

- COACHING MANUAL -  
INNOVATIVE APPROACH  
FOR BETTER INTEGRATION OF REFUGEES



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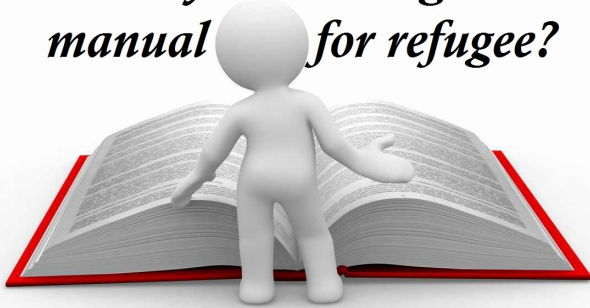
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## INTRODUCTION

### *Why a coaching manual for refugee?*



During the years the number of people demanding to obtain refugee protection increased in many countries of Europe. Due to the forced nature of their experiences compared with other migrant groups, refugees often have special needs that need to be understood in order to support their integration which is a long-term process in the new countries where they obtained a form of protection. The refugees have in front of them many challenges in adjusting to a completely different culture, language and value system while coping with the effects of their past trauma. Many times they feel an immense pressure to adapt as soon as possible and they feel they do not have the power inside to overstep all the challenges that integration include. In order to succeed to integrate refugees need support from professionals capable to help them not just through a simple counselling but rather to a more in depth type of support that eventually will help refugees to increase their self-reliance, self-esteem, learn to take action in achieving their goals which finally can lead to a better and faster integration.

In the last years specific techniques from coaching were applied successfully in helping vulnerable groups, but unfortunately not enough used in helping refugees. Coaching approach is a very innovative topic used in various domains in helping people to learn how to increase their self-awareness, improve confidence in dealing with various obstacles and challenges in their current life, increase motivation. There is a strong need for a new approach to refugees' assistance –one that takes in account to reduce vulnerability over time, actively promoting refugees' ability to support themselves in dealing with current integration problems, rather than a simple counselling.

Professionals working in various NGOs and institutions having as target group refugees need to learn how to use the coaching process to provide support for refugees. The manual is designed to provide professionals working already with refugees as social counsellors, psychologists, cultural mediators with a practical, enjoyable way to learn about coaching and they can use it to help refugees. They will find clearly marked sections, together with exercises, examples that will help to develop the skills, perspectives and beliefs that a good coach need to have.

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# CHAPTER 1

## *WHAT IS COACHING?*



Coaching has been around forever. In more recent years developed into a profession.

Coaching is now firmly established as a way of supporting other people in their quest to have what they really want, whether that is a specific goal or simply a lifestyle they want to obtain. Learning to coach others is both rewarding and fulfilling. And in a world where so many of us face complex life circumstances and decisions, coaching has a valuable contribution to make.

There are many definitions for what coaching is all about. The dictionary definition of coaching is a method of directing, instructing and training a person or group of people, with the aim to achieve some goal or develop specific skills. There are many ways to coach, types of coaching and methods to coaching. Direction may include motivational speaking and training may include seminars, workshops, and supervised practice.

The evolution of coaching has been influenced by many fields of study including those of personal development, adult education, psychology.

Coaching shows a number of similarities with activities such as training, counseling, consulting, psychotherapy, but in the same time is not identical with them.

**Training** is teaching people to do what they don't know how to do.

**Mentoring** is showing people how the people who are really good at doing something do it.

**Counseling** is helping people come to terms with issues they are facing.

**Coaching is none of these** – it is helping to identify the skills and capabilities that are within the person, and enabling them to use them to the best of their ability. Professional coaching uses a range of communication skills (such as targeted restatements, listening, questioning, clarifying etc.) to help the person in need to shift his/her perspectives and thereby discover different solutions to achieve the goals.

Practicing coaching requires to accumulate certain know-how and learning about it relies more on the acquisition of skills rather than theoretical knowledge of a certain field.

Coaching helps people to develop their potential in order to maximize the performance, it represents the art of facilitating another person's development, performance in achieving his/her objectives.

## CHAPTER II

### *COACH –COACHEE*



#### 1. COACH

A **coach** helps people to learn themselves, rather than to impose anything. A professional coach provides a partnership designed to help clients achieve exquisite results in personal or professional life, namely, to improve performance and increase quality of life. A coach is trained to listen, observe and adapt to subjects according to each client. He seeks to apply solutions and strategies considering from the beginning that the client is creative and resourceful. The job of a coach is to provide the necessary support to develop the skills, resources and creativity that each client has inside him.

Active listening is part of the basic posture of the coach. It is necessary for a coach to take in consideration active listening. This type of listening is called as such because: the listener is not sitting still; a number of changes occur while listening; listened person begins to see things in new ways. A person who can actively listen for example to help the speaker, when he lost track explanations by phrases like "What were we talking about?" "You were just started to tell me about your work tasks? It can be opened questions that provide a total freedom to the coachee to express his/her opinions (example: What did you did – addressed at the beginning of the session; How did your colleagues reacted about the fact that we were not able to perform those tasks?) or it can be questions to which the coachee is able to provide a short "Yes" or "No" that help him/her to clarify an idea or to assume a certain decision.



## 2. COACHEE

The coachee is the person who receives the coach support, in our case the refugee.

## 3. THE COACH SKILLS

There are some basic skills that can be learned and developed that will distinguish a good coach from a not good coach. All people have some level of ability related to the skills required *for example* we all have the ability to develop rapport. Other skills come less naturally, such as effective questioning, and may require learning and practice. Once skills are acquired they must be used regularly to keep them strong.

Building rapport or relationship  
Different levels of listening  
Using intuition  
Asking questions  
Giving supportive feedback

### **Building rapport or relationship**

The foundation for all coaching conversations is a feeling of warmth and trust felt between the coach and the coachee.

Some people are able to do this naturally, while for others it is a skill they choose to develop. For a coach it is essential to learn exactly how rapport happens, why it sometimes doesn't happen, and what options he/she has for building rapport with the coachee.

### **Scale of rapport**

5 Support, trust, sense of being positively 'connected' in some way  
4 Strong sense of knowing, the familiar  
3 Genuine warmth, kinship  
2 Comfortable, familiar  
1 Some warmth  
0 Neutral  
Hesitation, trepidation 1  
Some discomfort, detachment 2  
Awareness of dislike, disassociation 3  
Genuine aversion, antipathy, real dislike 4  
Stronger, hostile feelings, even loathing 5

### **Exercises**

#### ***Who do you have great rapport with?***

Think of a friend with whom you believe you have great rapport. This will probably be someone with whom you have a good, easy-going relationship, someone who you feel comfortable talking with someone whose company you enjoy. As you think about them, ask yourself:

How do I feel when I'm talking to him?

What does it feel like to be with him?

### ***Increasing and decreasing rapport***

This is a very simple, basic technique for demonstrating our ability both to increase and decrease rapport. It works by increasing or reducing a physical sense of 'sameness'. Tell your partner you want to do an exercise in rapport, but don't go into any detail. Ask them to talk about something they can discuss easily, e.g. a favorite holiday or pastime.

**Step 1:** Talk and observe → Begin the conversation. Ask your partner questions, get them talking. Notice their physical posture and gestures as they speak.

**Step 2:** Increase rapport by matching → Continue talking to them and begin subtly to match their posture and gestures. . If they're leaning forward, lean in; if they're moving a lot increase your own movement. Continue doing this until you are comfortable that you're matching well. Do it for a couple of minutes.

**Step 3:** Decrease rapport by mismatching → Continue talking and begin deliberately to mismatch what they're doing. Fold your arms, look away, cross your legs – be really different! Do this until you're sure it's had an effect – or until you can't carry on for laughing.

**Step 4:** Talk about what happened → Explain to your partner the three-step process, then ask them: Did they notice when you started matching them? What effect did matching them have? What effect did mismatching them have?

One of the best ways of building rapport with someone is through our own **intention**. The intention during a conversation can have a dramatic impact on the sense of relatedness we build with the person we are with. By "intention" we mean the sense of purpose, or perhaps the aim for the conversation. Shifting our intention changes our focus.

In a coaching conversation, this may provoke thoughts of common beliefs you've previously shared, or ways in which you are basically related.

### ***Exercise: Use your intention***

Start a conversation with someone you know but not very well. Chose a topic you want. During the conversation have an intention to have a great rapport with the other person. You want to develop that warmth and sense of connection that comes from having great rapport. You might use a word or phrase to remind yourself occasionally of this intention, for example: 'warmth and openness or 'relationship'. During the conversation, simply remember the thought or phrase as much as seems appropriate. Remember that you also want to be able to have a conversation, so only concentrate on the thought as much as seems comfortable

*After the conversation, ask yourself:*

What was the rapport like within the conversation?

