



THE CREATE FUTURE PROJECT PRESENTS

THE 3 COACHING MODELS

FACILITATOR GUIDE

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Introduction to the Create Future Project

The main objective of the project is to train support workers/career advisors who support people with special needs or who are disadvantaged by using the latest coaching models which have the most impact with regard to career progression and problem solving. Support workers often face a lot of pressure with regard to the variables faced in the workplace, such as the discrimination that still prevails against special needs workers and/or those who face other challenges and the pressure they have as career professionals to meet specific work placement targets. There is also a need to find the latest tools in coaching to support special needs workers to gain their confidence and improve their self- efficacy.

This project will invest in a multi-professional cooperation between education and support services, as well as companies and working life representatives, to develop meaningful interventions in coaching tools in the field of career guidance. This transnational partnership brings a multidisciplinary approach to coaching and will be able to develop methods and tools for the professional development of coaches; for the employers to use for the workers and clients who require additional support.

The Create Future project will have a clear impact on the knowledge and development of skills amongst the staff and clients of partner organisations dealing with the employment of people with special needs or those who are facing challenges/disadvantage. In particular, the project will develop 3 main coaching models and training programmes using: Neurolinguistic Programming; Strengths Based Coaching and the Mentoring Circles™ methodology, to equip staff to use practical tools to support their clients in their transition from unemployment to employment. These models will be used in current housing and day services, both in individual and group situations in order to ensure that there will be a bridge to support workers to achieve and create a better and more promising future working life.

Erasmus+ disclaimer

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Partners

The Create Future partnership is made up of 4 dedicated partners:

- Invalidisäätiö, Finland: <https://www.invalidisaatio.fi/>
- Inova Consultancy, UK: <https://www.inovaconsult.com/>
- Amadip.esment Fundación, Spain: <https://esment.org/>
- CERCINA, Portugal: <https://cercina.pt/web/>

Each of these organisations are dedicated to supporting those who need additional support when finding employment or other educational/training opportunities.



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The 3 Coaching Models – Adaptations

The 3 coaching models focused on in this training package have been reviewed and adapted to suit the needs of the target groups involved.

The direct target group for this training are coaches/trainers/carers working to support those with disabilities, mental health issues or those in vulnerable situations. In particular, there is a focus on those that help these groups in their fields of education, training and employment.

The indirect target group of this training are those with disabilities, mental health issues or those in vulnerable situations. By informing coaches/trainers/carers of these coaching models and how they can support these vulnerable individuals into employment, they will benefit themselves when these models are implemented in the different countries involved (Finland, UK, Portugal, Spain – and others due to the sustainability potential of this project and training).

In order to ensure appropriate adaptations occurred, essential information was extracted from the data collected as part of the initial research under Intellectual Output 1. This research included data collection from both staff working with vulnerable groups, and the groups themselves, as to what support and information is already available, and what aspects or topics could be useful and beneficial if given more of a focus. Moreover, the partnership also conducted its first Learning, Teaching, Training Activity in order to further discuss the issues highlighted in the IO1 research and potential solutions to those challenges, to support the target groups, in parallel to the IO2 training package.

From the collected data, several aspects have become apparent:

- **Discussion** is key in order to maintain open communication between clients and supporters.
- Goal Setting can aid the development of those seeking employment and can be implemented at a pace suitable for the individual, using the **SMART goal technique**.
- **Networking** between different trainers/coaches/carers to bring together a cohesive support network within the region.
- **Evidencing skills**, and **transferable skills in** particular, within a format appropriate for job searches (Portfolio, CVs etc.)
- **More understanding** of the needs of the clients and they need to adapt actions/activities/approaches to support the individual.
- **Self-efficacy and self-confidence** are key elements lacking for many clients – something which needs to be developed in order to support employability and job searching.

From this collected data and drawn conclusions, the adaptations of the 3 coaching models were finalised, keeping the needs of the target groups in mind. Therefore, during the training programme developed:

- Substantial time is given for discussions between participants in order to facilitate networking and cohesion within the group. Discussion is also embedded in the training to promote open communication, which can then be used with their own clients.
- Reflecting on strengths and transferable skills has been heavily included in the coaching model adaptation to ensure time is given to develop the participant's abilities to support their clients' exploration of their transferable skills.
- Reflection time is built in to allow for activities to be reflected upon and shown how useful they can be for the different client bases of the participants.



- Skills development, with a focus on self-efficacy and confidence is focused upon to enable the participants to see how essential these skills are for developing employability prospects, and as an individual, especially if in a vulnerable situation or facing other challenges.

As well as from initial data collection, as part of IO1, information gathered and analysed during the first LTTA (Learning/Teaching/Training Activity), held online and hosted by LIVE in Finland, was used to inform the information, methods and techniques used within the IO2 Training Programme.

From discussions during this event, several key points and aspects came to light from previous experience working with this target group and, as a result, key aspects to consider when developing this training programme:

C1 event thoughts	IO2 implementation
Showing good examples to clients (case studies)	Activity 5 (Session 2) involved case studies to support the development of CVs based on strengths of the individual.
Setting clear and achievable goals	Activity 3 (Session 1) focuses on the theory and development of SMART goals to support the development of achievable goals.
Confidence building and strengthening self-esteem	Session 2 focuses on strengths-based coaching and activities in this session focus on the building of self-esteem and, in turn, confidence. Session 3 also discussed NLP to support positivity and confidence building.
The importance of transversal competences in a CV	Activities relating to competences and identifying strengths and transversal skills are used to complement this focus.
How to present their CV to show their skills	Session 2 supports the focus on CVs and the identification of skills to support CV/Service Portfolio development.
Support with life management skills when supporting someone towards work.	Activities within session 1 support the coach/trainer/carer to help their clients with life management through models such as 'think, act, reflect' and the questioning technique.
Decreasing support through the process to increase independence.	Through SMART goals and the questioning technique, the coach/trainer/carer can support the process of independence for the client, giving responsibility and accountability to the client when setting goals and action plans.

The 3 Coaching Models Facilitator Guide

The partnership is focused on designing a training programme to be implemented with 8-15 practitioners. Using a combination of the results of output 1 and the existing knowledge within the partnership, the guide will serve as a three-part training programme for trainers/coaches working with vulnerable groups within the fields of education and employment. The emphasis of the training will be providing coaches/trainers with practical exercises to use with their clients.

The aim of this programme is to provide coaches/trainers/ carers with the methods, tools and resources to better support their clients and improve the services available across Europe. In turn, this will contribute to the project's overarching aims of tackling prejudice against people with disabilities/ those facing challenges or disadvantage, and making access to education and employment training open, inclusive and accessible to all.

The primary target group of this training will be professionals/coaches/trainers working in career and education advisory services supporting people with disabilities, mental health issues or those in vulnerable situations within the fields of education and employment. The training will include emphasis on creating awareness around individuals with disabilities and those who face a double disadvantage, including women, young people and others in need of high levels of support.

This training will focus on 3 key coaching models:

A) Mentoring Circles™ - Think, Act, Reflect

The first session will teach participants key aspects of the methodology behind Inova's award winning Circles™ and provide them with training and tips on how to deliver these activities with their clients. The Circles™ are an innovative form of personal development training that involves groups of 4-5 mentees meeting with a facilitator for 3-4 sessions, each lasting up to 4 hours. Circles™ enable mentees to use peer-support techniques to build upon their own and others' confidence and self-efficacy. By using techniques and activities adapted alongside the Circles™ methodology, coaches and trainers will be able to help their clients to increase their confidence, self-efficacy and self-awareness by sharing stories with each other, which are crucial elements to educational and employability success.

B) Strengths-based coaching

The second training session will enable coaches/trainers to support their clients in more effective and individualised ways to help them to discover their strengths and skills using strengths-based coaching techniques. By using strengths-based coaching, the participants will be able to tailor their training delivery to the needs of their clients and deliver appropriate and individualised training. This is particularly important when working with vulnerable or disadvantaged groups, as it enables them to realise their strengths and how to emphasise and boost their employability. By becoming aware of their strengths and talents, the participants will be able to view their full potential from a much stronger position and this awareness will feed into the development of their knowledge and skills. Research has also shown that taking a strengths-based focus on development can improve employee engagement, achievement, attendance, productivity, and hope (Clifton and Harter, 2003).

C) NLP (neuro-linguistic-programming) models

The third training session will teach participants how to use neuro linguistic programming (NLP) techniques with their clients. NLP is focused on the connections between neurological processes, language and behavioural patterns that have been learned through life experiences. By making small



changes, it is possible to harness these behavioural patterns in order to achieve specific goals in life. NLP is a tool used for initiating personal change and development, by using specific language patterns to guide positive change within ourselves. NLP has also been shown to reduce anxiety, support individuals in developing an overall healthy mood and cultivating good habits. This is achieved by looking at the connection between our minds, the language we use and how this impact our behaviour (Group, 2014).

The Structure

This guide will display each of the 3 coaching models, 1 per session. For each session, the structure will be presented as follows:

- **Introduction** to the session focus, aims and objectives.
- **Key materials** required for the session (with trainers/coaches)
- **Theory** behind the session's coaching model, with references and resources.
- **Activities** and explanation for implementation of the activities.
- **Lesson Plan** for the training session with trainers/coaches.

This structure will support you in the delivery of these 3 training sessions, focused on 3 coaching models, as previously described.

Project Piloting

For the Create Future project, this training course should be piloted over **3 sessions**, each lasting half a day (**3-4 hours**). Each partner should pilot the training course **with 8-15 trainers/coaches/carers** who work with and support those who need additional support or are facing challenges/disadvantage. ***This training should take place between August 2021 – December 2021.***

Following each session, an evaluation form should be completed to enable the partnership to collect in-depth feedback and data regarding the models and training course, to allow for further development and adaptation, prior to finalisation. For documentation required for the project's piloting phase, please refer to the annexes of this guide.



Training Session 1 – Coaching Model 1

Introduction: Think, Act, Reflect – Mentoring Circles™

The first session of the Create Future 3 Coaching Models training course is focused on the “Think, act, reflect” model used in many different coaching contexts, as well as in Inova Consultancy’s Mentoring Circles™ methodology.

“Think, act, reflect” is a process of development, allowing the clients to try new habits/actions/focuses and then reflect on the positives and/or negatives of this new action within their own life. This session will also discuss the Questioning Technique – another key aspect of the Mentoring Circles™ and a great way to encourage self-reflection and accountability. This initial session will thirdly include a discussion and activity relating to SMART goals, a key tool to use to develop achievable and realistic goals to support the client’s personal and professional development.

