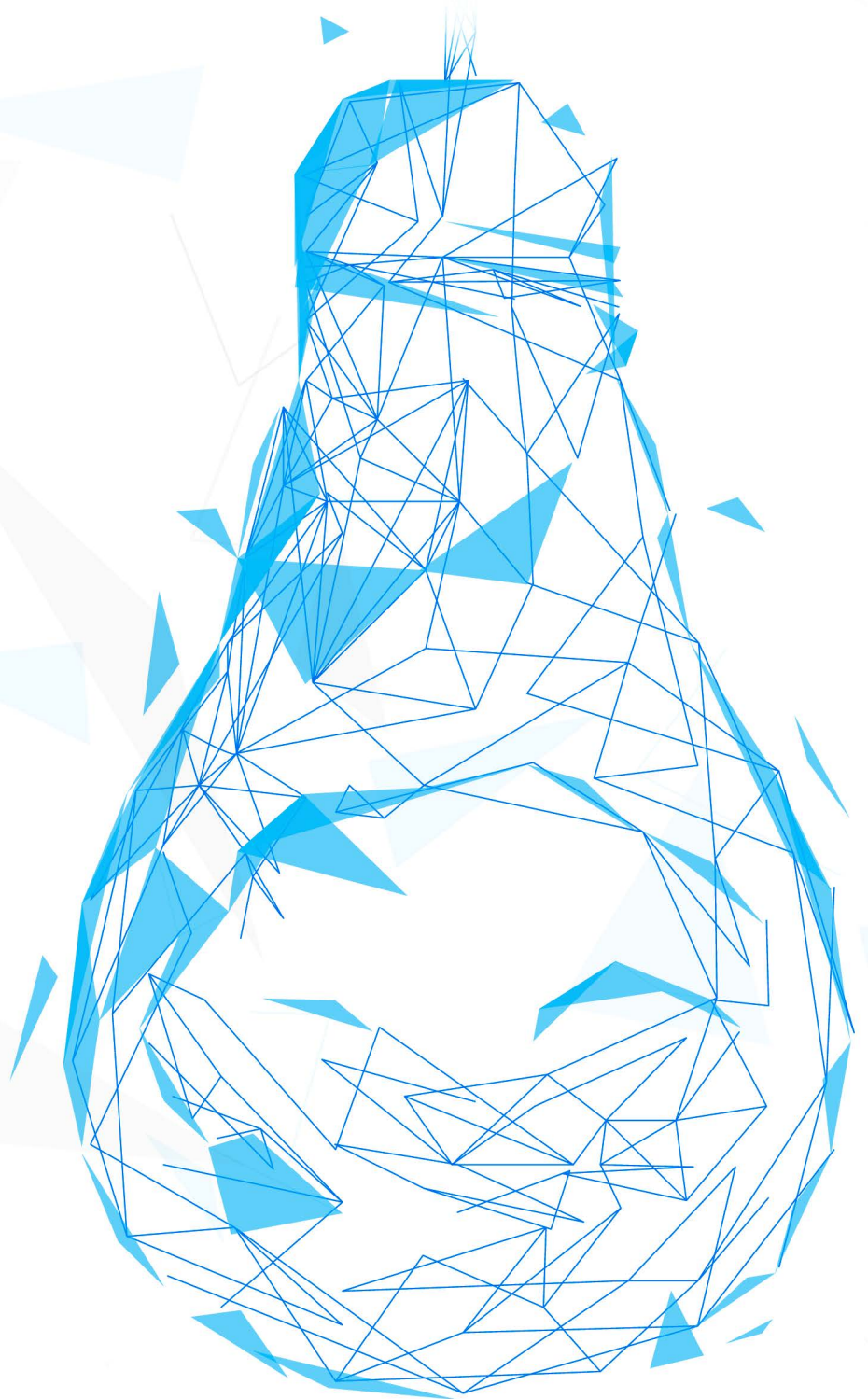


LIFE COACHING

CETIFICATE COURSE



COURSE JOURNAL AND
REFLECTION WORKBOOK

COURSE JOURNAL AND REFLECTION LOG

Use this course journal & reflection log to keep track of any key learnings and "Aha!" moments that you have as you work your way through each lecture:

COURSE STRUCTURE AND LAYOUT

- S1:** Course Introduction & Navigation
- S2:** Self Awareness/ Awareness of Others
- S3:** Core Beliefs and World Views
- S4:** Core Values and Priorities
- S5:** Communication Skills and Principles
- S6:** Social Skills and People Principles
- S7:** Goal Setting & Action Planning
- S8:** Basic Business Coaching Tools
- S9:** The Achology Coaching Framework
- S10:** The F.A.Q's Section
- S11:** Ideas for Further Study and Close

THE ROAD MAP AHEAD

"It's our expectations that hurt us. Not reality. Whatever happens in actuality is real. What we think should happen in the world is unreal."

So people are hurt by their expectations. We're not disappointed by what we find, we are only ever disappointed when our expectations DON'T become reality."

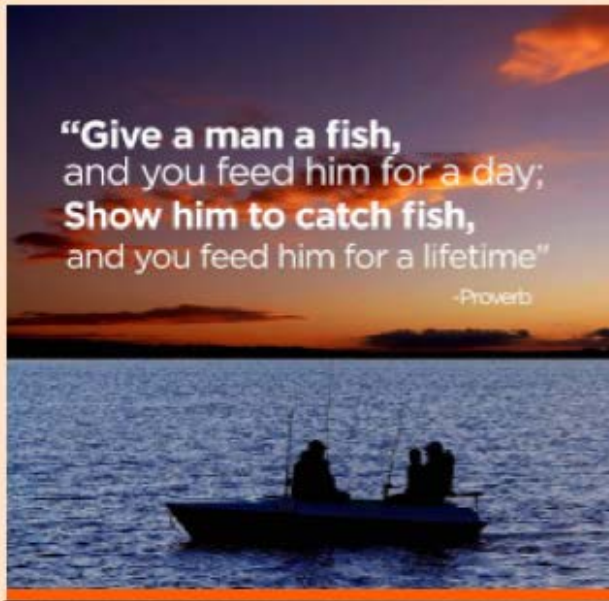
Prof. Gerard Egan

(Author of the Skilled Helper)



Notes Lecture 1:





YOUR VISION

Three Levels of Impact

- 1) **Personal Impact & Transformation**
(Impact your current quality of life)
- 2) **Impacting Others One-to-One**
(Setting up a coaching practice)
- 3) **Cultural, National & Global Impact**
(Social enterprises or Initiatives)

Notes Lecture 2



THE 13 BEAUTIFUL ATTITUDES OF EFFECTIVE LIFE COACHING

- 1) The mind and body affect each other.
- 2) Every behaviour has a positive intention.
- 3) Behaviour is geared towards adaptation.
- 4) Accept the person; encourage changes in attitude and behaviour.
- 5) There's no such thing as failure, only feedback to be received.
- 6) Respect for the other persons model of the world (even if you don't understand it).
- 7) There are no bad people, just unhelpful attitudes, habits and behaviours.

THE ART OF BUILDING TRUST

"We can know all of the greatest life coaching processes in the world, but if we cannot earn the trust of our clients, we have nothing."

ALL GOOD RELATIONSHIPS ARE BUILD UPON TRUST, and TRUST IS DEVELOPED OVER TIME.



Notes Lecture 3



THE 13 BEAUTIFUL ATTITUDES OF EFFECTIVE LIFE COACHING

- 8)** There are no inflexible clients, only rigid thinkers.
- 9)** People make the best choice they can at the time.
- 10)** People respond to their experience, not to reality itself.
- 11)** Everyone is doing their best with the resources they have.
- 12)** All things are possible with the right attitude and strategy.
- 13)** All coaching must aid maturity, decisiveness & strength of character.

THE ART OF BUILDING TRUST

"We can know all of the greatest life coaching processes in the world, but if we cannot earn the trust of our clients, we have nothing."

ALL GOOD RELATIONSHIPS ARE BUILD UPON TRUST, and TRUST IS DEVELOPED OVER TIME.



Notes Lecture 4



COURSE JOURNAL AND REFLECTION LOG



ADVICE GIVING?

Telling people what to do?



TEACHING OR LECTURING?

Teaching people how to live?



PROFESSIONAL CONSULTING?

Offering a High Price Service?



COUNSELLING OR THERAPY?

Trying to Fix People or Heal Them?



GOAL
What is your/
your Clients Main Goal?

REALITY
What is your/
your Clients Current reality?

OPTIONS
What are
your Best
Possible
Options?

ACTION
What Action
Steps Will
You Take
Next?

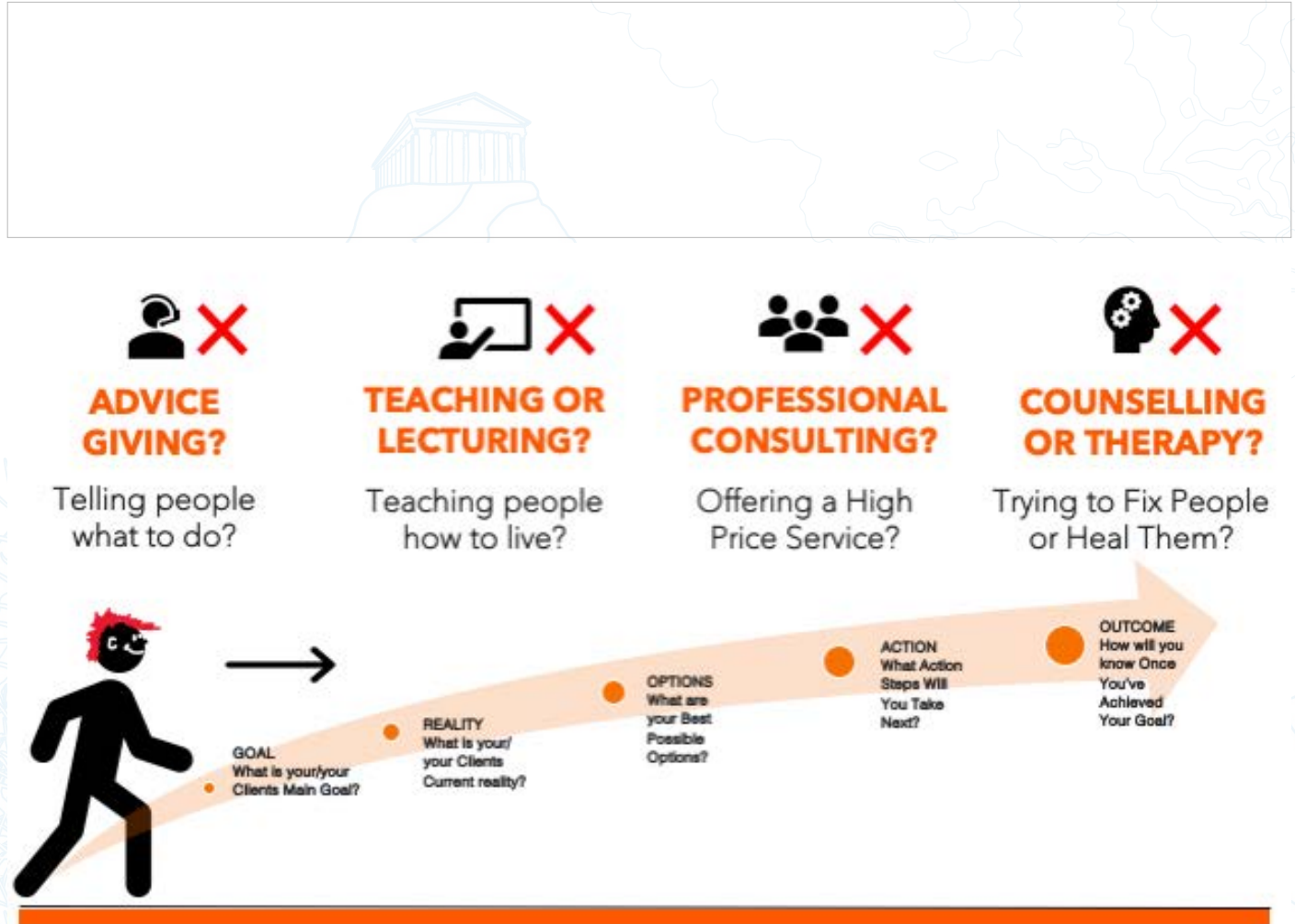
OUTCOME
How will you
know Once
You've
Achieved
Your Goal?

Notes Lecture 5

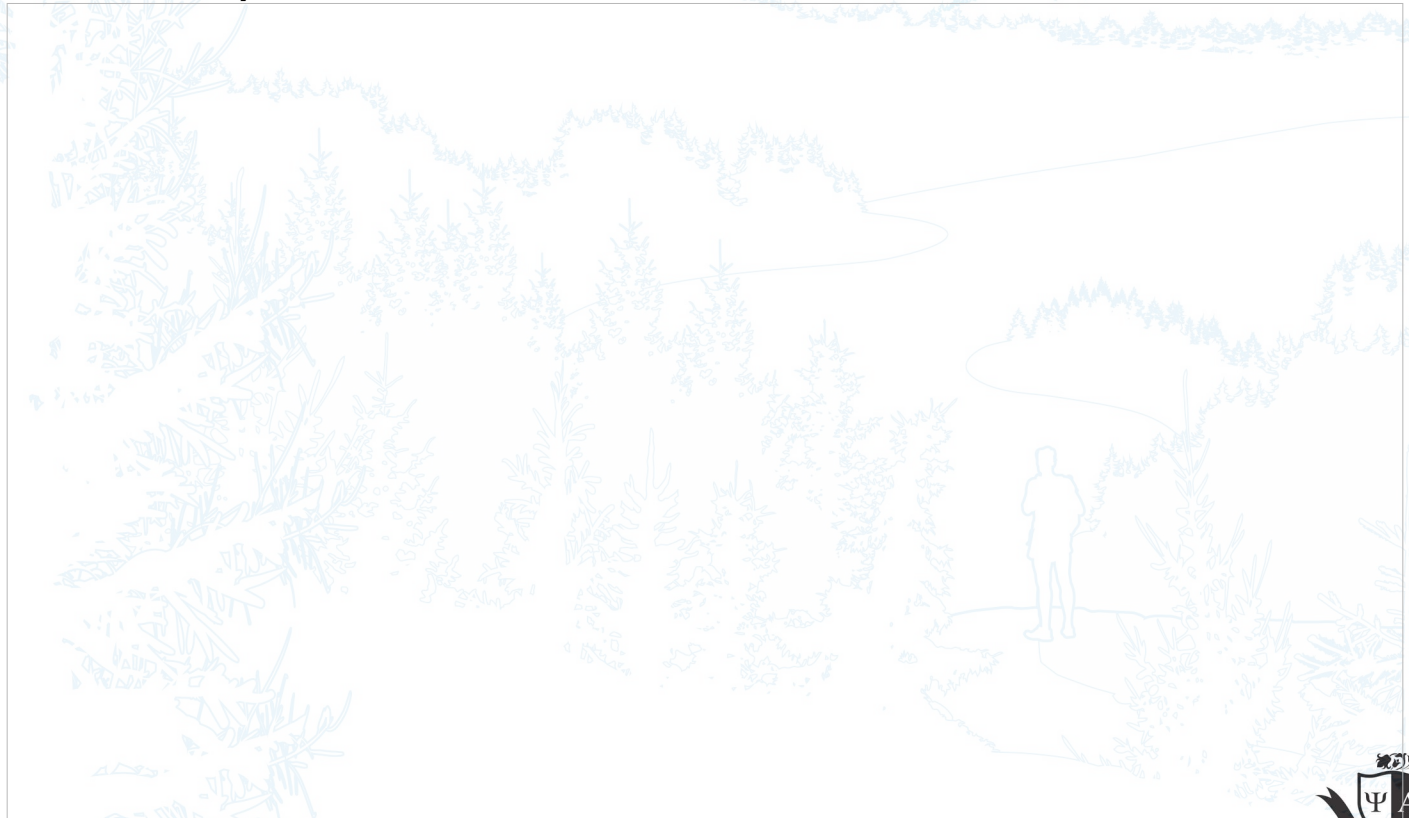


COURSE JOURNAL AND REFLECTION LOG

Notes Lecture: 6



Notes Lecture: 7



There are many things that get in the way of active listening (& learning). It's important to be aware of these barriers, many of which are just bad habits, in order to become a more effective listener.

- 1) **We have preconceived ideas, expectations or bias.**
- 2) **We are more interested in being 'right' than learning.**
- 3) **We are listening to reply instead of listening to learn.**
- 4) **We find the communicator attractive/unattractive.**
- 5) **Having a closed mind.**
- 6) **Other external distractions.**

GERARD EGAN

A FRAMEWORK FOR
EFFECTIVE HEARING

Recommended Course
Reading - The Skilled Helper
by Gerard Egan

Notes Lecture 8



COURSE JOURNAL AND REFLECTION LOG

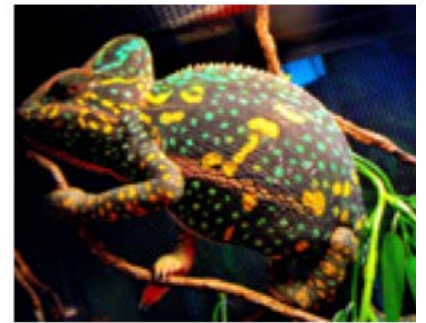
(A Practical Guide on HOW NOT to Waist your Time)

- ☒ Is your client **OPEN** to hearing new ideas and are they ready to change?
- ☒ Is your client **RECEPTIVE** and willing to apply that which they're learning?
- ☒ Is your client **APPRECIATIVE** of your time, energy, insights and efforts?
- ☒ Invest yourself into the **YOU'S** of the world - those who're ready to grow!



