

Activities and resources

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What makes a good coach?

The following is a list of 20 characteristics that people drawn to coaching tend to have.

Step 1

Circle the statements that you best identify with. Circle at least three – more is fine too.

Step 2

Put a check mark next to the statements that are qualities you feel you don't possess or may struggle with. This is for your eyes only, and only referred to during our time together.

I feel that I:

- Am well-adjusted and constantly seek personal improvement or development.
- Have a general enjoyment of life.
- Am passionate about "growing" people.
- Understand the distinction and balance between being and doing.
- Am able to suspend judgment and stay open-minded.
- Am a risk taker, willing to get out of my own comfort zones.
- Am a visionary, able to see the big picture and reinvent myself.
- Love to strategize and find new ways to do things.
- Have a worldview and more global vision.
- Am naturally motivated and optimistic.
- Am a great listener who is able to empathize with my participants.
- Am mentally healthy and resilient when life knocks me down.
- Focus on development for the future, not trying to fix the past.
- Am a collaborator and a partner who can shed the "expert" role.
- Am willing to believe in the brilliance or potential greatness in all people.
- Look at possibilities instead of problems and causes.
- Exude confidence, even when unsure.
- Come across as authentic and genuine, with high integrity.
- Am willing to say "I don't know" and explore where and how to learn what is needed.
- Enjoy what I do and am enthusiastic and passionate about life.

What you can listen for

Listening is the heart of any coaching interaction. When listening, it's not only important that the person feels heard and that you understand what's happening. You also need to listen for the deeper significance of what the person is sharing to help him or her move forward.

Emotions

(What is the participant feeling?)

- Fear
- Sadness
- Anxiety
- Anger
- Joy
- Doubt
- Resignation

Values

(What's most important?)

- Family
- Freedom
- Connection
- Contribution

Missing resources

(What does the participant need to move forward?)

- Time
- A plan
- Commitment
- Encouragement
- Experience and skills
- A job or greater income
- Awareness
- Support
- Structure
- Information

Resources

(What does the participant already have?)

- Time
- Good job
- Ideas
- Opportunities
- Friend/family connections

Inner strengths

(What are the participant's character strengths?)

- Courage
- Awareness
- Maturity
- Responsibility
- Open-mindedness

Self-imposed obstacles

(How does the participant get in his or her own way?)

- Creates crises
- Withholds information or is dishonest
- Is too busy
- Procrastinates
- Avoids responsibility

Adapted from: Financial Coaching Training Manual – A Collaboration of Central New Mexico Community College and New Mexico Project for Financial Literacy. Funded by Bank of America and the Annie E. Casey Foundation. July 2010

Story activity

As you listen to Vicki and Craig's stories, note what you hear in the categories below.

Emotions

(What is the participant feeling?)

-
-
-
-
-
-

Resources

(What does the participant already have?)

-
-
-
-
-
-

Values

(What's most important?)

-
-
-
-
-
-

Inner strengths

(What are the participant's character strengths?)

-
-
-
-
-
-

Missing resources

(What does the participant need to move forward?)

-
-
-
-
-
-

Self-imposed obstacles

(How does the participant get in his or her own way?)

-
-
-
-
-
-

Asking questions

Financial coaching skills

Disempowering questions (what not to do):

- Often begin with “why.”
- Can be leading or directive.
- Imply that the individual is wrong, incapable or lacking.
- Shuts the person down – puts the person on the defensive and can be accusatory.

Empowering questions:

Turn “why” questions into more empowering questions.

“How” questions, such as:

- How can I support you in achieving the goal?
- How would someone with that challenge ...?
- How would things be different for you if you ...?

“What” questions, such as:

- What changes do you need to make in your routine to make room for this important goal?
- What would it look like if you were not feeling so stressed about this?
- What resources do you need in order to make this work?

“Who” questions, such as:

- Who do you need to be in order to reach that goal?
- Who can best support you as you work on this?
- Who do you know has achieved this?

Making suggestions by offering “Why don’t you try ...?” takes the power away from the participant and reduces buy-in. Instead use “May I offer a suggestion to consider?” or “Let’s consider some possible options and brainstorm a bit together.”

Adapted from Wellness Mapping 360 by Michael Arloski, Ph.D., realbalance.com

Practice activity

Rephrase the following questions to make them more empowering:

Why didn't you complete that to-do list like you said you would?

Why is this so difficult for you to understand?

Why don't you just tell him "no"?

Why do you want a financial coach?

Why aren't you able to stick with your budget?