Key materials

For this session, the key materials needed to support the training will be:

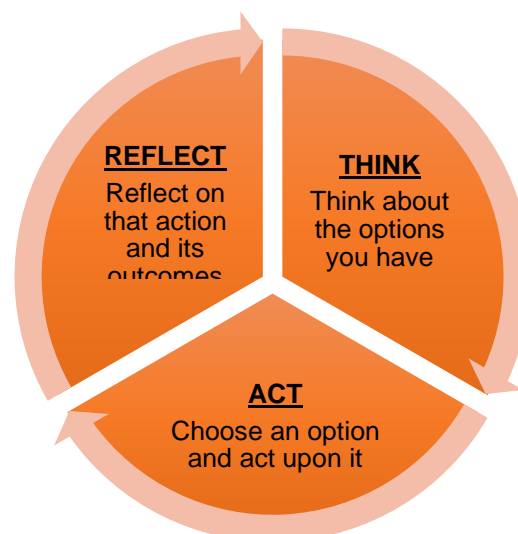
- Pens or pencils
- A4 paper
- Activity Handouts 1, 2 and 3
- Projector and laptop if using a supporting PowerPoint

When conducting this training session, you may choose to use a PowerPoint presentation to support your training. This presentation should include key points surrounding the theory involved in the session, as well as information on the activities and the support it can give to both the trainers/coaches and their clients.

Theory

Think, Act, Reflect

Think. Act. Reflect. By continuously reflecting upon the work you do, you come away with a deeper understanding of your actions, goals and achievements.



Reflective thinking can be defined as consciously thinking about, and analysing, things such as¹:

- what you are currently doing
- what you have previously done
- what you have experienced
- what and how you have learned.

When using this technique in coaching, you must consider your client's past experiences and how this influences their actions. For example, if your client has been rejected from multiple jobs, they may feel the employability search is much more daunting and procrastinate in certain tasks because this has provided them with context for their thoughts. However, this model can help a client to develop these thoughts and evolve them to react and respond differently to experiences and situations.²

When analysing internal thought processes, an individual can gain a better knowledge of why they habitually think this way and the reasons behind it and can make them question assumptions they have always had. An individual who uses this reflective model will be able to develop an understanding of how to view issues from a variety of perspectives through practice and using key concepts from this model.

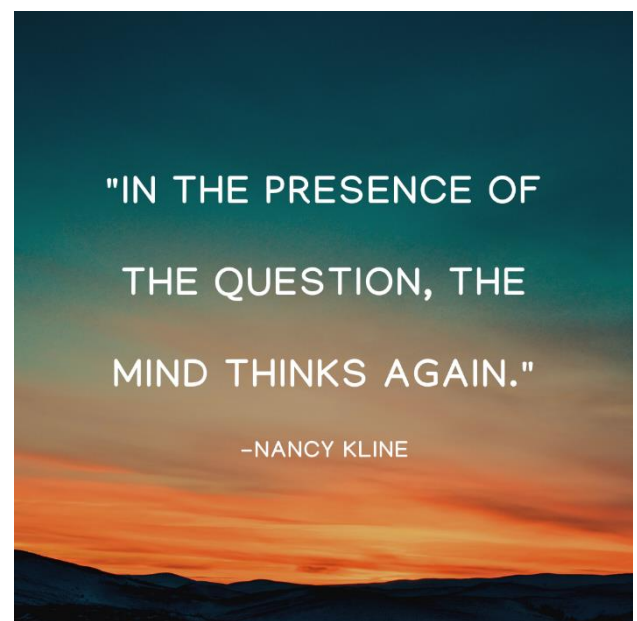
Using this method with clients and employability can help them take better calculated risks and be better informed about how their actions can impact their search for employment. It can help individuals during interviews and prepare them for difficult situations they may face and make them better equipped to handle them. This model can help coaches to give their clients the best possible resources for their client's thought processes and how to understand them better.

Questioning Technique

The Questioning Technique is heavily used in Inova Consultancy's Mentoring Circles™ methodology and focuses on questioning rather than advice giving.

By asking questions, people rethink original thoughts, come up with new solutions and take accountability for their actions. If we always give people advice or tell them what to do, no accountability is held, and this can hinder overall development.

Your client should speak about their issues/challenges/opportunities in their given time. They should be encouraged to specify to what they need, or which to gain, and to regulate the contributions, especially if the contributions are too directive or not helpful for their particular situation.



¹ <https://www.open.edu/openlearn/ocw/mod/oucontent/view.php?id=51386§ion=2>

² <https://www.open.edu/openlearn/ocw/mod/oucontent/view.php?id=51386§ion=2>

'Advice giving' can be unhelpful when it directs someone towards a particular way of thinking or a course of action. Using questioning instead helps to empower them and supports them in finding their own solutions. Offering advice can be detrimental to personal learning, bypassing an opportunity for them to learn and explore for themselves.

When using the questioning technique, look out for and avoid sentences starting with:

- 'Have you thought about....?'
- 'Have you tried...?'
- 'You could try.....'

Some statements can be unhelpful for self-exploration and should be avoided, such as:

- 'When I worked in a similar job, I used to....'
- 'When I went for an interview, I always found ...'

Always avoid unhelpful comments which lead into advice giving, such as:

- 'If I were in your situation, I would.....'

By focusing on questioning your client, they will go down a path of self-exploration and discovery, finding new solutions which were already in their mind, just not within reach before being questioned.

The questioning technique should not be interrogative; instead, questioning should invite reflection and a potential change in thought process. Some helpful questions could include:

- 'Why did it make you feel like that?'
- 'What could you have done differently?'
- 'What could you do next time to get a different outcome?'
- 'Have you thought of any other possibilities?'
- 'What do you hope to achieve from this?'
- 'What could you say to help you in this particular situation?'

Each of these questions prompt reflection and self-exploration, with no advice giving in sight! Following this questioning, your clients may develop new ideas and actions they wish to try out, having explored new possibilities.

Encouraging your clients to try out these new ideas is key for self-exploration and finding the outcome which works for them. You could ask them to set 1 goal in between sessions, based on something new they have discovered during the questioning. Check out the SMART goal technique below to see how they can set achievable goals based on their newly found ideas.

SMART Goals³

SMART is an acronym that can be used to guide goal setting to ensure goals are made which are achievable, and not unrealistic and the cause of low self-esteem, negative thoughts and future procrastination.



Figure - <https://commons.wikimedia.org/wiki/File:SMART-goals.png>

To ensure that goals are both clear and attainable, each one should be:

- Specific** (simple, sensible, significant)
- Measurable** (meaningful, motivating)
- Achievable** (agreed, attainable)
- Relevant** (reasonable, realistic, results based)
- Time bound** (time-based, time limited)

Specific:

A goal should be clear and specific, so you are able to focus your efforts and feel truly motivated to achieve it. When considering your goal, try to answer the five 'W' questions.

- What** do I want to accomplish?
- Why** is this goal important?
- Who** is involved?
- Where** is it located?
- Which** resources or limits are involved?

Measurable:

Measurable goals are important because they allow you to track your progress and stay motivated. Assessing progress helps you to stay focused, meet your deadlines, and feel the excitement of being closer to achieving your goal.

³ <https://www.mindtools.com/pages/article/smart-goals.htm>

Achievable:

Your goal should be realistic and attainable; it should stretch your abilities but not be impossible. An achievable goal will usually answer questions such as:

- **How** will I accomplish this goal?
- **How** realistic is the goal, based on other constraints e.g. financial factors, networks etc.?

Relevant:

This step is about ensuring that your goal matters to you and aligns with your wider goal. A relevant goal answers 'yes' to the following questions:

- Does it seem worthwhile?
- Is this the right time?
- Does this match our other efforts/needs?
- Am I the right person to reach this goal?
- Is it applicable in the current socio-economic environment?

Time-bound:

This focuses on time frames; it is useful when creating smaller realistic goals that can lead to larger more fulfilling goals. If a goal is too big to achieve all in one go, it is unlikely that we will be successful in achieving it. Therefore, setting smaller goals which are time-bound will allow us to make progress, achieve these smaller goals, and stay within your desired time frame.

SMART goals are an efficient way to progress your own goals and keep track of them. It makes smaller goals more attainable and achievable and allows individuals to progress to bigger goals with a higher success rate. This is important when searching for employability because it allows an individual to not feel overwhelmed and view job searching as daunting because it breaks the whole process up into small goals which can help change someone's mindset towards improving and finding employability. Time frames are key when using SMART goals because they help track progress and plan accordingly. Being able to track progress in relation to each goal accurately helps increase motivation and helps the momentum keep going to help maintain achieving your goals.⁴

Specific and measured goals are key for success no matter the goal. It also helps anchor an individuals' mindset which enables them to be able to use this method with day to day thinking and decision making because it is a stable and solid strategy that will not cause stress or fear for someone but create opportunities and challenges that can be overcome. This is why SMART goals are important and one of the crucial ways to help someone achieve their goals¹.

⁴ <https://www.elegantthemes.com/blog/business/smart-goals>

Activities and explanation

The following activities can be used during session 1 of the Create Future training programme; these activity explanations also include how trainers/coaches/carers can implement these activities with their own clients, if appropriate.

Activity 1: Think, Act, Reflect model

Handout and materials required	Activity Handout 1 Pen
Aim & Overview	<p>The aim of this activity is to allow clients to reflect on a situation which has gone well, or that hasn't gone well, and how they can reflect on changing the outcome of a similar situation in the future.</p> <p>This activity involves selecting a situation which went well, or a situation which did not go well, and reflecting on each step and how you could do something different next time to alter the outcome.</p> <p>2-3 questions are asked for each of the 3 model steps:</p> <p>THINK</p> <ol style="list-style-type: none"> 1. What was your thought process before starting? 2. Did you think of different options? Did you find one solution and decide to act upon this one only? <p>ACT</p> <ol style="list-style-type: none"> 1. What did you do? 2. Did you complete your action at one time or over the course of some time? <p>REFLECT</p> <ol style="list-style-type: none"> 1. What went well? Why? 2. What could have gone better? Why? 3. What could you do differently next time? <p>By reflecting on a situation that went well, or one which didn't, their clients can see the steps needed to alter the outcome of a situation if it occurs again, using the 'Think, Act, Reflect' model as a learning tool for development each time.</p>
Duration	30 minutes (reflection time to complete the handout plus reflection time with the coach and to discuss)
Implementation with trainers (piloting session)	<p>As part of the Create Future project and training programme, the facilitator should talk through this activity with the group of trainers/coaches/carers, after having explored the theory behind the 'Think, Act, Reflect' model.</p> <p>Time should be given for the activity to take place within this group, so the participants (trainers/coaches/carers) can experience the activity first-hand.</p>

	<p>Within each step of this model are 2-3 questions. Based on the situation chosen, each step should be reflected on, and notes made for each question.</p> <p>A discussion should then be held on the usefulness of this activity for their clients looking for employment.</p>
<p>Implementation with a client (future use)</p>	<p>When using this activity in their job with their client, the trainers/coaches/carers should:</p> <ol style="list-style-type: none"> 1. Explain the aim of the activity and how it can help to support the exploration to employment. 2. Give Handout 1 to the client and allow enough time for them to complete the activity handout. 3. Have a discussion with the client about what they reflected upon and how it has helped when moving forward in their job search. <p>It is important that the situation chosen by the client is relevant to them with regards to finding employment. This could include:</p> <ul style="list-style-type: none"> ● The last job interview they had. ● The last time they submitted a job application. ● The last time they were unsuccessful in a job interview.