(A Practical Guide on HOW NOT to Waist your Time)

- ☒ Is your client **OPEN** to hearing new ideas and are they ready to change?
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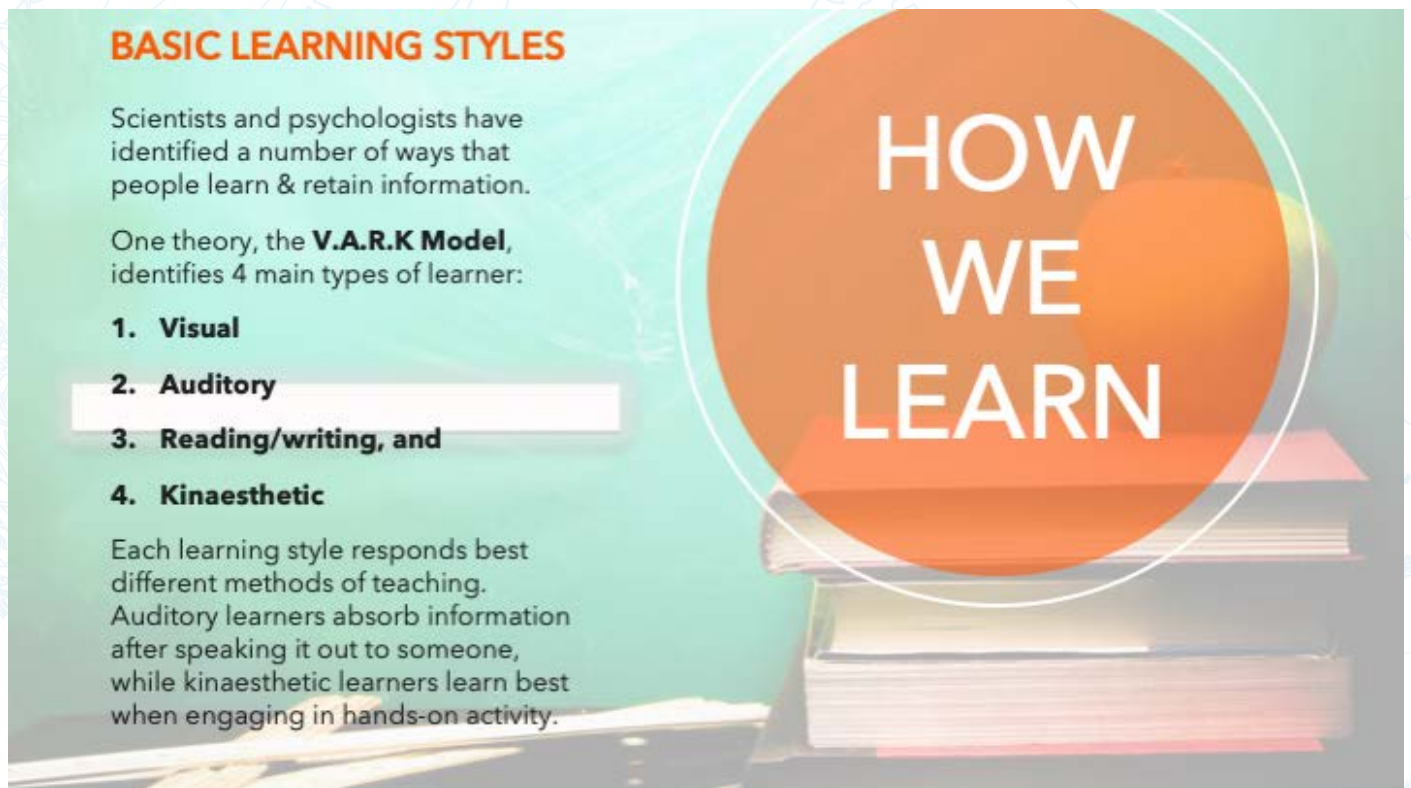
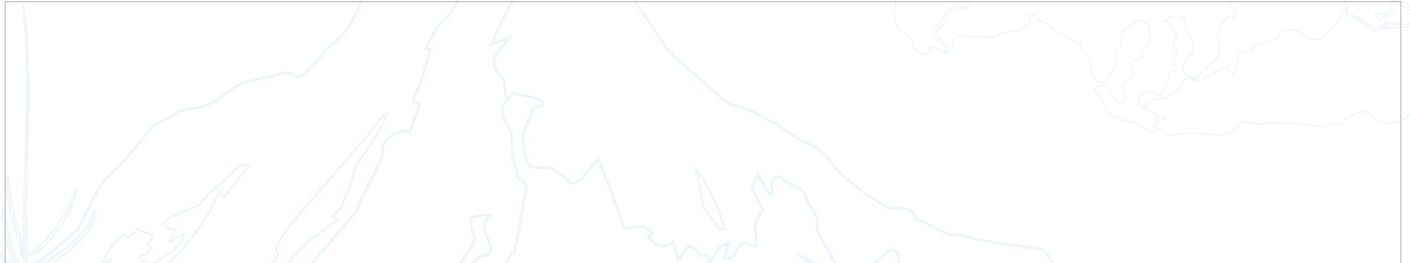
Notes Lecture 9:

COURSE JOURNAL AND REFLECTION LOG

Notes Lecture 10:



Notes Lecture 11:



BASIC LEARNING STYLES

Scientists and psychologists have identified a number of ways that people learn & retain information.

One theory, the **V.A.R.K Model**, identifies 4 main types of learner:

1. **Visual**
2. **Auditory**
3. **Reading/writing, and**
4. **Kinaesthetic**

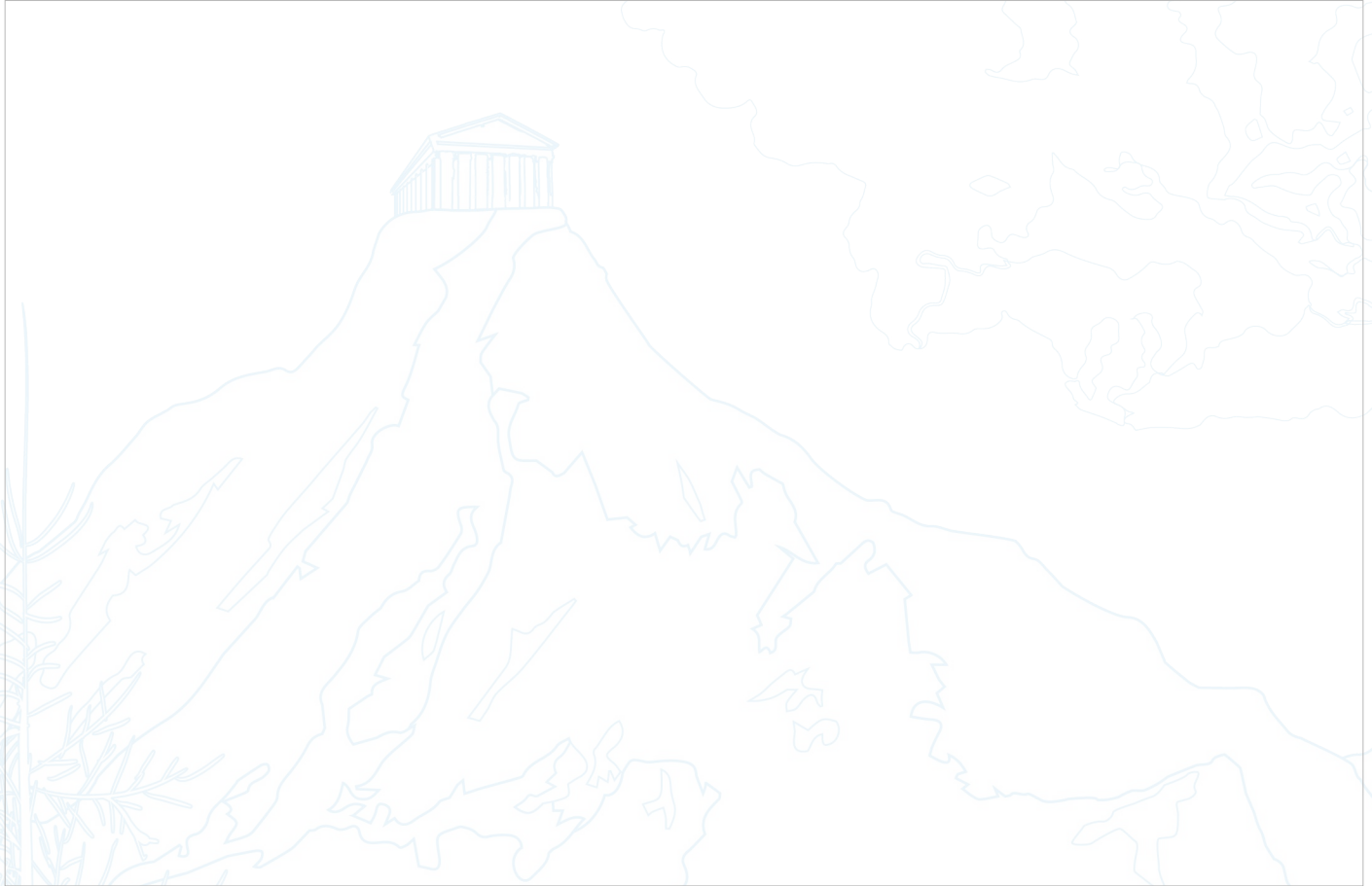
Each learning style responds best different methods of teaching. Auditory learners absorb information after speaking it out to someone, while kinaesthetic learners learn best when engaging in hands-on activity.

Notes Lecture 12:



COURSE JOURNAL AND REFLECTION LOG

Notes Lecture 13:



Notes Lecture 14:



WE Respond MORE to our Perception than REALITY!

- We often confuse perception with reality.
- Perception is the lens through which we view our reality.
- We commonly mistake how we understand things for how things really are (in truth).
- Our thoughts and feelings seem real to us, so we conclude that they must be true.
- How we view things is one of 6.7BN different ways of looking at things.
- If we need to change how we feel about something, we just need to change our perception.

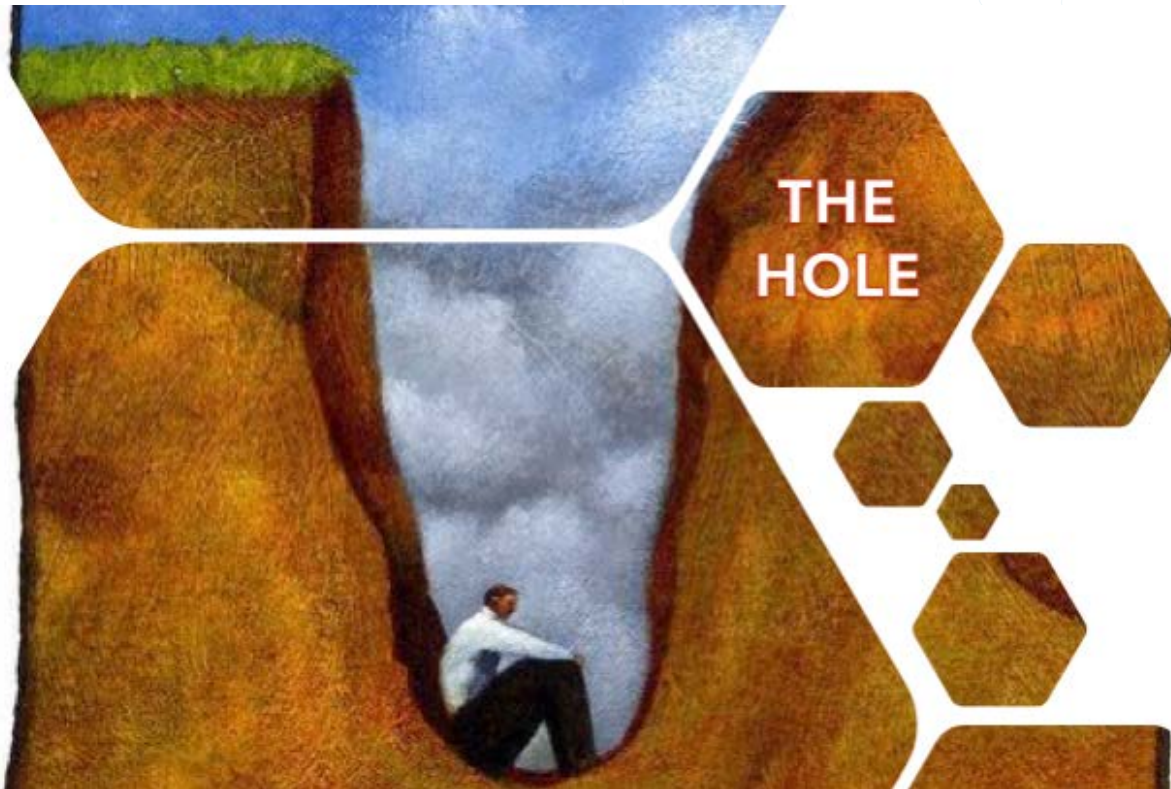


Notes Lecture 15



Notes Lecture 16





Notes Lecture 17

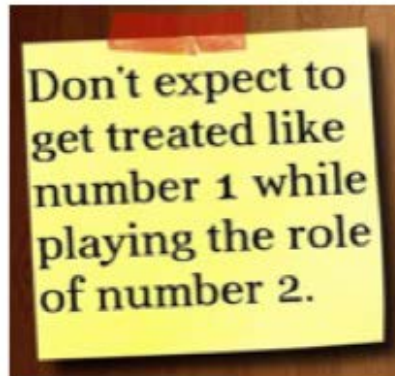
BUILDING SELF AWARENESS

(In ourselves and our coaching clients)

SELF-CONCEPT



SELF-WORTH



SELF-ESTEEM



Notes Lecture 18

THE 'VICTIM' DRAMA TRIANGLE

(The drama triangle of social dependency)

THE RESCUEE

Poor you! Let me help.
Enabler, pain reliever,
keeps victim dependent

THE PERSECUTOR

It's all your fault!
Critical, blaming,
controlling, superior

**THE
DRAMA
TRIANGLE**

THE VICTIM

Poor me! Powerless, hopeless, stuck



Notes Lecture 19

THE 7 LEVELS OF CONSCIOUSNESS (and self-awareness)



"The start of all growth is the introduction of higher states of conscious awareness." - Leo Tolstoy

Notes Lecture 20



PERSONAL & SOCIAL ABILITY

(How Self-Awareness Impacts Our Social Effectiveness)



SELF AWARENESS

Conscious knowledge
of one's own character
& feelings.



SELF MANAGEMENT

Taking responsibility for
one's own behaviour &
well-being.



SOCIAL AWARENESS

The ability to understand
and respond well to the
needs of others.

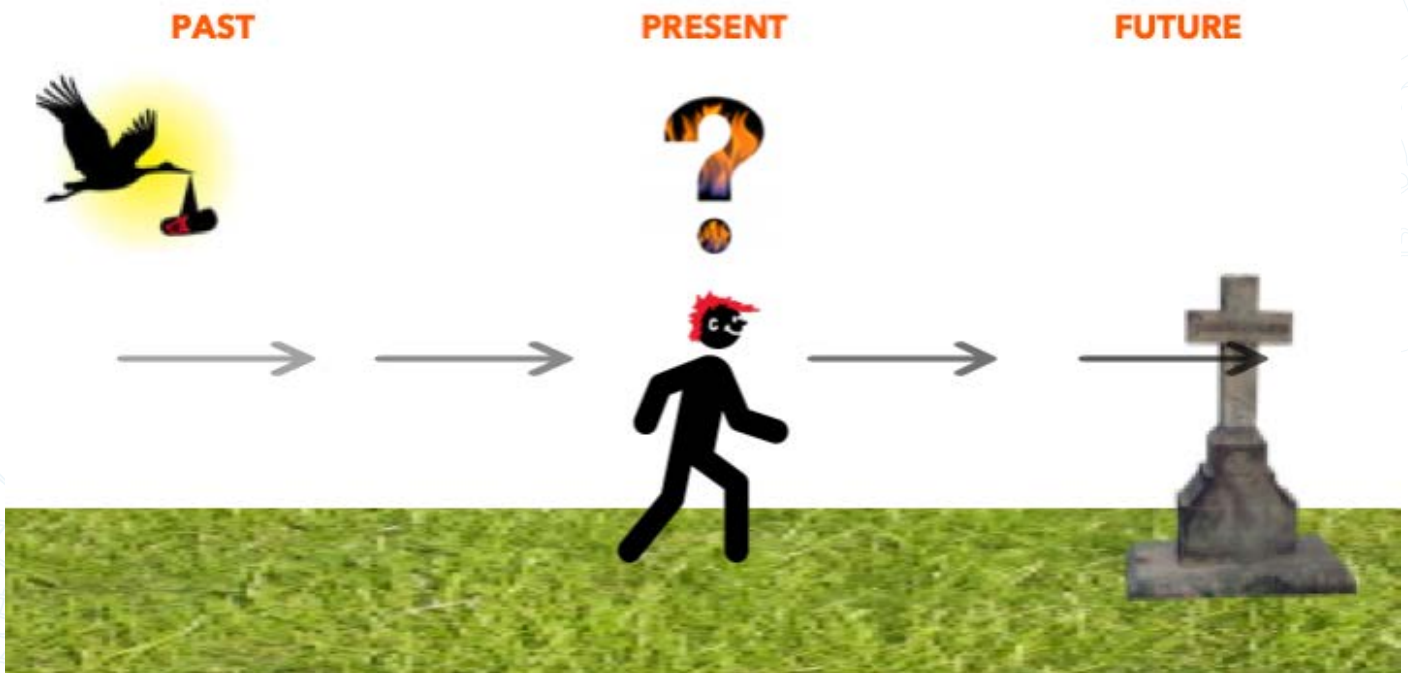


SOCIAL MANAGEMENT

The ability to influence
positive social and/or
societal change.

Notes Lecture 21

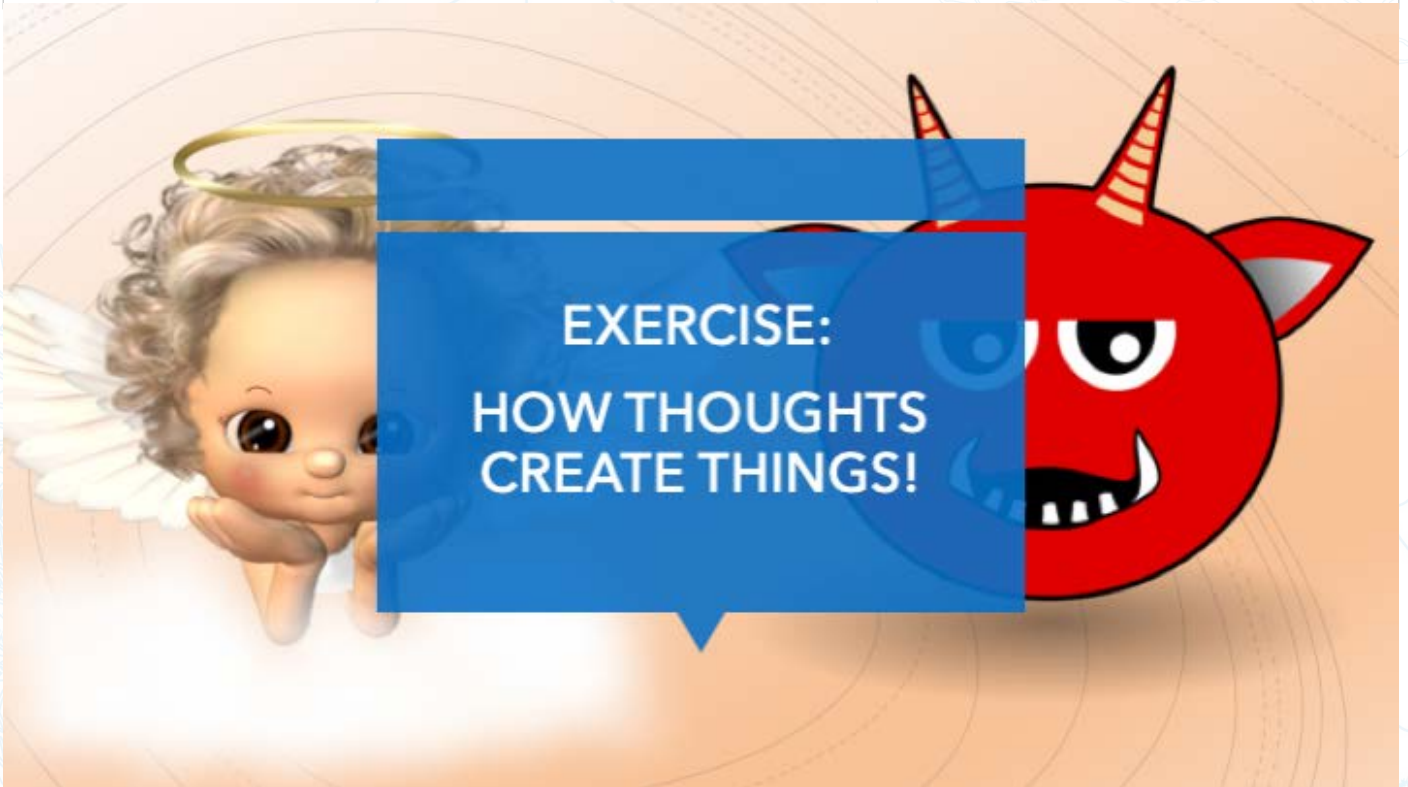
THE STORY OF 'IDENTITY CRISIS'