C.O.A.CH model basics

C = Competencies

Know your participant; if there is something "on the table," don't dance around it. Find out what is going on and what has already been done about it. Ask for the celebrations or what he or she is most proud of to acknowledge his or her strengths – what he or she is really good at.

- What would you like to talk about?
- What's going on and what have you already considered?
- What have you tried so far?
- How confident do you feel about the direction you're headed?
- What resources do you need to help you decide?
- What do you know about it now?
- What resources are available to you?

O = Outcome

What does your participant want to have happen? Does your participant have an end in mind? Ask about the options he or she believes are open to him or her and support your participant in creating the vision. What will he or she work toward?

- What do you really want?
- If you achieved your goal(s) what would that look like specifically?

- What's possible here?
- If the problem were solved, what would be different?
- What options can you create?
- How will you know you have reached it?

A = Action

Once your participant has considered the opportunities and identified some choices for action, focus on the details to outline the next steps. What steps must he or she take? What is his or her commitment to action?

- What actions have you already taken toward your goal(s)?
- What are three steps to achieve your goal?
- If you had a choice, what would you do?
- What support do you need to accomplish it?
- What structure needs to be in place for you to consistently act toward your goal?
- How can we make this easier?

CH = Checking

The accountability rests with your participant, but check in on his or her progress and support his or her commitment. What feedback is needed? Is he or she wrestling with his or her saboteurs or getting stuck in a comfort zone? What is the next step to keep him or her moving? Has he or she really made a commitment to action?

- What are the chances of success?
- What will you do, by when, and how will I know you've done it?
- What's the best way for me to help you be accountable to yourself?

Source: The Coaching Pocketbook© by Ian Fleming and Allan J.D. Taylor

C.O.A.CH model in practice

In your coaching conversation, you may find it helpful to take some notes to keep you focused as you learn to move through this model. Ask the participant for permission to take notes during the conversation.

C = Competencies

Find out what is going on and what has already been done about it. Ask for the celebrations or what he or she is most proud of to acknowledge his or her strengths. What is he or she really good at?

O = Outcome

What does your participant want to have happen? Ask about the opportunities and options he or she believes are open. What will he or she work toward?

A = Action

Identify some choices for action. Focus on the details to outline the next steps. What steps must he or she take? What is his or her commitment to action?

CH = Checking

Accountability rests with your participant. What feedback does he or she need? Is he or she wrestling with his or her saboteurs or getting stuck in a comfort zone? What is the next step to keep him or her moving? Has he or she really made a commitment to action?

Source: Financial Coaching Training Manual—A Collaboration of Central New Mexico Community College and New Mexico Project for Financial Literacy. Graciously funded by Bank of America and the Annie E. Casey Foundation. July 2010

C.O.A.CH model

Examples of simple, yet powerful, open-ended questions and inviting statements

- Tell me more about that.
- I'm curious about ...
- What is important about that?
- If nothing changes, where do you see yourself in five years?
- Whom do you most admire who does what you'd like to do?
- What are you proud of?
- How do you know that?
- What barriers might be in your way?
- How do you feel about that?
- What has changed?
- How are things different?
- What are your top priorities?
- Where do you feel successful in your life?
- Is there anything you are missing?
- What's next?
- Who has gotten through this the way you want to?
- What is one thing that you feel good about since the last time we met?
- What are you getting from that?
- What is the first step?
- What if that didn't matter?
- When can you do that?
- What is possible?
- What is this costing you?
- How would you feel about that when you are 90?

- Who would you have to be to get that done?
- What gives you pleasure/makes you happy?
- What advice would you give someone in your situation?
- What would your 90-year-old self tell you to do?
- May I make a suggestion here?

Keeping focus:

- Can you relate what you're sharing now with the goal you're working toward?
- I want to make sure we use our time together in a way that helps keep focus on your goals. Can you bring what you're sharing back to that?
- It sounds like there's a long history here; can you focus on the most recent chapters?

Coaching skills glossary

Accountability

Have your participants report back on what they said they were going to do. It stems from three questions:

1. What are you going to do?
2. When will you have this done?
3. How will I know?

The coach holds the participants accountable to their goals and does not blame or judge if they haven't moved forward with their actions. Holding participants accountable might include defining new actions to be taken or redefining goals.

Acknowledging

The coach listens for the most important point, feeling, or value the participant shares, and then summarizes or paraphrases this back to the participant. Acknowledgement can serve to strengthen the coach/participant bond and increase the participant's awareness.

Asking permission

The coach seeks agreement from the participant to discuss a specific subject, to interrupt, share an observation or make a request. Examples of how you might phrase this include:

- Is it all right to coach you on this issue?
- May I tell you what I see?

