



## O3| BOOST Coaching Programme

Developed by Mindshift & FIP  
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# BOOST

BOOST Global Competence for Advancing  
Social Inclusion and Career Paths for  
Vulnerable Women



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## Synopsis

*Together we can foster global competence for more inclusive societies, **Gabriela Ramos**<sup>1</sup>*

Twenty-first century citizens live in an interconnected, diverse, and rapidly changing world. Emerging economic, digital, cultural, demographic, environmental forces, and global diseases (like COVID-19) are shaping everyone's lives around the planet and increasing intercultural encounters daily. To cope with this complex environment, it is important to foster global competence and equip all, not only the adults of tomorrow, but also the adults of today, with the necessary know-how and tools to use **global competence**.

According to the **OECD Programme for International Student Assessment global competence framework**, global competence *is a multi-dimensional construct that requires a combination of knowledge, skills, attitudes, and values successfully applied to global issues or intercultural situations. Global issues refer to those that affect all people and have deep implications for current and future generations. Intercultural situations refer to face-to-face, virtual, or mediated encounters with people who are perceived to be from a different cultural background.*<sup>2</sup>

Globally competent individuals can mobilise a set of knowledge, skills, and attitudes (values) to:

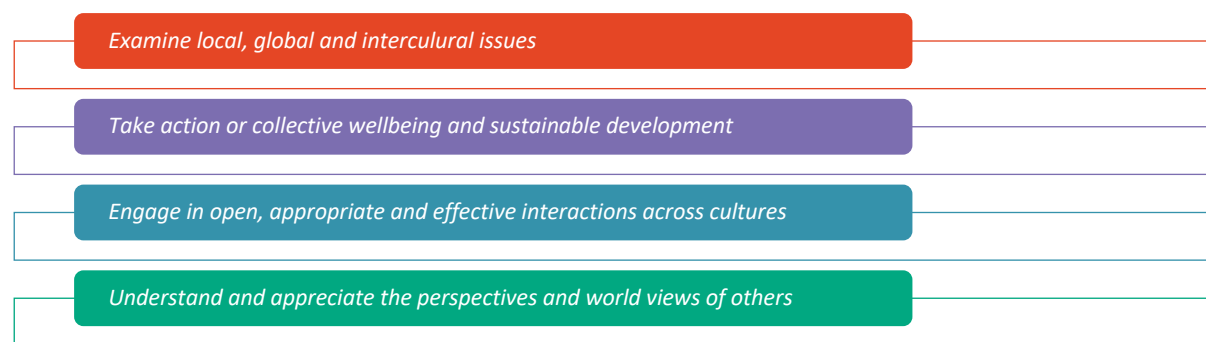


Figure 1 - The four dimension of global competence (2018 OCDE PISA Global Competence Framework)

People able to mobilise their global competence live harmoniously in multicultural communities; thrive in a changing labour market; use media platforms effectively and responsibly; advocate for the Sustainable Development Goals (SDGs); pursuit lifelong learning and stay curious, open, and get active

With a focus on fostering global competences, **BOOST – Global competence for advancing social inclusion and career path of vulnerable women**, an ERASMUS+ project, targets women, currently facing vulnerability due to their migrant background and cultural differences. The project also addresses professionals that work to support these women, such as trainers, career counsellors, social workers, and intercultural mediators.

BOOST provides both target groups with a MOOC offering a flexible learning path on global competencies. It will also equip the professionals with bespoke coaching tools to better support women, in vulnerable situations, in advancing their social inclusion and career path, by using global competence to cope with challenges they face every day.

<sup>1</sup> OCDE Chief of Staff and Sherpa to the G20

<sup>2</sup> <https://www.oecd.org/pisa/innovation/global-competence/> (last access on 09/11/2021)



## PART 1: Coaching scheme

*Coaching is partnering with clients in a thought-provoking and creative process that inspires them to maximise their personal and professional potential. The process of coaching often unlocks previously untapped sources of imagination, productivity and leadership, International Coaching Federation*

Across the world, women are more likely to face vulnerability than men. Often women are categorised as a "vulnerable group" with an emphasis on personal vulnerability. However, they are not inherently vulnerable, but different contexts place them in situations which create vulnerability. Then, multiple levels of discrimination are inherent.

The experience and potential vulnerabilities of women and men are significantly different. Migrant background and cultural differences often give women lower social status and livelihood opportunities, placing them in a position of dependency on men. Lack of educational opportunities make it more difficult for them to access labour market and career progression.

The BOOST project was conceptualised considering that is essential to ensure continuity and resources to keep empowering these women, meeting their specific needs, and offering them new resources giving them the opportunities for advancing their social inclusion and career path.

The **BOOST 4-level coaching model** is devised as a life coaching approach aligned with the four competencies dimension indicated in the 2018 PISA Global Competence Framework<sup>3</sup>. This approach was developed to help trainers, career counsellors, social workers, intercultural mediators, or other professionals working to support women in vulnerable situations, to cope with such challenging situations by mobilising the different dimensions that characterises global competence. The aim is to unlock existing competencies to boost these women personal and professional potential.



Figure 2 - BOOST 4-level coaching model

<sup>3</sup> <https://www.oecd.org/pisa/Handbook-PISA-2018-Global-Competence.pdf>, (last access on 09/11/2021)



## Level-by-level guidance

Each level of the coaching model encompasses a descriptor and a glossary of 20 competencies to be addressed:

**1 | PERSONAL:** at this first level, the women are challenged to re-evaluation their values, to engage in meaningful problem solving and to make their own decisions, with the aim of transforming challenges into opportunities for personal growth

**Competencies:** self-awareness, self-confidence, self-motivation, critical thinking, creative thinking

**2 | INTERPERSONAL:** this level is focused on fostering new and diverse interpersonal relationships, which aim to strengthen the communication and teamwork skills of women

**Competencies:** empathy, social competence, flexibility, verbal communication, sense of responsibility

**3 | CULTURAL:** at this level, the aim is to work on women's perception regarding their own culture, as well to raise awareness and appreciation about different cultures, fostering their intercultural sensitivity and adaptation to multicultural environments

**Competencies:** sense of curiosity, intercultural sensitivity, non-verbal communication, adaptability, multicultural networking

**4 | GLOBAL:** this final level is focused on broadening women's perspectives on global issues, stressing the importance to consolidate cultural sensibilities and face challenges to achieve common solutions.

**Competencies:** analytical skills, global citizenship, collaborative skills, sense of commitment, resilience



## Recommendations

The aims of the BOOST coaching scheme are:

- to offer personalised life coaching sessions to meet the individual and professional needs and goals of women facing vulnerable situations
- to provide reassurance, confidential and impartial advice, and guidance to enable women in vulnerable situations to enhance personal and professional performance, to achieve goals and solve any difficulties or barriers

This recommendation section offers a set of FAQs (Frequently Asked Questions) to better support professionals (trainers, career counsellors, social workers, and intercultural mediators) implementing the BOOST 4-level coaching model:

- FAQ1: Why the BOOST coaching programme?
- FAQ2: Which competencies are addressed in each coaching level?
- FAQ3: How are the coaching cycles to be implemented?
- FAQ4: What coaching tools are most appropriate?
- FAQ5: How to deal with the practicalities of the coaching cycles?
- FAQ6: How to monitor and measure the impact of the coaching cycles?

### FAQ1: Why the BOOST coaching programme?

Coaching is a collaborative process, between a Coach and a Coachee used to enhance one person's knowledge, skills, attitudes, behaviours, professional and personal performance.

The International Coaching Federation defines **coaching**

*as partnering with clients in a thought-provoking and creative process that inspires them to maximise their personal and professional potential. The process of coaching often unlocks previously untapped sources of imagination, productivity, and leadership.*

The European Mentoring & Coaching Council in its Professional Charter for Coaching and Mentoring indicates that

*a professional coach can be described as an expert in establishing a relationship with people in a series of conversations with the purpose of serving the clients to improve their performance or enhance their personal development or both, choosing their own goals and ways of doing it.<sup>4</sup>*

Additionally, to these concepts, **life coaching** also refers to an approach aiming at supporting individuals to achieve full potential and desired results or goals.

The BOOST coaching programme is aligned with these definitions as it intends to support vulnerable women in achieving a specific personal or professional goal. It will do so by providing professionals with the specific resources and tools to help them achieve that.

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<sup>4</sup> ICF: <https://coachingfederation.org/about> (last access 10/11/2021)



In this sense the **BOOST coaching model**:

- relies on the women's own resources to help them to see and test alternative ways for improvement of competence, decision making and enhancement of quality of life
- facilitates' women learning process by using professional methods and techniques to help them to improve what is obstructive and nurture what is effective, to reach the desired goals

To achieve the objectives of the BOOST coaching programme professionals are required to observe if they meet the essential skills that a potential life coach should cover. Following, a set of core competencies expected in the role of a life coach are presented.

## A good coach

- Ensures ethical practice, based on trust, honesty and confidentiality
- Promotes the process of co-creation of the relationship
- Establishes and maintains agreements
- Maintains presence
- Communicates effectively
- Has good active listening skills
- Masters and practices questioning techniques
- Uses direct communication
- Evokes awareness
- Is proficient in designing actions
- Is proficient in planning and goal setting
- Is proficient in managing progress and accountability
- Cultivates learning and growth
- Facilitates his/her client growth

**Source:** International Coaching Federation Core Competencies<sup>5</sup>

## FAQ2: Which competencies are addressed in each coaching level?

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<sup>5</sup> ICF Core Competences: <https://coachingfederation.org/core-competencies>



Each one of the four levels of the BOOST coaching model encompasses a descriptor and a glossary of five competencies to be addressed.

Following it is presented a detailed description of each level, with a description of the aim (what is expected to achieve at the end of the level) and the list of specific competencies (i.e., the group of competencies that will be approached in each level).

Level nr		LEVEL TITLE
Descriptor of the BOOST coaching level model		
COMPETENCIES		
1. Competence title	Description of the competence to be addressed in each coaching level	
2. Competence title	Description of the competence to be addressed in each coaching level	
3. Competence title	Description of the competence to be addressed in each coaching level	
4. Competence title	Description of the competence to be addressed in each coaching level	
5. Competence title	Description of the competence to be addressed in each coaching level	





Level 1	PERSONAL
<p>In the first level, women are challenged to re-evaluate their values, to engage in meaningful problem solving, and to make their own decisions, with the aim of transforming challenges into opportunities for personal growth</p>	
COMPETENCIES	
1.1. Self-awareness	The ability to focus on yourself and know the drivers for your actions, thoughts, or emotions
1.2. Self-motivation	The ability to drive oneself to take initiative and actions to pursue goals and complete tasks
1.3. Self-confidence	The ability to always believe in yourself
1.4. Critical thinking	The ability to understand the logical connection between ideas and concepts
1.5. Creative thinking	The ability to solve situations, problems or challenges using different approaches

Level 2	INTERPERSONAL
<p>This level is focused on fostering new and diverse interpersonal relationships, which aims to strengthen the communication and teamwork skills of women</p>	
COMPETENCIES	
2.1. Empathy	The ability to acknowledge, understand and relate to other people emotions, feelings, and life perspectives
2.2. Social competence	The ability to successfully interact with others. This ability relies on the combination of social, emotional, and cognitive and behavioural skills
2.3. Flexibility	The ability to adapt and cope with change instead of resisting it
2.4. Verbal communication	The ability to effectively communicate, including effective questioning and effective listening
2.5. Sense of responsibility	The ability to assume full responsibility for own actions and decisions



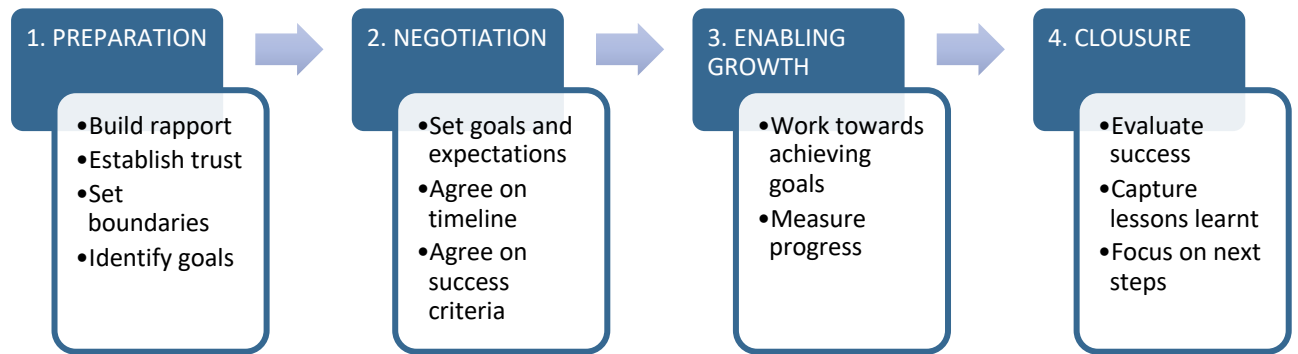
Level 3	CULTURAL
<p>At this level, the aim is to work on women’s perception regarding their own culture, as well to raise awareness and appreciation about different cultures, fostering their intercultural sensitivity and adaptation to multicultural environments</p>	
COMPETENCIES	
3.1. Sense of curiosity	The ability to be inquisitive when facing challenges and problems
3.2. Intercultural sensitivity	The ability to understand and appreciate cultural differences
3.3. Non-verbal communication	The ability to read information using body language
3.4. Adaptability	The ability to adapt when facing changes
3.5. Multicultural networking	The ability to establish and maintain relations with individuals from different cultures

Level 4	GLOBAL
<p>Level 4 is focused on broadening women’s perspectives on global issues, stressing the importance to consolidate cultural sensibilities and face challenges to achieve common solutions.</p>	
COMPETENCIES	
4.1. Analytical skills	The ability to identify, analyse and solve complex problems
4.2. Global citizenship	The ability to recognise own’s identity as part of a worldwide scale
4.3. Collaborative skills	The ability to mobilise resources to promote collaboration between parties
4.4. Sense of commitment	The ability to contribute to joint causes
4.5. Resilience	The ability to bounce back from adversity



## FAQ3: How are the coaching cycles to be implemented?

The BOOST coaching cycles can be framed in four sequential phases:



The **preparation** corresponds to the beginning of the coaching partnership. You are advised to set up a first session where you will get to know your coachee, her objectives and purposes. These phases can be framed in one or two sessions depending on what you consider it is important to achieve. At this stage you must include the signing-off of **the coaching agreement** (see BOOST coaching programme: Coaching agreement).

**Negotiation** phase is particularly important at the beginning of your coaching partnership, but it must be an essential and transversal aspect in your coaching sessions. At an early stage you will establish a plan for the coaching sessions (see BOOST coaching programme: Coaching session plan), including the number of sessions needed to achieve the objectives and purposes of your coachee.

**Enabling growth**, correspond to the development and maturation of your coaching relationship, and it includes supporting the coachee and motivating her to effectively achieve her intended goals. This must be done through follow-up processes that can include evaluation and self-evaluation exercises or other facilitation techniques.

At the preparation phase you will have to decide the timeframe of the coaching relationship. This means that both you and your coachee will know exactly when your partnership starts and when it **closures**. At this stage you both will evaluate to what extent the coaching sessions were successful and reflect on the journey. It is advised that the coaching relationship to last between three to six months.

This four-step process is to be applied in each level of development area of the BOOST coaching model. The number of sessions can vary depending on women's needs and expectations. It is important to make sure that a realistic timeframe for each coaching session is set.



## FAQ4: What coaching tools are most appropriate?

Goal definition is a key stone in any coaching programme. Thus, specific objectives must be defined for each development area of the BOOST coaching model. To support the women in defining and achieving their goals, and to make the progress they want to make, in each of the indicated level it is suggested to use the [EXACT goal setting model](#) for coaching.

**EXACT** stands for:

<b>E</b>	Explicit	The goal must have only one focus
<b>X</b>	Xciting	The goal must be positively framed and must be inspiring
<b>A</b>	Assessable	The goal must be measurable
<b>C</b>	Challenging	The goal must make the coachee leave their comfort zone
<b>T</b>	Time-framed	The goal must be ideally framed in a three to six months' timeline

### Using the EXACT model for goal setting?

The core question on an initial stage is “What is your long-term goal?” and this question is valid to each of the four levels of the BOOST coaching model. Start by asking your coachee what is it that she wants to achieve in each level. You must explore with her all the possibilities and use the suggested proposed questions, for each level, to meet the criteria of the EXACT model definition.

