



COACH'EM

DISCOVERING
YOUTH
COACHING

COMPILATION OF
COACHING TOOLS

ABOUT THE PROJECT

"Coach'EM: Discovering Youth Coaching" was an international training course implemented by **Shokkin Group Netherlands** from the 27th of September until the 5th of October 2019. The project gathered 34 youth workers/leaders from The Netherlands, Estonia, Sweden, Spain, Latvia, Poland, Turkey, Romania, Ukraine and Armenia.

The aim of this project was to train youth workers and youth leaders in using coaching tools and techniques to assist young people in the process of becoming active in the labour market.

The objectives of the course were:

- To **adapt coaching tools** and techniques to fit the frame of **youth work** and the context of assisting **NEET youth**;
- To **empower participants with coaching tools** for their daily work with young people;
- To **share good practices & support measures** created in the participating countries in order to decrease youth unemployment;
- To **share knowledge & tools** with networks and local communities regarding the topic of **coaching & youth unemployment**;
- To provide **space for practicing coaching tools** & techniques in an international environment;
- To provide space for creating **cooperation bonds** in order to create projects addressing the topic of youth unemployment;
- To foster **mutual understanding amongst youth workers** from various European countries regarding their role in youth's career choice;



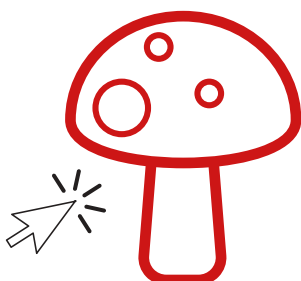
ABOUT THIS RESOURCE

This practical booklet contains a compilation of the coaching tools presented and used during the training course with the purpose of extending the tools and knowledge to other youth workers/leaders internationally for them to use in their daily work with young people.

How to use it?


Each page of this resource is dedicated to one separate coaching tool, including a brief introduction (what the tool is used for), a detailed description on how to use it step by step and visual representations that will be useful for the coach/facilitator.

Besides, at the end of some pages you will find a mushroom symbol which will take you to the printable resource when clicked.



*We hope that you will find it useful!
The Coach'Em team.*

Visual guide

	<p>TITLE <i>Intro sentence (aim)</i></p> <p>Explanation of the tool and how to use it.</p> <p>Visual representation.</p> <p>Mushroom with link to printable materials. </p>
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INTRO



COACHING SESSION STRUCTURE

Before starting a coaching session, it is important for the coach to have a clear vision of the structure and the goals to be achieved during the session.

1. Establish a coaching agreement

Identify the specific issue for the session. What is the issue/goal you would like to focus on today? What is important about this for you?

2. Set the goal or outcome for the session

Invite the client to envision their desired outcome. How will you know you achieved what you wanted to accomplish today? What will that look like or feel like (subjective or objective)? Where are you now regarding what you wanted to achieve today?

3. Coach the client

Starting with the desired outcomes, invite the client to explore different actions or shift perspective for unearthing possible solutions. What is the BEST solution for you in this situation? What changes or differences might you or others notice?

4. Identify and commit to action

The client chooses actions to commit to. What might get in the way of accomplishing this? How will you support your commitment to this action?

5. Key outcomes

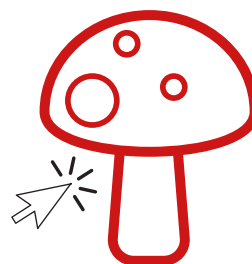
The client summarizes actions, commitments and/or perspective shifts. What are your take-aways from this session? What new awareness or learning happened today? How will this support you going forward?

6. Accountability

The coach partners with client to “hold” their promise to themselves. How will you hold yourself accountable to the goal(s) you set today? How I can I partner with you to enhance your accountability?



**COACHING
SESSION
TEMPLATE**



**COACHING
SESSION
CHECKLIST**

COACHING

TOOLS



S.M.A.R.T. GOALS

The S.M.A.R.T. goals method is designed to help you identify if what you want to achieve is realistic and determine a deadline. You can download and print the worksheet by clicking in the mushroom at the bottom of the page.

S

SPECIFIC

What do you want to accomplish? Who needs to be included? When do you want to do this? Why is this a goal?

M

MEASURABLE

How can you measure progress and know if you have successfully met your goal?

A

ACHIEVABLE

Do you have the skills required to achieve the goal? If not, can you obtain them? What is the motivation for this goal? Is the amount of effort required on par with what the goal will achieve?

R

RELEVANT

Why are you setting this goal now? Is it aligned with overall objectives?

T

TIME BOUND

What is the deadline and is it realistic?



