

Attachments

selected support materials

The publication was implemented with the financial support of the European Commission under the Erasmus + program. The publication only reflects the position of its authors and the European Commission is not responsible for the content contained therein.

Stages of the coaching session

1. Building relationships, checking customer's readiness and affluence
 - i. Checking the situation
 - What happened?
 - How are you feeling?
 - ii. Increasing and strengthening prosperity
 - Summary of achievements and progress

2. Setting a target for the session
 - a) Definition of topic- origins
 - i. Current problem
 - ii. Conclusions of the inter-sessional experiment (homework)
 - iii. Diagnostic tools (Circle of the life, Goal Grid, questionnaires, circles identifying the satisfaction level)
 - iv. Continue to meet the objectives set for the whole process, take stock of progress
 - What do you want?
 - What are you doing here?
 - What do you need about this problem?
 - b) Clarification of the purpose
 - When exactly do you need it?
 - What do you need to choose?
 - What do you mean...
 - What do you want to change?
 - What do you want to be?
 - What do you want in return?
 - c) Definition of target criteria
 - How do you know you achieved that goal?
 - How do you know you're ready to enter the area?
 - How will you measure...?
 - How do you know you already know?
 - d) Strengthening motivation - reference to the value behind the objective
 - What will you gain valuable information about how to achieve this goal?
 - If you achieve what you want, what else in your life will develop, will change for the better?
 - How will it make you feel?
 - What will you feel when you achieve it?
 - What kind of thoughts will you have in your head?

3. Present situation - exploration
 - i. Talking about this situation – current status
 - ii. Determining the target state
 - iii. Awareness raising (life lines, development phases, personality questionnaires, role choices). Mini introductory workshops on the following topics.
 - iv. Levels of identity, emotions, states, skills
 - How do you feel? Who are you?
 - How do you imagine you're in the best interest of your condition?
 - What motivated you then?
 - What's stopping you?



4. Actions and interventions
 - i. Various types of interventions, work with beliefs, meta-positions
 - ii. Identification of resources
 - Who can help you with that?
 - What resources do you have to strengthen...?
 - What do you have at your disposal for...?
 - What abilities, skills and resources will help you achieve what you want?
 - How best and when will you use these abilities?
 - b) Strategies to achieve goals, solve problems
 - What are your ways of dealing with...?
 - When will you feel this script come true?
5. Setting objectives to be achieved
 - What do you want to do?
 - When are you gonna start?
 - What can you start doing? (what do you want or what do you want to start)
 - What can you stop doing?
 - What more can you do?
 - What can you do less?
 - What can you do differently?
6. Strengthening the motivation to achieve the objectives
 - What will you achieve when you achieve it?
 - What happens if you don't do it?
 - What happens if you do it?
 - What won't happen if you do?
 - What won't happen if you don't do it?
 - Who will you be if you achieve what you want?
7. Formulating tasks and experiments to be realized between sessions
 - i. Tasks assigned by the coach
 - ii. Tasks assigned to them by the client
8. Summing-up
 - To what extent have you achieved your goal?
 - How are you feeling? What do you think?
 - What are you going out with?
 - What have you gained for yourself?

Attractive future / Action plan

INSTRUCTION

Experience is used to emotionally check the correctness of the goal and to awaken a sense of its reality.

The exercise is carried out in a walking form.

1. Definition of the objective
2. Visualisation of the purpose
3. Location of the image of the achieved target on the timeline
4. Getting to the target
5. Purpose
6. Return to the present
7. Present

1. Definition of the objective

Define your goal, which you are going to achieve, in what time you want to achieve it (for example, in five years).

2. Visualisation of the purpose

Imagine yourself in a situation when this goal you already accomplished. What do you want to improve in this area?

3. Location of the image of the achieved target on the timeline

Imagine the line of the future ahead of you. Where on this line can you place the image of the achieved goal? How far away is your target from you? (about 2-3 meters)

4. Getting to the target

Walk slowly along the timeline to your goal, paying attention to the change of feelings as you move forward. Mark the places where you have unclear or negative feelings. You can step out of the timeline in these places and go to the second position to send yourself the necessary possibilities (reserves).

5. Purpose

Enter in your imagination into the image of your target. Pay attention to all sensory impressions. Is everything okay? If you feel that you want to improve something, you have the opportunity to take second place, which should be a little further away towards the future and send yourself the necessary opportunities. After obtaining and testing all the possibilities, standing in the place of the achieved goal, imagine yourself in the present. What would you like to pass on to this person?

6. Return to the present

Once you have anchored the feelings associated with the achieved goal, return slowly to the present. Pay attention to changing feelings. In case of negative feelings, you can correct them. Return from the target to the present is done in the form of a backward step, so client is still facing the target.

7. Present

How attractive is your goal now?

What are your memories of the future?



Active listening

Reflection

9. A simple repetition of what has just been said
10. Making the same reference to the nature of the statement

Summing-up

- e) When a large amount of information is given at a time
- f) Selection of those that seem to be of greatest importance or have been repeated several times

Explanation

- Paraphrasing statements in one's own words
- This is in the nature of targeting

Consent protocol

- Conflict resolution:
Can I tell you?
- A sense of hearing:
Can I add anything to that?
- Transmission of feedback:
Can I share my insights with you?
- Respect for borders:
Can I make a suggestion?

The circle of life

INSTRUCTIONS

The following questions and statements will help you discover what is happening throughout your life and create a vision of how you want each of your chosen areas to function. Think about each question for a moment, you can relate it to each of the areas listed below or ask yourself your own questions.

