



SETTING THE GOALS BY MEANS OF COACHING

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1. INTRODUCTION

1.1. Social and practical relevance of the specific topic addressed

The definition of coaching is: helping a person to make changes in their life and to go in a direction they want to go. Everyone wants to be happy and more satisfied with their life but many don't know how, therefore coaching helps to become more self-aware, empowers choices and leads to change. It unlocks a person's potential to maximise their performance.

Traditionally, coaching has been associated with sports. Nowadays, it is quite common to see coaching as a helping set of tools in order to achieve their goals in life and work. Coaching links the world of dreaming with the reality.

1.2. Need of assessment:

Coaching provides actionable realization and opportunity to grow based on given areas an individual wishes to improve. Coaching provides a set of practical tools which can be used individually co-called 'self-coaching'.

Self-Coaching helps to reduce anxiety, panic, relationship struggle and more importantly to get rid of the habit of insecurity and negative thinking. It helps to understand exactly what needs to be done to eliminate psychological friction and maintain complete control of one's own success.

It is possible to gain self-confidence, determination and motivation by empowering a person through self-coaching.

1.3. Main goals and learning outcomes:

This assignment is developed in order to help students and professionals:

- to become more productive and to achieve a higher performance at work as well as everyday life;
- to gain more self-confidence as it is connected to almost every element involved in a happy life. It is very important to believe in own strength and worth as well as to have an inner peace. Self-confidence is attractive, brings success and helps to connect better with other people;
- to define their true goals and values. A lot of people think they know what they want to accomplish in life but in fact they just do what others (parents, partners, society, etc.) expect them to do. Coaching helps to become clearer about what they want in life.



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- to have their life more balanced. There is a number of practical coaching tools and self-assessments which helps quickly to understand how balanced and fulfilled a person's life is and to identify the 'weak' spots in order to focus and improve them.
- to get intellectual stimulation from discussing important ideas. Almost every topic in coaching can be analysed and observed in everyday life. Coaching makes people understand that there is no 'black and white' objects or subjects in life, most of the people's behaviour and actions, even bad ones, have their positive intention underneath.
- to be more satisfied with their life and to become the person they want to be. Coaching makes people dream and helps to shape those dreams into goals and the goals into reality.

2. METHODOLOGICAL APPROACHES TO SELF-ASSESSMENT BY INDIVIDUAL STUDENTS AS WELL AS GROUP EXERCISE

Exercises for Students Individual Work

2.1. Life Balance Wheel. This exercise is a self-assessment which does not require any background knowledge on coaching. The Wheel consists of eight areas and students individually rate their level of satisfaction with each area. This gives an immediate summary of their current "life balance". The exercise can be found as 'Exercise 1' in the section 'Exercises for Students Individual Work'.

After the rating is done, it is required to make connections between areas, to see the development of which areas give a positive impact on others. Students do it individually, as well.

The exercise is recommended to be done between 15-30 minutes.

The results are supposed to show the areas of the students' life, which require to focus on more, in order to improve them.

The exercise is well-explained and has visual examples for students for better understanding.

2.2. Setting the Right Goals. This individual assignment does not require any background knowledge. The purpose of the 'Setting the Right Goals' exercise is to teach students formulate their goals correctly. For that reason, two concepts of goals setting are presented: HUGGS (Huge, Unbelievably Good Goals) and SMART (Specific, Measurable, Attractive, Realistic and Time Bound). The exercise can be found as 'Exercise 2' in the section 'Exercises for Students Individual Work'.

The exercise can take up to 30 minutes.

Exercises for Students **Group Work**

2.3. Drama triangle. The drama triangle is a dynamic model of social interaction and conflict developed by Dr. Karpman. The exercise can be found as 'Exercise 1' in the section 'Exercises for Students Group Work'.

This is a group exercise which requires a beforehand reading for better understanding. The recommended articles to read:

- 'The Three Faces of Victim – An Overview of the Victim Triangle' by Lynne Forrest.
- 'Breaking the Drama Triangle' by Goule John

Students are divided into groups of 4-6 members in each. The distribution is better to be done randomly and students who are not very close to each other, get a chance to work in one team together. An example



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of how to team students up can be to find something common in their appearance (colour of their clothing, glasses or those who wear blazers). Students who match, start building a team for this exercise.

