Coaching Diary

Coach: Charlie Mitchell

Coachee: Coachee b

Date of Session: 14th November

Session Number: 5

Duration: 1.5 hours

Please expand and provide detailed evidence for each prompt

[Grab your reader's attention with a great quote from the document or use this space to emphasize a key point. To place this text box anywhere on the page, just drag it.]

RATIONALE FOR COACHING: present a case for coaching as agreed with the stakeholder(s) / client(s)	Client has a neurodivergent child, and is finding herself responding to him with anger. She is interested in exploring why this is and what she can do about it.
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	Not applicable

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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	Client has made good progress in reframing their perspective on their physical illnesses and their part in contributing to their symptoms. They have been using a range of strategies including EFT and stretch, soothe, shake to get grounded and keep present. These strategies have been surprisingly successful and the client will continue to use them
GOAL (SMART) What was the topic discussed: What was the goal identified:	To explore other areas of the client's life that are causing them stress, or moving them away from their new grounded and present set point. They are more aware of when they are dysregulated and would like to explore what they can do about the other things that are causing them stress.
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	They feel they have a better understanding of the things that are causing them stress. They were able to mention finances, planning for the trip in a few weeks, having the landlord check their property. They were speaking with more clarity and understanding of specific things that were giving them a body sensation of unease. This is a new experience for the coachee to recognize how they feel in their body in real time. They still identified feeling confused as to why they were stressed. 'Other people wouldn't be' - limiting belief, blaming themselves
OPTIONS Describe the possibilities (OPTIONS) explored and developed	Picked one challenge and used it as a focus for questioning about the feeling in their body, how it had changed, when it was most intense, what else was going on at the time, what they noticed. Discussed different options including doing more preparation and contacting landlord

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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	Client decided to move forward with contacting the landlord for more information about how data collected from their visit would be used. They also explored how to make a wise decision relating to the trip coming up. We explored creating criteria that would help them to know if it was a wise decision or not. They felt they had made the decision during the session as a result of creating the criteria for a wise decision, and wanted time to reflect on it.
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	Reviewed EFT for stress and anxiety Stretch, shake, soothe for resetting set point Values and decision making Using past decision to find the criteria for a wise decision in the present Reframing inner critic as a helpful prompt for questioning landlord
RAPPORT Describe how you build rapport e.g. • Body language • Voice (tone and pace)	Have built rapport over time by asking her preferences, from where she sits in the room, how she would like to start the session (a minute's pause with eyes closed to arrive), embodied practices, and support around exploring her own neurodivergence
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..	Client has made tremendous progress towards goals, consistently undertaking 2-3 actions between our sessions, being curious and courageous, more aware of the parts of herself that go to blame and how to connect with other more compassionate parts. Client is keen to push her awareness of her own blindspots and appreciates insights to help her move forward.

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FEEDBACK COLLECTED FROM CLIENT (OR SUPERVISOR) E.g. verbal or written	Client has given really positive feedback about their coaching experiences. They have appreciated the challenges I have set and the different perspectives. They have requested changes in venue, including outdoor coaching in the woods

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	Good level of rapport helps me to be open and honest with this coachee about what I see. I always ask for permission before sharing and she is interested in hearing. I am non-directive for about 70% of the session, and do spend some time explaining theories or tools that may help her or her child with their neurodivergence, such as the sensory behaviour checklist, or stretch, shake, soothe. I do stick with the client's agenda and check in to make sure we are on track during our sessions as they are 90 mins. I have encouraged responsibility from the start and she has taken a proactive approach consistently. She does now ask for challenges around her own blockages and assumptions as she can often identify when she is stuck.
LISTENING SKILLS • Dual Listening • Focused • Non-judgemental • Use of silence • Use of client's language	I have to focus on dual listening as we are both neurodivergent and both have neurodivergent children. We also both have challenges with our family of origin, so there are a number of places I could be triggered during these sessions. I make notes of things I need to follow up with after the session and do ask for a moment if I need to process something in real time.

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SUMMARISING AND REFLECTING BACK ABILITY I.E. ACCURATE AND SUCCINCT	I do reflect back at least twice during our sessions as they are 90 mins and I want to make sure we are on track so she can use the time as effectively as possible.
QUESTIONING ABILITY I.E. OPEN, CHALLENGING, SUCCINCT Check for use of unproductive questions, leading or multiple questions	I notice how I have a tendency to ask multiple questions in one sentence. I try to ask one question at a time and then wait for a reply before following up with a second question. I asked: having discussed this, what do you notice?
TIME KEEPING OF THE SESSION	I overran by 5 minutes as we were clearing up when the next person arrived. I wlll set an alarm so that I know when we have 5 mins to go.
WHAT DIDN'T WORK?	Timekeeping was probably the biggest issue of the day as it did interrupt the next person.
ADAPTATIONS MADE TO MEET THE COACHEES NEEDS?	Lighting in the room, embodiment aspects of each of the coaching tools, writing a few notes while she is processing and taking a photo of my notes that I share with her
WHAT WOULD YOU DO DIFFERENTLY NEXT TIME?	Timer set for 5 mins before the end of the session
DEVELOPMENT What skills do I still need to develop further? i.e. listening, questioning etc?	Other embodiment tools that may help. Havening?