		Example of questions for goal definition
<b>E</b>	Explicit	Is this goal in line with your life vision?
<b>X</b>	Xciting	When you think about what you want to achieve does it give you a sense of deep contentment or 'rightness', happiness and/or excitement?
<b>A</b>	Assessable	How will you know when you have gotten there?
<b>C</b>	Challenging	Is this something you genuinely want, or is it something you think you should have or should be doing?
<b>T</b>	Time-framed	How long will you take to achieve this goal?

These are transversal questions that can help you support your coachee to define a long-term goal for each one of the levels of the BOOST coaching model. You can add to these questions, the specific questions listed in the “Powerful coaching questions for goal setting” of the BOOST coaching toolbox. You have an available set of five tailored questions for each level.

In the table below, you can also find an indication of the coaching tools that you can use to support your coachee developing her global competence.



		Coaching tool 1	Coaching tool 2	Coaching tool 3	Coaching tool 4	Coaching tool 5	Coaching tool 6	Coaching tool 7	Coaching tool 8	Coaching tool 9	Coaching tool 10	Coaching tool 11	Coaching tool 12	Coaching tool 13	Coaching tool 14	Coaching tool 15	Coaching tool 16	Coaching tool 17	Coaching tool 18	Coaching tool 19	Coaching tool 20
Level 1	1.1. Self-awareness	■																			
	1.2. Self-motivation		■																		
	1.3. Self-confidence			■																	
	1.4. Critical thinking				■																
	1.5. Creative thinking					■															
Level 2	2.1. Empathy						■														
	2.2. Social competence							■													
	2.3. Flexibility								■												
	2.4. Verbal communication									■											
	2.5. Sense of responsibility										■										
Level 3	3.1. Sense of curiosity											■									
	3.2. Intercultural sensitivity												■								
	3.3. Non-verbal communication													■							
	3.4. Adaptability														■						
	3.5. Multicultural networking															■					
Level 4	4.1. Analytical skills																■				
	4.2. Global citizenship																	■			
	4.3. Collaborative skills																		■		
	4.4. Sense of commitment																			■	
	4.5. Resilience																				■

Table 1 – BOOST coaching tool matrix



## FAQ5: How to deal with the practicalities of the coaching cycles?

When setting up a coaching session make sure to cover the following list:

### CONTACTING

- establish at the outset how you will communicate e.g. phone, email, videoconference, etc.
- establish dates and times for your coaching sessions (include this info in the [Coaching agreement](#))

### SESSIONS

- ensure sessions take place in a safe, comfortable, quiet place
- set a realistic duration for each session (not more than 90 minutes)

### PAPERWORK

- draft together with your coachee all coaching session plan
- keep record of all each session to ensure proper monitoring processes (see [Coaching session plan](#))

### EXPENSES

- the BOOST coaching programme was designed to be free of charge
- it is a voluntary role, if in an organisation speak to your supervisor about it

### RESOURCES

- BOOST coaching programme: Coaching agreement
- BOOST coaching programme: Coaching session plan
- BOOST coaching programme: Coaching feedback form
- 20 powerful coaching questions to identify goals and aspirations
- 20 personalised coaching tools
- 20 top tips on how to support women enhancing their global competencies
- 4 coaching vignettes
- 20 powerful coaching questions to support women reflect on current situation, internal and external obstacles
- 20 powerful coaching questions to explore possibilities, strengths and resources
- 20 powerful coaching questions to agree specific actions and accountability

### EVALUATION

- collect feedback at the end of each coaching session
- collect feedback at the end of the all coaching cycle



## *BOOST coaching programme: Coaching agreement*

This agreement is made between \_\_\_\_\_ (“coach”) and \_\_\_\_\_ (“Coachee”) on the \_\_\_\_ (day) of \_\_\_\_ (month), 20\_\_(year).

Both parties agree to the following:

Coaching is a collaborative process used to enhance a person’s knowledge, skills, attitudes, behaviours, professional and personal performance.

The **BOOST 4-level coaching model** is devised as a life coaching approach to foster global competence for advancing social inclusion and career path of vulnerable women. In this sense, the BOOST coaching model is structured in four levels (**1. Personal, 2. Interpersonal, 3. Cultural and 4. Global**) with the aim to increase these women global competence.

This coaching experience supports the Coachee in acknowledging existing competencies, to improve them, acquiring new competencies and establishing new behaviours in the four levels that frame the BOOST coaching programme.

By entering this relationship, the Coachee and Coach acknowledge that the Coachee intends to enhance specific areas of her life, which implies a behavioural change. Behavioural change is not linear, not always consistent and it varies from person to person. For that matter, the Coachee and Coach agree to a minimum of a three-to-six-month relationship.

The role of the Coach is to help the Coachee progress toward achieving a desirable goal. The Coachee and Coach agree to engage fully in the coaching experience. The Coachee fully understands that coaching is not therapy, counselling, consulting, or training.

### **Coaching sessions procedures**

- Sessions may occur in person, by phone, through video conference, or over email, or what works best for both parties
- The coaching session plan is developed and implemented in partnership between the Coachee and Coach
- Both parties agree to adhere to established appointments on time

### **Confidentiality**

The Coach agrees to keep all conversations and information with the Coachee private and confidential, as allowable by law. No personal information will be shared with anyone without the Coachee express permission. Exceptions may be made if there is an imminent threat of serious injury to oneself or someone else.

Coach

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Coachee

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*BOOST coaching programme: Coaching session plan*

Personal data	
<b>Coach</b>	<b>Contact information</b>
<b>Coachee</b>	<b>Contact information</b>

Session general information			
Date	Time	Duration	Session nr.
<b>LEVEL/TOPIC/COMPETENCE</b>			

Session goals and agreements
(Add more rows if needed)

Actions taken since the last session
(Add more rows if needed)

Feedback
<b>Coach feedback since last session</b>
<b>Coachee feedback since last session</b>





## Coaching techniques/BOOST toolbox resources used

(Add more rows if needed)

## Preparing next session

### Actions points

- 
- 
- 

### Goals and agreements

- 
- 
- 

### Date and place

## Notes



## FAQ6: How to monitor and measure the impact of the coaching cycles?

To evaluate the impact of the coaching cycles, the coach will have to collect pre and post assessment data during the coaching cycle. And this will have a strong connection with the definition of clear goals for each level against which the coach will check progress to certify that the end goal will be reached as planned. Following on a table will be presented for summing up the evaluation process for the BOOST coaching cycles.

Evaluation type	When to use?	What will it show?	Tool to use
Progress monitoring	During the implementation of the coaching sessions	The effectiveness of the coaching sessions and to what extent each session is being implemented as planned	BOOST coaching programme: Coaching session evaluation tool
Impact evaluation	At the beginning of the coaching cycles	The coachee current situation	BOOST coaching programme: Coaching cycles impact tool
	At the end of the coaching cycles	The coachee growth and evolution	

*Table 2- How to monitor and measure the impact of the coaching cycles?*



*BOOST coaching programme: Coaching session evaluation tool*

Personal data	
<b>Coach</b>	<b>Contact information</b>
<b>Coachee</b>	<b>Contact information</b>

Session general information			
<b>Date</b>	<b>Time</b>	<b>Duration</b>	<b>Session nr.</b>
<b>LEVEL/TOPIC/COMPETENCE</b>			

	Agree	Neither agree nor disagree	Disagree
This session has been relevant and useful to me			
I have gained confidence to move on to my next steps			
I have achieved the goals I set for this session			
I am confident about taking actions identified in my action plan			
My coach keeps me focused during this session			
My coach has provided me with support between sessions			
My coach is committed to support me to progress			

General feedback
<b>What are the key things you have learnt/reflected during this session? (Please include up to 3 key points).</b>
<b>What actions will you take following this session? (Please include up to 3 actions).</b>
<b>Do you have any additional comment regarding the structure and function of our sessions? For example, more or less time, frequency, reviews, exercises, etc.</b>



## *BOOST coaching programme: Coaching cycle impact tool*

Personal data							
<b>Coach</b>	<b>Coachee</b>						
Level/Topic/Competencies	Dates and number of the coaching sessions						
<b>Pre assessment</b>							
<b>Current situation</b>	<b>Post assessment</b>						
<b>Goal</b>	<b>Situation after the coaching cycles</b>						
<b>How would you evaluate your predisposition to change to achieve your goal?</b>	<b>How would you evaluate your success rate in achieving your initial goal?</b>						
<table border="1"> <tr> <td>Low 1</td> <td>Medium 2</td> <td>High 3</td> </tr> </table>	Low 1	Medium 2	High 3	<table border="1"> <tr> <td>Low 1</td> <td>Medium 2</td> <td>High 3</td> </tr> </table>	Low 1	Medium 2	High 3
Low 1	Medium 2	High 3					
Low 1	Medium 2	High 3					



Coach remarks	Coachee remarks
<b>What worked well during the coaching cycles?</b>	<b>What worked well during the coaching cycles?</b>
<b>How do you feel the coaching cycles impacted the coachee?</b>	<b>How do you feel the coaching cycles impacted you?</b>
<b>What were the challenges missed during the coaching cycles?</b>	<b>What were the challenges missed during the coaching cycles?</b>
<b>Are there any steps further needed to implement before closing the coaching cycles?</b>	<b>Are there any steps further needed to implement before closing the coaching cycles?</b>



## PART 2: Coaching toolbox

*Coaching is unlocking a person's potential to maximize their own performance. It's helping them to learn rather than teaching them, Timothy Gallwey*

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The BOOST coaching toolbox comprises a set of [practical didactic resources](#) and [effective strategies](#) to assist you in providing quality coaching mentoring to vulnerable women.

Coaching is not a one-way route, benefiting only the coachees. By coaching others, professionals can further develop their own communication, management style and people skills. Coaching, at its core, guarantees and supports women and lets them know that there is someone who cares about them, assures them that they are not alone in dealing with challenges, and makes them feel like they matter. Coaching connects the vulnerable women to professional and personal growth, as well social and global opportunity.

Having this in mind, find below the coaching principles you must observe when using this toolbox.



### Coaching:

- is helping individuals set and pursue personal and/or professional goals, focusing on their set of resources, i.e. leveraging their competencies. **Remember that these women have the ability to change their way of thinking and behaviours to pursuit growth**
- is to facilitate the learning, development, and increased performance of an individual. **Your practice should be essentially non-directive, with the emphasis on helping the women being coached to learn, rather than teaching or training them**
- deals with specific tasks and skills that can be mastered and measured. **Your goal here is to boost these women self-awareness an internal resources (experiences, creativity) to improve their job performance or personal growth**

### Coaching is not:

- therapy or counselling, which implies the involvement of a mental health professional. **Do not assume that the women have any mental issues impeding them to achieve their goals**
- training, although some of the coaching techniques can include methodologies use in learning. **Do not see these women as passive recievers of your knowledge and advise**
- mentorship, often used in professional and organisational contexts, focusing on longer-term development or progress within an organisation. **Do not assume that you are more experienced and know more than the women you will coach**

## Level 1: Personal

1

**PERSONAL**

Values and personal skills



*It is beauty that captures your attention, personality which captures your heart*  
Oscar Wilde

Personality doesn't have to be something permanent. We all can break free from self-limiting beliefs and rewrite our personal story. Our values and personal skills are our core foundation. It takes a long road from the moment we begin to ask ourselves "Who am I?" to realise that there is no right answer to that question. Well, we will never be able to answer it, simply because we came to realise that we are a "working progress." Level 1 of the BOOST 4-level coaching model is the foundational base. It is expected that the coach will support the women (coachee) into enhance their personal growth focusing on five competencies

- 1.1. Self-awareness
- 1.2. Self-motivation
- 1.3. Self-confidence
- 1.4. Critical thinking
- 1.5. Creative thinking

Setting goals have the power to shape our personality, and our personality has a lot to do with our core values. To help your coachee in setting goals at this level find below 5 powerful coaching questions to start with.

## Powerful coaching questions for goal setting

### Level 1 Competencies

- 1.1. What situations make you feel terrible/fantastic, and what do they have in common?
- 1.2. What do you intend to change when it comes to your ability to act?
- 1.3. What were your three most positive moments in the past week/month/year?
- 1.4. What are the benefits for you in achieving/enhancing this competency?
- 1.5. What matters to you, and what did you find to be the most concerning in this competency?





## SELF-AWARENESS

### COACHING TOOL 1 Building self-awareness

*The ability to focus on yourself and know the drivers for your actions, thoughts, or emotions*

This coaching tool, based on the GROW model for coaching will support you into drive your coachee into developing or improving her self-awareness competencies, as a first step into boosting her global competence.

This coaching tool provides you with tailored coaching questions to this specific competence, and with a simple route map to plan and deliver your coaching sessions approaching the self-awareness topic.

### STEP BY STEP GUIDANCE

You are advised to cover the following steps to prepare your coaching sessions on self-awareness. For each session indicated, you will use the GROW questions to enhance self-awareness provided; and for step 6 the suggested action plan template.

<b>Step 1</b>	Prepare yourself ahead by reading about the GROW model for coaching
<b>Step 2</b>	<b>GOAL:</b> reserve one session to guide your coachee into defining her goal
<b>Step 3</b>	<b>REALITY:</b> reserve one sessions to support the coachee in accessing her reality, i.e., is she aware of the drivers of her actions, thoughts, and emotions?
<b>Step 4</b>	<b>OPTION:</b> reserve one session to lead your coachee in identifying viable options to achieve her goal
<b>Step 5</b>	<b>WILL:</b> reserve one session to decide together with your coachee what she is going to do to achieve her goal
<b>Step 6</b>	<b>ACT:</b> devise together with your coachee an action plan to achieve the indicated goal

### RESOURCES BOX

- GROW: The practical coaching model driven by a powerful coaching philosophy  
<https://www.performanceconsultants.com/grow-model>
- Coaching tool 1 - Building self-awareness  
GROW questions to enhance self-awareness  
Building self-awareness action plan



## Coaching tool 1 - Building self-awareness

### GROW questions to enhance self-awareness

#### Goal: what the coachee is aiming to achieve

##### Questions for goal setting:

- I would like to explore how I can help you with .....
- What would you like to achieve from today?
- (...)

#### Reality: is where the coachee is right now, her situation and circumstances

##### Questions to access coachee present situation:

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>▪ What might contribute to this situation?</li> <li>▪ How long has this been going on for?</li> <li>▪ When does it happen?</li> <li>▪ How does it make you feel?</li> <li>▪ What is the immediate impact of your actions on the others (friends, family members, teammates, etc.)?</li> <li>▪ How does this affect things in the long term?</li> </ul> | <ul style="list-style-type: none"> <li>▪ How have you tried to deal with this situation?</li> <li>▪ How effective was that?</li> <li>▪ How can you change your actions to make the outcome more effective?</li> <li>▪ What else needs to change?</li> <li>▪ What would be an ideal outcome for you?</li> <li>▪ (...)</li> </ul> |
|---|---|

#### Option(s): choices identified to help the coachee to achieve her goal

##### Questions to lead the coachee to realise choices:

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>▪ What can you do to prevent the situation?</li> <li>▪ How can you put these actions into place?</li> <li>▪ What is the most difficult / challenging action you need to take?</li> <li>▪ Why is that difficult/ what are the obstacles?</li> <li>▪ What can you do differently?</li> <li>▪ Who can you talk to who has also experienced ...?</li> </ul> | <ul style="list-style-type: none"> <li>▪ Who else can help you to reach a successful outcome?</li> <li>▪ What is the first step you need to take?</li> <li>▪ What would happen if you didn't take any action?</li> <li>▪ How can I help you?</li> <li>▪ What support do you need to deal with ....?</li> <li>▪ (...)</li> </ul> |
|--|---|

#### Will: is about deciding on what the coachee will do next and for confirming her willingness or motivation to move forward

##### Questions to lead the coachee to take a real action:

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>▪ What actions do you need to take?<br/>When will these actions be achieved?</li> <li>▪ Tell me about how you are going to achieve your actions.</li> <li>▪ What else can you do?</li> <li>▪ What support will you need from me/ others?</li> </ul> | <ul style="list-style-type: none"> <li>▪ How will you review and monitor progress with your plan?</li> <li>▪ What outcome will you be pleased with?</li> <li>▪ When are you going to start with ....?</li> <li>▪ What are you going to do first?</li> <li>▪ When will we meet to discuss how you are progressing</li> </ul> |
|--|---|

G

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## Coaching tool 1 - Building self-awareness

### Building self-awareness action plan

#### TIME

*Indicate here the timeframe to achieve this goal  
(Keep it between 3 to 6 months)*

#### GOAL

*Write here the goal desired by the coachee*

#### What?

#### With what

#### When

What steps are you going to take to move forward	What resources will you need?	By when must you achieve this?	Was this achieved on time?
Step 1.			
Step 2.			
(...)			