Bottom-lining

Having participants get to the heart of their communication rather than engaging in long descriptive stories. It also can be used to challenge and examine discrepancies between what participants say they want and what actions they could take. It's speaking the truth without judging. A few ways you may phrase this include:

- So what's important about that?
- I hear you saying you want this goal, yet you haven't moved forward toward it.
- Where do you want to go from here?

Brainstorming

Coach and participant generate ideas, alternatives and possible solutions together. Some may be outrageous and impractical. Neither coach nor participant is obliged to follow through on any of the ideas suggested. This is merely a creative exercise to expand the possibilities available to participants.

Championing

Championing participants means standing up for them when they doubt or question their abilities. Despite any self-doubt, the coach knows clearly who they are and that they are capable of much more than they think.

Clearing

When participants are preoccupied with a situation or a mental state that interferes with their ability to be present or take action, the coach helps by actively listening while they vent or complain. This active listening allows participants to temporarily clear the situation out of the way and focus on the coaching session.

Created by: Peggy Olive, University of Wisconsin Extension, 2010.

Curiosity

The coach expresses a genuine interest in the participant's thoughts and exploring the participant's own solutions. This can involve taking risks, being playful and checking out gut feelings with the participant. Examples include:

- I have a hunch that ...
- I wonder if ...
- If you did that, what could happen?

Holding the participant's agenda

When coaches hold the participant's agenda, they let go of their own opinions, judgments and answers in support of facilitating the participant's actions and process. Coaches follow the participant's lead without knowing the right answer, giving solutions or telling the participant what to do. Holding the participant's agenda requires coaches to put their whole attention on the participant and the participant's agenda, not on their own agenda for the participant.

Intruding

On occasion, the coach may need to interrupt participants who are going on and on or getting off track from their goals. The coach does this for the sake of the participant's agenda. It's important for the coach not to intrude with his or her own agenda or to talk over the participant. The coach can warn the participant ahead of time that he or she may interrupt if the participant appears to be losing focus.

Listening

The coach listens for the participant's values, commitment and strengths as expressed in words and actions. The coach is listening for the participant's agenda and solutions, not thinking about his or her agenda or solutions for the participant.

Powerful questions

The coach asks the participant questions designed to clarify his or her wants, provide insight into his or her choices, and empower the participant to move forward. Powerful questions are open-ended and encourage the participant to think a little farther down the road than he or she might have without coaching. Examples include:

- What's next?
- You mentioned _____. Tell me more about that.

Reframing

The coach provides participants with another perspective by taking the original information and interpreting it in a different way. It's intended to explore options, not to challenge their beliefs.

Requesting

Involves the coach making a request of the participant based on the participant's agenda. The request includes a specified action, conditions of satisfaction, and a date or time for completion. The participant could respond to a request with "yes," "no," or a counteroffer.