How did using your intention appear to affect your rapport?

How could you use your intention in the future?

### **Different levels of listening**

The potential benefits of listening, for both the listener and the speaker, are not often acknowledged or valued. Someone who has a good understanding can respond to situations more effectively than someone who hasn't. In coaching especially, poor listening by the coach can lead to an inability to understand a coachee and their situations. Where the coach is unable to develop this understanding, this becomes a real barrier to success.

A really good coach will have an ability to listen that often goes beyond the point at which most people are actually able to listen. As a result of their listening, a coach is able to pass beyond what is actually said and begin to notice what is 'unsaid'.

**Cosmetic listening** → 'If it looks like I'm listening, I'm not really. I'm kind of somewhere else.'

**Conversational listening** → 'I'm engaged in the conversation, listening, talking, thinking, talking, thinking etc.'

**Active listening** → 'I'm very focused on what you're saying, recording facts, paying attention.'

**Deep listening** → 'I'm more focused on you than me, I'm getting a sense of who you are now.'

### **Ground rules for the listener (Coach)**

During the conversation, **do not:**

→ Attempt to give the speaker ideas, solutions or suggestions relating to the situations they are discussing.

→ Refer to or discuss any of your own similar circumstances, experiences or feelings.

→ Attempt to control the direction or content of the conversation.

→ Seek to look good or impress the other person in any way, e.g. by asking 'clever' questions, by offering impressive facts or information, etc.

### **Using intuition**

Sometimes a coach may spot what's missing from the conversation and become curious about something that's simply not being said. They may choose to ask a question, or make an observation that completely changes what's happening. From one simple remark or phrase, they may unlock an issue for someone or cast a whole new light on a situation. The way we explain this kind of behavior is to call it intuition.

Intuition incorporates the brain's ability to understand communication from situations or people by going beyond the signals we normally respond to.

### **Asking questions**

Simple questions often have the greatest impact, because they allow the coachee to use energy for forming their response, rather than trying to understand the wording of the question. Complex questions confuse people many times.

Perhaps a coach hears the coachee say, 'Well, I need to learn better English Language – that's important'. The coach might decide that they want to understand the motivation behind that and so responds with the following:

**Too complex question:** 'When you consider your motivations around this and what causes you to want to learn English, what does this lead you to realize?'

This is not a great question. It's fairly long and too complicated.

**A 'simple' option might be:** "Why do you want to learn better English?" Easy to understand, fairly easy to respond to.

### **Examples of neutral Questions**

'How did you feel about that?' Open question enables the coachee to decide how they felt.

‘What do you want to happen now?’ Helps someone disassociate from the past and associate with the future. Creates a focus on goals, a desired outcome, progress.

‘What could you do to improve your English language?’ Allows the coachee to consider things now, options to improve things, plus imagining themselves doing them.

### **Giving supportive feedback**

One of the great things about a coaching relationship is that it helps the coachee to experience a different view of themselves and their situations.

Effective feedback can accelerate a coachee’s learning, inspire them, motivate them, help them feel valued and literally catapult them into action. So it’s important that a coach learns to deliver feedback that is:

→Given with a positive intention.

→Based on fact or behavior.

→Constructive and beneficial.

### ***Exercise: Constructive, supporting feedback***

COACH: I wanted to discuss a little more your desire for less tension at your workplace, which is proving to be difficult.

COACHEE: A little difficult? – You can say that again!

COACH: I’ve noticed that when you’re speaking about your work colleagues mostly it’s a complaint, for example, ‘They just love to tease me for my simple English vocabulary’.

COACHEE: Right – yes.

COACH: The other thing that seems to relate to this is the way you portray your employer in the situation.

COACHEE: How’s that?

COACH: Well, you sound like you understand well with him. You say things like “He is appreciating the job I am doing”.

COACHEE: Yeah.

*Notice how the coach is gradually constructing a picture of the situation. Observations so far are mainly objective.*

*The dialogue continues:*

COACH: You know, I’m wondering if how you discuss the situation is affecting how you’re responding to it.

COACHEE: OK – go on.

COACH: What effect has on you the fact you do not understand with the rest of the working colleagues?

COACHEE: Well they stress me by teasing me almost every day that I do not speak well English and I ask them to repeat sometime certain words what they are saying.

COACH: OK, so I hear you complaining about this issue. How does this actually affect your behavior?

COACHEE: Well I like my job but is also a real torture to go every day and the other guys from there to say I do not speak well English.

COACH: What do you think it would be good to be done in order for them not to tease you anymore?

COACHEE: Well for sure not to ask them repeat again some words that I do not understand.

COACH: And what do you think you should do to resolve this aspect?

COACHEE; Well I think to study more and to be able to use not just simple words but also more complex ones. I think an intensive English training would be a good thing for me.

Notice from the dialogue how the coach carefully constructs an increased awareness of the situation in collaboration with the coachee. Open questions are used both to involve and to engage the coachee in the conversation. Gradually, the coachee builds a fresh perspective on the situation that enables to create a viable option for a way forward in order for the coachee to find himself the solution to overstep the problem.

## CHAPTER III

### ***COACHING FORMS FOR REFUGEES SUPPORT***

At the present moment there are many forms of coaching. In this manual from the varieties of forms we will analyze 3 types of coaching that can help refugees during their integration process: *intercultural coaching* because refugees face various difficulties to adapt/understand the new culture of the country where they obtained a form of protection; *trauma recovery coaching* because during the integration process they still need to handle also the past trauma that is still present inside them; *life coaching* because it focuses on the dreams and aspirations of the coachee - what their goals are, what they want and then assists them to make things happen.



#### **1.**

Cultural differences can cause immense frustrations and represent a real mystery to many of us. When understood and used constructively however, these differences provide a remarkable resource of richness for interactions, learning and growth. Integrating the cultural dimension into coaching is not only necessary to increase coaching's validity and applicability in today's intercultural environment. It is also an opportunity to learn from alternative cultural perspectives about crucial areas such as communication, thinking, time, power, identity, purpose. Bridging coaching and interculturalism leads to more creative and global form of coaching.

Refugees face often real challenges in adapting in the new society. In working with refugees the service providers must understand both the culture of the individual's country of origin and in the same time to be able to help the refugees to understand the culture of his/her new country-the one where he has obtained a form a protection and where will start a new life.

Intercultural coaching has the same basic tenets as the standard professional coaching but also takes into consideration the coachee's cultural perspective and those of the people around him/her. Intercultural coaching focuses on creating an "intercultural climate" that allows the

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coach and coachee to become more culturally aware and adapt their behavior and expectations as appropriate. Intercultural coaching takes into consideration the different worldviews, needs, values and expectations that people from different cultural backgrounds can bring to the coaching process.

Moving to, arriving in and to a new country is demanding on an emotional, psychological and practical level. A “new life” in a new country offers many opportunities and insights but is often accompanied to some extent by the “cultural shock”. Intercultural coaching can be used as individual guidance in preparing for, living, working and acclimatization abroad.

Before starting the sessions we suggest for the coach to make some basic pre-work in relation to the coachee’s cultural background (common behaviors in his/her origin country; what are the general conduct norms in personal and professional life). This will represent a useful mean to become closer to the coach, to establish the necessary rapport and to provide the best support in order for the coachee to become able to find a balance between origin country culture and the new host society culture. We cannot ask a refugee to forget all his/her cultural norms as a unique solution to adapt in the society of the country which granted him/her the form of protection. As coaches we need to provide the coachee with necessary support to find a balance between both cultures.

### **Exercise**

The coachee-refugee has a first time job in the country that granted him a form of protection. He is in danger to lose his job because he is always late in the morning. The coachee wants to overstep this problems and to keep his job.

Coach – What is the subject you want us to talk today?

Coachee: Well there are some problems that I have at my work place.

Coach: What kind of problems?

Coachee: I started this job one month ago and very often I am late in the morning and sometimes when they give me to finish some tasks I finish them but with a delay of 1 or 2 days. And they start to get real upset on me.

Coach: Who is getting upset on you?

Coachee: Well my boss and the other colleagues.

Coach: Would you like to tell more about this?

Coachee: Yeah... you see this is my first job here. In the past in my country I has a similar job but nobody made such a tragedy from being late 30 minutes or finishing a task with let’s say 1 day delay. But here is always a problem.

Coach: Can you tell me more about your job? What are you doing?

Coachee: I am working as secretary answering phone calls of clients of a restaurant; the customers want the food to be delivered at their work place or home. I start work at 11 o’clock in the morning and I finish at 8 o’clock in the night. When I arrive late with 30 minutes my boss tell

me that already the customers started to ring and I was not near the phone to answer and that is way they lose money. When I was in my country people were not so strict regarding punctuality.

