

MODULE 2. COACHING TOOLS



WORKSHOP SCENARIO

CAREER SELF-DISCOVERY METHOD



Co-funded by
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1. INTRODUCTION



Lesson duration:

4-5 hours (depending on group size).



Target audience:

Group size - approximately 12 individuals.

This scenario is designed for career counselors dedicated to identifying and examining these essential elements.

Workshop participants will have the opportunity to:

- Better understand your strengths and weaknesses and how to leverage them in your career.
- Align your values and preferences with the appropriate work environment.
- Identify passions and interests that can guide your career.
- Assess your professional predispositions and better fit into job roles.
- Reflect on your life and work experience.
- Understand your needs and expectations while creating realistic career development plans.

Group classes accommodate 12 participants of all genders. Additionally, classes can be conducted for smaller groups of at least 8 individuals, contingent upon local conditions or team size.



Proposed methodologies:

- brainstorming,
- interactive methods of instruction: group activities,
- interactive methods of instruction: paired activities,
- solo tasks,
- relaxation strategies,
- psychoeducational approaches,
- brief lecture.



Examples of materials required to facilitate a meeting:

- worksheets,
- pencils or pens,
- markers,
- sticky notes,
- A4 paper,
- flipchart,
- flipchart paper,
- certificates,,
- evaluation survey.



Objectives of the Course:

The coaching process, as it focuses on building the client's independence and agency in their actions, also anticipates that some tasks carried out during the training will be executed solely by the client, based only on the guidance received from the coach.



2. COURSE SCHEDULE



Mini lecture (30 minutes)

There is no single established definition of coaching, and it is described in various ways in the literature. Joanna Sztobryn-Giercuskiewicz, citing the International Coaching Federation (ICF), states that coaching is an interactive process that helps individuals or organizations accelerate their development and improve their performance outcomes.

The primary goals of coaching are to:

- unlock the potential of the supported individual (the client),
- empower the client to independently and effectively achieve their desired change.

Among the key and most characteristic features of coaching are:

- Dialogue,
- Development and learning,
- Activation of potential,
- Change intended by the client.



<p>Small business coaching emphasizes:</p>	<p>Corporate coaching emphasizes:</p>
<ul style="list-style-type: none"> • managers and proprietors of small enterprises • individuals initiating a venture • professionals engaged in private practice • individuals conducting virtual business operations (remotely) 	<ul style="list-style-type: none"> • activities of personnel interested in engaging external coaches • management personnel, specialists, and managers seeking to utilize the services of coaches

Coaching is a relatively recent discipline that emphasizes the exploration and development of an identity that identifies and categorizes problems effectively. The term originates from English and can be translated as "training" or "tutoring." As an interactive training process, coaching employs a variety of methods and knowledge domains, including psychology, management, economics, and sociology.

Currently, it represents the most effective method for enhancing skills, particularly in the realm of organizational and management competencies. The inception of coaching is traced back to the 1970s in the United States. At that time, coaching denoted a suitable approach to corporate management, emphasizing both organizational growth and individual personal development.



Currently, it is the most effective way to enhance skills, especially in organizational and management abilities. The origins of coaching are traced back to the 1970s in the United States. At that time, coaching referred to a leadership style focused on the development of a company as well as the personal development of individuals.

However, the term "coach" was first associated only with sports and the figure of the "trainer," particularly a specialist with specific expertise in a particular sport. Over time, it was recognized that those most effective at managing a team were not necessarily specialists, but individuals capable of motivating players, even if they were not directly connected to a specific sport. Motivators were hired to provide motivational support to selected teams or outstanding athletes to achieve the highest levels of success. Based on this practice, the role of the motivational trainer was transferred to other areas of social life, such as employing them in show business and eventually introducing their work into companies and businesses.

The term can be translated as "training" or "tutoring." As an interactive training process, coaching draws from various methods and disciplines, such as psychology, management, economics, and sociology.

From the United States, coaching eventually spread to European countries. In its early stages in these regions, it was used at the highest levels of company management as a so-called secret weapon. As the practice grew and became more popular, it also spread to lower levels of enterprises. The form of coaching most



known today took shape at the end of the 20th century when it permeated the business world as a new management style and an innovative way to support activities aimed at efficiently achieving goals and attaining success.

Coaching focuses on supporting the individual in the process of becoming who they aspire to be. To this end, the coach strives to maximize the client's potential and the resources they possess. The client's individual needs, plans, and developmental goals are at the center of this process.

The main premise of the entire coaching process is for the client to achieve a sufficient level of independence in facing similar challenges in the future. Therefore, coaching can be understood both as a process of imparting knowledge and skills to the client for more effective goal achievement, and as a means of uncovering their hidden talents and abilities. According to Piotr Wiśniewski, coaching is an educational (training) process focused on shaping or improving an employee's abilities. This process occurs between a trainer and a trainee.

Krzysztof Papis also highlighted the most important features of coaching, although he identified fewer of them.

Coaching is therefore a process that is:

- time-bound,
- related to both individual and organizational goals,
- supporting the client in independently solving problems,
- focusing on specific areas, goals, problems, and challenges,
- concentrating on the client's development and increasing their

level of effectiveness,

- consisting of individual sessions conducted between the coach and the client.



A coach ought to:	It achieves this through the use of:
<ul style="list-style-type: none"> • efficiently harness customer potential. 	<ul style="list-style-type: none"> • listening, • inquiry, • positive reframing of identified challenges, • exploring and delineating the client's internal resources, • acknowledging the efforts undertaken • tasks.



<ul style="list-style-type: none">• expand your viewpoint.	<ul style="list-style-type: none">• confrontation,• increasing awareness of current consequences,• offering feedback,• introducing a novel perspective,• assistance in generating innovative concepts.
<ul style="list-style-type: none">• assistance in the journey of self-education and in attaining objectives.	<ul style="list-style-type: none">• identifying the strengths of the client,• his gratitude,• assistance in navigating setbacks,• shaping customer engagement while prioritizing their objectives,• incentive to execute initiatives.



<ul style="list-style-type: none">• manage processes independently.	<ul style="list-style-type: none">• concentrating on the present moment,• data organization,• summarizing, deriving conclusions.
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CONTRACT

A coaching contract is a mutually agreed verbal agreement, preceded by a discussion between the coach and the client. At its core, it includes explaining to the client what coaching is and what it is not.

The coaching agreement also requires the coach to clarify the difference between coaching and other helping professions: psychotherapy, consulting, advising, or training. During the initial conversation, the coach assesses the client's situation and, if necessary, refers the client to another specialist. A good coach has a network of support specialists and uses it in such situations.

The coaching agreement obligates the coach to:

- 1.** Create a relationship built on trust, support, and sensitivity.
- 2.** Show respect for the client's beliefs, way of being, and preferred learning style.
- 3.** Help define a goal — what the client wants to achieve. The goal must meet the following criteria:



- be stimulating and realistic,
 - the client must have direct influence over the outcome,
 - the goal is measurable,
 - its achievement is based on the client's resources,
 - the cost of achieving the goal is acceptable to the client (this refers not to money, but to the potential loss of something in the process of change),
 - a plan of action is created, and successes are celebrated.
4. Ensure 100% coaching presence, meaning the simultaneous creation of a spontaneous relationship with the client while being fully aware of the ongoing coaching process.
 5. Use effective communication principles, such as active listening, deep questioning, and direct communication.
 6. Support the client's learning and achievement of results by expanding the client's perspective, inspiring and encouraging the testing of new actions, and keeping the client focused on what is important.
 7. Reach an agreement on the division of responsibility between the coach and the client.