Notes Lecture 22

COURSE JOURNAL AND REFLECTION LOG

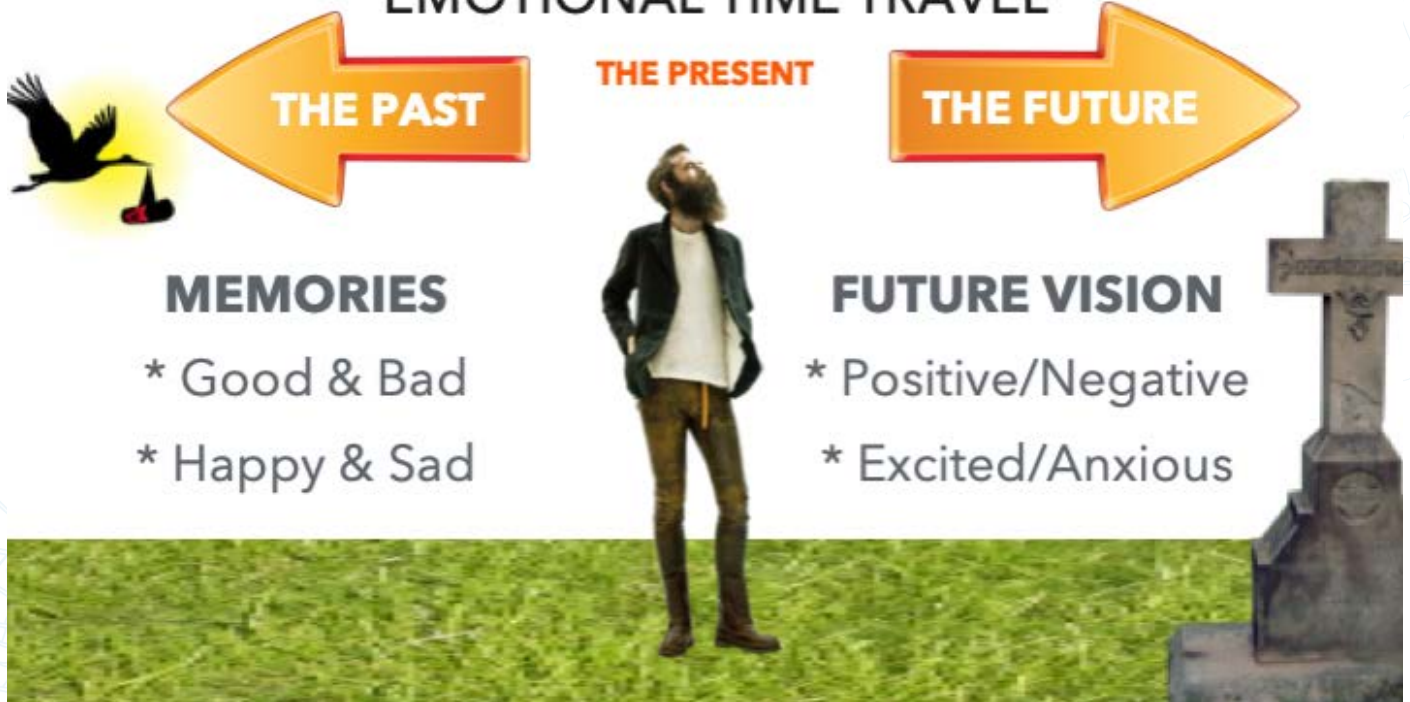
Notes Lecture 23:



Notes Lecture 24:



EMOTIONAL TIME TRAVEL



Notes Lecture 25

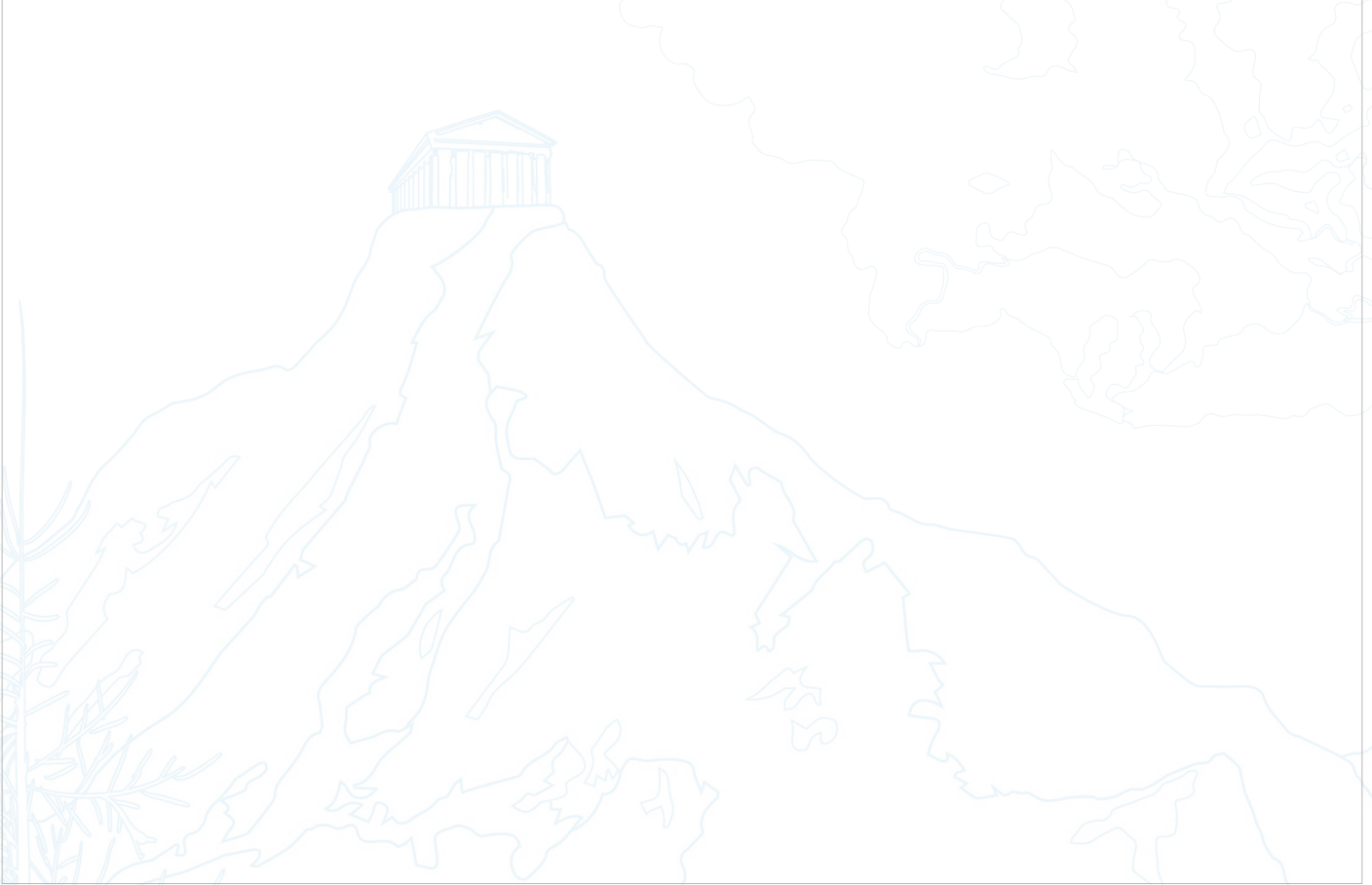


Notes Lecture 26



COURSE JOURNAL AND REFLECTION LOG

Notes Lecture 27:



Notes Lecture 28:



HELPFUL & UNHELPFUL ATTITUDES



Responsible - **V's** - Irresponsible

Humility - **V's** - Arrogance/Pride

Slow to Anger - **V's** - Quick to Anger

Promotes Unity - **V's** - Promotes Disunity

Growth Seeking **V's** Seeks Only Pleasure

Faith for the Future - **V's** - Fear of Future

Decisiveness - **V's** - Double Mindedness

Ruled by Facts - **V's** - Governed by Feelings

Driven by Progress - **V's** - Driven by Safety

THE CHOICES OF MATURITY AND CHARACTER

Notes Lecture 29:

Notes Lecture 30:



FACTS - V'S - FAITH - V'S - FEELINGS

What Mostly Drives Your Decision Making?



Notes Lecture 31

COURSE JOURNAL AND REFLECTION LOG

Notes Lecture 32:



Soul

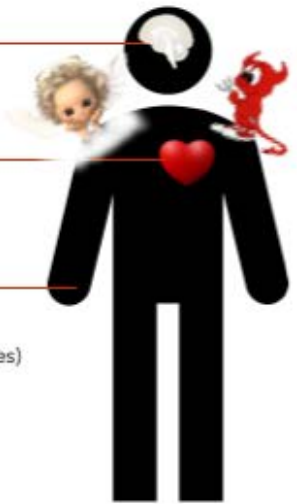
(Mind, Free Will & Emotions)

Spirit

(Identity, Character & Values)

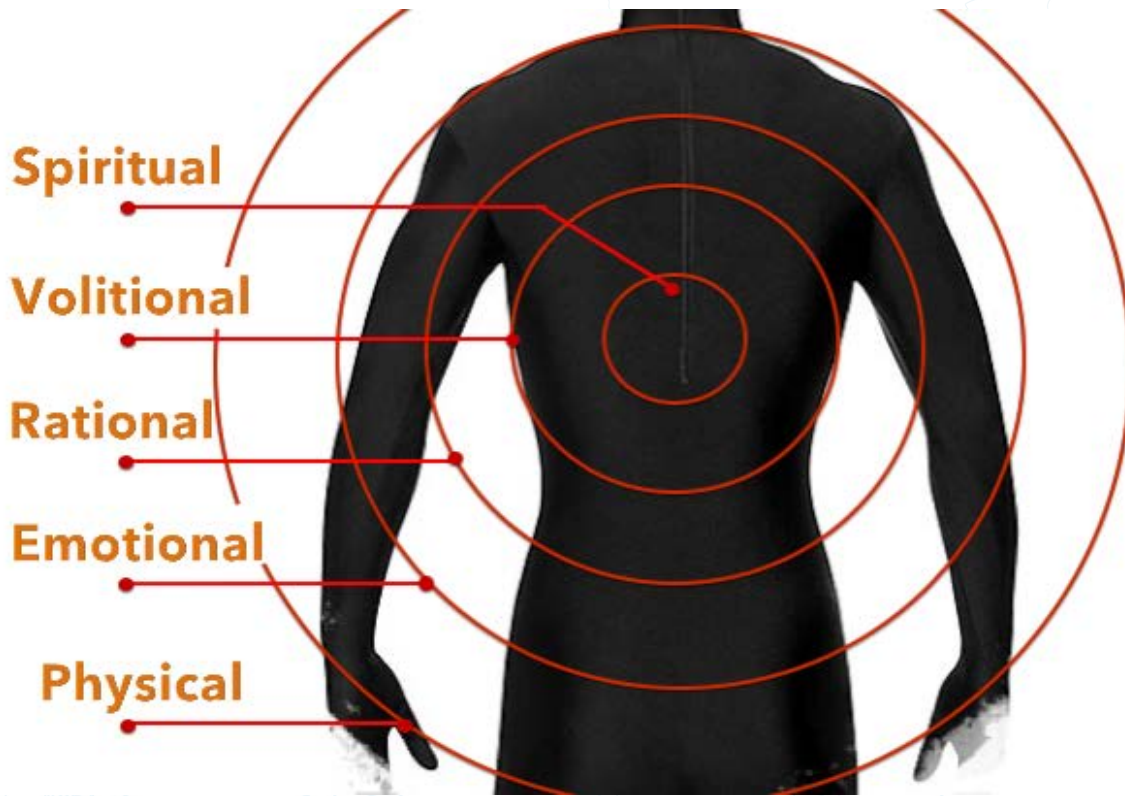
Body

(Head, Shoulders, Knees & Toes)



Notes Lecture 33:

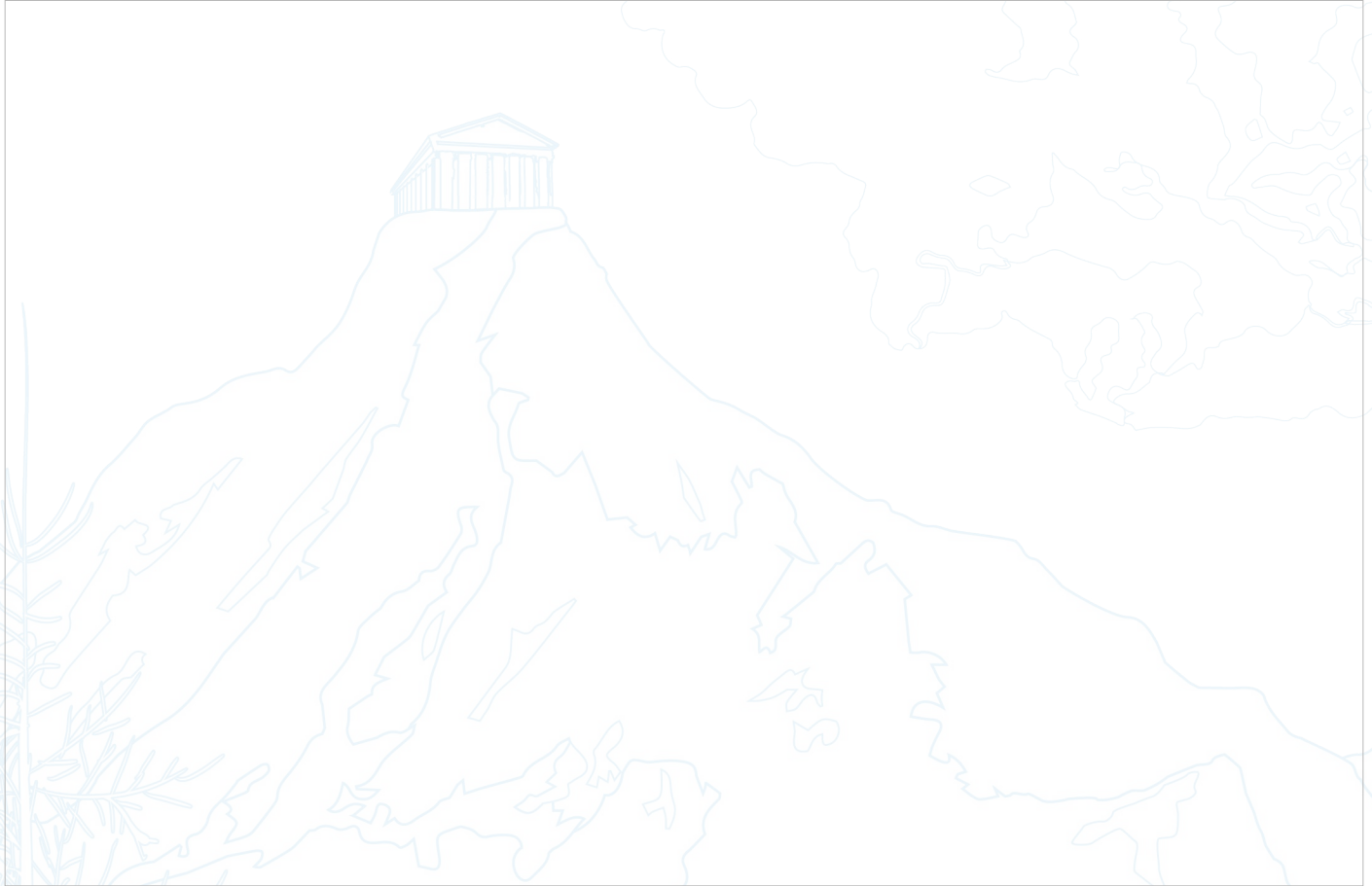




Notes Lecture 34

COURSE JOURNAL AND REFLECTION LOG

Notes Lecture 35:



Notes Lecture 36:



How We See and Interpret the World

The Factors that Determine how we See;

1. We look for opportunities to enhance the quality of our lives.
2. We look for ways to facilitate positive change in others.

The Three Different Levels of Perception;

Thea (Greek) = Unconsidered/mindless observation
Seeing without insight or comprehension. Just physical sight.

Theorei (Greek) = to observe while looking to reasonably explain.
Seeing only through reason and logic. Seeing only what makes sense.

Horao (Greek) = To perceive without bias or prejudice.
Seeing with our heart. Seeking to understand another person.



Notes Lecture 37



COURSE JOURNAL AND REFLECTION LOG



Notes Lecture 38

Is my thinking
accurate or
inaccurate?

BREAKING THE 'VICIOUS CIRCLE' (The Art of 'Policing Our Thoughts')

'Cognitive Restructuring' is the process of questioning and changing, irrational thoughts.

Socratic Questioning is one technique to encourage this process. Coaches can use Socratic questioning by asking probing questions about their clients' unhelpful thoughts.



