COACHING
IN SECONDARY SCHOOLS

MANUAL
FOR STUDENTS

With the support of the Lifelong Learning Programme of the European Union
CoMeIn: Coaching Methodology for Teachers in Secondary Schools
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Dear students, welcome to the coaching programme!

This guidebook contains additional information, related to your path of development, which you and your teacher-coach have taken together.

The guidebook aims to clarify certain concepts and links, which are important for the formation of the personality.

Theoretical knowledge combined with the practical tasks from the Workbook will make you better prepared for an effective participation in the coaching process and will make it easier to achieve rapid and quality results.
LIFE-LONG LEARNING

I learn, therefore I exist!

We have developed this coaching methodology within the framework of the European educational Lifelong Learning Programme, because ...

...we live in dynamic times full of changes and developments, which come at a rate faster than ever...

...we are forced to adapt almost every day and to continue learning new things all the time ...

...learning is no longer an issue, related only to school classes, lectures and exams. It is related to life the way it is- we learn in order to adapt to the changes in the environment, which surrounds us...

...progress is so quick that things are constantly changing.

No doubt new conditions require new approaches and decisions.

The Europe 2020 Strategy has the ambitious aim to achieve an intelligent, all-inclusive and stable growth. Those growing up are an important factor for the realization of these goals. Quality education and training, successful integration in the educational system and effective mobility of young people are of key importance for reaching their full potential and adapting to the dynamically changing conditions of the present world.
PREVENTION OF EARLY SCHOOL DROP-OUT

*It’s madness to keep doing the same thing over and over again and to expect different results.*

*Albert Einstein*

We have developed this methodology, because we truly believe that it will be as useful to students as coaching has been useful for sport and business.

We are convinced that its application in schools will contribute to minimizing the number of students who drop out early from school. Coaching will also stimulate motivation in a broader sense by developing the intellectual and creative potential of students.

The execution of the national strategies for life-long learning is still a challenge for many of the member states; this suggests the introduction of new and more flexible pedagogical models in order to provide more favorable conditions for the students to stay at school and to move from one educational level to another.

More than 6 million young people from the European Union quit school before graduating. As a result they face great difficulty in finding a job and rely on unemployment benefits, while at the same time the economy lacks qualified workers. All this seriously tests the financial stability of the member states, especially in the existing world crisis.

The governments of the European states have realized that in order to overcome this negative trend they have to change the educational environment by introducing innovative pedagogical approaches that will increase students’ motivation to learn and progress.

Coaching is effective, because it is result and action-oriented. The cooperation process between the pedagogue-coach and the teacher creates conditions for the development of the social, leadership and entrepreneurial skills of the participants, which improves their adaptation and competitiveness. This makes young people more successful, confident, satisfied and happy.
SURVEY RESULTS

This coaching methodology is based on the results from a survey that has been carried out on the values and cultural practices of students and teachers at secondary schools from the member states, participating in the project: Bulgaria, Poland, Slovenia, Turkey and France.

Our starting point for the survey is the thesis that the dominating beliefs and convictions reflect our everyday life and relationships and this fact should be taken into consideration in the education and training process.

The results from the survey show that the distance-from-power attitudes prevail, the imperative style of management is preferred, and changes are considered a threat and not an opportunity for new challenges and growth. On the other hand dominating practices are characterized by avoidance of insecurity and obscurity; there are written and unwritten rules and procedures for preserving the status quo even if it has been proven to be ineffective. The “female” type of culture and the collective relationships also dominate.

All this blocks the strife for entrepreneurship, effectiveness and prosperity.

Students also expect their teachers to be familiar with their problems, to motivate and support them to continue their education. In other words teachers have to reduce the insecurity and tension indirectly and directly, to increase their willingness to achieve things by popularizing the understanding that difficulties are in fact challenges that help us move forward and grow.

These conclusions point out that it is necessary for the education and training of students to be focused on the development of their result-orientation, their ability to define goals and achieve results, which correspond to both their individual and group interests. Students should be encouraged to be more confident, to defend their point of view and to strive for success and satisfaction.

The summarized results from the survey support the argument that coaching at schools responds to the need of the young people “to be led” by someone they respect, but not in an imperative way. Coaching makes it possible to develop the potential of students, as well as their confidence and independence. This has a positive effect on their ability to be more responsible for their decisions and actions and the consequences that follow.
TEACHER OF THE 21-ST CENTURY

The role of teachers today greatly surpasses the teaching process and the necessary pedagogical preparation and experience. It is not enough for teachers to have knowledge in the subject. In order to be more useful for the students being often closest to them for the longest time in a quickly changing world, they also need to master modern methods for consulting, mentoring and coaching. They should be able to encourage students to learn more about themselves, to realize their own wishes and needs, to formulate and achieve big goals. This is the only way they can have a real and long-term contribution to the adaptation and successful realization of young people.

Teachers have a key role in making the school more attractive to young people. In order to fulfill that role they need new knowledge and skills. In other words they also need to be trained and to expand their competences, to develop their motivation and to be effective in the work they do.

As a pedagogue-coach the teacher enters a new relationship with the student-coachee. He has to leave behind the framework of the usual professional behaviour of judging, requiring, giving advice to and sanctioning the students. This voluntary process of equal relationship is based on resources and the teacher’s role is only to unleash them.

The student is the star of the process!

He provides the agenda. He is responsible for the results!