Activity 2: Questioning Technique Role Play

<p>Handout and materials required</p>	<p>Activity Handout 2 Pen for taking notes</p>
<p>Aim & Overview</p>	<p>The aim of this activity is to allow the trainers/coaches/carers to understand the usefulness of the questioning technique and how it can be used to support their own clients, during consultations with them.</p> <p>This activity involves a role play between the facilitator of the session and the participants (Trainers/Coaches/Carers).</p> <p>Facilitator should play the role of the client.</p> <p>The trainers/coaches/carers should play the role of themselves, as if they were in a consultation with one of their own clients.</p> <p>The facilitator should read out the scenario given in Activity Handout 2 and below:</p> <p><i>“When I go for a job interview, I always think people are staring at me and think I am not capable of doing this job. It unnerves me and makes me do badly in an interview, so I never get the job.”</i></p>

	<p>All the participants should be given a few minutes to review the scenario and make notes on the handout of things they wish to ask.</p> <p>Following this, each trainer/coach/carer should take it in turns to ask questions to the facilitator (client) to try to explore options, solutions and goals going forward to help the facilitator with the situation.</p> <p>Questions should be asked which encourage self-reflection and self-exploration, rather than giving advice. The facilitator of the session should draw attention to any questions which are not productive or lead to advice giving, allowing the participants to learn the kinds of questions to ask which support self-reflection and self-exploration.</p> <p>For example:</p> <p>Good questions</p> <ol style="list-style-type: none"> 1. Why did it make you feel like that? 2. What do you think you could do to change this? 3. What options do you have? Which is the best option for you? Why? <p>Bad questions/statements</p> <ol style="list-style-type: none"> 1. Shouldn't you just give up? 2. If I was you, I would do this.... 3. Why not try this.....? <p>Please refer to the theory of the Questioning Technique for more examples.</p> <p>At the end of the questioning round, the facilitator should express their views on how each trainer/coach/carer did, reflecting on:</p> <ul style="list-style-type: none"> ● Good questions asked. ● Questions/statements which should be avoided in the future. ● Notes regarding exploration using further questioning. ● Any other constructive feedback which will help the participants with their own clients in the future. ● Following the exercise the facilitator can also give tips on theory which builds on questioning technique such as the ABCDE model for challenging negative thinking and supply sources of information.
Duration	20 minutes (time to implement the questioning technique plus reflection and feedback time and to discuss usefulness)
Implementation with trainers (piloting session)	As part of the Create Future project and training programme, the facilitator should read out the scenario talk through this activity with the group of trainers/coaches/carers, after having explored the theory behind the 'Think, Act, Reflect' model.

	<p>Time should be given for the activity to take place within this group, so the participants (trainers/coaches/carers) can experience the activity first-hand.</p> <p>Within each step of this model are 2-3 questions. Based on the situation chosen, each step should be reflected on, and notes made for each question.</p> <p>A discussion should then be held on the usefulness of this activity for their clients looking for employment.</p>
Implementation with a client (future use)	<p>This activity should not be used directly with clients. Instead, the technique of questioning should be considered by the trainers/coaches/carers when next interacting with their clients.</p> <p>With this technique in mind, the trainers/coaches/carers will be able to ask their clients the right questions to support self-exploration and searching for solutions, without being given direct advice which removes accountability if the outcome is not as expected.</p>

Activity 3: SMART Goals

Handout and materials required	<p>Activity Handout 3</p> <p>Pen and paper for taking notes and creating own SMART goals</p>
Aim & Overview	<p>The aim of this activity is to allow the trainers/coaches/carers to understand the usefulness of SMART goals and how it can be used to support their own clients, during consultations with them.</p> <p>This activity involves a reflection upon the SMART goals technique, exploring the activity handout 3 which gives an overview of the technique, and giving time for the trainers/coaches to set their own SMART goals to see what it would be like for their clients.</p> <p>The facilitator of the session should explain what SMART goals are (using the theory above) and how it can be beneficial for clients who need additional support.</p> <p>Activity Handout 3 should be circulated to provide the trainers/coaches/carers with a document explaining the SMART goal technique.</p> <p>Once familiar with the technique, time should be given to let the participants set their own SMART goals in order to get first-hand experience on how their clients could use this technique to support their own development.</p> <p>Once the group has created their own SMART goals, the facilitator should open a discussion with the group as to how this activity went, using the following questions as guidance:</p> <ul style="list-style-type: none"> ● How did the SMART goal technique help you to set goals? ● What was useful about this technique?

	<ul style="list-style-type: none"> Do you think your goals are achievable, when structured as a SMART goal?
Duration	30 minutes (time to view theory, implement the SMART goal technique plus reflection and feedback time and to discuss usefulness)
Implementation with trainers (piloting session)	<p>As part of the Create Future project and training programme, the facilitator should explain the theory of SMART goals prior to handing out Activity Handout 3.</p> <p>Time should be given for the activity to take place within this group, so the participants (trainers/coaches/carers) can experience the activity first-hand.</p> <p>A discussion should then be held on the usefulness of this activity for their clients looking for employment. Questions to initiate a discussion on usefulness could include:</p> <ul style="list-style-type: none"> How could this technique support your clients? How could you adapt this technique to suit your clients? Do you use a similar technique already?
Implementation with a client (future use)	This activity can be used directly with clients. The trainers/coaches/carers should provide their clients with Activity Handout 3, explain the SMART goal technique, then support their clients to set their own SMART goals for development and employability, for example. Person-centred goals can be devised recognising individual capabilities and interests.

Lesson Plan

This lesson plan is an aid to support the facilitator with the training session and ensure all the content is covered within the session. Lesson plans can be amended based on the experience of the trainer and should only be used as a guide. Facilitators of the Create Future training course should be experienced trainers/teachers who can appropriately support the learners through this course.

This lesson plan is based on the 9:30am start and a 12:30pm finishing time (totalling a 3-hour session).

Time	Duration	Topic	Notes/Resources
9:30 – 9:40	10 minutes	Welcome and purpose of the session	This welcome should include information on the trainer, the purpose of the session and the focus on the session.
9:40 – 9:50	10 minutes	Introduction to the project	This introduction should include information on the Create Future project and its target groups and aims.
9:50 – 10:25	35 minutes	Theory – think, act, reflect	Introduce this coaching model and the theory behind it. Include information on the Mentoring Circles™ context and how



			this model is important when supporting clients.
10:25 – 10:55	30 minutes	Activity 1 – put it into action	Implement the activity using Activity Handout 1 Following this activity, allow time for a discussion with regards to how this activity and coaching model can be used in the trainers/coaches work to support their clients.
10:55 – 11:05	10 minutes	Break	Allow time for participants to take a break, get a drink or snack. This break will also give time for participants to reflect on what they have learnt in the first half of the session.
11:05 – 11:30	25 minutes	Theory - Questioning technique	Introduce the questioning technique and how it is important for self-reflection and development.
11:30 – 11:50	20 minutes	Activity 2 - put it into action - questioning	Implement the activity using Activity Handout 2 . As a group activity, the facilitator should discuss the scenario given and all participants should use the questioning prompts to develop their questioning technique in order to support the facilitator to finding action points, rather than giving advice etc. Following this activity, allow time for a discussion with regards to how this technique can be used in the trainers/coaches work to support their clients. Point out that it is usual for time to have elapsed when coaching between session 1 and 2 when the client can try out behaviour and therefore have more reflecting to do on outcomes. If practising it could be useful to suggest an event that has already happened, with outcomes in order that individuals can reflect on outcomes and effects.
11:50 – 12:20	30 minutes	Theory and Activity 3 – SMART Goals discussion and handout	Introduce the SMART goals technique, using Activity Handout 3 to present the structure to the trainers present.

			<p>Use this handout as a prompt and encourage the participants to make their own smart goal to see how these goals are developed.</p> <p>Following this activity, allow time for a discussion with regards to how this technique can be used in the trainers/coaches work to support their clients.</p>
12:20 – 12:30	10 minutes	Close of session – evaluation	<p>The end of the session should include:</p> <ul style="list-style-type: none"> ● Overview of theories and knowledge learned. ● Review of activities and how these can support their clients. ● Evaluation form to assess the piloting session. ● Next session information

Training Session 2 – Coaching Model 2

Introduction: Strengths-Based Coaching

The second training session will explore strengths-based coaching. By using strengths-based coaching, the participants will be able to tailor their training delivery to the needs of their clients and deliver appropriate and individualised training. By becoming aware of strengths and talents, the clients will be able to view their full potential from a much stronger position and this awareness will feed into the development of their knowledge and skills.

Key materials

For this session, the key materials needed to support the training will be:

- Pens or pencils
- A4 paper
- Activity Handout 4, 5 and 6
- Projector and laptop if using a supporting PowerPoint

When conducting this training session, you may choose to use a PowerPoint presentation to support your training. This presentation should include key points surrounding the theory involved in the session, as well as information on the activities and the support it can give to both the trainers/coaches and their clients.

Theory

Strengths-based Coaching

Strengths are the result of an individual's natural talents that they have built upon with skills, knowledge and experience. Strength based coaching can expand the value of an individual's strengths and teach them how to best use them in their employability search. This method of coaching helps the trainer/coach/carer and client identify and discover how to use their strengths more consciously to increase their success.⁵ Ignoring weaknesses is not helpful in this method of coaching because coaches can help clients find ways to use their strengths to manage their weaknesses or areas needing further development.

