation.org/about

What Is Coaching?

DEFINITION OF COUNSELLING

Counselling is a talking therapy that involves a trained therapist listening to you and helping you find ways to deal with emotional issues. Sometimes the term "counselling" is used to refer to talking therapies in general, but counselling is also a type of therapy in its own right.

https://www.nhs.uk/mental-health/talking-therapies-medicine-treatments/talking-therapies-and-counselling/counselling/

DEFINITION OF MENTORING

"A mentor is a more experienced individual willing to share knowledge with someone less experienced in a relationship of mutual trust" - David Clutterbuck

A mentor is..."an accomplished and experienced performer who takes a special, personal interest in helping to guide and develop a junior or more inexperienced person". - Stephen Gibb

"A mentor should have the qualities of experience, perspective and distance, challenging the mentee and using candour to force re-examination and reprioritisation without being a crutch". - Christopher Conway

http://www.coachingnetwork.org.uk/information-portal/Articles/ViewArticle.asp?artId=54

DEFINITION OF TRAINING

Training is an instructor-led, content-based intervention designed to develop skills or change behaviour.

https://www.cipd.org/uk/knowledge/factsheets/learning-methods-factsheet/#what-are-learning-methods

Example: First aid training

Summary Data Protection Policy for Coachees

Summary Data Protection Policy for Coachees

Your Privacy and Data Protection: We at Creating Space For You CIC care about your privacy and require our trainee coaches take great care in handling your personal information.

Here's an outline of how our trainee coaches protect your data:

1. How Trainee Coaches Use Your Data
Trainee Coaches collect only the information they need to support your coaching journey. Your data is never used for anything unrelated to your coaching experience.

2. Your Data Rights
You have control over your data, including the right to:

- Access: Request to see any information trainee coaches hold about you.
- Correct: Ask for updates if any details are incorrect.
- Delete: Request deletion of your data if it's no longer needed.

3. Security Measures
Trainee coaches store your data securely and only allow authorized personnel access. If trainee coaches or Creating Space For You CIC need to share information to support your safety or well-being, we do so with full confidentiality.

4. Handling Data Breaches
In the unlikely event of a data breach that affects your information, your trainee coach will promptly inform you and take steps to address the issue.
If you have questions about your data, please feel free to ask your trainee coach. Your privacy is a high priority, and we're here to protect it.

Please see our website for our full policies including Data Protection and Data Retention policies: www.starseedparenting.org/policies

Summary Health and Safety Policy for Coachees

Summary Health and Safety Policy for Coaching Clients

Creating a Safe and Comfortable Coaching Experience: At Creating Space For You CIC, we are committed to ensuring our trainee coaches make every coaching session safe and supportive. This summary policy explains how we protect your health and safety.

1. Safe Environment
Whether the trainee coach meets their coachee in person or virtually, they take steps to create a safe space. If meeting in person, your coach will explain any emergency procedures, such as exits and protocols.

2. Supporting Your Well-Being
We all believe in reducing stress and creating a calm environment. If you feel unwell or uncomfortable, let your coach know, and they'll make any necessary adjustments to support you.

3. First Aid and Emergencies
Basic first aid will be available if needed. In the case of an emergency, the coach will follow established protocols to ensure everyone's safety.

4. Lone Working
Our trainee coaches have an awareness of safe lone working principles, making sure they can identify and minimise the risks of working alone.

4. Open Communication
If you have specific health needs or concerns, please share them with your coach. This helps them ensure a positive, supportive experience for you.
Your well-being is our priority, and we're committed to providing a safe space for you to explore, grow, and achieve your goals.

Our full Health and Safety Policy can be found on our website: www.starseedparenting.org/policies

Summary Equality, Diversity and Inclusion Policy for Coachees

Welcome to an Inclusive Coaching Experience: At Creating Space For You CIC, our commitment to equality and diversity means supporting our trainee coaches to create a respectful, open, and supportive coaching environment for everyone. This summary policy explains how we uphold these values in all coaching sessions.

1. The Creating Space For You CIC Approach to Equality, Diversity and Inclusion
We believe that every individual deserves respect, fair treatment, and the opportunity to grow. We are committed to providing coaching services that are inclusive and free from discrimination, ensuring all clients feel welcomed and valued.

2. Embracing Differences
We recognize and celebrate each person's unique background, abilities, and experiences. In line with this commitment:

- We treat everyone with respect, regardless of race, gender, age, sexual orientation, disability, religion, or any other aspect of identity.
- We actively create a space where you can be yourself, explore your goals, and receive support without judgment.

3. Ensuring an Inclusive Environment
Our coaching sessions are designed to be accessible and accommodating. If you have specific needs or require adjustments for accessibility, please let your coach know. We will work with you to ensure a comfortable experience that meets your individual requirements.

4. Open Communication and Support
We encourage open conversations about any equality or diversity concerns. If you experience or witness any form of discrimination, please bring it to your coach's attention. We will listen to your concerns respectfully and take necessary steps to address the issue.

5. Continuous Learning and Improvement
Our coaches undergo regular training on diversity, equity, and inclusion. This helps us stay informed, ensuring that our practices reflect current best practices and foster a welcoming environment for all.

Thank you for allowing us to be part of your journey. We're dedicated to supporting you in a coaching space that honours and respects your individuality.

You can find our full Equality, Diversity and Inclusion policy at our website: www.starseedparenting.org/policies

Safeguarding and Well-Being Summary Policy for Coachees

Safeguarding and Well-Being Summary Policy for Coachees

1. Creating Space For You CIC: Commitment to your safety
Our trainee coaches are dedicated to maintaining a safe space where you can freely explore your goals and challenges and have time to reflect. Their focus is on safeguarding the physical, emotional, and mental well-being of all clients.

2. What Safeguarding Means
Safeguarding is Creating Space For You CIC's promise to have the appropriate systems and processes in place to protect individuals from harm, abuse, or neglect. In this context, our trainee coaches are here to support your safety and wellbeing, respecting your confidentiality while ensuring a secure environment.

3. Special Note on Safeguarding Children
While the focus for our trainee coaches is primarily on adults, we are all committed to the safety of all individuals involved. Whether or not a child is present during sessions, if there are any concerns involving a minor, we will handle these with the utmost care, adhering to safeguarding standards for children as well as adults.

4. If You Have a Concern
If you ever feel unsafe or have concerns relating to harm to yourself or anyone else, please tell your coach. Here's what will happen if you do:

- We Listen and Support: Your coach will listen attentively and with empathy.
- Respectful Action: If action is needed, we will aim to discuss this with you in the first instance unless it is not safe to do so. We will contact appropriate safeguarding professionals if it's essential to ensure safety.

5. Confidentiality and Privacy
Your privacy is a priority. We will only share safeguarding information with relevant people if it is absolutely necessary to protect your safety or the safety of others. Our full Confidentiality and Privacy policies are available on our website - details below.

6. Continuous Learning
Our trainee coaches have access to training in safeguarding practices for adults. This ensures that we follow the best practices to create a safe environment for everyone.

Thank you for your trust. We are committed to providing a safe, fulfilling, and respectful coaching experience.

Please see https://www.starseedparenting.org/policies for the full Safeguarding Policy and other policies

Summary Complaints Procedure for Coachees

Creating Space For You CIC Commitment to Listening and Improving: We're dedicated to ensuring our trainee coaches provide a positive and supportive coaching experience. If you have any concerns or are unsatisfied with any part of your coaching experience, this procedure outlines how to share your feedback with us.