The role of the pedagogue-coach is to uncover the full potential of the students by creating a world that everybody would like to belong to. He does not give advice or orders; neither does he provide ready-made solutions. He is capable of motivating, generating innovation, responsibility and commitment. The pedagogue-coach supports the students’ efforts to become an independent and responsible person, capable of managing his future changes, and coming face to face with the challenges of tomorrow. By feeling important and realizing the consequences of his actions, the student gives the best that he is capable of.

Coaching at schools gradually creates a new relationship and atmosphere. This is a new type of culture, which is characterized by mutual trust, respect and tolerance of individual differences, creativity, determination, entrepreneurship, self-knowledge and optimism; it provides a favorable environment for the full disclosure of the strengths of the students and the guidelines for development.
PROFILE OF THE TARGET GROUP

A good life is a process and not a state of being.
Carl Rogers

The coaching process takes into account the psychological peculiarities of the age of the students.

Generally speaking this period of man’s development is characterized by an intensive interest for learning new things about himself, for his weak and strong sides and the acquisition of skills for successful interaction with the outer world. During this period young people are at the threshold of making important decisions for the future; they are about to face big changes related to their education or the start of a job, which are inevitably accompanied by becoming part of a new social environment. This is quite demanding on their creativity, effectiveness, flexibility and adaptivity.

The age of the students in the upper educational degree falls into the so-called transition to early adulthood, during which a person has to say goodbye to his childhood and to start to initiate maturity, i.e. to perceive himself as part of the adult world.

This is a crucial period, during which young people make the first steps into adulthood. This transition period equals ¼ of human life. A good personal development in adolescence and youth years means to have some sort of interests and aspirations, to aim with inspiration and perseverance towards goals that are valuable to you.

Development consists of a comprehensive personal transformation, based on the progress idea or a “movement for perfection” /Stanley Kaplan/, i.e. it is not important how far we have gone, but where we are headed to. But perfection has a value dimension, i.e. it changes historically and depends on the cultural context.

In Western cultures the definition of perfection includes individualistic values and cultural practices – being able to exercise an ever-growing control over your own life, to rely on your own resources, to have a greater responsibility for your actions and to realize your individual potential. The latter values are an integral part of the theory on development through the path of life. In this perspective, when defining the essence of human development, it is the importance of individual control on your own life that is stressed, which leads to the understanding of development as a movement process or a journey to the self-definition.

All these features of the individualistic model of personality can be viewed as personalization, through which the individual sees himself as a comprehensive personality and aims at realizing his own uniqueness.
Contemporary theory on psycho-social development is focused on clarifying the nature of dialectical interactions between two interconnected processes with entirely different objectives:

*socialization*, with the help of which the personality is integrated into the referent group and which constructs its social identity – «To be like the rest», and

*personalization*, which is in fact differentiation of the personality and realization of the “I” as an original – „To be different”, „To be myself”.
WHAT IS COACHING?

If we want to develop and learn new things, it is quite natural to know in which area to do that and how we can do it.

The philosophy of coaching is based on focusing on identification and development of person’s strengths, because obviously it is more effective to build on what we have than to invest efforts in our weak sides and imperfections.

Coaching is a process of individual guidance, aimed at achieving a certain goal. It can be related to developing a person’s full potential in order to achieve stable success and results, to solve a concrete problem, to improve existing skills and acquire new ones.

There are two people engaged in the process, whose roles are clearly defined in the following way: The coach is responsible for the process, while the coachee is responsible for the results. The coach supports the coachee, starting from his strengths, positive qualities and successes.

Efficacy of coaching is determined by the fact that it is oriented towards making decisions and actions that follow from them, so that the results are immediately evident. The coachee should agree to question his own behavior, to have one or more concrete wishes, related to solving a specific problem, managing stress, managing time, making a decision “at a crossroad”, acquiring or improving skills, achieving better effectiveness and organization...

The coachee is both a goal and a means of what happens at every single moment.

The coach has only a supportive role in defining the problem by focusing on questions, giving feedback, encouraging self-knowledge and assessment. That makes the approach effective not only in solving current issues, but also as a model for developing skills for dealing with everyday life.

Coaching makes it possible to use a person’s full potential, so that he is successful, so that he can achieve goals and be happy at the same time. The partnership atmosphere that this process creates has a highly motivating effect when making decisions to act and choosing the right means to deal with challenges.

The process has a definite time framework and a concrete aim.

It has the following three dimensions:

- Pointing out the positive in order to increase confidence;
- Enhancing the space for opportunities in order to generate a real choice;
- Creating a field for training in the context of the following quotation: „training is in fact starting a fire rather than filling up a vessel”!

A LOOK WITHIN

Coaching is oriented towards personal development and improvement. The exit point is getting to know and understanding your own self from the point of view of the role of the student in the process, in which he is both the engine and the function.

Self-consciousness is central for the formation of the personality. It determines the ability to self-regulate that is expressed in self-organization, self-education and self-development of every person. Self-consciousness makes it possible for the student to realize his place in the family, amongst his classmates and friends. With its help the student distinguishes himself from the outer world, gets to know his inner reality, his needs and wishes and builds up an image of himself.

Self-knowledge is crucial for the proper goal-setting, so that they be achievable, realistic and measureable /SMART/. The correct goal-setting minimizes disappointment and negative experience, while the achievement of results generates satisfaction and optimism. Knowing yourself well is a prerequisite for adequate self-evaluation and level of claims, as well for identification of the areas for development.