Strength based coaching helps trainers/coaches/carers to view gaps in skills, knowledge and performance as 'fields of opportunity' for creating new mindsets, behaviours and being more informed about choices they make during the employment process.⁶

Strength based coaching allows someone to recognise that they themselves know how to bring their best self to work and the job seeking process, e.g. interviews. The coaching means that they will know they need to give their employer/future employer an understanding of what can help them bring their best selves to work and that by understanding their strengths, they can be more successful in achieving this.⁷

It is often recommended that coaches use a strengths-focused approach with their clients to explore what most energises them. This means the coaches are already aware of what their client is likely to be good at in the future because they are already passionate about it. Strength based coaching is important because it helps clients overcome their weaknesses' limitations and pushes their strengths even further when boosting their employability. Coaches are more likely to 'develop agility' with strength-based training because they can play to their strengths and can refocus on what makes their clients feel positive and therefore increasing performance levels.⁸

Using strengths in coaching can give people a greater sense of 'choice and control' that improves their confidence in decision making and choices.⁹ Govindji and Linley's study found that people using their strengths reported higher levels of self-confidence and self-esteem, key elements needed for motivation and success in employability.¹⁰ Therefore, there is a clear link between the effects of strength based coaching with self-esteem and self-efficacy when searching for employment because it increases their self-awareness of their own strengths and how this makes them more employable.

⁵ <https://www.patriciaschwartz.com/what-is-strengths-based-coaching>

⁶ <https://www.patriciaschwartz.com/what-is-strengths-based-coaching>

⁷ [https://www.strengthscope.com/how-strengths-based-coaching-accelerates-positivity-performance/#:~:text=1\)%20Strengths%20based%20coaching,more%20easily%20deliver%20successful%20outcomes.](https://www.strengthscope.com/how-strengths-based-coaching-accelerates-positivity-performance/#:~:text=1)%20Strengths%20based%20coaching,more%20easily%20deliver%20successful%20outcomes.)

⁸ Palmer, S. (2014). A Brief History of Positive and Coaching Psychology and their relationship to the fields of *stress, resilience, health and well-being*. Keynote paper presented at the 4th International Congress of Coaching Psychology 2014, London, on 11th December.

⁹ Toogood, K. (2012). Strengthening coaching: An exploration of the mindset of executive coaches using strengths-based coaching. *International Journal of Evidence Based Coaching and Mentoring, Special Issue 6*, 72–87.

¹⁰ Govindji, R. & Linley, A. (2007). Strengths use, self-concordance and well-being: Implications for strengths coaching and coaching psychologists. *International Coaching Psychology Review*, 2(2), 143 - 153.

Self-Efficacy

Self-efficacy is how a person views their belief in being able to accomplish something or succeed. Having low self-efficacy indicates that someone does not feel able to succeed in something, and therefore can become disheartened and demotivated. Increasing self-efficacy also increases someone’s confidence in their own abilities, which in turn support development, motivation and overall success in their goals.

Albert Bandura, a Canadian - American Psychologist, described self-efficacy as:

“People's beliefs about their abilities have a profound effect on those abilities. Ability is not a fixed property; there is a huge variability in how you perform. People who have a sense of self-efficacy bounce back from failure; they approach things in terms of how to handle them rather than worrying about what can go wrong”¹¹

Developing self-efficacy can help in all aspects of life, including job searching and securing employment. By building self-efficacy, clients will find it easier to bounce back from failure or struggles when searching for employment. Without this, it can be difficult to come back from challenges or previous experiences which have left negative feelings for the client. Therefore, it is important for trainers/coaches/carers to see the value in self-efficacy and highlight its value to their clients, in order for personal growth and development to take place.

Activities and explanation

The following activities can be used during session 2 of the Create Future training programme; these activity explanations also include how trainers/coaches/carers can implement these activities with their own clients, if appropriate.

Activity 4: Identifying strengths

Handout and materials required	Activity Handout 4 Pens to make notes
Aim & Overview	<p>The aim of this activity is to help clients to identify their strengths and how they could highlight these strengths through examples. When trying to find employment, identifying strengths is key, and identifying these with key examples is a great way to support these claims during an interview.</p> <p>Activity handout 4 present 24 strengths, inspired by the VIA Character classification table¹². From this table, participants should be encouraged to highlight those strengths which they have and give an example of how they have shown this strength.</p> <p>Participants should also be asked to identify a strength which they wish to improve or develop. From this, a SMART goal should be set in order to support the development of this particular strength.</p>

¹¹ <https://www.simplypsychology.org/self-efficacy.html>

¹² <https://www.viacharacter.org/resources>

	<p>The facilitator of the session should run through this activity with the participants in order to give first-hand experience on how they could use this activity with their own clients.</p> <p>More information on the VIA Character strengths can be found here: https://www.viacharacter.org/resources</p>
Duration	20 minutes (activity duration plus discussion time)
Implementation with trainers (piloting session)	<p>As part of the Create Future training programme, the facilitator of the session should run this activity with the group of trainers/coaches/carers in order to give them first-hand experience on how to implement this activity with their clients.</p> <p>After giving the participants time to look at the strengths and identify which ones they possess, time should be given for participants to say/write down an example of how they have shown that strength.</p> <p>Following this, participants should pick 1 strength they would like to develop further and, using knowledge from activity 3 (SMART Goals technique), the facilitator should help the participants to set a SMART goal to help develop that particular skill. (If preferred individuals could choose a strength they already have and find evidence of how and when they use it and link this to potential use further, perhaps in an employment/ volunteering context.</p> <p>For example: If you would like to develop your teamwork skills, you could set a SMART goal of researching 1 club to join which would require you to work as part of a team, setting aside 1 hour on a Monday morning to do this research, and 1 evening a week to conduct the teamworking activity.</p> <p>Following the implementation of the activity, the facilitator should give sufficient time for the group to discuss the usefulness of this activity, in relation to their own clients and working situation.</p>
Implementation with a client (future use)	<p>When using this activity with a client, substantial time should be given to allow the client enough time to think about the different strengths and the examples given to support this strength. Using Activity Handout 4, the client should have enough space to write down examples, as well as identifying the strength they wish to improve.</p> <p>From there, the handout also provides a space to write down a SMART goal. It is recommended that the trainer/coach/carer also provides the SMART goals technique handout to the client again, to remind them of the technique and how to set up a goal like this.</p>

Activity 5: Portraying strengths in a CV

Handout and materials required	<p>Activity Handout 5</p> <p>Pens to make notes on the handout</p>
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Aim & Overview	<p>The aim of this activity is to help identify transferable skills in case studies and how they can be used within CVs to help with employability.</p> <p>By studying case studies, we can see examples of how to take skills from other areas of life and how we can transfer these to key skills needed within the job market.</p> <p>Case studies used in the Create Future training programme can also be used with clients of the participants, allowing the clients to see other examples, rather than only working of their own personal situation.</p> <p>The activity involves the following steps:</p> <ol style="list-style-type: none"> 1/ Read the case study and get to know the person. 2/ Identify aspects of the case study which indicate different skills. 3/ Identify how these skills could be transferable and useful when developing a CV. How could they help a prospective employer? 4/ Look at CV examples in your country and how those transferable skills could be presented.
Duration	<p>45 minutes (reviewing the case studies, identifying the skills and transferability potential and looking into CV examples regarding how to present these skills). Discussions following this activity should also be included in this time, in relation to either the client's next steps or how trainers/coaches/carers can use this activity with their clients.</p>
Implementation with trainers (piloting session)	<p>As part of the Create Future training programme, the facilitator of the session should present the two case studies to the group of trainers/coaches/carers.</p> <p>After giving time for the group to read the case studies, they should spend 5 minutes identifying the skills of each and how these transferable skills could be beneficial in an employment context (using activity handout 5 for support).</p> <p>Once completed, the group should come together to share ideas and research CV examples which show how to present these transferable skills.</p> <p>At each stage of this activity, the group should take time to discuss how this activity would be useful for their clients, sharing experiences and advice on how they may have handled situations similar to the case studies before.</p>
Implementation with a client (future use)	<p>For future trainers/coaches/carers using this activity, the same steps can be followed as the Create Future implementation.</p>

	<p>The trainer/coach/carer should go through a case study with their client and encourage them to identify the skills and how these could be used in an employment context. By doing this review of a case study, the client may pick up on similarities which they had not considered before, in terms of their own transferable skills.</p> <p>Searching for CV examples could be done during the session with the client or be given as extended learning in between meetings.</p>
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Activity 6: Additional Learning – turning negatives into positives!

Handout and materials required	<p>Activity Handout 6 Pens for taking notes</p>
Aim & Overview	<p>The aim of this additional learning activity is to help the group reflect on how the discuss negatives with their clients, and how their clients talk about themselves, in relation to finding employment.</p> <p>Negative self-talk can be counter-productive and even harmful in some cases, so it is important to recognise negative self-talk and how these can be changed into positive talk and motivation.</p> <p>In Activity Handout 6, there are a list of questions which help to reflect upon negative self-talk and guide people to think about things in a more positive light.</p> <p>This activity can be done as extended learning after session 2 of the Create Future training programme, within the session itself, or with clients for future use.</p>
Duration	<p>5-30 minutes (self-reflection cannot have a specific time limit on it, hence this is a good activity to set as an extended learning activity)</p>
Implementation with trainers (piloting session)	<p>As part of the Create Future training programme, this activity should be given to the trainers/coaches/carers to support their own self-talk and also to see how this could be beneficial for some of their own clients who may be struggling with a negative mindset.</p>
Implementation with a client (future use)	<p>When using this activity with clients, it is important to take sufficient time to let the client think about each question and consider the implications of positive self-talk. This activity will not instantly change someone’s mindset but will help to start the process of redefining a thought pattern to more positive lines of discussion.</p>

Lesson Plan

This lesson plan is an aid to support the facilitator with the training session and ensure all the content is covered within the session. Lesson plans can be amended based on the experience of the trainer and should only be used as a guide. Facilitators of the Create Future training course should be experienced trainers/teachers who can appropriately support the learners through this course.

This lesson plan is based on the 9:30am start and a 12:30pm finishing time (totalling a 3-hour session).

Time	Duration	Topic	Notes/Resources
9:30 – 9:40	10 minutes	Welcome and purpose of the session	This welcome should include information on the purpose of the session and the focus on the session.
9:40 – 10:10	30 minutes	Theory – strengths-based coaching	Introduce this coaching model and the theory behind it. Include how this model is important when supporting clients.
10:10 – 10:30	20 minutes	Theory and Discussion – self-efficacy	Introduce self-efficacy as a term and have a discussion around the importance of self-efficacy for the clients of the participants.
10:30 – 10:50	20 minutes	Activity – Identifying strengths	Implement the activity using Activity Handout 4 Following this activity, allow time for a discussion with regards to how this activity can be used in the trainers/coaches/carer’s work to support their clients.
10:50 – 11:00	10 minutes	Break	Allow time for participants to take a break, get a drink or snack. This break will also give time for participants to reflect on what they have learnt in the first half of the session.
11:00 – 11:30	30 minutes	Theory - Identifying strengths for employment	Introduce the theory behind identifying strengths and its importance when job seeking.
11:30 – 12:15	45 minutes	Activity – Case studies - How to portray strengths within a CV	Introduce case studies of 2 people and highlight the strengths and skills which could be transferable and portrayed in a CV, to help them find employment. Also take time to explore CV examples which are commonly used and good examples in your country.