1. Our Approach to Feedback and Complaints
We take all feedback seriously and view it as an opportunity to learn and improve. Whether your concern is small or significant, we encourage you to let us know so that we can address it promptly and fairly.

2. How to Make a Complaint
If you have a concern or wish to make a complaint, please follow these steps:

- Step 1: Speak with Your Coach – Often, concerns can be resolved quickly through open communication. You're welcome to discuss your issue directly with your coach, who will listen and work with you to resolve the matter.
- Step 2: Escalate to the Program Supervisor, Charlie Mitchell – If you feel your complaint isn't resolved after speaking with your coach, or if you prefer not to discuss it with them, please reach out to the coaching program's supervisor, Charlie Mitchell: charlie@starseedparenting.org. They will review your concern impartially and work toward a solution.

3. What to Expect After Making a Complaint
Once a complaint is submitted:

- Prompt Acknowledgment: We will acknowledge your complaint within five business days.
- Investigation and Response: The program supervisor Charlie Mitchell will investigate your concern and respond within 10 business days, providing a solution or further steps.
- Resolution: If the issue is complex and requires more time, we will keep you informed of the progress and estimated resolution time.

Summary Complaints Procedure for Coachees

4. Confidentiality and Respect
Your complaint will be handled with care and discretion. We respect your privacy and will only share information as needed to address the concern appropriately.

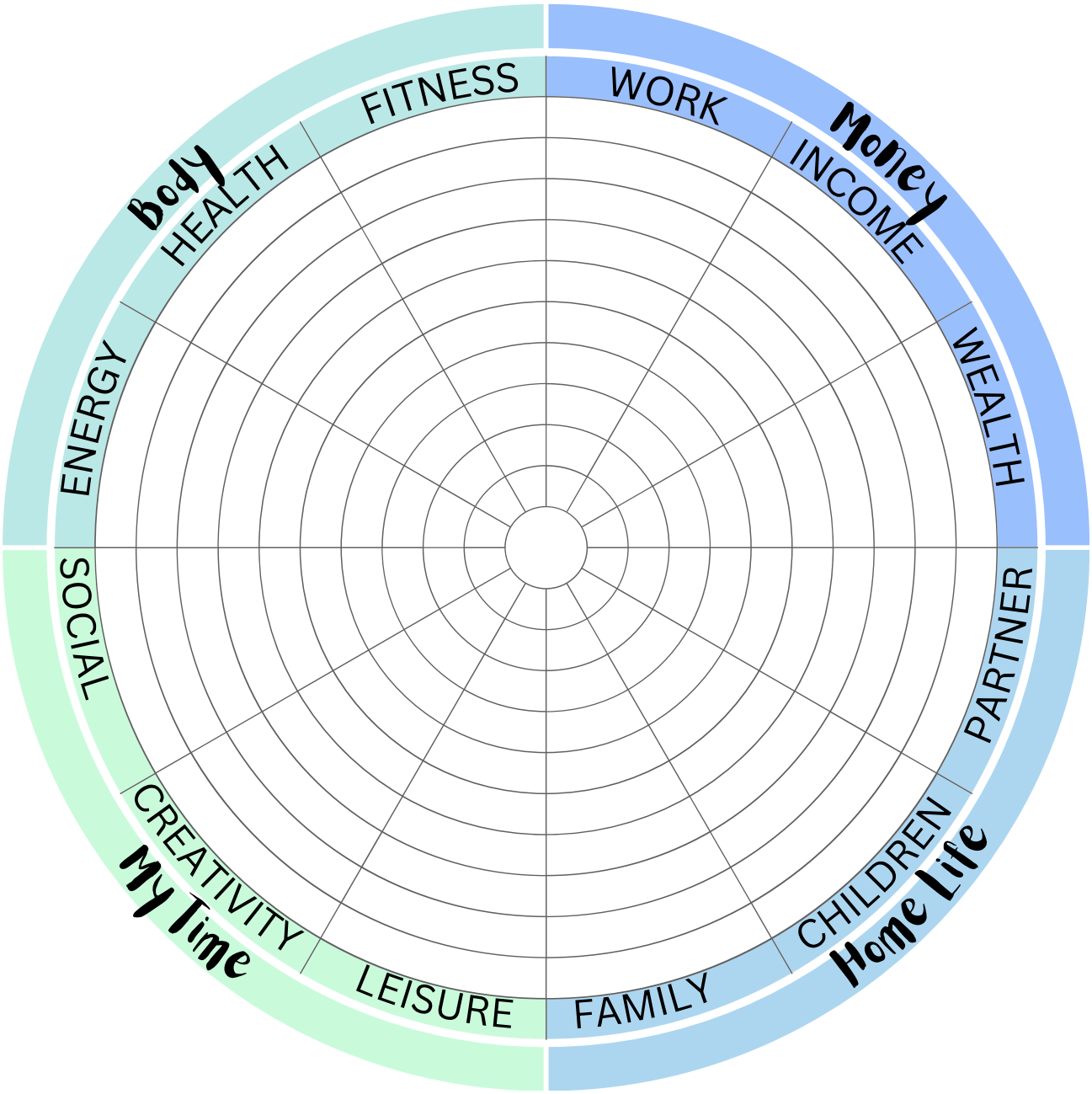
5. Additional Support and Next Steps
If a satisfactory resolution cannot be reached within the organisation, you may wish to contact the Association for Coaching (AC) for further guidance. The AC provides additional support and guidance for clients within the coaching profession.

Thank you for giving us the opportunity to address your concerns. Your satisfaction and trust are important to us, and we're here to ensure you have a positive experience.

For our full Complaints policy, please visit: www.starseedparenting.org/policies

Wheel of Life

Use the Wheel of Life to inventory where you are at right now. You can create a plan for change based on which areas you would like to work on. Consider each segment in turn and colour in the sections scoring yourself out of 10 for each domain.



Wheel of life - adapted from Whitworth et al (2007) Coactive Coaching: New skills for coaching people towards success in life and work, USA: Davies-Black Publishing, P227

Coaching Contract

Client Name _____

This agreement, between coach _____ and the above-named client, will begin on _____ and will continue for _____ weeks / months. The charge for the initial meeting is £ _____, and the charge for the coaching is £ _____ , payable in advance / £ _____ each month.

Upon completion of the agreed coaching period, coaching will convert to a month-to-month basis. The client and coach agree to provide each other with fourteen-day notice in the event either wishes to cancel further services.

The services to be provided by the coach to the client are coaching, either face-to-face or online, as designed jointly with the client. The coaching will take place at the following location _____.

Are there any other particular people (friends, family, counsellor, family support worker, other agency) who may be able to support the coachee while coaching is taking place:

_____

_____

The purpose of our coaching sessions is:

_____

_____

Clear outcomes of coaching process are:

_____

_____

We will measure these outcomes by:

_____

_____

Are there any adaptations that can be made to coaching to support the coachee more effectively?

_____

_____

Coaching Contract

AGENDA: The coach and the coachee work to the coachee's agenda. It is the coachee's responsibility to decide on the focus of the session and determine what action they will take.

CODE OF ETHICS: The coach abides by the Association for Coaching professional standards and codes of conduct including Global Code of Ethics for Coaches, Mentors and Supervisors, which can be found here: https://www.associationforcoaching.com/page/EthicalContextandCodes

CONFIDENTIALITY: Anything discussed between coach and coachee is private and personal details will not be discussed with anyone else without prior consent of the coachee, unless not doing so may put the coachee or someone else at risk. The coach will have access to supervision, and personal details are not discussed during the session. Please see policies including Safeguarding, Confidentiality, and Data Protection at: https://www.starseedparenting.org/policies

ENVIRONMENT: The coach and coachee will adapt the suitable place to meet, so they feel comfortable discussing the areas the coachee would like to focus on.