Who do we spend most time with? With ourselves of course and that is why it is important to have a truthful assessment of oneself and to recognize the inner “I” in order to:

- set goals and realize ideas;
- use abilities;
- improve our personality and educate ourselves;
- learn about ourselves and our strengths;
- see ourselves and the others in a positive light;
- be happy in our personal and professional lives;
- take care our health.

Self-assessment relates to the nucleus of the personality and is an important regulator of its behavior. The level of its development determines the relationship of those growing up with those close to them. An adequate and stable self-assessment has a positive effect on the student’s life as a whole.

In the coaching process the student has the opportunity to learn more about himself with the help of different questionnaires and tests for self-assessment, as well as to receive feedback.
from tose close to him and the pedagogue-coach.

A step in that direction is the assessment of one’s potential by filling the table presented below:

<table>
<thead>
<tr>
<th>Strengths</th>
<th>Guidelines for improvement</th>
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</thead>
<tbody>
<tr>
<td>What do you have in abundance?</td>
<td>What is it that you lack?</td>
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<tr>
<td>-</td>
<td>-</td>
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<tr>
<td>What is it that you do with ease?</td>
<td>What requires effort on your part?</td>
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<tr>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>What are your most important qualities?</td>
<td>What qualities would you like to acquire?</td>
</tr>
<tr>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>What are your key competencies?</td>
<td>Which competencies would you like to develop even further?</td>
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</tbody>
</table>

The pedagogue-coach stimulates the student to think more and in isolation about his potential, but also in relation to his wishes and needs, as well in relation to the attitude and expectations of the people close to him.

In order to summarize that knowledge, the student has to answer the following questions:

- What would you like to do, but can’t do?
- What are you forced to do, but don’t want to do?
- How does that make you feel?
- What are the situations, in which you cannot take control over your emotions?
- Which is the prejudice that hinders you?
- Which things that people say about you, surprise you?
- Which things that the people might say about you are you afraid that might be true?
- What do you desire the most?
- What is the pattern (the read thread) in what has been said? Which are the implicit beliefs and convictions?
LEARNING STYLES

Styles of learning are the ways, in which we process new information and remember it. You should know which style you belong to—do you learn better when using your eyes or ears or do you prefer movement and games. If you discover which is the best way you learn, you are on your way to remember and process data with the maximum of ease.

Every person has a different learning style and if you adapt your own learning to your own style, you can be sure that you can learn things more easily and effectively.

According to specialized surveys people remember:

16% of what they have read,
20% of what they have seen,
30% of what they have heard,
58% of what they have been told and shown,
70% of what they have been told and shown and they have commented
90%, of what they have been told and shown, which they have commented and later applied in practice.

People learn:

83% thanks to vision (B for Visual Style)
11% thanks to hearing (A for Auditory Style)
1,5% thanks to touch (K for Kinesthetic)
3,5% thanks to smell (O for Olfactic)
1% thanks to taste (G for Gustative)

The most common styles include the kinesthetic, auditory and visual learning styles. Combinations of two or more styles are also possible.

KINAESTHETIC STYLE (TOUCH AND MOVEMENT)

Some people remember best when they are actively involved in the learning process. They prefer a learning process that requires movement. People with that style of learning need some time to “get the hang of it”, but after that they look at the problem in detail and consider things in-depth.
VISUAL STYLE

You remember the faces of some people quite well, but you cannot remember their names? Most probably, you are a visual type and you remember best what you see. People who prefer this learning style are interested in posters, paintings, diagrams and specific pictures. They learn best when they read. If the learning takes place in the form of a lecture, it would be useful for them to take notes. They are able to think really fast.

AUDITORY STYLE

People, who belong to this learning style, can learn on the basis of the things they hear. They prefer lectures to student books. They can remember names, but not faces. They prefer words, songs, rhymes and films. They also remember things that they have told somebody about. They like to read aloud and are worried when it is either too noisy or too silent. A man with that learning style remembers about 75% of the information he hears.
FEEDBACK

The opinions we receive from others are another source of knowledge for us. With their help we learn new facts about ourselves, about the effect that our behaviour has on other people. They assist us in finding what our behaviour lacks and what are the things we need to change. Feedback also shows us the things we do well and the things we need to continue doing the same way.

**Feedback is a priceless gift.**

Even if you don’t agree with somebody’s opinion about you, you can tell yourself: «No, that is not like me! This does not concern me!», think about it: «What if it was true!?»

Giving and receiving feedback is a complex process, which requires confidence, **mutual respect, understanding and tact**. Feedback, which generates actions and results is **concrete** and **timely**.

The feedback should be **acceptable** for the person, receiving it. Even praise should be sincere and should be given only in a real situation or when a change has been seen. Remember that those who provide emotional support for other people, who notice them, listen to them and evaluate them appropriately, are sought for and popular, unlike those who criticize most of the time.

Even reprimand and criticism can be delivered tactfully, so that the receiver accepts them without feeling insulted. Every time we criticize we should ask ourselves if there is something we can pay a compliment about and share with that person.

If we want to use feedback to point out somebody’s mistake and to help him accept it, it is best to start by presenting the positive things the success achieved and only then to state our criticism. The conclusion should be positive. It is the McDonalds’ rule: “a kiss, a strike and a kiss again”.

The object of criticism should be the concrete behaviour of a person, not his personality. It is important to concentrate on the behavior that this person has or doesn’t have and not to comment on or judge his personal characteristics. Feedback, which relates to imperfections, over which the person himself has no control, leads only to frustration. That is why the person, giving feedback should focus on facts, not assumptions.

It is good to praise in public and to criticize when we are alone.