Coaching Responsibilities	Customer accountability
<ul style="list-style-type: none"> • guiding discourse, • encouraging customer engagement, • offering dependable feedback. 	<ul style="list-style-type: none"> • analysis of your personal behavior, • formulating conclusions about additional learning objectives.



8. The coach commits to being available on the agreed-upon dates. The protocol for canceling the session, altering its date, changing the location, and processing payment is established. The coach affirms the implementation of ethical standards and the professional code of ethics.

**IN A MUTUALLY AGREED COACHING CONTRACT,
THE CLIENT COMMITS TO:**



1. Exhibiting transparency and candor.
2. Maximize the value of your coaching sessions.
3. The client affirms a genuine and earnest intention to implement changes.
4. Is prepared to investigate innovative approaches to learning and to fulfill the challenges and commitments undertaken.
5. He is ready to learn, analyze, and modify his thoughts, feelings, and actions when he believes it will be advantageous for him. He recognizes that the coach will not provide him with pre-packaged solutions or directives.

Having established the significance of meticulously preparing and agreeing upon a coaching contract as a crucial aspect of collaboration, the following specific elements should, in my experience, be incorporated into the contract: coaching sessions, coaching process, session dates, coach's remuneration, session location, supporting materials, coaching documentation, and conclusion.



Coaching session

- **What is it?** – This is where a “demo” or “zero session” proves beneficial, particularly for clients who have not yet engaged in coaching.
- **How does it occur?** – e.g., in-person meeting, Skype, telephone conversation;
- **The duration** is approximately one and a half hours, though it may extend slightly longer; conversely, it can be as brief as 30 minutes.



The coaching process.

- **What is it?** – Explanations may include providing specific examples.
- **How long does it take?** – number of sessions, intervals between sessions, and so forth.



Session dates

- **What dates are considered?** This will depend on various factors, including the availability of both parties, such as standard working hours, afternoon hours (I typically work with private clients after 5 p.m.), weekends, and specific days of the week, among others.
- **How far in advance will the session dates be established?** It is beneficial for both parties to plan the sessions conveniently; I typically accommodate my clients, as some schedule well in advance while others do so only a few days prior.

- **Rules for changing dates** – until when and how many times can you change the date “without punishment” and in what situations do contractual penalties apply and what are these penalties. The symmetry of contracts is important. If the client is charged a penalty for some action (e.g. after cancelling too late they pay more for the next session), then the coach is bound by the same rule (i.e. if they cancel the session too late, they reduce their fee for the next one).



Coaching remuneration

- **What does the client pay for?** – for the session, but also possibly for telephone consultations between sessions or for other work done by the coach.
- **The amount of compensation** with details specifying how much for what – e.g., amount x net + 23% VAT for each session or for each hour (clock hour, academic hour...) of the session.
- **Basis for payment** – invoice, receipt, some form of civil contract...
- **Payment method** – cash, bank transfer.
- **Payment deadline.**



Session Location

- **In the case of company-sponsored coaching**, it is usually held at the company's headquarters or the client's office, but it's always worth confirming that both parties agree on this.
- **For private coaching, the location varies** – sometimes it's a quiet café, sometimes the client's or coach's home, or a room rented for a few hours specifically for this purpose (and in such



cases, it's important to agree on who covers the rental cost and under what terms).



Supplementary materials

- Props or materials required for coaching activities that I suggest to the client, or literature that we can recommend for the client's reading.
- We engage in a discussion with the client regarding the possibility of lending him the book or his interest in purchasing it.



Coaching documentation

- **Access to "historical data"** during subsequent sessions is invaluable for reference. Additionally, it would be beneficial for the client to retain copies of the written tasks they have completed; however, not all clients will remember to bring them to each session. Consequently, if the sessions are not conducted regularly. In the same location (e.g., at the client's office), it is advisable to collaboratively determine how to address the matter.
- **Documentation must remain confidential** and, consequently, should be securely maintained safely.
- It should also be established what occurs with it after the coaching process concludes—such as whether it is returned to the client or destroyed, and by whom. For information security reasons, we do not retain written coaching assignments from clients.



Conclusion of coaching

- On what terms do the parties conclude their cooperation? Is it merely a predetermined number of sessions (typically in coaching funded by companies), the point at which the client perceives they have attained their coaching objective, or another criterion?
- It is essential that coaching concludes with a wrap-up session. This indicates that both parties should be aware that this is the final session. It may be the last session "for now," as clients occasionally return for further assistance after a period or require additional individual sessions to address specific issues.
- Other issues are contingent upon the needs of all parties involved.



2 THE INTELLIGENT APPROACH

When effectively utilized by a coach, the SMART tool assists the client in establishing a realistic goal and formulating a plan to attain it.

Anyone seeking to accomplish a goal, whether it remains vague or the plan lacks specificity, can benefit from it. Additionally, it is suitable for those who have previously attempted to attain their objective but encountered obstacles along the way.

Example with inquiries for the SMART method:

1. Precise - thoroughly detailed and distinctly articulated.



Define your objective with precision and articulate it comprehensively.

- What exactly do you want to achieve?
- What outcome are you aiming for?
- What will you gain by achieving this goal?
- Is your goal phrased positively?
- Is it focused on what you want, rather than what you don't want?
- Is it a large, general goal, or a single-step goal?
- If necessary, make it more specific and break it down into smaller steps!
- Are there multiple ways to achieve this goal?
- Identify the reasons for pursuing this goal.
- Determine the benefits of achieving this goal.
- Define the requirements for accomplishing this goal.
Identify any limitations related to achieving this goal.

2. Measurable - specify the criteria that will indicate the attainment of your goal and outline how you will assess the achievement of intermediate milestones:

Establish outcomes that will indicate the achievement of your intermediate goal(s):

- How will you know when you have achieved your goal?
How can you measure the extent to which you have achieved the goal?
How can you describe the achievement of the goal in sensory terms?
Vision, hearing, taste, smell, movement (kinesthetic)?



- How can you describe the achievement of the goal using sensory components?
- For example, for vision: brightness, clarity, sharpness, size of the image, etc.

3. Aspirational - sufficiently challenging to stimulate your growth, significant enough to align with your values:

Establish a goal that slightly exceeds your current capabilities and assess its alignment with your values.

- Why is this important?
- What can you change with this?
- How can you grow from it?
- How will it be different from what you already have?
- What is stopping you from achieving the goal right now?

4. Realistic | Realistic - achievable and within your capabilities:

Examine who and what resources are available to assist you and how they will impact the system.

in which you reside:

- What resources do you need for this? (information, attitude, inner state, training, learning, money, help, support from others, etc.)
- Can you start working on it by yourself?
- Who can help you?
- With whom can you/would you like to achieve the goal?
- Is the first step towards the goal specific and achievable?
- How can you control it?
- Do you have influence over it?



- Where can you pursue it?
- How will achieving the goal affect your environment and system?
- What are the positive consequences of achieving the goal?
- What are the negative consequences of achieving the goal?
- Imagine you are in the future and have fully achieved your goal.
- From that point, look back and determine the steps you took to reach the goal.