Recommended areas:

11. money and finances
12. personal development
13. career
14. relaxation, free time
15. health and physical condition
16. emotional and other important life
17. environment (work, house, location, car, furniture, air)

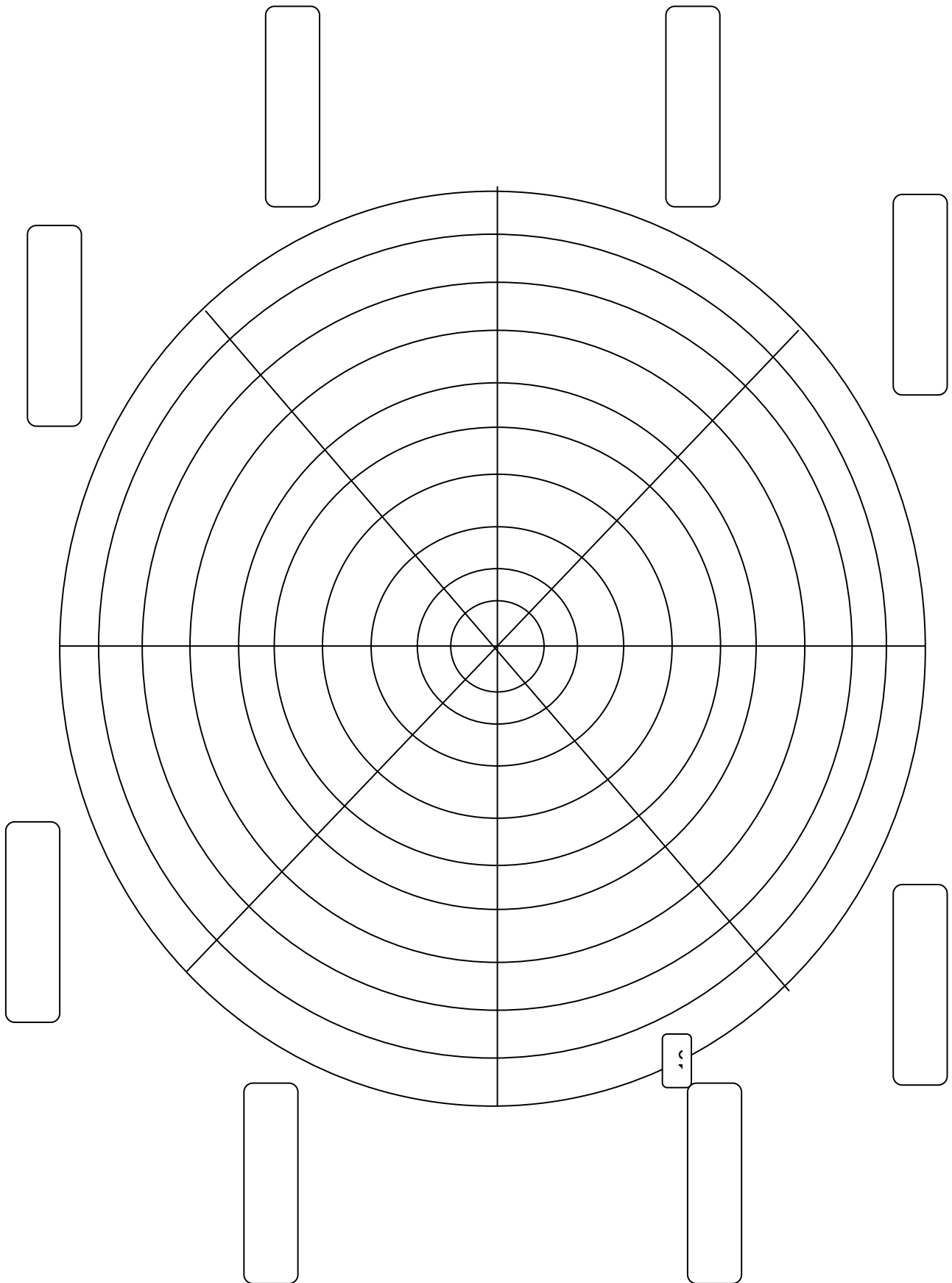
The client can define himself what he wants to talk about and what he wants to think about, what is important to him.

After determining the grades on the scale, the customer marks the satisfaction levels on the circle to show the differences. The client indicates for each area the current level and the expected level. For both levels it describes how it is now, what will be different for the expected level

Supporting (supplementary) questions

- g) On a scale of 1 to 10, determine to what extent you are satisfied with each of the following areas
- h) What does this area look like at the moment?
- i) What would it look on 10? What would you have? How would you feel? Imagine you already have it. Live the day.
- j) What would the high rating given to this area in other areas have changed?
- k) What skills do you already have in this area? What kind of allies do you have? What are your strengths?
- l) What is your main belief in this area?
- m) What's so hard about it? What does this area look like now?
- n) Do you know anyone who has achieved a great deal in this area? What would he advise you to do?
- o) List a few ways you could use to get the resources you need in this area
- p) What can you do to give this area a higher rating?
- q) When will you start and where will you start?





Model GROW

GOAL

The first step is defining the goal of the coaching trajectory.

18. What do you want to achieve from this coaching session?
19. What goal do you want to achieve?
20. What would you like to happen with...?
21. What do you really want?
22. What would you like to accomplish?
23. What result are you trying to achieve?
24. What outcome would be ideal?
25. What do you want to change?
26. Why are you hoping to achieve this goal?
27. What would the benefits be if you achieved this goal?

REALITY

Step two is becoming aware of the actual situation the coachee is in.