EQUALITY: The coach and coachee are meeting as equals, both brining their unique blend of knelwedge, skills and experience.

EXPECTATIONS: The coach and coachee will explore expectations of the coaching relationship, including how it is different from counselling, training and other forms of support. Please see the 'What is Coaching? Definitions' worksheet

NON-DIRECTIVE COACHING: Our style of coaching is non-directive. This means that the coach will not lead the coachee towards a particular outcome or tell the coachee what to do. On occasion, the coachee may want to ask for the opinion of the coach. In that situation, the coach will offer their opinion on the understanding that it is the coachee's responsibility to decide whether they want to contemplate that further or not.

NOTES: The coach may make notes in order to help summarise the main points for the client. It is the coachees responsibility to take notes about the actions they intend to take between sessions and to bring these notes along so they can be reviewed.

Coaching Contract

CONTINGENCIES: If there is a time when things do not go according to plan, the coach and coachee will discuss this in the first instance and try to make alternative arrangement.

COMPLAINTS: There is a Complaints Procedure available to coachees, and accessible via the following link https://www.starseedparenting.org/policies

MONITORING AND REPORTING: We will monitor the coaching contract by reviewing it every _____ sessions. The coach and coachee will discuss their perspective on the progress made.

POTENTIAL: Our coaches believe in the potential of all people to grow and develop.
Performance = Potential - Interference

TIMEKEEPING: Our time is precious. The length of our session will be agreed by both at the start of the session. It is both people's responsibility to make sure that the session runs to time.

REFLECTION: We encourage reflection between coaching sessions in order to maximise the time during the sessions. An example reflection is provided to help the coachee structure this reflection, and it can be adapted to suit the coachee's requirements.

SUSTAINABILITY: We will reflect on our sustainability to work together. If either of us feels unsafe about coaching, we will explore other options together.

WHAT ELSE: Add anything else that matters to you...

By signing here we agree that we have both read and understood and agree to abide by the parameters of the coaching contract.

Signed by the Coachee ..... Date .....

Signed by the Coach..... Date .....

.Signed by Stakeholder..... Date .....

Name..... Relationship to coachee.....

Coaching Contract

Client Name _____

This agreement, between coach _____ and the above-named client, will begin on _____ and will continue for _____ weeks / months. The charge for the initial meeting is £ _____, and the charge for the coaching is £ _____ , payable in advance / £ _____ each month.

Upon completion of the agreed coaching period, coaching will convert to a month-to-month basis. The client and coach agree to provide each other with fourteen-day notice in the event either wishes to cancel further services.

The services to be provided by the coach to the client are coaching, either face-to-face or online, as designed jointly with the client. The coaching will take place at the following location _____.

Are there any other particular people (friends, family, counsellor, family support worker, other agency) who may be able to support the coachee while coaching is taking place:

_____

_____

The purpose of our coaching sessions is:

_____

_____

Clear outcomes of coaching process are:

_____

_____

We will measure these outcomes by:

_____

_____

Are there any adaptations that can be made to coaching to support the coachee more effectively?

_____

_____

Coaching Contract

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Signed by the Coachee ..... Date .....

Signed by the Coach..... Date .....

.Signed by Stakeholder..... Date .....

Name..... Relationship to coachee.....

Coachee's Reflection Sheet

I planned to talk about:

1 . What went well?

2) What didn't go so well?

3) What could I do differently in the situation next time?

4) How was I feeling at the time?

5) What sensations did I notice in my body?

6) What was I afraid of?

Coachee's Reflection Sheet

7) How could this understanding influence me?

8) How could this understanding influence my parenting?

9) What else?

10) What can I do to nurture myself right now?

Action Plan:

Three things I'll do:	By when?	Tick when done
1		☐
2		☐
3		☐

Accountability:

Coachee's reflection sheet (C) Charlie Mitchell 2009

Reflection Prompts

EMOTIONS	Joy, Appreciation, Empowerment, Freedom, Love, Passion, Enthusiasm, Eagerness, Happiness, Positive Expectation, Belief, Optimism, Hopefulness, Contentment, Boredom, Pessimism, Frustration, Irritation, Impatience, Overwhelm, Disappointment, Doubt, Worry, Blame, Discouragement, Anger, Revenge, Hatred, Rage, Jealousy, Insecurity, Guilt, Unworthiness, Fear, Grief, Desperation, Powerlessness, Shame, Others...
SENSATIONS	Stiff, Cool, Sore, Tingly, Heavy, Stable, Grounded, Flexible, Fluid, Blocked, Bloated, Achy, Empty, Full, Energised, Balanced, Radiant, Nauseous, Tingly, Twitchy, Sweaty, Chills, Numb, Prickly, Paralysed, Breathless, Clenched, Foggy, Clear, Fuzzy, Floaty, Frozen, Others.....
NEEDS	Food/Drink, Movement, Sleep, Physical Comfort, Friendship, Soothing, Play, Acceptance, Safety, Protection, Permission, Guidance, Acknowledgement, Reassurance, Co-regulation, Support, Attention, Praise, Talking time, Alone time, Down time, Time in Nature, Creativity, Spontaneity, Others...
SELF-NURTURE	Eat, Water, Cup of Tea, Dance, Walk, Move your body, Stretch, Shake, Nap or Sleep, Bath, Sing, Breathe, Meditate, 5 minutes alone time, Listen to music, Read, Write, Journal, Gratitude practice, Creative time, Do something new, Talk to a friend or supportive person, Ask for help, Others...

Coachee's Session Notes

DATE:

What did we talk about today?

Action Points:

Other Notes:

Coach's Reflection Sheet

I planned:
What happened?

1 . What went well?

2) What didn't go so well?

3) What could I do differently in the situation next time?

4) How was I feeling at the time?

5) What sensations did I notice in my body?

6) What was I afraid of?

Coach's Reflection Sheet

7) Why did that matter?

8) What did my inner child need?

9) How could this understanding influence my parenting?

10) What would Love say about this?

11) What can I do to nurture myself right now?

What Matters? Action Plan

Three things I'll do that matter:-	By when?	Tick when done
1		☐
2		☐
3		☐

Coaching Diary

Coach:
Coachee:
Date of Session:
Session Number:
Duration:

Please expand and provide detailed evidence for each prompt

RATIONALE FOR COACHING: present a case for coaching as agreed with the stakeholder(s) / client(s)	
FIRST SESSION ONLY: • Coaching role and agreement explained (detail and provide evidence of agreement) • Targets and Duration for Coaching Identified • Coach plan established i.e. where, when, frequency, how long (give details) • Exit strategy discussed	

Coaching Diary

MANAGEMENT OF THE SESSION

REVIEW OR LAST SESSION: (please complete after your first session) Review of client(s) development and progress towards acheiving their goals and outcomes	
GOAL (SMART) What was the topic discussed: What was the goal identified:	
REALITY • Outline current situation (REALITY) • Confirm key points of the session • What personal/practical barriers were identified and overcome • Observations emerging e.g. body language, limiting beliefs	
OPTIONS Describe the possibilities (OPTIONS) explored and developed	

Coaching Diary

WAY FORWARD

- Client's agreed actions (please detail)
- Commitment check done at the end
- Positive close to the session
- Overall structure and planning - able to keep session on track

TOOLS

Describe any coaching tools and techniques used e.g.