Notes Lecture 39



COURSE JOURNAL AND REFLECTION LOG

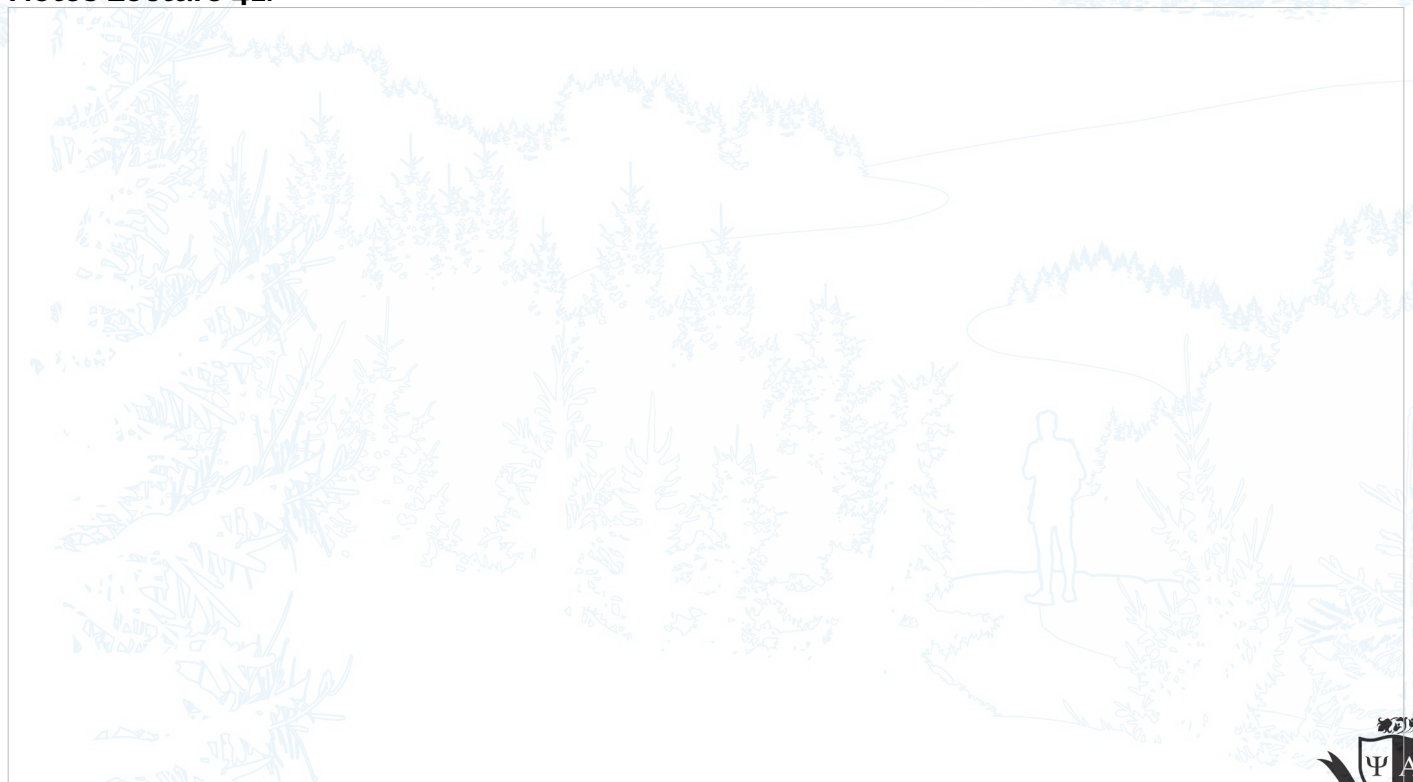
Notes Lecture 40:



THE ACHOLOGY EMOTIONAL IQ MODEL



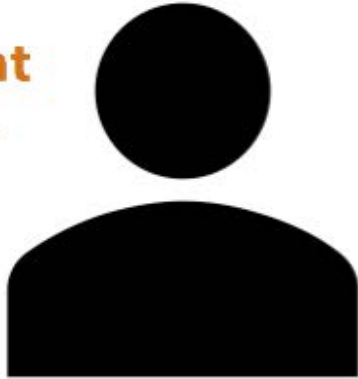
Notes Lecture 41:



COURSE JOURNAL AND REFLECTION LOG

Perception Today

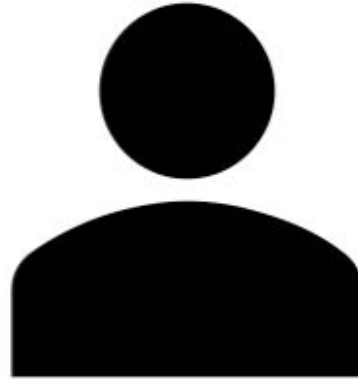
**Current
State**



Self-Esteem

Future Vision

**Ideal
State**

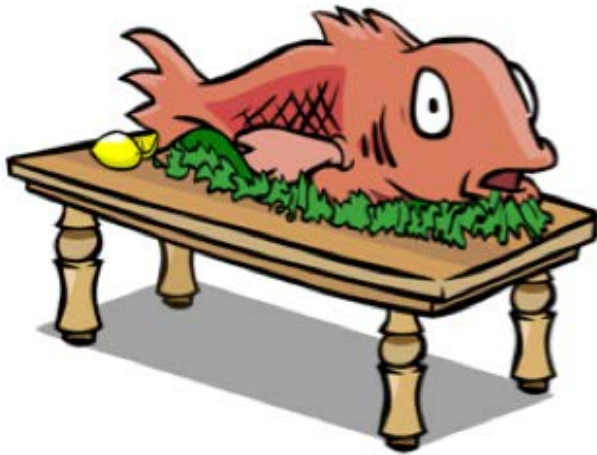


Self-Concept

Notes Lecture 42



COURSE JOURNAL AND REFLECTION LOG



Our beliefs become our thoughts.
Our thoughts become our words.
Our words become our habits.
Our habits become our values.
Our values become our destiny.
--Gandhi

Notes Lecture 43



Sociologist Morris Massey has described three major periods during which values are developed.

The Imprint Period (0 - 7 years)

Up to the age of seven, we are like sponges, absorbing everything around us and accepting much of it as true, especially when it comes from our parents.

The Modelling Period (8 - 13 years)

Between the ages of eight and thirteen, we copy people, often our parents, but also other people. Rather than blind acceptance, we are trying on things like suit of clothes, to see how they feel.

The Socialisation Period (14 - 21 years)

Occurs from the during the ages of 14 to 21. This is where we develop relationship and social values.

Beliefs develop around our core values.



Notes Lecture 44

COURSE JOURNAL AND REFLECTION LOG

1. I must do well and be approved of by everyone or I am not a good person.
2. Other people must treat me nice and fairly or else they are bad.
3. I must have an easy, happy life or I cannot enjoy living at all.
4. I am entitled to everything that I feel and think I am entitled to.
5. I must be a high achiever and accomplish much, or else I'm a worthless person.
6. Nobody should ever behave badly and if they do I should condemn them.
7. I mustn't be frustrated in getting what I want and if I am it will be terrible.
8. When I'm under pressure I MUST be sad and there's nothing I can do about it.
9. When faced with danger, I must make frantic efforts to avoid it at all costs.
10. I can avoid being responsible (and life's difficulties) and still be fulfilled.
11. My past is the most crucial part of my life and it dictating everything I do.
12. People cannot hurt my feelings, and they must ensure I remain happy.
13. I will be happy in life by making as little effort as I can



Notes Lecture 45



COURSE JOURNAL AND REFLECTION LOG

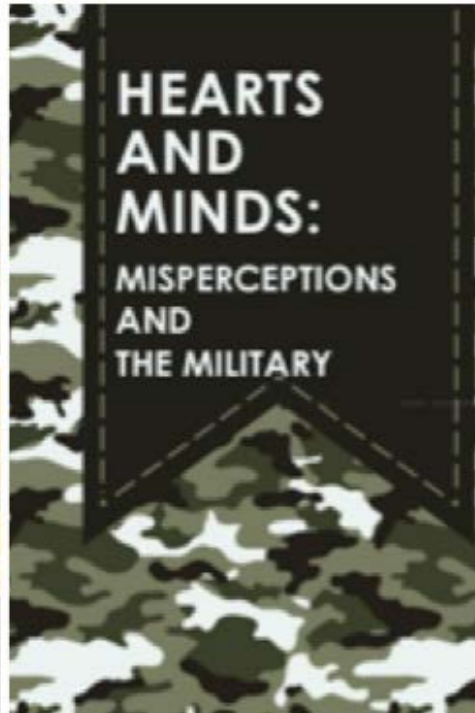
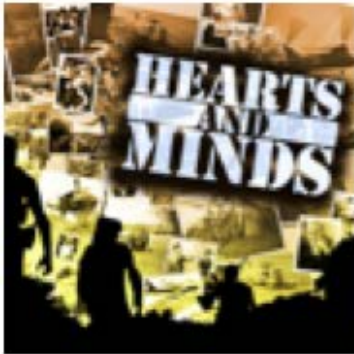
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Notes Lecture 47:

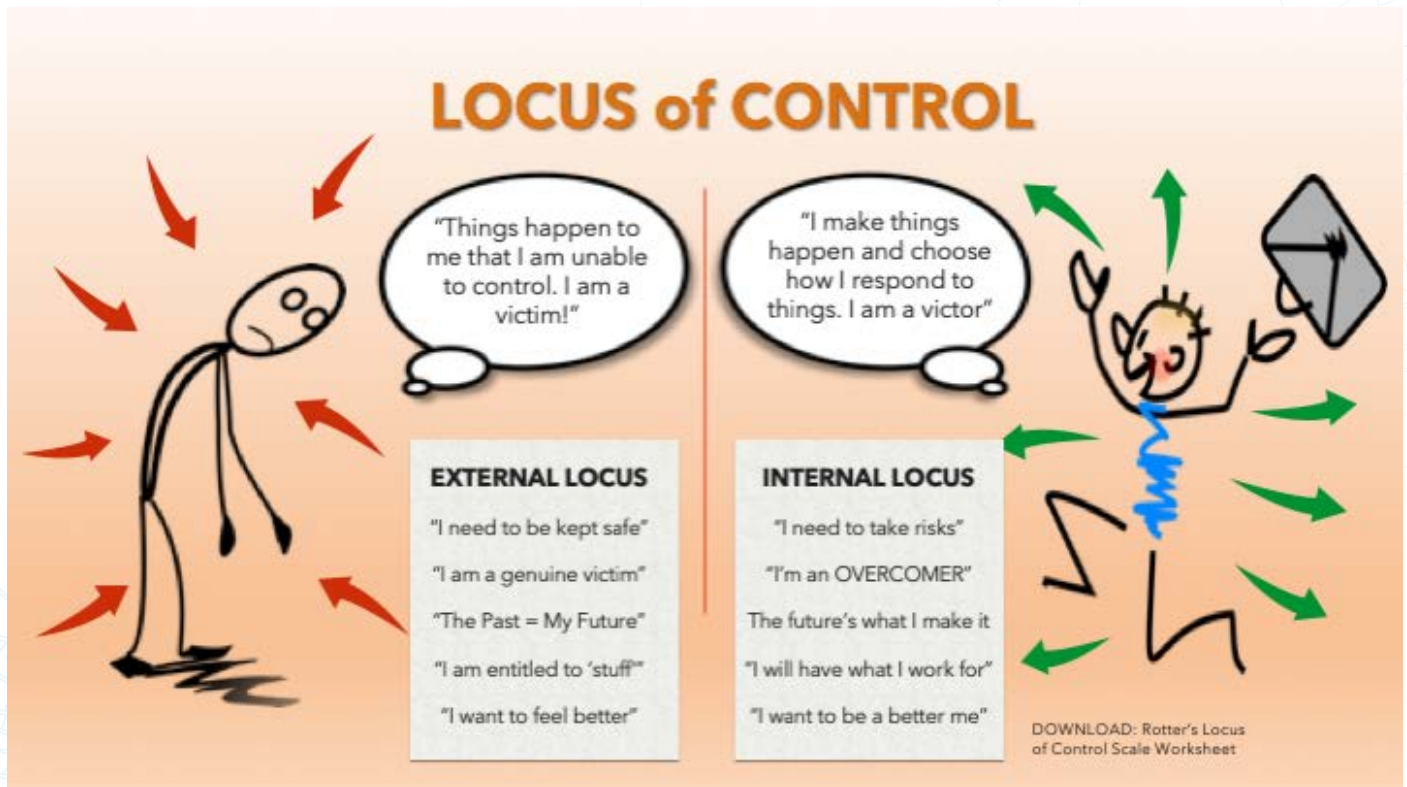


COURSE JOURNAL AND REFLECTION LOG



Notes Lecture 48





Notes Lecture 49

TRUTH STATEMENTS

Most peoples' problems stem from the fact that they are on a 'happiness' quest and not on a truth quest.

Only a few people wake up each day with a burning desire to know what's real. Most others roam through life directionless just seeking out the next emotional high. People would rather be happy than mature.

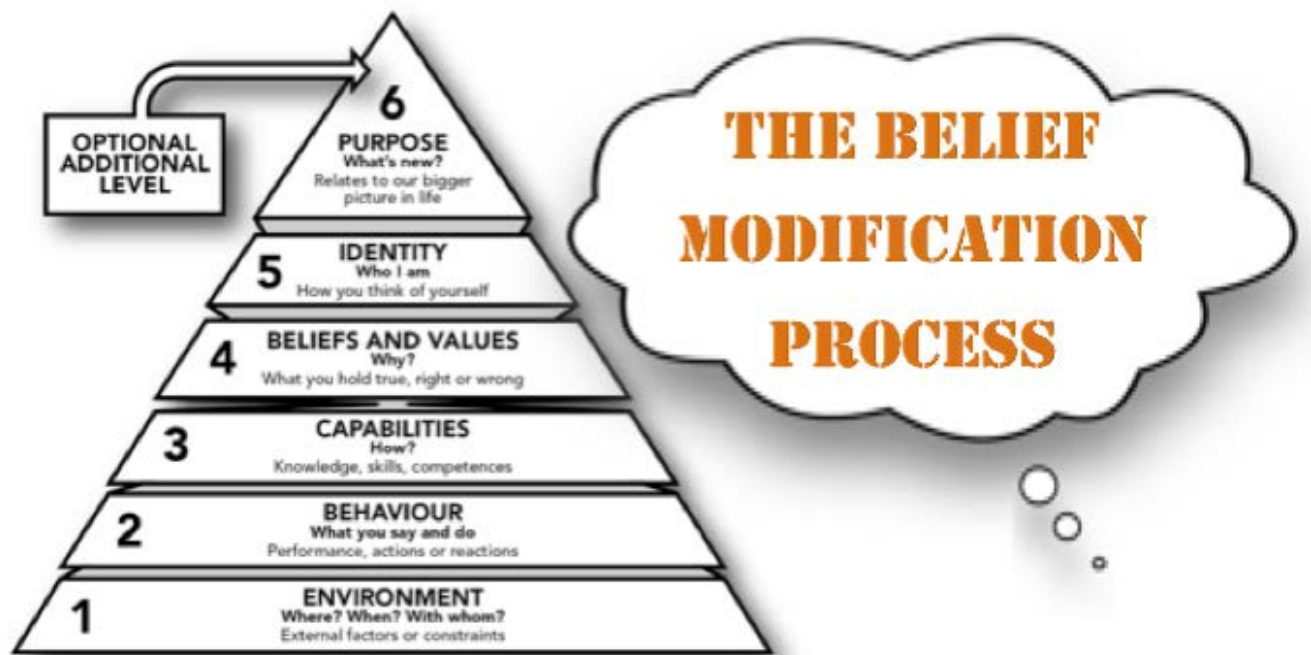
This quest that most people are on for happiness stumps our appreciation for the empowerment that only comes from accepting what is true.

Here are some TRUTH statements to complete and be honest about:

- 1) The REAL reason I have an issue in my relationship/s is...
- 2) The REAL reason I'm not where I want to be in life is...
- 3) The REAL reason I'm not financially stable is...
- 4) The REAL reason I still have that secret habit is...
- 5) The REAL reason I prioritise happiness first in my life is...
- 6) The REAL response I'm having to this exercise is...
- 7) The honest reason WHY I'm having this response is

Notes Lecture 50





Notes Lecture 51

COURSE JOURNAL AND REFLECTION LOG

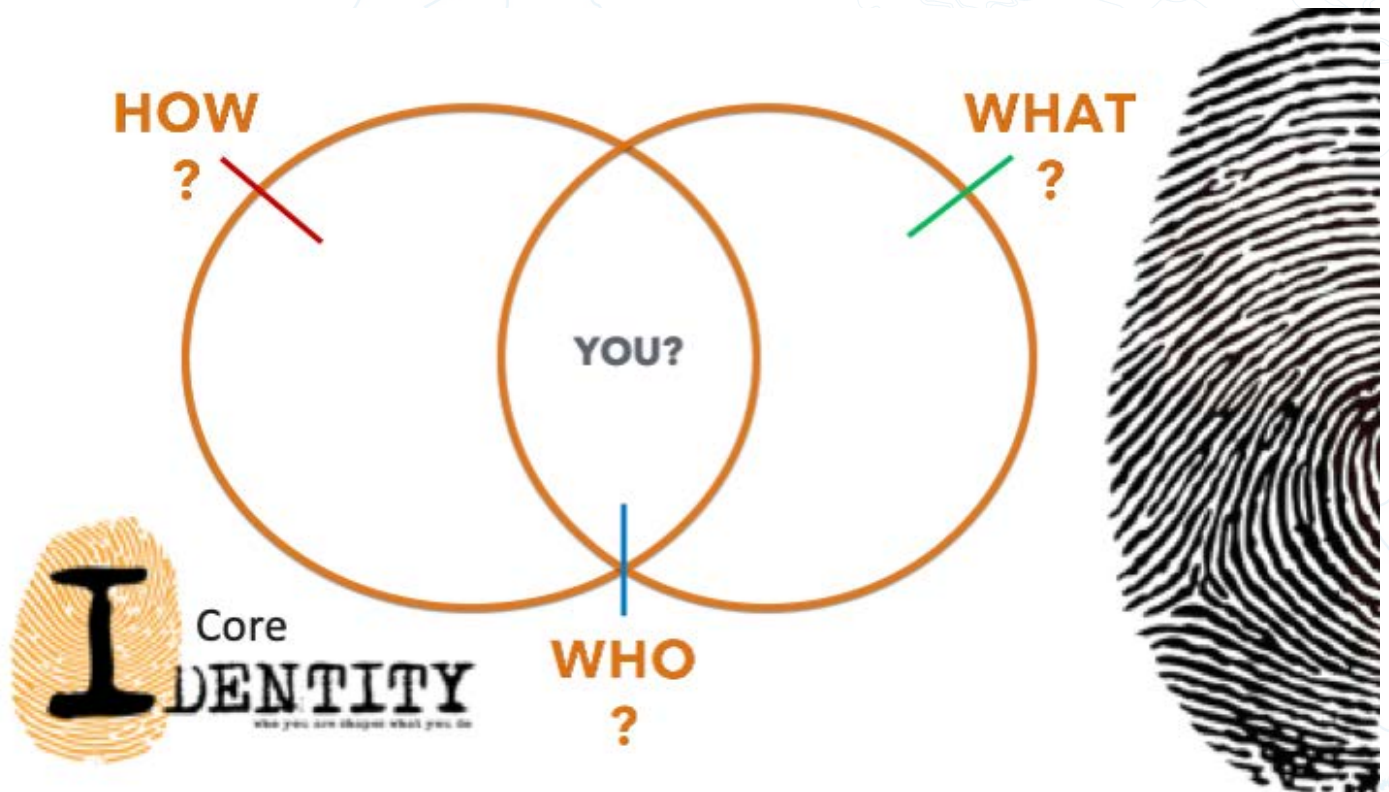
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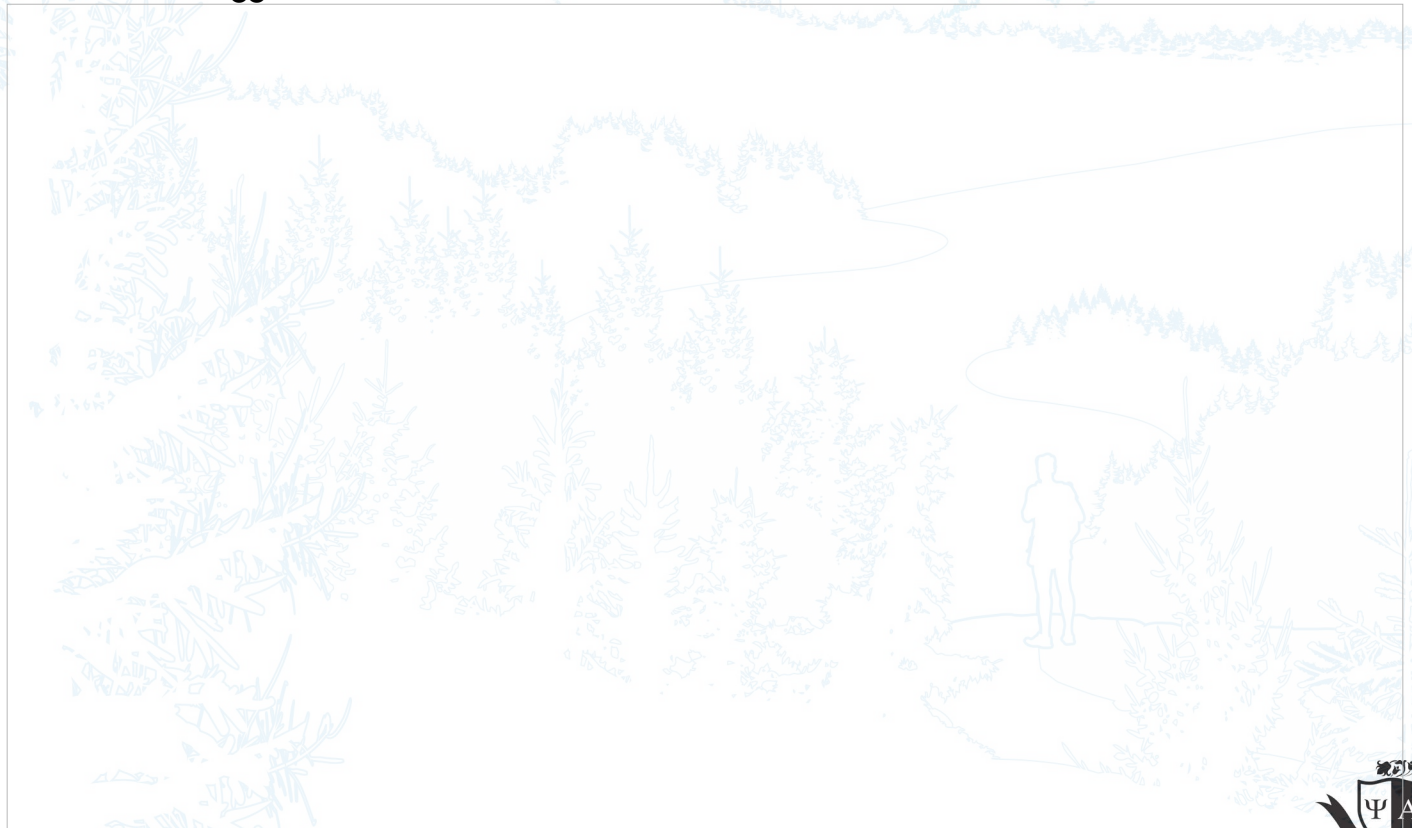
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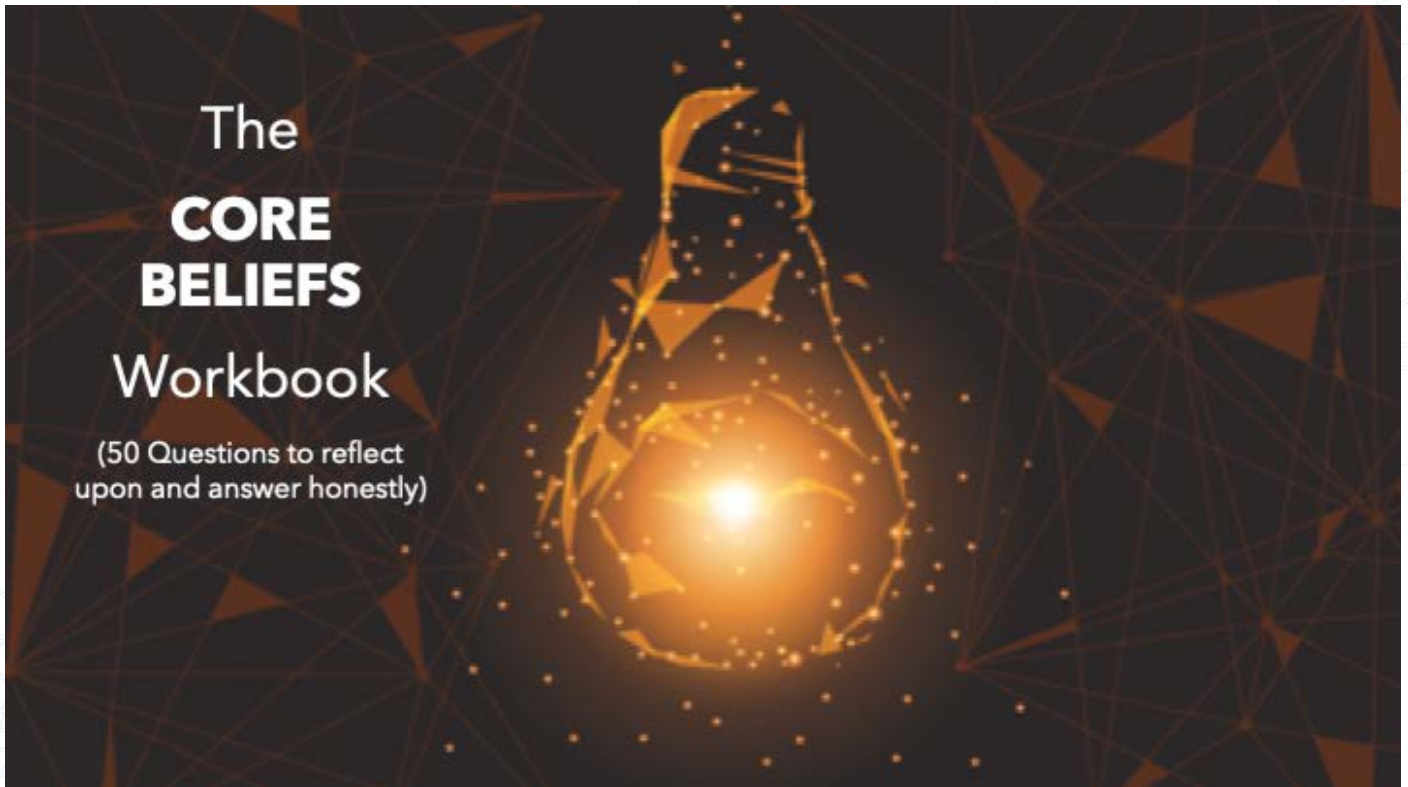
COURSE JOURNAL AND REFLECTION LOG