**Another accent in the process of coaching is to find the reasons behind** a person’s actions and what leads him to act in a certain way.
MOTIVATION

Motivation is an inner psychological process; it is the current status of a man's consciousness as a reflection of his needs, wishes and surroundings. A person can demonstrate different motives, depending on the situation he is in and his motives can be recognized and understood.

**Stimuli (motivators)** are impulses from the outer environment that influence the inner motives of a person by activating and enhancing them.

Inner motives are personal characteristics, while stimuli are outer techniques. A person acts effectively under the influence of stimuli only if they harmonize with his inner motives.

Recognizing a person’s motives is the key to success. The moment you find out what moves you forward you get access to an important instrument, which can increase your productivity and bring satisfaction not only from your work, but also from all other spheres of your life.

**Self-motivation** is a highly organized process, whose focus is your own inner self. Not everyone has a clear idea of what he wants to achieve in life. Our ideas and goals are of course influenced by many other factors, too, but also by what we consider priority in life. That is why we have to make an effort to learn more about ourselves and find ways and opportunities to self-motivate.
GOAL-SETTING

The difference between a goal and a dream is the deadline.
Steve Smith

Motivation stimulates us to set goals that we want to achieve, but this does not happen always. One of the mistakes that we make quite often is to mask our intentions as goals.

A correctly set goal should be “smart”:

<table>
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<tr>
<th>S</th>
<th>The first prerequisite for achieving a goal is to define it properly (set it). The correctly set goal is absolutely clear; it can be easily described and explained.</th>
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<tbody>
<tr>
<td>M</td>
<td>A goal should also be measurable (measurability). This means that a goal should be easily controlled and set in such a way, so that we know how it can be measured and when it will be achieved.</td>
</tr>
<tr>
<td>A</td>
<td>A goal should be accepted and acceptable (accepted/acceptable) or ecological. That means it should be understood and accepted by the person, who is responsible for its realization and be acceptable to other people, i.e. it should not harm their interests. Sometimes the letter A is associated with the word “ambitious”. In other words we have to set goals, which are ambitious enough. We should not set goals, whose realization requires too little an effort, because we underestimate our abilities and potential. By realizing easily achieved goals we feel satisfied only for a short period of time, which in the long-term is substituted by disappointment. – “By this time we could have....”; “We should have....”</td>
</tr>
<tr>
<td>R</td>
<td>A goal should be realistic (realistic) and achievable (realisable) – it should take into consideration the abilities of the person, who will work for its achievement.</td>
</tr>
<tr>
<td>T</td>
<td>The last but very important criterion that a correctly set goal should correspond to is the time (time) of its realization. In other words we have to define a certain time framework for its realization, that our efforts are not pointless and do not remain only an unachievable intention. It is good to divide the realization process into different stages, especially if we are trying to achieve a long-term goal. On the other hand the final goal can be divided into smaller goals (stages), for whose realization we can set concrete deadlines.</td>
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In order to realize your personal and professional goals it is not enough to desire something and to put an effort for a good performance. You should be really effective.

This means to be able to achieve constantly and consistently good results and keep the same level of motivation. A person can overcome a number of obstacles and work effectively on a number of jobs at the same time and not lose balance and be able to act in a professional way.

Effectiveness combines both the ability to control oneself and to stay focused on our goals and established priorities or in other words, to define the importance and urgency of each task.
Effectiveness is characterized by a focus on the tasks and/or the results, productivity, improvement and the acquisition of new knowledge and skills, accepting constructive criticism, self-discipline, focus on the goal, efficiency and defining priorities in order to achieve goals, effective distribution of time, punctuality and reliability.

The ability to be efficient can be developed and taught by persistence, constant strengthening of motivation, self-control and being “disciplined”. It requires good psychic concentration, cool-headedness, resistance to stress, ability to accept feedback for one’s performance, willingness to develop and improve oneself.

During the coaching the student clarifies what he wants out of life, what is important for him and whether he wants to change something.

One of the secure ways to achieve a change is to sign a contract with oneself. An agreement is something very important; it should not be violated and it requires engagement on your part.

Time goes by quickly and imposes strict requirements on each and one of us. At work we are also expected to follow strict requirements. Then there are also family requirements, requirements of friends, health, hobbies, personal development and those that concern other areas of personal interest. How can we respond to all that and at the same time remain in good physical and mental shape?

Time is a treasure that we are given in equal pieces. When we use it, we should be clear about what is most important for us in life, because it is better to do the right thing than to do things the right way.

We live our life by playing different parts – at work, at home, in different groups of people and fields. Clear-cut boundaries between these individual roles give us a natural framework for setting up rules and reaching a balance.

How you are going to write a contract with yourself depends entirely on you. You can give it any shape; still contracts include the following points:

- current status of things
- expected status of things
- deadlines
- what is to be done in order to achieve the goal
- precautionary clauses and sanctions
- signing it and keeping it

Remember! Check regularly if you are adhering to the contract!
A PROACTIVE APPROACH

If we want to achieve something these dynamic times, we should be active. If you want to prove that you are worth it, that you are successful, you have to be proactive. That means to be interested in what is happening and showing willingness to participate, both in the professional and personal spheres and use the same approach when solving problems.

Proactivity is the natural interest of man in the world around him, ability to look for opportunities, participate in different activities and influence things that happen around us.

A proactive approach means to be ready to do more and beyond our everyday duties. It also means to be able to spot new opportunities, to search for alternative solutions and to apply them. The proactive person never gives up: obstacles are there to be overcome.