E.g. grounding techniques, learning styles, choice of coaching model, how you have adapted these to suit the coachee

RAPPORT

Describe how you build rapport e.g.

- Body language
- Voice (tone and pace)

REVIEW PROGRESS TOWARDS CLIENT'S GOALS

Discuss your view/opinion on progress towards the client's goal exploring:

patterns, personal learning, and other areas of improvement..

FEEDBACK COLLECTED FROM CLIENT (OR SUPERVISOR) E.g. verbal or written	

Coach reflections on OWN practice

COACH'S ATTITUDE AND APPROACH • Non-directive style (no coach advising, problem-solving) • Permission asked for creative thinking • Followed the client's agenda • Encouraged responsibility and ownership • Challenging blockages/assumptions	
LISTENING SKILLS • Dual Listening • Focused • Non-judgemental • Use of silence • Use of client's language	

Coaching Diary

SUMMARISING AND REFLECTING BACK ABILITY I.E. ACCURATE AND SUCCINCT	
QUESTIONING ABILITY I.E. OPEN, CHALLENGING, SUCCINCT Check for use of unproductive questions, leading or multiple questions	
TIME KEEPING OF THE SESSION	
WHAT DIDN'T WORK?	
ADAPTATIONS MADE TO MEET THE COACHEES NEEDS?	
WHAT WOULD YOU DO DIFFERENTLY NEXT TIME?	
DEVELOPMENT What skills do I still need to develop further? i.e. listening, questioning etc?	

Critical Reflection Sheet

Date of session with client:

Feedback from client:

My reflection on a session I had with a client:

What theory this relates to:

How the theory relates to my reflection and the coachee feedback:

What I plan to do differently to improve my coaching practice as a result of this critical reflection:

Critical Reflection Sheet

Date of next session with coachee:

Feedback from coachee:

My reflection on a session I had with a coachee:

What theory this relates to:

How the theory relates to my reflection and the coachee feedback:

What I plan to do differently to improve my coaching practice as a result of this critical reflection:

This worksheet meets the following criteria for the Association for Coaching:
9c) Acts on own critical reflections and client feedback to improve coaching practice

Learning Styles Coachee Tick List

You can use the following tick list to identify which approaches your coachee might appreciate whilst you work together. For example, with a Kinesthetic Learner, you can ask a question and ask them to create their reply in play-doh, or a Visual Learner may prefer to draw their response.

Visual Learners



- ☐ Pictures and photos
- ☐ Colours
- ☐ Patterns
- ☐ Colouredart supplies
- ☐ Diagrams, maps, graphs, tables

Auditory Learners



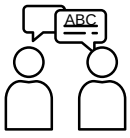
- ☐ **Music**
- ☐ Singing bowl, wind chimes
- ☐ Singing, humming
- ☐ Chanting
- ☐ Reading out loud

Kinaesthetic Learners



- ☐ Fabric, buttons
- ☐ Stones, crystals,
- ☐ Play doh, clay, sand
- ☐ Fidget toys,
- ☐ Paint, chalks, pastels
- ☐ Movement

Verbal Learners



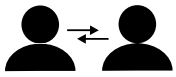
- ☐ Spoken word
- ☐ Writing own notes
- ☐ Discussion
- ☐ Word games

Theoretical / logical Learners



- ☐ **Theory**
- ☐ Research, background information
- ☐ Steps, systems, method, process
- ☐ Facts,
- ☐ Order and organisation

Social Learners



- ☐ Learning in a group or pair
- ☐ Group discussions
- ☐ Communication
- ☐ Feedback
- ☐ Body doubling

Solitary / reflective Learners



- ☐ Different reflection sheets
- ☐ Time
- ☐ Space
- ☐ Self-awareness
- ☐ Self-regulation,
- ☐ Intrinsically motivated

Sensory Behaviour Checklist

What is Sensory Processing?

Sensory processing makes it possible for a person to use the sensory input they receive from their body and environment in a functional, adaptive manner.

Effective sensory processing is necessary for almost every activity. We must be able to integrate the information we receive from all our senses to understand our surroundings. A person with sensory processing issues has difficulty processing sensory input from their eyes (vision), ears (sound), skin (touch), nose (smell), mouth (taste), muscles and body joints (body awareness), and inner ear (balance & position of body in space).

For some people, sensory integration does not develop as it should and this may affect their sight, hearing, smell, touch, taste or spatial awareness. An individual can experience hypersensitivity (excessive and undesirable reactions) or hyposensitivity (under-responsive and difficulty in processing responses).

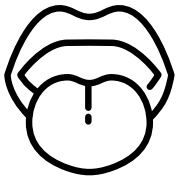
This checklist aims to identify sensory processing issues. It is not a diagnostic tool and professional advice should be sought.



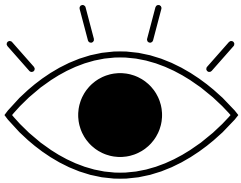
Touch
What your skin feels (texture, tightness, pressure, temperature etc)



Sound
The sound waves that your ears register, including different pitches and frequencies



Taste
The signals that your tastebuds receive in your mouth (sweet, salty, sour, bitter, umami)



Vision
The colours and depth perception signals that your eyes receive from your surroundings

Smell
The scents and aromas that your nose picks up from the objects around you



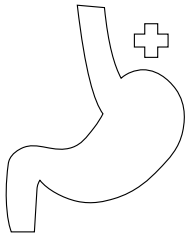
Vestibular
What constitutes your sense of balance and spacial orientation or co-ordination of your head and body



Proprioception
The system that focuses on the body's muscle and joint movement



Interoception
What gives you signals of your internal organs, such as hunger, pain, urination etc



Sensory Behaviour Checklist

Proprioception – Input / feedback informing movement, body position, weight, movement, spatial awareness

Under responsive (please note you are unable to be over-responsive to proprioception)



- [ ] Unable to keep still, very fidgety, craves movement
- [ ] Often sits in a W position on the floor
- [ ] Poor fine motor skills
- [ ] Walks on toes or stomps feet
- [ ] Likes jumping / trampolining / bouncing
- [ ] Difficulty turning handles, opening and closing items
- [ ] Enjoys bear hugs (on own terms)
- [ ] Rocks, spins, flaps, takes risks
- [ ] Loves rough and tumble, physical contact games
- [ ] Likes tight and small spaces
- [ ] Has sleeping difficulties
- [ ] Difficulties manipulating small objects e.g. tying laces
- [ ] Clumsy, everything is done with too much force
- [ ] Enjoys falling off objects
- [ ] Likes being wrapped in blanket / firm touch / massage
- [ ] Grinds teeth
- [ ] Frequently cracks knuckles
- [ ] Exerts too much pressure when handling objects
- [ ] Excessive banging of objects
- [ ] Unaware of personal space / body position in space
- [ ] Wears clothes (belts, shoelaces) as tight as possible
- [ ] Difficulty regulating pressure when writing or drawing, presses too lightly or too hard
- [ ] Often rips paper when erasing, pushing too hard
- [ ] May not understand how heavy or how light
- [ ] May love pushing, pulling or dragging objects.