#### Check progress

**(My progress towards achieving my goal)**

0%

50%

100%

	0%	50%	100%
Step 1.			
Step 2.			
(...)			



## Self-awareness | Practical tips

To support your coachee to further develop her self-awareness competencies:

1. Introduce her to some self-awareness assessment tests
2. Support her on identifying the personal habits holding her back from achieving new results
3. Recommend to her to keep an emotion journal as an exercise to reflect on her values and emotions
4. Suggest to her, short and effective readings about self-awareness
5. Encourage her to write down a list of the things she likes about herself



## SELF-MOTIVATION

### COACHING TOOL 2 Personal drive to achieve

*The ability to drive oneself to take initiative and action to pursue goals and complete tasks*

Motivation is a driver for goal achieving. Sometimes people feel inadequate because they don't understand the mechanisms that can drive them to move forward and achieve what they aim for.

With this tool you will be able to support your coachee to understand and develop her self-motivation skills as a key component of her emotional intelligence.

### STEP BY STEP GUIDANCE

To guide your coachee in achieving self-motivation:

<b>Step 1</b>	Explain the importance of wanting to improve (personal drive to achieve)
<b>Step 2</b>	Outline the relevance of self-commitment (why it is important to commit to ourselves first)
<b>Step 3</b>	Relate the process of initiative taking as the ability to act on opportunities
<b>Step 4</b>	Stress out the importance of optimism and resilience in achieving self-motivation
<b>Step 5</b>	Practice the exercise provided in the handout

### RESOURCES BOX

**Coaching tool 2 – Personal to achieve**

Handout to brainstorm new ideas to improve self-motivation competencies  
Adapted from "Action Brainstorming Worksheet"

<https://www.thecoachingtoolscompany.com/download-free-tool/?free-id=12844>



## Coaching tool 2 – Personal drive to achieve

Use this handout to brainstorm new ideas to improve your self-motivation competencies. Following the explanation about the main components of self-motivation, think about three actions that influence our behaviours – one for each box below - completing the handout in any order. Remember this is brainstorming, so just because you write it down doesn't mean you have to do it - we're just looking for potential ideas to move you forwards! To wrap up this exercise, circle the actions you like – or would like to do!

Think about your ability for motivating yourself and write down three actions to help you:

	STOP doing	Do LESS of	KEEP doing	Do MORE of	START doing
1					
2					
3					

Regarding my ability to be self-motivated **I WILL** \_\_\_\_\_



## Self-motivation | Practical tips

To support your coachee further develop her self-motivation competencies:

1. Explain to her that to keep motivated she must break down large goals into smaller steps
2. Tell her to always celebrate her achievements
3. Show her the importance of asking for help
4. Emphasize that change is always (and always) an option
5. Reinforce that she must take on step at a time



SELF-CONFIDENCE

### COACHING TOOL 3 My personal manifesto

*The ability to always believe in yourself*

My personal manifesto is an exercise to help me to welcome the reality of my core values and beliefs. These can include our ideas about life, how we see and perceive ourselves, our core values, the way we want to plan our life, our principles.

A personal manifesto can be compared to the strategic vision of a company, i.e., the desired future state at which an organisation hopes to arrive. This exercise can be applied in our life process. A personal manifesto will support you in framing your life and pointing you in the direction to achieve your goals.

This is a mandatory document you must write and adhere to it frequently!

#### STEP BY STEP GUIDANCE

To write your personal manifesto you must cover the following steps

<b>Step 1</b>	Choose the format you will use to write (e.g., digital, paper)
<b>Step 2</b>	To make your first draft answer to the questions indicated in steps 3 to 9
<b>Step 3</b>	Q1. What are your top five core values?
<b>Step 4</b>	Q2. What is the one thing you are totally passionate about?
<b>Step 5</b>	Q3. What activities make you lose track of time when you do them?
<b>Step 6</b>	Q4. How would you like to be remembered?
<b>Step 7</b>	Q5. What are your desires, goals? What is that one thing you really want to do?
<b>Step 8</b>	Q6. What makes you feel bad and distressed?
<b>Step 9</b>	Q7. What are your strengths, skills, and talents?
<b>Step 10</b>	Search online for other examples of personal manifestos and get inspiration
<b>Step 11</b>	Draft your personal manifesto final version and then set a periodic timeframe to revise it

#### RESOURCES BOX

- Life HACK: 10 Insanely Awesome Inspirational Manifestos  
[www.lifehack.org/articles/lifestyle/10-awesome-inspirational-manifestos.html](http://www.lifehack.org/articles/lifestyle/10-awesome-inspirational-manifestos.html)
- Compose a personal manifesto that gives you goosebumps  
[www.simplifyyourlife.com/personal-manifesto/](http://www.simplifyyourlife.com/personal-manifesto/)





## Self-confidence | Practical tips

To support your coachee further develop her self-confidence competencies:

1. Reinforce the importance of always looking at her list of achievements.
2. Guide her on making a list of the most important achievements she has made so far.
3. Tell her to be always honest with herself
4. Guide her on how to spot and correct negatives thoughts
5. Watch together the TED Talk “The power of vulnerability” by Brené Brown”:  
[https://www.ted.com/talks/brene\\_brown\\_the\\_power\\_of\\_vulnerability/transcript](https://www.ted.com/talks/brene_brown_the_power_of_vulnerability/transcript)



CRITICAL THINKING

## COACHING TOOL 4 SEE-I-Method

*The ability to understand the logical connection between ideas and concepts*

It is all about how to think rather than what to think. To possess critical thinking (CT) skills means that you're more concerned in how or why you believe in something rather than what you believe in, so that you engage in reflective and independent thinking.

SEE - I Method is a simple critical thinking technique that helps writers to clarify their ideas. SEE - I is an acronym that stands for the steps or concepts as follows:

- State it
- Elaborate
- Exemplify
- Illustrate

This method can be applied in every reasoning we make sure that our voice can be considered. SEE-I method is a tool that will structure your coachees mind so that she's able to train herself to reason more and more consistently with time.

### STEP BY STEP GUIDANCE

Allow yourself time to engage with critical thinking concepts. Notice it can be applied transversally to all your coaching sessions. Additionally, you can also merge this skill with creative thinking and work them together in one to two sessions.

<b>Step 1</b>	Prepare yourself by fully engaging with resources
<b>Step 2</b>	Define which subject/theme you want to tackle with SEE-I-M
<b>Step 3</b>	Share with your coachee examples of assignments made with SEE-I-M method
<b>Step 4</b>	Ask her to write a text about the theme you chose in step 2 using SEE-I-M
<b>Step 5</b>	Check the materials below

### RESOURCES BOX

- ✓ Video "What is critical thinking?"  
[www.youtube.com/watch?v=kmA22xOdPLc](http://www.youtube.com/watch?v=kmA22xOdPLc)
- ✓ Critical thinking concept  
[www.monash.edu/rlo/research-writing-assignments/critical-thinking](http://www.monash.edu/rlo/research-writing-assignments/critical-thinking)
- ✓ State, Elaborate, Exemplify-Illustrate (SEE-I)  
[www.sites.google.com/site/qepcafe/modules/express/state-elaborate-exemplify-illustrate-see-i](http://www.sites.google.com/site/qepcafe/modules/express/state-elaborate-exemplify-illustrate-see-i)
- ✓ Critical Thinking. SEE-I Method  
[www.shorter.edu/wp-content/uploads/QEP\\_SEE-I\\_critical\\_thinking.pdf](http://www.shorter.edu/wp-content/uploads/QEP_SEE-I_critical_thinking.pdf)
- ✓ **Coaching tool 4 - SEE-I-Method**  
What is grammar?  
Exercise template  
Questions to encourage the coachee to achieve her goal



## Coaching tool 4 - SEE-I-Method

### What is Grammar?

- **STATE IT:** Grammar is a set of agreed upon rules for language and punctuation with the goal of clear communication.
- **ELABORATE:** In other words, grammar is a way of using words and punctuation so that as many readers as possible can agree upon the meaning.
- **EXEMPLIFY:** For example, we use grammar not just in English papers but in all oral and written communication. When that grammar is correct, we have a better chance of accurate communication.
- **ILLUSTRATION:** Grammar is like the rules of the road. When we all use the same rules, we have fewer accidents (breakdowns in communication), and we all get where we're going safely (clear communication).

## Exercise template

Subject: \_\_\_\_\_

STATE IT	ELABORATE	EXAMPLE	ILLUSTRATION



## Questions to encourage the coachee to achieve her goal

Questions to lead the coachee to bring \_\_\_\_\_ to her speech:

<b>CLARITY</b>	<ul style="list-style-type: none"> <li>▪ Could you elaborate further?</li> <li>▪ Could you give me an example?</li> </ul>
<b>ACCURACY</b>	<ul style="list-style-type: none"> <li>▪ How could we check on that?</li> <li>▪ How could we find out if that is true?</li> </ul>
<b>PRECISION</b>	<ul style="list-style-type: none"> <li>▪ Could you be more specific?</li> <li>▪ Could you give me mor details?</li> </ul>
<b>RELEVANCE</b>	<ul style="list-style-type: none"> <li>▪ How does that relate to the problem?</li> <li>▪ How does that relate to the question?</li> </ul>
<b>DEPTH</b>	<ul style="list-style-type: none"> <li>▪ What factors make this a difficult problem?</li> <li>▪ What are some of the complexities of this question?</li> </ul>
<b>BREADTH</b>	<ul style="list-style-type: none"> <li>▪ Do we need to look at this from another perspective?</li> <li>▪ Do we need to consider another point of view?</li> </ul>
<b>LOGIC</b>	<ul style="list-style-type: none"> <li>▪ Does all this make sense together?</li> <li>▪ Does what you say follow from the evidence?</li> </ul>
<b>SIGNIFICANCE</b>	<ul style="list-style-type: none"> <li>▪ Is this the most important problem to consider?</li> <li>▪ Is this the central idea to focus on?</li> </ul>
<b>FAIRNESS</b>	<ul style="list-style-type: none"> <li>▪ Do I have any vested interest in these issues?</li> </ul>



## Critical thinking | Practical tips

To support your coachee further develop her critical thinking competencies:

1. Encourage your coachee to improve her critical thinking skills by helping her to apply this method in several conversations throughout your sessions
2. Ask her to make a small video with her smartphone. In her video she must be able to apply the six core critical thinking skills: interpretation, analysis, evaluation, influence, explanation, and self-regulation. (E.g., talk about your smartphone. Why you think it is so good?)
3. Encourage her to identify four to five public persons that she recognises as having a critical thinking mindset (see an example here: [www.monash.edu/rlo/research-writing-assignments/critical-thinking](http://www.monash.edu/rlo/research-writing-assignments/critical-thinking) )
4. Ask her to read her personal manifesto from coaching tool 3: can it be improved and/or re-written using SEE-I framework?
5. Ask her to research about a news story (from tv, newspaper, online articles, etc.), a podcast, a video, a song, whatever she can relate to. Explain that she needs to research for something where she identifies the CT framework presented before



## CREATIVE THINKING

### COACHING TOOL 5 Changing your perspective

*The ability to solve situations, problems or challenges using different approaches*

Creative thinking is the ability to come up with new solutions to problems by intentionally learning new insights and contrasting ideas through existing information. Inspire your coachee to cultivate different styles of thinking.

Changing your perspective is an exercise inspired in The Coaching Game - Points of View that helps us to overcome our automatic tendency to give meaning to things using our known perceptions via which we see the world. Neutralising “automation” allows us quickly to realise another point of view, another perspective, which wasn’t in our radar beforehand.

This coaching tool gives you a set 15 cards and a set of four question cards that you can use with your coachee in order to improve or strengthen her creative thinking skills.

### STEP BY STEP GUIDANCE

Consider preparing yourself before implementing this exercise first. Make sure that your coachee is comfortable and provide her with a relaxed environment. If you have time, consider dedicating one session to this exercise. If not, save at least 60 minutes to do it properly.

<b>Step 1</b>	Print the pictures listed below. 5X8 size is more than enough.
<b>Step 2</b>	Place the pictures below in a table as a set of cards, either face up or face down, and ask her to choose one card
<b>Step 3</b>	Make sure the words in the pictures are covered with a post-it. You will remove it later
<b>Step 4</b>	Invite her to look at the picture as if she was in front of a work of art. Let her be guided through your questions in silence
<b>Step 5</b>	Scrutinize it down into the smallest details not focusing merely on the central element. See the guide “Scrutinize the picture   questions 01” and follow the directions. As she notices the little elements that speak to her, she expands her perspective
<b>Step 6</b>	Again, while studying the picture, ask her, in a relaxed fashion, a new set of questions to expand her creativity. See the guide “Expanding the picture   questions 02” and follow directions
<b>Step 7</b>	Now ask your coachee to uncover the word and “play with it.” There is also a lot of ‘pearls’ within a word as well as associations she can make it. See the guide “Diving into words’ meanings   questions 03”
<b>Step 8</b>	Right now, look at the entirety of the picture and the word together and prompt the following questions. See the guide “Altogether now...   questions 04”
<b>Step 9</b>	We strongly recommend that you keep asking questions: ask every question that comes into you mind. The more questions you ask the more you expand the point of view of each card and the more you help her to exercise her creative thinking skills
<b>Step 10</b>	At this point your coachee is ready to go deeper within the session. You can choose to play around with the meaning of the card, or you can tap into issues concerning the coachee general needs



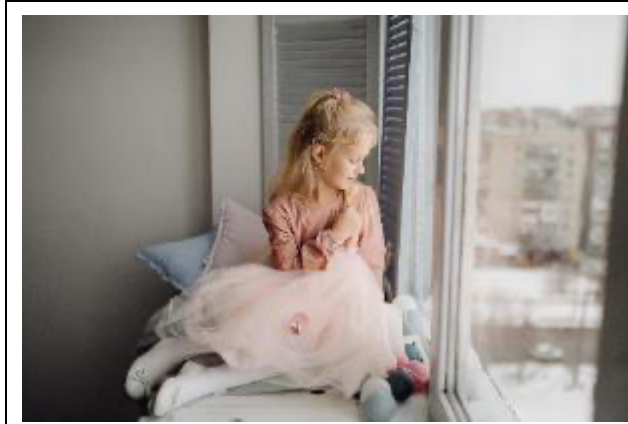
## RESOURCES BOX

- ☑ Creative thinking competence - small set of videos  
[www.youtube.com/watch?v=i\\_PsI0nFEzw](https://www.youtube.com/watch?v=i_PsI0nFEzw)
- ☑ The Coaching game points of view method  
[www.points-of-you.com/method](http://www.points-of-you.com/method)
- ☑ 7 Fun exercises to quickly improve creative thinking  
[www.artworkarchive.com/blog/7-fun-exercises-to-quickly-improve-creative-thinking](http://www.artworkarchive.com/blog/7-fun-exercises-to-quickly-improve-creative-thinking)
- ☑ **Coaching tool 4 - SEE-I-Method**  
Cards (pictures)  
Scrutinize the picture | questions 01  
Expanding the picture | questions 02  
Diving into words' meanings | questions 03  
Altogether now... | questions 04



## Coaching tool 5 - Changing your perspective

Cards (pictures)