Notes Lecture 54:



Notes Lecture 55:





Notes Lecture 56



COURSE JOURNAL AND REFLECTION LOG

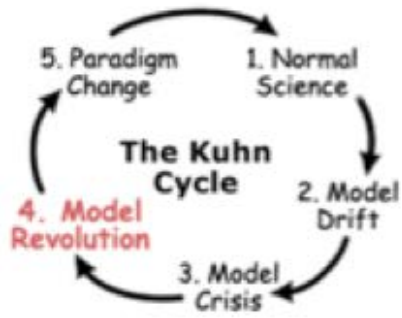


**GOOD
ENOUGH
—IS—
JUST
FINE**

It doesn't have to be perfect.

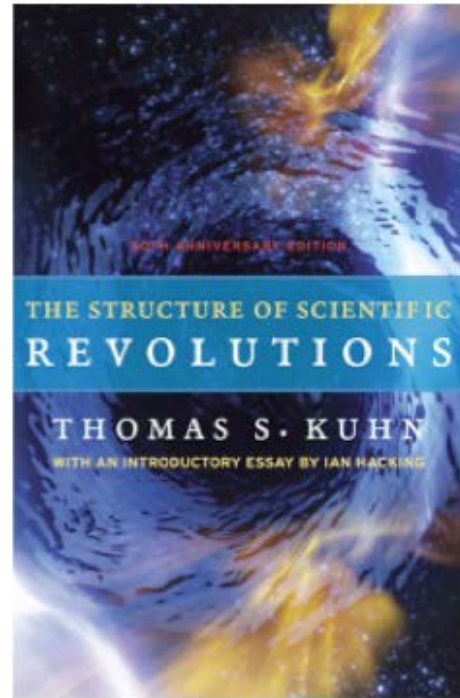
Notes Lecture 57





The structure of scientific revolutions

- Thomas Kuhn is most famous for his book *The Structure of Scientific Revolutions* (1962) in which he presented the idea that science does not evolve gradually toward truth, but instead undergoes periodic revolutions which he calls "paradigm shifts."



Notes Lecture 58

What we've covered so far ...

- The Beautiful Attitudes of Life Coaching
- The Purpose of Life Coaching & Overall Process
- The Standard, Learning Styles & Core Listening Skills
- Perception DOESN'T Equal our Reality!
- The 7 Levels of Consciousness & Self-Awareness
- How Self-Awareness Impacts our Social Effectiveness
- Thoughts -> Feelings -> Actions -> Outcomes
- Emotional IQ Model & Self-Esteem V's Self-Concept
- Belief Development & Ellis's Irrational Beliefs
- Locus of Control & The Belief Modification Process
- The Core Identity Coaching Model & Good Enough Principle



End of
Section 3

Notes Lecture 59

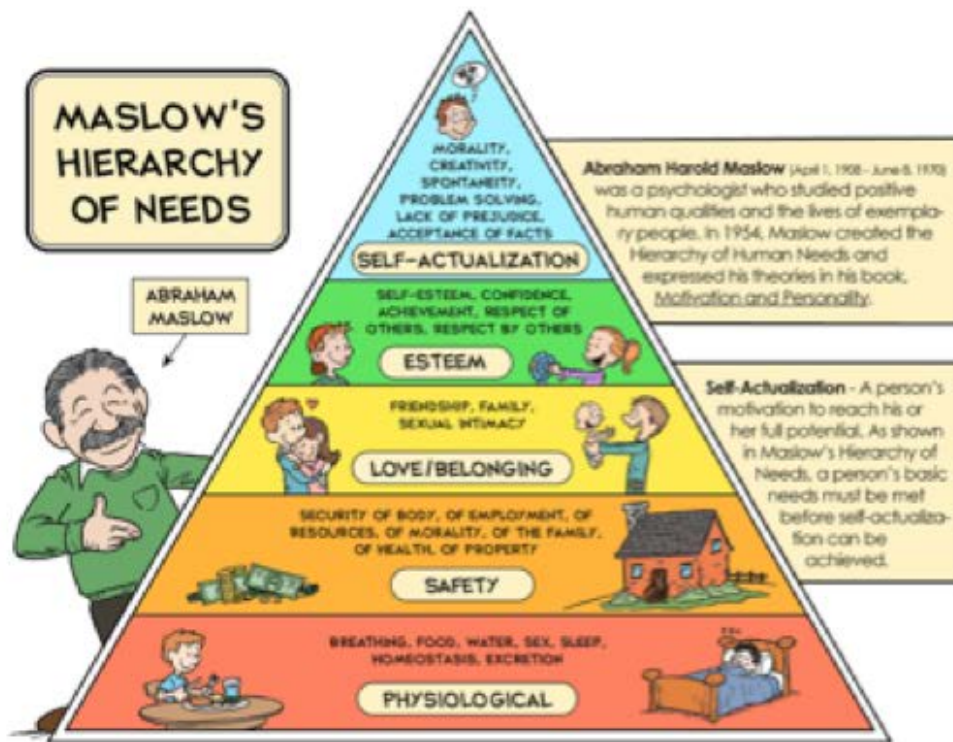


mitted Values



Notes Lecture 60





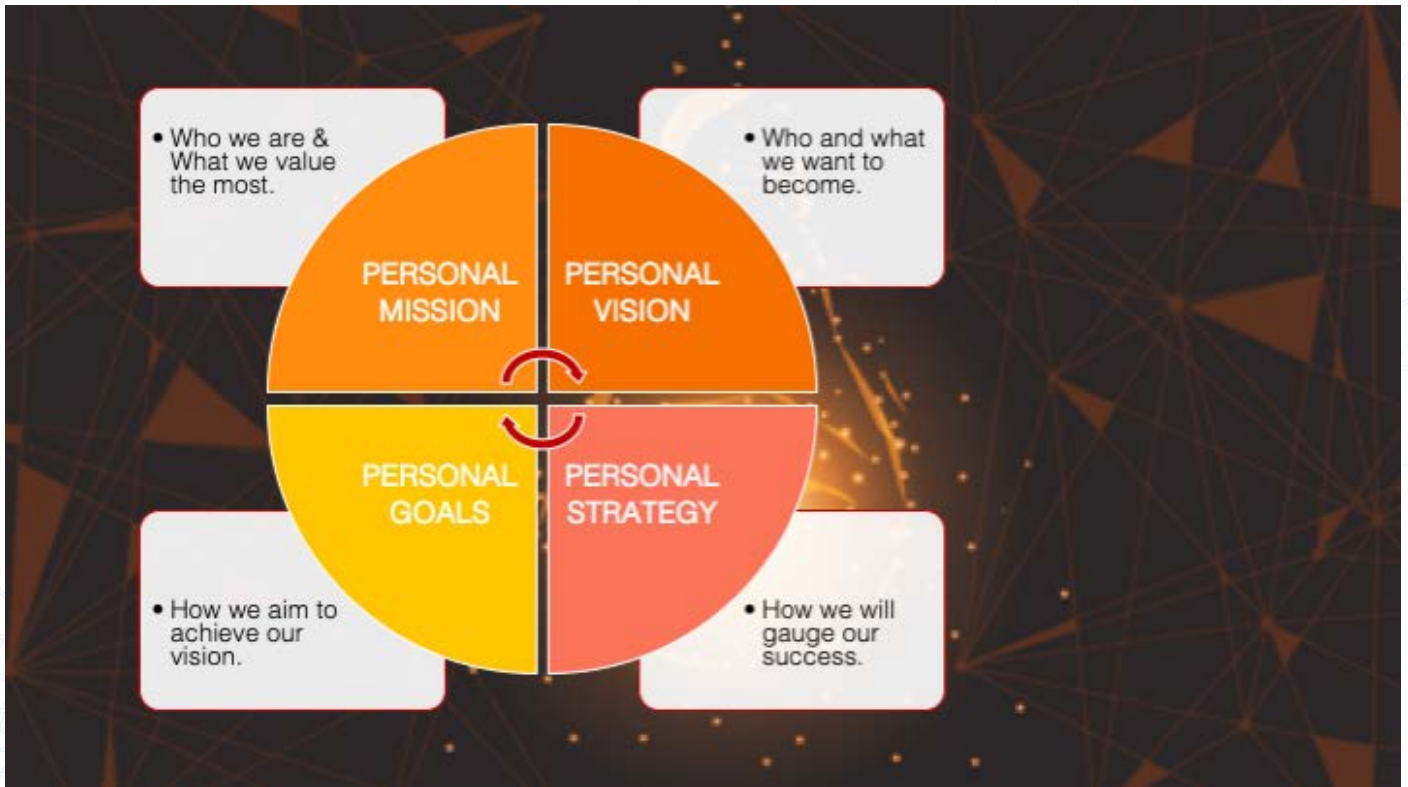
Notes Lecture 61

COURSE JOURNAL AND REFLECTION LOG



Notes Lecture 62

COURSE JOURNAL AND REFLECTION LOG

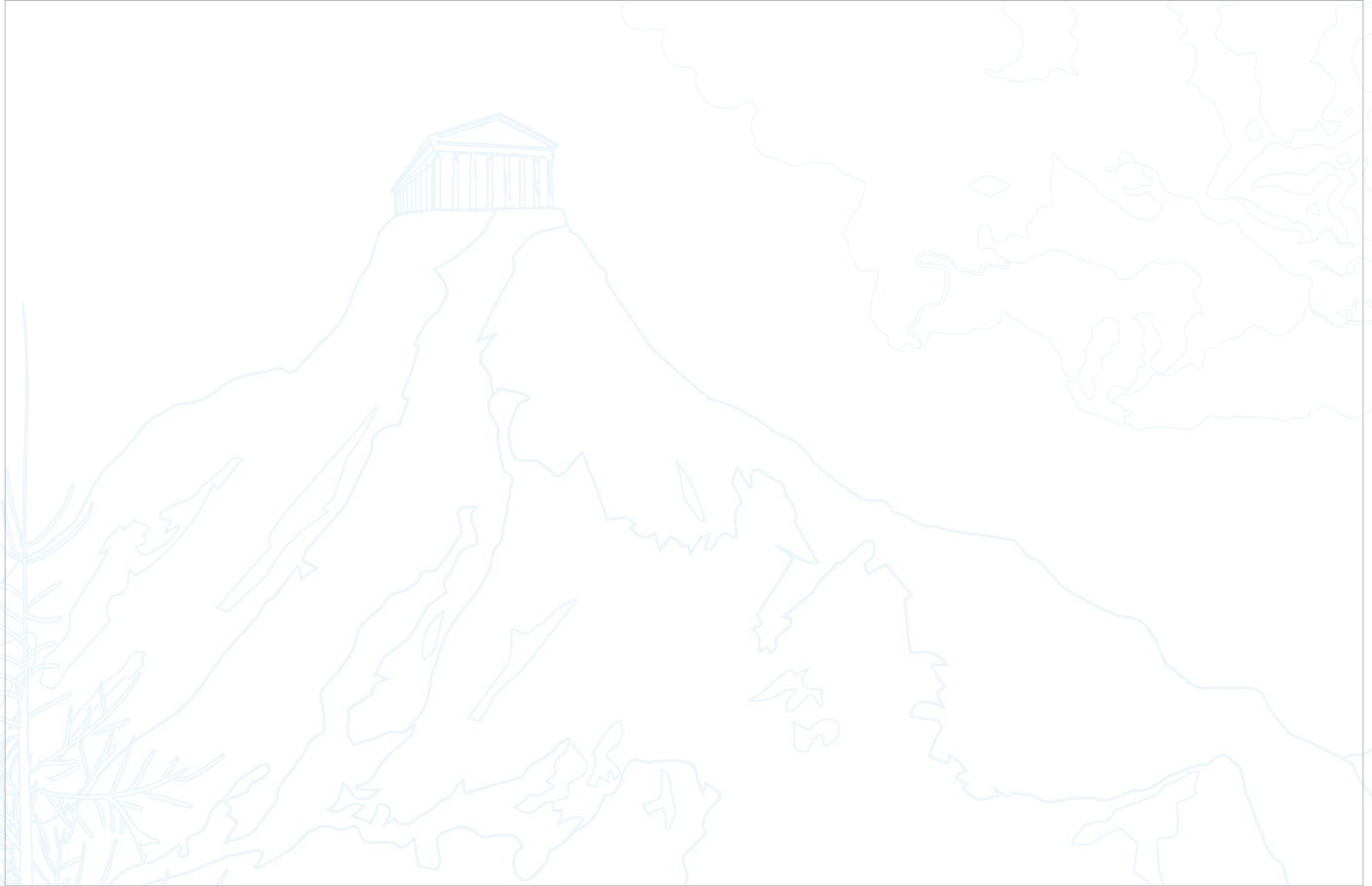


Notes Lecture 63



COURSE JOURNAL AND REFLECTION LOG

Notes Lecture 64:



Notes Lecture 65:

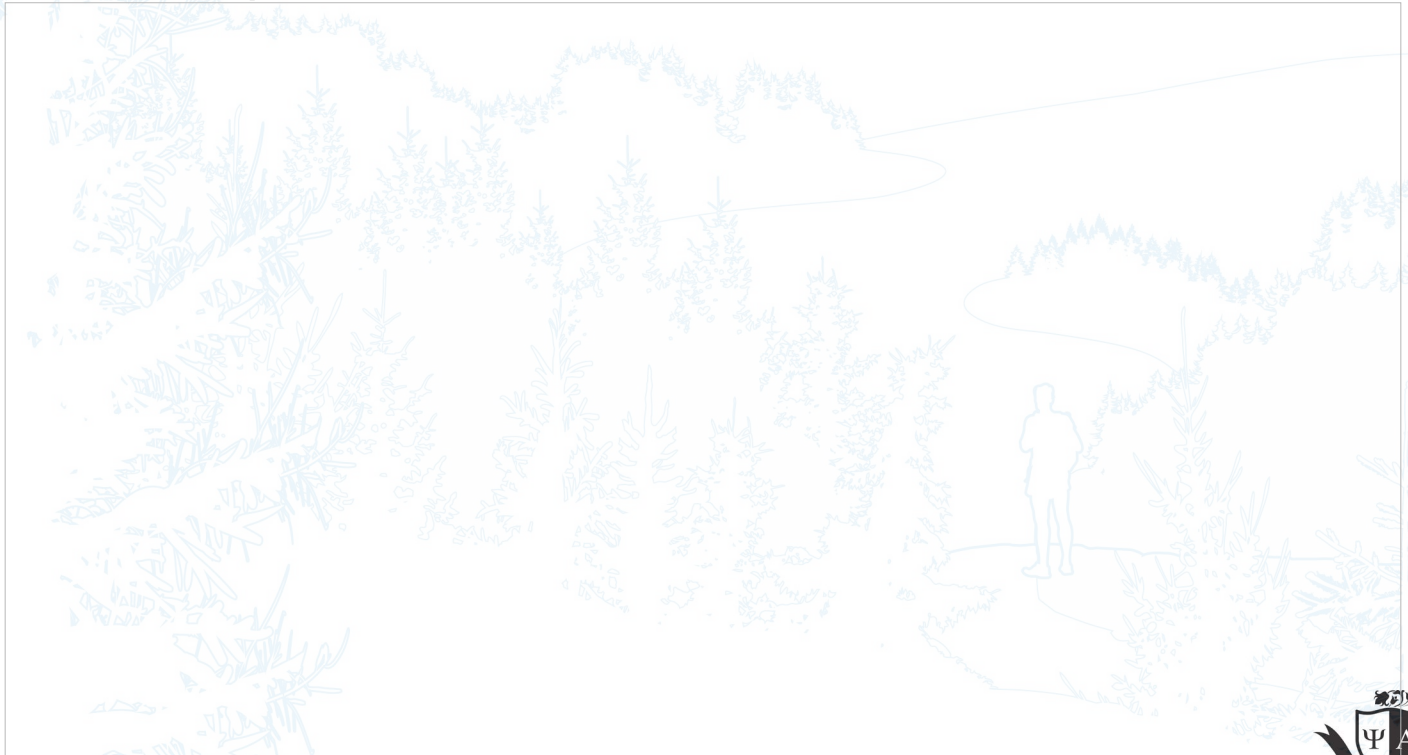


COURSE JOURNAL AND REFLECTION LOG

Notes Lecture 66:



Notes Lecture 67:



COMMS SKILLS

The quality of our Communications
determine how well we hear and
are heard by other people.