			<p>Implement this activity using Activity Handout 5</p> <p>This activity should help their clients to see how they can identify skills and strengths which can then be added to a CV.</p>
12:15 – 12:25	10 minutes	Close of session -evaluation	<p>The end of the session should include:</p> <ul style="list-style-type: none"> ● Overview of theories and knowledge learned. ● Review of activities and how these can support their clients. ● Evaluation form to assess the piloting session. ● Next session information
12:25 – 12:30	5 minutes	Additional Learning	<p>Ask the trainers/coaches to think about how their clients talk to themselves when they come up against challenges or obstacles that they don't know how to overcome – this will feed into session 3 (NLP model)</p> <p>Using Activity Handout 6 to support this additional learning task.</p> <p>This activity will take more than 5 minutes so can be used as extended learning/homework in between the 2nd and 3rd session.</p>

Training Session 3 – Coaching Model 3

Introduction: Neuro Linguistic Programming (NLP)

In this third and final session, this training will focus on NLP – Neuro-Linguistic Programming. NLP is focused on the connections between neurological processes, language and behavioural patterns that have been learned through life experiences. By making small changes, it is possible to harness these behavioural patterns in order to achieve specific goals in life.

NLP is a tool used for initiating personal change and development, by using specific language patterns to guide positive change within ourselves. NLP has also been shown to reduce anxiety, support individuals in developing an overall healthy mood and cultivating good habits. This is achieved by looking at the connection between our minds, the language we use and how this impact our behaviour (Group, 2014).

Key materials

For this session, the key materials needed to support the training will be:

- Pens or pencils
- A4 paper
- Activity Handout 7, 8 and 9 (Coaching Journal)
- Projector and laptop if using a supporting PowerPoint

When conducting this training session, you may choose to use a PowerPoint presentation to support your training. This presentation should include key points surrounding the theory involved in the session, as well as information on the activities and the support it can give to both the trainers/coaches and their clients.

Theory

Neuro Linguistic Programming

Neuro Linguistic Programming's (NLP) key factors include modelling, action, and effective communication. The belief is that if an 'individual can understand how another person accomplishes a task, the process may be copied and communicated to others so they too can accomplish the task'.¹³ NLP suggests that everyone has a personal map of reality, and this programming can help individuals analyse both their own and other perspectives to help them create a 'systematic overview of one situation'.¹⁴

This range of perspectives is helpful for processing information and when using this method in coaching, coaches can help clients to understand that their body and mind can influence each other because there are 'natural hierarchies of learning, communication, and change'.¹⁵

¹³ <https://www.goodtherapy.org/learn-about-therapy/types/neuro-linguistic-programming>

¹⁴ <https://www.goodtherapy.org/learn-about-therapy/types/neuro-linguistic-programming>

¹⁵ <https://www.goodtherapy.org/learn-about-therapy/types/neuro-linguistic-programming>



The six logical levels of change are¹⁶:

- Purpose and **spirituality**: This can be involvement in something larger than oneself, such as religion, ethics, or another system. This is the highest level of change.
- Identity: Identity is the person you perceive yourself to be and includes your responsibilities and the **roles** you play in life.
- Beliefs and values: These are your personal belief system and the issues that matter to you.
- Capabilities and skills: These are your abilities and what you can do.
- Behaviours: Behaviours are the specific actions you perform.
- Environment: Your environment is your context or setting, including any other people around you. This is the lowest level of change.

These logical levels help to organise and direct information. NLP is a useful theory in coaching because it offers the most effective tools for 'change, motivation and self-improvement' in any area, including employability.¹⁷

NLP helps coaches enable clients to look beyond their limitations and create goals for their work and life and facilitate that change. The structure of the programming provides a great framework for both the coach and client and helps coaches build deeper rapport with clients by acknowledging how they see themselves and the world around them.¹⁸ This may be particularly helpful with clients and their employment search because coaches must have a good understanding of their client's thought processes surrounding their employability and how this impacts their decision making.

Neuroplasticity

This concept follows the theory that the brain can change throughout our lives and is adaptable. The theory follows the idea that the brain is like a 'dynamic' connected power grid with billions of pathways that light up every time you think, feel and do. Therefore, some of these roads are well travelled because we have habits and established routines, and these become strengthened every time we do this, so the road becomes second nature.

However, every time an individual thinks about something differently, a new road begins to be carved out and the more it is travelled down, it becomes second nature, and the old pathway gets used less and are therefore weakened. This is neuroplasticity because our brains have the ability to learn and change by rewiring old habits. If an individual places repeated attention towards directing their brain to new behaviours and actions, they can rewire their brain.¹⁹

Key Neuroplasticity Video: <https://www.youtube.com/watch?v=ELpfYCZa87g>

Cultivating good habits

When thinking about goal setting, new actions to take and new thought processes to focus on, with regards to any aspect of life, it is important to focus on the cultivation of good habits. Over the

¹⁶ <https://www.goodtherapy.org/learn-about-therapy/types/neuro-linguistic-programming>

¹⁷ <https://www.globalnlptraining.com/information/what-is-nlp.html>

¹⁸ <https://excellenceassured.com/7933/using-nlp-coaching>

¹⁹ https://www.youtube.com/watch?v=ELpfYCZa87g&ab_channel=Sentis

course of our lives, habits can be developed which are not beneficial for our wellbeing and planning for future development. Therefore, through Neuro-linguistic programming and neuroplasticity, we can start to develop new habits which are more useful to our lives.

Cultivating good habits means taking an inventory of all habits and seeing which ones we should continue, stop, start or change, in order to develop further, and in the right direction (*See activity 8 for an activity relating to this inventory*).

To support the cultivation of good habits, it is important to find new activities and actions which release the same positive emotions and feelings as the previous habit.

When an action occurs, which makes us feel good, or happy, or satisfied, our bodies release dopamine, a chemical in our brain which makes us feel positive emotions. This dopamine release makes our body remember this action and how it makes us feel; therefore, by repeating this action, the positive emotions return, which then turns the action into a habit. Sometimes these habits are not beneficial for our development, although they may make us feel positive emotions.

It is important to find new actions and develop new habits which cause a similar dopamine release, allowing the body to focus on these new actions for positive responses (and which are beneficial to development), rather than the old actions which may not be beneficial to us.

Overall, by cultivating new habits which are good for our wellbeing, you will become more prone to focusing on these habits, rather than old ones which are not beneficial for us. Explaining this to your clients will help them to understand the importance of setting new actions and habits, and how this can be useful for all aspects of life.

Activities and explanation

The following activities can be used during session 3 of the Create Future training programme; these activity explanations also include how trainers/coaches/carers can implement these activities with their own clients, if appropriate.

Activity 7: NLP Model

Handout and materials required	Activity Handout 7 Pens to make notes
Aim & Overview	<p>The aim of this activity is to help explain Neuro-Linguistic Programming, using examples to support learning.</p> <p>This activity is both beneficial for the trainers/coaches/carers to understand NLP and the usefulness of language changes when looking towards the future, and for clients see how NLP and the related language is impacting thought processes.</p> <p>Following an explanation of NLP theory, this activity handout should be given to participants to further show how NLP works. The facilitator of the session should talk through the handout, allowing time for discussions and self-exploration to take place. Time should also be given to complete the mini exercise within the activity handout, which asks learners to identify generalisations and how these can be restrictive.</p>

	This activity should be used by the facilitator with trainers/coaches/carers to allow first-hand experience with this method and activity. This can then be implemented with their own clients after the session.
Duration	30 minutes (activity duration plus discussion time)
Implementation with trainers (piloting session)	<p>As part of the Create Future training programme, the facilitator of the session should run this activity with the group of trainers/coaches/carers in order to give them first-hand experience on how to implement this activity with their clients.</p> <p>After giving the participants time to look at the handout and go through each of the different sections, time should be given to complete the mini exercise of identifying generalisations and how these can be restrictive.</p> <p>Depending on the group, the facilitator may choose to have a discussion following this exercise on generalisations and how this can impact people when looking for a job.</p> <p>Following a thorough review of the handout and the NLP model of communication, a discussion should be had with the group, in relation to their own clients and how they could implement this activity in their own working environment.</p>
Implementation with a client (future use)	When using this activity with a client, substantial time should be given to allow the client enough time to learn about Neuro-Linguistic Programming, and how it is useful when thinking about their development. Using Activity Handout 7, the client should go through the information, completing the mini exercise involved, and talk to their trainer/coach/carer in depth about how this style of communication relates to their own situation.

Activity 8: Start, Stop, Continue, Change Model

Handout and materials required	<p>Activity Handout 8</p> <p>Pens to make notes</p>
Aim & Overview	<p>The aim of this activity is to support clients in their development of good habits and new actions, to benefit their journey into employment.</p> <p>By reflecting on the following four aspects (START, STOP, CONTINUE, CHANGE), clients will be able to establish areas of their life they would like to change, to develop better habits which are beneficial for finding employment.</p> <p>Following a review of neuroplasticity and cultivating good habits, this activity should be implemented as a visual tool to plan next steps in terms of:</p> <ol style="list-style-type: none"> 1. Starting new actions and methods. 2. Stopping certain habits which are not beneficial. 3. Continuing with aspects which are beneficial.