Proactive people introduce innovations, which lead to better productivity and a good atmosphere. Proactive people think not only of themselves, but of others.

Successful people are expected to be confident, responsible and capable of making decisions, to be knowledgeable, to acquire new information fast and communicate effectively with others.

The assertive behavior is suitable for realizing the proactive approach and improving communication among people.

In a problematic situation we can distinguish the following types of behavior:

- passive;
- aggressive;
- manipulative;
- assertive – against any kind of manipulation, insultive passiveness and wrathful aggression.

A man with an assertive behavior states clearly what he wants, how he perceives a concrete situation and how he feels. He has self-esteem, does not let other people take advantage of him and he doesn't take advantage of them either. That person respects his partners, listens to others and takes into consideration what they have said. He is not interested in winning, but in expanding opportunities. He is ready to admit his mistakes and is able to make a compromise. If he does not succeed in something, he does not accuse others. He appears rested and relaxed, talks clearly and distinctly and keeps an eye contact with the person he is talking to.

Assertiveness has its roots in the U.S.A. Its foundation is related to a trend in psychology defined as behaviourism. The founding father of assertiveness is in fact the leader of the movement Andrew Salter – a behaviorist therapist. The concept derives from the English word assert, which comes from Latin to claim something. The word assertiveness is sometimes translated as
“the art to do whatever you want”. However, being assertive does not mean doing what you want under all circumstances. An assertive approach to life and people shows that a person is independent, that he recognizes and respects the opinion of other people. At the same time he knows his own rights and is capable of defending them. A more precise definition of assertiveness would be the following – a sensible and appropriate advertisement of yourself.

Viewing assertiveness as a sensible and appropriate advertisement of oneself is based on the following rules:

- everyone is responsible for his/her own actions;
- self-control;
- making a decision about what we want to do;
- listening to the opinions of others and making an effort to understand them;
- looking for solutions that are acceptable for both sides.

Communicative skills associated with assertiveness include:

- to be able to listen actively and with empathy.
- to be able to say NO.
- to be able to ask for a favor.
- to be able to ask for something just.
- to be able to accept a compliment as well as to pay one.
- to be able to accept criticism as well as to be able to criticize.
- to be able to participate in a social dialogue.

Quite often stereotypes or the way people perceive us hinders us too; make a move. Defending our interests sets us free by being responsible for our own actions. That is why the use of the assertive approach is as a whole a prerequisite for the proactive approach.

Assertive approach towards life and people shows that a person is independent and that he accepts and respects the rights and the opinions of others. At the same time he knows his own rights and is capable of defending them.
POSITIVE THINKING

Coaching is oriented towards support of positive thinking and attitude to everything around us.

The positive thinker perceives himself and others in a positive way; he is convinced that he will achieve the realistic goal he has set himself; he trusts his own resources; he values what he is doing and is not afraid of everyday obstacles.

Positive thinking means to think and talk about things that we want, not about the things we don't want. Every time we say “I don't want” and “I can't” we think the exact opposite to what we want. Positive thinking is related to confidence, to the belief that we can solve our everyday problems better. Positive thinking shows us that we have a better perception of ourselves, that we have better relationships with the other people. When a person thinks positively he is ready for constructive actions.

Thinking positively does not mean ignoring reality. If things around you are bad, you can accept them, but it much more important how you think about the future.

A truly intelligent person can be recognized by the way he perceives unfavourable circumstances. Life battles are the same for all of us: disagreements, conflicts and compromises. Those, who consider problems are a natural company to mankind and do not measure happiness with the lack of problems, are in fact intelligent. A man makes himself unhappy with the thoughts that he has hidden inside himself; thoughts about himself, people and life.

Happiness and unhappiness of a person does not depend neither on the place he occupies nor on his job or his social status. Thoughts are what make him happy or unhappy (positive or negative).

In order to start thinking positively, we need to practice and to draw upon the centuries-old wisdom of our civilization and the motivating factors of the most imminent representatives of human thought:

*To bring anything into your life, imagine that it's already there.*

Richard Bach

*Don't wait. The timing for action will never seem appropriate.*

Napoleon Hill

*The secret of getting ahead is to start.*

Mark Twain
Nothing great was achieved without enthusiasm.
Ralph W. Emerson

I’ve missed more than 9000 shots in my career. I’ve lost almost 300 games. 26 times, I’ve been trusted to take the game winning shot and missed. I’ve failed over and over and over again in my life. And that is why I succeed.
Michael Jordan

Energy and persistence can beat everything.
Benjamin Franklin

Motivation is what makes you start. Habit is what keeps you going.
Jim Ryan

Luck is preparation meeting opportunity.
Oprah Winfrey

It’s never too late to become the person you could have been.
George Elliot

When you are in the valley, keep your goal firmly in view and you will get the renewed energy to continue the climb.
Denis Waitley

Work joyfully and peacefully, knowing that right thoughts and right efforts will inevitably bring about right results.
James Allen

You can give in to the failure messages and be a bitter deadbeat of excuses. Or you can choose to be happy and positive and excited about life.
A.L. Williams
Very often a change of self is needed more than a change of scene.
Arthur Christopher Benson

I’ve learned more from my mistakes, than from my achievements.
Richard Branson

Whether you think you can or you can’t you are probably right!
Henry Ford

You can do anything you think you can. This knowledge is literally the gift of the gods, for through it you can solve every human problem. It should make of you an incurable optimist. It is the open door.
Robert Collier

Most folks are as happy as they make up their minds to be.
Abraham Lincoln

Many of life’s failures are people who did not realize how close they were to success when they gave up.
Thomas Edison