The exercise includes two dialogues between two different family members. After students have read both dialogues, they are asked to discuss in the groups: Who from the fictional characters is right and who is wrong?

The next task is to distribute the roles of: V = victim; R = rescuer and P = persecutor for each speakers. Note, one speaker can keep switching roles during the conversation. The example of how the exercise should be done is shown on the first 3 lines of the dialogue A.

When the task is complete, the students are required to discuss in the groups a question of 'who is a missing person in the given situations?' (the answer is 'an adult' or 'a responsible person').

The conclusion provides the answer for the question and students can compare it to their answers.

2.4. Powerful questions.

Coaching is an art of questioning. Good coaching questions are powerful and empowering. The exercise can be found as 'Exercise 2' in the section 'Exercises for Students Group Work'.

The 'Powerful Questions' exercise requires a beforehand reading for better understanding. The recommended article to read:

- 'Coaching 101: Ask Powerful Questions' by Stephanie Soler

The main purpose of this exercise is to help students learn the importance of asking the 'right' questions in order to get a powerful answer.

This exercise is done in groups of 4-6 students. The students can keep working in same groups as in the exercise of 'Drama triangle'.

There should be one client in each group with a request or a goal they want to accomplish in the nearest future. The rest of the group members are performing a team coaching.

The client announces his/her request, and the team of coaches start questioning clockwise. A client gives one answer to every question regarding his/her request. There should be 2 or 3 rounds so every coach has a chance to ask 2-3 questions, one question at a time.

Below the exercise, there is an evaluation sheet provided, where 1 means a very weak question the 10 is the strongest question. Every group member should write the questions down in order to give a constructive feedback after the session and use the evaluation sheet to rate each questions the coaches ask.

The exercise is well-described to the students and has examples of weak and strong questions for better understanding.

After the evaluation is made, the students are welcome to share their feedbacks and thoughts regarding every question they've heard and the exercise in general.



3. COACHING

a. There are three areas of coaching:

1. Goal: focusing on what a coachee wants and how to achieve it;
2. Values: knowing what is important to a coachee and living their values in achieving goals;
3. Beliefs: challenging limiting beliefs by giving tasks that provide feedbacks.

b. **Unconsidered opinions.** Everyone has his/her own opinion, but these opinions might be limiting in following situations:

1. Opinions are based on personal beliefs and these beliefs are mistaken;
2. Other people's opinions, as they are one's own. Judging others or ourselves by values of others (friends, parents, peers, etc.).
3. Comparison. Comparing yourself to an impossible or unrealistic standards can lead to a lack of motivation. The right and adequate way is to compare your current self with yourself 3 or 5 year ago.
4. Over-generalization. The problem comes when we generalize from a few examples that are not representative. Using words such as 'always', 'never', 'everybody' means there is no exception. These words are limiting as they make an assumption of any decision and action will bring to same unsuccessful result.

c. **The beliefs of coaching are:**

- If you want to understand, act;
- There is no failure, only feedback;
- We already have all the resources we need or can create them;
- All behaviour has a purpose;
- Having a choice is better than having no choice;
- You are doing the best you can;
- Coaching is an equal partnership;
- The client has all the answers;
- Having a prior excuse makes it easier to fail.

d. **The overall sequence in coaching:**

1. What? (Questions which start with 'what' help to identify true goals and values of a coachee);
2. How? (Questions beginning with 'how' usually help to recognize the means of an achievement);
3. When? (The 'when' questions constant time frames and make the goals sound more realistic).



The 'why' questions better never be asked as they show judgement and force to explain a coachee's behaviour, dreams or fears.

e. **The PAW process.** In order to achieve goals, a coachee should believe in following:

Possibility: the goals are possible to achieve;

Ability: a coachee is capable of achieving the goals;

Worthiness: a coachee deserves to achieve the goals.

4. REFERENCES & FURTHER READINGS

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