- r) What is happening now (what, who, when, and how often)? What is the effect or result of this?
- s) Have you already taken any steps towards your goal?
- t) How would you describe what you did?
- u) Where are you now in relation to your goal?
- v) On a scale of one to ten where are you?
- w) What has contributed to your success so far?
- x) What progress have you made so far?
- y) What is working well right now?
- z) What is required of you?
- aa) Why haven't you reached that goal already?
- bb) What do you think is stopping you?
- cc) What do you think was really happening?
- dd) Do you know other people who have achieved that goal?
- ee) What did you learn from...?
- ff) What have you already tried?
- gg) How could you turn this around this time?
- hh) What could you do better this time?
- ii) If you asked..., what would they say about you?
- jj) On a scale of one to ten how severe/serious/urgent is the situation?
- kk) If someone said/did that to you, what would you think/feel/do?

OPTIONS

Step three is to generate ideas that can contribute to the solution of the problem.

- What are your options?
- What do you think you need to do next?
- What could be your first step?
- What do you think you need to do to get a better result (or closer to your goal)?



- What else could you do?
- Who else might be able to help?
- What would happen if you did nothing?
- What has worked for you already? How could you do more of that?
- What would happen if you did that?
- What is the hardest/most challenging part of that for you?
- What advice would you give to a friend about that?
- What would you gain/lose by doing/saying that?
- If someone did/said that to you what do you think would happen?
- What's the best/worst thing about that option?
- Which option do you feel ready to act on?
- How have you tackled this/a similar situation before?
- What could you do differently?
- Who do you know who has encountered a similar situation?
- If anything was possible, what would you do?
- What else?

WILL

The fourth and last step is the choice of one option. This is converted into a concrete plan of action.

- How are going to go about it?
- What do you think you need to do right now?
- Tell me how you're going to do that.
- How will you know when you have done it?
- Is there anything else you can do?
- On a scale of one to ten, what is the likelihood of your plan succeeding?
- What would it take to make it a ten?
- What obstacles are getting in the way of success?
- What roadblocks do you expect or require planning?
- What resources can help you?
- Is there anything missing?
- What will one small step you take now?
- When are you going to start?
- How will you know you have been successful?
- What support do you need to get that done?
- What will happen (or, what is the cost) of you NOT doing this?
- What do you need from me/others to help you achieve this?
- What are three actions you can take that would make sense this week?
- On a scale of one to ten, how committed/motivated are you to doing it?
- What would it take to make it a ten?



The question of the miracle

INSTRUCTION

Imagine that one day after you've done all the things you do as you planned (pause), in the evening you go to bed. You fall asleep (pause). A miracle happens when you sleep. The miracle is that your problems have been successfully solved (pause). Just like that. But since this miracle happened last night, you don't know it. You wake up in the morning (pause).

Guidance questions

1. How do you know this miracle happened?
2. What will look different in your life then?
3. What will your whole day look like when a miracle happens?
4. What are you gonna do differently this morning? How's that? With who? Where? What's the point?
5. What has changed in your behaviour?
6. What has changed in the behaviour of others?

What can you do „now” to start the road to your miracle? How is your first step?



EXACT- target setting model

Determining the destination before the start of the journey

E- Explicit - one issue, a few words

X- eXciting - set in a positive context, inspiring

A- Assessable - to be measured,

C- Challenging – grueling,

T- Time-framed - foreseen for 3-6 months

A well-defined goal should be:

28. well-formulated

29. available independently

30. specifically formulated

31. ecological

32. motivating

Questions that help to identify a good target:

Ad 1. well-formulated- without negation and comparison

ll) What would you like instead of...?

mm) What will you achieve, what will you do when you achieve...?

nn) What will you have that you haven't had before?

Ad 2. available independently- the target should be large enough

- Can you achieve this goal alone?
- What do you need to achieve...?

Ad 3. specifically formulated- check context, place and time

- How do you know you've achieved your goal?
- Imagine you achieved...?
- When do you want to achieve your goal?
- How do you feel? What do you see?

Ad 4. ecological

- What happens when you reach...?
- What effect would it have on other spheres of your life if you could achieve your goal?
- Is your target consistent with your principles?

Ad 5. motivating

2. What is important to you in achieving this goal?
3. What's the best about it?



Model SMART

SPECYFIC AND CLEAR

Questions:

33. What exactly do you want?
34. When exactly do you want to get it?
35. What will the situation look like when you reach your goal?
36. Define a reasonable timeframe for your goal and tell us what you want to achieve by then?
37. Be more specific: what kind of result do you expect?

MEASURABLE

Questions:

- oo) Determine the criterion by which you will know that the goal has been achieved?
- pp) How will you measure whether the goal has been achieved?
- qq) Determine when you recognize that you are on the right track to achieve your goal?

ATTAINABLE, ACHIEVABLE

Questions:

- Is it a goal that you can achieve?
- Where can I find resources?
- Are there any difficulties or circumstances that may prevent you from achieving your goal?
- Does this goal depend on other people's decisions? How can you influence others to help you achieve it? How could you change him to depend only on you?

RELEVANT

Questions:

- What is your motivation to achieve this goal?
- Why is this so important to you?
- Is the target consistent with your values?
- Can you give up something to work on your goal?
- How will your life change once you've realized it?
- Is there anything that's holding you back?
- How important is it for you to achieve your goal (on a scale from 1 to 10)?

TIME DIMENSIONED

Questions:

- When will you finally achieve your goal?
- When are you gonna start?
- How often do you have to do the work for its implementation?
- When do you have to stop realizing it?



Seven principles of working with objectives

1. Say what you want, no, what you want to avoid
 - a. What do I want instead?
 - b. What's that gonna do for me?

2. Set yourself stimulating and real goals
 - a. Is this goal achievable?
 - b. Is this goal stimulating?

3. Influence the result directly
 - a. Is this target under my control?
 - b. What will I do to achieve it?

4. Measure your progress
 - a. How will I measure my progress?
 - b. What level of change do I want to achieve?

5. Check your resources
 - a. What resources do I have?
 - b. How can I get more help?

6. Calculate cost
 - a. What are the positive aspects of the current state of affairs?
 - b. What will be the cost of achieving the goal and do you want to pay it?