To love oneself is the beginning of a life-long romance.
Oscar Wilde

Every good thought you think is contributing its share to the ultimate result of your life.
Grenville Kleiser

There is nothing I love as much as a good fight.
Franklin D. Roosevelt
Destiny is not a matter of chance but a matter of choice. It is not a thing to be waited for, it is a thing to be achieved.
William Bryan

Love thy neighbour as you love yourself, but choose your neighbourhood.
Louise Beal

Love the truth, but forgive the mistake.
Voltaire

Do what you can, with what you’ve got, where you are.
Theodor Roosevelt

The secret to success is the persistence towards the goal.
Benjamin Disraeli

It is the chiefest point of happiness that a man is willing to be what he is.
Desiderius Erasmus

Even if you are on the right track, you will get run over if you just sit there.
Will Rogers

Only when you stop trying, you can say that you have failed.
Elbert Hubbard

No man is a failure who is enjoying life.
William Feather
Sooner or later, those who win are those who think they can.
Richard Bach

The greatest discovery of my generation is that a human being can alter his life by altering his attitudes.
William James

Thinking always ahead, thinking always of trying to do more, brings a state of mind in which nothing is impossible.
Henry Ford
A POSITIVE-THINKING MAN = A SATISFIED MAN

Many philosophers, psychologists and other smart people have been trying to get to the essence of the connection between the way we think and how satisfied we are. Every single person is unique, we all live our own lives and we need different things to be happy. But there is no doubt that satisfied people, those who have smiles on their faces and in their hearts, have more balance in their lives.

They are more stable, because they have who or what to lean on in difficult periods in life, which can occur at any given time. What they recommend can be described in two words: peacefulness and benevolence.

Guidelines for positive thinking:

1. **Find out what you want out of life**

   We all have a dream and our lives have a certain purpose. The sad truth is that most of us feel sorry when they lie dying in bed only for not having lived the life they wished for. That is precisely why we have to find out what we really dream about and what our mission is and pursue it.

2. **Live your own life**

   Ever since we were kids we have met people who have been trying to find out not only what is good for them, but also what is good for other people. Armed with their discovery they feel that it is their duty to make us do what they “know” is right. Do not live somebody else’s life, follow your dreams. Live the life you like, a life that won’t make you feel uncomfortable.

3. **Know yourself**

   It is shocking and at the same time so human that people know so little about themselves. How many times do they make the same mistake? Or they are unable to hold their emotions and they hurt people, who are closest to them, only to feel victorious or superior for a short moment? Somebody once said that life is full of confused people, who do not know who they are or where they are heading for. Try to find out who you are, what you are good at and work on that.

4. **Build up your confidence**

   How many people you know have a positive opinion of and respect themselves? On the other hand how many people you know are nervous, keep saying that they are sorry and complain, because they are not able to deal with something? The harm has been done by their education and the way they have been brought up. We are always on the alert for mistakes, disappointment and failure. That is why we find it difficult to feel pleasure in the things we do well. You can be the one to lay the foundations. Find pleasure in the small things, even the tiniest victories. It is due to mistakes that you have the opportunity to learn something new. This will have a positive effect on your image.
5. Do not set up too ambitious goals; reward yourself for the smallest of achievements

Have you ever achieved a goal that you have set and felt empty rather than happy? For example, you want to graduate from university or to buy a new car; you fight for this for months and years. And in the end you have got the diploma or the car keys in your hands. How do you feel? Well... that was hard, but life goes on. Leave your goals and the constant disputes in the past. Enjoy every nice moment in life. Eat more ice-cream, climb more mountains, walk bare-foot. Just live your life!

6. Take risks! Do not be afraid

Helen Keller (the first deaf and blind person to have graduated from college in the USA, a writer an activist) said: „Life is either a bold adventure or nothing!” In order to have an adventure you must not be afraid. To a certain extent fear is a necessary human emotion. It is to fear that we owe our existence to as human species. Opposite the rule „too much things in excess will harm you”, do not be afraid to take into consideration your most important needs. Discuss them with those close to you, try new things, live the life you have always wanted.

7. Laugh

Laughter can heal and open the hearts. Do you remember having problems in life and thinking that you are not able to solve them and laughing about it later? John Maxwell the painter once said: „We cannot control the beauty of our face, but we can control its expression!”

8. Do what you enjoy doing

Many people complain of their jobs and suffer because of this. Change what you can or leave. We have another quote of Maxwell’s regarding the matter (an expert in human resources management): „We cannot choose how long we live, but we can choose how much life we want to have during these years”.

9. Keep your body in good shape as long as you can

We have only one body. How soon it will be worn out depends on us only. What does our body need?

- Enough sleep regularly.
- Moderate and balanced quantity of food and drinks.
- Exercise – if possible move more; climb the stairs instead of using the elevator walk or cycle instead of using your car.
- The environment we spend our days in should not be filled with cigarette smoke, noise and dust.
10. Work on your psychological state of mind

Do not complain that you do not have enough time. Read more, travel, meet new cultures. Practice your hobbies. Take your trains and airplanes out of the boxes, save a moment on a photo or in a video; for example the sunset or how a child waves a wand like Harry Potter. There are so many things around us! Get up and leave!

11. You need other people

I met a person who has two thousand phone numbers in his mobile phone. I also met a guy who does not even have fifty. It does not matter how many people there are around us. What matters is the depth of the relationship. How much we can trust ourselves and which values we are guided by. Everyone needs a true friend and a family. Do you put enough effort to have both?