Sensory Behaviour Checklist

Vestibular – Contributes to our balance system (inner ear) and our sense of spatial orientation



Over Responsive

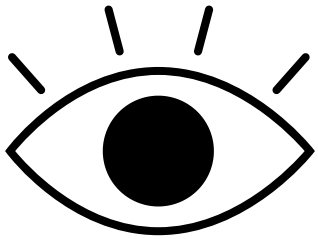
- [ ] Fear of heights
- [ ] Fear of lifts / escalators walking upstairs / uneven surfaces
- [ ] Avoid feet leaving the ground
- [ ] Dislikes head being tipped back (washing hair)
- [ ] Dislikes sudden movement / anxious if moved suddenly
- [ ] Fears challenges to balance (being pushed / falling)
- [ ] Dislikes ladders, slides, swings
- [ ] Avoids active games
- [ ] Avoids activities requiring balance, hopping, jumping
- [ ] May have difficulty riding a bike
- [ ] Travel sickness
- [ ] Dislikes stop and start of car
- [ ] Dislikes change of position, avoids rapid or rotating movements.

Under Responsive

- [ ] Rocks, spins, hops, runs or bounces rather than walks
- [ ] Cannot keep still, i.e.; shakes leg, moves head, rocks body when seated
- [ ] Like fast rides
- [ ] Likes being spun around (being on a roundabout)
- [ ] Spins self, and does not get dizzy
- [ ] Enjoys being thrown in air e.g. trampoline
- [ ] Enjoys rough and tumble
- [ ] Seeks balancing activities
- [ ] Likes climbing
- [ ] Poor balance
- [ ] Loves to swing as high as possible
- [ ] Is a thrill seeker and can be dangerous at times?

Sensory Behaviour Checklist

Visual – sensitivity to lights, difficulty focusing, distracted by stimuli



Over Responsive

- [ ] Covers eyes / withdraws from bright lights
- [ ] Avoids certain / bright colours
- [ ] Gets headaches from lights / reading / watching TV
- [ ] Looks down to the side or out of corner of eyes
- [ ] Focus on detail
- [ ] Pays attention to small details
- [ ] Poor/or avoids eye contact
- [ ] Prefers dark areas / playing in the dark
- [ ] Avoids looking at TV or computer screen
- [ ] Difficulty matching / sorting objects
- [ ] Seems not to see objects on busy pictures
- [ ] Constantly scans visual information
- [ ] Finds coloured lenses useful when reading

Under Responsive

- [ ] Has difficulty distinguishing certain letters – p/q. b/d, x/+
- [ ] Makes reversals in words – saw/was, no/on
- [ ] Loses place when reading or doing maths problems
- [ ] Difficulty in seeing different colours, shapes, sizes
- [ ] Craves bright, colourful and cluttered spaces
- [ ] Seeks bright lights / flickering lights
- [ ] Likes shiny objects / colourful resources
- [ ] Rubs eyes hard / inappropriate staring
- [ ] Uses peripheral vision / sees double
- [ ] Watches repetitive movements
- [ ] Enjoys flicking lights on and off
- [ ] Like watching sand falling and water
- [ ] Lines up objects
- [ ] Likes looking at spinning/shiny objects
- [ ] Flicks fingers/hand/toys in front of eyes

Sensory Behaviour Checklist

Tactile – sensitivity related to touch, pressure



Over Responsive

- [ ] Pulls away from light touch e.g avoids holding hands
- [ ] Avoids crowded situations
- [ ] Dislikes certain textures / removes clothes
- [ ] Avoids messy activities
- [ ] Resists teeth brushing / nails or hair cutting / brushing
- [ ] Likes labels cut out of clothes
- [ ] Does not like getting hands or body wet
- [ ] Dislikes wearing shoes / socks / hats / gloves
- [ ] Dislikes being dried by a towel
- [ ] Low pain threshold
- [ ] Gets fearful, anxious or aggressive with light or unexpected touch
- [ ] May become frightened when touched by someone/something that they cannot see
- [ ] May avoid group situations and/or sporting activities
- [ ] Avoid being out in windy weather, or when raining
- [ ] May get distressed by dirty hands/face
- [ ] May avoid wiping after toileting
- [ ] May refuse to wear socks/shoes
- [ ] Walks on toes on new flooring/textures

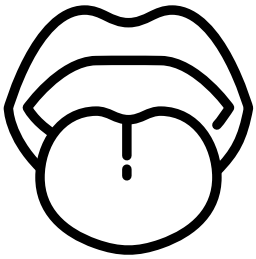
Under Responsive

- [ ] High pain threshold
- [ ] Excessively touches objects
- [ ] Seeks messy play
- [ ] Likes to touch/stroke objects/surfaces/textures
- [ ] Needs to fiddle
- [ ] Likes pressure
- [ ] Has trouble keeping hands to self
- [ ] Cannot feel changes in temperature / wind on their body
- [ ] Rough and tumble and aggressive games

- [ ] Unaware of hurting others through physical touch
- [ ] Gets frustrated when buttoning or unzipping clothes
- [ ] Not aware of being touched/bumped into unless done with intensity
- [ ] Can be heavy handed, too much force used when around children/pets/others
- [ ] Craves vibration
- [ ] Self-harming i.e., may pick skin

Oral Input – sensitivity to taste, food preferences, oral stimuli

Over Responsive



- [ ] Only eats certain foods, picky eater
- [ ] Eats small range of foods, even certain brands
- [ ] Hesitant to try new foods / flavours / textures
- [ ] Drinks through a straw or special bottle
- [ ] Likes bland food / 'beige' food
- [ ] Refuses new food, may only eat soft food
- [ ] Sensitive to eating hot or cold foods
- [ ] May gag at some textures of food
- [ ] Complains about spicy, salty, sweet, sour food
- [ ] Does not like brushing teeth/taste of toothpaste
- [ ] Fears going to the dentist

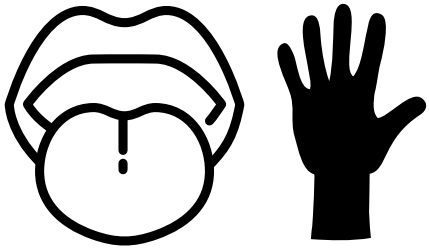
Under Responsive

- [ ] Will put non-food objects in mouth (this applies to anyone over the age of 2)
- [ ] May bite
- [ ] Eats very quickly
- [ ] Likes excessively spicy, sweet, sour or salty food
- [ ] Excessive drooling
- [ ] Chews on hair, shirt, fingers
- [ ] Has difficulty sucking, chewing and swallowing
- [ ] Acts as if all foods taste the same
- [ ] Demands sauce, condiments and seasoning on food
- [ ] May seek vibration to the mouth i.e., loves vibrating toothbrushes

Sensory Behaviour Checklist

For people with a limited diet please list the food they will eat:

Oral Motor – tactile sensitivity of the mouth.



Over Responsive

- [ ] Dislikes or avoids fizzy drinks
- [ ] Dislikes or avoids chewing food
- [ ] Avoids crunchy food
- [ ] Dislikes having brushed teeth
- [ ] Dislikes fork / spoon / cutlery

Under Responsive

- [ ] Likes to chew – may chew edible and inedible objects
- [ ] Likes to teeth grind
- [ ] May bite cheek, tongue or lips
- [ ] May chew pencils or fingers
- [ ] May overfill mouth with food, swallow large chunks

Sensory Behaviour Checklist

Auditory-Language – sensitivity to sounds, speaking, difficulty with spoken sounds.