Gratitude

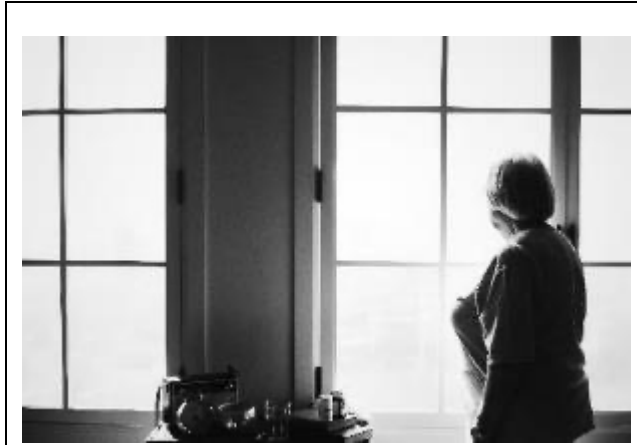


Doing



Fear





Reflection



Journey



Challenge



Trust



Persistence



Together



Authenticity



Intimacy



Vanity



Emptiness



Joy



Almost



## Coaching tool 5 - Changing our perspective

### Scrutinize the picture | questions 01

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>▪ Look to the upper part of the picture. Look at the bottom of the picture.</li> <li>▪ Look at the left part of the picture. Pay attention to the right side of the picture.</li> <li>▪ Imagine a diagonal from bottom left to right up. Follow the line and look to the elements shown.</li> <li>▪ Imagine another oblique from up left down to the right. Again, what do you see?</li> <li>▪ (For coloured pictures only)<br/>Notice the colours within the picture. How many colours do you notice? Which ones? Which ones prevail? Hot colours? (Red, pink, orange, yellow...) or more cold colours (blue, green, purple?)</li> </ul> | <ul style="list-style-type: none"> <li>▪ (black &amp; white pictures only)<br/>Notice the shades of grey and where are they placed. Is there more white presence or black? Where is the white placed in the picture? And the black?</li> <li>▪ Now look at the central element at the picture. Where is it placed within the picture? Is it in the middle? Sideways?</li> <li>▪ Is this central element bigger than the rest of the imager? smaller? Is it focused or blurred?</li> <li>▪ Is there a single object/thing? What is it?</li> <li>▪ Are there multiple things/subjects? How do they relate to each other?</li> <li>▪ Look at the details of the central element.</li> <li>▪ Grasp other details in the picture.</li> </ul> |
|--|---|

### Expanding the picture | questions 02

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>▪ What is going on outside the frame of the picture? What's its continuation?</li> <li>▪ What is behind it, beneath it, in front of it?</li> </ul> | <ul style="list-style-type: none"> <li>▪ What story does it tell me?</li> <li>▪ Where is it taking place? What is the setting?</li> <li>▪ Why did I choose this particular card, and why today?</li> </ul> |
|---|--|



## Diving into words' meanings | questions 03

Find associative words and contexts that emerge from the word that names the picture/topic.  
E.g., "important" might be broken into imp + port + ant

- |   |  |
|---|--|
| <ul style="list-style-type: none"><li>▪ What's the root of the word?</li><li>▪ What other words can be formed from this root?</li></ul> | <ul style="list-style-type: none"><li>▪ Do I perceive this to be a "good word" or a "bad word"?</li><li>▪ Try to turn around your judgement of this.</li></ul> |
|---|--|

## Altogether now... | questions 04

- |   |  |
|---|--|
| <ul style="list-style-type: none"><li>▪ Do the meanings of the picture link up with the meaning of the word for me?</li><li>▪ If so, in what ways? If not, what do I feel when I don't understand the context?</li><li>▪ What does this card say about me?</li><li>▪ Is it related to my life? How?</li></ul> | <ul style="list-style-type: none"><li>▪ What is more meaningful for me: the work, the picture, the combination of the two? None of them? *</li><li>▪ If it happens, you may ask:<br/>Did you feel uncomfortable?<br/>Unsettled during this exercise? Did you have the need to urgently place a meaning even when you couldn't find one? What do you like/dislike in the picture? What exactly makes you uncomfortable?</li></ul> |
|---|--|



## Creative thinking | Practical tips

To support your coachee further develop her critical thinking competencies:

1. Introduce her to some exercises that use the right-side brain: journaling, drawing, reading, playing games that require imagination
2. Challenge her to take a walk and take photographs following a theme you suggest
3. Suggest to her to make several drawings in her journal (if she's already doing it) that complement, substitute or fuse with her writing
4. Invite her to create something new daily. It doesn't have to be something large or significant, just anything new that comes from all new references she is absorbing. E.g., a new recipe
5. Highlight the importance of including "experimentation" in her life, namely in daily-routine tasks



## COACHING CASE STUDY Level 1 | Personal development

### Anabella (38), Portugal Secretary, mother of Diana

Anabella has been working, over the last, 14 years as a secretary and assistant to the CEO of a SME that operates in the retail sector. She had her first child just when she turned 37, a beautiful baby girl named Diana.

After her maternity leave, which lasts for about four months, she was confronted with some situations she wasn't expecting. Suddenly, she wasn't "fit for the job" ... She had her chief saying constantly things like: "Anabella, you are not working as hard as before; critical issues are being left behind" (...) "Anabella, you are not giving your time and effort like you used to" (...) "Anabella, you were a lot faster before having your baby."

The list goes on, and these daily sayings are leaving Anabella stressed and filled with guilty. This was because, prior to her return she informed her chief she was going to make use of the leave to breastfeed her baby. In Portugal, you are entitled to two hours 'nursing' leave per day during the first year after the birth of a child, with no reduction of earnings. The right to be absent from work to breastfeed is supported by the employer, since it does not imply a benefit paid by the social security system.

Anabella now thinks she has jeopardised her job because of the choices she has made.



## Level 1 | Personal development

### Powerful coaching questions to:

#### Reflect on current situation, internal and external obstacles

- 1.1. Do you have complete control over your actions, thoughts, or emotions?
- 1.2. What's the benefit of staying right where you are?
- 1.3. What do you think is preventing you from believing in yourself?
- 1.4. Is this a situation that has resulted from...?
- 1.5. How far are you willing to go to...?

#### Explore possibilities, strengths, and resources

- 1.1. What is that one strength you have been avoiding?
- 1.2. Think of your achievements, to what personal traits would you give credits for?
- 1.3. When have you been criticised for something that is really a strength?
- 1.4. What were your favourite subjects or classes at school? Why?
- 1.5. What are your unusual or unexpected talents?

#### Agree specific actions and accountability

- 1.1. Would you set a specific goal to change any aspect of your personality?
- 1.2. Who will you have to be to...?
- 1.3. What would it be your target goal to start believing in your own potential?
- 1.4. What would you have to give up to...?
- 1.5. How will this make a positive impact in your life?



## Level 2: Interpersonal

### 2

#### INTERPERSONAL

Building interpersonal relationships

*Human relationships always help us to carry on because they always presuppose further developments, a future*  
**Albert Camus**

Humans need to be connected; it is a basic human necessity. Interpersonal relationships can come in different forms, individuals that work together, a friendship relationship; a marriage; a relationship between a child and his/her parents, etc. In all types of relationships validation is a key and transversal aspect. All humans rely on acceptance, appreciation, that sense of being part of something, or in this case someone else. Within the context of interpersonal competencies, validation refers to the act of recognising and affirming other individuals' feelings and emotions. The five core competencies that integrate this second level are extremely important in validation, and these are:

- 2.1. Empathy
- 2.2. Social competence
- 2.3. Flexibility
- 2.4. Verbal communication
- 2.5. Sense of responsibility

To help your coachee to set goals at this level find below 5 powerful coaching questions to start with.

### Powerful coaching questions for goal setting

#### Level 2 Competencies

- 2.1. What matters to you the most regarding empathy?
- 2.2. What is that you are really trying to achieve when it comes to build/maintain relationships?
- 2.3. How hard is it for you to accept sudden changes in your life?
- 2.4. What is the specific outcome you are trying to achieve in this domain?
- 2.5. Do always assume responsibility for acts and life choices?





EMPATHY

## COACHING TOOL 6 Empathy map for self-retrospective

*The ability to acknowledge, understand and relate to other people emotions, feelings, and life perspectives*

Empathy mapping is a tool used in human-centred design (design thinking) to understand the customer's attitudes and behaviours towards something, so that we have a deeper understanding of the user as a person.

Savita Pahuja is an agile coach and transformational leader that adapted this map for a more self-retrospective approach. Sometimes, she argues, we spend too much time trying to understand others, and we forget to try understanding ourselves.

With this exercise you enhance your coachee abilities to look at herself as an individual who is trying to improve and be empathetic to herself.

### STEP BY STEP GUIDANCE

Read the article about what empathy mapping is. Follow the steps below and check Savita Pahuja article about self-retrospective empathy map for more information. Reserve one session for this exercise.

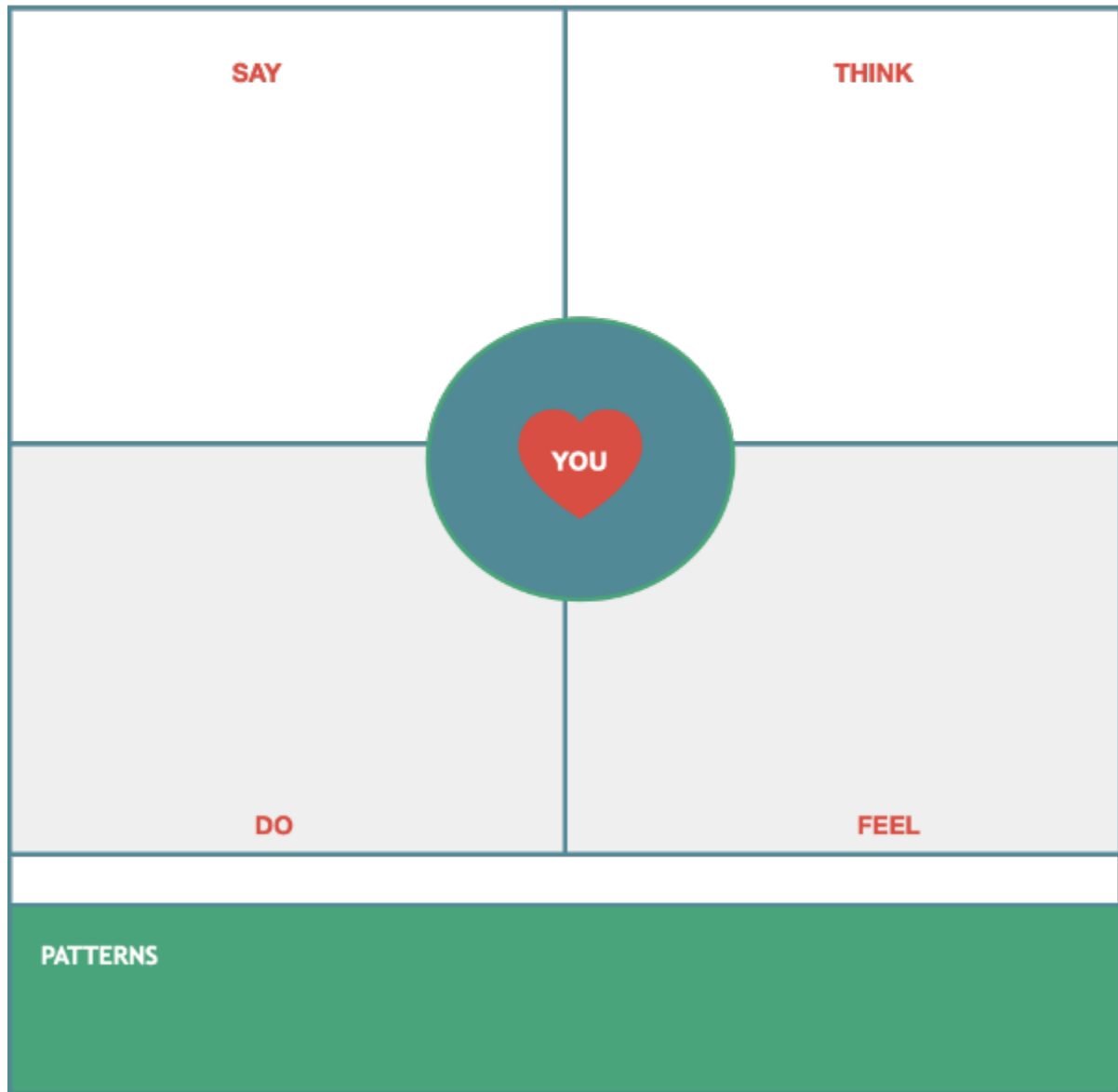
<b>Step 1</b>	<b>Think about an event for self-retrospective.</b> Ask your coachee to think about an event in her life that had a strong impact on her.
<b>Step 2</b>	<b>Fill out the empathy map</b> (template below attached). Tell her to fill out the map and guide her through questions about What did she...SAY /DO/ THINK/FEEL
<b>Step 3</b>	<b>Analyse the map.</b> This analysis will help you to support her to figure out her needs, goals, and personality traits
<b>Step 4</b>	<b>Create Patterns.</b> Invite your coachee to assimilate her learning by noting down her patterns. To acknowledge her patterns, she must fill the empathy map with multiple situations
<b>Step 5</b>	<b>Action items.</b> Time to make her decide what aspect she would like to work on.

### RESOURCES BOX

- Empathy Mapping: The First Step in Design Thinking  
[www.nngroup.com/articles/empathy-mapping/](http://www.nngroup.com/articles/empathy-mapping/)
- Empathy map for self-retrospective  
[www.coachingsaga.com/posts/empathy-map/](http://www.coachingsaga.com/posts/empathy-map/)



## EMPATHY MAP





## Empathy | Practical tips

To support your coachee further develop her empathy competencies:

1. Tell her to not worry too much about details. A memory reference is a good enough start
2. Reinforce the importance of asking for help, from friends and family members, during the process
3. Explain to her that she must allow herself time to explore. Remind her that she is on the journey of self-growth and things don't usually change overnight
4. Tell her to create the habit of filling out her empathy map whenever her mind is revolving around a specific issue.
5. Explain that she can fill in the empathy map for as many situations as she needs, this way she will start to acknowledge her behavioural patterns.
6. Tell her to celebrate every time she has accomplished a goal.



## SOCIAL COMPETENCE

### COACHING TOOL 7 Dealing with problems in social interactions

*The ability to successfully interact with others. This ability relies on the combination of social, emotional, cognitive, and behavioural skills*

Solving problems can be difficult if we don't have a clear idea of what we are dealing with. Stating the struggles and the problems that we are facing in our social interactions can help us improve our social competences.

Am I having problems in expressing myself? Am I having a conflict with a team member? The conflicts can be of any order as social interactions are so diverse. The ability to recognise our behaviour patterns can help us improve in the way we deal with others.

This is designed as a roadmap to proactively engage your coachee into identify and solve any issue she might be facing when it regards to social interactions.

### STEP BY STEP GUIDANCE

To complete this exercise, you must cover the following steps

<b>Step 1</b>	Define together with your coachee a specific area where she needs support
<b>Step 2</b>	Use the set of questions provided in the handout to guide the conversation
<b>Step 3</b>	Once you have identified the problematic area that needs to be addressed ask your coachee to define the problem as simple as she can
<b>Step 4</b>	Ask her about three practical solutions for the problem that she has identified
<b>Step 5</b>	Go back to the solutions that she has indicated and simply ask her to rank the solutions from the easiest to implement to the most difficult to implement
<b>Step 6</b>	Have her choosing one of the solutions, and ask why
<b>Step 7</b>	Encourage her to apply the solution that she chooses
<b>Step 8</b>	Decide together a timeframe for her to implement these solutions
<b>Step 9</b>	Monitor the progress

### RESOURCES BOX

**Coaching tool 7 – Dealing with problems in social interactions**

Handout Roadmap to deal with a problematic situation

Adapted from “Social problem-solving step by step”

<https://positivepsychology.com/wp-content/uploads/2021/01/Social-Problem-Solving.pdf>



## Coaching tool 7 – Dealing with problems in social interactions

### Roadmap to deal with a problematic situation

#### STEP 2 – Example of questions to identify areas to be improved:

- Is there any aspect of your life with which you are struggling?
- Do you have any specific struggle when it comes to social interactions?
- Is there anything with which you are struggling? This can be a situation at work, or a situation with a friend or a family member?
- Do you have problems in understanding what other want from you?
- Do you struggle to be heard or understood?
- (...)

#### STEP 3 – Problem definition

(Insert here the exact description of the problem done by the coachee)

#### STEP 4 – Generating solutions

1. Indicate solution one here
2. Indicate solution two here
3. Indicate solution three here

#### STEP 6 – Choosing a solution

(Insert here the solution that the coachee has chosen)

#### STEP 8 – Implementing the solution

(Discuss with coachee the following)

When?

Where?

How?

With what resources?

With whom?