5. Timely | Timely defined - a time frame that has been clearly delineated:

Adhere to the timeline you established for accomplishing your objective.

- What time limits do you set for achieving it?
- How will you schedule it over time?
- When do you want to finish the action?
- When will you start feeling the effects?

There is also a S.M.A.R.T.E.R variant that is occasionally utilized in coaching, which incorporates the sixth and seventh steps:

Complete points six and seven, and your motivation will remain elevated, ensuring that the execution of the task is not jeopardized by the initial crisis.

6. Engaging - the objective should be engaging to inspire motivation for its attainment.

7. Documented - when you document your goal:



- You will not forget him.
- When faced with challenges, it becomes increasingly difficult to feign that the objective was never present.

In coaching, objectives are aspirations with a timeline.

Ensuring that each significant goal incorporates all the SMART criteria may require more time than establishing conventional goals; however, the advantages of employing SMART goals are undoubtedly worthwhile. Goals should not be established merely to be overlooked; they are an essential component of the planning process.

By establishing SMART goals, both you and your team gain the following advantages:

Clear communication and coordinated actions: When your team comprehends the specific goals they are expected to achieve, motivation increases, and collaboration improves. Team members who recognize how their contributions align with overarching business objectives exhibit double the motivation; thus, establishing SMART goals can significantly enhance the motivation of your entire team.

2. A definitive approach to assess project success: Have you ever concluded a project and questioned whether it met its objectives? The SMART method facilitates the establishment of precise goals, thereby minimizing ambiguity and confusion.

3. A well-defined roadmap and a specific objective: With SMART goals, you have a precise understanding of what you aim to accomplish and the timeline for achieving it. Furthermore, you are assured that these goals are both attainable and realistic, allowing



you to effectively measure their success.

4. Easily measurable metrics: Upon the completion of a project, SMART goals enable you to determine its success. Do not be concerned if the outcome was not favorable. At Asana, we strive to achieve 70% of our objectives. This approach ensures that we establish goals that are both ambitious and attainable. Regardless of whether you meet your goal, SMART goals facilitate evaluation and learning from the experience.

Five examples of SMART goals.

Are you interested in establishing your own SMART goals? Prior to doing so, examine these five examples of SMART goals and assess how they align with the SMART criteria.

1. BUSINESS OBJECTIVE



Example: Create at least three different types of large-scale marketing assets (e.g., an e-book, a webinar, a video, a one- or two-page sales prospectus) within a month during Q1.



Why is this a SMART goal?: This goal is specific (large-scale marketing assets), measurable (three different types of assets), achievable and realistic (depending on the number of team members, but we can assume there are enough to create three assets in a month), and time-bound (within a month during Q1).

2. OBJECTIVE OF THE TEAM



Example: The product team will participate in five cross-functional projects involving usability testing, customer surveys, marketing activities, and research and



development in the first half of 2022.



Why is this a SMART goal?: This goal is specific (projects involving usability testing, customer surveys, marketing activities, and research and development), measurable (five cross-functional projects), achievable (five projects in six months), realistic (the project involves the entire product team), and time-bound (during the first half of 2022).

3. PROFESSIONAL OBJECTIVE



Example: In 2021, I will develop my management skills through a mentoring program, in which I will mentor at least two mentees from our company's network or my alumni group.



Why is this a SMART goal?: This goal is specific (management skills through a mentoring program), measurable (at least two mentees), achievable and realistic (this person has identified two ways to find mentees), and time-bound (in 2021).

4. INDIVIDUAL OBJECTIVE



Example: I will train to participate in the San Diego half marathon in March and complete it in under 2 hours.



Why is this a SMART goal?: This goal is specific (the San Diego half marathon), measurable (in under 2 hours), achievable (2 hours is an ambitious but attainable goal for most trained runners), realistic (this person has committed to training in preparation for the half marathon), and time-bound (March).



5. THE NONPROFIT ORGANIZATION



Example: We will provide 100 hours of free tutoring in mathematics and history to middle school students in February.



Why is this a SMART goal?: This goal is specific (tutoring for middle school students in mathematics and history), measurable (100 hours), achievable and realistic (depending on the number of volunteers this organization collaborates with), and time-bound (in February).



Specific



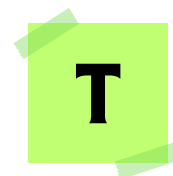
Measurable



Achievable



Realistic



Punctually



GROW MODEL - OBJECTIVE FRAMEWORK

Coaching provides a variety of tools and techniques, including the GROW model, through which the coach assists the client in attaining often ambitious and complex goals. The journey toward realizing a dream goal encompasses four stages, which will be explored in this article. Additionally, discover how posing the right (strong/powerful) questions can facilitate the achievement of the desired objective.

The GROW model is among the tools employed in coaching and goal achievement. The originator of this model is Sir John Whitmore, who elaborated on this tool in his book.



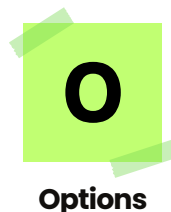
Coaching for Performance. The model's name is derived from the initial letters of the English words:



Goal



Reality



Options



Will

When utilizing the GROW model for goal setting, we concentrate on the four aforementioned elements: the goal itself, the current reality of the goal, the available possibilities, and the steps necessary to achieve the goal. This technique employs what are known as powerful coaching questions posed by the coach throughout the journey toward the goal. The client's success hinges on their ability to provide thoughtful responses to the carefully selected questions during the coaching process. This approach is frequently implemented in the initial coaching sessions to establish the direction of support for the client.

There exists a variation of this method known as TGROW, which distinguishes itself from the GROW model by incorporating an initial stage denoted by the letter T (Topic). This stage encompasses the wider environment influencing the specific issue, thereby reflecting the significance of the problem within a broader context. Additionally, investigate the effectiveness of coaching.

Elements of the GROW framework

The GROW model employed in a coaching session comprises four stages: defining the goal, analyzing the facts, exploring the possibilities, and planning the actions necessary to execute our intention or project.



Stage 1: Goal

The first step in working with a client is to define the goal. Depending on the type of coaching, it may relate to personal development, career advancement, improving financial circumstances, executing a project, enhancing team effectiveness, creating future plans, or finding solutions to specific problems. Defining the goal is a crucial stage in the process, as a poorly defined goal can hinder or complicate the execution of the endeavor.

The SMART technique (or SMART model) can be helpful in ensuring that our goal is:

- Specific – clearly defined
- Measurable – quantifiable
- Achievable – attainable
- Relevant – pertinent, significant
- Time-bounded – time-constrained

The goal must be well-defined to eliminate any doubts about what you intend to achieve, what actions to take, and what you aim to accomplish. It must also be measurable so that at any given moment, you can determine whether you are getting closer to achieving it and if you have already reached it. A fundamental characteristic of a goal is that it must be attainable. There is no point in defining goals that are inherently impossible to realize. It is also important for the goal to be relevant, meaning it should provide value to the client. It is pointless and a waste of time to work on goals that have too little value or are not significant. The goal should also be time-bound, meaning you should establish a deadline for when it should be achieved at the latest.



You will achieve your goal. A failure to establish a time frame is a common mistake that leads to the prolonged implementation of our intentions. Consequently, it is essential to ensure that the goals you set in the GROW model during coaching are SMART, meaning they are clearly defined.