12. Pay attention to the right people

Most of us spend time with people we don’t like. Those we really like and care about we push aside to pay attention to when “we have the time’. Find out who are the people your heart is beating for and dedicate your time to them as much as possible.

13. Have a nice morning

The last point may seem trivial to you but it is as important as the rest. Things tend to continue the way they have started. Remember the day you jumped out of bed, you made your bed, had a nice and relaxed breakfast and went out in time. What was that day like? In addition remember the day when you kept turning off the alarm clock and fought with the duvets so long that in the end you were late. Was that day slightly different?
A practical way to develop positive thinking is connected to our ability to change the perspective and use a vocabulary that is action-oriented.

Reframing or a change in the framework is a simple technique that helps see the issue from different perspectives. This expands the list of creative solutions, which you can generate.

The reframing changes the meaning of a specific event or experience in much the same way as putting the painting in another picture frame changes its expression. This changes the perspective/perception, which helps find a solution where once seemed impossible.

Human beings start learning to think since early childhood under the influence of culture, education, important people in one’s life and their own experience that they acquire.

The meaning or the framework, which we give to things has a great influence on our attitude to them.

Frameworks are often described as positive or negative and accompany us every day.

When someone has a problem or issue to resolve, it is easier for him to stick to the negative way of thinking. We talk more about the difficulties and the hindrances instead of changing the model for their solution. You can often see people going back to difficulties when you appeal for defining potential solutions- they are so deep into the problem that they are not capable of making a step backwards in order to have a look at the big picture. In order to find the solution they should apply an assertive approach and be result-oriented.

Reframing helps us realize that different people with different experience approach the same problem differently. This technique helps us to put ourselves in somebody else’s shoes and imagine the solutions they might find.

Reframing helps you see things in a different way, thanks to which you can come to new conclusions, have new feelings and find new opportunities.

Reframing helps see the problem as an opportunity; the defect as an effect; the impossible as postponed possible; distant opportunity as a close one; roughness as a lack of understanding.

Reframing is a change in perception /context/ of the content. In the new framework the focus is on finding solutions, a way out and achieving results.
### FRAMEWORK

<table>
<thead>
<tr>
<th><strong>Oriented towards the problem-oriented</strong></th>
<th><strong>Oriented towards the solutions</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Define the problem / the hindrance.</td>
<td>What is the result you want to achieve?</td>
</tr>
<tr>
<td>How long has there been a problem?</td>
<td>How will you know you have achieved the result?</td>
</tr>
<tr>
<td>Which is the worst scenario?</td>
<td>What is the possible solution you are thinking about?</td>
</tr>
<tr>
<td>How often do you think of the problem?</td>
<td>What kind of resources do you need to achieve these results?</td>
</tr>
<tr>
<td>Why haven’t you been able to solve it?</td>
<td>How can you receive additional resources that you might need?</td>
</tr>
<tr>
<td>Which is the biggest difficulty that arises from it?</td>
<td>Does the current situation resemble previous ones when you have been successful?</td>
</tr>
<tr>
<td>How does it make you feel, see, hear and think?</td>
<td>What are the next steps you need to make?</td>
</tr>
</tbody>
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### USEFUL QUESTIONS

- Is the problem really in the essence of things or the way you treat the problem?
- Which of the “rules” that you use can be changed?
- How will you deal with the problem if you were: a woman/man/child/client, etc.?
- What would you do in that situation ... (give a title to the model)?
- What would you do if your life/work depended on the successful solution to the problem?
- What would the best student in your class do?
- If you were in your coach’s shoes, which question would you ask?
- What would you try to do now, knowing that you will not fail?
- What would you do now, knowing that you are the potential winner?
- I know that you don’t know, but what would have been if you knew?
Here’s another example with guidelines for reframing of a status, in which everybody has been in: «When I don’t know something I feel stupid.»

What do you mean? What is it that you don’t know?

This is just one of the opinions that you have about your abilities. You are in harmony with your own emotions.

This causes a desire to learn new things. This provokes your curiosity.

How do you know that you are stupid? Why do you think so?

You aim for perfection. It is important for you to show what you are capable of.

What did people who did not know that it was not impossible achieve?

Do you feel stupid only when you don’t know something?

There are many stupid people who know a lot of things.

Sometimes you feel stupid when you know something... Not knowing is in fact a presumption that you will understand the other person.

Not knowing this means you are open to everything that’s new.

You already know that! Knowing this you don’t feel stupid any more!

A computer processes a lot of data and yet is stupid.

If you don’t know happiness can you be happy?

It is important to know yourself – fools don’t know that.

Our road in life is in fact knowing things.

With the focus on potential, development and results the coach gives way to the leadership skills.
LEADERSHIP

It has been long since leadership is no longer a territory only for politicians, executive directors and army generals. We are all in a position to lead something at certain times. In this world of growing opportunities and requirements for personal initiative, leadership is a skill in life, which we all have to develop, if we want to achieve our full potential.

A survey in 21 European countries shows that the most important characteristics of a successful leader are his vision of the future, his ability to inspire, his orientation towards achieving a goal, determination, constant strive for progress and honesty. In other words, these skills are universal and transferrable from one environment and community to the next.

The good news is that leadership, social and civil competencies can be acquired and improved through life-long training.

Skeptics bet on charismatic leadership but it is well-known that even the most charismatic leaders in history of mankind have brought up the worst evils and suffering. That happens when the charisma is not combined with wisdom and a good concience.