	4. Changing actions or habits to make them beneficial to the purpose.
Duration	20 minutes (activity duration plus discussion time)
Implementation with trainers (piloting session)	<p>As part of the Create Future training programme, the facilitator of the session should run this activity with the group of trainers/coaches/carers in order to give them first-hand experience on how to implement this activity with their clients.</p> <p>After giving the group information about the theory behind neuroplasticity and the importance of focusing on good habits and actions, Activity Handout 8 should be passed on.</p> <p>Participants should be given substantial time to reflect upon the 4 aspects, START, STOP, CONTINUE, CHANGE, and, thinking about a goal of their own, write notes in each of the four sections of the handout about what they could do going forward.</p> <p>Following this time for individual thought and reflection, the group should come together to discuss how they felt the activity helped them. The facilitator should also give sufficient time for the group to discuss the usefulness of this activity, in relation to their own clients and working situation.</p>
Implementation with a client (future use)	<p>When using this activity with a client, substantial time should be given to allow the client enough time to think about their own situation and each of the 4 aspects (START, STOP, CONTINUE, CHANGE).</p> <p>As a trainer/coach/carer, plenty of time should be allowed for self-exploration and idea generation. Discussions are essential during this time to support the client to develop ideas about their next steps, thinking about these 4 aspects.</p> <p>Following this exploration and completing the activity sheet, the client should set a goal for their next steps. As a trainer/coach/carer, you could give them the SMART goal handout previously explored in this training programme, to help with the development of useful goals to support action and progression.</p>

Activity 9: Coaching Model Journal

Handout and materials required	Handout 9 Pens to make notes
Aim & Overview	This final activity is for the participants of the Create Future Training Programme. Going forward, this activity is to support the overall thinking on how these models can be implemented into the working environments of the trainers/coaches/carers.
Duration	15 minutes (reviewing all models plus activity duration)

Implementation with trainers (piloting session)	<p>At the end of the Create future training programme, the facilitator of the session should review the 3 coaching models discussed over the course of the programme and highlight the benefits of each.</p> <p>Following this, Activity Handout 9 should be given to each participant in order to reflect on how, going forward, they could use these models to support their own clients in the future.</p> <p>This should be a private activity, with participants sharing only if they feel it is appropriate and without disclosing information regarding their clients.</p>
Implementation with a client (future use)	Not Applicable for this activity.

Lesson Plan

This lesson plan is an aid to support the facilitator with the training session and ensure all the content is covered within the session. Lesson plans can be amended based on the experience of the trainer and should only be used as a guide. Facilitators of the Create Future training course should be experienced trainers/teachers who can appropriately support the learners through this course.

This lesson plan is based on the 9:30am start and a 12:30pm finishing time (totalling a 3-hour session).

Time	Duration	Topic	Notes/Resources
9:30 – 9:40	10 minutes	Welcome and purpose of the session	This welcome should include information on the purpose of the session and the focus on the session.
9:40 – 10:20	40 minutes	Theory – Neuro Linguistic Programming	Introduce this coaching model and the theory behind it. Include how this model is important when supporting clients.
10:20 – 10:50	30 minutes	Activity – NLP model information and mini exercise	Implement this activity using Activity Handout 7 Following this activity, allow time for a discussion with regards to how this activity and coaching model can be used in the trainers/coaches work to support their clients.
10:50 – 11:00	10 minutes	Break	Allow time for participants to take a break, get a drink or snack. This break will also give time for participants to reflect on what they have learnt in the first half of the session.

11:00 – 11:20	20 mins	Theory and Video – Neuroplasticity Discussion	Introduce the theory of neuroplasticity and the video to support this information. https://www.youtube.com/watch?v=ELpfYCZa87g A discussion should then be held to discuss how this theory relates to the participants’ clients and how thinking about the development of new habits and actions could support them in their life and job search.
11:20 – 11:40	20 minutes	Theory - How to cultivate good habits and positive language	Introduce the theory around cultivating good habits and positive language. Discuss the theory of dopamine for example.
11:40 – 12:00	20 minutes	Activity - start, stop, continue, change model	Implement this activity using Activity Handout 8 Following this activity, allow time for a discussion with regards to how this activity and coaching model can be used in the trainers/coaches work to support their clients.
12:00 – 12:15	15 minutes	Review of all models and what’s next – discussion of how they can implement these going forward.	Recap the 3 models and the overall use of each for supporting clients with their job search. Introduction to the Coaching Model Journal – Handout 9 to support them in using these models and reflecting on how this implementation went in their own working life.
12:15 – 12:30	15 minutes	Close of session – evaluation	The end of the session should include: <ul style="list-style-type: none"> ● Evaluation form to assess the piloting session. ● Closing statement about the project and any upcoming events. ● Option of continued contact and networking (if applicable)

Additional OERS to support trainers:

- <https://positivepsychology.com/albert-ellis-abc-model-rebt-cbt/>
- <https://goals-in-therapy.com/using-goals-with-children-young-people-with-learning-disabilities/>



Activity Handouts

Activity Handout 1 – Think, Act Reflect

Step 1: Think of a situation that went well, or a situation that you wish had gone better.

Step 2: Reflect on each stage of the 'Think, Act, Reflect' model and write down your thoughts to each of the following questions.

THINK

3. What was your thought process before starting?

4. Did you think of different options? Did you find one solution and decide to act upon this one only?

ACT

3. What did you do?

4. Did you complete your action at one time or over the course of some time?

REFLECT

4. What went well? Why?

5. What could have gone better? Why?

6. What could you do differently next time?

By reflecting on a situation that went well, or one which didn't, you can see the steps you need to take to alter the outcome of a situation if it occurs again, using the 'Think, Act, Reflect' model as a learning tool for development each time.



Activity Handout 2 – Questioning Technique Role Play

SCENARIO EXAMPLE:

“When I go for a job interview, I always think people are staring at me and think I am not capable of doing this job. It unnerves me and makes me do badly in an interview, so I never get the job.”

QUESTIONING TECHNIQUE – DOs and DONTs

Good points to remember:

The questioning technique should not be interrogative; instead, questioning should invite reflection and a potential change in thought process. Some helpful questions could include:

- ‘Why did it make you feel like that?’
- ‘What could you have done differently?’
- ‘What could you do next time to get a different outcome?’
- ‘Have you thought of any other possibilities?’
- ‘What do you hope to achieve from this?’
- ‘What could you say to help you in this particular situation?’

Each of these questions prompt reflection and self-exploration, with no advice giving in sight! Following this questioning, your clients may develop new ideas and actions they wish to try out, having explored new possibilities.

Things to avoid:

‘Advice giving’ can be unhelpful when it directs someone towards a particular way of thinking or a course of action. Using questioning instead helps to empower them and supports them in finding their own solutions.

When using the questioning technique, look out for and avoid sentences starting with:

- ‘Have you thought about....?’
- ‘Have you tried...?’
- ‘You could try.....’

Some statements can be unhelpful for self-exploration and should be avoided, such as:

- ‘When I worked in a similar job, I used to....’
- ‘When I went for an interview, I always found ...’

Always avoid unhelpful comments which lead into advice giving, such as:

- ‘If I were in your situation, I would.....’

By focusing on questioning your client, they will go down a path of self-exploration and discovery, finding new solutions which were already in their mind, just not within reach before being questioned.



Activity Handout 3 – SMART Goals Handout

Here is a reminder of the SMART goals’ acronym. Use the questions provided to reflect on your goals and make them as Specific, Measurable, Achievable, Relevant and Time-Bound as possible.

Developing SMART goals will help you to create actions and steps to help you towards your wider goals; each SMART goal achieved will increase self-efficacy and self-confidence, developing these soft skills to aid the wider goal of finding employment or other opportunities.

S	<p>What do I want to accomplish?</p> <p>What do I need to accomplish this?</p> <p>What are the requirements?</p> <p>What constraints are there?</p>
M	<p>How will I measure my progress?</p> <p>When will I know when the goal is accomplished?</p>
A	<p>Can the goal be accomplished?</p> <p>What logical steps should I take?</p>
R	<p>Is this goal relevant?</p> <p>How long will it take?</p> <p>Do I have the necessary resources to accomplish this goal?</p> <p>Is this goal in line with my long-term objectives?</p>
T	<p>What steps will I take to accomplish this goal?</p> <p>When is the completion of this goal due?</p> <p>Am I going to work on this goal?</p>

Activity Handout 4 – Identifying Strengths

This 24 Character strengths and virtues is inspired by the VIA Institute on Character table.²⁰

STEP 1: Review these 24 strengths and circle those which you feel you have.

Creative	Inquisitive	Good Communicator	Love Learning	Vision	Brave
Perseverance	Honest	Passion	Critical Thinker	Kindness	Social skills
Teamwork	Fairness	Leadership	Forgiveness	Motivation	Positivity
Disciplined	Appreciation	Problem Solver	Hope	Sense of Humour	Confidence

STEP 2: For each strength you have, write down an example of how you have shown this strength.

Strength: _____

Example of how you have shown this strength:

STEP 3: Identify a strength you would like to improve.

Strength you wish to improve: _____

How could you improve this strength?

- 1) _____
- 2) _____
- 3) _____

Write down a SMART goal to help develop this skill in the near future.

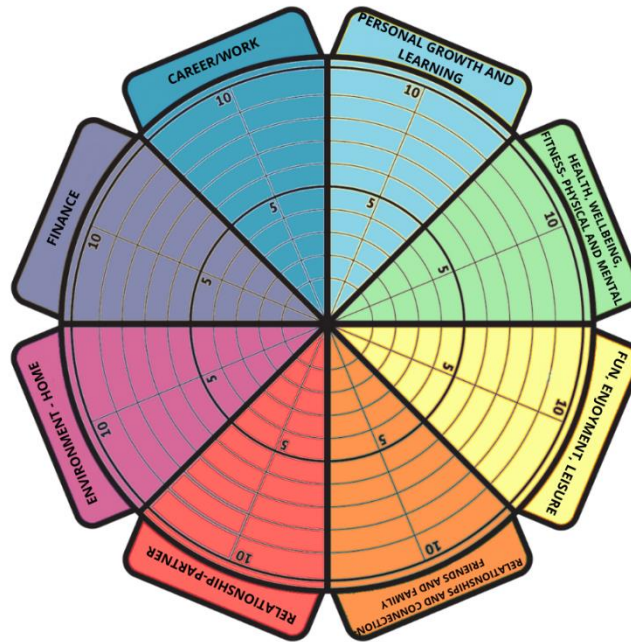
SMART GOAL FOR DEVELOPING THE STRENGTH OF: _____

MY SMART GOAL:

²⁰ <https://www.viacharacter.org/resources>

Activity Handout 5 – Portraying Strengths in a CV (Case Studies)

The aim of this inclusive case study is to consider information concerning an individual and to identify strengths, talents and abilities which could be useful in a work setting, possibly leading to employment or volunteering. The wheel of life graphic below, produced by Inova Consultancy, UK, is used as a starting point to explore aspects of life for Ben.



Case Study 1: Ben is 26 years old, not working at the moment and suffers from anxiety. He has had some jobs in the past, but he found the pressure overwhelming at times. He now feels more able to work and would be interested in part-time opportunities.

Taking some aspects of his wheel of life into consideration he undertakes the following activities:

Personal growth and learning: Ben has been teaching himself Maths. During a spell out of work he has mastered using spreadsheets and has been using them to log and catalogue his hobbies. He is an avid collector of Star Wars toys and memorabilia. In fact he has been trading items on e bay and has made quite a profit in recent months.