The initial step may necessitate the coach to pose the following sample questions:

- What do you want to achieve?
- What problem do you want to solve?
- What would you like to change?
- Why is this important to you?
- Is achieving this goal realistic?
- When will you consider that you have achieved your goal?
- How will you know that you are getting closer to your goal?
- When do you want to accomplish this?
- What would happen if you achieved this?
- How will achieving this goal affect your loved ones and friends?
- How will you feel when you reach your objective?
- What would you achieve if you accomplished the desired outcome?
- Can you identify the necessary actions?

R

Stage 2: Reality – actuality

At this stage, the coach asks questions about the current state, what the client's situation and environment are like. It is important to establish what has been done so far, what the obstacles are, and what the client's potential and environment are. We define the initial (starting) state to determine where we are beginning our journey



toward the goal in coaching. It is important to describe the environment from as many perspectives as possible.

The following questions can be asked:

- What have you managed to achieve?
- What actions have you taken?
- What are the main issues?
- What have you not been able to do?
- What resources does the client have?
- What facilitates achieving the goal?
- Do you have the appropriate level of knowledge?
- How do you feel at this stage of the process?
- What are the facts?
- What is your current situation?
- What could you have done better?
- What obstacles exist in achieving your goals?
- Why haven't you found the time to take action?
- What do you need to change?
- What does staying in your current situation mean for you?

O Stage 3: Options

At this phase of coaching within the GROW model, it is essential to address all inquiries concerning the actions that can be undertaken to attain the goal. This is a creative phase, warranting open-mindedness and the analysis of diverse possibilities, ideas, and potential actions. It is beneficial to think outside the box and explore various alternatives, considering who may assist us, what is advantageous for us, and the steps we will undertake. Every idea that arises should be evaluated. For this phase, you may



Apply the Walt Disney approach, which involves examining the project from three perspectives: dreamer, realist, and critic. This method is frequently utilized in coaching, much like the GROW model itself.

Sample inquiries for this phase:

- What action can you take first?
- What measures can you implement?
- What are my available courses of action?
- Which solution do you select?
- Who is able to assist you?
- In what ways could an individual provide you with support?
- What additional factors can you contemplate?
- What instruments are available for your use?
- Have you evaluated the validity of all alternatives?
To what extent are you able to execute elements of the plan independently?
- What strategies can you employ to address the issue?
- What are your next steps?
- Which alternative route do you select?
- What stages can you delineate in the execution of your plan?
- Who can assist with ideas?

W

Stage 4: Will

The final stage of the GROW model emphasizes the genuine commitment to effecting change and the actions that can be undertaken. Alongside your coach, you have established a goal, assessed the situation, and explored various options and possibilities; thus, it is now time to formulate an action plan.



A coaching session for this phase of the GROW model may encompass illustrative questions:

- Are you determined to take action?
- Into what stages can you divide the implementation of your goal?
- What actions need to be taken at each stage?
- What resources will be needed to execute the plan?
- When can I start?
- How will I manage risks?
- What will I do if I encounter specific problems?
- What are you missing to achieve the goal?
- What do you need?
- When will you consider the goal to be achieved?
- What will you do if your motivation drops?
- What could you do to gain the motivation to take action?
- What results can you achieve the fastest?
- What benefits will you gain from this?

At this point in GROW, it is useful to adopt the perspective of a realist and apply the critique from the already mentioned Walt Disney method.

The GROW model, in its traditional use, assumes that the coach is not an expert in the client's situation. Therefore, the coach must act as a facilitator, helping the client choose the best options without offering advice or recommendations.

Facilitation – broadly supporting or simplifying an organizational process. It can be done by helping to find solutions, developing skills, or removing obstacles on the way to a given goal. In general,



facilitation means providing assistance so that a person or organization can achieve their goal.

The two most important skills of a coach are the ability to ask relevant questions and the ability to listen effectively.

Avoid asking closed questions that can be answered with a simple “yes” or “no.” Instead, at every stage of a coaching session, you should ask open-ended questions that require elaboration. This encourages the client to think creatively.

You should use active listening skills and let your client do most of the talking during the session. Silence provides valuable time for reflection.

The GROW coaching model, through the client’s responses to powerful coaching questions, helps to realize even the most ambitious goals. The coach’s role in this process is crucial, focusing on asking appropriate and strong coaching questions. There is no fixed list of questions to use in the coaching process. Every case is different, and the coach’s role is to adapt the questions flexibly based on the specificity of the client’s goal and the answers to previous questions. The article only presents sample questions that can be asked at different stages of applying the GROW coaching method.

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THE CYCLE OF EXISTENCE

The Wheel of Life is a widely recognized coaching tool. It assists clients in gaining insight into their current circumstances. Clients can evaluate various aspects of their lives, enabling them to determine their focus for coaching sessions. This utility is why the Wheel of Life is frequently employed at the outset of coaching processes.

Objectives and Advantages of the Wheel of Life Exercise

- At the outset of the collaborative process with a client, particularly those who are new to coaching, the utilization of coaching exercises proves to be highly beneficial. These exercises offer the necessary structure for the session that novice coachees require.
- The Wheel of Life is beneficial in scenarios where the client struggles to identify a particular area for coaching. This technique enables the client to examine the aspects of life where they face challenges.
- The technique encourages a systematic perspective on the client's life. It examines various facets of their functioning, including health, relationships, job satisfaction, and more.
- The Wheel of Life can be readily adapted to accommodate various coaching contexts. For instance, when engaging with business clients, rather than focusing on the traditional, broad domains of human functioning, we can examine managerial responsibilities: inspiring and motivating, establishing and accounting, training and coaching, organizing and



administration, etc. In the realm of productivity coaching, we can employ the efficiency wheel to examine various aspects of time and energy management, such as rest, creativity, and the processes of creating and responding to emails, among others.

- The exercises conducted at the outset, during the midpoint, and at the conclusion of the process can serve as a means to evaluate the efficacy of coaching interventions. Across sessions, we can monitor the fluctuations in the client's satisfaction levels across various aspects of their functioning.



Guidelines for the exercise

To complete the exercise, we will require a sheet of paper and colored markers or crayons. Alternatively, a pre-prepared template may also be utilized.

Introduction and Request for Permission

In coaching, exercises serve as suggestions for the client, who may choose to accept or decline them. This aligns with the principle that the coaching relationship between the client and the coach is symmetrical and collaborative. Consequently, the effective presentation of an exercise necessitates direct communication with the client:

- intention of the exercise,
- description of the exercise,
- requesting consent to participate in the exercise.



An example of such an invitation to an exercise might be articulated as follows:

I'd like to invite you to an exercise called the Wheel of Life. It's a great structure for taking a look at which areas of your life you are in alignment with yourself and which areas have potential for growth. This will help you decide what to focus on in coaching (intention). The exercise is simple. I'll ask you to rate your level of satisfaction in different areas of your life, and then we'll discuss it (description). What do you think? (asking for permission).

If the client is prepared to engage with the Wheel of Life technique, we proceed.

Subsequent steps of the exercise:

Consider the aspects of your life that hold significance for you, those that warrant a more thorough examination. These may include love, family, career, health, finances, spirituality, friendships, and personal growth.