Coach: Why you consider that in some days you arrive late at your job?

Coachee: Well is true that in my home country people were more relax regarding this issue...punctuality...nobody got real upset if you were late few minutes... But is also another thing... not that I do not want to arrive in time...

Coach: Can you tell me about this “another thing”.....

Coachee: Well it takes quite some time from my home place to the job. Around 1 hour and 30 minutes with public transports.

Coach: What do you think you could do to reduce this time from your home to your job place?

Coachee: Well I could try to search for a house more near the job place...

Coach: Did you started to do this until now: to search a place to stay more near to your job?

Coachee: Not yet, but I am thinking for real about it...because I think this would be the best solution to resolve this time issue.

Coach: Would you like to continue to discuss about this solution during our second meeting?

Coachee:Yes,,sure.. and until them I think that I will search for a place to stay more near to my job. Because I really need this job and I do not want to lose it.

Coach: Ok so let’s conclude: until next time your “home-work” will be to search for a new place to stay more near to the job?

Coachee:Yes

*You can observe that from this discussion the coachee is the one that is finding a proper solution in order to resolve his time issue in relation with the job. The coach do not suggest nothing, he is just addressing certain opened questions that can help the coahee to find for himself the right solution. Before ending the session they agree about the task that the coachee will assume until next session, to find a new place where to stay more near to his job and in this way not to be late.*

### **Exercise – The mirror**

Is a well known exercise in the neuro-linguistic field. The coach will put 3 chairs. On first chair the coachee will sit, on the second chair the coachee will be asked to imagine that is sitting a person with which he has problems and on the third chair to imagine that is sitting a neutral person. The coach will ask the coachee to tell about his problem and to describe the situation from his point of view. After telling the story, the coach will ask the coachee to stay on the second chair and to imagine he is the person with who the problems are and to imagine what that person will say in relation to that particular situation. After the coach will ask the coachee to move on the third chair in order to reflect to the entire context and to what he discovered by putting himself in 2 different positions (are there things that he will do different or not). During this exercise the coach will need to help the coachee by addressing questions such as: what do you think about this? How do you see this situation? Do you fell tense?





## 2

### **What is trauma recovery coaching?**

Trauma Recovery Coaching is a set of one-on-one coaching sessions designed to:

- Effectively help an individual work through the various mental and emotional response cycles to imposed trauma;
- Develop customized systems by which one can regain victory and control over one's personal and professional life.

Trauma Recovery Coaching provides the extra support and guidance one needs to face and overcome the seemingly impossible challenges of life imposed by harrowing experiences at a mental, emotional and even physical level. Duration of coaching depends on the progress of individual.

Coaching is not therapy, and it does not try to be. But coaching can help you put your life back together so that you are able to enjoy your life as it is now.

### **How does it work?**

During recovery, coaching will be carried out from two perspectives, concentrating on the areas that affect the client the most in that present moment:

#### ***Practical Matters***

Recovery coaching offers constructive support during the difficult adjustment time that follows traumatic events. Practical issues are addressed:

- Where do I live now?
- How will I do the things that are important to me?
- How can I set up my life so that I'm happy in it?
- How can I still do the things I love to do?



- How do I create a social support network?

Together with the client, the coach will look at all major areas of the client's life and find ways to recreate it in a way that serves him/her better.

No matter what the difficulties are: mental suffering, physical health or mobility, loss of capacity, high level of stress in everyday life, lack of support after the trauma, lack of coping skills etc.; all clients can be helped to adjust their life so they can function in a new way.

### ***The Inner Journey***

When life puts you through events hard to endure, it's normal to feel crazy, disconnected, or numb. After the shock wears off, the first instinct is to try to feel safer.

Common reactions are:

- Isolate or shut people out.
- Deadened or shut down emotions.
- No longer trusting anyone.
- Worrying a lot.
- Being quick to get angry (sometimes about nothing).
- Getting frightened very quickly.
- Feeling tense (sometimes this takes the form of physical symptoms such as muscle pain, heart palpitations or tightness of the chest).
- Not feeling like doing anything any more.
- Holding tightly to blame or resentments.
- Needing alcohol or drugs to make you feel better.

It is human nature to constrict when you are injured, but often people who have been hurt end up with a life that is too small. The cost for this kind of self-protection is too big a price to pay.

### **The Coach role in trauma recovery**

Recovery coaches are helpful for making decisions about what to do with your life and the part your trauma or recovery plays. Recovery coaches help clients find ways to reduce trauma associated symptoms. They can help a client find resources for harm reduction, treatment, family

support and education, local or online support groups, find ways to reclaim his/her sense of power by helping others (being a volunteer, giving blood, reaching out to a friend in need, etc); or help a client create a change plan to recover on their own.

Recovery coaching is unlike most therapy because coaches do not address the past, do not work to heal trauma, and there is little emphasis on feelings. Recovery coaches are unlike licensed psychotherapists in that coaches are non-clinical and do not diagnose or treat trauma or any mental health issues.

Similar to life and business coaching, recovery coaching use a partnership model wherein the client is considered to be the expert on his or her life, the one who decides what is worth doing, and the coach provides expertise in supporting successful change. Recovery coaching focuses on achieving any goals important to the client - not just recovery-related goals. The coach asks questions and offers reflections to help the client reach clarity and decide what steps to take. Recovery coaching emphasizes honoring values and making principle-based decisions, creating a clear plan of action, and using current strengths to reach future goals. The coach provides accountability to help the client stay on track.

Recovery coaches support the client in achieving and maintaining a solid foundation in recovery, and building upon recovery to achieve other life goals that make recovery worthwhile.

### **Coaching session plan**

The trauma recovery coach program is integrated with a psychiatric treatment program. This integration is achieved through frequent interactions between recovery coach and psychiatrist and through collaborative treatment planning. Recovery coaches are expected to attend monthly team treatment planning meetings and to meet with psychiatrist individually or by telephone or email to discuss each client's case and to coordinate treatment planning when clients are in active treatment.

The recovery coach focuses on helping refugees apply their newly acquired recovery skills in their living environment and to help them resolve any issues or problems that can impact their recovery, but are not directly addressed in treatment, such as being unemployed, living in an unstable housing situation, or in need of medical care. While the psychiatrist focuses on client's mental state - cognitive, emotional and behavioral factors – the recovery coach assists individuals in a much broader arena, particularly in building their resources and community support networks.

An effective coaching approach is one that takes into consideration the patient's body, mind, and spirit. Torture and other forms of extreme violence have been scientifically revealed to affect survivors' physical health, their mental health status, and their psychological well-being. Survivors are existentially concerned with the unfairness and injustice of their traumatic experience. In addition, most cultures do not draw a clear line between human suffering that affects the survivor's body, mind, and the spiritual/existential state.

### ***The first encounter***

Refugees and torture survivors are generally unfamiliar with Western practitioners approach so they can be especially shy, reticent and unable to articulate their feelings. Understanding the cultural background of the client and adjusting the approach based on it increases the client's understanding and trust in his/her provider/coach.

### ***Coach – client partnership***

The coach must closely attend to all aspect of the coach - client relationship. Clear and simple communication between coach and client is essential for good outcomes; Trained bicultural workers are the preferred choice of coaching partnership.

The client must be actively involved in his/her recovery process. There are three areas of maximum therapeutic potential which include work, altruistic behavior, and spirituality. Activities in each of these areas must be strongly encouraged.

### ***Addressing practical matters***

The trauma survivor's physical and social world has often been destroyed or seriously damaged. During resettlement the refugee gives up everything - possessions, home, and all of the resources of their local communities. Rates of unemployment among survivors are often high; traditional jobs such as farming do not exist in the new environment. The coach must imagine the social condition of a survivor who has lost or given up his/her entire social world to create a new life in a foreign land.

The coach must not only map a survival plan for the survivor to obtain his/her basic human needs (food, shelter) but also help the survivor cope with the inevitable family distress generated by the needs of children and adolescents. In many resettlement situations, parents feel they are losing control of their more rapidly acculturating children. Legal problems, especially associated with obtaining citizenship in the new country of asylum, are disturbing to survivors and need to be overcome. Coping with the harsh material conditions existing in a refugee camp are very challenging.

### ***Finding resources to engage in a trauma recovery program***

Engaging refugees in the recovery coach program requires an individualize approach that is tailored to the clients' readiness for trauma treatment and the recovery process. Refugees entering or already engaged in trauma treatment vary in their levels of motivation, awareness, knowledge, and capacity for dealing with their trauma associated symptoms.

