

Session 42: Gathering the resources you need to make this a success

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Today we are exploring

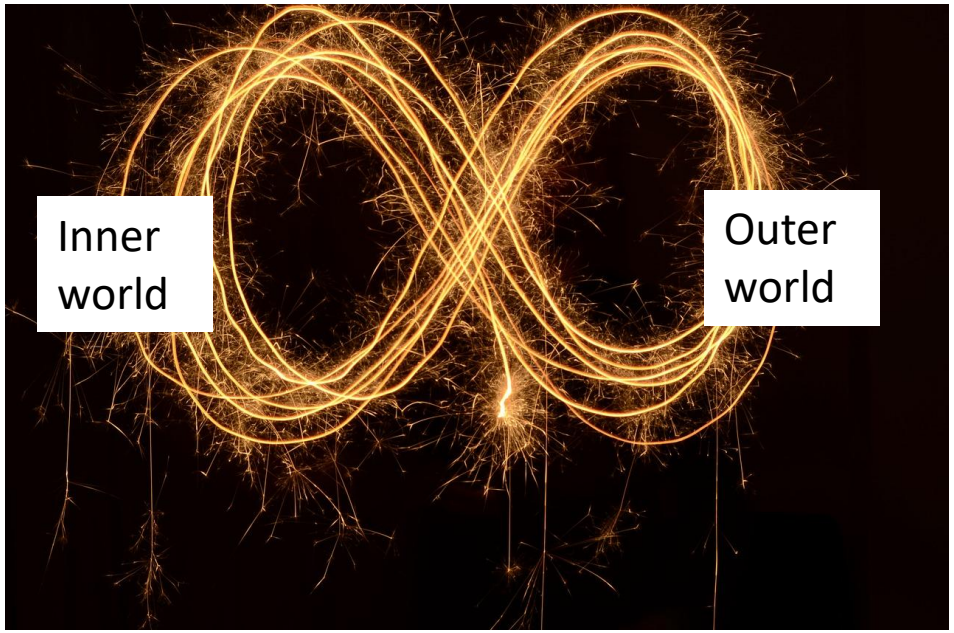
- The inner resources you have gathered during this process
- Reviewing the richness you bring to the sessions now
- Clarity about when you want to refer clients on to other support
- The paperwork you need to complete for the coaching accreditation
- How to evidence the coaching hours

Reflecting on how resourced you feel for coaching?

- ✓ Finish this sentence: I feel resourced to coach others because …
- ✓ What resources and resourcefulness do you currently draw on in your coaching practice?
- ✓ What support network do you have including coaching supervision?
- ✓ What helps you to develop your resourcefulness?
- ✓ How does increasing your own resourcefulness support your coaching practice?
- ✓ How do you currently identify the gaps in your resourcefulness?
- ✓ Where else can you go to address those gaps?
- ✓ What else do you notice?
- ✓ What do you want in place to maintain a healthy level of resourcefulness in your coaching practice?
- ✓ Explore the different resources relating to supervision in the course materials for ideas

Session 34: 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 the behaviour and start to do things differently in the world – this then can shift our identity, if we can change our habits in ways that stick – See switch summary in resources
- ✓ You can start with either as both impact the other
- ✓ Identity impacts behaviour and behaviour impacts identity



Resources vs resourcefulness

Inner world resourcefulness:

- Groundedness
- Courage
- Self-awareness
- Self-regulation
- Clarity
- Connection with self
- Self-care
- Internal narrative
- What else?



Outer world resources:

- Your personal support network
- Friends, family, community
- Counselling, supervision
- Tools you can use with a client
- Books, videos, audio
- External self-care: food, activities, habits
- Finances you have access to
- Internet, computer
- What else?

Key difference:

- Resources are fixed and finite and not always available
- Resourcefulness is infinite, flexible and we have more opportunity to influence their availability

Things that influence your resourcefulness

- Get out some creative resources:
  - Journal, crayons, play doh
- Spend some time creatively reflecting on what influences your resourcefulness:
  - Sleep
  - Nourishing food
  - Hydration
  - Physical movement such as yoga
  - Silence, meditation
  - Resourcefulness of your friends / family
  - Your own state – fight, flight, fawn, freeze, triggered
- How do you make sure your own tank is full first?