7. Draw up an action plan
 - a. What are the smaller specific goals that will enable me to achieve my main goal?



Value analysis

- Objective: to identify a world of values
- The tool can be used in writing (by giving the customer the opportunity to fill in) or joint discussion (conversation)
- the customer is presented with a list of personal values - **FIRST STEP** first, the customer must respond to the level of importance of the individual values from 0 (completely unimportant) to 10 (very important)
- **SECOND STEP** the client indicates how satisfied he is with the realization of his values from 0 (utterly dissatisfied) to 10 (very pleased)
- **THIRD STEP** the customer answers a series of questions that shows the role that particular values play in the customer's life

Questions for step three

1. I act according to my desires, needs rather than values.
2. I am aware of my values, but I do not follow them.
3. I become aware of my values only when I cannot realize them.
4. Although I try to live up to my values, I often fail to do so.
5. I would do much better with some situations if I did not follow my values
6. I am aware of my values and try to live by them.
7. If I manage to realise one of my central values, I feel joy and pride.
8. My values help me to find meaning
9. I often have to fight very hard to make my basic values come true.
10. If I fail to realize my central values, I feel sorrow and blame myself.
11. I have difficulties in enjoying my central values.
12. When I do not live up to my fundamental values, I am in a serious crisis.
13. Without the realization of my central values, I have a sense of failure in life.

MY PERSONAL VALUES	FIRST STEP (0-10)	SECOND STEP (0-10)
GOOD RELATIONSHIPS WITH OTHER PEOPLE		
INTERNAL HARMONY		
SOCIAL IMPACT		
PLAY/PLEASURE		
FREEDOM OF THOUGHT		
FREEDOM OF CONDUCT		
SPIRITUALITY		
MEMBERSHIP		
HEALTH		
ADVENTURE		
A SENSE OF THE MEANING OF LIFE		
CHEERFULNESS		
PROSPERITY		
INTERESTING PROFESSION		
SELF-RESPECT		
RESPECT FOR OTHERS		
CREATIVITY		
TRADITIONS		
LOVE		
SELF-DISCIPLINE		
HIGH MATERIAL STANDARD OF LIVING		
HIGH SOCIAL STATUS		
CONSISTENCY WITH NATURE		
WISDOM		
AUTHORITY		
FRINDSHIP		

SOCIAL JUSTICE		
INDEPENDENCE/ AUTONOMY		
TOLERANCE		
MODESTY		
RESPECT FOR THE ENVIRONMENT		
HUMILITY		
BOLDNESS		
AMBITION		
A SENSE OF INFLUENCE ON OTHERS		
PERSONAL DEVELOPMENT		
PERSONAL COMPETENCES		
HONESTY		
RIGHTFULNESS		
FAMILY		
EDUCATION		
PROFESSIONAL SUCCESS		
CURIOSITY		
OTHERS		

Goal gird

	WHAT DO YOU WANT?	WHAT DON'T YOU WANT?
WHAT DO YOU HAVE?	<p>RESERVES</p> <p>What do you want to keep?</p>	<p>THINGS TO DO</p> <p>What do you want to eliminate?</p>
WHAT DON'T YOU HAVE?	<p>MOTIVATING FACTORS</p> <p>What do you want to achieve?</p>	<p>FEARS</p> <p>What do you want to avoid?</p>

Metaphor for the analysed issues

(In a metaphor, the movement must be expressed by the use of a verb)

Select one of the areas indicated by the customer

My professional decision making is like...
I'm like...

Also draw a symbol

Also draw a symbol

My future job and my development is like...

My job and my free time is like...

My preparation for the profession, my future job is like...

1. What she is/ Who I am?
2. What she's not?/ Who I'm not?
3. What I like about her?/ What I like about myself?
4. What I don't like about her?/What I don't like about myself?

Emotion/ thoughts associated with it

(a list given by customer)

Necessary competences

(a list given by customer with support of a coach based on three areas of competence)

1. What I want to change?
2. What that would be like?
3. How do I know it's like this?
4. What I will achieve in this way that is valuable to myself?
5. How it will affect other areas (circle of life)
6. What will I gain?
7. What am I gonna lose?
8. What do I want to avoid?
9. What do I want to keep?