## SOCIAL COMPETENCE | Practical tips

To support your coachee further develop her social competencies:

1. Guide your coachee to learn about her own interpersonal competencies
2. Practice with her exercises so she can work on her active listening skills
3. Suggest to her to take a course about reading body language
4. Enhance the importance of cultivating a sense of self-worth
5. Ask her to make a list of her most important social values



## FLEXIBILITY

### COACHING TOOL 8 PRACTICE FLEX

*The ability to adapt and cope with change instead of resisting it*

PRACTICE is a coaching tool that helps you improve your coachee' global competences, such as flexibility. PRACTICE is an acronym, and it stands for:

- P** - Problem identification
- R** – Realistic and relevant objectives
- A** – Alternative solutions
- C** - Consequences
- T** – Target and feasible option(s)
- I** - Implementation of
- C** – Chosen solution
- E** - Evaluation

It is a schema that you can use to support your coachee in identifying her problems and choose the best solutions to solve them. It is a solution-oriented coaching model that, rather than assuming that your coachee will only come up with one ideal solution or course of action, it focuses on options and choices. Through PRACTICE you can guide your coachee to find the best way from problem to solution, breaking the route into small and simple steps.

#### STEP BY STEP GUIDANCE

Please cover the following steps to prepare your coaching sessions on flexibility. For each “letter” (of the PRACTICE model) you'll need to reserve at least one or more sessions to work with your coachee. Use the set of resources provided

<b>Step 1</b>	Allow yourself time to be familiar with PRACTICE model for coaching so you can take the most benefit in helping your coachee to improve her flexibility competences
<b>Step 2</b>	<b>PROBLEM IDENTIFICATION (P)</b> . Reserve a session to define the problem that are holding things up. (e.g., lack of flexibility)
<b>Step 3</b>	<b>REALISTIC AND RELEVANT OBJECTIVES (R)</b> . Reserve one session to develop relevant and specific objectives related to the identified problem
<b>Step 4</b>	<b>ALTERNATIVE SOLUTIONS (A)</b> . This step is aimed at identifying a range of creative solutions to face the identified problem. This phase of the process cannot be rushed. You can reserve, if needed, more than one session to implement it
<b>Step 5</b>	<b>CONSEQUENCES (C)</b> . Reserve a session to discuss and analyse the consequences associated with each previously identified solutions
<b>Step 6</b>	<b>TARGET BEST FEASIBLE OPTION (T)</b> . This step should be reserved to the examination of all the alternative solutions identified, with the objective to discard those that are not possible to implement
<b>Step 7</b>	<b>IMPLEMENTATION OF (I)</b> . This step is reserved at implementing the solution chosen in the previous step. This is the coachee responsibility, make sure to support her and monitor her
<b>Step 8</b>	<b>THE CHOSEN SOLUTION (C)</b> . This step can be broken down is smaller steps that include finding and evaluating the first step to take, defining a timeline, building accountability, etc.
<b>Step 9</b>	<b>EVALUATION (E)</b> . Final step should be dedicated at reviewing the success of the solution, and process. Measure it using a 1 to 10 scale, or use the guidelines provided in the section dedicated to the impact evaluation of this manual



## RESOURCES BOX

- ☑ Video “Global citizens: flexibility”  
[www.youtube.com/watch?v=IsRDNS9-vtI](http://www.youtube.com/watch?v=IsRDNS9-vtI)
- ☑ Video “Adaptability & Flexibility”  
[www.youtube.com/watch?v=uQFubIFUp2A](http://www.youtube.com/watch?v=uQFubIFUp2A)
- ☑ PRACTICE coaching model  
[www.toolshero.com/management/practice-coaching-model/](http://www.toolshero.com/management/practice-coaching-model/)
- ☑ **Coaching tool 8 – PRACTICE Flex**  
Spectrum





## Coaching tool 8 - PRACTICE Flex

Spectrum: is a tool to help you to support your coachee to have a more flexible and positive approach when facing obstacles. Note that a “yes” and “yes and” person is more prone to change, adapt and cope.

Not yet	Yes	Yes and
<ul style="list-style-type: none"> <li>• “I’m not good at this.”</li> <li>• Gives up when met with obstacles.</li> <li>• Needs to know exactly what to expect and struggles when plans change.</li> <li>• Thinks that identity, skills, and intelligence are set.</li> </ul>	<ul style="list-style-type: none"> <li>• “Maybe if I try it like this...”</li> <li>• Perseveres when met with obstacles.</li> <li>• Comfortable in new situations.</li> <li>• Understands that people change and grow over time.</li> </ul>	<ul style="list-style-type: none"> <li>• That didn’t work because...Next time I’ll try...”</li> <li>• Develops alternative solutions ahead of time and is prepared when met with obstacles.</li> <li>• Thrives in new situations.</li> <li>• Reflects on how they’ve changed and what has contributed to their growth.</li> </ul>

Source: <https://app.participate.com/pages/global-competency-flexibility>



## Flexibility | Practical tips

To support your coachee further develop her flexibility competencies:

1. Reinforce that acquiring flexibility competencies takes time
2. Suggest to her that she starts by trying new things in her free time: a different place to have lunch, a different way to return home (if possible), prepare a different meal, etc.
3. Suggest to her to go for a walk and spend time observing people or looking at something that makes her curious. In a follow up session ask her thoroughly about everything she has experienced
4. Encourage her to make a list of three to five ingredients that she does not like all that much (but still tolerates) and then ask her to cook two meals where those ingredients are present. Condition is that the recipe must be something enjoyable by her and not only to be tolerated
5. Tell her to try to make a puzzle or a game without checking the rules first



## VERBAL COMMUNICATION

### COACHING TOOL 9 Verbal Communication Cards

*The ability to effectively communicate, including effective questioning and effective listening*

VCC stands for Verbal Communication Cards. VCC is a small set of 12 cards you can find attached to this coaching tool. Each of them depicts an activity that allows your coachee to develop verbal communication abilities.

Verbal communication is not a skill to be taught in one session but needs continual revisiting and development. However, we recommend that you save one session to work this global competence with the game below.

Alternatively, you can use VCC cards to support your coachee to enhance her verbal communication skills together with other global competences and include this tool in other sessions.

### STEP BY STEP GUIDANCE

To implement this tool, you must cover the following steps

<b>Step 1</b>	This might be a good session to host in an outdoors environment like a garden. But it is quite okay if you choose to stay indoors
<b>Step 2</b>	Make yourself familiar with the contents of the VCC's
<b>Step 3</b>	Print VCC's. Each card has a number. You have either a guideline, or a description for each card/number below.
<b>Step 4</b>	In most of the cards you're enrolled as a pair to your coachee. You will find all the instructions in the cards
<b>Step 5</b>	Make sure you have all the extra materials requested. For that, be sure to follow the item in the list of supplies indicated in the resources box
<b>Step 6</b>	Always shuffle the cards before use.

### RESOURCES BOX

- 39 Communication Games and Activities for Kids, Teens, and Students  
[www.positivepsychology.com/communication-activities-adults-students/](http://www.positivepsychology.com/communication-activities-adults-students/)
- How to improve your communications skills  
[www.youtube.com/watch?v=mPRUNGGORDo](http://www.youtube.com/watch?v=mPRUNGGORDo)
- Coaching tool 9 – Verbal communication cards**  
Guidelines  
12 VCC cards
- List of supplies
  - eye mask
  - photographs from coaching tool 5
  - paper and pen to take notes
  - random object
  - pencil to draw
  - Sheets of paper
  - Post its



## Coaching tool 9 – Verbal Communication Cards

### Guidelines

These guidelines can be your expected behaviour during the exercise, or reasonings about the activity itself. You may use this information in debriefings. You will be the time checker of all activities. Despite the time indications given to complete each task/activity, you can adjust it to your contexts and assessed needs.

<b>Card 1</b>	Roleplay for three minutes. After her presentation make active criticism so she needs to advocate for her project
<b>Card 2</b>	Teach presentation for 5-10 minutes. By explaining to her about presentation and walking through her processes, she will learn how to break processes into steps, answer questions to help others to understand and explain how the steps go together to complete the process
<b>Card 3</b>	Time this activity for 30 seconds. She is not allowed to use any other form of communication only verbal. No gestures or movements
<b>Card 4</b>	Marco Polo is a blindfold game. You will have to cover your eyes and ask your coachee to guide you through a path. It can be a simple walk as to go to the toilet room, downstairs to the cafeteria, or a walk in the park if you are outdoors. The aim is to allow your coachee to guide you through verbal directions
<b>Card 5</b>	Use the photographs from coaching tool 5. Give them to your coachee. Ask her to choose at least 4 photographs to tell you a story. She needs to link all photos to convey a story, not to describe each photo
<b>Card 6</b>	Creating words. She needs to create as many words as possible with a given set of letters
<b>Card 7</b>	The enigmatic self. Your coachee will unravel three mysteries. After writing them down she will use the “five W’s” to organize her oral speech
<b>Card 8</b>	Many people use “like,” “um,” “uh,” “so,” or “right” to fill a silent space in a speech. It is a nervous habit. Your coachee will present a topic for 3 minutes. Every time she uses one of those fillers you stand up
<b>Card 9</b>	Drawn Understanding - Sit back-to-back with your coachee. She will describe to you an object in as much detail as possible. You must draw that object as best as you can, based on the way she communicates the object
<b>Card 10</b>	Blindfold with an object - give your coachee a blindfold. Make sure her eyes are covered and then give her an object for her to describe
<b>Card 11</b>	Roleplay at the Cafeteria for 3-5 minutes. You are a waiter/waitress in a cafeteria who will engage with a stressed customer. You need to favour the emergency of arguments so she can practice verbal communication
<b>Card 12</b>	Elephant List- your coachee will write down her “elephants in the room” (her personal communication challenges). Give 30’ to reflect with her some pattern, things to improve, possible solutions.



## Card 1



### Roleplay

#### Time

3 minutes

#### Situation

*You are an entrepreneur and you're in a training meeting. You're given the task to present yourself and your project to your colleagues.*

*Your project: HBC - Healthy Boost Cookies*

*You have developed a healthy cookie recipe and you want to make them, professionally and turn it into a small business. Your goal is to sell them in schools and places where kids go.*

## Card 2



### How to do?

#### Time

5-10 minutes to present and go for all process

#### Instructions

Choose one simple thing your knowledgeable about and teach your pair (coach). For example, you can teach a few basic yoga poses (you know of), a recipe; how to make a paper plane.



## Card 3



### Word description

#### Time

30 seconds

#### Instructions

Pick one word from the list below and describe it to your coach. You cannot say the word. Without saying it you must communicate the word to your coach.

#### Word list

brown, fire house, clock, garment, star, pineapple, tree.

Let's say you choose the word. "Tree." You can use associate words like "leaf," "bark," "ring," "growth," to try to push your coach to answer tree. You can only use verbal communication and no gestures or nonverbal communication.

## Card 4



### Marco Polo

#### Instructions

Ask your coach who is Marco Polo and wait for instructions.



## Card 5



### Coming up with a story

**Instructions**

Ask your coach who is Marco Polo and wait for instructions.

## Card 6



### Creating words

**Instructions**

Create as many words as possible with following letters

H F U

P L E

---



## Card 7



### The enigmatic self

#### Instructions

We are often mysterious to others. Write down three things about yourself that no one knows. Share them with your coach using the 5 W' framework:

WHAT?  
WHEN?  
WHERE?  
WHO?  
WHY?

## Card 8



### Stand up for fillers

Be aware of your speech

#### Time

3 minutes

#### Instructions

You have three minutes to speak about the following topic:

**Dogs are humans' best friend, why?**

Be careful with "silent fillers" in your speech, such as "like," "um," "uh," "so," or "right"

You're supposed to articulate a speech without using those.





## Card 9



### Drawn understanding

#### Instructions

Go to your backpack or handbag and pick an object without showing it to your coach. Then sit back-to-back with your coach. You'll need to describe the object in as much detail as possible, without directly saying what it is.

## Card 10



### Blindfold with an object

#### Instructions

Ask your coach for a blindfold. With your eyes covered accept the object given to you by your coach. You'll need to describe this object as accurately as possible. Do not forget to mention texture, curves, edges, etc. Try to describe it instead of immediately trying to guess what it is



## Card 11



### Roleplay at the cafeteria

**Time**

3 to 5 minutes to perform it

**Situation**

*You're in a queue at the cafeteria waiting for your turn when you receive an emergency phone call. You cannot wait for your turn, but you absolutely need to grab your lunch.*

**Instructions**

You will have to come up with an argument that convinces the waiter/waitress (your coach).

## Card 12



### Elephants in the room

**Instructions**

Write down your "elephants in the room." These are your personal communication challenges. Write them down on individual sticky notes.

Then label each elephant with a letter C, and I or an A. These letters stand for:

- C = things you can control
- I = things you are insecure
- A = things you simply must accept

Discuss them with your coach.



## Verbal communication | Practical tips

To support your coachee further develop her verbal communication competencies:

1. Verbal communication is much improved with reading since people expands their vocabulary. Challenge her to read Alphabetical Order from Juan José Millás [https://www.goodreads.com/pt/book/show/87762.El\\_orden\\_alfab\\_tico](https://www.goodreads.com/pt/book/show/87762.El_orden_alfab_tico)
2. Tell her to watch or review the movie My Fair Lady. Then, invite her to tell you the story of the movie. Make sure she has an organised speech and that she uses appropriate words
3. Suggest to her to make a speech where she presents herself to an audience of 12 children with ages between eight to ten
4. In the next couple of sessions ask her to make a wrap up of the previous session at the beginning of every session
5. Suggest to her a training course where she can enhance her verbal communications. Theatre labs might be a good option.



## SENSE OF RESPONSIBILITY

### COACHING TOOL 10 Take responsibility

*The ability to assume full responsibility for own actions and decisions*

Responsibility is a skill we acquire as we age and progress in life. It depends only on our own choices regarding our behaviour, habits, and words. So, responsibility is a skill that we shape with our own actions.

To train your coachee we propose that you invite her for a meal where she's having a pizza. Besides the good taste, this time pizza comes with a responsibility: a self-assessment opportunity! We also added a bingo card so she can practice this skill by herself at home.

Check the resources box while preparing this session. Use the templates below, the question cards, and the step-by-step guidance. You might want to reserve at least one session to work this global competence.

### STEP BY STEP GUIDANCE

To implement this tool, you must cover the following steps

<b>Step 1</b>	Start the exercise by presenting her the model of the responsibility pizza, that is, the template attached
<b>Step 2</b>	Go through the 12 'ingredients' listed on the pizza; explain to her briefly so she can assess herself on a scale of 1 to 10 for each slice. 10 is on the edge of each slice, 1 is the core of the pizza
<b>Step 3</b>	After this first exercise, you might feel the need to coach her with some motion questions or tips about what each "ingredient" means. Use the set of extra questions and the "R- Cards tips" indicated in the resources
<b>Step 4</b>	Now ask her to set up 1 personal goal for each item. Pay attention to the areas that she identifies with the ones needing more attention
<b>Step 5</b>	Suggest to her to complete the "Responsibility bingo" as an exercise to practice her sense of responsibilities competencies. This can be a task to complete between sessions
<b>Step 6</b>	In a different session, go back to the responsibility pizza exercise and ask her about the improvements she has made, and if needed redefine or establish with her new goals

### RESOURCES BOX

- ☑ Video: What is self-responsibility  
[www.youtube.com/watch?v=Nf3D3xON0D4](http://www.youtube.com/watch?v=Nf3D3xON0D4)
- ☑ Video: Responsibility  
[www.youtube.com/watch?v=-QRqIGznHvU](http://www.youtube.com/watch?v=-QRqIGznHvU)
- ☑ Coach Skill - Creating Action  
[www.coachcampus.com/cp/5-coaching-skills-ebook/taking-action/](http://www.coachcampus.com/cp/5-coaching-skills-ebook/taking-action/)
- ☑ **Coaching tool 10 – Take responsibility**  
The responsibility pizza  
R-Cards tips  
Motion questions to support your coachee to assume responsibility  
Responsibility bingo