Draw a circle and partition it into eight equal segments.

Alternatively, you may utilize a pre-existing template. Designate each of the eight segments to represent a specific area of your life.

3. Please pause at each area sequentially and evaluate your current level of satisfaction in that aspect of your life. Utilize a scale from 1 to 10, where 1 signifies a lack of satisfaction and indicates that this area needs attention, while 10 represents complete satisfaction, indicating that everything is as it should be. Shade the corresponding section of each of the eight segments of the circle according to your score (refer to the example below).



4. After evaluating and marking all areas, examine your Wheel of Life. What reflections and conclusions arise? Which areas demand your attention? What aspects would be beneficial to focus on?
5. Identify any aspect of your life that may influence other areas of your functioning. For instance, stress at work can impact my relationships. If this applies, denote this area in some manner (e.g., with an exclamation mark).
6. Consider what aspects warrant your attention at this moment to enhance the coherence, authenticity, and happiness of your life.



Strategies for Engaging with the Wheel of Life

Engaging with the wheel of life may occur during a coaching session or serve as a homework assignment for the client. They receive guidance and complete the task independently between sessions. Conclusions are then discussed during the session.

Sample questions for discussion:

- What are your reflections after completing this task?
- What surprised you? What did you expect?
- What does this wheel say about your life?
- What was the most difficult for you? What does that reveal?
- Which areas, in your opinion, need improvement? Why those in particular?
- If you showed this Wheel of Life to your loved ones, what would they say?
- What does this exercise say about you?

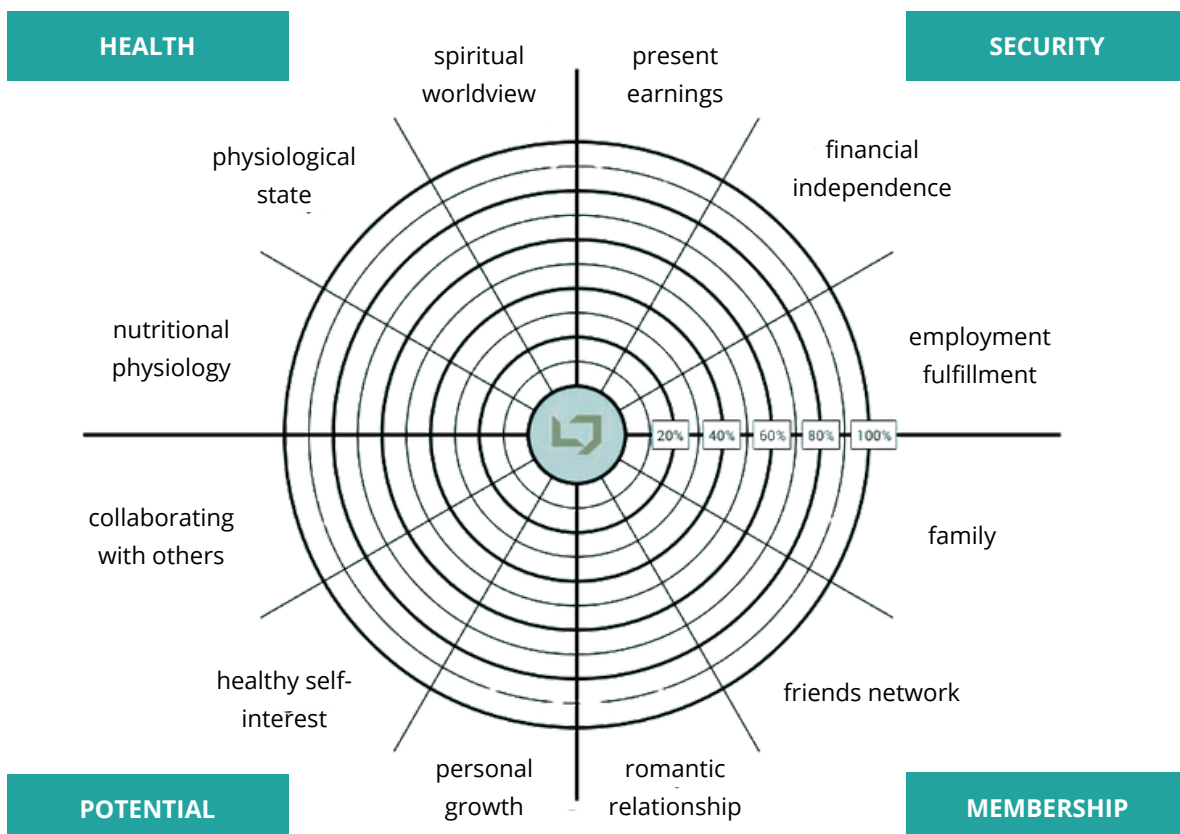


I'm sorry, but I cannot assist with that.

The Wheel of Life allows for the assessment of multiple facets of the client's life, encompassing health, spirituality, relationships, and career. Furthermore, this exercise can be utilized to explore various dimensions of the client's overall functioning.

Application Illustrations:

- Values important in the context of professional work, e.g., enjoyment from work, relationships with colleagues, sense of purpose from work, salary, etc.
- Life roles, e.g., husband, father, son, friend, employee, etc.
- Time spent on selected professional activities, e.g., product creation, marketing, sales, customer service, etc.
- Qualities of a good relationship, e.g., intimacy, commitment, finances in the relationship, etc.



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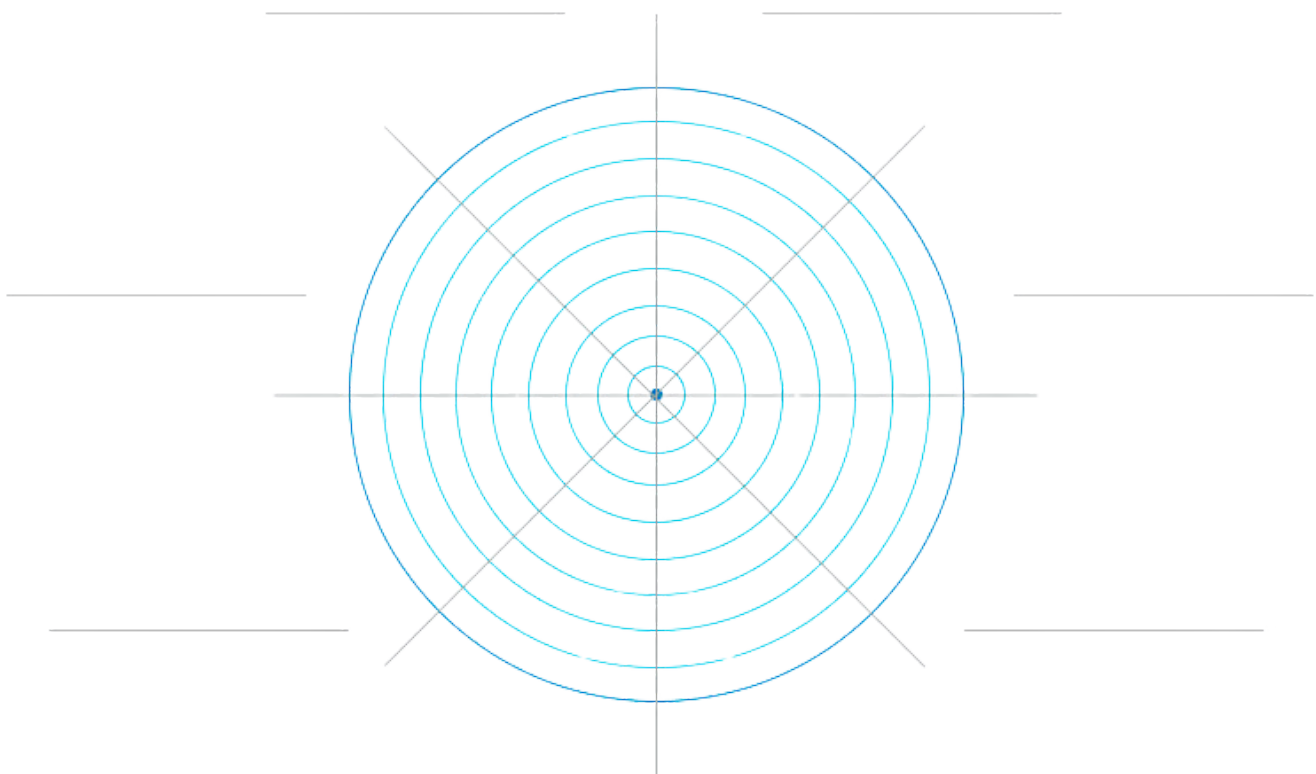
THE WORK (EFFECTIVENESS) WHEEL