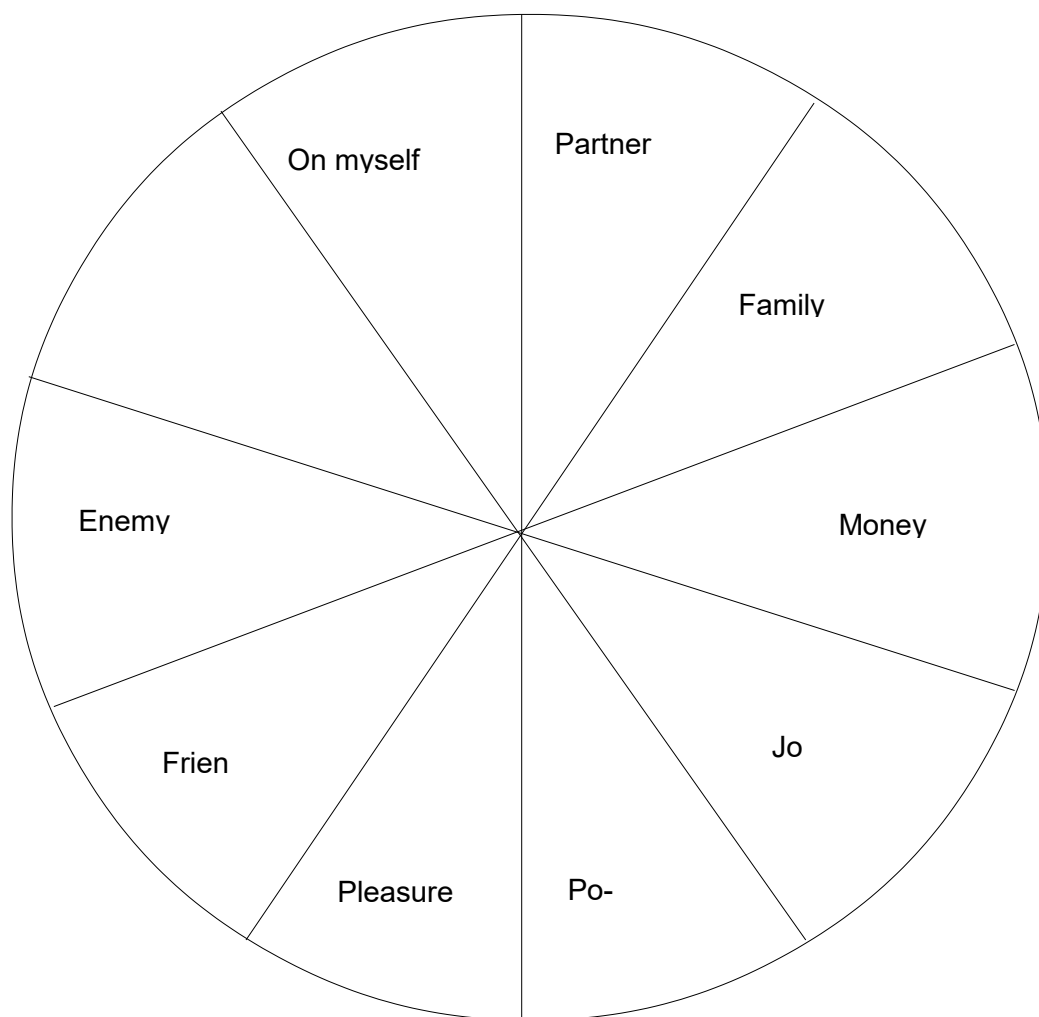
Centre of life

Concentration	Approach Assessment of concentration 1 - 10	Approach Assessment of concentration 1 - 10
Partner	<p>Your sense of security depends on how your partner treats you.</p> <p>You are very sensitive to his moods and feelings.</p> <p>You are deeply disappointed when your partner disagrees with you or does not meet your expectations.</p> <p>The criteria for making decisions are limited to what seems to you best for your relationship or partner's preferences or opinions.</p>	
Family	<p>The basis of your safety is acceptance of the family and meeting its expectations. Your sense of security varies depending on your family's sense of security. Your self-esteem is based on your family's reputation.</p> <p>The criterion for making decisions is for you the good of the family or what its members want</p>	
Money	<p>Your sense of value depends on your income. You are very sensitive to anything that may endanger your material position.</p> <p>The decision-making criterion gives you profit.</p>	
job	<p>You tend to define yourself by your professional role. You feel really good when you work.</p> <p>You make your decisions dependent on the needs and expectations of your workplace</p>	
Possession	<p>Your security is based on your reputation, social status or specific items you own. You tend to compare what you have with what others have.</p> <p>You make your decisions dependent on what best protects, enlarges or exposes what you have.</p>	
Pleasure	<p>You feel safe only when you experience exciting pleasure. Your safety is short-lived and depends on the environment. You make decisions in terms of what will give you the most pleasure.</p>	
Friend	<p>Your safety is a function of the social mirror.</p> <p>You are very addicted to the opinions they have about you.</p> <p>Decision making criterion - What will they think?</p> <p>You often feel embarrassed or embarrassed</p>	
Enemy	<p>Your safety is shaky, depending on enemy moves.</p> <p>You are looking for self-justification and appreciation for like-minded people.</p> <p>You act in spite of your enemy's actions.</p> <p>You make decisions in terms of what may thwart his plans</p>	
On yourself	<p>Your sense of security is changing and shifting</p> <p>Your assessment criteria are: Feel good about it. What he wants. What i need What can I get from it.</p>	



Centre of life

After determining the grades on the scale 1-10, the client marks the levels of importance, concentrating on the individual areas.



Force field analysis

In order to accelerate the achievement of the goal, it is necessary to eliminate or limit the influence of weakening forces and to strengthen the influence of supporting forces. The conversion of weakening forces into supportive forces helps in this process

Weakening forces	Supporting forces
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
Ways to limit the influence of attenuating forces	New support forces
Elimination of weakening forces: <ul style="list-style-type: none"> • Can you act without this force? • What can weaken the effect of this force? Conversion to support: <ul style="list-style-type: none"> • What good is that strength? • What good do you want in place of this force? 	1. 2. 3. 4. 5.

The analysis of the force field is therefore based on:

- Withdrawal of support forces. Anything that can help you achieve your goal- persons, things, skills, institutions
- Inventory of weakening forces. Whatever's in our way makes it harder for us to achieve our goal. What we're afraid of
- Elimination of weakening forces or their replacement with supporting forces

In order to eliminate any limitation, you can ask questions:

- Can you act without this force? What are you gonna do then?
- What can weaken the effect of this power? What else?