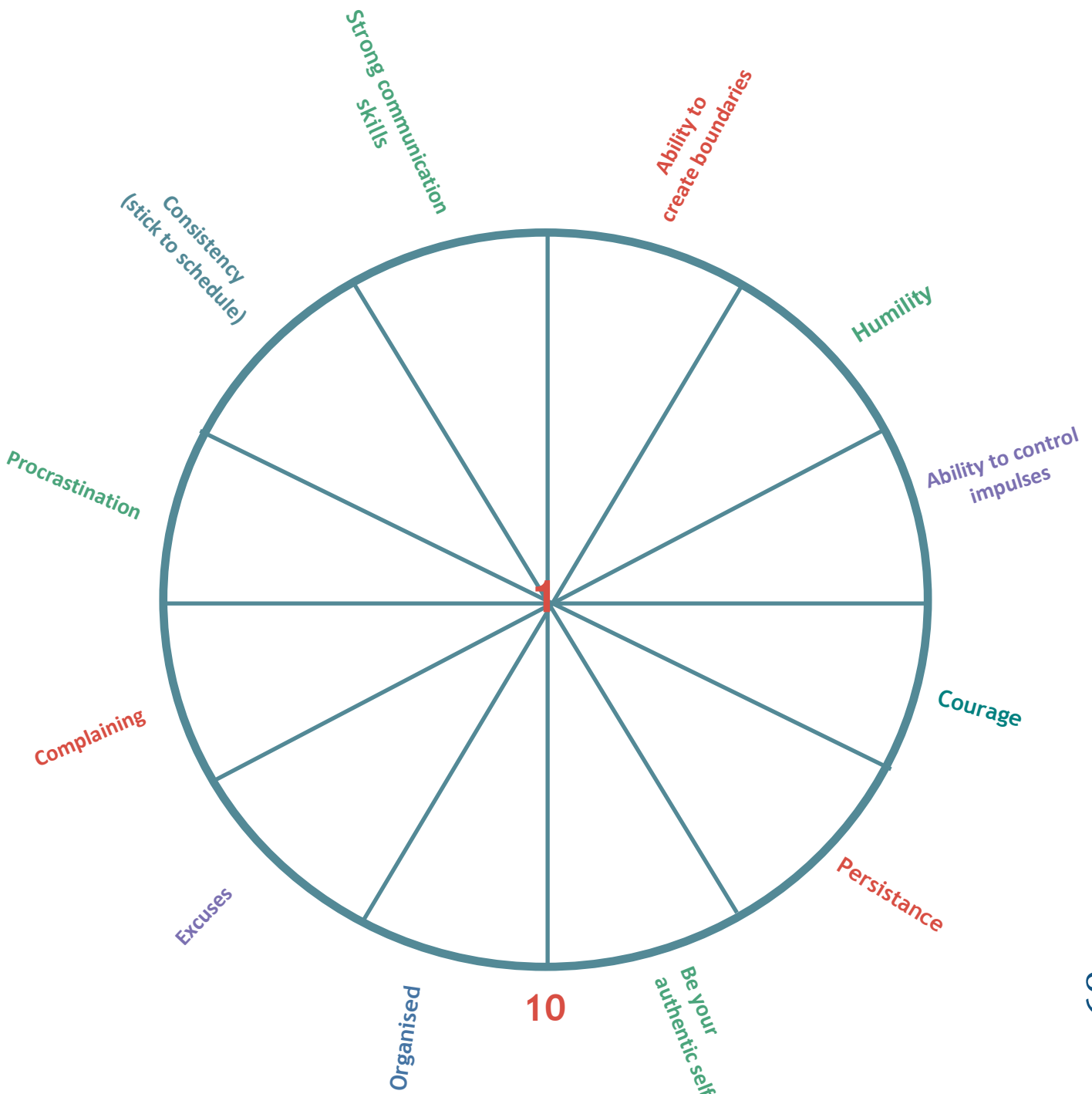


## Coaching tool 10 – Taking responsibility

### The responsibility pizza

This is a reflection and a self-assessment tool where you support your coachee to think about her attitudes and the changes she needs to make to be brilliant and master responsibility.

### PIZZA SENSE OF RESPONSIBILITY





## Coaching tool 10 – Taking responsibility

### R-Cards tips

The rational under the pizza slices “tags”

#### Effective communication skills

*You can't have personal responsibility if you're not aware of the things that you're responsible for. Ask for clarity from your boss, co-workers, family, or friends. If expectations are unclear, it is critical to communicate so you won't make a mistake due to assumptions. The truth is vagueness leads to a lack of action.*

#### Be your authentic self

*When you have personal responsibility, you don't react; you simply act. Your actions come from your true self's you are self-directed, self-motivated, self-disciplined, and you know right from wrong.*

#### Ability to create boundaries

*Having the ability to say no, or even just not right now can allow you to create the boundaries that are needed for you to be able to uphold your responsibilities and achieve all your goals. It is important to not over-commit yourself when you're aiming to gain a sense of personal responsibility.*

#### Be organised

*If you stay organised you can keep yourself on track and on top of your goals and responsibilities. Track your personal obligations just as you would your professional ones, so you never miss something.*

#### Humility

*Being humble shows others that you are willing to learn and continue to improve yourself and grow your knowledge base. To have a sense of humility, you must be aware of your strengths and weaknesses and have the self-control to only take on as much as you can handle.*

#### Excuses

*When you make a mistake, own up to it. Don't transfer the blame towards another person or something else. You need to think clearly about what you can and cannot do to avoid having to make excuses for yourself.*

#### Courage

*Built the courage you need to accept your failures, then you be demonstrating personal responsibility. Although it can be scary to accept your failures, to create a sense of internal dishonesty can led to irritation. Start by identifying your fears and explore the potential causes of it. That will help you to build courage.*

#### Procrastination

*Stop procrastinating. To earn and succeed in every aspect of your life you need to work hard. Therefore, you need to be responsible. Do not waste your time browsing through social media or lying around doing nothing. Do not postpone anything for the next day. Just do it.*



### Ability to control impulses

*People make poor decisions in the moment all the time to appease their impulses, even though these decisions may have obvious destructive consequences. If given the time to really think about the decision, one may choose the more responsible option, however, without giving it much thought, it is easy to make bad decisions.*

*You need to be able to control your impulses, as making these wrong decisions often leads to poor results. Accepting that your faulty behaviour is in your control takes courage, but it is essential in the pursuit of personal responsibility.*

### Complaining

There is something wrong with you if you're complaining too much. Stop complaining and assume your flaws. Take responsibility into your own hands. If someone did something wrong, consult them or repeat the task yourself and after talking to your colleague about it. Don't spend time complaining- that won't get the job done properly. Also, by always nagging about the world around you, you fill yourself with negativity. Down negativity and you'll have a happier life.

### Persistence

*You must take consistent actions to maintain a sense of personal responsibility. Imagine you're concerned by your professional future? Then you must be the one to do the work to widen your job prospects or expand your skillset. You must initiate the change and be persistent on it.*

### Consistency

*Routines brings you consistency and allows you to be in control of your life. Use schedules for your working life, include you family and friends so you can be fully present in every aspect of your life.*

## Coaching tool 10 – Taking responsibility

### Motion questions to support your coachee to assume responsibility

- What is the first step you need to take?
- What would someone, who is fearless, do about this?
- What needs to happen now?
- What would make sense to do now?
- Can you come up with some action steps to take this week?
- What is the risk involved in this if you do not do it?
- What is stopping you from moving forward?



## Coaching tool 10 – Taking responsibility

### Responsibility bingo

1. Print this page out.
2. Complete a line vertically, horizontally, or diagonally - you choose.

FINISHED? Excellent work, you have just improved yourself!

<p>Awake at the same hour for the whole week (weekend included)</p>	<p>Organise your agenda, calendars and synchronise your personal life with your work life</p>	<p>Commit yourself to finish three tasks one day ahead of the deadline</p>	<p>Change one thing in one issue that you want to resolve</p> <p>E.g., if you want to lose weight and you spend 7 hours seated down, you might consider going for a walk as a change</p>
<p>Acknowledge one situation you were afraid today. Deal with it and take responsibility.</p>	<p>Make your own bed first thing in the morning for a week (weekend included)</p>	<p>Pick up garbage you see around you</p>	<p>Write a list of the top 5 things you have achieved</p>
<p>Visualise yourself as a self-responsible person</p>	<p>Do what you want to do regardless of what you think is holding you back. (Write it down what it is -select an issue.)</p>	<p>List down 3 mistakes from last week and acknowledge them humbly</p>	<p>Ask for clarity at least in one task you will be given today</p>
<p>Negotiate one task, deadline with your boss; if possible, say no to a task (Act mindfully)</p>	<p>Stop ending your sentences with a "but..." for four days</p>	<p>Simply act from your true self</p>	<p>Eliminate your excuses by creating the mother of all to-dos lists as it relates to that specific goal.</p>

Adapted from Kindness bingo, from <https://www.thecoachingtoolscompany.com>





## Sense of responsibility | Practical tips

To support your coachee further develop her sense of responsibility competencies:

1. Give the bingo template to your coachee and invite her to make a line (vertical /horizontal). She has five days to make a line. Motivate her to bring the card fully done by next session
2. Suggest to her to declutter her house/ bedroom/ purse. The idea is to enhance her sense of responsibility by giving her an exercise where self-reflection, awareness, options, and choices are the core concepts to work with
3. Tell her to make a list of five things that has changed since she started your coaching sessions
4. Ask her to pick a slice of pizza (from her own exercise) to endure within the next few weeks
5. Consider using a timeline where your coachee will mark steps throughout her life that she considers to be steps of responsibility. The timeline should begin with her birth year and ending at present time



## COACHING CASE STUDY Level 2 | Interpersonal

### Suri (27), Angola Unemployed

Suri has just moved to Portugal to join her husband, together she brought her three sons. When she got to the country she found a job right away, but she shortly quit after just two weeks. She noticed that every time she was around her colleagues they would giggle and whisper behind her back. One day she caught one of her colleagues imitating her way of speaking in the dressing room. She felt too ashamed and embarrassed to go back the next day, she decided to quit. Her husband encourages her to go back and find new work, but she says she prefers to stay at home and take care of the kids.



## Level 2 | Interpersonal

### Powerful coaching questions to:

#### Reflect on current situation, internal and external obstacles

- 2.1. How do you feel about other people struggles/achievements?
- 2.2. Are you aware of the limitations of your social interactions?
- 2.3. Would you be able to answer a friend request even if you don't agree with what he is choosing to do?
- 2.4. Are there any areas of improving regarding your communications competencies?
- 2.5. What have you been told "not to be big-headed about"?

#### Explore possibilities, strengths, and resources

- 2.1. Do you consider yourself a motivational personal when it comes to cheering for others?
- 2.2. Think about when you have stood out and felt uncomfortable: What strengths have you learned to hide or show?
- 2.3. Do you often resist or opt to change situations?
- 2.4. Are you aware of your abilities to effective questioning and listening?
- 2.5. What internal/external resources you can mobilise to...?

#### Agree specific actions and accountability

- 2.1. What is the first thing you should do to be more empathic?
- 2.2. Are you willing to commit to...?
- 2.3. How will you feel if you address this issue...?
- 2.4. What would a conversation with ... sound like?
- 2.5. How would you express to others your ability to...?



## Level 3: Cultural

# 3

### CULTURAL

Knowledge and intercultural sensitivity

*“Cultural differences should not separate us from each other, but rather cultural diversity brings a collective strength that can benefit all of humanity.”*

- **Robert Alan**

Culture is defined as the traditions, beliefs, customs, history, folklore, and institutions shared by a group of people. Culture is shared by people of the same ethnic origin, language, nationality, or religion. Therefore, it is a system of rules that are the basis of who we are and affect how we express ourselves, as part of a group and as individuals. Being culturally competent relies on having cultural knowledge, awareness, and sensitivity. Becoming culturally competent recognises and validates people from all cultures. It focuses on how to align policies, practices, and actions where everyone is involved in the process. This integral model advocates for societal inclusion. Level 3 of the BOOST 4-level coaching model is the foundational base. This will help women (coachees) to enhance their cultural competence by developing the following:

- 3.1. Sense of curiosity
- 3.2. Intercultural sensitivity
- 3.3. Non-verbal communication
- 3.4. Adaptability
- 3.5. Multicultural networking

### Powerful coaching questions for goal setting

Level 3 Competencies

- 3.1. How can curiosity help us to learn about other cultures?
- 3.2. What problems does cultural intolerance bring to society?
- 3.3. How can non-verbal communication be influenced by culture?
- 3.4. What role does adaptability play in embracing new cultures?



3.5. How can multicultural networking promote your ability to be more culturally sensitive?

SENSE OF CURIOSITY

**COACHING TOOL 11 Sense of curiosity**

*The ability to be inquisitive when facing challenges and problems*

*STEPPPA – Model by Dr. Angus McLeod*

The STEPPPA Model was developed by Dr. Angus McLeod and is a coaching and mentoring model used for goal setting. This process acts to guide individuals where the context and emotion of a situation can be used to define and act towards new goals. It can be helpful where difficult emotions play an important role in achieving goals. The STEPPPA technique depicts:

- S – SUBJECT
- T – TARGET IDENTIFICATION
- E – EMOTION
- P – PERCEPTION
- P – PLAN
- P – PACE
- A – ACT

This coaching tool provides you with tailored coaching questions that can help to boost your cultural competences.

**STEP BY STEP GUIDANCE**

You are advised to cover the following steps to prepare your coaching sessions to develop your sense of curiosity. For each step indicated, you will use the STEPPPA model to further this competence.

<b>Step 1</b>	Read about the STEPPPA model to understand the concept of this technique
<b>Step 2</b>	SUBJECT: Identify and understand the subject. This step will help you to identify what you would like to focus on
<b>Step 3</b>	TARGET IDENTIFICATION: Identify what your goal is when facing challenges. What are your long-term goals in overcoming these problems?
<b>Step 4</b>	EMOTION: Emotions often play an important role in goal setting. Sometimes emotions can be helpful in this process, however they can also act as a hindrance. Identify how you feel about your challenges in order to better overcome them
<b>Step 5</b>	PERCEPTION: This step will help you to realise the impact and will act as a step in the next stage of progress. How you view your challenges will determine how you can work past them
<b>Step 6</b>	PLAN: You will need to develop and organise the steps you will take in this problem-solving process. You should create clear guidelines and processes in order for you to follow your progress



<b>Step 7</b>	PACE: This step will determine the timescales and deadlines you set for your tasks. Developing your sense of curiosity will help you to review and measure your progress
<b>Step 8</b>	ACT: This final step details how you will act according to your plan. It will also help you to recognise if your goals are attainable. The aim is that you will be able to act on your goals taking into consideration your emotions and motivation
<b>Step 9</b>	Ask your coachee to complete the template below with a goal they want to achieve in their life. This can be a short-term or long-term goal. Guide them through the STEPPPA technique to outline their plan to achieve this goal

## RESOURCES BOX

- STEPPPA Model: Coaching and Mentoring  
<https://www.businessballs.com/coaching-and-mentoring/stepppa-model/>
- STEPPPA Coaching Model:  
<https://www.toolshero.com/management/stepppa-coaching-model/>
- Coaching tool 11 – Sense of curiosity



## Coaching tool 11 – Sense of curiosity

S - SUBJECT



T - TARGET IDENTIFICATION



E - EMOTION



P - PERCEPTION



P- PLAN



P - PACE



A - ACT



## Sense of curiosity | Practical tips

To support your coachee further develop her sense of curiosity competencies:

1. Encourage her to keep an open mind
2. Explain the importance of embracing and developing her passion
3. Explain how asking questions can further a sense of curiosity
4. Discuss the benefits of embracing the world around her with a sense of wonder
5. Motivate her to consume diverse forms of information.





## INTERCULTURAL SENSITIVITY

### COACHING TOOL 12 Understanding different cultures

*The ability to understand and appreciate cultural differences*

The CIGAR model of coaching helps you to focus on your current reality. This technique can be used to offer a clear perspective on the goal-setting process. The CIGAR model allows you to realise possibilities, scenarios, and an ideal situation. The CIGAR model can be useful to use to understand and appreciate cultural differences. The CIGAR technique comprises:

- C – CURRENT REALITY
- I – IDEAL SITUATION
- G – GAPS
- A – ACTION
- R – REVIEW

#### STEP BY STEP GUIDANCE

To guide your coachee in appreciating cultural differences, complete the steps below:

<b>Step 1</b>	Explain how the CIGAR technique can be used to develop intercultural sensitivity (through enhanced perception skills, developing perspectives, etc.)
<b>Step 2</b>	Ask the coachee to consider a situation that highlights cultural insensitivity.
<b>Step 3</b>	<p>Relate this process to the CIGAR technique and ask them to follow the C-I-G-A-R steps to understand this process further.</p> <p><b>C</b> – What is happening right now? Who is involved?  <b>I</b> – What is the best outcome of this scenario?  <b>G</b> – What gaps exist? What is the difference between the current and ideal situations?  <b>A</b> – What will you do? How?  <b>R</b> – How will you review the process?</p>
<b>Step 4</b>	Complete the exercise in the handout

#### RESOURCES BOX

- CIGAR Coaching Model:  
<https://www.trainingzone.co.uk/deliver/coaching/coaching-models-explored-cigar>
- Coaching tool 12 – Understanding different cultures



## Coaching tool 11 – Sense of curiosity

### Instructions:

- Cut out the following cards.
- Explain to your coachee that they will pick a card at random.
- The coachee will then have to answer the card prompt in 15 seconds.
- This quick-fire round can help your coachee to establish her goals and recognise their inspirations/motivations/deterrents, etc. that they face in their life.