Notes Lecture 68

The Art of Attending People

Attending refers to the ways in which we as life coaches can be 'with' our clients, both physically, emotionally and psychologically.

Effective attending shows people that we are **FULLY** with them and that they can be completely open and honest with us.

Effective attending also puts us in a position to listen carefully to what our clients are **ACTUALLY** saying.

Core Conditions of Coaching

The Core conditions were first identified by Carl Rogers who founded Person-Centred Therapy.

These core conditions are -

1. Empathy
2. Congruence and
3. Unconditional Positive Regard

Rogers first wrote about the core conditions in 1957 in his paper;

"The Necessary and Sufficient Conditions of Therapeutic Personality Change".

Notes Lecture 69



COURSE JOURNAL AND REFLECTION LOG

Notes Lecture 70:



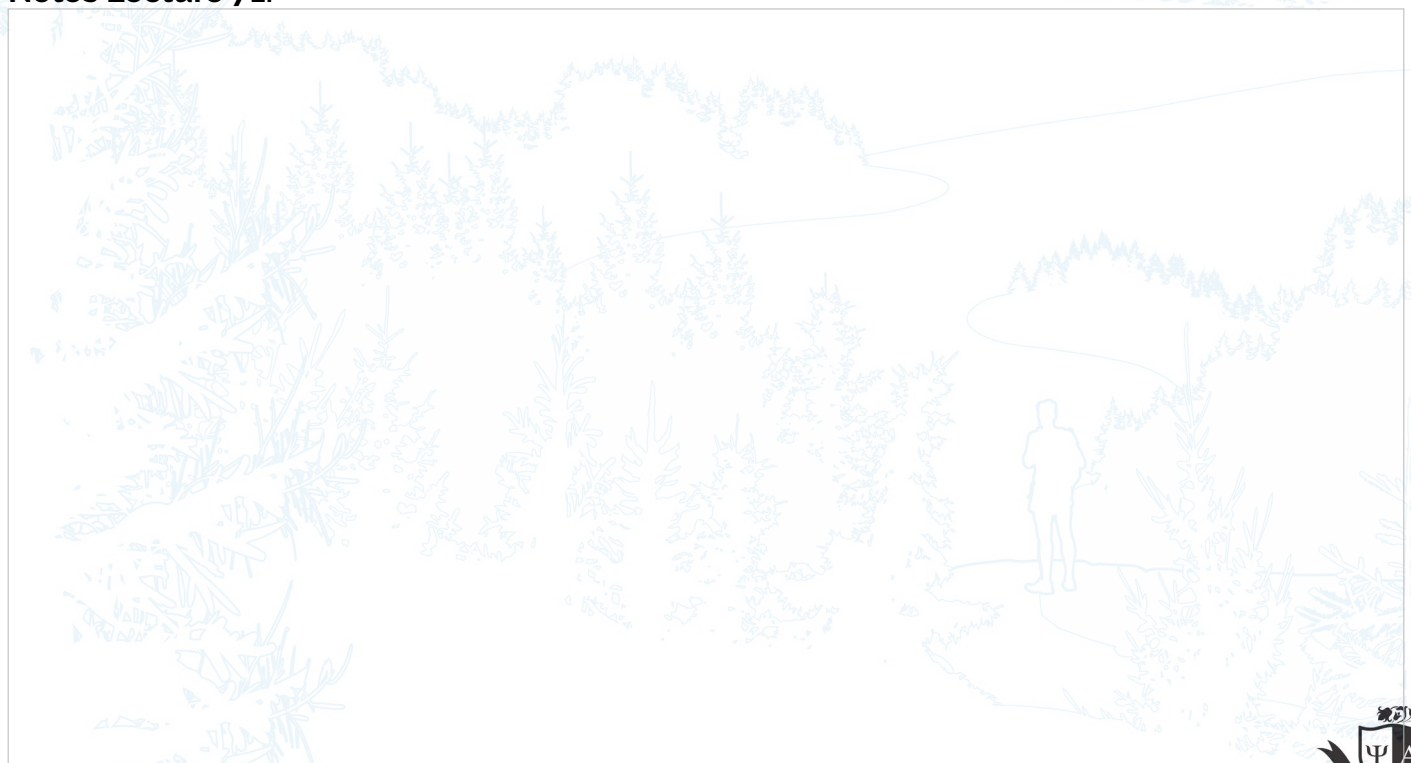
THE ROADBLOCKS TO HEALTHY COMMUNICATIONS

1. Ordering, Directing, Commanding
2. Warning, Threatening, Admonishing
3. Moralizing, Preaching, 'Should do's and 'Ought to's'
4. Advising, Giving Solutions, Suggesting
5. Using Logic, Arguing, Over-Intellectualising
6. Criticising, Judging, Assuming, Blaming
7. Praising, Agreeing, Supporting
8. Labelling, Name-Calling, Ridiculing
9. Analysing, Interpreting, Diagnosing
10. Reassuring, Sympathizing, Consoling
11. Questioning, Probing, Interrogating
12. Avoiding, Diverting, Ignoring



Based upon Thomas Gordon's concept of "Twelve Roadblocks to Effective Communication" as presented in his book Parent Effectiveness Training

Notes Lecture 71:

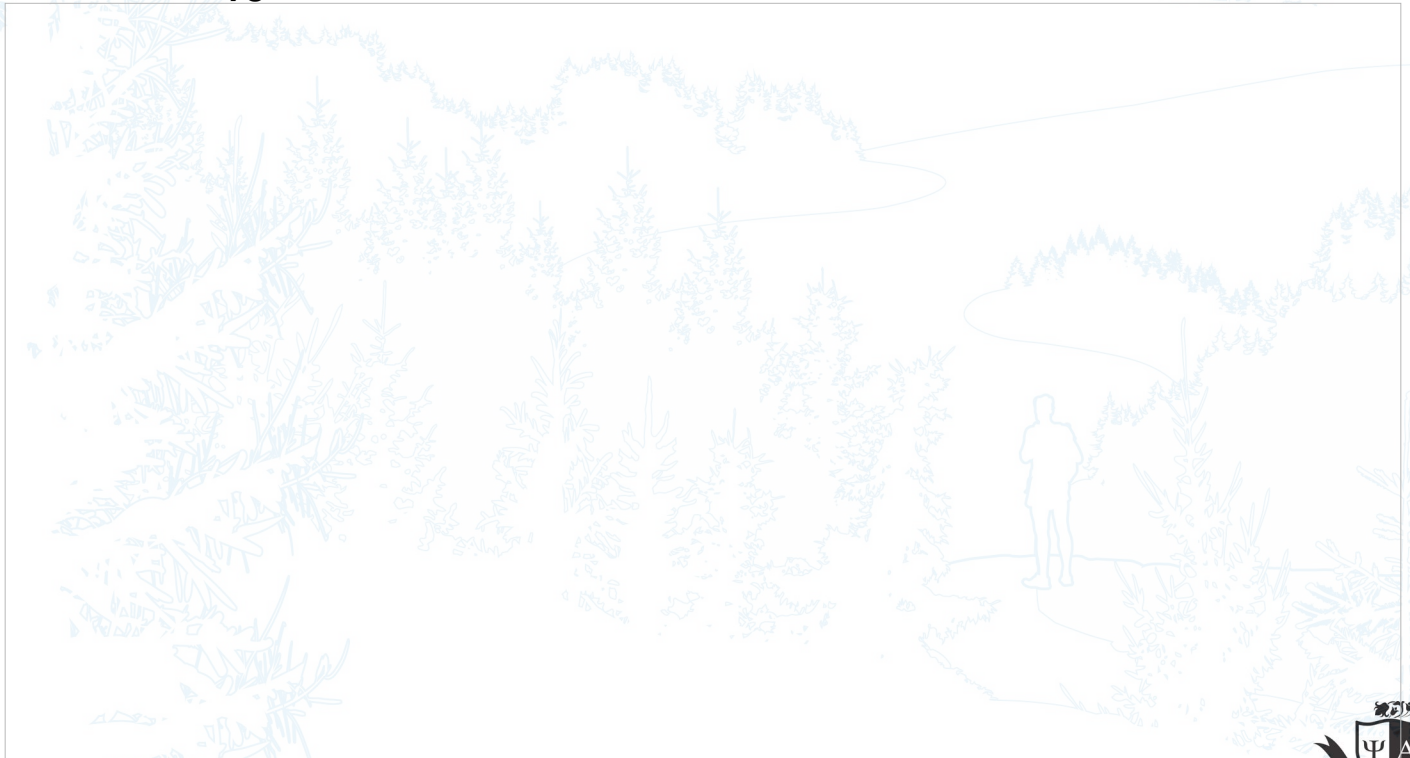


COURSE JOURNAL AND REFLECTION LOG

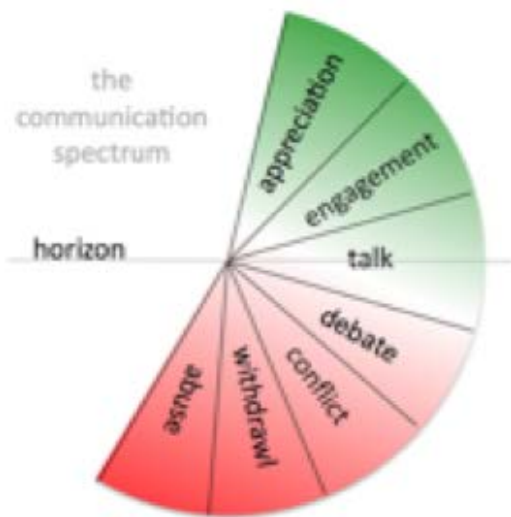
Notes Lecture 72:



Notes Lecture 73:



COURSE JOURNAL AND REFLECTION LOG



Attending
People

MONOLOGUE VERSUS DIALOGUE

Monologue is a speech given by a character to express his thoughts and feelings to other characters or to the audience.

Monologue involves only one character.

Monologue is a speech given by a character.

Monologues are less commonly used than dialogues.

Dialogue refers to a conversation between two or more characters in a work of literature.

Dialogue involves two or more character.

Dialogue is a conversation between characters.

Dialogues are more commonly used than monologues.

Notes Lecture 74



COURSE JOURNAL AND REFLECTION LOG



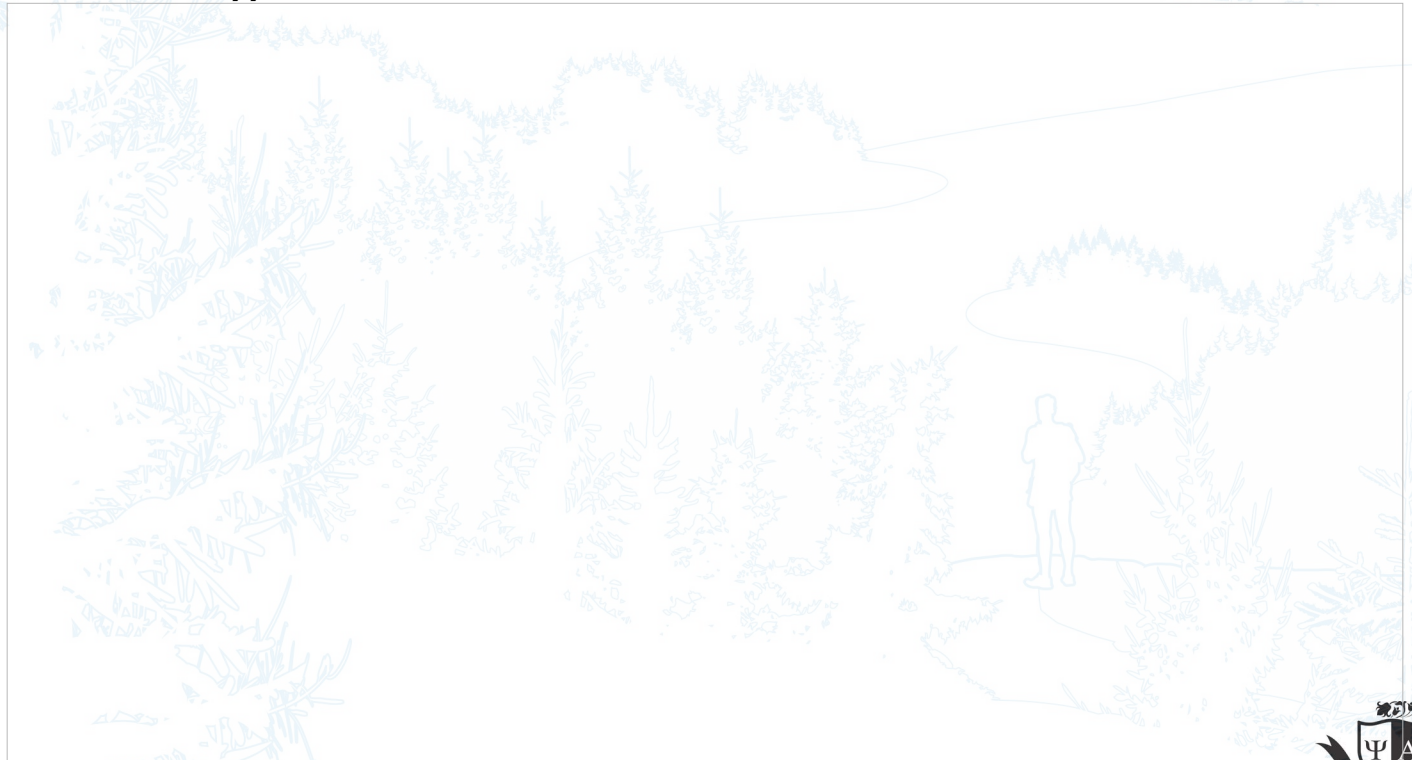
Notes Lecture 75

COURSE JOURNAL AND REFLECTION LOG

Notes Lecture 76:



Notes Lecture 77:





Notes Lecture 78



THE SIX STEP 'NO-LOSE' LIFE COACHING METHOD

Step 1 – Define the Problem.

Listen to understand the real needs of client & agree on problem to be solved.

Step 2 – Brainstorm Possible Solutions.

Talk about what immediate possible solutions might be to this problem.

Step 3 – Honestly Evaluate the Solutions.

Test out the possible solutions by asking: "Any reason it might not work?"

Step 4 – Choose the Best Solution.

Both of you agree on a solution or a combination of solutions.

Step 5 – Plan Some Possible Next Action Steps.

Discuss and decide upon what the best next steps are to take.

Step 6 – Choose Date for Steps to be Taken by.

Book in your next Life Coaching session (and take a deposit).



Notes Lecture 79





Notes Lecture 80

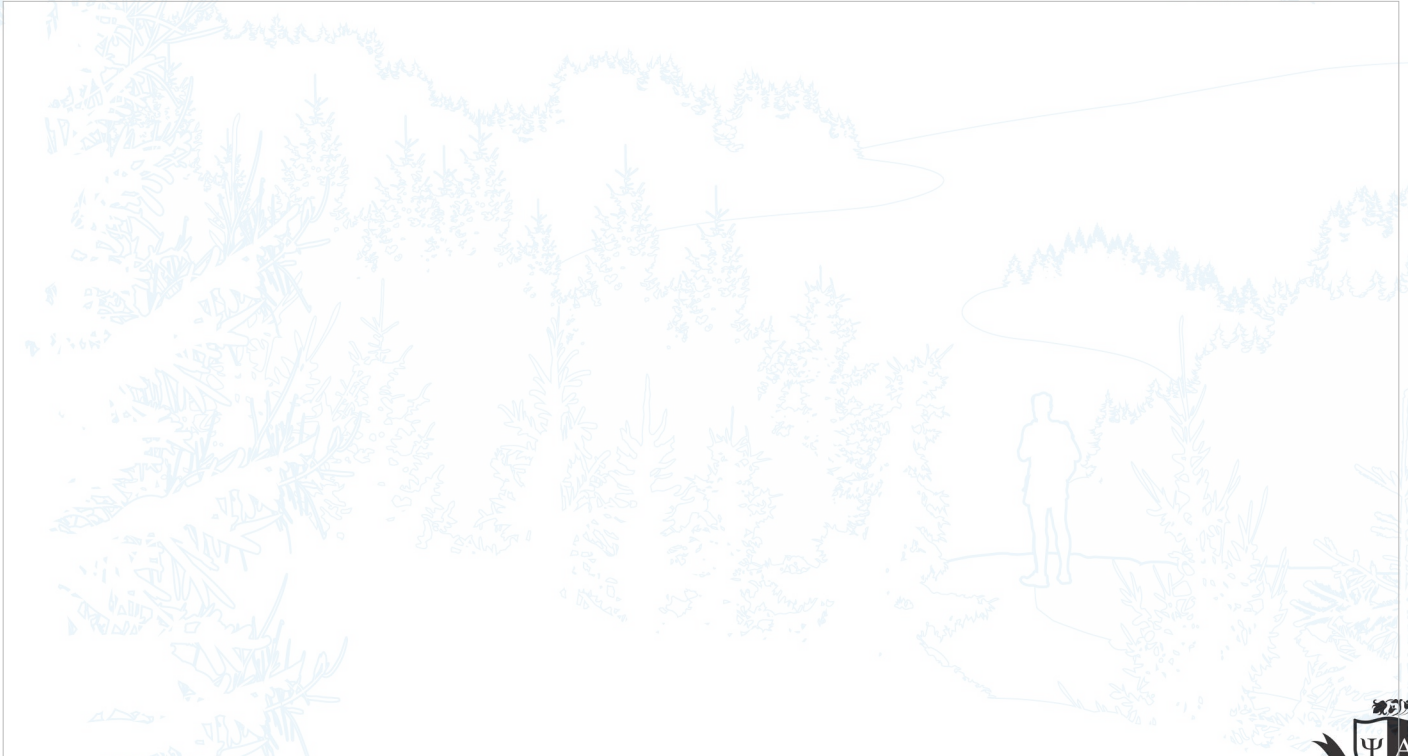


COURSE JOURNAL AND REFLECTION LOG

Notes Lecture 81:



Notes Lecture 82:





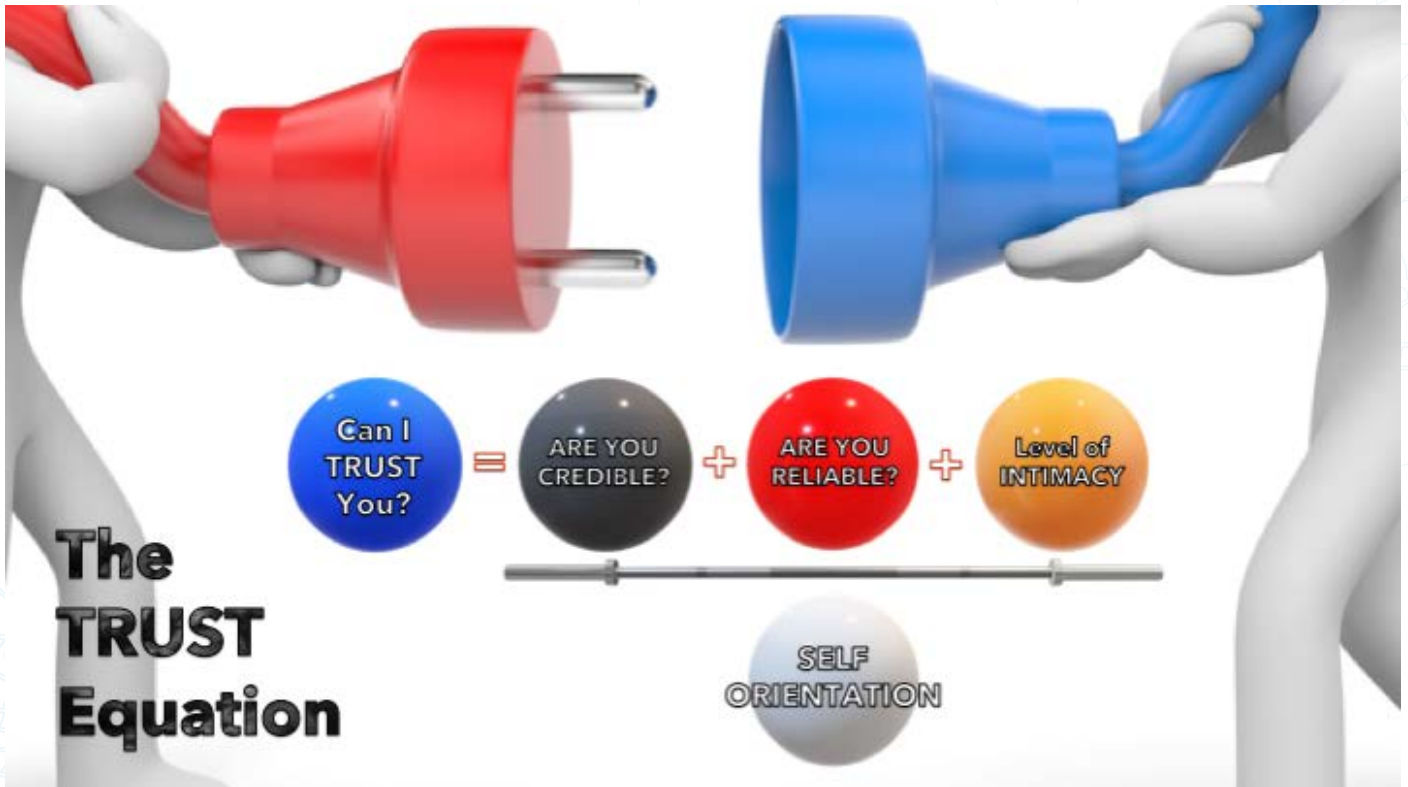
Notes Lecture 83

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Notes Lecture 84





Notes Lecture 85

LEVELS of INTIMACY

- Stage 1. ATTRACTION
- Stage 2. CONNECTION
- Stage 3. AQUAINTANCE
- Stage 4. POWER STRUGGLE
- Stage 5. ACCEPTANCE
- Stage 6. CONSISTENCY
- Stage 7. COMMITMENT
- Stage 8. INTIMACY



Notes Lecture 86

Perceptual Positions. **Perceptual Positions** is taking another **position** outside of the view you may normally hold. For example, if you are having difficulties in a relationship or experiencing a conflict, you can use **Perceptual Positions** to step outside of your own **position** and explore other angles.

Looking at things from alternative angles ...

How you see, hear, feel about the situation from your point-of-view

1

Self



How the other person sees the situation from a perspective that matters to them.

2

Other



3



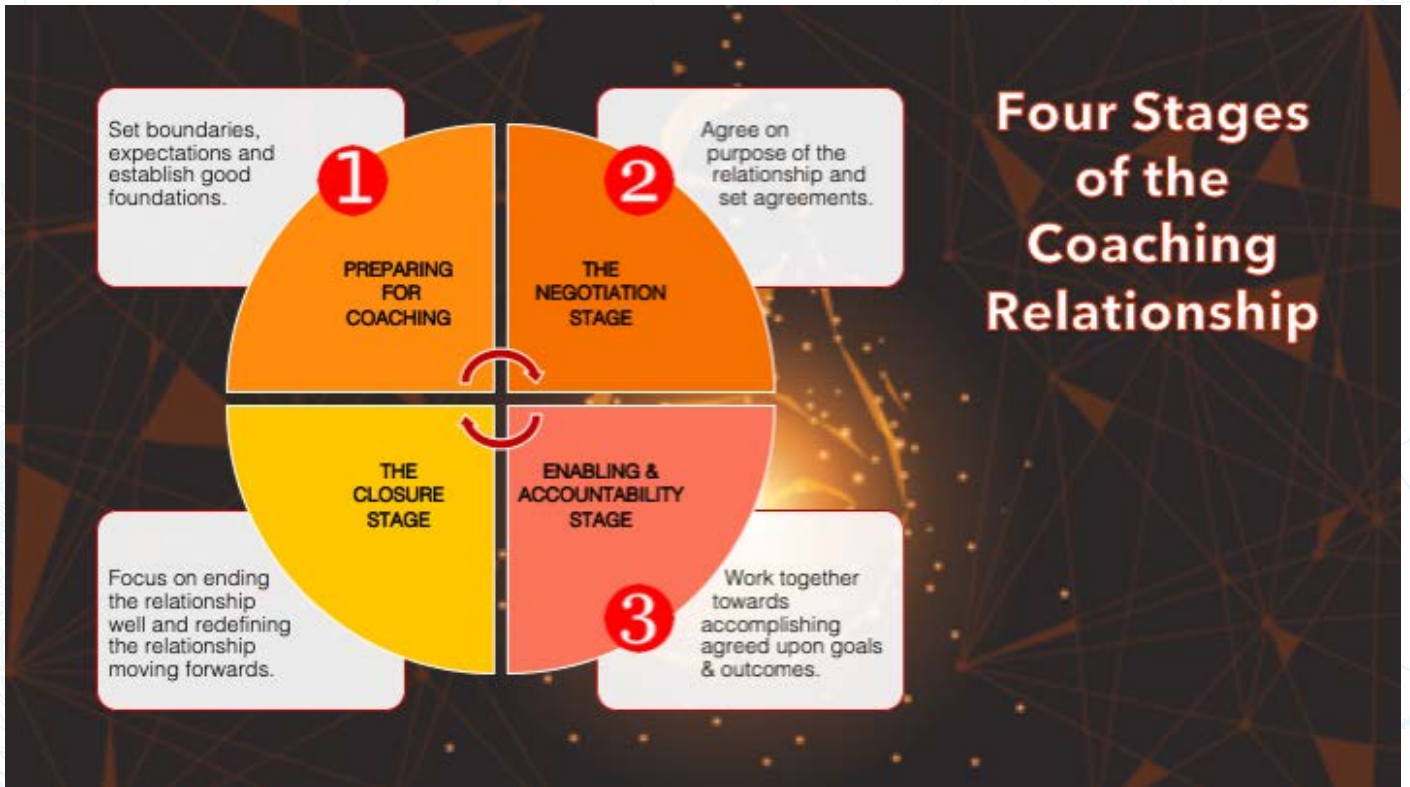
Observer

How the situation appears to someone who's not involved.

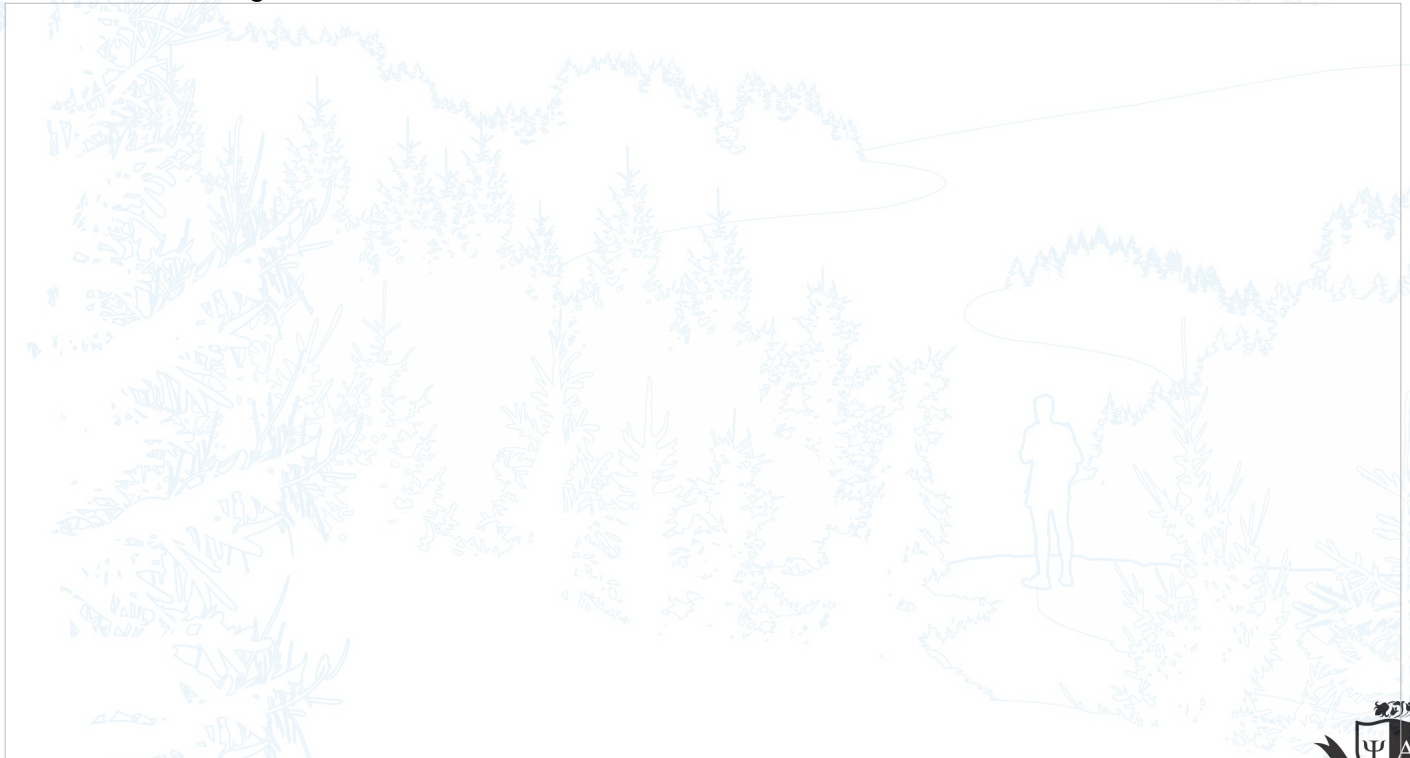
Notes Lecture 87

COURSE JOURNAL AND REFLECTION LOG

Notes Lecture 88:



Notes Lecture 89:



GOAL SETTING

"A Person without a vision for their future is doomed to perpetuate the habits of their present and the outcomes of their past."



Notes Lecture 90

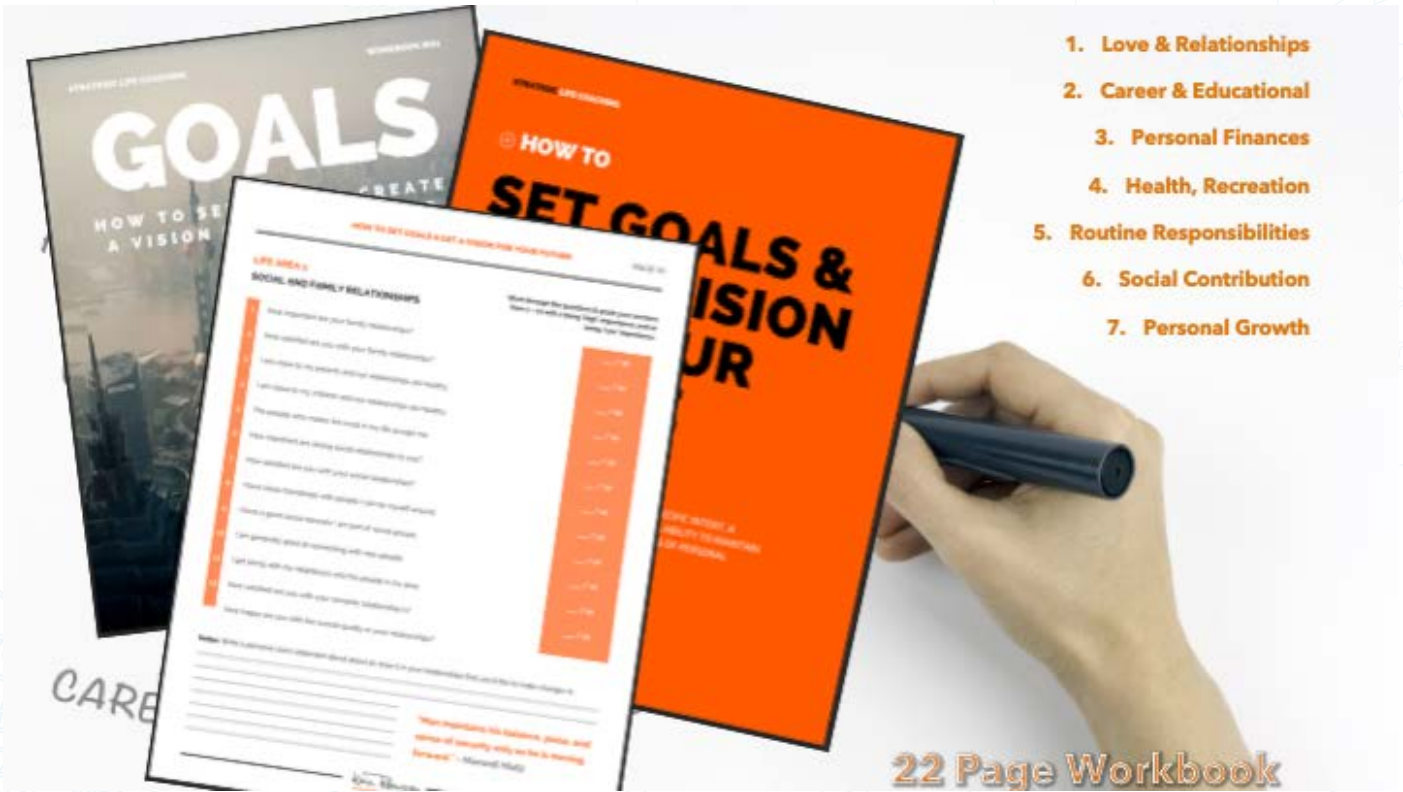


COURSE JOURNAL AND REFLECTION LOG



Notes Lecture 91

COURSE JOURNAL AND REFLECTION LOG



1. Love & Relationships
2. Career & Educational
3. Personal Finances
4. Health, Recreation
5. Routine Responsibilities
6. Social Contribution
7. Personal Growth

22 Page Workbook

Notes Lecture 92

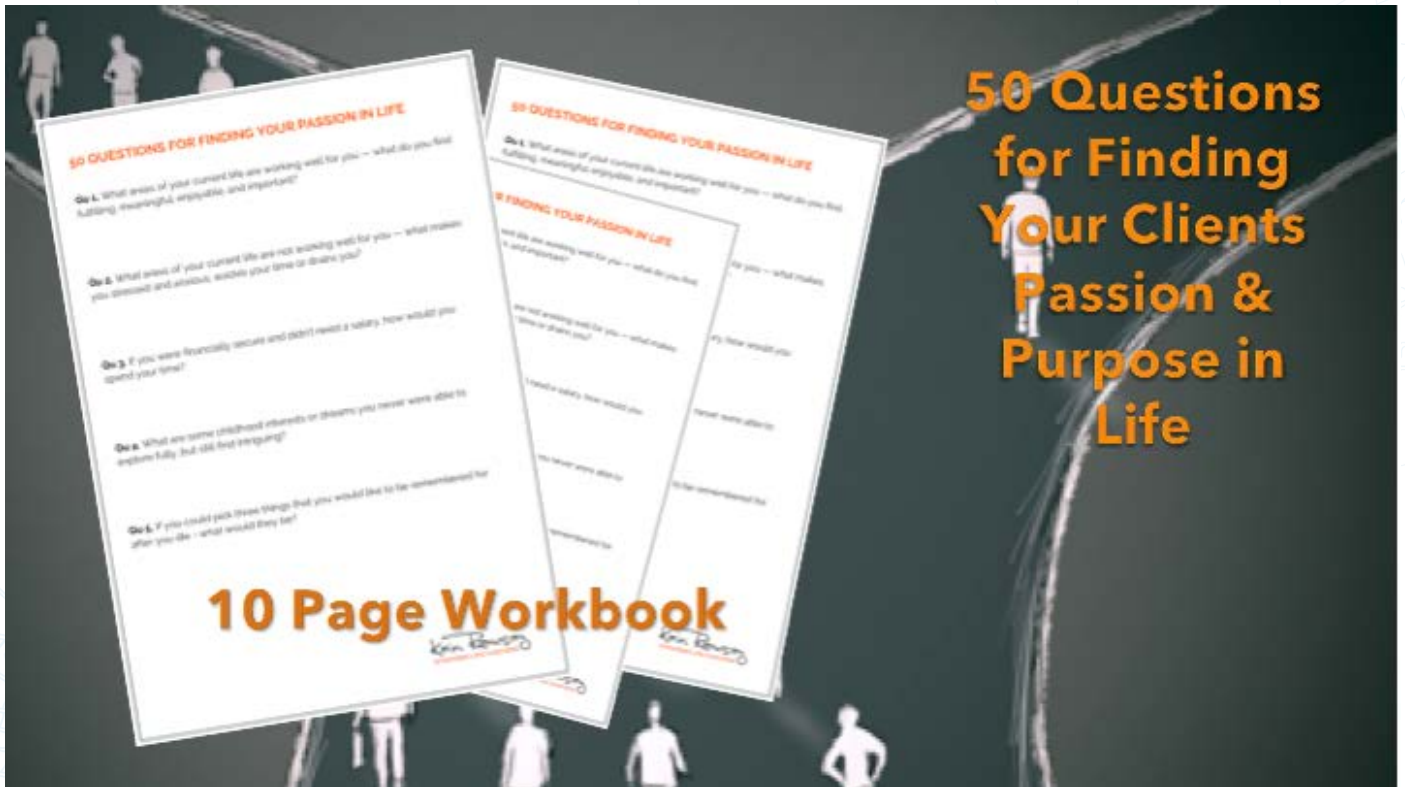


COURSE JOURNAL AND REFLECTION LOG



Notes Lecture 93

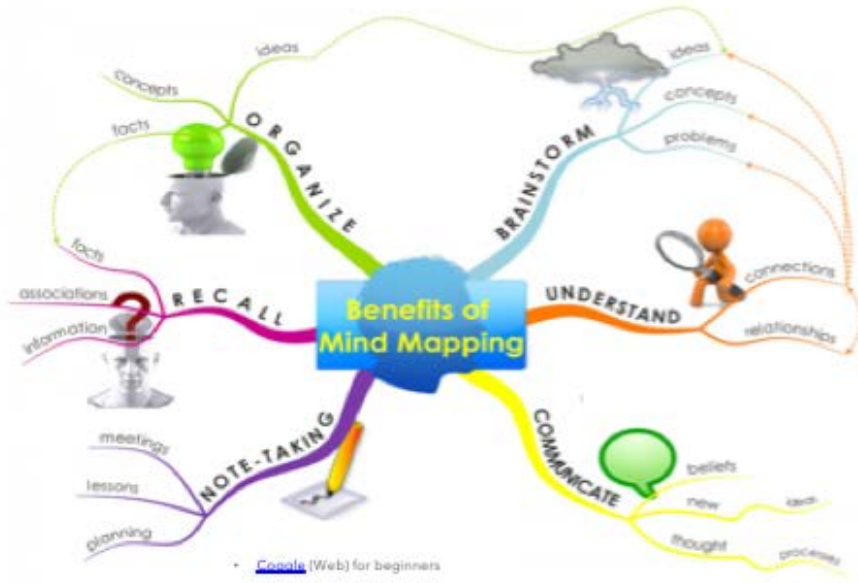




Notes Lecture 94



MIND MAPPING



- [Concepts](#) (Web) for beginners
- [Mindly](#) (MacOS, Android) for mobile mind mapping
- [Draw.io](#) (Web, macOS, Windows, Chrome OS) for free mind mapping
- [iMindMap](#) (macOS, Windows, iOS) for in-depth analysis on your mind map
- [MindMap](#) (Web) for creating public/group mind maps