The first person I coached was me! For a year… and ongoing

The richness of what you bring

- Get out some creative resources:
  - Journal, crayons, play doh
- Spend some time creatively reflecting on what you uniquely bring
- Consider the different aspect we have covered in the course including:
  - Your experiences of being a parent and what that means to you (Module 1)
  - Your understanding of coaching and powerful questions (Module 2)
  - How things feel for you, embodiment and attachment (Module 3)
  - How you create a safe space for your coachees (Module 4)
  - Your own values, beliefs and personal approach to coaching (Module 5)
  - How you regulate yourself and keep connection with yourself (Module 6)
  - Your commitment to your own growth and development (Module 7)
- Who else can help you with this?

When will you refer someone on to other support?

- Get out some creative resources:
  - Journal, crayons, play doh
- Spend some time creatively reflecting on what you feel comfortable coaching about and what you don't
- Typical topics for coaching include:
  - The parent's current emotional experience
  - The parent's previous emotional experiences
  - The child's experience
  - Family dynamics
  - Communication between family members
  - Relationships with partner, parents, other family members, friends
  - Different approaches to parenting
  - Guilt, blame, shame, grief, fear for the future
  - Crisis - Who will you refer clients on to? For coaching and / or counselling

Paperwork you need to complete for the accreditation

From the AC Coach Training Accreditation Scheme Overview:

- **Observation of you coaching and feedback** – Charlie to complete. Can be recorded, attended live, or done as part of the live sessions on a Tuesday
- **Learning logs** – can be a list or more detailed reflections
- **Reflective journaling** – can use the example paperwork including coaching diary mapped to competency framework or create your own
- **Reflective group discussion** – action learning paperwork
- **1-1 and/or Group Supervision** – Charlie to fill out 1-1 supervision form. Action learning may be group supervision if the topic is about a coachee with the intention of the coach improving their practice
- **Written case study** – see example which covers all the assessment criteria
- **Personal approach to coaching** – see example which covers all the assessment criteria

Helpful tips for paperwork

By the time you submit your finalised work, **you need to demonstrate you have met all the criteria in the competency framework,** including 9.3 on critical reflection (you can use the template on critical reflection if that is helpful, or write about it in your reflections, personal approach to coaching or case study)

Simple ways to do this include:

- **Write your case study or personal approach to coaching, making sure you meet all the criteria in the competency framework**
- Then use your reflections, journals and action learning paperwork as **supporting evidence** to show you have coaching experience over time with different people
- You could use the **assessment form** in the paperwork for accreditation folder as a:
  - template to complete a reflective journal
  - structure for your case study
  - structure for your personal coaching approach
  - structure to show how you have met all the assessment criteria

How to evidence the coaching hours

See Example Log of Accreditation Hours in paperwork for accreditation folder

Example Log for Accreditation Hours

Coaching Practice (20h):

Date	Title	Key Learning / Takaways	Actions (SMART)	Done	Hours
24/11/24	Coachee 1, 2 and 3 (Action Learning Set)	Feeling rushed over time keeping. Questions on a post-it technique - updated to Questions in the What'sApp chat experiment.	Research developments in AL questioning techniques which are used on Zoom by the next session (27/11/24) - how do people do Goldfish Bowl online?	☑	1h

What this means for you personally

- ✓ Reflect on your own resources and resourcefulness – what do you notice?
- ✓ Play with it a little – what if this was different?
- ✓ Use the questions at the start of this session to help you reflect
- ✓ Identify 1 ways you want to explore your resourcefulness over the next month – with awareness that you can explore other aspects another time
- ✓ Plan what you will do over the next month to develop this capacity
- ✓ Consider how feeling capable can help other parents

The importance in a parenting context

- ✓ Your awareness of the difference between resources and resourcefulness will naturally bring a new dynamic to your parenting
- ✓ You can share your awareness with coachees, both formally by showing and explaining, and informally by modelling the approaches in your sessions
- ✓ You can pick the knowledge, skill or behaviour that feels relevant in the context:
  - ✓ Introducing the coachee parent to the concept of resources and resourcefulness may help the coachee to explore their own inner and outer support systems
  - ✓ How could the coachee explore the resources and resourcefulness they need for their own development in relation to parenting?
  - ✓ What resources and resourcefulness does the child have access to?
  - ✓ How can the coachee check in with their child to explore what resources and resourcefulness the child needs to help with their development?
  - ✓ How can the coachee negotiate with others to ensure the child has access to their resources and resourcefulness outside the home?