Structures

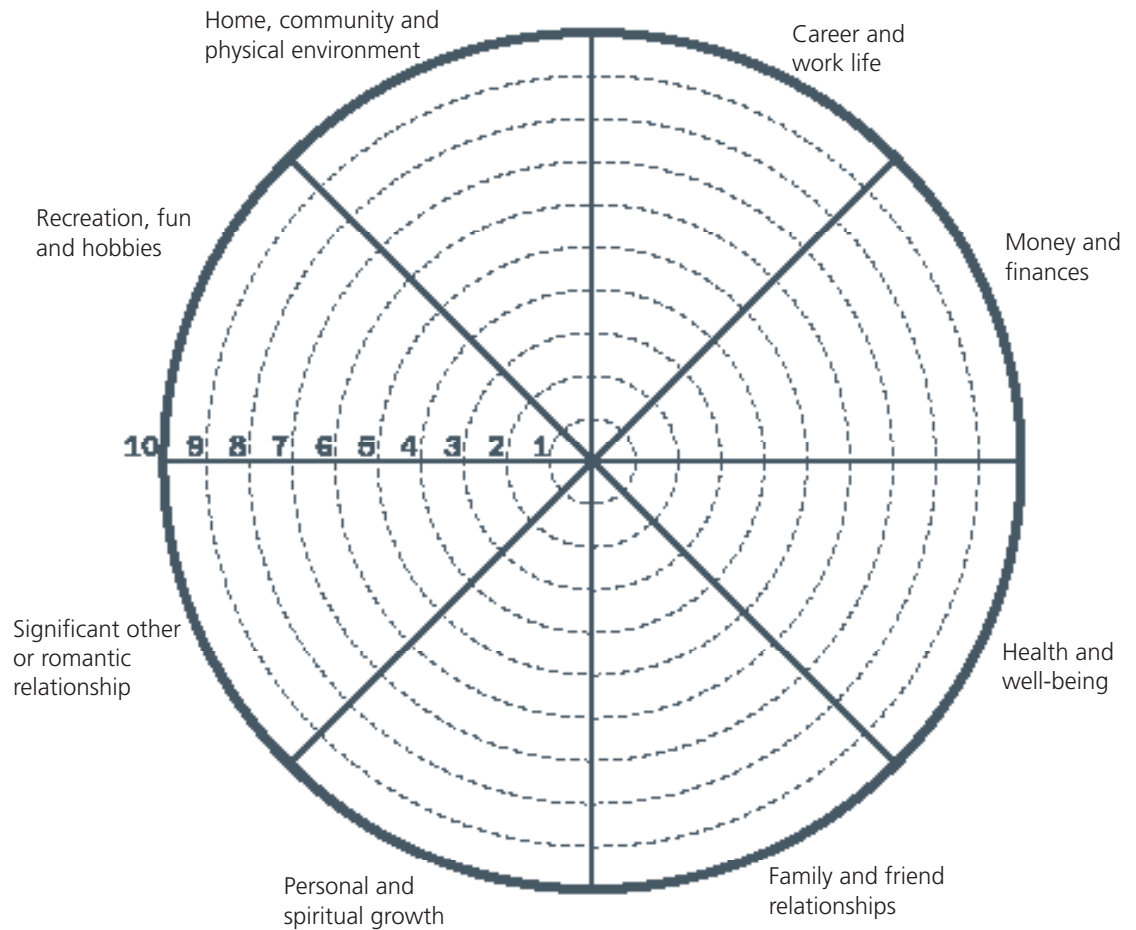
The coach can help the participant put a structure in place if the participant needs reminders or support. Structures are prompts or tools that remind participants of their goals, purpose, or the actions they need to take immediately. Pictures, calendars, alarm clocks, or an email or voice mail from the coach can serve as structures.

*Sources: Coaching Questions: A Coach's Guide to Powerful Asking Skills, Tony Stoltzfus, 2008.
Co-Active Coaching (2nd ed.), Laura Whitworth, Karen Kimsey-House, Henry Kimsey-House and Phillip Sandahl, 2007.*

The wheel of life

Rate your level of satisfaction in each area of your life

Each pie slice below represents an area of your life. Mark your level of satisfaction for each by drawing on the dotted line associated with the number scale shown. The closer you are to a 10 on the outside of the circle, the more satisfied you are with that area of your life.