To convert a weakening force into a supporting force, you can ask questions such as:

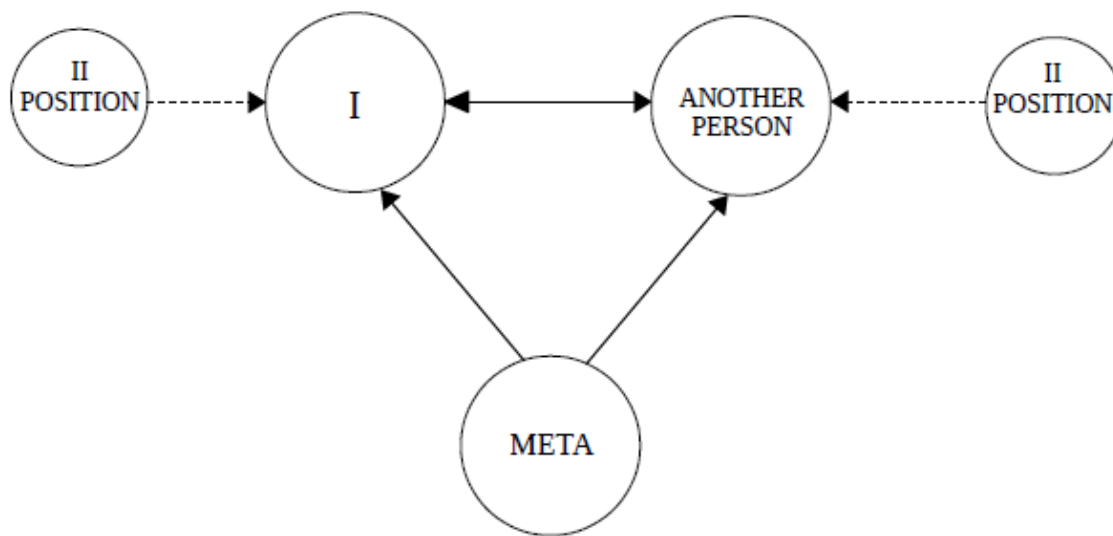
- What good is that strength? What are the benefits of it?
- What good do you want in place of this force?
- What needs to be changed in order for it to bring benefits?



Meta- mirror

Experience is used to solve conflict situations from the past or that may occur in the future.

The experiencing person places in his or her imagination the person with whom he or she is in conflict at an appropriate distance.



In case of lack of resources, the person takes 2nd position to „look from the outside”.

1. takes the position of „I" and draws attention to what his or her experiences would have been during the meeting with this person
2. takes the position of „another person" and imagining that he is the other person, imagines the reason why that person behaves in this way
3. takes the position of Meta from which it has the ability to observe the event as a neutral observer and send appropriate capabilities to both parties
4. passes through individual positions several times until the conflict is resolved

Dilt's Logical Levels

These 'logical levels', first proposed by Robert Dilts, are often used in Neuro-Linguistic Programming (NLP), but provide a helpful structure for looking at what's happening in any individual, group or organisation. They define six levels of thinking or situation: environment, behaviour, capability or competence, beliefs, identity and spirituality, and are usually visualised as a hierarchy

The Six Levels:

Environment

Environment is about the external conditions in which behaviour takes place, and in which we operate. A person operating at this level will probably be explaining what happened, who was there and so on. In general, the 'story' will not be about the person telling it, and the energy will be in explaining how something happened. This may involve complaining.

Behaviour

Behaviour is actions and reactions by an individual within the environment. A person operating at this level will be describing what they thought and did, and what effect that had. It also includes what they might have done, and what effect that would have had.

Capability or Competence

Capability or competence might be considered the 'how' level. Competences drive behaviour through a personal strategy, involving skills and their development. A person operating at this level, is talking and thinking about 'how' to achieve something, including what skills they might need to develop to do so.

Belief

Belief might be thought of as the level of 'why', and is sometimes also described as 'values'. It is about the reasons behind the behaviour, including any underlying values. Beliefs and values can either reinforce or undermine capabilities.

Identity

Values and beliefs support the individual's or organisation's sense of identity i.e. the who behind the why, how, what, where and when. Identity describes your sense of who you are and contains statements that describe how you think of yourself as a person. Our identity is like the trunk of the tree – it is the core of our being. Internally our identities are supported by personal values, beliefs and capabilities as well as our physical being and our environment. Externally, our identity is expressed through our participation in the larger systems in which we participate: our family, professional relationships, community and a global system of which we are a member. A person's identity is separate from their behaviour, you are more than what you do.

Spirituality and Purpose

This is the final level that is sometimes referred to as a spiritual level. This term can have a religious connotation but this is not the only meaning here. This level has to do with people's perceptions of the larger systems to which they belong and within which they participate. These perceptions relate to a person's sense of, for whom and for what, their actions are directed, providing a sense of meaning and purpose for their actions, capabilities, beliefs and identity. This level leads organisations to define their vision and ambition; their raison d'être.



Profit and loss balance

Assumptions (based on experience):