Over Responsive

- ☐ Does not like loud noises but makes own 'loud' noises
- ☐ Unable to locate the source of a sound
- ☐ Can hear sounds others are not aware of
- ☐ Puts fingers in ears
- ☐ Puts hands over ears
- ☐ Hides under table
- ☐ Speaks in really quiet voice
- ☐ Gets tired

Under Responsive

- ☐ Shouts
- ☐ Talks off topic
- ☐ Talks out loud
- ☐ Sings / talks inappropriately
- ☐ Hums / sings / talks to self
- ☐ Unaware of sounds or where they come from
- ☐ Difficulty recalling / repeating / speaking articulately
- ☐ Gets tired
- ☐

Olfactory – sensitivity to smells, difficulty identifying odours, associates people / places / object with smell.



Over Responsive

- ☐ Avoids certain areas
- ☐ Bothered by smells that do not bother others
- ☐ Offended by bathroom smells
- ☐ Tells other people how bad, or how funny they smell
- ☐ Covers nose
- ☐ Refuses certain foods (see taste).

Sensory Behaviour Checklist

Under Responsive

- ☐ Seeks certain smells
- ☐ Finds discriminating unpleasant odours
- ☐ Puts unpleasant smelling objects into their mouth
- ☐ Cannot smell scratch'n'sniff stickers
- ☐ Smells objects / people
- ☐ Will excessively use smell to familiarise themselves to when introduced to new foods, people, objects, and places.

Activities of Daily Living – please tell us about any specific difficulties with the occupations below:

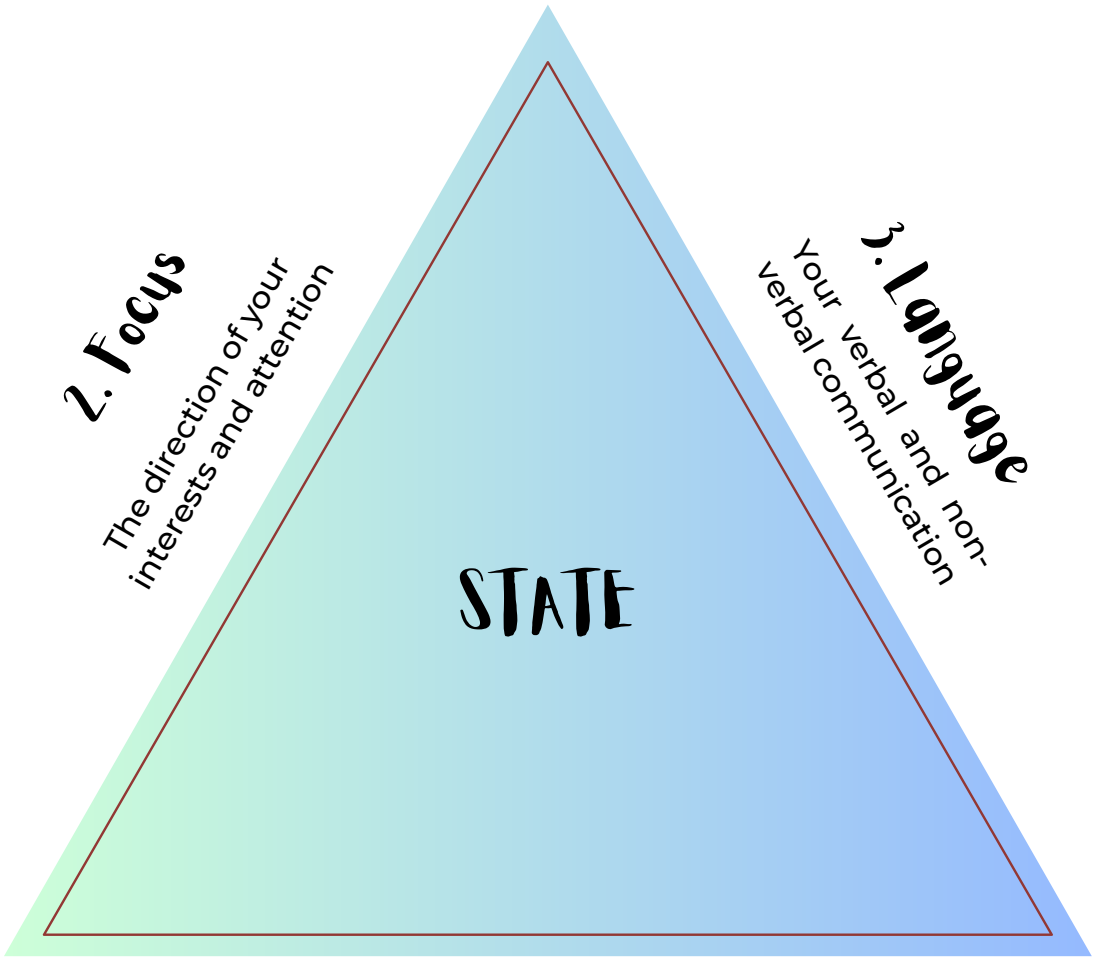
Getting washed	
Brushing teeth	
Getting Dressed	
Eating and Mealtimes	
Sleep	
Being able to learn	
Being able to socialise	

Sensory Behaviour Checklist

Are there any behaviours that cause harm to self or others?

Sensory Behaviour Checklist - adapted from Buckinghamshire Healthcare NHS Trust (2023) Sensory Behaviour Checklist Available at: https://www.buckshealthcare.nhs.uk/cyp/pifs/sensory-behaviour-checklist/ Date accessed 29/11/2024

The Emotional Triad



In order to master your emotions, and get into Tony Robbins' peak state, you need to master the three forces that control your emotions - the emotional triad - your physiology, your language and your focus.

www.tonyrobbins.com

Emotional Triad - adapted from Mahindra Raj (2024) Emotional Mastery with the Triad Available at: https://www.mahindraraj.com/resources/emotional-mastery-the-triad/ Date accessed: 29/11/2024

The Six Human Needs

1. Certainty
Able to move towards pleasure and away from pain

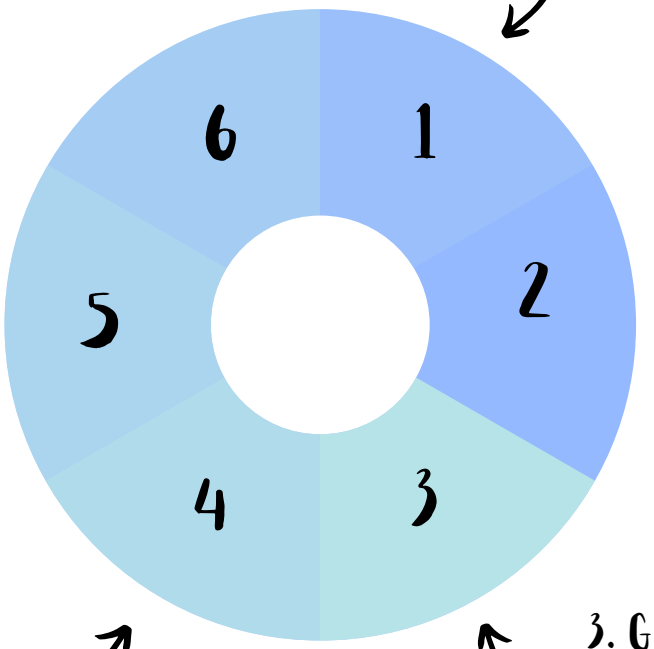
2. Uncertainty
Stimuli to try something new and to change