What will help you  
to achieve your  
goal?

What will hinder  
you from achieving  
your goal?

What will motivate  
you?

What is your goal?

When do you want  
to achieve your  
goal?

What support do  
you need to  
achieve your goal?

Who will support  
you?

What will decrease  
your motivation?



## Intercultural sensitivity | Practical tips

To support your coachee further develop her intercultural sensitivity competencies:

1. Ask her to think about why she wants to learn about other cultures, this can help her to be more understanding of others
2. Encourage her to develop her ability to intercultural communicate
3. Ask her to think about how she can be more aware of her own cultures and biases
4. Get her to consider how to let go of ethnocentric beliefs
5. Talk about the importance of intercultural sensitivity. You should promote discussing other cultures through intercultural exchanges



## NON-VERBAL COMMUNICATION

### COACHING TOOL 13 – The power of questioning: role and importance of body language

*The ability to read information using body language*

As human beings, we have the ability to communicate with others using body language. This is also known as non-verbal communication. Non-verbal communication allows us to display emotions, gestures, and responses without speaking. Non-verbal communication can be shown through:

- Facial expressions
- Body movement and posture
- Gestures
- Eye contact
- Touch
- Space

Non-verbal communication is important as it helps us to establish connections with others without saying them out loud. Most of the time, people communicate better when using body signals rather than speaking. Across different cultures, gestures (body language) can have different meanings so it is important to consider how different cultures could interpret body language. The power of questioning explains how body language is a great indicator of how people really feel. This skill can be of value to you in social situations.

#### STEP BY STEP GUIDANCE

To learn more about non-verbal communication, follow the steps below:

<b>Step 1</b>	Explain the importance of non-verbal communication
<b>Step 2</b>	Outline how gestures and body language can differ across cultures
<b>Step 3</b>	Ask participants to practice the exercise presented in the handout

#### RESOURCES BOX

- ☑ Body language and questioning skills  
<https://scottishmentoringnetwork.co.uk/assets/downloads/resources/575eca2d9a6a1-anintroductiontoenterprisementoring.pdf>
- ☑ Gestures: your body speaks  
<https://web.mst.edu/~toast/docs/Gestures.pdf>
- ☑ Coaching tool 13 – The power of questioning: role and importance of body language



## Coaching tool 13 – The power of questioning: role and importance of body language

### Group Activity

The purpose of this activity to demonstrate the same information differently to highlight how active listening can differ and to establish effective communication strategies.

#### Instructions:

- 1) Give each group member a sheet of A4 paper and ask them to listen to the instructions you will give in the next step.
- 2) Read the following instructions, allowing enough time for your coachees to complete each step.
  - a) Fold your sheet of paper in half
  - b) Tear off the upper right corner
  - c) Fold your paper in half again
  - d) Tear off the lower right corner
  - e) Fold your paper in half again
  - f) Tear off the upper left corner
  - g) Fold the page in half a final time
  - h) Tear off the lower left corner
  - i) Unfold your paper and hold it up
  - j) Open your eyes, look at your product and compare it with the other participants.

- 3) Use the following prompts to guide this discussion after this activity.

Does everyone's product look the same?

How come?

When you send a message, it may not be interpreted the same way as individual perceptions vary. Non-verbal communication can also be interpreted differently from how you intended.

Knowing this, how can you practice active listening/effective communication strategies with others (including from other cultures)?

What best practices can you develop to ensure understanding and confirm that everyone is on the same page?



## Non-verbal communication | Practical tips

To support your coachee further develop her non-verbal communication competencies:

1. Ask her to pay attention to non-verbal signals. By paying attention to body movements, gestures and eye contact she can gain a deeper insight into what a person feels and thinks
2. Support her to look at body language and signals. If someone's words do not match their behaviour, it may be worth noting their nonverbal cues
3. Explain the importance and role of maintaining good eye contact
4. Discuss that if she confused by someone's non-verbal cues, to ask questions. This can add clarity to what message they are trying to get across
5. Note to her to be more aware that signals can be misread. It is important to remember that non-verbal communication differs across different cultures and social groups



## ADAPTABILITY

### COACHING TOOL 14 The CLEAR method

*The ability to adapted facing changes*

The CLEAR method is a great coaching tool to help you adapt when facing change. The CLEAR method works to help you think about your needs when facing challenges. It is designed to help you achieve transformational change through the adaptation of new values, behaviours, and beliefs. The CLEAR method stands for:

- C – CONTRACT
- L – LISTEN
- E – EXPLORE
- A – ACTION
- R – REVIEW

You can use this method to improve your cultural competence too assess problems and overcome them. This can facilitate your personal growth.

### STEP BY STEP GUIDANCE

To use the CLEAR method, complete the following steps:

<b>Step 1</b>	Explain to your coachee the importance of adaptability in their personal and professional life. Adaptability relies strongly on personal resilience and will help your coachee to feel more confident in the face of change and/or adversity
<b>Step 2</b>	Ask your coachee to complete the activity described in the handout below

### RESOURCES BOX

- Adapting to change: The CLEAR technique  
<https://www.leadershipcentre.org.uk/artofchangemaking/theory/transformational-coaching-the-clear-model/>
- The CLEAR MODEL  
<https://www.hotpmo.com/management-models/the-clear-model-peter-hawkins/>
- Coaching tool 14 – The CLEAR method



## Coaching tool 14 – The CLEAR method

The CLEAR model works on four different levels:



Print out the following cards. Allocate a card at random to your coachee(s). Ask them to role play how they would react in the face of change to their allocated situation. Remind them to consider the four stages of the CLEAR model in their role play (facts and data, pattern of behaviour, personal feelings, assumptions).





## CARDS

You face a financial  
difficulty this month

You get a place on a new  
course in the local college

Your boss says that they  
going to need to decrease  
the number of staff  
members on your floor  
due to budget cuts.

The local bus route no  
longer drives past your  
house

A family member  
becomes ill / injured

You get a promotion

You decide to take a  
career break to focus on  
your goals



## Adaptability | Practical tips

To support your coachee further develop her adaptability competencies:

1. Motivate her to learn from others. This can help her to navigate change and understand more about other people and other cultures.
2. Discuss altering her thought process. Consider how she think about things that may be shaped by her culture, and how others may do so differently.
3. Motivate her to be more open minded. She can encourage others to do so too.
4. Encourage her to embrace change. Embracing change can help her to adapt better to situations rather than be faced with fear or anxiety.
5. Explain that it is okay and beneficial to take risks. Risk-taking is a key skill in adaptability as it will help her to face change and accept it.



## COACHING TOOL 15 Transformational leadership

*The ability to establish and maintain relations with individuals from different cultures*

The transformational leadership technique, developed by Bernard Bass can help you to successfully network in multicultural environments. This can prove to help you to navigate leadership, diversity, and creativity within your personal and professional life. Transformational leadership can assess how you establish and maintain relations with individuals and encourage you to develop your cultural competence. This can allow you to learn about other cultures and build respect for the cultures of others. Through this model of transformational leadership, you can reimagine how you think to support the inclusion of diverse cultures. This should include the following values:

- An understanding of where change is need
- The ability to stimulate the intellect
- Encouraging participation
- Genuine communication
- Loyalty
- A sense of the bigger picture
- Active listening skills
- Using open-ended questions
- Displaying respect

### STEP BY STEP GUIDANCE

To complete your transformational leadership training, complete the following steps:

<b>Step 1</b>	Discuss with your coachee how transformational leadership can benefit workplaces. Discuss with her how they would envision change within their job?
<b>Step 2</b>	Ask your coachee if any of the techniques associated with transformational leadership (active listening, respecting individual contributions, displaying respect, etc.) are seen in their workplace?
<b>Step 3</b>	Transformational leadership tends to focus on the moral and ethical consequences of decisions made within the workplace. Divide your coachees into pairs. Ask one coachee to play the role of an employee with an issue. The other partner will play the role of the transformational leader suggesting helpful techniques to solve the issues
<b>Step 4</b>	After 10 minutes, ask the partners to swap roles
<b>Step 5</b>	To debrief this activity, ask participants what approaches they used and what they learned from the experience



## RESOURCES BOX

- ☑ An overview of transformational leadership – Bernard Bass theory  
<https://studiousguy.com/bass-transformational-leadership-theory/#:~:text=The%20Bass%20transformational%20leadership%20theory,leader%20influences%20his%2Fher%20subordinates.&text=A%20leader%20ensures%20that%20his,their%20awareness%20on%20the%20same>
- ☑ What is transformational leadership?  
<https://www.simplypsychology.org/what-is-transformational-leadership.html>



## Multicultural networking | Practical tips

To support your coachee further develop her multicultural networking competencies:

1. Discuss the importance of focusing on building relationships. Encourage her to approach people with respect for their culture, attitudes, beliefs, and values.
2. Ask her to step out of her comfort zone. In order to network in multicultural groups, she may need to step out of your comfort zone to build connections with diverse groups.
3. Discuss how she can learn from others around her. Indicate how she can observe how others act in networking situations and customise her approach based on what works best.
4. Cultivate a want to learn more about other cultures - why certain gestures, phrases or customs mean certain things across different cultures.
5. Reassure her to practice, practice, practice! Multicultural networking is not something that can be mastered overnight. Discuss how she can tailor her approach to see what becomes her “new normal”.



## COACHING VIGNETTES

### Level 3 | Cultural

Sara, (26)

#### Equality within the workplace

Sara is starting her first job in a large company after finishing her degree. Moving to a new country and starting a new job – what a change! Excited, she prepares with enthusiasm. On her first day, Sara feels motivated and eager to start her career journey with new responsibilities and learning curves.

However, after 3 years of working in the company, Sara feels that she is not valued as much as her male team members. She also feels that her ethnicity and culture play a part in this too. This creates a sense of insecurity as she feels that the board of directors respect her male colleagues more than her in the workplace.



## Level 3 | Cultural

### Powerful coaching questions to:

#### Reflect on current situation, internal and external obstacles

- 3.1. How do you feel about your own culture?
- 3.2. Are you aware of customs in your culture that differ from those of others?
- 3.3. Do you often question your actions when facing challenges?
- 3.4. Do you read other people's body language when communicating?
- 3.5. Are you fearful of embracing change?

#### Explore possibilities, strengths, and resources

- 3.1. Do you think that you are respectful of other cultures?
- 3.2. How could you discover more about the cultures of others?
- 3.3. How could you improve your active listening skills?
- 3.4. What barriers do you face when adapting to change?
- 3.5. Consider a time when you read an individual's body language. Did you gain a deeper insight into how they felt?

#### Agree specific actions and accountability

- 3.1. What could you do to be more inquisitive about challenges you face?
- 3.2. What steps will you take to appreciate cultural differences of those around you?
- 3.3. How can you better your ability to read non-verbal communication?
- 3.4. How can you better express your ability to adapt and overcome change in your life?
- 3.5. What would be your "go-to" strategy to engage with others from different cultures?



## Level 4: Global

# 4

### GLOBAL

Awareness of global issues

*"We all have different inspirations. But one goal: A better world."*

- **Ernesto Arguello**

Global competence is the skills, values and behaviours that shape the world around us. It explores how the world works. The aim of building global competences is to contribute to a better and more sustainable world. This competence examines local, global, and intercultural issues to understand and appreciate the worldviews of others. This encourages individuals to interact openly, appropriately, and effectively with the world around us. Being globally competent means that you can positively contribute living in a harmonised, multicultural world. This promotes wellbeing, understanding, tolerance and mutual respect on a global scale.

- 4.1. Analytical skills
- 4.2. Global citizenship
- 4.3. Collaborative skills
- 4.4. Sense of commitment
- 4.5. Resilience

### Powerful coaching questions for goal setting

Level 4 Competencies

- 4.1. What global issues do you face in your own life?
- 4.2. How, when, and where have you learned about your identity?
- 4.3. How open are you to those from different cultural, socioeconomic, and religious backgrounds?
- 4.4. How committed are you to resolving problems you face in your life?
- 4.5. How do you deal with setbacks?





## ANALYTICAL SKILL

### COACHING TOOL 16 OSCAR Model: focusing on the solution rather than the problem

*The ability to identify, analyse and solve complex problems*

The OSCAR Model can help you to find self-insight and self-awareness. The OSCAR model has been developed to help you to identify, analyse and solve complex problems. The goal of this model is to encourage you to feel motivated to solve problems that you face in your life. The OSCAR model stands for:

- O – OUTCOME
- S – SITUATION
- C – CHOICES
- A – ACTIONS
- R – REVIEW

This model can guide you to focus on solutions to problems rather than focusing on the problem itself. This can positively contribute to your problem-solving abilities.

### STEP BY STEP GUIDANCE

To complete this exercise, carry out the following steps

<b>Step 1</b>	Ask your coachee to identify a problem in their life
<b>Step 2</b>	Use the set of questions provided in the template below to guide the conversation.
<b>Step 3</b>	Ask your coachee to explain the outcome (desired goal) of their problem. What do you want to achieve?
<b>Step 4</b>	Ask her to assess the situation. What is the problem?
<b>Step 5</b>	Ask the coachee to identify three possible positive and negative consequences of their problem. What can go right? What can go wrong?
<b>Step 6</b>	Ask her what actions she plans to carry out? What are the next steps?
<b>Step 7</b>	Ask the coachee to review how they overcame this issue. What worked? What did not?

### RESOURCES BOX

- A Guide to the OSCAR Model  
<https://coachfoundation.com/blog/definitive-guide-to-oskar-coaching-model/>
- The OSCAR Coaching Model  
<https://www.toolshero.com/management/oscar-coaching-model/>
- Coaching tool 16 – OSCAR Model: focusing on the solution rather than the problem**



## Coaching tool 16 – OSCAR Model: focusing on the solution rather than the problem

### The OSCAR Model – Identifying, Analysing and Solving Complex Problems

OSCAR	Prompt Questions
<p><b>O – OUTCOME</b> <b>The Destination</b></p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> What is your desired outcome?</li> <li><input checked="" type="checkbox"/> What do you want to achieve?</li> <li><input checked="" type="checkbox"/> How important is it to achieve this outcome?</li> <li><input checked="" type="checkbox"/> What is the impact if you do not achieve this outcome?</li> <li><input checked="" type="checkbox"/> What is your timeframe to achieve this outcome?</li> </ul>
<p><b>S – SITUATION</b> <b>The starting point</b></p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> What is the current situation?</li> <li><input checked="" type="checkbox"/> What impact is this having on you?</li> <li><input checked="" type="checkbox"/> What impact is this having on others?</li> <li><input checked="" type="checkbox"/> What / who is contributing to this problem?</li> <li><input checked="" type="checkbox"/> Why did you decide to do something about this issue?</li> </ul>
<p><b>C – CHOICES / CONSEQUENCES</b> <b>The route options</b></p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> What could you do to resolve this issue?</li> <li><input checked="" type="checkbox"/> What choices do you have?</li> <li><input checked="" type="checkbox"/> What advice would you give to someone else in your position?</li> <li><input checked="" type="checkbox"/> What choice(s) will best work to help you achieve your goal?</li> </ul>
<p><b>A – ACTIONS</b> <b>(The plan)</b></p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> What actions do you want to take?</li> <li><input checked="" type="checkbox"/> What actions do you need to take?</li> <li><input checked="" type="checkbox"/> What will you do to progress forward?</li> <li><input checked="" type="checkbox"/> What support will you need?</li> <li><input checked="" type="checkbox"/> How will you stay motivated?</li> <li><input checked="" type="checkbox"/> On a scale from 1-10, how committed are you to achieving your goal?</li> </ul>
<p><b>R – REVIEW</b> <b>(Staying on track)</b></p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> How will you review your progress?</li> <li><input checked="" type="checkbox"/> What actions will you take to ensure you are staying on track?</li> <li><input checked="" type="checkbox"/> How will you measure your success?</li> <li><input checked="" type="checkbox"/> How will you celebrate your success?</li> </ul>



## Analytical skills | Practical tips

To support your coachee further develop her analytical competencies:

1. Support her to learn how things work. Don't just seek a solution, but instead understand exactly how things function.
2. Strengthen her problem-solving skills. Ask her to focus on what solution she can find rather than the issue itself.
3. Explain the importance of being more observant. Paying attention to detail is a great way to better understand how things work around you.
4. Discuss ways to brainstorm. This can help her to broaden her ideas and find more or better solutions to challenges she faces.
5. Inspire her to get creative. This will work to improve her analytical skills by strengthening her creativity.



## COACHING TOOL 17 Personal & social identity wheel

*The ability to recognise own's identity as part of a worldwide scale*

The Personal and Social Identity Wheel is a tool that can be used to reflect on one's identity as part of a worldwide scale. This identification can work to establish social identities, personal identities and reflect on various ways that these components are visible or felt at different times. This technique can be used to explore how identities impact the way you treat yourself and how others treat you. The wheel focuses on the following:

- Age
- Race / Ethnicity
- Mental / Physical Ability
- Sexual Orientation
- National Origin
- Gender
- Gender Identity or Expression
- Education
- Political Belief
- Family
- Organisational Role
- Language and Communication Skills
- Income
- Religion
- Appearance
- Work Experience

### STEP BY STEP GUIDANCE

To explore more of the Personal and Social Identity Wheel, complete the following steps:

<b>Step 1</b>	Explain to your coachee how identity works to express the qualities, beliefs, personality traits, and/or expressions that a person has.
<b>Step 2</b>	Ask your coachee to think about their own identity. How does she describe herself?
<b>Step 3</b>	Get your coachee to complete the template below.
<b>Step 4</b>	<p>Ask your coachee the following:</p> <ul style="list-style-type: none"> <li>• Which aspects of your identity are meaningful to you and why?</li> <li>• Which aspects of your identity are not meaningful to you and why?</li> <li>• Did you identify any new traits that you had not previously considered?</li> <li>• What experiences have you had that contribute to your identity?</li> <li>• How does your identity influence your sense of belonging?</li> </ul>



## RESOURCES BOX

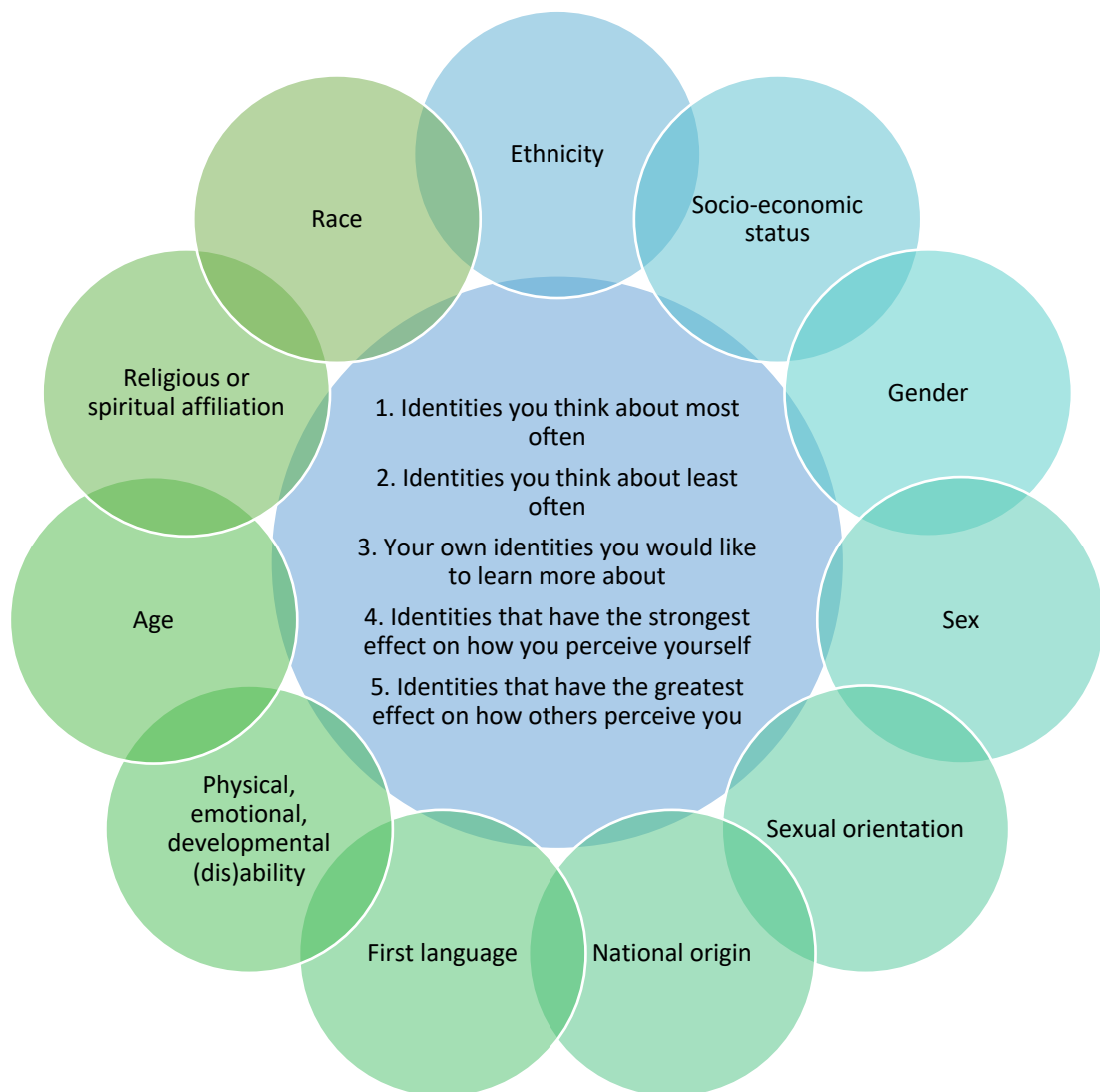
- ☑ Personal and social identity wheel  
<https://sites.lsa.umich.edu/inclusive-teaching/social-identity-wheel/>
- ☑ Using the social identity wheel in coaching  
<https://www.mcgill.ca/engage/files/engage/social-identity-wheel-facilitator-notes.pdf>



## Coaching tool 17 – Personal & social identity wheel

### Global Citizenship – The I in Identity

Copy the following template. In each section, complete it with your personal attributes that contribute to your personal and social identity. This exercise will provide coachees with the ability to identify the core elements of their identity.





## Global citizenship | Practical tips

To support your coachee further develop her global citizenship competencies:

1. Motivate her to make greener choices
2. Discuss the prospect of learning a new language – or more about other cultures
3. Promote the concept of voluntary work. Volunteering is a great way to connect with others and promote change for a good cause
4. Inspire her to gain a global perspective. She can discover different foods, cultures, and history about places across the globe
5. Incentivise her to keep learning. Educating herself about the world around her can help her to become a better global citizen



## COLLABORATIVE SKILLS

### COACHING TOOL 18 The 7 norms of collaboration

*The ability to mobilise resources to promote collaboration between parties*

The 7 norms of collaboration can be used to encourage creativity and collaboration. Using this tool can encourage you to think collaboratively and work better with others. This can positively contribute to your adaptability skills too. Collaborating often includes conversation. The 7 norms will help you to consider how you converse and interact with others around you. This can promote problem-solving, innovation and change. The 7 norms of collaboration are:

- 1) Pausing
- 2) Paraphrasing
- 3) Posing questions
- 4) Putting ideas on the table
- 5) Providing information
- 6) Paying attention to yourself and others
- 7) Presume positive intentions

### STEP BY STEP GUIDANCE

To complete this coaching tool, complete the following steps

<b>Step 1</b>	Familiarise yourself with the 7 norms of collaboration in order to feel confident to guide your coachee improve her collaborative skills
<b>Step 2</b>	Ask your coachee what skills they would work best to use to be a better collaborator
<b>Step 3</b>	Ask your coachee if she has used these techniques in her personal or professional life. How did they help to support a collaborative environment?
<b>Step 4</b>	Ask your coachee to fill in the template provided in the handout. Explain to your coachee that this is a <i>Collaboration Code of Conduct</i> . Ask your coachee to fill in the code of conduct with guidelines that they think would improve and promote collaboration

### RESOURCES BOX

- 7 norms of collaboration poster  
<https://www.spartanburg7.org/cms/lib/SC02205954/Centricity/Domain/448/Collaboration%20Norms%20Poster.pdf>
- Building collaborative relationships  
<https://www.youtube.com/watch?v=l2pEqmUcg5c>
- Tips for collaboration:  
<https://www.themuse.com/advice/9-secrets-team-collaboration-tips>
- Coaching tool 18 – The 7 norms of collaboration**





## Coaching tool 18 – The 7 norms of collaboration

### Collaborative skills - My collaboration code of conduct

Use the following template to create a collaboration code of conduct. This should include the steps you will follow when collaborating with others.

### Collaboration code of conduct



## Collaborative skill | Practical tips

To support your coachee further develop her collaborative competencies:

1. Discuss techniques that ensure everyone is on the same page. This can help those working in a team to know their responsibilities and the desired outcome of the challenge.
2. Establish how to communicate priorities. Make sure that she knows how to create a plan of action and what to begin with.
3. Inspire her to stay positive. Discuss how she can be someone people are eager to collaborate with. This can help to foster good communication and productivity.
4. Consider the importance of asking questions and listening. Make sure that she gets the opportunity to communicate ideas.
5. Foster a want to build personal relationships. This can help others to feel trusted – a key ingredient for successful collaboration.



**SENSE OF COMMITMENT**

**COACHING TOOL 19 Commitment for change: acceptance and commitment coaching (ACC)**

*The ability to contribute to joint causes*

The ACC tool works to change how you think about difficult issues, thoughts, or emotions. This skill can be fundamental in building a sense of commitment for individuals. The ACC technique works to navigate situations and become committed to finding solutions. This is based on 6 key steps:

- 1) Diffusion
- 2) Acceptance
- 3) Contact with the present moment
- 4) Self as context
- 5) Values
- 6) Committed action

The ACC tool works to develop psychological flexibility to encourage an individual to develop their sense of commitment. It combined mindfulness skills with the practice of self-acceptance.

**STEP BY STEP GUIDANCE**

To implement this tool, complete the following steps

<b>Step 1</b>	Tell your coachee about the 6 principles of the ACC tool. This can help her to understand how to develop her sense of commitment.
<b>Step 2</b>	Complete the 3 exercises explored in the handout provided below.

**RESOURCES BOX**

- Working with acceptance and commitment  
<https://positivepsychology.com/act-acceptance-and-commitment-therapy/>
- Acceptance and commitment coaching  
<https://workingwithact.com/tag/acceptance-and-commitment-coaching/>
- Coaching tool 19 – Commitment for change: acceptance and commitment coaching**



## Coaching tool 19 – Commitment for change: acceptance and commitment coaching (ACC)

### Collaborative skills - My collaboration code of conduct

Use the following template to create a collaboration code of conduct. This should include the steps you will follow when collaborating with others.

Complete the exercises below and detail how you felt after each exercise. You can give your coachee one card at random or ask them to complete all 3.

#### Exercise 1:

Think about a negative or unpleasant thought that occasionally crosses your mind. Now think of a humorous tone (a cartoon character or comical actor). Now, say that thought in the same voice. Say it out loud. Say it 3-4 times.

#### Exercise 2:

Imagine a bad experiences you have experienced. What advice would you give a friend in the same situation? Tell yourself the same advice.

#### Exercise 3

Do you have any negative thoughts? Try a mindfulness technique. Get in touch with your senses. In the present moment, think of 5 things you can see, 4 things you can touch, 3 things you can hear, 2 things you can smell, 1 thing you can taste.



## Sense of commitment | Practical tips

To support your coachee further develop her sense of commitment competencies:

1. Examine methods that eliminate possibilities that could deter her from her objectives/goals.
2. Cultivate a notion of giving 100%. Encourage her to achieve her goals by putting her whole heart into it.
3. Discuss barriers that can deter her from meeting her goals. Ask her to think about what is holding her back. What is stopping her from fully committing?
4. Inspire her to remember what she wants to achieve. This can work to act as motivation for her goals.
5. Ask her to eliminate out-of-reach commitments. Establishing commitments that she will fail to achieve can discourage her from achieving her goals.



## RESILIENCE

### COACHING TOOL 20 Positive psychology

*The ability to bounce back from adversity*

Building resilience works to give you the strength needed to overcome challenges. Being resilient allows you to embrace your strengths and stand tall in the face of adversity. Positive psychology works to help individuals to develop their resilience by focusing on the positives that are in their life. This tool focuses on identifying what makes you happy. Positive psychology is based on the principle that happiness can be divided into three components:

- Positive emotion
- Engagement
- Meaning

As human beings, we can overly focus on the negative around us. Positive psychology looks to deter you from this behavioural pattern and reverse it. With this, it highlights having a balanced perspective that can boost happiness and resilience.

### STEP BY STEP GUIDANCE

To use the Positive psychology tool, complete the following steps

<b>Step 1</b>	Explain the importance of building resilience
<b>Step 2</b>	Outline the relevance of strengthening resilience skills (what impact can this have in your life?)
<b>Step 3</b>	Relate the process of resilience building to positive psychology. How can it help individuals to feel that they can better overcome hardship?
<b>Step 4</b>	Practice the exercise provided in the handout below.

### RESOURCES BOX

- What is positive psychology?  
<https://www.goodtherapy.org/learn-about-therapy/types/positive-psychology>
- The happiness advantage: linking positive brains to performance  
[https://www.youtube.com/watch?v=GXY\\_kBVq1M](https://www.youtube.com/watch?v=GXY_kBVq1M)
- Building Resilience through Positive Psychology  
<https://www.youtube.com/watch?v=LeuAcMnWOGA>
- Coaching tool 20 – Positive psychology**



## Coaching tool 20 – Positive psychology

### Gratitude log

A gratitude log can help you to think about all the things in your life that you are grateful for. This can work to build your resilience and make you feel motivated to achieve your goals. Complete the log below filling in your personal experience(s).

#### **Celebrate gratitude**

List 5 things you are grateful for

#### **People I am grateful for**

List 3 people you are grateful to have in your life

#### **Hard lessons I have learned**

List 3 lessons you have learned when facing challenges in your life

#### **Greatest memories**

What are your fondest memories?



## Resilience | Practical tips

To support your coachee further develop her resilience competencies:

1. Support reasons to stay connected. Encourage her to build positive relationships with friends and family.
2. Ask how what she can do to make every day meaningful. Inspire her to consider things that give her a sense of purpose each day.
3. Foster the importance of remaining hopeful. Discuss how accepting and anticipating change will make it easier for her to stay motivated in her life.
4. Explain the need to take time for self-care. Discuss how she can properly tend to her own needs and interests.
5. Cultivate the need to be proactive. Explore solutions to the challenges she may face in her life. Ask her to create a plan of action that can help her to get through difficulties.





## COACHING VIGNETTES

### Level 4 | Global

**Lisa, (41)**

#### **The Power of Resilience**

Lately, Lisa has been feeling doubtful of herself. She has been working a lot and doesn't make time to prioritise her own needs often. This has led to a decrease in her self-esteem and self-confidence. She feels withdrawn and no longer wants to go out with her friends at the weekend or push herself to meet her deadlines.

Lisa understands that resilience plays a fundamental role in her ability to meet her goals, but she is unsure how to build her resilience techniques in order to achieve this. She feels that things will never improve and that she will always feel this way.



## Level 4 | Global

### Powerful coaching questions to:

#### Reflect on current situation, internal and external obstacles

- 4.1. What tool did you find the most beneficial to you?
- 4.2. In 3 words, describe your identity.
- 4.3. Do you think that you work well as part of team?
- 4.4. When you set a goal, do you do all you can to achieve it?
- 4.5. What is your go-to action when facing a challenge? How do you react?

#### Explore possibilities, strengths, and resources

- 4.1. What skills would help you to better solve problems you face?
- 4.2. How can you explore more about your identity?
- 4.3. What techniques could you use to be more of a team player?
- 4.4. How can you stay motivated to achieve a goal?
- 4.5. List 5 of your strengths.

#### Agree specific actions and accountability

- 4.1. What could you do to create a plan of action when facing a challenge?
- 4.2. How could you practice self-care?
- 4.3. How could you believe in yourself more to achieve your goals?
- 4.4. What motivates you to commit to your goals?
- 4.5. How can this help you personally?



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# BOOST

BOOST Global Competence for Advancing  
Social Inclusion and Career Paths for  
Vulnerable Women



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