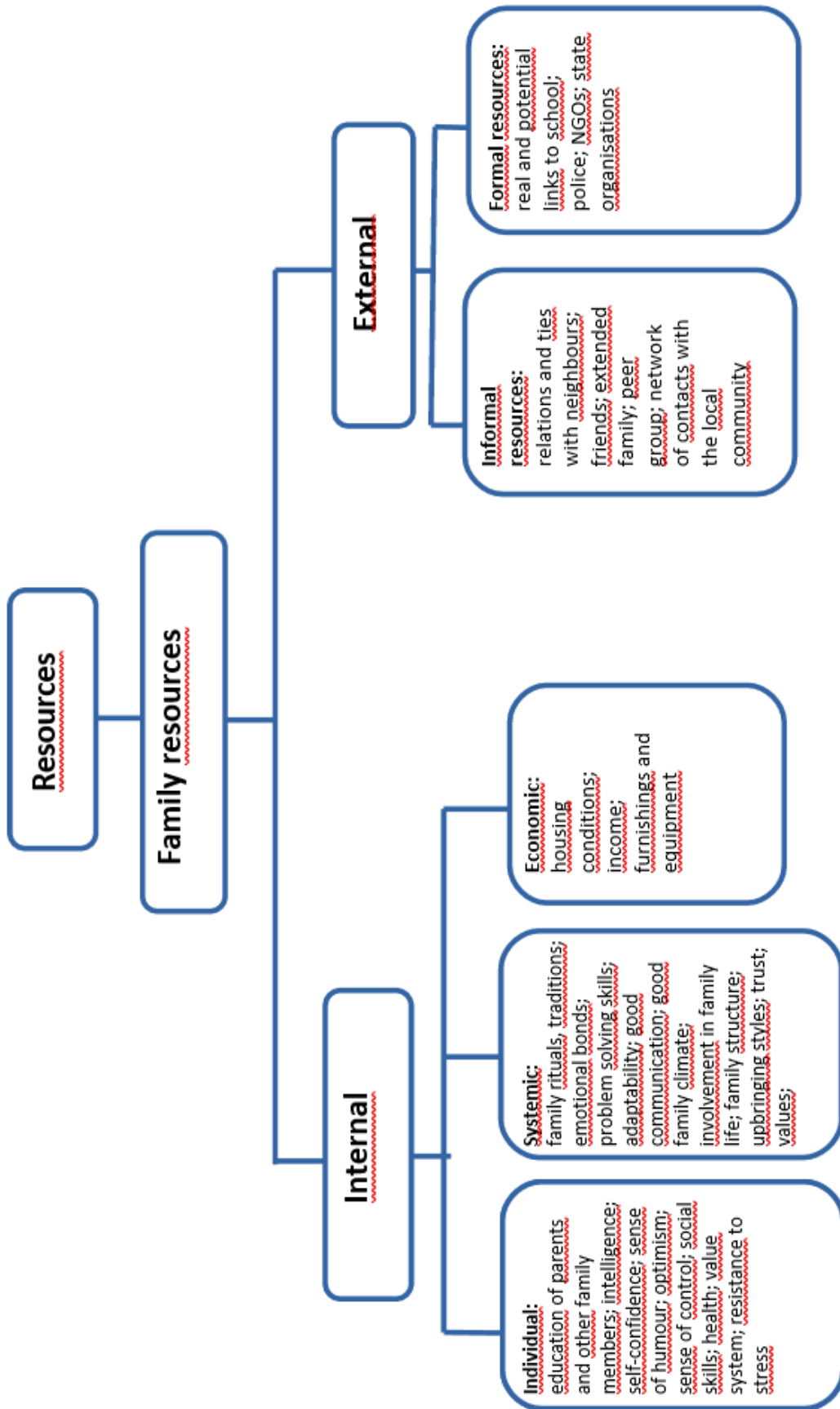
- man is often stuck in a situation from which he sees no chance of getting out
- the element blocking possible changes are usually the values, the interpretation of which leads to a false insight into the situation
- the profit and loss balance sheet may lead to a change in interpretation and facilitate decision-making

Problem situation.....

	Profit	Loss
I		
Others		



Family resources

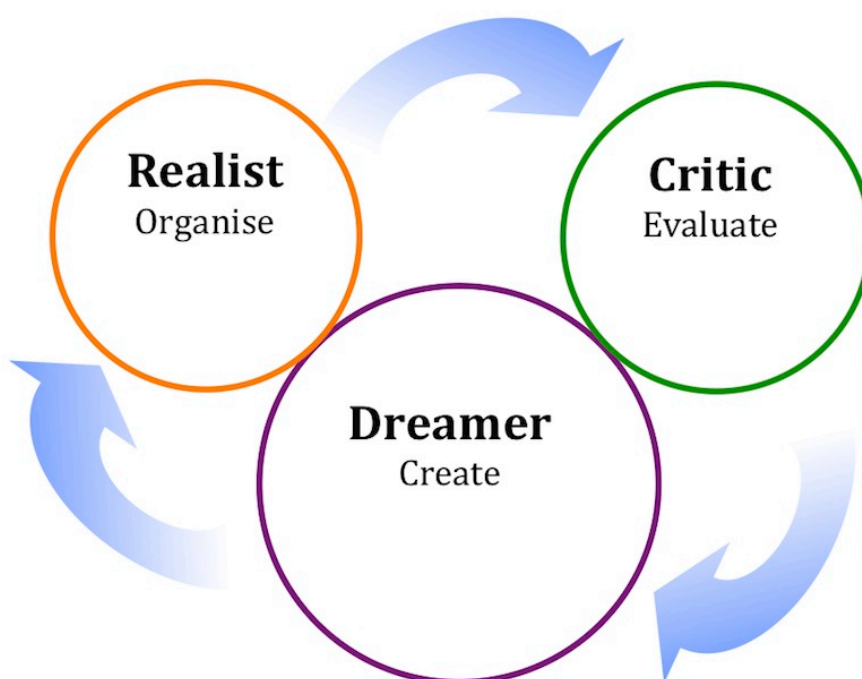


Disney Creative Strategy

In order to prepare the team for Disney's Creative Strategy; four parts of the room are set for each thinking method. The first part is for dreaming and imagination, the second part is for realists and/or planning, the third part is for critics and the fourth part is for getting the mind outside the thinking flow.

The idea of setting a thinking place for each stage in the method is to prepare the team mind to switch thinking modes from one to another. The place can be a room, open space office or an outdoor garden.

The team gathers with a target to achieve, this target can be a dream to turn into reality, design to visualize, problem to solve or process to improve. However, the history of the Disney's method qualifies it to fit with creative brainstorming to help turn dreams into applicable projects.