Whether charismatic or not a leader should be trustworthy; a leader motivates, enforces the idea of a common humane mission; he should also make sure that it is shared by a maximum number of people. He has strength of character in combination with communication skills.

The leader is socially active, communicative and evidently interested in realizing the common goals and interests. He has ideas, which he is able to present in a clear and convincing way.

This requires targeted training and development of young people. Coaching creates better prerequisites for their personal development, realization and satisfaction. Coaching also contributes to their better preparation, so that they are not only passively adapted to the requirements of the dynamic world of today, but that they become an active subject in the process – to initiate changes themselves and to manage them actively.
THE SEVEN HABITS OF THE HIGHLY EFFECTIVE PEOPLE

These Seven Habits in harmony with the natural laws represent the systematic approach towards development of personal effectiveness and activity. They lead us from dependence to independence and to mutual dependence from then on.

We all start our lives as children, fully dependable on other people. We are guided, educated and kept alive and healthy by them. Without that care we would probably have survived only for a few hours or a few days at best. We live in the YOU model – you will take care of me, you will be responsible for me. After that, gradually month by month, year by year we become more and more independent. Then we start living in the I model - I will take care of myself, I am responsible. In the end while taking care of ourselves, we begin to be guided by certain values ever since we are young and earn to rely on ourselves. By constantly growing and gathering knowledge we come to realize that everything in nature is interconnected. This is also true for the human society. That is how we accept the WE model – we can do it, we are responsible, we can combine our talents and abilities and create something big together.

Now let’s concentrate on the management of the I model. The first step is to change the approach- from reactive to proactive.

1. Proactivity

As human beings we are responsible for our lives. We take the initiative and are responsible for what is happening. Proactive people realize the responsibility they have. They do not blame the circumstances, the environment or their conditional behavior. Their behavior is the result of their own free will.

2. Foresight

Having foresight means to know in what direction we are moving, to have a better understanding of where we are at the moment and to be convinced that the steps we are taking are in the right direction. It is knowing that things we spend time on are important for us, that we are not wasting our lives away. It is not enough to do things the right way. We have to do the right things.

Think about what you want to be and what you want to do. Define your personal vision and bear it in mind; not only when you are making a decision, always, no matter what you are doing.
3. Defining priorities and planning

When you realize which the important things in your life are, bear them in mind when planning and defining goals. Goals make it possible for you to have power over your lives. Goals also make it possible for you to use your time wisely. If you are sure what you want you will act in a more relaxed and confident way. Your goals will give you the courage to begin something, but also to persevere in your efforts.

4. The I win / you win approach

Think about the world as a place of cooperation, not as an arena, where you have to win at all cost. Clarify your mutual expectations and find a common ground for agreement. Always be direct and learn to apologize to other people if you are wrong. People forgive mistakes if they are not intentional and caused by a bad judgment. That is the only way you can both win.

5. Empathy

Try to understand other people; that is the only way you can get to know them. The only way you can work together. Try to listen without prejudice, listen to the information, which is expressed verbally and non-verbally – with body language. By listening with empathy you show the other person that you are truly interested.

6. Synergy (joint action)

Synergy means that the whole is something bigger than the sum of its constituents, be-
cause there are specific relations between the integral parts. As far as communication with other people goes, we have to value differences, to benefit from the strengths of every person and to balance our drawbacks.

*7. Be prepared!*
INSTEAD OF A CONCLUSION

What do I want to be like?

„Once, a long time ago God called an assembly, at which every species had a representative. Having heard all sorts of complaints, he asked the following simple question: „Well then what would you like to be?” everyone answered the question with honesty. The giraffe wanted to be a panda. The elephant wanted to be a mosquito. The eagle - a snake. The hare – a tortoise, the tortoise- a sparrow ... The human being’s turn came and he said: „Oh, God, I want to be happy..."

Vivi Garcia

The more you practice an activity, the better you become at it!

„A psychic attitude is developed in much the same way as the physical strength increases through exercise. Physical exercise makes the body stronger. Intensive mental activity sharpens our minds. Your focus on your positive sides will increase if you practice it more often. Unlike physical exercise, you will feel no pain when you wake up the next morning if you have overworked the previous day.

Decide what you want to do in order to become stronger.
Your strength will come as a result of the work done.”

John Rogers

„Our remarkable imagination can be seen in one of the best examples of man’s achievement; it has shown us the way from the cave to the city and from the swamps to the Moon. To have a good time together on this overpopulated planet, we have to develop consciously and devotedly the power of imagination and our creativity in a different context of the meaning of human life. Michelangelo once said: «One of the gravest dangers we face is not that our goals are too high and we are incapable of achieving them, but that we have too simple of goals and we are able to realize them.» In the name of our common future we have to aim high and be fully determined to achieve our goals...”

Ken Robinson
Dear students,

Coaching is one of the effective ways to realize your potential. You will find immediate benefits for solving a concrete problem or for your personal improvement and development. But that’s not all...

In the process you will acquire certain instruments that will make your relationships with other people more effective.

You will also learn about the crucial importance of active listening, empathy and asking questions.

You will know that the feedback is a priceless gift and will learn to respect those, who give it to you and will be responsible to those, who you wish to share your opinion with.

You will learn more about yourself as well as to encourage others to do the same and then the possibilities for growth will be limitless.

Dear students,

Through coaching you will find countless confirmations of the benefit of acting when following a certain goal, because even if you are on the right road, if you decide to sit and wait for a while, you might get run over.

Good luck!