If the clients are not motivated to go through the recovery process, coaches can help them to cognitively move toward a level of readiness to change and get them actively engaged in their recovery process. For this purpose recovery coach can use a variety of interventions and techniques, such as:

- a) *Motivational Interviewing (MI)* - is a non-confrontational, cognitive-behavioral intervention that is used to help people become more aware of the behavior that needs to be modified and to increase internal motivation to address the problem). MI was specifically designed to help

individuals progress through the first three stages of cognitive change – pre-contemplation, contemplation, and determination. Although MI can be used in action and maintenance stages, the technique was designed to help people move into the action phase of change.

Motivational interviewing utilizes five general therapeutic skills:

- Ask open questions
- Listen reflectively
- Be affirming and empowering
- Constantly summarize information
- Elicit self-motivational statements

Recovery Coaches can use MI extensively throughout the early stages of the engagement process and during active treatment with other life style changes, such as returning to work, treating a medical condition, or learning how to better manage a psychiatric disorder.

b) *Contingency Management Principles (CM)* is a behavioral intervention based on the principles of operant learning theory, an operant behavior is a voluntary action by human beings. The learning component results from linking a consequence to the behavior. The central tenets of learning theory are that behavior is learned and controlled by its consequences and that the behavior can be changed by changing the consequence CM, as it is applied in behavioral health, is a technique that motivates people to learn new or alternative behaviors by providing positive reinforcement (positive consequences) for the new behaviors.

Recovery Coaches will have access to a wide range of positive reinforcements, such as access to transportation, clothing, social services, public assistance, or better housing that they can use for contingency management. These non-critical services and resources could be used as conditional reinforcements to motivate individuals to achieve their own self-defined goals or to simply keep them engaged in the program. Recovery Coaches can also include family and friends in the process of providing their loved ones with positive reinforcements and encouragement.

### ***Strengths-based Recovery Planning***

The goal of the strengths model of case management is to promote individual empowerment through the acquisition of resources and skills that help refugees manage their trauma associated symptoms. As the title denotes, the model places an emphasis on building peoples' strengths and skills.

#### *Principles of the Strengths Model of Case Management*

- The focus is on individual strengths rather than pathology.
- The community is viewed as an oasis of resources.
- Interventions are based on client self-determination.
- Community outreach is the preferred model of intervention.
- People suffering from a disorder or a mental difficulty can continue to learn, grow, and change.

The strengths-model is used to formulate a recovery plan for individuals enrolled in the Recovery Coaching program. The first step in using a strengths-model of case management is to assess individuals' goals and their strengths and capacities that they will use or rely upon to achieve these goals. The core feature of this assessment is that the assessment focuses on highlighting each person's skills, talents, aspirations, and resources that they have acquired over time.

The strengths assessment occurs through a series of conversations between the recovery coach and refugee. The assessment process is more of an ongoing journey than a task to be completed at the beginning of the program. The purpose of the assessment is to uncover and organize peoples' resources and assets that they will use to build their recovery plan.

The clients' goals and strengths assessment are included in the recovery plan which is organized into three categories and eight life domains.

<b>Life Domains</b>	<b>Individual Goals and Aspirations</b> What do I want?	<b>Resources, Strengths, and Skills</b> What do I have access to or what have I used in the past?	<b>Barriers and Problems</b> What barriers or issues do I need to remove or overcome to achieve my goals?
Recovery after traumatic experiences			
Living and financial independence			
Employment and Education			
Relationships and social support			
Medical health			
Leisure and recreation			
Independence from legal problems and institutions			
Mental wellness and spirituality			

The purpose of the recovery plan is to highlight and organize a person's goals, strengths and capacities and to determine what barriers need to be removed or problems resolved to help people achieve their goals. Therefore, the information in each cell of the recovery plan should be as detailed as possible so that the client and recovery coach can use the information to accomplish various tasks.

After the initial recovery plan has been developed, the next step involves organizing long-term goals into a series of achievable steps or removing barriers through a series of action plans. Below is a sample of the recovery plan-steps form.

<b>Step to be achieved or barrier to be removed</b>	<b>Action Plan (how will the step be Achieved and who will help)</b>	<b>Objective and measurable outcome</b>
In the area of recovery after traumatic experiences I would like:		
In the area of living and financial independence I would like:		
In the area of employment and education I would like:		
In the area of relationships and social support I would like:		
In the area of medical health I would like:		
In the area of leisure and recreation I would like:		
In the area of independence from legal problems and institutions I would like:		
In the area of mental wellness and spirituality I would like:		

The recovery plan-steps form includes the eight domains of the recovery plan. Each domain includes spaces for establishing multiple steps, if needed, followed by a specific action plan, and a measurable objective. The form is used to develop a detailed action plan for each client-driven goal. Recovery Coaches can help clients establish reasonable and logical steps that will lead to the achievement of long-term goals. The action plan column includes a detailed description of activities associated with the step and who will be involved in implementing the plan. The third column is used to record the objective of the step and what will occur, be accomplished, or be achieved if the plan is implemented. The third column is provided to help Recovery Coaches and clients focus on measurable outcomes.

The recovery plan-steps form is used to organize the Recovery Coaches activities with each client. Clients and Recovery Coaches can work on any domain or prioritize steps as needed, but the Recovery Coach's services should be linked to at least one planned activity or step listed on the form. Clients can add or modify steps overtime. Both the Recovery Coach and client keep an updated copy of the plan and refer to it on a weekly basis. The Recovery Coach is expected to keep an updated recovery plan-steps form and to record if and when steps have been achieved or modified.

***Sustain recovery and self-autonomy***

The Recovery Coach's primary function is to help people in trauma treatment acquire the resources and skills they need to sustain their recovery over time. The Recovery Coach can help clients overcome barriers to accessing needed services and resources in the community. The long-term goal of the Recovery Coaching program is to help people develop a community-based recovery support system that facilitates their transition from the professional or formal treatment realm and into a life of self-autonomy and, of course, sustained recovery. The recovery plan and steps forms will help Recovery Coaches and clients highlight specific resources or skills that will be needed to achieve each person's self-defined goals.

The RC's task is to help clients secure essential resources, such as housing, medical care, or employment and to teach them the skills needed to continue building and adding to their recovery capital.



### 3.

"Life coaching is an on-going partnership, team work that helps people produce fulfilling results in their personal and professional lives. Coaching uses observation, exploring, reporting and a two way communication to move them forward. Coaching accelerates progress by providing greater focus and awareness of choice. Coaching concentrates on where we are today and what we are willing to do to get where we want to be tomorrow." - International Coach Federation, ICF

Life coaching is a profession that is profoundly different from consulting, mentoring, advice, therapy, or counseling. The coaching process addresses specific personal projects, business successes, general conditions and transitions in the client's personal life, relationships or profession by examining what is going on right now, discovering what client's obstacles or challenges might be, and choosing a course of action to make client's life be what he wants it to be.

*Life coaching* is a practical, forward-looking way to gain clarity on what client doesn't like and what he can do about it. It's also a powerful support system to keep client moving in the right direction. It provides an external perspective on client's life.

Work is an inseparable part of life and free time activities have a big influence on working successfulness of a man. Both part would be harmonized and Balance is the kee stone of life coaching.

Life Coaching works in a way that nothing else can - to help clients move their life into a vastly happier, more fulfilled place.

**What can Life Coaching bring to foreigners:**

**Feel better**

**Create balance**

**Gain focus and clarity**

**Make wiser decisions**

**Get an action plan!**

**3 strategies of Life coaching**

### **3 strategies of Life Coaching**

- Solution to a specific problem – Client has a specific problem, but doesn't know how to deal with it. The result is a solution of the problem or a fact that client got the problem under control.
- The development of future vision and its gradual realization – future vision should be set for at least 3 years.
- Combined strategy: Dealing with the burning problem first and then develop the personal vision.

### **Life Coaching topics**

Life coaching can help to refugees to reach their goals in the fields:

#### ***Family - relations***

Family plays an important role in human life. Family passes on basic human values. Coaching helps to detect problematic family situations and find a solution.

These fields can be addressed in this example:

Relation with partner

Relation with children

Relation with parents

Working relation

Communication in general

Family conflicts - divorce

#### ***Work life balance***

Personal life should be in balance with work life. Otherwise problems may occur.

These fields can be addressed in this example:

Priorities and values

What is truly important

What is the best way of linking personal and work needs.