The strategy is based on three main stages; the dreamer, the realist and the critic. Each stage represent a style of thinking and it should be applied in the same sequence as below:

The dreamer

Usually, any creative idea starts with a dream full of passion and enthusiasm. In ordinary meetings, this dreaming style is halted by reality and does not have the space to go further on. Discussed in details. in this Disney Creative Strategy, the first stage allows the team to share their dream without no restrictions or criticism. This helps to build a pool of creative ideas. Some of these ideas are viable and others are not. Determining the viable creative concepts comes later as a result of the second and third thinking styles.

The dreamer asked questions that help describing ideas and though such as the following:

38. What do we want?
39. What is the solution?
40. How do we imagine the solution?
41. What are the benefits of applying this solution?

The realist

Now, subsequently, follows the realist style. The team switches the place and mode to think in a more logical planning style. Based on the first stage, the attendees pretend that the dream is possible and start putting plans to achieve it. The plans aims to turn the imaginary ideas into a manageable action plan. During this stage all the thoughts should be constructive and target turning the idea into a real plan. This stage includes questions such as the following:

- rr) How can we apply this idea in reality?
- ss) What is the action plan to apply the idea?
- tt) What is the timeline to apply this idea?
- uu) How to evaluate the idea?

The Critic

After having an action plan to turn the idea into reality, the critic thinking mode tends to discover the barriers of applying the idea and how to overcome it. In this session, the team provides a constructive critique for the idea in order to find the weak points and solve it in the final solution. In this stage, the team asks questions as following:

- What could be wrong with the idea?
- What is missing?
- Why cannot we apply it?
- What are the weaknesses in the plan?

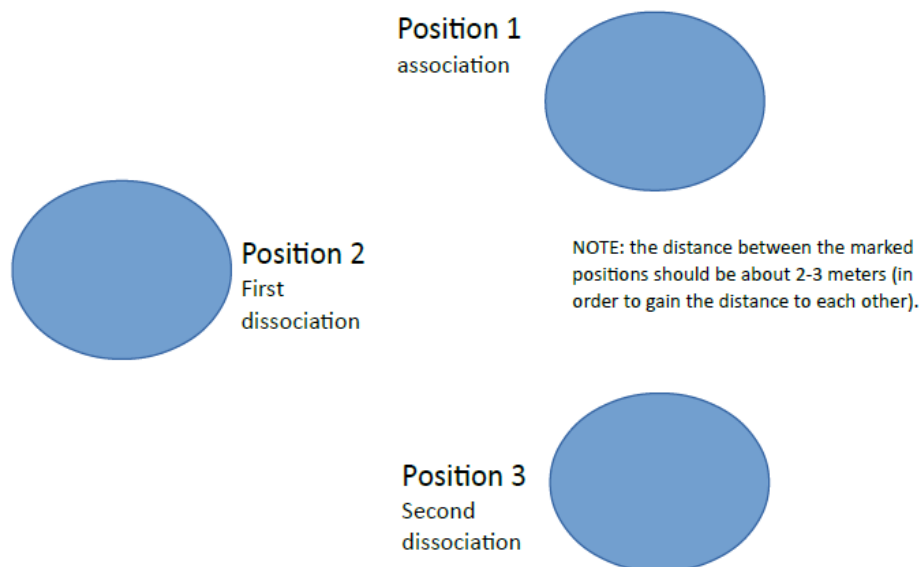
Conclusion

As a result of the three main stages above in Disney's Creative Strategy, the team reaches a solid creative idea with an action plan to apply it. The first stage focused on the creative aspect and sharing creative ideas and solutions. The second stage focused on reality and how to turn the idea into an action plan and finally the third stage aims to identify the weakness in the idea and overcome it in the final plan.

Three positions

The procedure is used for valuing, transferring resources, looking at oneself from a distance.

Note: the trainer should not use the expression EXPRESS YOURSELF - the use of this expression makes the associative and thought processes much more difficult.



Position 1

The person is „himself” - the leader says: You are (name) you have this body, you have such thoughts and surely dreams. Leave (name) here and we'll move on to second position.

Position 2

The leader says: there it stands (name) (points to position 1), look how he stands, how he thinks, what his dreams are. Maybe you want to give him something, what he needs? Maybe you want to take something away from him?

Position 3

The leader says: there it stands (name) (points to position 1), look how he stands, how he thinks, what his dreams are. Maybe you want to give him something, what he needs? Maybe you want to take something away from him?

Tell me how you feel here, do you want to take these emotions with you?

Return to position 1 is necessary

Choice of: directly or via position 2

Graduation

Objective: to set targets, to identify resources

Verbal and/or graphic setting of the process of achieving the goals; scale from 0 to 10; 0 means that I have not achieved my goal at all; 10 means that I have achieved my goal completely

Questions:

Where are you today?

What would be the difference between the situation if you were on scale of 6?

What would be necessary for that?

Technique 5 questions

Goal: to inspire motivation, to monitor work progress

Performance: at the end of the work process, a review of the client's achievements is carried out together with the client, using 5 guiding questions:

1. Now I am...
2. Now I can...
3. I no longer need...
4. I am not afraid anymore...
5. my life is now...
6. in the future I will be watching out for the following...

SWOT / TOWS

We ask the client questions showing their skills, possibilities and possible threats before we start working on planning.

This can be done in a session or as homework.

STRENGTHS	WEAKNESSES
OPPORTUNITIES	THREATS

Eisenhower Matrix- time management

	Urgent	Not urgent
Important	I. crises emergencies	II. prevention daily activity
Not important	III. Some phones some meetings correspondence	IV. everyday life time savers

	Urgent	Not urgent
Important	I. 20-25% 25-30%	II. 65-80 % 15%
Not important	III. 15% 50-60%	IV. less than 1% 2-3%

What's what?

How should it be?

So how much time should
be spent on what?