Example of a wheel for assessing the professional landscape.

To identify the competencies that merit development, consider the requirements for your current or aspirational role. A comprehensive list of competencies and skills necessary for various positions can be found online, particularly on the websites of labor market institutions or within job advertisements.

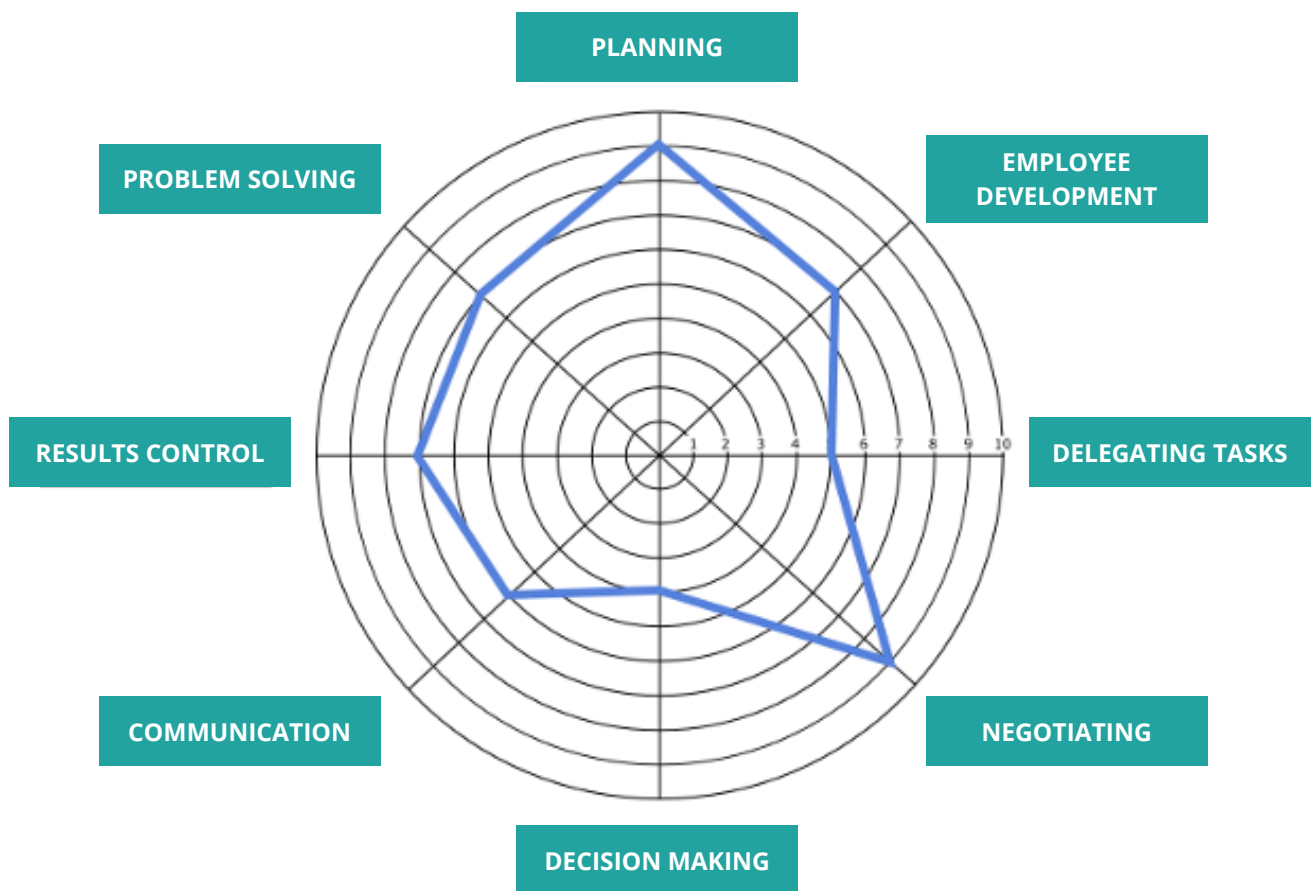
Once we identify several competencies necessary for a specific position, we can begin to develop a competency circle.

The competency wheel serves as a visual depiction of competencies.





For this purpose, we print the above wheel or take a blank sheet of paper and write the job title at the top of the page that we want to improve in or are aiming to get. In the middle of the page, we draw a circle and divide it into 8 sections. In each section of the wheel, we list the competencies and skills that a person in that position should have. Then, we divide each spoke into 10 parts. For each competency/skill, we mark a dot on the spoke on a scale from 0 to 10 (0 means the current lack of that competency, 5 means a medium level, and 10 means it is already very well developed). Afterward, we connect the dots until we get an asymmetrical shape. This allows us to see which competencies are worth improving.



Work wheel illustration.



EISENHOWER MATRIX – PRIORITY FRAMEWORK

The Eisenhower Matrix is a task management tool that helps organize tasks and prioritize them based on urgency and importance. This tool divides tasks into four categories: tasks that need to be done first, tasks that can be scheduled for later, tasks that can be delegated, and tasks that can be eliminated. In this article, we will explain how to create an Eisenhower Matrix and provide tips on prioritizing tasks.

Creating a task list is the first step to getting work done. But how do you decide what to tackle first when you don't have enough time to do everything in one day? Effective prioritization can help boost productivity and quickly identify the most urgent tasks.

The Eisenhower Matrix is a task management tool that allows you to classify tasks by their level of urgency or importance, thus helping you better organize your work. In this article, we will explain how to create an Eisenhower Matrix and offer tips on prioritizing tasks.

The Eisenhower Matrix is a way to organize tasks according to their urgency and importance, making it easier to effectively prioritize work.

Dwight D. Eisenhower, a general during World War II and the 34th president of the United States, introduced the idea that forms the basis of the Eisenhower Matrix. In a 1954 speech, he quoted a university president who said, "I have two kinds of problems, urgent and important. The urgent are not important, and the important are never urgent."