Linking both areas to achieve higher performance, satisfaction and happiness

Combining motherhood and job career

#### ***Health***

These fields can be addressed in this example:



Life without stress and anxiety  
Healthy lifestyle  
Fear, anxiety, inability to decide  
Finding the meaning of life

### ***Finance***

Financial freedom  
School attendance of children  
Budgeting

### ***Social life***

Misunderstandings with citizens

### ***Dreams***

A dream which a foreigner is not able to bring into effect

### ***Career coaching***

Addressed issues are related to work future, for example:  
Use of strong sides and experience  
Writing cover letters  
Preparation for a job interview  
Mastering new job  
Decisions about employment change  
Termination of employment

### **Role of a coach in Life coaching**

Helps client himself find the answers  
Help client **discover** what's really most important to him in his life  
Listen intently to what client says and not says  
Reflect back to client's inner passions, values, priorities, talents, obstacles in a clear and objective manner  
Help client **design a plan** to achieve chosen goals and actions  
Work with client to **eliminate any obstacles** or blocks that stand in his way  
Keep client on track until he achieves his coachable goals  
Features stories and examples from daily life, and shows them in the wider context of life situations  
encourages clients  
It is flexible, it flexibly and creatively reacts to client's needs.  
It explains the possible variants of actions - "When you act this way .... it is likely that ..."

### **Coaching principles**

Coaching principles also apply to coaching of foreigners.  
Coaching is centred around the client  
What motivates people must be understood  
Everyone is capable of achieving more  
A person's past is no indication of their future

People's beliefs about what is possible for themselves are their only limits

A coach must always provide full support

Coaches don't provide the answers

Coaching does not include criticizing people

All coaching is completely confidential

### **Specifics of coaching foreigners**

Coach lets foreigner to tell his story, this helps to better enlighten foreigner's options and abilities. With the help of a coach, a foreigner reveals the differences and similarities of life "at home" and "in a new country." Foreigners often lived through difficult times and have a bad experience. To work with them therefore requires greater patience, openness and courage. Coach should know as much as possible about foreigner's country of origin. What strikes us as odd, may elsewhere be normal. Conversation about differences between countries can contribute to a better understanding. In a relationship of coach and coachee language plays a big role. The coach should use the language that is best for the coachee. If the coach and refugee control the same foreign language the use of this language is the best. The purpose is not only for the refugee to well understand, but also to get correct information.

In case the refugee hasn't got good language skills, it's good to use dictionaries and drawings during conversations. One drawing is sometimes more than hundred words.

Refugee must pick the topic for conversation.

Coach must be politically neutral.

## **CHAPTER IV**

### ***THE COACHING PROCESS***

#### **1. COACHING SESSIONS**

The following section offer a potential supporting structure, guide for a typical coaching conversation.

The Coaching Path – Guiding Principles

1. Establish conversation – introduce session; establish rapport; create a coaching climate/atmosphere.
2. Identify topic and goal – agree what you will talk about; agree desired outcome; distinguish conversational thread.
3. Surface understanding/insights – enquiry, build mutual understanding; enable knowledge and values to surface; redefine goals ( i.e what they want now)

4. Shape agreements/conclusions – summarize ideas, options; find specific actions f appropriate; create a sense of the future.
5. Completion/close – summarize; checks/validation; next steps.

In the following examples we will illustrate the balance between warmth and professionalism from the coach. Let's imagine that the coachee is a refugee that has a job in the country where obtained a form of protection. He has real difficulties in performing some tasks because he do not speak well foreign languages (English and French) and based on this his colleagues criticize him. He wants to keep his job and he thinks that he needs to find solutions to resolve his foreign languages problems that creates so much stress for him at the work place.

### **Stage 1 – Establish conversation**

Is about building the basics of a conversation. The objectives at this stage include:

- greet your coachee in an appropriate manner;
- establish warmth and rapport;
- create an appropriate sense of occasion.

COACH: Hi John, how's it going? [shake hands] You're early I think! – have you been waiting long?

COACHEE: Ah you know me, I arrive earlier. Sorry, do you need time to prepare or something?

COACH: Nope, I'm all set. Let me just check my phone is off. Yes. Perhaps we can begin with a brief recap from last time, and then we can focus on what you want to get from this session – how does that sound?

COACHEE: Sounds good.

COACH: OK, so this is session three out of six, and we last met on the 21st March didn't we? Let's look at what came up in that conversation.

COACHEE: Well you'll be pleased to hear I did actually as I said last time that I will do.

COACHEE: Really? – That's great, I look forward to hearing what happened.

### **Stage 2- Identify topic and goal**

This activity agrees a place to begin and a desired destination. It's a gentle orientation to where both the coach and the coachee want to work during the session, rather than a rigorous, detailed assessment.

Our objectives at this stage include:

- To help the coachee to become clearer as to what they actually want.
- To encourage the coachee to 'own' the direction and content of the conversation.
- To help the coachee to 'expect' a potential solution, e.g. realize that there can be a solution.
- To have the coachee feel comfortable that the coach is facilitating the conversation in a professional, structured way.
- To give the coach a clearer sense of what he/she needs to navigate towards.

#### **Example:**

COACH: Alright, so what is it you'd like to get from this session?

COACHEE: Well, I'd like to talk a bit more about how the fact that I do not speak very well English language is affecting me on professional level.

COACH: OK, so . . . on this topic, what would you actually like to get from this session?

COACHEE: I guess I'm just looking for ways to resolve this problem.

COACH: OK, right, I've got that [takes short note].

### **Stage three – surface understanding and insight**

This stage begins the real process of enquiry, in order to surface real understanding and insight for the coachee. As the coach, you will also become clearer, although the primary goal is to support the self-awareness of the coachee.

Our objectives at this stage include:

- To enquire into the situation(s) that relate to the coachee's goals or issues.
- To paint a 'fuller picture' of the situation(s) above.
- To increase the self-awareness of the coachee, in relation to the topics under discussion.
- To deepen understanding for the coachee, leading to clearer thought.
- To help the coachee begin to form ideas or decisions, based on clear thinking.

Start by asking for some simple, factual information about the situation (whatever the situation might be). Allow yourself to be curious, give yourself permission not to know everything, and ask questions that build a clearer picture of what's going on. Remember, while you're laying out the facts for you, the coach, to understand, you'll be helping the coachee become clearer about both the situation and how they feel about it.

#### **Example:**

COACH: So, can you tell me a little more about what happens during the last weeks at your work place?

COACHEE: There are days when I have to argue with my colleagues because they put me to do various tasks such as to translate from English to French documents and because I do not speak very well both languages they say I am not competent enough and criticize me quite a lot.

COACH: Can you tell me more about this situation?

Notice how the coach is gathering basic information.

### **Stage four – shape agreements and conclusions**

Hopefully, this will feel like a natural progression from the previous activity. Here we are shaping the previous elements of the conversation into conclusions, or raised awareness, or maybe actions to encourage further progress.

Our objectives at this stage include:

- To acknowledge what insights or conclusions the coachee has gained.
- To refine and/or summarize ideas and options.
- To surface any additional conclusions, ideas or options.
- To agree specific actions if appropriate.
- To create a sense of the future, e.g. help the coachee find the motivation to act.

#### **Example**

COACH: So, you've mentioned that there's some problems at your work place because you do not speak well foreign languages. Can you tell me more about those things?

COACHEE: I think I need to involve myself more. To do something to improve my foreign languages because otherwise I risk to lose my job and I really do not want this.

COACH: Did you think about some things on how to improve the situation?

COACHEE: Well I was thinking to do some foreign language classes but seems also so hard to find some places where I will not have to pay to much more on those classes.

COACH: Did you search to find what places provide foreign language classes?

COACHEE: I searched on internet and I found out some contact data about some places, some of them more near to the work place and some more near to the place where I stay.

COACH: You were saying something about "not to pay to much on those clases"....

COACHEE: Yes. My salary is not so big so I cannot spend to much money...

COACH: And from those centers that you found which has the best good price from your point of view?

COACHEE: Well is one near the place where I stay?

COACH: And you would prefer to choose that?

COACHEE: I really do not know in this moment ....

COACH: Well let's so like this: until our next session, from next week, I will give you a "homework" more exactly you make a detailed list with what you will find on internet: places where they teach foreign languages, location, program, prices. Write on a paper and next week we will discuss based on what you find. It's good like that from your point of view?

COACHEE: Yes... I will do like that.

### **Stage five – completion/close**

This final step is about drawing the conversation to a professional close. As in the first stage, you will already have experience with how to complete a conversation.

Our objectives at this stage include:

- To summarize, indicating that the session is complete, e.g. no outstanding items.
- To help the coachee feel that the session is being handled in a professional, confident manner.
- To maintain mutual clarity, e.g. what happens after the session..
- To emphasize a sense of progress made during the session.
- To leave the coachee feeling comfortable to continue items discussed following the session, e.g. without direct involvement from the coach.
- To close the session in a natural way.