S.M.A.R.T. GOALS QUESTIONS

Here below you can find some of the questions you can ask your clients in order to support them in setting their own S.M.A.R.T. goals.

- "Can you give me your goal in one sentence?"
- "How could you make this goal clearer and more measurable?"
- "Exactly what do you want to achieve from this goal?"
- "Specifically, how will you know you have achieved your goal?"
- "Is achieving this goal entirely under your own control?"
- "How will you know when you reach your goal?"
- "How will you know when to celebrate your success?"
- "By when would you want that to be the case?"
- "How could break down the overall goal into more manageable sub-goals?"
- "What would be the MINIMUM/Super-Easy level of goal to achieve?"
- "What would be your TARGET/Ideal level of goal to achieve?"
- "What would be your EXTRAORDINARY level of goal to achieve?"
- "What timeframe are you looking to work with?"
- "What will you be doing differently that tells you you've completed your goal?"
- "What criteria could you use to measure your success?"

COACHING QUESTIONS

These are some coaching questions that you can use during your first session.

- "Tell me about yourself..."
- "What specific goals would you like to meet by working with a coach?"
- "What have you already done towards your goals?"
- "How will we evaluate the success of the coaching at the end?"
- "What kind of coach would you like me to be for you?"
- "What are you expecting from the coaching?"
- "What do you need most from me during our coaching?"
- "What is the one thing I should not do/say to you?"
- "What is the most exciting part of working with a coach?"
- "What is the scariest part of working with a coach?"
- "What is the biggest change you are willing to make today?"
- "What is one thing you will do immediately after our session today?"

POWERFUL QUESTIONS

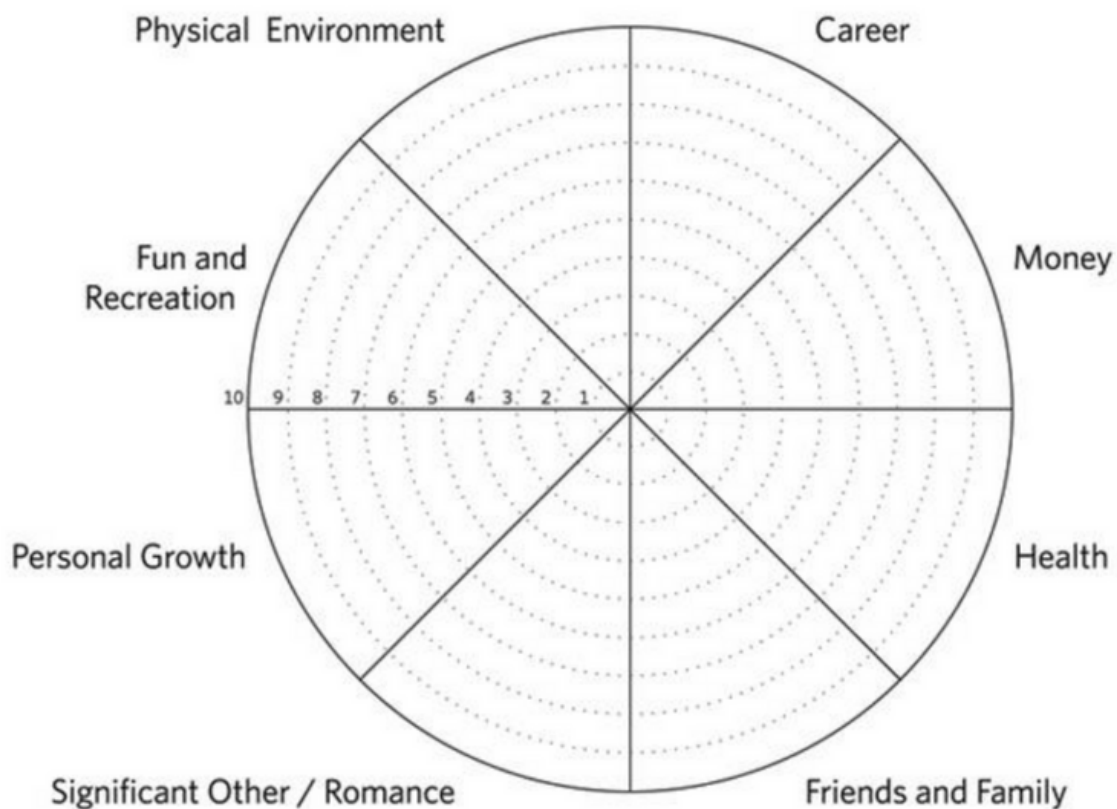
As a coach, asking powerful questions will help you uncover what's really important, and therefore enable your coachees to tap into their own knowledge and expertise and get a deeper perspective of their goals or blocking factors.

482. "If you could ONLY change ONE THING in your life, what would it be?"
483. "Think of someone you truly respect and admire. How would they look differently at this situation?"
484. "What is the decision you have been avoiding?"
485. "How do you feel about that?"
486. "If there was an outcome/result you're secretly looking for, what would it be?"
487. "So, what's wrong with that?"
488. "What would happen if you did nothing?"
489. "How could you bring more creativity, fun and joy in your life?"
490. "And what else?" (Use after any response to get more information and deeper answers)
491. "If you were to consider what's POSSIBLE, instead of what's PROBABLE how does that change things?"
492. What is the most important part of this that I should know? (From the amazing Jude Richards Eastman)
493. "Where do you add stress to your life?"
494. "If you could wave a magic wand to change 3 things in your life, what would it be?"
495. "What are you tolerating that needs to change in order for you to move forwards?"
496. "What do you know for sure?" (made famous by Oprah)
497. "What would you do if you weren't afraid?"
498. "What is out of harmony, and how do I restore it?"
499. "How have you held yourself back on this?" Then, "How does that feel?"
500. "What in your life at the moment is sapping your energy and motivation?"
501. "What do you secretly know you need to say 'No' to?"
502. "What do you need to stop saying 'Yes' to?"
503. "Is this really good enough for you?" (from the fabulous Wendy Buckingham)
504. "What would happen if you RAISED your expectations?"
505. "What would happen if you LOWERED your expectations?"
506. "What's one change you could make that would give you more peace & calm?"
507. "When was the last time you did something 'big' JUST for you?"
508. "What are 3 things you are doing regularly that don't serve or support you?"
509. "What would you think about this 1 month/1 year/10 years from now?"
510. "In what way is the current situation absolutely perfect?"
511. "If you were your own coach, what coaching would you give yourself right now?"
512. "How old do you feel right now?"
513. "What do you do to avoid your feelings about this?"
514. "How much do you think you're worth?"
515. Then ask, "How does that play out in your life?"
516. "What's the difference that would make the difference?"

THE WHEEL OF LIFE

The wheel of life exercise helps you to look at all areas of your life and consider each one of them in turn, allowing you to see what is off balance. This exercise will also help you identify your goals, if you have not already done so. This tool will give you a visual representation of the way your life is now and ideally what it will be like in the future.

1. Draw a circle (as seen below) and add several sections to the wheel that represent all the important elements of your life. It is for you to record what you feel is important in your life. Often people record what they consider are their roles: mother/father, team member, friend, leader or areas they would like to improve: education, job prospects, relationships, etc.
2. Each section of the wheel is assessed in turn. Take a few seconds to think about this area and on a scale between 1 and 10, with 1 being the lowest (worst) and 10 being the highest (best) assess it by asking **“how happy are you with this area of your life?”** **“what number would you scale this area of your life between 1 and 10?”**
3. After you have reviewed the results, you will be a bit more ready to establish future goals.



GROW MODEL

This coaching model allows you to define the environment within which the issue or problem the individual wants to address through coaching. This helps to define the issue's level of importance and urgency.

GOAL

- What would you like to talk about?
- What would you like to achieve in the long run?
- What would you like to achieve in the short run?
- How would you know that you have been successful in achieving... ?
- What will be working better than it is now?
- By when would you like to have achieved your long term goal? And your short term goal?
- How big is your personal control on achieving your goal?
- To what extent is your goal positive, challenging and realistic?

REALITY

- What is the present situation? (what, who, when, where and how?)
- Who is directly and indirectly involved?
- How do these people see the situation?
- What will be the consequence if you do not do anything?
- What have you done so far, and what results?
- What are the greatest external difficulties in overcoming the challenge?
- What are the greatest personal difficulties in overcoming the challenge?
- What is the actual core of the problem?

OPTIONS

- What are the possible actions you can take to reach your goal?
- How would others perceive of these actions?
- Which means can you use?
- What other alternatives can you think of?
- What would happen if...?
- What are the advantages and disadvantages of each option?
- Which options give the best result?
- Which options do you feel the best about?
- Which option would you like to choose?

WILL

- To what extent can you reach your goal by choosing this option?
- Which steps are you going to take?
- When will you have reached your goal?
- To what extent do you feel difficulties with taking certain steps?
- To what extent do you have personal resistance towards taking certain steps?
- What can you do to make his resistance or difficulties smaller?
- Who need to be informed about your plans?
- What kind of help will you need to carry out these steps?
- Who can help you?
- On a scale from 1 to 10, how big is your motivation to take these steps?
- What is it that makes it less than 10, what can you do to increase your motivation?
- Is there something else you would like to talk about before we close this coaching session?

OSKAR COACHING MODEL

The OSKAR model is a solution-focused coaching model that focuses the coachee's attention on finding solutions rather than looking at how to address problems. Instead of discussing difficulties and their causes, the coaching sessions explore and define what currently works and doing more of it, not keep on doing what isn't working.

OUTCOME

Is the difference that the coachee (and those around them) wants to see as a result of the coaching. This establishes a 'platform' from which to coach. It clarifies what the coachee wants to achieve, how they will know it has been useful to them. Ask the coachee to describe the perfect scenario that has miraculously appeared overnight and the problems vanished.

SCALING

Ask the coachee to assign a scale number to the current situation between 0-10.

- **10 = the Outcome**
- **0 = the complete opposite**

This enables you both to assess the extent to which the current situation is working.

KNOW-HOW & RESOURCES

Requires a scale number to be identified for the current situation using the scale 0-10. This enables you and the coachee to establish what factors are already contributing to getting the situation incrementally closer to the outcome. It also looks at the level & skill of the resources needed to attain the desired outcome.

AFFIRM

Is the first of the two-parts of the 'A' in this model. This first part provides positive reinforcement to the coachee by reflecting back on positive comments about the key strengths they have revealed. This is reflected in terms of their Knowledge, Skills and Attitudes.

ACTION

Is the second of the two- parts of the 'A' in this model. This part involves helping your coachee determine what actions they will take to keep moving toward the outcome. This means doing more of the things that have already been recognized as working rather than anything new or different.

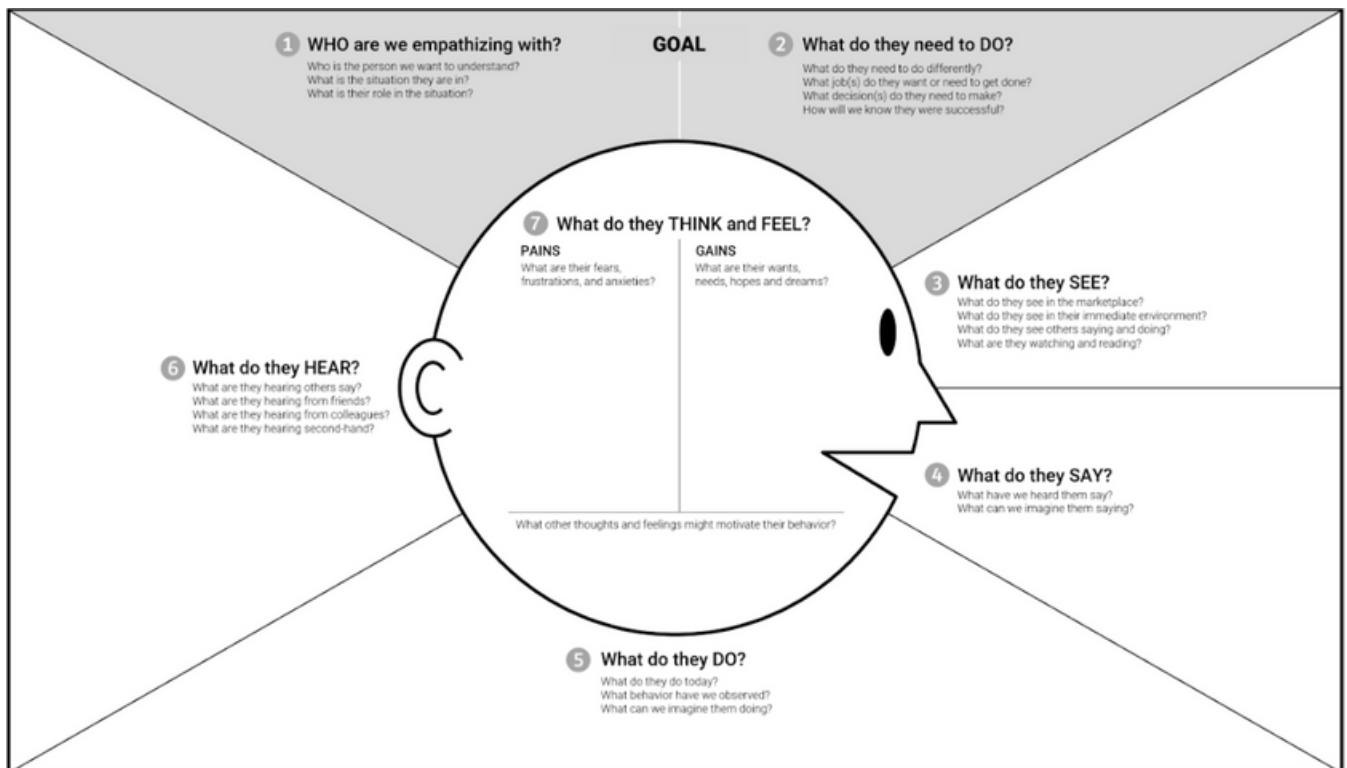
REVIEW

Involves reviewing the progress made at each session. As coach you need to ask about 'What is better?' rather than whether a particular action was carried out, or what happened. This keeps the focus on the things that are moving things in the right direction.

EMPATHY MAP CANVAS

This particular tool helps teams develop deep, shared understanding and empathy for other people. As a youth coach, the empathy map will help you/your client to build a clearer map of your target group.

1. Start with the GOAL section, by defining WHO will be the subject of the Empathy Map and a goal: something they need to DO. This should be framed in terms of an observable behavior.
2. Once you have clarified the goal, work your way clockwise around the canvas, until you have covered Seeing, Saying, Doing, and Hearing. The reason for this is that the process of focusing on observable phenomena (Things that they see, say, do and hear) is like walking a mile in their shoes. It gives us a chance to imagine what their experience might be like, to give us a sense of what it “feels like to be them.”
3. Only AFTER you have made the circuit of outside elements do you focus on what’s going on inside their head, which is actually the most important section of the canvas.



SCALING

The following set of questions are simple, which means they are highly effective. By looking at your life on a scale, you have the advantage of visualising yourself from a different perspective, allowing you to find the solutions to your problems and barriers. The scaling questions can be used on your life as a whole or by splitting your life into smaller sections.

While answering the scaling questions, record your answers on the scaling sheet and review these once you have completed this exercise.

On a scale of 1-10, think about the whole of your life: your family, friends, career, hobbies and interest, everything that makes up your life. With ten representing you at your best and one representing you at your worst, where on the scale are you today? Draw a circle around the number that represents you.



Questions:

- What is happening now for you to be that number?
- Are you happy to stay at the number you are on today? Why?
- Where would you realistically like to be in the next few days or weeks?
- Have you ever been lower down the scale?
- How did you stop yourself going future down the scale?
- Where were you on the scale several days ago?
- Where were you on the scale before you started your coaching course?
- Have you ever been higher up the scale?
- What were you doing differently when you were higher up the scale?
- What number higher up the scale would you like to be on?
- How will you know when you have reached a higher number – what will be happening?
- What would it feel like if you were always a high number on the scale?
- What do you need to do, to move one more number higher up the scale?
- What can stop you from sliding further down the scale?
- What else can help you move up the scale?



IKIGAI

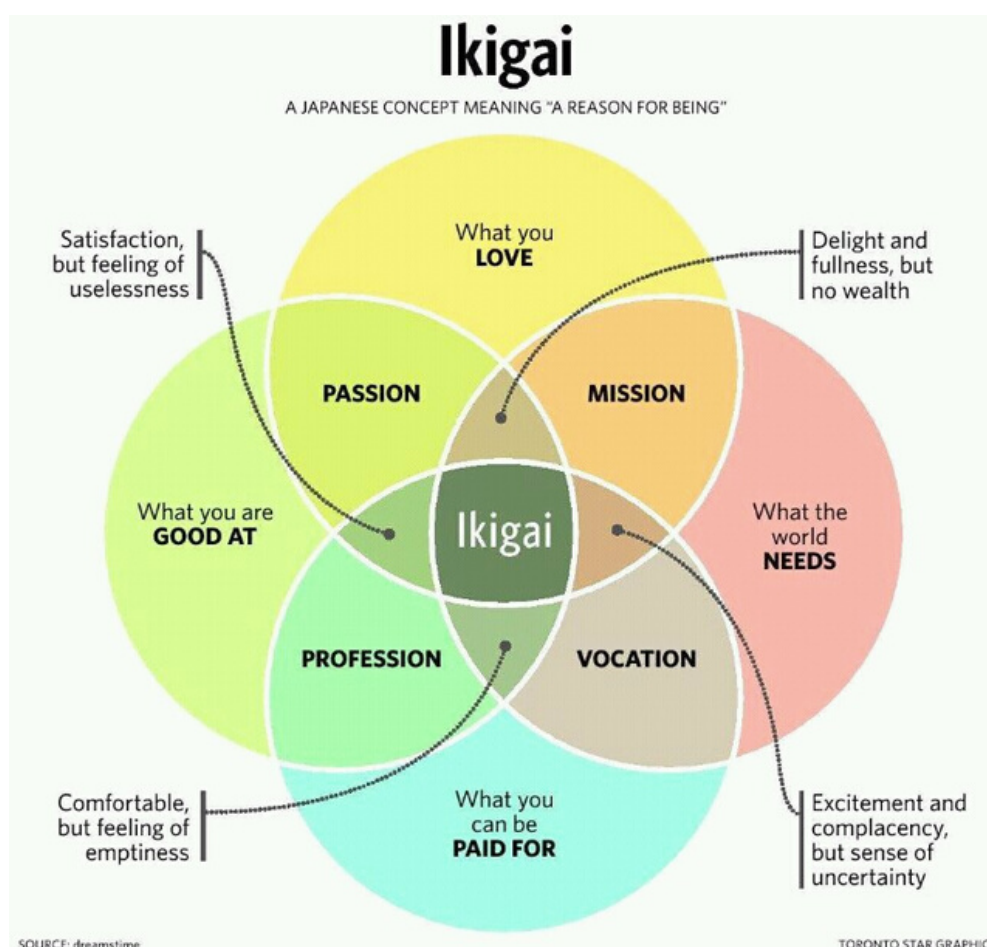
"Ikigai" is a Japanese concept referring to the source of value in one's life or the things that make one's life worthwhile. It is that place where your passion, mission, calling and career intersect.

Present the concept of Ikigai to your clients together with its visual representation, the Venn diagram. Then ask your clients to fill the circles with words, ideas, pictures or sentences that fall under the 'You like it', 'You are good at it,' 'The world needs it,' and 'You are paid for it'.

Encourage your client to try to answer questions like:

- What makes you tick?
- What touches you?
- What are you good at?
- Which unique talents do you have and which can you further develop?
- What can you do that is of use to others?
- Is there something you can contribute to the world?
- What change would you like to bring about in the world?

Search for the (natural) overlap of the various circles. Look at the complete picture and try to find logical connections in order to draw conclusions.



UNDERSTANDING EMOTIONS

People represent emotions differently. If you think about a time you felt good compared to a time when you felt bad and you think about your **emotions**, you will notice that they feel differently. Some people say anger is hot, while happiness feels light. Can you identify how different emotions feel to you?

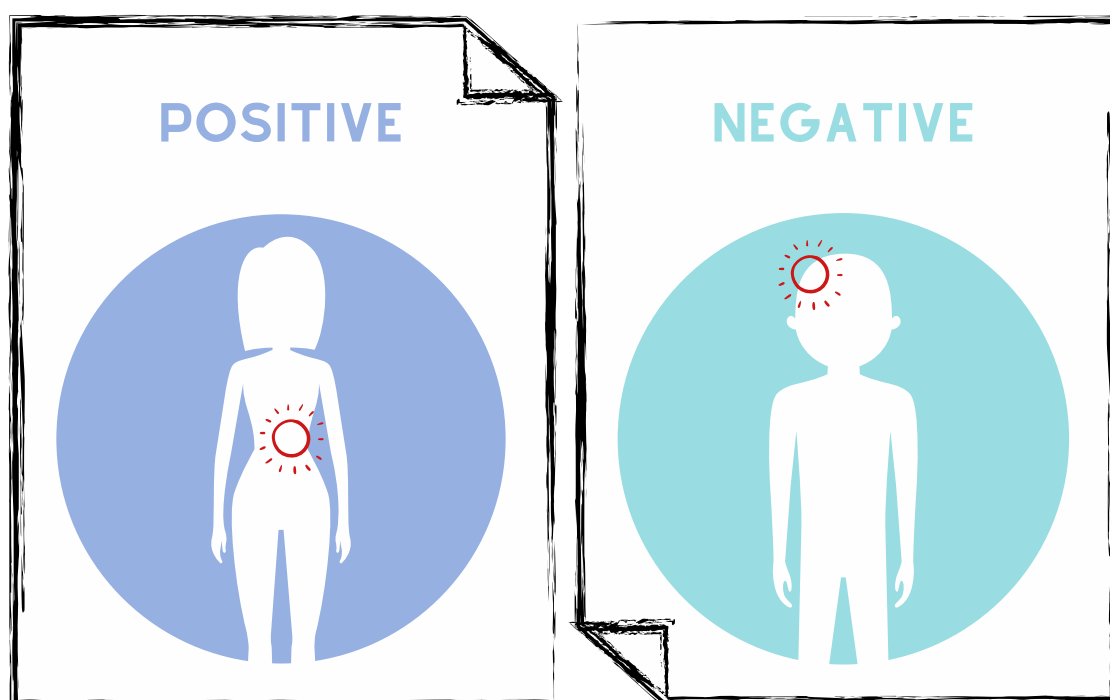
Draw two human bodies on two pieces of paper. On top of one write a positive emotion and on the second piece of paper write a negative emotion. For each emotion (do one emotion at a time), remember a time when you felt like that.

Questions:

- Where is this emotion in your body? Draw it on the body.
- What does it look like?
- What colour is the emotion?
- What direction does the emotion travel in your body? Draw it with an arrow.
- Is it fast or slow?
- What temperature is the emotion?

As you can see, your emotions are very different, but most people don't really think about it like this. With different emotions, the speed, temperature and other characteristics you recorded also change, changing the way you feel.

The awareness on one's own emotions (emotional intelligence) is the capacity to be aware of, control, and express one's emotions, and to handle interpersonal relationships judiciously and empathetically, which can play a very important role in coaching.



WHAT DO YOU LIKE ABOUT ME?

We all have strengths, skills, qualities and personality preferences. Very often, the secret is to understand what you are good at. Also, in many cases people feel they have a weakness that others will say are their strengths.

As we grow older, we often forget the person we use to be, the "young you". In the first part of the exercise, we will reflect on this "young you" and its skills and strengths:

Questions:

- When you were young what were you good at?
- What were your strengths?
- What would other people, your friends and peers say that they liked about you?
- What would people say you were good at, your strengths and qualities?
- What did you like about yourself?

Record the answers in a paper following the model:

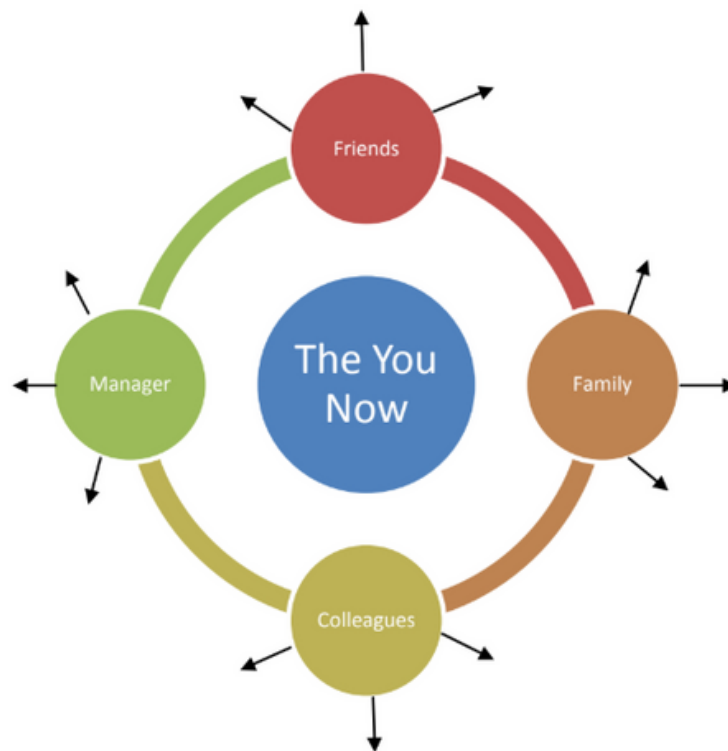


Keep adding to the above mind map and add as many "fields" as needed.

Next, you will take a look at your life now, concentrating only on your positives and strengths, leaving the areas of development for later.

- What have you learnt since being a teenager, what new skills, qualities and experiences have you gained and learnt?
- How has your life changed for the better, what part of your life have you improved?
- What do others like and say about you?
- What do others say your strengths and likable features are?

Add them all on the mind map below, keep adding new “fields” and likeable skills until you can't think of anymore:



- What is the common theme of strengths from your childhood and the you now?
- What skills and strengths have you possessed throughout your life?
- What new skills and likable features have you gained? What do people like about you that is different from when you were young?

Closing:

Some of our skills stay with us throughout of lives, while others are new skills we learn from our experiences, this can be on the conscious or unconscious level.

We continue to learn throughout your life, the more you experience the more you will grow as every experience offers us a new insight and learning experience.

THE STRESS SCALE

People will often generalise about stress with expressions such as “my life is stressful”. What you need to be aware of is how and which different aspects of your life make you feel stressful or not.

Record **stressful situations** and scale them on a scale between 1-10, with one representing no stress and ten representing stress at its worse:

Situation _____ 1, 2, 3, 4, 5, 6, 7, 8, 9, 10

Situation _____ 1, 2, 3, 4, 5, 6, 7, 8, 9, 10

Situation _____ 1, 2, 3, 4, 5, 6, 7, 8, 9, 10

Situation _____ 1, 2, 3, 4, 5, 6, 7, 8, 9, 10

Situation _____ 1, 2, 3, 4, 5, 6, 7, 8, 9, 10

Record **situations where you remained calm** and scale them on a scale between 1-10, with one representing stress and 10 representing complete calm:

Situation _____ 1, 2, 3, 4, 5, 6, 7, 8, 9, 10

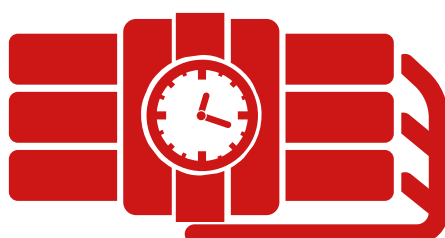
Situation _____ 1, 2, 3, 4, 5, 6, 7, 8, 9, 10

Situation _____ 1, 2, 3, 4, 5, 6, 7, 8, 9, 10

Situation _____ 1, 2, 3, 4, 5, 6, 7, 8, 9, 10

Situation _____ 1, 2, 3, 4, 5, 6, 7, 8, 9, 10

This is a simple and visual way of understanding what helps you relax and what makes you stressed, and enables you to act upon the influence of those situations.



MISTAKES – THE BEST WAY TO LEARN?

"Scientists learn from making mistakes. The more mistakes they make, the more likely they are to achieve their goal. Think of 5 events in your life (preferably recent), when you made a mistake and learnt from it.

Thomas Edison (the inventor of the light bulb) famously said **"I have not failed 1,000 times. I have successfully discovered 1,000 ways to NOT make a light bulb"**.

MISTAKE

WHAT I LEARNT FROM IT

We need encouragement to learn. When a baby says their first word, we don't say "no, that's not right, you need to pronounce it correctly. We give praise and encouragement and say "well done".

For some reason, as we turn into young children and teenagers, many parents, adults and professionals stop giving us encouragement when you are trying to learn something new and start pointing out our mistakes or telling you that you won't be able to do "X"!

By keeping track of the learning you get from your mistakes, you will feel a bigger sense of achievement and personal growth.



METAPHORS HAVE FEELINGS

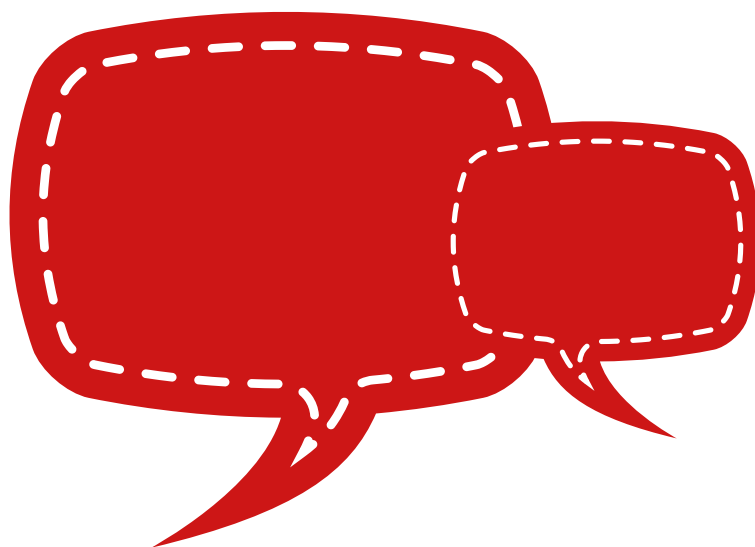
We all constantly use metaphors to describe how we are feeling, often without even realising we are doing it. You have probably heard people say: "I've had it up to here"; "Something is holding me back"; "I just get gave over this obstacle".

The task is to think about how you feel about your goal/emotions/barrier and describe it as a metaphor. Often, this discussion starts to change the clients' perception of their situation with many clients finding their own solution. It doesn't matter if you, the coach, understand the metaphor or not, as long as the client does either consciously or unconsciously.

Example:

1. *Client: "I feel that I have a barrier in my way"*
2. *Coach: "What sort of barrier in your way?"*
3. *Client: "It's a big wall"*
4. *Coach: "What type of 'it's a big wall' is it?"*
5. *Client: "A brick wall, it's massive"*
6. *Coach: "Can you see over it?"*
7. *Client: "No"*
8. *Coach: "Can you walk around it?"*
9. *Client: "Oh yes I can, I can just bypass it"*

When asking questions, use 'clean language' which means the clients' own words. At this stage the clients have gone inside themselves, by hearing their own words – they make sense of what they have said.



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