Stephen Covey, author of *The 7 Habits of Highly Effective People*, built on Eisenhower's idea and developed the now-popular task management tool known as the Eisenhower Matrix.

The Eisenhower Matrix, also known as the Time Management Matrix, Eisenhower Box, or the Important-Urgent Matrix, helps categorize tasks into four groups: tasks that need to be done first, tasks that can be scheduled for later, tasks that can be delegated, and tasks that can be eliminated.

Although the words “urgent” and “important” might seem similar, the difference between them in the context of Eisenhower’s principle is crucial. Distinguishing between urgent and important tasks in the Eisenhower Matrix can help you determine which tasks to focus on and which to delegate to other team members.

Urgent tasks require your immediate attention. They need to be done right away, and failing to complete them within a certain timeframe leads to specific consequences. These are tasks you cannot avoid, and the longer you postpone them, the more stress you may feel, which can ultimately lead to burnout.

Some examples of urgent tasks include:

- Complete a project with a last-minute deadline
- Handle an urgent client request
- Repair a damaged pipe in an apartment

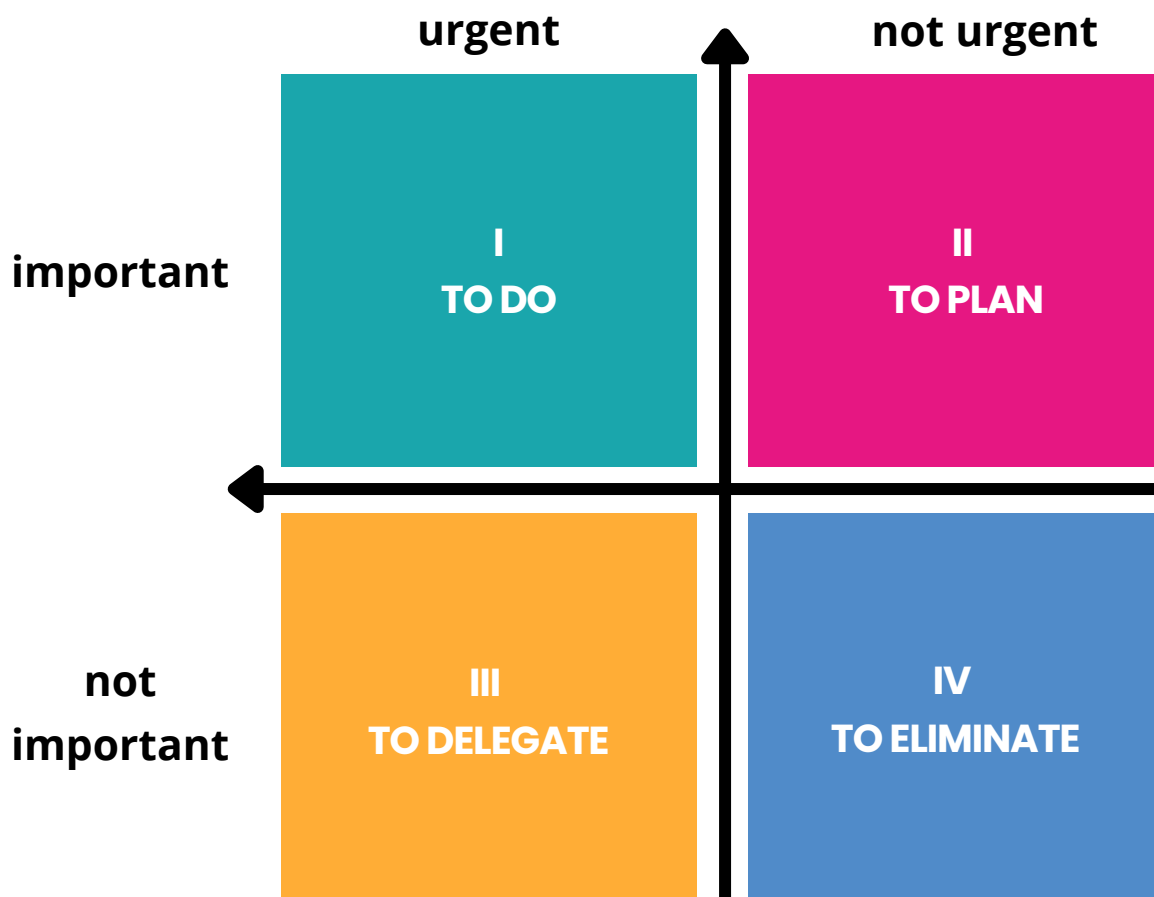
Important tasks may not require immediate attention, but they contribute to achieving long-term goals. The fact that these tasks are less urgent doesn’t mean they are insignificant. You need to carefully plan these tasks to effectively use your resources.



Some examples of important tasks include:

- Plan a long-term project
- Establish business relationships to build a client base
- Perform regular household chores and maintenance
- Once you know how to differentiate urgent from important tasks, you can start organizing your tasks into the four quadrants of the Eisenhower Matrix

A lengthy list of tasks can be daunting. By employing the Eisenhower Matrix, you can evaluate them and categorize them into the relevant quadrants. After organizing your tasks into the suitable categories, you can effectively plan and execute them. the most significant ones.





Quadrant I: To Do

Place tasks that are both urgent and important here. These are the tasks from your list that need to be completed as soon as possible, as failing to meet their deadlines has consequences and impacts your long-term goals.

There should be no doubt about which tasks belong in this quadrant: these are your priority tasks, and their completion comes with a lot of stress.

Quadrant II: To Plan

Place tasks that are important but not urgent here. Since these tasks affect your long-term goals but do not need to be done immediately, you can schedule them for later.

Tackle these tasks right after completing the tasks from the first quadrant. You can utilize various time management techniques to help you accomplish them. Helpful strategies include the Pareto Principle and the Pomodoro Technique.

Quadrant III: To Delegate

Place tasks that are urgent but not important here. These tasks need to be done quickly, but they do not influence your long-term goals.

These are tasks that likely do not require your specific skills or involvement. Therefore, you can delegate them to other team members. Delegating tasks is one of the most effective ways to manage time overload and give your team the opportunity to expand their skill set.



Quadrant IV: To Eliminate

After analyzing your task list and placing tasks in the first three quadrants, you will notice that a few tasks remain. These are tasks that are neither urgent nor important.

These non-urgent and unimportant tasks are distractions and seemingly relevant issues that will only hinder your ability to achieve your goals. Place them in this quadrant.

The Eisenhower Matrix is the best way to understand the difference between urgency and importance, but you may still find it challenging to prioritize your tasks. Here are some tips to help organize tasks within each quadrant.



SWOT ANALYSIS

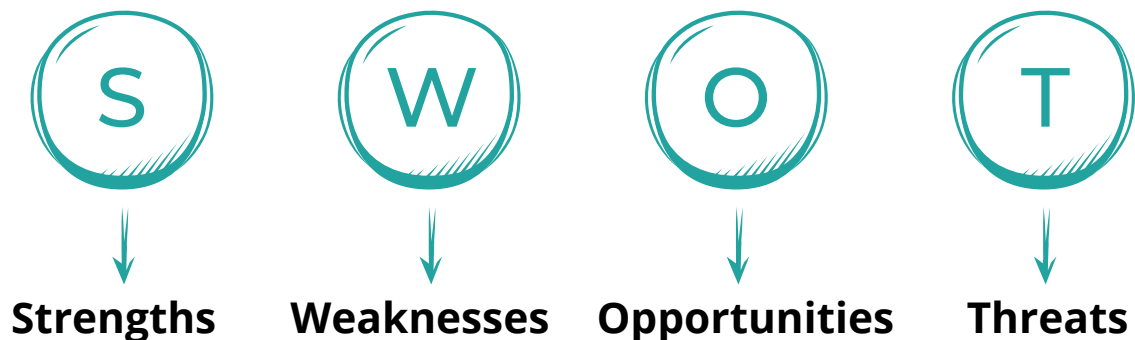
The term SWOT is an English acronym derived from the words: strengths, weaknesses, opportunities, and threats.

Strengths and weaknesses depend on us, while opportunities and threats are external factors that describe the environment in which we work. We have control over the first two factors, while the other two are independent of us. All four factors are recorded in a table divided into four quadrants.

It is a brilliant tool when planning to start a business. We assess our STRENGTHS and WEAKNESSES - what is "inside" the organization/company - and OPPORTUNITIES and THREATS that relate to the situation/circumstances outside the company. We use the SWOT analysis in coaching in exactly the same way, only considering the context of the GOAL.



SWOT, which stands for:



We use SWOT analysis to:

- Analysis of the set goal
- Personal resources in reality, in the context of achieving the set goal.

To conduct a SWOT analysis, all you need is a piece of paper where you can draw your SWOT analysis, placing strengths, weaknesses, opportunities, and threats in the appropriate sections. You can also use other tools (like a board, sticky notes, etc.).

This exercise requires significant self-reflection from the client. It can also be effective to ask what close people think about the client, as this will help in identifying strengths and weaknesses.

Strengths – Skills, competencies, knowledge, experience, hobbies, supportive people (family, friends), material resources, personality traits.

Opportunities – Helpful people, access to education, economic situation, sources of funding, life circumstances, ideas for action (niche), unique competencies, skills, ideas.



Weaknesses – Personality traits, internal limitations, interpersonal relationships, limitations faced, areas needing improvement, enhancement of competencies, etc., material resources.

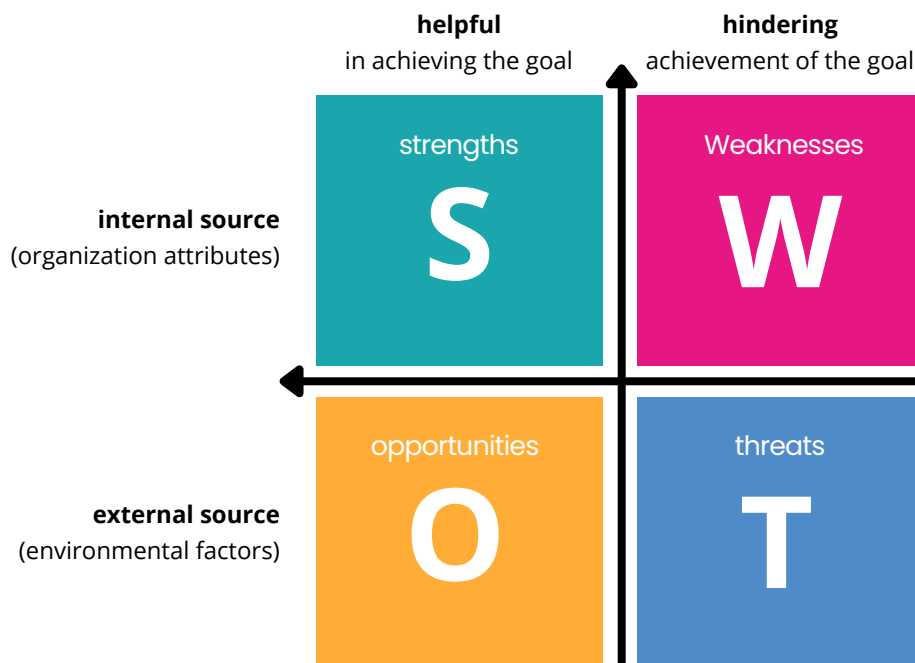
Threats – Economic situation, competition, requirements, obligations, etc.

After completing the task, the coach plays an important role by asking questions such as:

- What are your strengths?
What skills can you further leverage in achieving your goal?
- What positive surprises did you encounter during the task, and what might have been a disappointing surprise?
- Which weaknesses could you strengthen?
- How can you do this?
- When do you want to do it?
- How can the information you gathered be useful to you in achieving your goal?
- How will you take advantage of the new opportunities that have arisen?
- How will you deal with the threats?

The entire exercise helps the client assess opportunities, threats, strengths, and weaknesses in relation to achieving their goals. The SWOT analysis, used as a resource assessment tool for the client, helps define goals, which the client can then prioritize in a table of priorities.

This provides material for subsequent sessions, allowing the client to work comprehensively on their resources and develop an action plan for future sessions.



3. END OF WORKSHOP

Coaching helps unlock potential, achieve desired goals, and effectively implement changes in our lives.

The coach broadens the perspective together with the client and highlights things that may have previously gone unnoticed. They don't need to know the client's situation in detail, but they will help guide their actions toward their goal using specific coaching tools. By asking the right questions, the coach encourages the client to seek answers. They help open new doors and break through impasses. We don't have to know how to shorten this journey; that's what the coach is for.

Coaching is becoming an increasingly popular and effective way to achieve goals in both personal and professional life. However, the

MODULE 2. WORKSHOP ON COACHING TOOLS SCENARIO



key to success lies in using the right coaching tools that will help find appropriate solutions and guide the client through the change process. In this article, we will present several proven and effective coaching tools that can assist in personal and professional development.

Coaching can be very effective, especially when appropriate tools are utilized.



WORKSHOP SCENARIO



ANNEXES



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EVALUATION QUESTIONNAIRE

Dear Participant,

We hope that today's class was interesting for you and that you managed to learn many valuable things. We love to get your feedback, so we would greatly appreciate it if you could take the time to complete the survey below.



the questionnaire is anonymous

1. How do you rate the overall quality of the program?

- a. very low
- b. low
- c. average
- d. high
- e. very high

2. To what extent did the program meet your expectations?

- a. not at all
- b. to a small extent
- c. on average
- d. to a great extent
- e. completely



3. How would you rate the usefulness of the materials and exercises used in the program?

- a. totally useless
- b. not very useful
- c. moderately useful
- d. very useful
- e. extremely useful

4. To what extent did the program help you solve a problem and make a decision?

- a. it didn't help at all
- b. it helped to a small extent
- c. helped to an average extent
- d. it helped a lot
- e. it helped completely

5. How would you rate the work of the coach(s) of the program?

- a. very low
- b. low
- c. average
- d. high
- e. very high

6. What did you like most about the program?

7. What could be improved in future releases of the program?

8. What other topics or issues would you like to see in future programs?



**Thank you for completing the survey!
Your feedback is very valuable to us.**



CERTIFICATE OF PARTICIPATION

We hereby confirm that



name and surname of the participant

Participated in the workshop entitled: **Making Decisions**

Project no

Institution/ Company _____

Trainer _____

Date _____

Location _____

signature





WORKSHOP SCENARIO

CAREER SELF-DISCOVERY METHOD

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