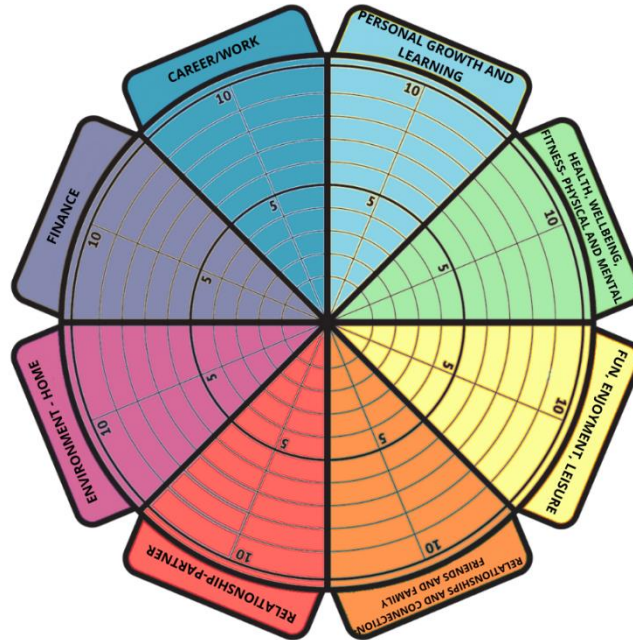
Career/ work: past jobs included administration and helpdesk assistant. He did not enjoy using the phone and is not confident in groups, but has some confidence in one-to-one settings.

Fun/ enjoyment/ leisure: he's a keen railway model enthusiast, a passion inherited from his father and he monitors the website forums on this subject for a number of collector websites.

Hobbies include: gaming, gardening, cycling, fitness, social media, making you tube videos about gaming (getting up through the levels) and promoting different aspects of railway modelling. He is planning a collectors' event for summer 2022 and is planning to launch a blog.

© Inova Consultancy

The aim of this inclusive case study is to consider information concerning an individual and to identify strengths, talents and abilities which could be useful in a work setting, possibly leading to employment or volunteering. The wheel of life graphic below produced by Inova Consultancy, UK, is used as a starting point to explore aspects of life Anya.



Case study 2: Anya is 40 years old, not working at the moment and she suffers from Adult ADHD. <https://add.org/adhd-facts/>

She has just been diagnosed and is collecting information and planning her next steps. Anya would be interested in part-time opportunities if accommodations could be made. Anya finds she is easily distracted, does not concentrate well for long and as she cannot control impulses; for example, she finds waiting in many circumstances difficult. In a previous work setting she liked instant access to information and answers to her questions from colleagues. If she wanted to speak to her manager she would interrupt meetings with queries. She works well in a team if she can communicate her needs. She likes routine tasks and clear guidance. She is very creative and has completed a foundation degree in illustration, although she has never worked in that field.

Relationships/partner: Anya's partner runs a part time disco catering for weddings and events. She does most of the publicity and handles e mail queries and bookings. She is building an electronic diary with reminders and key information. Her partner is setting up a website. She is also learning to promote the business using Instagram posts.

Environment/home: Anya set up a book group for people newly diagnosed with ADHD and has been running the small group online. They chose a book to read on hidden disabilities and have been discussing issues raised. Anya volunteered to run errands for elderly neighbours during the Covid-19 lockdown.

Hobbies include: wild swimming, building Lego structures with her niece, French, calligraphy, crochet, gardening, reading, fashion, amateur make-up artist-doing a course at the moment.

© Inova Consultancy

Consider the following questions:

1/ What skills does Case Study 1/2 possess?

2/ Which of these skills are transferable (could be used for employment/in a job)?

3/ How could Case study 1/2 sell their skill(s) to show how they could help a prospective employer?

4/ Do they need to consider any other aspects of their life and the transferable skills gained in those areas?

How to present transferable skills:

Research CV examples in your country to see how you can present your transferable skills in a CV for employment.

Activity Handout 6 – Additional Learning – Turning Negatives into Positives

Negativity can be demotivating and damaging in some situations. Having positive self-talk and a positive mindset when dealing with challenges can help to develop resilience and a positive outlook to change.

Consider the following questions carefully in order to begin the process of developing more positive self-talk.

How have negative thoughts stopped you from achieving something?

What can you do to think more positively about yourself?

Do you believe in yourself?

How can you believe in yourself more?

What steps can you take to work towards your goals?

Do you know that you are not alone and that there are people that can help?

Who can help you?

How will you know if you are on track?

What are the benefits of thinking positively?

Write down one positive self-talk quote:

Example: *"I am strong, and I can do this!"*

Your Positive Self-Talk Quote: _____



Activity Handout 7 – The NLP Communication Model

The NLP Communication model is also referred to as the Meta Model of NLP. The way we experience the world through our senses (for example, what we see, smell or hear) is filtered through our past experiences and affects our behaviours.

The NLP Meta Model describes the way that when people speak, three processes happen naturally: **deletion**, **distortion** and **generalisation**. This allows us to explain our experiences in words more easily – otherwise we would be very long winded!

Distortions- Changing Meaning

Surface Structure	Question/ Deep Structure	Outcome
Mind Reading (Knowing someone’s internal state – but not saying how) For example, “She doesn’t like me.”	<ul style="list-style-type: none"> • How do you know she doesn’t like you? 	Recovers the source on information.
Lost Performative (Value judgements – where the person doing the judging is left out) For example, “It’s bad to be rich.”	<ul style="list-style-type: none"> • Who says it’s bad? • According to who? • How do you know it’s bad? 	Gathers evidence criteria. Recovers missed info.
Cause – Effect Where cause is wrongly put outside self For example, “He makes me mad.”	<ul style="list-style-type: none"> • How does what he’s doing cause you to choose to feel mad? • Or – how specifically? 	Recovers choice.
Complex Equivalence Two experiences are interpreted as being synonymous. For example, “She’s always yelling at me, she doesn’t like me.”	<ul style="list-style-type: none"> • How does her yelling mean she doesn’t like you? • Have you ever yelled at someone you like? 	Gives a counter example.
Presuppositions For example, “If my husband knew how much I suffered, he wouldn’t do that.”	<ul style="list-style-type: none"> • How do you choose to suffer? • How is he reacting? • How do you know he doesn’t know? 	Put back at cause. What does he do? Bust the mind-read.

Generalisations

<p>Universal Quantifiers All, every, never, everyone, no-one etc. For example, "He never talks to me."</p>	<p>Exaggerate the universal quantifier and find counter examples...</p> <ul style="list-style-type: none"> • Never? • What would happen if he did? 	<p>Recover counter example – effects outcome</p>
<p>Modal Operators For example, "I have to work hard, or "I can't stop smoking."</p>	<ul style="list-style-type: none"> • What would happen if you didn't? • ...Or? • What prevents you? • What would happen if you did? 	<p>Recover effects/outcome Recover causes</p>

Generalisations are important – they are similar to stereotypes – we need them to make sense of the world.

- **EXERCISE**
Can you think of some generalisations?

Why do you think that these are restrictive?

Deletions

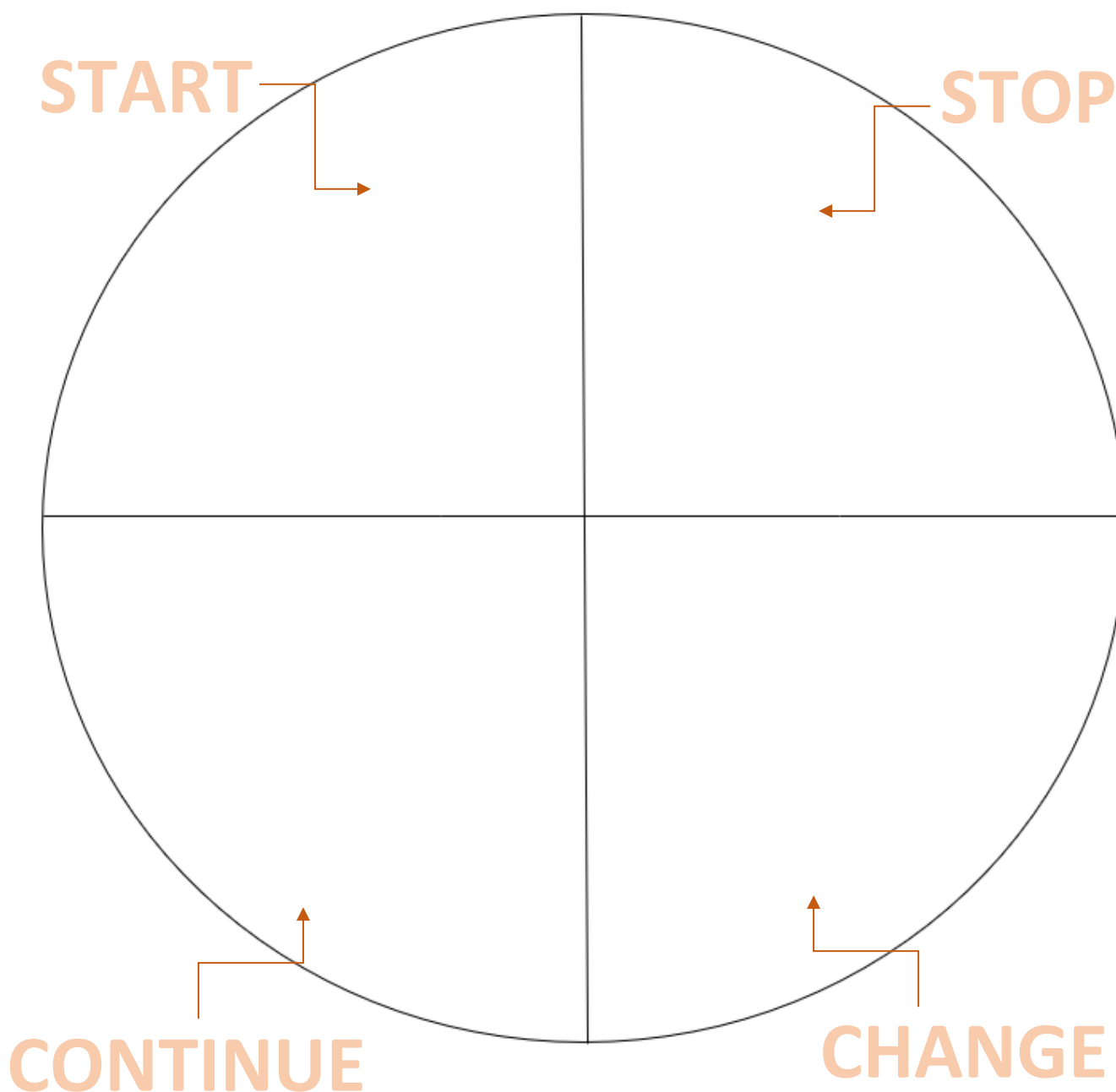
<p>Nominalisations: Process words, verbs turned into nouns. For example, "We have a problem with our communication."</p>	<ul style="list-style-type: none"> • Who's not communicating what to who? • How would you like to communicate? 	<p>Turns the verb back into a process, recover the deletion.</p>
<p>Unspecified Verbs: For example, "He rejected me."</p>	<ul style="list-style-type: none"> • How specifically did he reject you? 	<p>Specify the verb.</p>
<p>Comparative Deletion: For example, "That's expensive!"</p>	<ul style="list-style-type: none"> • Compared to what? 	<p>Recover comparison.</p>

Deletion is also referred to as selective attention. We leave out key details to improve our efficiency. However, this can cause a problem when we get into the habit of always deleting certain information, for example, always paying attention to criticisms and not taking note of compliments. Being aware of deletions can also help us to better clarify issues in communication.