Notes Lecture 95

COURSE JOURNAL AND REFLECTION LOG



Notes Lecture 96



COURSE JOURNAL AND REFLECTION LOG

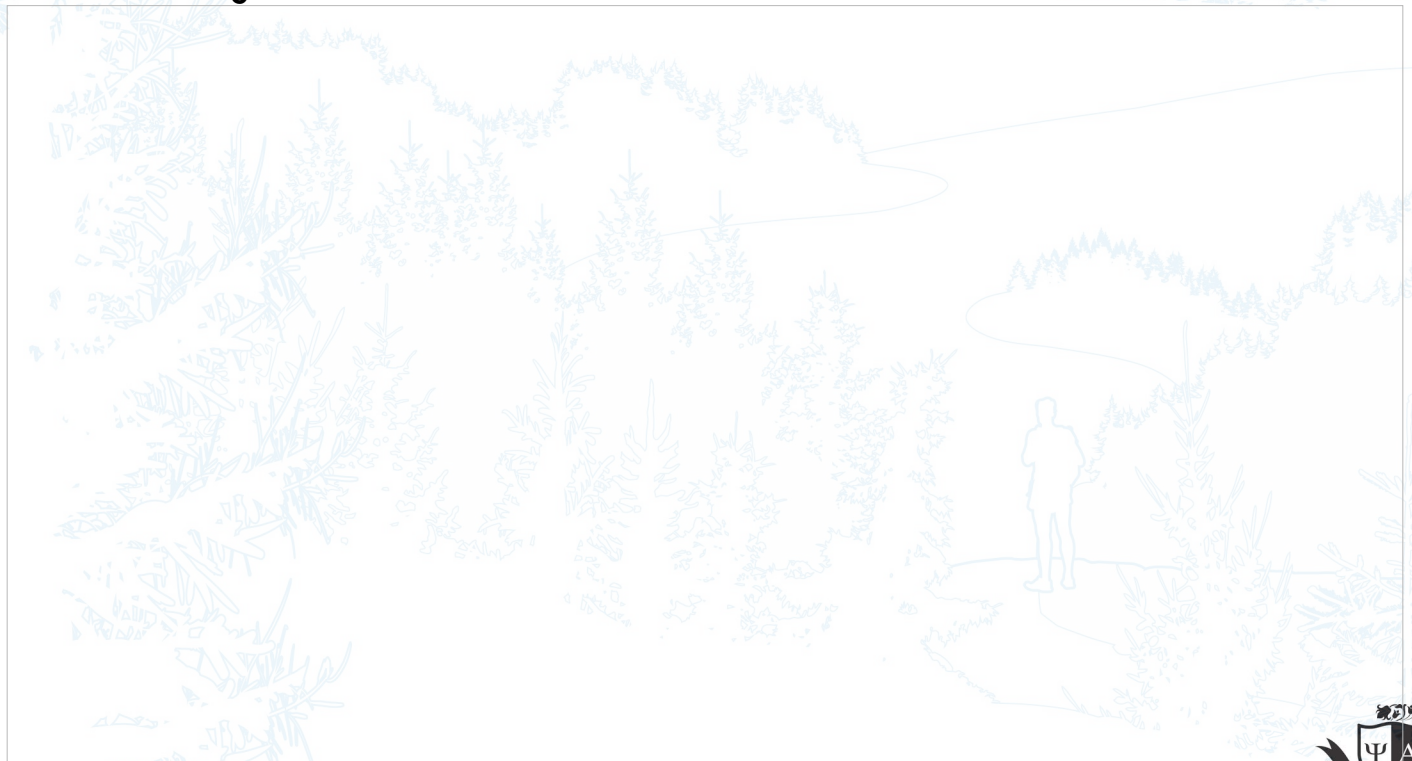
Notes Lecture 97:



The EISENHOWER Matrix



Notes Lecture 98:





Notes Lecture 99

COURSE JOURNAL AND REFLECTION LOG



Gerard Egan's Skilled Helper Model

The model has 3 stages which can be summarised as;

1. Exploration - What's going on for you?

The first task is to find out your client's story about what is happening in their own words and then to reflect it back to them, without judgement.

2. Challenging - What do you want instead?

This stage involves challenging existing views - one issue at a time. Encourage the mentee to think about whether there is another way of looking at the issue.

3. Action Planning - How will you achieve your goal/s?

Useful questions here include:

- what are possible solutions to this situation?
- what of these feel best for you?
- what will you achieve if you do this?
- what will you do first and by when?

Notes Lecture 100



COURSE JOURNAL AND REFLECTION LOG

Notes Lecture 101:



The Achology Action Planning Template

THE ACTION PLANNING FRAMEWORK

What is action planning?

Action planning is the process that guides the way for the activities that will enable you to fulfil your greatest life vision. Your action plan will encompass:

- What needs to be done
- When it needs to be done
- By whom/what resources are needed to do it

Action planning is the process of systematically analysing and creating an action plan. The action plan will present the way of your professional conduct in the following:

- A statement of what needs to be achieved (the long, medium or short term goal)
- Details of the specific steps that have to be followed to fulfil the goal
- A time schedule for when each step must be completed (the timeline)
- Details of who will be responsible for completing each step (the resources)
- Details of what will be required to complete each step (the challenges)

Example: Guiding Your Action Plan

Choose a number of small or medium term goals (specific goals that you are defined in the Life Balance Worksheet) and build towards the following worksheet. Then get creative about how you fit in all the following factors.

Fig. 10.1: Action Plan Template

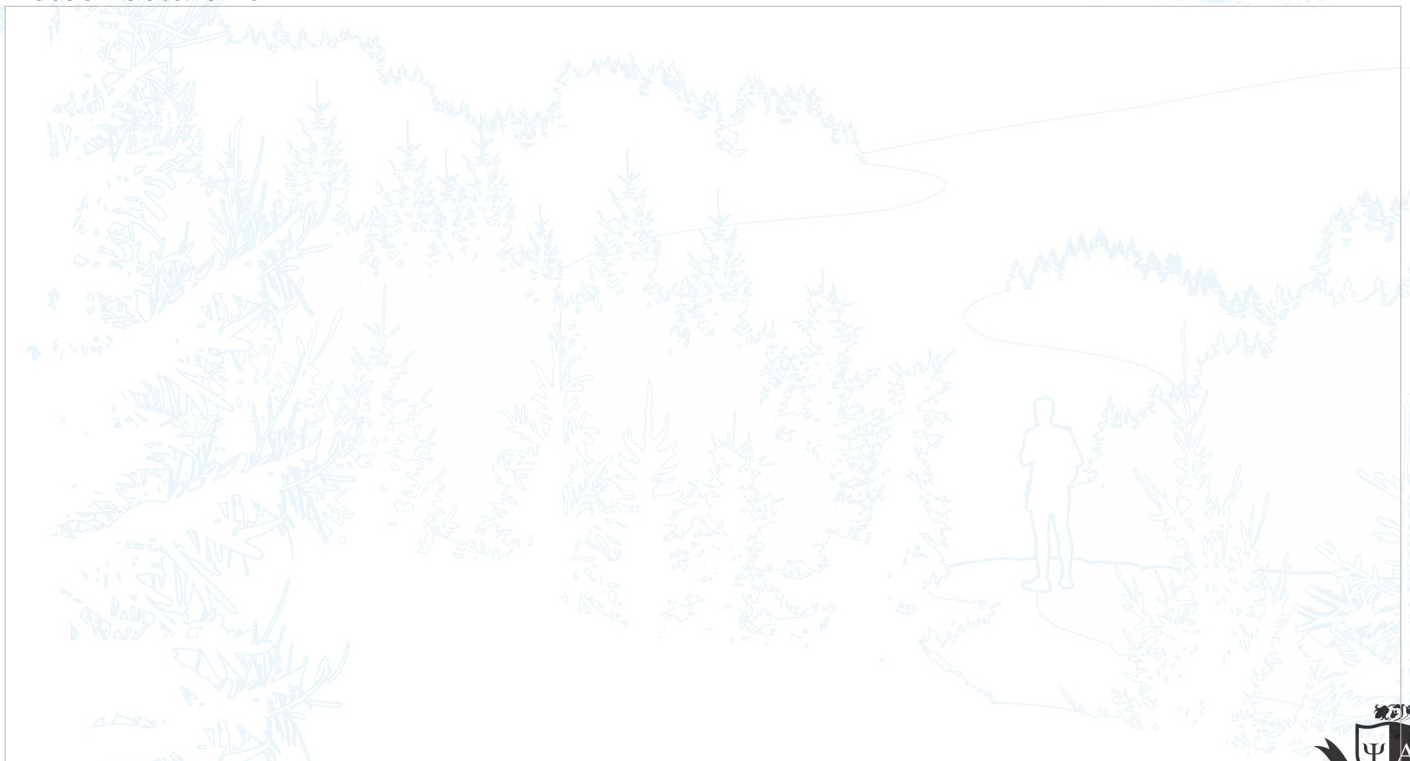
Goal: Career & Educational Aspirations	Deadline	Necessary Resources	Potential Challenges	Result



1. Love & Relationships
2. Career & Educational
3. Personal Finances
4. Health, Recreation
5. Routine Responsibilities
6. Social Contribution
7. Personal Growth

10 Page Workbook

Notes Lecture 102:



Top 10 Powerful Creative Problem Solving Questions

1. "What is the simplest, most obvious solution to this issue?"
2. "If all limitations were removed, what could we do to resolve this issue?"
3. "If we knew we couldn't fail, what crazy ideas could we try?"
4. "What's the single MOST important thing to focus on here?"
5. "What are some radically new or different ways to approach this challenge?"
6. "What possibilities have we missed or not considered yet?"
7. "If we dug deeper, what would we discover and learn about ourselves?"
8. "How would a five-year-old solve this challenge?"
9. "How would we solve this challenge ten years from now?"
10. "What are some of the worst ideas we can think of?"
11. "In what ways can we turn this issue into a golden opportunity?"



Notes Lecture 103

GOAL SETTING

Stage 1: Define a Compelling Vision

Stage 2: Clarify What Client Wants

Stage 3: Define Future Goals

Stage 4: Prepare An Action Plan

Stage 5: Review, Adapt & Adjust

Notes Lecture 104



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Notes Lecture 105



COURSE JOURNAL AND REFLECTION LOG



Notes Lecture 106

The Entrepreneur's Journey



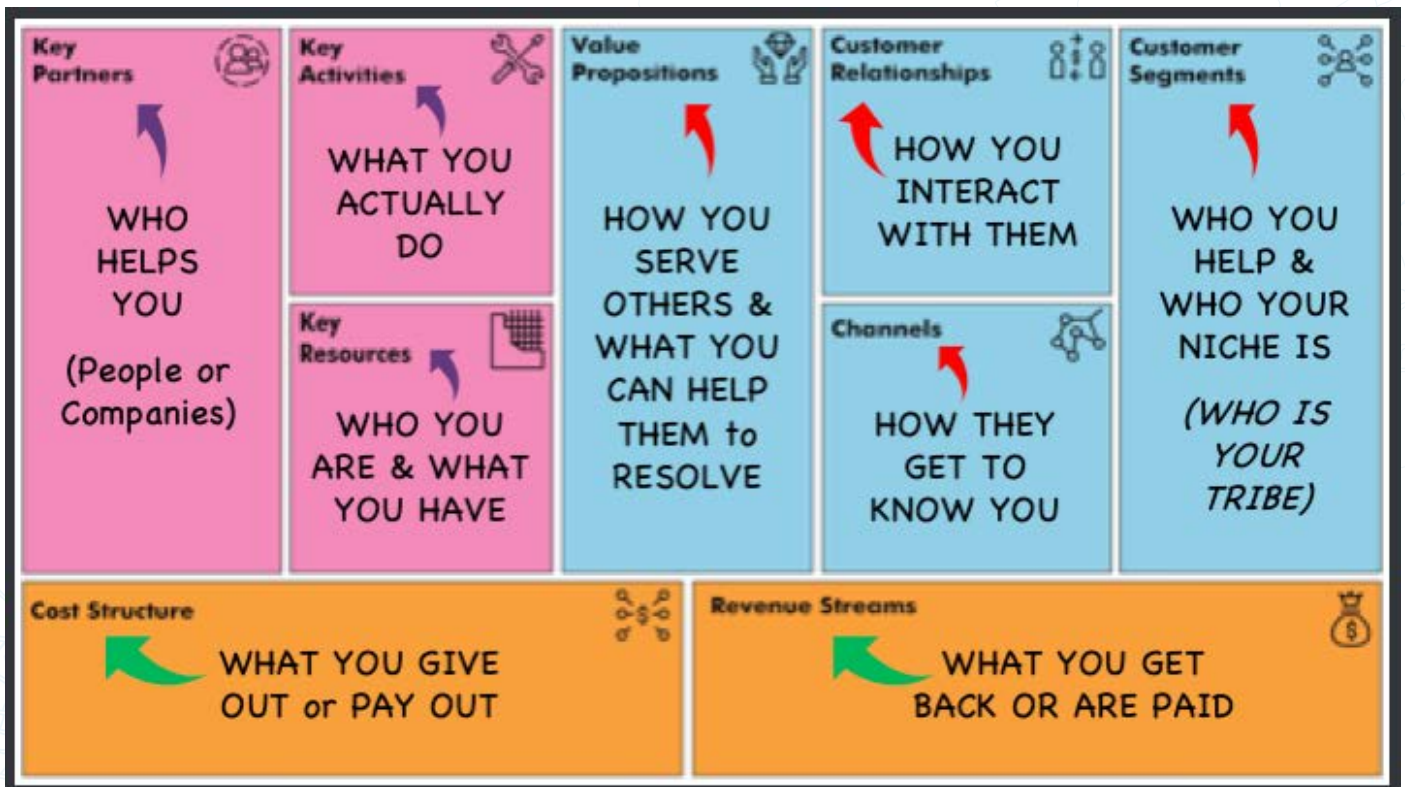
"People are rewarded in public for what they practice for years in private."

- Tony Robbins

Notes Lecture 107



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Notes Lecture 108





The ONGOING BUSINESS COACHING Model

Legal Structures

Sole Trader

Ltd Company

Social Enterprise
Community Interest Company

Charitable Good Cause

Notes Lecture 109





The Achology Executive Coaching Framework

(A Basis for Executive Goal Setting)

Notes Lecture 110

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ONE to ONE PLAN

One-to-One Session/
Block of Sessions

Workbook or
Prerecorded Video

Check-In Call In-
between Sessions

Email Support
Throughout

Free Access to Next
Event or Workshop

Discounts Applied on
Coaching Packages



SMALL GROUP PLAN

Intimate Groups of up
to 7 Participants

Workbook or
Prerecorded Video

1.5hr Host led Group
Coaching Discussion
and Q&A's

Online OR Offline

Covers 1-2 Day Rates

Ideal for Small Teams

For Specialist Niches



EXECUTIVE PLAN

Customized Coaching
for Bus Execs & CEO's

Workbook/s or
Prerecorded Video

Agree on Short, Med
& Long Term Goals

Full Life Balance

Email Support
Throughout Package

Premium Day Rate

Check-In Call In-
between Sessions



WORKSHOPS & LIVE EVENTS

Tailored Events upon
Client Request

Ideal for Retreats,
Conferences or In-
House Training Events

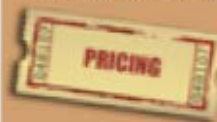
Custom Rates to be
Decided & Agreed on

One Time Events

Used for Sales Funnels

Used to Promote other
Relevant Services

Can be Free Events



Notes Lecture 111



***"Don't just build
a business to
make money.
Build a business
to make an
impact. Always
deliver more
than people
expect."***

- A Wise Man



Notes Lecture 112



A Framework for Effective Life Coaching

"Everyone needs a coach. It doesn't matter whether you're a business person, a tennis player, a movie star or a bridge player."

- Bill Gates

Notes Lecture 113



OPERATION P.E.T.E.

A 7 STAGE COACHING FRAMEWORK



- S1:** Make a decision to change
- S2:** Take practical action
- S3:** Commit to something new
- S4:** Take stock & assess thyself
- S5:** Ditch the junk (habits & attitudes)
- S6:** Give something back (contribute)
- S7:** Find a P.E.T.E or Become a P.E.T.E

COACHING: A PROFESSION OF PASION

"The best coaches really care about people. They have a sincere interest in people. Coaching is a profession of passion."

You can't coach people unless you genuinely care about them."

Coach. John Wooden

Notes Lecture 114



COURSE JOURNAL AND REFLECTION LOG

Notes Lecture 115:



FAQ: How do I prepare myself for a coaching session?

FAQ: How do I find my niche when starting up practice?

FAQ: Do I need insurance to be a Life Coach?

FAQ: What happens if I make a mistake when I'm coaching?

FAQ: What certificates do I need to set up practice?



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FAQ: How do I manage my client expectations?



FAQ: Is CPD membership a legal necessity?



FAQ: Who gives accrediting organisations their authority?



FAQ: How do I get referrals as a helping practitioner or a coach?



FAQ: How would you coach someone with an addiction?



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Notes Lecture 126:



Notes Lecture 127:



Notes Lecture 128:

