



Coaches Going Corporate

Self-Led Learning Guide

Presented by:

shocksvensen

Table of Contents

Welcome.....	3
Recommended Schedule for the programme.....	4
Videos	4
Exercises and homework.....	4
The Weekly Content Schedule	5
Module 1: Through the Door Model	5
Module 2: Building Relationship.....	6
Module 3: The Neuroscience of Coaching	7
Module 4: From Resistance to Play.....	8
Module 5: Values	9
Module 6: Framing and Metaphor	10
Module 7: Beliefs & Emotional Addictions.....	12
Module 8: Superskills	13

Welcome

Welcome to the Coaches Going Corporate programme! We are pleased that you will embark on the Coaches Going Corporate journey. We hope you will find it rich, rewarding and full of learning that you can apply to many coaching clients now and in the future.

The inspiration for Coaches Going Corporate is to help you have coaching sessions that are full of learning and growth for your clients and to give you more confidence in working with clients who are mostly focused on work-place agendas and are more linear-thinking than you are used to working with.

The purpose of this guide is to provide a structure to go along with the Coaches Going Corporate (CGC) videos. Virtual on-your-own programs are great – you can take your time to watch them and go at your own pace. But for many of us it is too easy to watch a couple of videos and then lose interest in completing the whole series. The suggested structure will help you keep pace and stay on track.

AND: there is strength in numbers. If you have the opportunity to go through the programme with someone else (or a group of people), we recommend that you do. Here are some benefits of going through a programme like this with others:

1. To hold **accountability** with a group of people. As you commit to a group of people that you will follow this structure with, you support each other in staying with the programme. Your commitment to the others in your group and participating with them will keep you motivated and moving forward.
2. To **learn better together**. When your group comes together to discuss the content, you will have the chance to focus on applications, talk through successes and failures, deepen your understanding of all of the concepts. All of these things will help you retain learning better than if you are completely on your own.

Recommended Schedule for the programme

Videos

All of the CGC videos are found in the Courses (modules) contained in the Learning Plan. By now you should have an account and have access to the Learning Plan and the courses. You will be able to keep these for as long as you keep your academy.shooksvensen.com account so you can watch them any time you like and as often as you want.

The self-led programme is designed so that you watch one module per week and work with that material during the week. The modules are comprised of a number of short chapters, so you can choose to watch the full module in one sitting or you can space the chapters out during the week if you like very short learning sessions. It is recommended that you start watching the videos as early as possible in the week so you can find your rhythm with watching videos, practicing with clients, doing the exercises and homework and being ready for a discussion call with your learning group.

If you have technical problems please first check the academy.shooksvensen.com help page where you can find answers to many of the common problems. If you don't find an answer there, then email them at help@shooksvensen.com

Exercises and homework

The exercises and homework that are offered in this Guide are designed to help you deepen your learning and own the concepts. Exercises tend to be more focused on self-reflection and personal awareness while the homework is a little more about practice and application.

These exercises and homework are for you to use as you see fit. If you work with another person or group through the programmes, it's always a good idea to talk through them in your scheduled calls.

The Weekly Content Schedule

The following nine sections are dedicated to each of the nine weeks of the programme. It will tell you what video module to watch for that week with a brief introduction/purpose of that module, give you exercises and homework questions as well as propose agendas for each group learning call.

Module 1: Through the Door Model

The Through the Door model is a foundation for Coaches Going Corporate. This model gives you a structure or framework that all your coaching tools fit within. It is essentially a model for how to do personal development work instead of problem solving. We are likely to refer back to this framework throughout all of the learning calls.

Watch the video and do this homework:

1. Homework Exercises
 - a. Consider one of your own personal challenges – what internal beliefs, rules, or commitments could you shift to make some movement on that challenge. What kind of questions would you want to be asked to help uncover those internal dynamics?
 - b. Practise with your clients and/or practice buddies: come up with some questions that will take the person through the door into their internal world and you can focus on coaching the person, not the topic.
2. Homework Questions
 - a. What's important about going through the door, and how does it serve your coaching?
 - b. How did you go through the door this week with clients?
 - c. Give an example of two types of actions that occurred in one coaching session – one for embedding internal shifts and the outer one which moves the client to their action step.

Module 2: Building Relationship

Trust is critical in a coaching relationship. Many coaches have found that it is more difficult to build trust with some corporate or logical clients. This could be for many reasons: perhaps the client didn't choose you specifically because you were assigned to them, or they don't understand coaching and don't know what they're getting into, or they think you're there to criticise, correct, judge or give them feedback. And some might even think that you have been hired to coach them to leave the organization instead of being fired. Some organizations are quite fear-based and it's just the world that they live in; suspicion is the norm. You need to meet them where they are and not criticize or wish it was different.

So building trust and a great coaching relationship will require some special attention.

1. Homework Exercises

- a. What do you need to do to build trust with your clients? What attitude/mindset do you need to adopt if you are to build a trusting relationship with someone who might be quite different than you?
- b. What do you need to put in place at the beginning of a relationship to ensure that clients will get to work on the agendas they provide and also let them know that you will use a personal development approach to help them with their challenges?
- c. Focus on building trust with your clients in your coaching sessions this week.
- d. Consider how you will build trust in your foundation session with a new client. Create your own Foundation Session agenda.

2. Homework Questions

- a. How have you built trust with clients this week?
- b. What will you do if/when there's a conflict with a client?
- c. What do you need to put in place so you have permission to challenge a client?

Module 3: The Neuroscience of Coaching

This is a meaty module. Give yourself some time to absorb the chapters and think them through. The purpose of this chapter is to help you learn some basics about the brain. This will help you know more about your tools so you can tell your clients how they work – from a brain perspective. This is often quite useful, especially for logical clients. If they know that your questions or tools are brain-based, many will be much more likely to go with you.

1. Homework Exercises

- a. Think of a coaching tool or approach you use regularly. See if you can identify what is going on in the brain with that tool as if you were explaining that to a client – keep it short.
- b. Apply neuroscience principles to your own daily life – what habits do you generally follow? How do you manage your brain's energy?
- c. Practise talking about neuroscience concepts so you can explain them easily.

2. Homework Questions

- a. What coaching skills help your clients build a habit?
- b. How have you incorporated neuroscience into your coaching this week?
- c. Why is it important to help your clients get out of problem solving from time to time (in terms of using their brain differently)?

Module 4: From Resistance to Play

This module is about moving your client from a place of resistance to being more open and willing to go with you and perhaps even be playful. It is much easier to coach and learn when the mood is light (happy brains learn better).

If you have built trust with your clients – they know you are not tricking them, they understand why you use the various tools that you use and they can see the benefit – only then will they fully invest themselves into the coaching. From this place, you can be more and more creative. All clients are different. Some will never want to play and some will move to trust or playing rapidly. But with most people, if you meet them in their world, with logical examples and explanations of what you're doing and why – they are more likely to come along for the ride – and enjoy it!

1. Homework Exercises

- a. If someone asked you to do something out of your comfort zone, what would you want to hear from them that would make it safe for you?
- b. In your coaching sessions this week, encourage your clients to stretch themselves in new ways using some of the techniques you've learnt here.
- c. Consider resistant or reluctant clients you have had in the past: what could you imagine saying or doing that would encourage them to engage with you and your coaching?

2. Homework Questions

- a. How have you encouraged a client to go with you into the world of personal development this week?
- b. Name three ways you will create safety for your clients.
- c. What are the three options anyone has if they want to change?

Module 5: Values

Values work was intended to help clients find sources of inspiration and motivation but it doesn't always happen that way.

This video has two distinct functions. First of all, it helps build some understanding of values themselves. Oftentimes corporate clients end up with values that are very important but not necessarily inspiring. With these more foundational values, it's more likely that the client ends up with some important understanding about themselves and their work place. E.g., *'no wonder it's so difficult to work here, my value of honesty is being obliterated regularly!'* This can be ground shaking and powerful for them to understand that and we know that awareness is a good thing. But it's not necessarily getting them inspired. So this video makes the distinction between Foundational Values and Inspirational Values.

The second part of the Values module is how to work with inspiring values. It's all well and good to name some values at the beginning of a coaching relationship, but if they aren't used throughout coaching, why bother? Clients can become very inspired and motivated when they see the connection between what they are doing and their most deeply-held values.

1. Homework Exercises

- a. Determine your own foundational and inspirational values. Notice how different they feel from one another.
- b. This week, work with a client using their inspirational values to inject inspiration into whatever agenda they have presented.
- c. For a week, see how your inspirational values can show up in many aspects of your life and work.

2. Homework Questions

- a. What is the difference between foundational and inspirational values?
- b. How have you used values to inspire your client this week?
- c. What are the elements that might get in the way of your client living their values?

Module 6: Framing and Metaphor

Metaphors are a powerful tool. When you can learn to dive into the land of metaphor, completely different perspectives can show up. Metaphors allow the client to access a different part of their brain, effectively accessing a new resource they probably didn't know they had. With this new awareness, new perspectives and solutions will become available.

It is harder for some linear-thinking types to get into the use of metaphor, so you might need to explain a little (this is about using a different part of the brain) or partner with them to find a metaphor that works for them.

Here's a tip that might make it clearer for you about how to find a metaphor that's useful: See if you can identify the energy or feeling of the situation – then find a similar energy/feeling in a different, i.e., metaphorical, setting. Also look at a couple of elements in the real situation and represent those in the metaphor.

For example, consider a client who may be feeling threatened by a boss about work deadlines. The feeling/energy is about threat and there's an element of the story about work deadlines. Both the threat and the deadlines need to show up in the metaphor in some way. The metaphor might be an always hungry tiger (representing the threat) who needs to be fed regularly (timing). Or a different metaphor might be a master chef competition where the judge is very judgemental (threatening) and constantly on the chef's back about serving the meal within a certain time limit (timing).

You can see that there's both threat and timing showing up in those two metaphors. When framed in those ways, perhaps the client can see that the judge or the tiger might be over demanding. Even that recognition will help them find some new awareness. Have the client tell a story about the tiger or chef and how to resolve the stress. That story will help them address their own situation.

Framing might be a little simpler approach for some. This helps the client simply look at his/her situation from a more objective place, especially if the client can get to a non-judgemental view. This can bring lightness, understanding and more options than they had seen before.

1. Homework Exercises

- a. Use metaphor or framing to help a client look at their situation in a new way this week.
- b. Come up with new ways to find metaphors: for example, elements from nature (animals, plants, landscapes, and weather patterns), a hobby (cooking, sports, etc.) or types of vehicles (from tricycles to supersonic jets). What other elements could you use?
- c. Think of a situation or challenge in your own life and find a metaphor that describes the situation. Create a story staying with the metaphor (and not “reality”). See what new realizations occur to you.
- d. Consider new ways to frame a situation. How might you look at a situation from outside?

2. Homework Questions

- a. How have you helped a client look at their situation in a new way this week?
- b. What are the key reasons for using skills of framing and metaphor in your coaching?
- c. What is important about spending time in a metaphor then jumping back to “reality”?

Module 7: Beliefs & Emotional Addictions

Beliefs underlie all of our choices and actions. So much of what we deal with is not about reality but about the client's belief, view, or perception of reality. Getting into the land of beliefs is a powerful coaching approach. As a coach, it's important to know how to get there and how to help a client acknowledge their beliefs and then aim to change them.

Emotional Addictions is the expression we use for the emotional response habits that we have. Some people habitually respond with drama, with anger, with a victim mentality or some other emotional state. These states become embedded, normalised habits. We can help clients recognise any habits or emotional addictions they have.

1. Homework Exercises

- a. What strong beliefs or emotional habits do you have? How do they impact your choices?
- b. Consider a client you have worked with who had a difficult time making a change. What emotional habits might have gotten in the way of that change?
- c. Focus on noticing your clients' beliefs and emotional addictions this week and more importantly, help them become aware of their beliefs and emotional habits or addictions.

2. Homework Questions

- a. How did you notice beliefs or emotional addictions with your clients this week? What did you pay attention to or listen for?
- b. How can you use your coaching skills to help a client detox an Emotional Addiction?
- c. How do beliefs and emotional addictions impact daily life and goals?

Module 8: Superskills

This module presents a number of special coaching skills – ones that often get lost in the midst of other standard practices. These can be fun, might be seen as exotic and might require courage or self-management on your part.

1. Homework Exercises

- a. Try each of the superskills with a client this week. Notice any areas of discomfort you have. How will you need to grow to be flexible with these?
- b. Consider the tools you use in coaching – including questions you ask – how do they generally point your client's attention? E.g., do your questions point them directly to problem solving, to their internal processes, towards or away from emotion? These will reveal your own preferences and habits. Consider if you want or need to expand your range of tools for the sake of your client's learning.

2. Homework Questions

- a. How did you make your coaching more experiential this week, e.g. use body, role play and/or emotions?
- b. What's important about debriefing homework?
- c. Where do you limit yourself as a coach and where do you want to stretch?

Congratulations!

Celebrate! You have done a lot of work during these weeks!