**Example:** COACH: OK, we're nearly there I think, in terms of this session. Let me just check your original objectives. We had just one for this session, improve foreign language level. Was there anything else you wanted to talk through?

COACHEE: Nope, I'm happy with where we've got to.

COACH: Great, has that been useful?

COACHEE: It has actually; it's given me a few things to think about and to act.

COACH: Good. OK John we see each other next week and you can present what you achieved during this time [shakes hands].

COACHEE: OK, thanks.

COACH: Next week Thursday at 16 o'clock in the afternoon it would be ok for you?

COACHEE: Yes, sure. See you next time. Bye

COACH: Bye

## **2. METHODS TO MONITOR THE COACHEE PROGRESS**

The coach needs to teach the coachee to learn to monitor their progress towards goals not only because it will strengthen their commitment to them, but also because the very act of monitoring the progress increase clients chances of making some progress.



### **Exercise: The Scale from 1 to 10**

If you ask someone to increase their awareness of a particular aspect of behavior, he/she might not know how to perform this. People need some practical way to increase their awareness on which to focus. A good exercise is the **Scale from 1 to 10**.

Exercise: A coachee every time when he/she feels threatened becomes aggressive and much less effective than usual. He / She wants to develop the ability to remain calm and unruffled when others attacking him/her unfairly. As a coach you can suggest to use a scale from 1-10 to monitor the degree of calm. Grade 10 will be the target of calm, a perfect calm that allows the coachee to think clearly and to realize what he/she has to do. Note 1 is given to the worst state in which he/she can get, completely pissed off and affected by emotional reactions.

As a result of performing this exercise, the simple act of monitoring will lead to a decrease in the degree of annoyance.

### **Exercise: Homework**

A good coaching means also that the coach asks the coachee to perform certain tasks until the next coaching sessions. It is very important for a coach to give "homework" because it will help the coachee to consolidate his/her desire to improve.

For example the coach is asking the coachee until next session to make a list with all important qualities needed to achieve professional development. During the next sessions the discussions will be based on what the coachee inserted on that list.

## CHAPTER V

### COACHING QUESTIONS



#### 21 Questions to Extraordinary Goal-Setting

The coachee needs some extra help goal-setting? These questions can be used by the coach to help the coachee to “set extraordinary goals”.

#### **GREAT Goals** are:

- a) **Outcome focused.** Once your WHY is understood (AND it’s a good & enthusiastic WHY) you’re 90% there!
- b) **In line with your values.** The more a goal aligns with your inner or core values – the EASIER it will be to achieve. Note: You can achieve goals that don’t align with your values but it’s usually harder and less satisfying.
- c) **Stated in the positive.** Ie. “I want healthy fingernails” rather than “I want to stop biting my nails”

#### and **SMART:**

**S**pecific (so you know exactly what you are trying to achieve)

**M**easurable (so you know when you have achieved it!)

**A**ction-oriented (so you can DO something about it!)

**R**ealistic (so it IS achievable) and

**T**ime-Bound (has a deadline)

#### **Focusing on the Outcome:**

1. What is it that you REALLY want here? Dig deep...
2. What is the SPECIFIC OUTCOME that you are looking for?
3. What is the PAIN for you of NOT achieving your goal?

#### **Aligning with your Values:**

4. Is this goal in line with your life vision/overall life-plan? If you don’t know, what’s your gut-feel?
5. Is this goal in line with your values? Ask yourself what’s REALLY important to you in life - will this goal help you achieve more of that?
6. Are the goals something YOU truly want, or are they something you think you SHOULD have or SHOULD be doing? If it’s a SHOULD, it may be someone else’s dream...

7. When you think about your goal does it give you a sense of deep contentment or ‘rightness’, happiness and/or excitement? These are good signs that it’s a healthy goal.
8. If you could have the goal RIGHT NOW – would you take it? Identifies potential issues.
9. How does this goal fit into your life/lifestyle? Think time/effort/commitments/who else might be impacted?

### Identifying Obstacles:

10. Can YOU start & maintain this goal/outcome? Do you have complete control over achieving it?
11. How will making this change affect other aspects of your life? What else might you need to deal with?
12. What’s good about the CURRENT SITUATION? What’s the ‘secondary gain’ for staying right where you are?  
Then, how can you keep those good aspects while STILL making this change?
13. WHAT might you have to give up/stop doing to achieve this goal? Essentially, what’s the price of making this change – and are you willing to pay it?
14. If there was something important around achieving this goal (to help you succeed, or that could get in the way) that you haven’t mentioned yet, what would it be?
15. WHO WILL YOU HAVE TO BE to achieve this goal?

### Goal Sizing:

16. Is the goal the right size to be working on?  
Too big? Break down into smaller goals. Too small? Fit into a larger goal.
17. What would be the MINIMUM/Super-Easy level of goal to achieve?
18. What would be your TARGET level of goal to achieve?
19. What would be your EXTRAORDINARY level of goal to achieve?

### Resources – Get moving:

20. What RESOURCES do you already have to help you achieve your goal? (things, people, contacts, personal qualities, skills, info, finance etc). Create a list!
21. What RESOURCES do you NEED to help you achieve your goal? Create a list!



## 37 Questions to Liberate the Coachee

Coachee stuck on a goal or problem and not seeing options or choices? Liberate them with the questions below!

**What is it that you want - What would be your ideal outcome?** Take a moment to get very clear in your mind (or on paper!) what being unstuck would look like before continuing.

### Identifying Options - So now you know what you want, answer these questions:

- ☆ What *specifically* have you done so far? What worked and what didn’t?
- ☆ What do you *have already* (eg. skills and resources) that could move you forwards?
- ☆ What *research* could you do to help you find the first (or next) step?
- ☆ What do you need to do before you do *anything* else?



- ☆ *Who else* could you ask for help in achieving your goal?
- ☆ If you were *at your best*, what would you do right now?
- ☆ What would you do if you were *an expert* in (the area of your goal/problem)?
- ☆ What would you advise your best friend to do if they were in your situation?
- ☆ What would your best friend advise you to do?
- ☆ What would (someone who inspires you) do in your situation?
- ☆ If you had a choice what would you do?
- ☆ What if you had as much time as you needed?
- ☆ What if money were not an issue?
- ☆ Imagine *you're fully confident* in your abilities, what could you do?
- ☆ Imagine *you're fully confident* that others will support you. Now what could you do?
- ☆ What other angles and options have you not thought of yet?
- ☆ What is an impossible option?
- ☆ What is the decision you have been avoiding?
- ☆ If you (secretly) knew the answer to getting unstuck, what would that be?

**Taking Action - Look at the list of ideas and options you now have:**

- ✓ What would be the *smallest* or *easiest first step* for you?
- ✓ Which options or actions *grab you*?
- ✓ How could you make the tasks/actions *more enjoyable* or fun?
- ✓ *Who else* could help you in completing your action/s?
- ✓ What's one action you could take in the *next 10 minutes*?
- ✓ What are *three actions* you could take that would make sense *this week*?
- ✓ Let's imagine you have found a magic lamp. You pick it up and absent-mindedly begin to stroke it. What's that? I think it's talking! Now, as you listen, I wonder what action it tells you to take?

**Commitment - Do something! Now choose your actions**

- 1 When *specifically* will you do your action/s? Include the day AND time.
- ✓ On a scale of 1 to 10, how likely are you to complete each action?
  - If it's below an 8, then ask what is stopping you from completing the action - and make this your first action.
- ✓ How do you normally sabotage yourself - and what will you *do differently* this time?
- 👉 How will *I know* you've completed your action/s?
- 👉 Who will you tell about your actions (to support you in completing them)?
- 👉 What *specifically* will you ask your supporters to do for you?
- 👉 Tell me how you'll *feel* once you have completed your actions?
- 👉 How will you *reward yourself* when you complete your actions?

## Wrap-up session questions

Designed to help the coachee to get specific about what he learned during the time of coaching session. Can be given as homework or at the final coaching session.

Client Name: \_\_\_\_\_ Date: \_\_\_\_\_

### 1. What have I achieved during the coaching period? (think broadly)

- 1.
- 2.
- 3.

### 2. What specifically have I achieved or am doing differently as a direct result of the coaching? (review goals here)

- 1.
- 2.
- 3.

### 3. What are my top 3 goals and dreams in life right now? (personal AND work)

- 1.
- 2.
- 3.

### 4. What are my top 5 priorities in life as I now understand them?

- 1.
- 2.
- 3.

### 5. What limiting beliefs have I let go of (eg. about myself, life, others)? I NO LONGER BELIEVE:

- 1.
- 2.
- 3.

### 6. What positive new beliefs do I have (eg. about myself, life, others)? I NOW BELIEVE:

- 1.
- 2.

3.

**7. What specifically have I learned about myself? (that I perhaps haven't mentioned yet)**

- 1.
- 2.
- 3.

**8. How is my life different as a result of the learnings I have made during the coaching period?  
What have I learned that I will carry forwards in life?**

- 1.
- 2.
- 3.

**9. What has been the best bit of the coaching for me?**

- 1.
- 2.
- 3.

**10. What are the best things about my life?**

- 1.
- 2.
- 3.

**11. What else would I like to note down that would be useful to me going forwards?**

- 1.
- 2.
- 3.

## CHAPTER VI

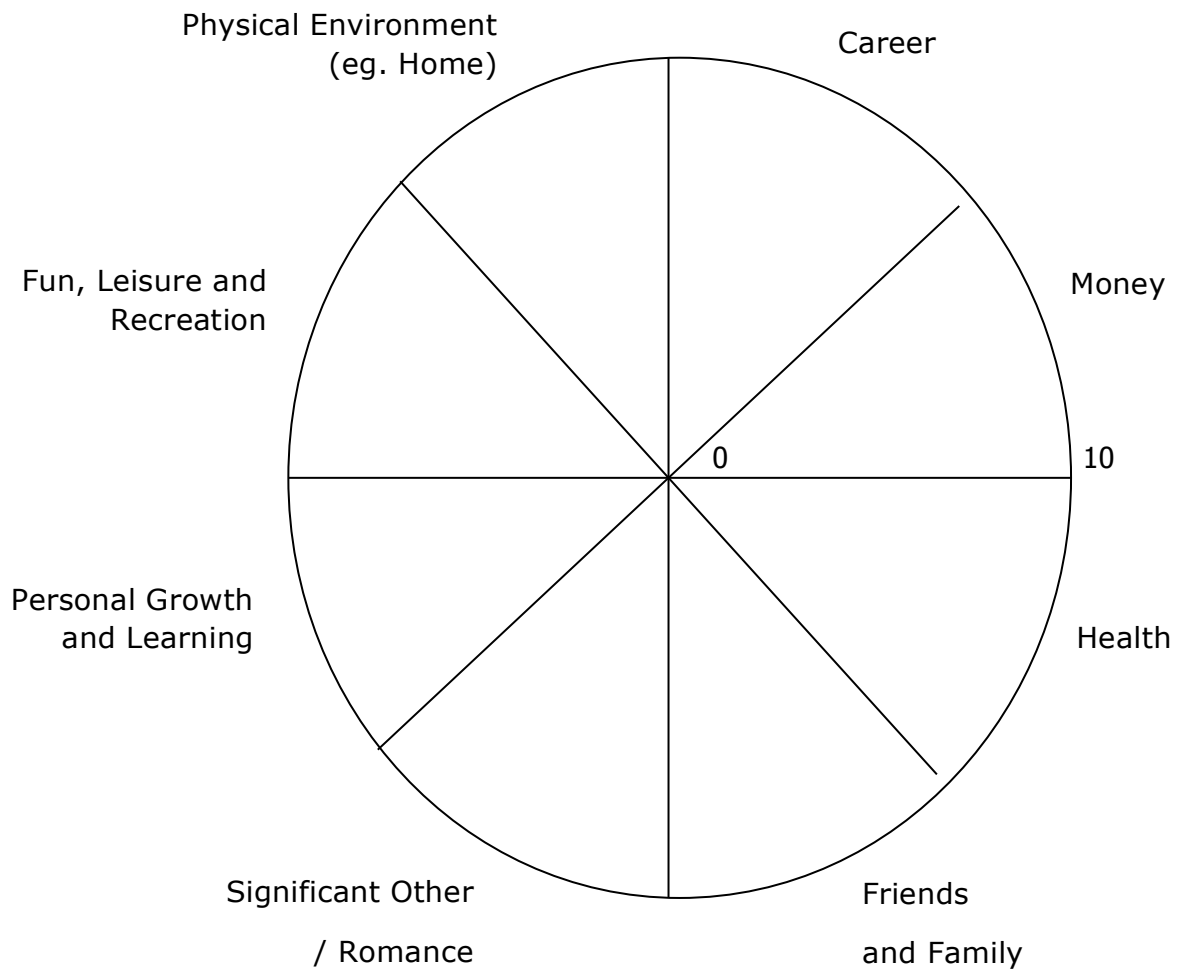
### COACHING EXERCICES

The **Wheel of Life Exercise** helps the coachee to see how balanced his life is, clarify priorities for goal-setting, assess progress.



NAME: \_\_\_\_\_

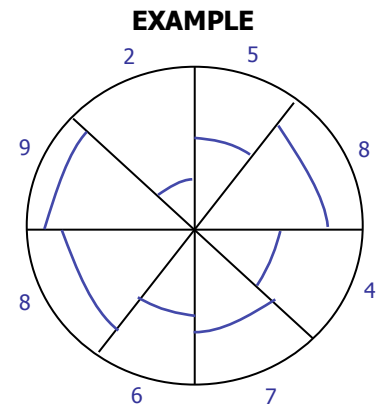
DATE: \_\_\_\_\_



## WHEEL OF LIFE INSTRUCTIONS

The 8 sections in the Wheel of Life represent balance.

- ✿ Please change, split or rename any category so that it's meaningful and represents a balanced life for you.
- ✿ Next, taking the centre of the wheel as 0 and the outer edge as 10, rank your **level of satisfaction** with each area out of 10 by drawing a straight or curved line to create a new outer edge (see example)
- ✿ The new perimeter of the circle represents **your** 'Wheel of



## The Wheel of Life Exercise – Coach Instructions

### Notes:

- This exercise will help clarify priorities for goal-setting, allowing the client to plan so that their life is closer to their definition of balance.
- Balance is personal and unique to each individual – what may be balance for some may be stressful or boring for others.
- Balance must be assessed over time. So, a regular check on how balanced the client is can highlight useful patterns and help them learn even more about ourselves. You can do this with them, or recommend they do it for themselves
- Another option with this exercise is that they can ask someone who knows them well to complete the scores for them. It can be helpful sometimes to see an outside perception of your life 'balance'. Note: This must be someone they trust AND whose opinion they value.

### Detailed Instructions:

1. Ask them to review the 8 areas on the Wheel of Life. The Wheel must, when put together, create a view of a balanced life for them. If necessary they can split categories to add in something that is missing for them. They can also re-label an area so that it is more meaningful for them. The usual suspects are:
  1. Family/Friends
  2. Partner/Significant Other/Romance
  3. Career
  4. Finances
  5. Health (emotional/physical/fitness/nutrition/wellbeing)
  6. Physical Environment/Home
  7. Fun/Recreation/Leisure
  8. Personal Growth/Learning/Self-development

9. Spiritual wellbeing (not necessarily religion – can be sense of self)
  10. Others could include security, service, leadership, integrity, achievement or community.
2. Ask them to think about what success feels like for each area.
  3. Now ask them to rank their level of satisfaction with each area of their life by drawing a line across each segment. Place a value between 1 (very dissatisfied) and 10 (fully satisfied) against each area to show how satisfied they are currently with these elements in their life.
  4. The new perimeter of the circle represents their ‘Wheel of Life’. You can ask them, “Is it a bumpy ride?”
  5. Now, looking at the wheel here are some questions to ask the client and take the exercise deeper:
    1. Are there any surprises for you?
    2. How do you feel about your life as you look at your Wheel?
    3. How do you currently spend time in these areas?
    4. How would you like to spend time in these areas?
    5. Which of these elements would you most like to improve?
    6. How could you make space for these changes?
    7. Can you effect the necessary changes on your own?
    8. What help and cooperation from others might you need?
    9. What would make that a score of 10?
    10. What would a score of 10 look like?

### Life Satisfaction Scorecard Exercise



1. If you were to give a SCORE out of 10 for how SATISFIED you are with your life overall?

\_\_\_\_\_ / 10

2. If you were to give a SCORE out of 10 for how much FUN you are having in life?

\_\_\_\_\_ / 10

3. If you were to give a SCORE out of 10 for how HAPPY you are in your current CAREER?

\_\_\_\_\_ / 10

4. If you were to give a SCORE out of 10 for how overwhelmed, BUSY or cluttered you currently feel?

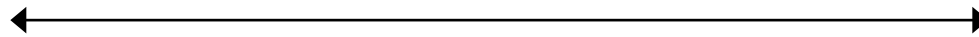
\_\_\_\_\_ / 10

5. I like myself:

--5

0

+5



*(please put an X on the line to correspond with how much you like yourself on a scale of -5 to +5)*

6. What is your FAVOURITE thing in your life at the moment? (like best)

\_\_\_\_\_

—

7. What could be IMPROVED in your life at the moment? (like least)

\_\_\_\_\_

—

8. I am looking: *(please tick all that apply)*

For More Meaning/Purpose in Life

- For More Fulfilment/Happiness in Life
  - For More Ease/Simplicity or Balance in Life
  - For More Freedom and/or Inner Peace in Life
  - To Change or Move Forwards in my Career
  - To Achieve my Goals Faster/More Easily
  - To Learn to Trust Myself More/Be My Authentic Self
  - Other *(If there was something you haven't mentioned yet, what would it be?)*
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9. I am ready to take ACTION and make changes in my environment, habits and life

Maybe / Yes / No (please circle)



### Cognitive Distortion List

Often people put a negative spin on things –ignoring the positive, dwelling on the negative or using restrictive words like always, never. Cognitive distortions are recognized as a powerful tool in the cognitive behavior therapy and by coaches and therapists everywhere.

**Below is a list of the Top 10 Cognitive Distortions:**

Which of these do you do? **Check the areas below that you might like to discuss with your coach.**

**1. All or Nothing Thinking:** Seeing things as black-or-white, right-or-wrong with nothing in between. Essentially, if I'm not perfect then I'm a failure.






- I didn't finish writing that paper so it was a *complete* waste of time.
- There's no point in playing *if I'm not 100%* in shape. • They didn't show, they're *completely* unreliable!



**2. Overgeneralization:** Using words like always, never in relation to a single event or experience.

- I'll *never* get that promotion
- She *always* does that...



-  **3. Minimising or Magnifying**  **(Also Catastrophizing):** Seeing things as dramatically more or less important than they actually are. Often creating a "catastrophe" that follows.
- *Because* my boss publicly thanked her she'll get that promotion, not me (even though I had a great performance review and just won an industry award).
  - I forgot that email! *That means* my boss won't trust me again, I won't get that raise and my wife will leave me.
- 4. "Shoulds":** Using "should", "need to", "must", "ought to" to motivate oneself, then feeling guilty when you don't follow through (or anger and resentment when someone else doesn't follow through).
- *I should have* got the painting done this weekend.
  - *They ought to* have been more considerate of my feelings, *they should know* that would upset me.
- 5. Labelling:** Attaching a negative label to yourself or others following a single event.
- I didn't stand up to my co-worker, *I'm such a wimp!* • *What an idiot*, he couldn't even see that coming!
- 6. Jumping to Conclusions:**
- 1) Mind-Reading:** Making negative assumptions about how people see you without evidence or factual support.
- Your friend is preoccupied and you don't bother to find out why. You're thinking:
- She *thinks I'm exaggerating* again or • He still *hasn't forgiven me* for telling Fred about his illness.
- 2) Fortune Telling:** Making negative predictions about the future without evidence or factual support
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- *I won't be able* to sell my house and *I'll be stuck* here (even though housing market is good).
  - *No-one will understand. I won't be invited back* again (even though they are supportive friends).
- 7. Discounting the Positive:** Not acknowledging the positive. Saying anyone could have done it or insisting that your positive actions, qualities or achievements don't count...
- That *doesn't count*, *anyone* could have done it.
  - I've *only* cut back from smoking 40 cigarettes a day to 10. *It doesn't count* because I've not fully given up yet.
- 8. Blame & Personalization:** Blaming yourself when you weren't entirely responsible or blaming other people and denying your role in the situation
- *If only I was* younger, I would have got the job 
  - *If only I hadn't* said that, they wouldn't have...
  - *If only she hadn't* yelled at me, I wouldn't have been angry and wouldn't have had that car accident.
- 9. Emotional Reasoning:** I feel, therefore I am. Assuming that a feeling is true - without digging deeper to see if this is accurate.
- I feel such an idiot (it must be true). • I feel guilty (I must have done something wrong).
  - I feel really bad for yelling at my partner, I must be really selfish and inconsiderate.
-  **10. Mental Filter:** Allowing (dwelling on) one negative detail or fact to spoil our enjoyment, happiness, hope etc
- You have a great evening and dinner at a restaurant with friends, but your chicken was undercooked and that *spoiled the whole* evening.



## Action Brainstorming Worksheet

Is ideal as a wrap-up for workshops and seminars. Can be used to end a coaching session or hand it out as homework to help the coachee focus on what behaviors will/won't serve him as he moves towards a goal or align his life with his values.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

From what you have learned, what behavior will you STOP, MINIMIZE, KEEP DOING, do MORE of and which will you START?

Stop	Minimize	Keep Doing	Do More	Start

There are many kinds of coaching methods. Different methods are used for different situations, tasks and clients. Within a session more methods can be used. The most common and most effective is coaching conversation and GROW model. However, the use coaching techniques is only a mean of how to meet the client's contract. Selection of the appropriate technique depends on the coachee, theme, relationships, and environment.

### Model GROW

GROW stands for:

G = Goal= what do you want

R = Current Reality = what is happening

O = Options or Obstacles = what could you do

W = Will or Way Forward = what will you do

### Model ADAPT

ADAPT stands for:

A = assess current performance

D = develop a plan

A = act on the plan

P = progress check

T = tell and ask

## **SWOT**

SWOT is a table for writing down coachee's: strengths (**S**trengths) and weaknesses (**W**eaknesses), opportunities (**O**pportunities) and threats (**T**hreats), which the client is facing. This allows him to highlight his strengths and to deal with the shortcomings and to take advantage of all appropriate opportunities.

## **Options how to use the tool - GROW**

1. Establish the Goal: Coach needs to look at the behavior that a coachee wants to change, and then structure this change as a goal that he/she wants to achieve.

It's good to divide goals and tasks into 4 groups.

What can I do today?

What can I do this week?

What can I do this month?

What can I do until my next meeting with the coach?

When doing this, it's useful to ask questions like:

Where have you been?

Where are you at now?

How will you know that the problem or issue is solved?

Does this goal fit with her overall career objectives? And does it fit with the team's objectives?

2. Examine the Current Reality People try to solve a problem or reach a goal without fully considering their starting point, and often they're missing some information that they need in order to reach their goal effectively.

Useful coaching questions in this step include the following:

What is happening now (what, who, when, and how often)?

What is the effect or result of this?

Have you already taken any steps towards your goal?

Does this goal conflict with any other goals or objectives?

What is most important to you?

### 3. Explore the Options

Once a coach and a coachee have explored the current reality, it's time to determine what is possible – meaning all of the possible options for reaching the objective.

Typical questions that you can use to explore options are as follows:

- What else could you do?
- What if this or that constraint were removed? Would that change things?
- What are the advantages and disadvantages of each option?
- What factors or considerations will you use to weigh the options?
- What do you need to stop doing in order to achieve this goal?
- What obstacles stand in your way?

### 4. Establish the Will

By examining the current reality and exploring the options, you will now have a good idea of how he can achieve his goal. The final step is to get a coachee to commit to specific actions in order to move forward towards his goal. In doing this, you will help him establish his will and boost his motivation.

Useful questions to ask here include:

- So, what will you do now, and when? What else will you do?
- What could stop you moving forward? How will you overcome this?
- How can you keep yourself motivated?
- When do you need to review progress? Daily, weekly, monthly?

### Goals vs Values

Refugees can have problems with realization of their dreams. The reason may be that they grew up and lived in a society which prefers other values. Most of them come from countries where family is at the first place. In new country their goal is career, which plays a role during job search.

**Exercise:** Write down your values on individual pieces of paper. Write 8 of them, those which you deem the most important.

Imagine that you are flying a balloon gradually due to bad weather you must throw down the so that you do not fall into the sea.

Each value in the balloon is a burden. Step by step take one paper after another, until you remain with just four. Try to think about them in order of their importance. Be yourself and think about your life values.

#### **List of possible life values:**

Love. Faith. Joy. Respect. Humour. Prosperity. Freedom. Family. Friendship. Health. Tolerance. Sincerity. Fairness. Fidelity. Collaboration. Generosity. Confidence

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**Conclusion:**

How did it end up? Was it hard for you? Which values did you keep? Try to compare them with your aims now. How does it look? Did you get to a conclusion? Or do you see it differently now? What now? Will you change your values/aims? Maybe you finally realized, why weren't successful before.

***Exercise***

Question 1: What do you want to have more in your life?

Make a list of 5-10 things you want to have more. These may be experiences, feelings, dreams, etc..

Question 2: What do you want to have in your life less?

Make a list of 5-10 things you want to have less. They may be conflicts, health problems, etc..

Compare both lists and pick 3 items with the highest priority. Talk to your coach about how these priorities can inspire you and what you need to do to make them real.