Activity Handout 8 – START, STOP, CONTINUE, CHANGE Model

Think about your current actions and habits in relation to employability, job searching and finding other career opportunities. What should you start, stop, continue and change in order to further help your employability? Complete the diagram below with this information. Write your thoughts in each of the sections of the pie.

- What should I **start** doing? New tactics to accomplish goals.
- What should I **stop** doing? Actions causing stress, anxiety, or a lack of success.
- What should I **continue** doing? Things that are working. Things that make me feel good.
- What should I **change**? Anything that is not working.



Activity Handout 9 – Coaching Models Journal

Following the completion of the Create Future Training Programme, you can use this Coaching Models Journal to review each of the models or activities which you feel may benefit your work environment and your client(s). Below you will find a series of questions which can be used to reflect upon the activities and models:

Model/Activity: _____

Key points about this model/activity:

-
-
-

How could this model/activity be useful in your work environment?

How could this benefit your client(s)?

Is there any further information or knowledge needed to implement this model/activity?

If further information or knowledge is required, where could you find this?

***** It is encouraged to use 1 page per model/activity, in order to create a journal of the key models/activities which you could use in your future work with clients*****



Annex – piloting documentation

The following documentation should be used to support the collection and collation of information required as part of the Create Future IO2 piloting for this Erasmus+ project and funding.

- **Registration Questions:** When promoting this training to recruit participants for this pilot training, the following information should be collected for each participant.
- **Session Evaluation forms:** Participants of the IO2 pilot training sessions should complete a session evaluation form at the end of **session 1** and **session 2**.
- **Final Evaluation form:** Participants of the IO2 pilot training sessions should complete the final evaluation form at the end of **session 3**.
- **National pilot report:** Each partner organisation piloting these sessions should complete a national pilot report following the completion of this pilot.



Registration Questions

Full Name: _____

Gender: _____

Age Range: Please tick the appropriate box.

18-24

25-34

35-44

45-54

55+

Are you a coach/trainer/carer in career and education services supporting those in a vulnerable situation? Please tick the appropriate box.

NOTE FOR PARTNERS: *The primary target group of the IO2 should be professionals/coaches/trainers working in career and education advisory services supporting people with disabilities, mental health issues or those in vulnerable situations within the fields of education and employment. Their clients, who are people with disabilities, mental health issues and vulnerable groups, form the secondary target group of the project.*

Yes

No

Please explain your job role:

Why would you like to join this training course?

Any comments or concerns? (e.g. any disability support needed)



Session Evaluation Form

Session: [1/2] delete as applicable

Name (optional): _____

What were your expectations for this session and were they met?

On a scale of 1-5 (1=poor and 5=excellent), how do you rate today's delivery in terms of:

	1	2	3	4	5
The trainer(s)					
The session content					
The support from trainers/support materials provided					
The organisation of the session					
The quality of activities/materials					

What was the best part of today's session and the materials used?

Is there anything you would change about today's session or the materials used?

Do you think you could implement activities/techniques used in this session with your clients? Please give details.

Any further comments?

Please tick here if you do NOT wish for your comments to be anonymously used for marketing purposes for this project.



Final Evaluation Form

Session: 3 – final session

Name (optional): _____

What were your expectations for this final session and were they met?

On a scale of 1-5 (1=poor and 5=excellent), how do you rate today’s delivery in terms of:

	1	2	3	4	5
The trainer(s)					
The session content					
The support from trainers/support materials provided					
The organisation of the session					
The quality of activities/materials					

What was the best part of today’s session and the materials used?

Is there anything you would change about today’s session, or the materials used?

Do you think you could implement activities/techniques used in this session with your clients? Please give details.

Please rate the following aspects of the **full course you have attended, from 1-5 (1=poor and 5=excellent):**

	1	2	3	4	5
The flow of the sessions					
The overall content presented in this course					
The overall support from trainers/support materials provided					
The usefulness of the sessions for your work/job role					

What was the best part of the full training course?

Would you recommend this course and project to a colleague?

- Yes
- No
- Maybe

What aspects of the course could you implement into your own role as coach/trainer/carer?

Any further comments?

*Please tick here if you do **NOT** wish for your comments to be anonymously used for marketing purposes for this project.*



Create Future IO2 National Training Pilot

National Report

<INSERT ORGANISATION NAME>

<INSERT COUNTRY>



INTRODUCTION

*Please provide an overview of the piloting in your country.
Dates, times, venues, number of participants, overview of the facilitator.*

RECRUITMENT

Detail how you carried out recruitment activities, who you invited, which organisations you reached out to, any referrals etc. Also include dissemination activities you did to recruit e.g. handing out any leaflets, social media, emails, etc.

Evidence of recruitment advertising / communication can be included here or as an annex where appropriate.

BRIEF OVERVIEW OF PARTICIPANTS

Do not insert the participants names in here (due to GDPR), but if you have any relevant background information include it here (from their registration questions and informal discussions during the sessions).

Participant	Background Information
Participant 1	
Participant 2	
Participant 3	
Participant 4	
Participant 5	
Participant 6	
Participant 7	
Participant 8	
Participant 9	
Participant 10	
Participant 11	
Participant 12	

Participant 13	
Participant 14	
Participant 15	

THE FORMAT AND PROCESS OF THE CREATE FUTURE IO2 TRAINING PILOT IN [INSERT COUNTRY]

The 3 sessions of the Create Future IO2 National Pilots in (INSERT COUNTRY) were attended by (X) participants in total. All sessions took place at (LOCATION or PLATFORM used if delivered online). The (COUNTRY) trainer was (NAME AND SHORT DESCRIPTION OF FACILITATOR).

Session Number	Date	Number of Participants	Module/s activity/ies delivered
1			
2			
3			

Tell us about the format of your sessions - How did they begin? How long did they last? What was involved in each session?

What happened in between sessions? Were the participants contacted by you? Were they expected to complete work in between sessions?

How did you manage time within the sessions? – For example, use of lesson plans.

Did the participants have access to resources/materials outside of sessions?

PARTICIPANTS' EVALUATION OF THE PILOTING SESSIONS

In order to ensure a thorough assessment of the impact of the training, participants were asked to complete a session evaluation form at the end of each session.

These forms will provide the basis for the analysis of the impact of the training programme.

A Session Evaluation Form was completed by participants at the end of each of the training sessions. This included asking the participants about their expectations, what they have learnt, what they found most useful about the session and how to improve the session.

Session Evaluations- Session 1

Below please write the number of participants who rated each aspect of the session by level. Please create graphs/infographics to show this information in a clear way.

On a scale of 1-5 (1=poor and 5=excellent), how do you rate today's delivery in terms of:

	1	2	3	4	5
The trainer(s)					
The session content					
The support from trainers/support materials provided					
The organisation of the session					
The quality of activities/materials					

What was the best part of today's session and the materials used?

Insert some comments on what participants wrote here

Is there anything you would change about today's session or the materials used?

Insert some comments on what participants wrote here

Do you think you could implement activities/techniques used in this session with your clients?

Insert some comments on what participants wrote here

Any other comments?

Insert some comments on what participants wrote here

Session Evaluations- Session 2

Below please write the number of participants who rated each aspect of the session by level. Please create graphs/infographics to show this information in a clear way.

On a scale of 1-5 (1=poor and 5=excellent), how do you rate today's delivery in terms of:

	1	2	3	4	5
The trainer(s)					
The session content					
The support from trainers/support materials provided					
The organisation of the session					
The quality of activities/materials					

What was the best part of today's session and the materials used?

Insert some comments on what participants wrote here

Is there anything you would change about today's session or the materials used?

Insert some comments on what participants wrote here

Do you think you could implement activities/techniques used in this session with your clients?

Insert some comments on what participants wrote here

Any other comments?

Insert some comments on what participants wrote here



Final Evaluation Form- Session 3

Below please write the number of participants who rated each aspect of the session by level. Please create graphs/infographics to show this information in a clear way.

On a scale of 1-5 (1=poor and 5=excellent), how do you rate today's delivery in terms of:

	1	2	3	4	5
The trainer(s)					
The session content					
The support from trainers/support materials provided					
The organisation of the session					
The quality of activities/materials					

What was the best part of today's session and the materials used?

Insert some comments on what participants wrote here

Is there anything you would change about today's session or the materials used?

Insert some comments on what participants wrote here

Do you think you could implement activities/techniques used in this session with your clients?

Insert some comments on what participants wrote here

Below please write the number of participants who rated each aspect of the session by level. Please create graphs/infographics to show this information in a clear way.

On a scale of 1-5 (1=poor and 5=excellent), how do you rate the full training course in terms of:

	1	2	3	4	5
The flow of the sessions					
The overall content presented in this course					
The overall support from trainers/support materials provided					
The usefulness of the sessions for your work/job role					

What was the best part of the full training course?

Insert some comments on what participants wrote here

Would you recommend this course and project to a colleague?

Insert some comments on what participants wrote here

What aspects of the course could you implement into your own role as coach/trainer/carer?

Insert some comments on what participants wrote here

Any other comments?

Insert some comments on what participants wrote here

TRAINER'S COMMENTS AND RECOMMENDATIONS

Process and methodology: Please comment on how you found the process worked in your country. How did the participants interact with one another? Did they have similar approaches to the training topics/activities? Or different? How well did the participants grasp the training methodologies?

Materials: How did you find the Training Curricula? Was it well-structured and clear? Did you find any exercises/activities worked better than others? Did you add any exercise? Any recommendations.

CONCLUSIONS

Please include a final paragraph summarising the Create Future training experience, including the most successful aspects, interesting points to note as a facilitator and as partner in the project.

ANNEXES

- Session evaluation forms
- Final evaluation form
- Photos per session
- Attendance list per session / screenshots if done online