3. Growth
The opportunity to develop and learn, to feel a sense of achievement

4. Connection
A strong feeling of closeness with other people

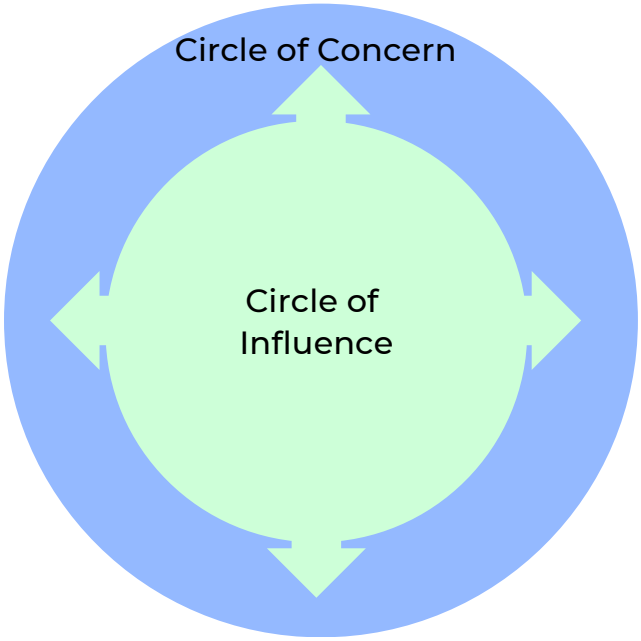
5. Significance
Feeling that we matter, that we are unique and important

6. Contribution
A sense of participation, helping and giving



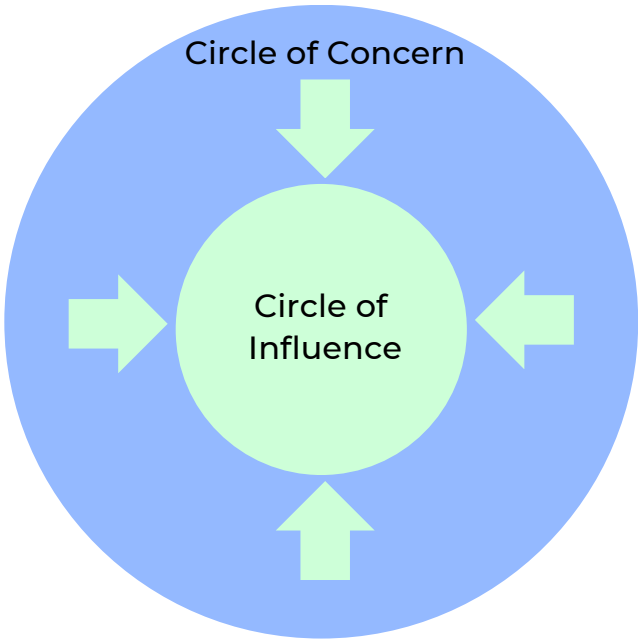
6 human needs - adapted from Tony Robbins (2024) Discover the 6 human needs Available at: https://www.tonyrobbins.com/blog/do-you-need-to-feel-significant?srsltid=AfmBOoqRggpf52Z-V7zAGntZ4lkiJzoiZZNpX2kb8lyVqiX5qstla7rh Date accessed: 29/11/2024

Circle of Concern and Circle of Influence



Proactive Focus

Positive Energy Enlarges Circle of Influence

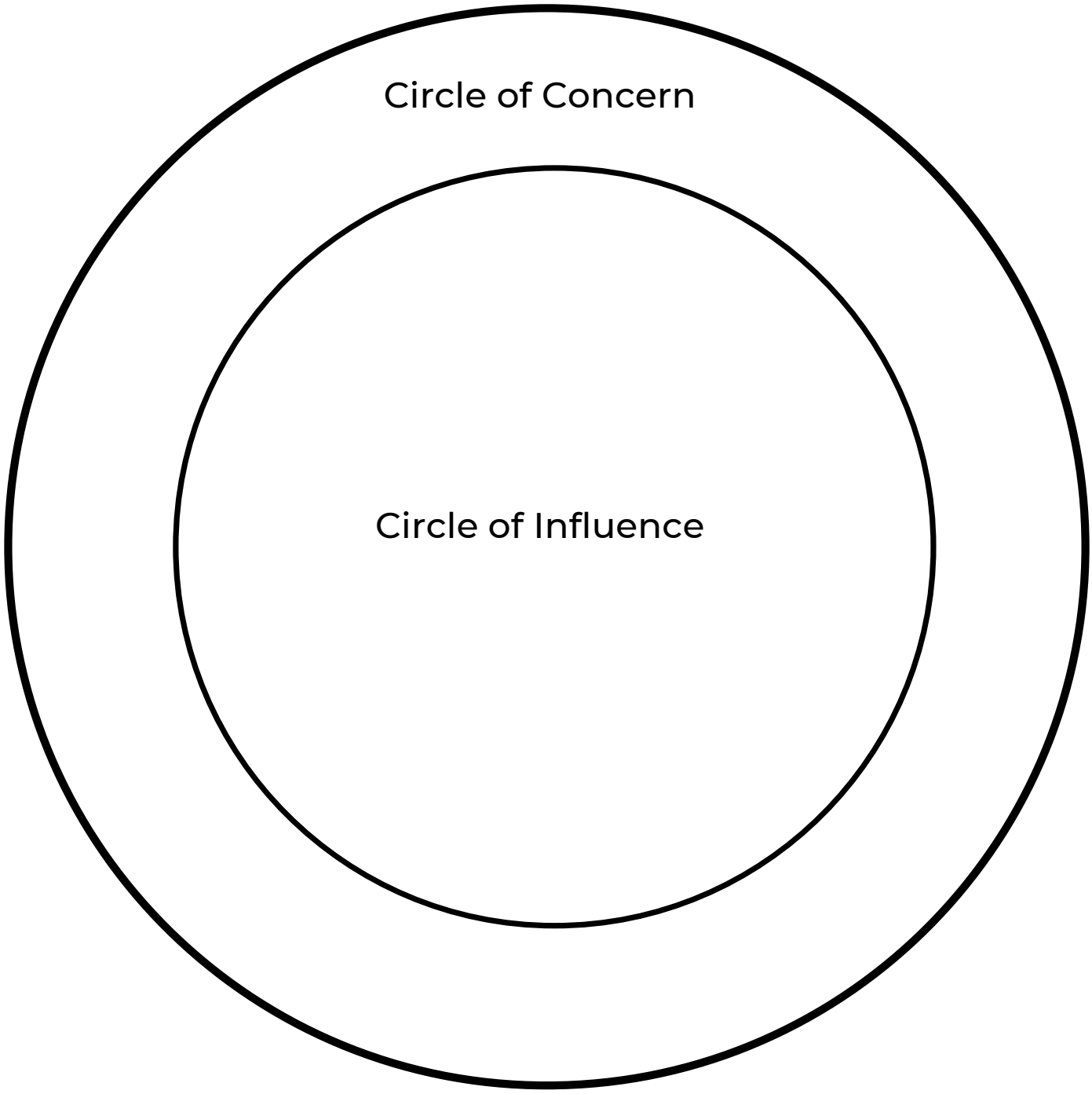


Reactive Focus

Negative Energy Reduces Circle of Influence

Circle of Influence - adapted from FranklinCovey (2024) Habit 1: Be Proactive Available at: https://www.franklincovey.com/the-7-habits/habit-1/ Date accessed 29/11/2024

Circle of Concern and Circle of Influence



Proactive Focus

Positive Energy Enlarges
Circle of Influence

Reactive Focus

Negative Energy Reduces
Circle of Influence

Adapted from The 7 Habits of Highley Effective People by Stephen Covey

What is in your circle of influence and what is not?