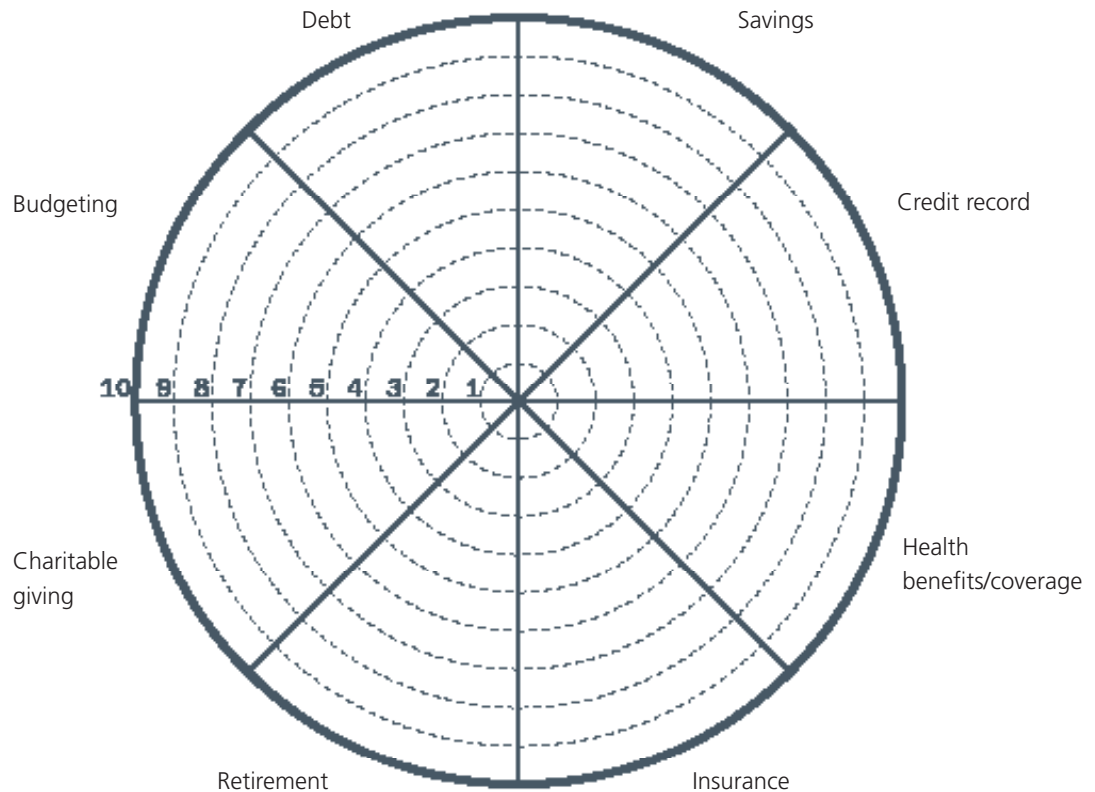


Find this document at everence.com/stewardship-education.

Personal finances wheel

Rate your level of satisfaction in each area of your life

Each pie slice below represents an area of your financial life. Mark your level of satisfaction for each by drawing on the dotted line associated with the number scale shown. The closer you are to a 10 on the outside of the circle, the more satisfied you are with that area of your life.



1. Which area(s) do you most want to improve?
2. What financial goal(s) could you set for that area/those areas?
My goal is/goals are:
3. When do you plan to begin addressing that goal/those goals? (Answer for each goal.)
 - a. I don't intend to start in the near future.
 - b. I seriously intend to start in the next six months.
 - c. I plan to start within the next 30 days.
 - d. I've already started.
 - e. I've been doing this for more than six months.

Session 1 tips

Topics

- Establish a foundation – coach and participant role, participant expectations agreement.
- Build your credibility as a trained coach.
- Begin building relationship.
- Get to know your participant through exploring his or her wheel of life.
- Transition to a money-related conversation by exploring the personal finance wheel (if time allows).
- Ask participant to think about financial areas on which he or she wants to focus.

Helpful hints

- It's OK to be nervous. That means you want to be the best coach you can be for your participant and you're hoping you'll meet his or her expectations as a coach. Remember that you and your participant are building this relationship together – it's new to both of you.
- Throughout the hour, plan to spend 20 percent of the time talking and 80 percent listening.
- Strive for active listening by:
 - Maintaining eye contact.
 - Clearing your head of unnecessary "chatter."
 - Listening with curiosity – be interested.
 - Focusing on the participant.
 - Acknowledging that the participant's comments (verbally or nonverbally) send the message you are hearing. "I understand. That sounds important to you."
 - Ask clarifying questions to get more information or confirm your understanding. "So, paying for your child's education is your top priority. Is that correct?"
 - Restating what you have heard and asking for confirmation. "You mentioned that you are thinking about creating an emergency fund and need help figuring out how to fund it. Is that accurate?"
- Invite your participant to share and listen. After asking a question, allow some time for silence. If you have a tendency to want to fill silent pauses, do a "Mississippi" count to five in your head. Chances are your participant will start sharing before you're at "five Mississippi."
- This conversation is purely about getting to know your participant – his or her strengths, values, resources, emotions. The intent is not to dive deep in certain areas, diagnose situations, suggest solutions, etc.
- Avoid closing an open-ended question by listing a series of choices from which the participant can choose. Don't ask: "What would you do with the money you're now paying on debt if it were all paid off: move to a bigger house, save more for retirement, start a college savings plan?"
- It's his or her story, not yours. You may naturally want to relate to your participant and share how you have a similar situation or experience. Do this briefly to build the relationship. Catch yourself if you find you're starting to tell your own story.
- Use the Financial Coach Notes Session 1 Guide found online at everence.com/stewardship-education. Take minimal notes during your session.
- After the session, take several minutes to document your conversation. Take it out again a few hours later and add anything more that occurred to you after some reflection.

Managing time

Suggested agenda for Session 1 (1 hour)

- 5 mins. Establish coaching relationship and expectation of roles. Obtain signature on participant expectations agreement.
- 3 mins. Coach shares briefly about his or her financial journey and himself or herself to begin to develop relationship and set the tone for sharing.
- 10 mins. What brought participant to coaching?
- 20 mins. Coach and participant review wheel of life (could take most of session).
- 15 mins. Coach and participant review personal finance wheel (if time allows).
- 5 mins. Establish homework for next session – financial focus areas. Talk about accountability.
- 2 mins. Establish date, time and location for next session.