Coaches: Use this list to remind yourself what sort of things you can and can not influence in your practice.

Out of your influence:

The coachee's thoughts, feelings, behaviours, their perception of you, their ability to change, the number of Ah ha! moments they have, the choices the coachee makes, what action the coachee takes, how engaged the coachee is in the session, how much effort the coachee puts in, the coachee's values, whether or not they are ready to act, how your questions land on them, their triggers, their honesty, their level of self-awareness, their ability and willingness to identify their blind spots, the way the coachee has been parented, what is normal for them, what is familiar to the coachee, whether or not the coachee is masked or armoured in the sessions, and whether or not they are ready to dismantle their marks, what they do and do not choose to disclose, unexpected events (e.g. a sick child, flat tyre etc).

What is within your influence as a coach:

Your values, beliefs, and actions, the questions you ask, the way you listen, the techniques you use, demonstrating that the client matters to you and that they make sense, how much silence and space you give in the session, that you keep on time, environmental factors like the heat and light in the room, the way in which you handle the thoughts that come up for you, your body language, your tone, your rapport, how you mirror the coachee, how I contract with the coachee before the sessions begin, how you check in with yourself before the session, how you prepare before the session, whether you have had good sleep, nourishment and hydration, how you organise your notes and paperwork, whether or not your phone is on silent, that you have a plan for the session and a plan B in place.

What is in your circle of influence and what is not? (C) Charlie Mitchell 2024

Grounding Techniques

5, 4, 3, 2, 1

Look around the room and name five things you can see, hear, feel, smell, and taste. Then repeat the exercise by finding four new things, then three, two and so on.

Three items

Look around the room and choose three items. Describe them, including their colour, texture, shape, size, uses, and origins.

Five senses

Try to notice something with each of your five senses: sight, sound, smell, taste and touch.

Special item

Keep a small item in your pocket (such as a stone) and hold the item. Bring your attention to the sensation of the item in your hand, including its weight and texture.

Counting

Count backwards from 20.

Notice your breath

Take a deep breath, as you exhale, imagine breathing out through the soles of your feet. Feel the connection between your feet with the floor beneath you. Do this three times.

Naming categories

Choose a category (e.g. colours, shapes, textures), then look around the room and name everything you can see in that category.

Focus on sounds

Listen carefully. Name all the sounds that you can hear around you, inside and outside.

Connect with the chair

Sit down and draw your attention to how your body connects with the chair – the way that it supports your weight, and the places where your body makes contact with it.

Cold water

Have a few slow sips of cold water. Notice the sensation of the cold water in your mouth and as you swallow.

Grounding techniques - adapted from University of Sydney (2024) Grounding Techniques Available at: https://www.sydney.edu.au/content/dam/students/documents/counselling-and-mental-health-support/grounding-techniques.pdf Date accessed: 29/11/2024

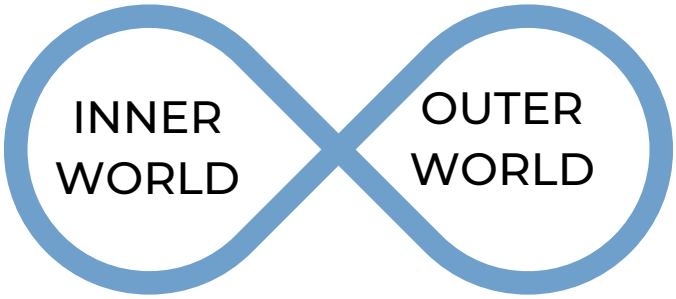
Emotional Guidance Scale

1. Joy/Appreciation/Empowerment/Freedom/Love
2. Passion
3. Enthusiasm/Eagerness/Happiness
4. Positive Expectation/Belief
5. Optimism
6. Hopefulness
7. Contentment
8. Boredom
9. Pessimism
10. Frustration/Irritation/Impatience
11. Overwhelment
12. Disappointment
13. Doubt
14. Worry
15. Blame
16. Discouragement
17. Anger
18. Revenge
19. Hatred/Rage
20. Jealousy

Emotional Guidance Scale - adapted from Gabby Bernstein (2024) How to use the Abraham Hicks Emotional Guidance Scale Available at: https://gabbybernstein.com/emotional-guidance-scale-abraham-hicks/ Date accessed: 29/11/2024

Inner and Outer World

HOW DO WE CHANGE OUR BEHAVIOUR?



INNER WORLD

We can start with identity, narrative, and parts work. That will naturally shift behaviour.

OUTER WORLD

We can start with behaviour and start to do things differently in the world - this can shift our identity, if we can change the habits in ways that stick.

You can start with either, as both impact the other.



Inner and outer world - Adapted from Walberg, M (2007) Merlin Walberg: Leadership Development Consultant Available at: https://www.linkedin.com/in/merlin-walberg-36249814 Date accessed: 29/11/2024

Evaluating Our Sessions (Using the Kirkpatrick Questionnaire)

The scales below are from 0-10 with 0 being not at all and 10 being fully.

How you feel about the coaching you have received:

How satisfied are you with the coaching you have received?
0----------3----------5----------7----------10
Comments:

How relevant were the sessions considering your original plan?
0----------3----------5----------7----------10
Comments:

How accessible were the sessions?
0----------3----------5----------7----------10
Comments:

How can I improve the sessions in the future?
0----------3----------5----------7----------10
Comments:

With regard to your learning, how much do you feel:

You were able to learn new skills, knowledge or behaviour that have helped you with your plans?
0----------3----------5----------7----------10
Comments:

Evaluating Our Sessions (Using the Kirkpatrick questionnaire)

You learned new ways to get a different perspective on a situation?
0----------3----------5----------7----------10
Comments:

You learned new strategies that you can use in future?
0----------3----------5----------7----------10
Comments:

How your behaviour has changed since you started the coaching:

You notice you are able to do certain new things since starting coaching?

0----------3----------5----------7----------10
Comments:

You notice you have been able to stop doing certain things since starting the coaching?
0----------3----------5----------7----------10
Comments:

You notice you have been able to continue doing certain things more consistently since starting the coaching:
0----------3----------5----------7----------10
Comments:

You are more able to regulate your body as a result of the coaching:
0----------3----------5----------7----------10
Comments:

Evaluating Our Sessions (Using the Kirkpatrick questionnaire)

Changes in your family since you started the coaching:

How much positive change has there been within your family since you started coaching?
0----------3----------5----------7----------10
Comments:

How much negative change has there been within your family since you started coaching?
0----------3----------5----------7----------10
Comments:

How much neutral change has there been within your family since you started coaching?

0----------3----------5----------7----------10
Comments:

Any other comments or questions?

Can any of this information be shared anonymously in promotion and publicity materials?
Yes ☐ No ☐
Comments:

Can any of this information be shared with your name in promotion and publicity materials?
Yes ☐ No ☐
Comments:

THANK YOU

Notes

References

- Wheel of life - adapted from Whitworth et al (2007) Coactive Coaching: New skills for coaching people towards success in life and work, USA: Davies-Black Publishing, P227

- Coachee's reflection sheet (C) Charlie Mitchell 2009

- Sensory Behaviour Checklist - adapted from Buckinghamshire Healthcare NHS Trust (2023) Sensory Behaviour Checklist Available at: https://www.buckshealthcare.nhs.uk/cyp/pifs/sensory-behaviour-checklist/ Date accessed 29/11/2024

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