

Appendix A

Coaching Definitions:

Professional Coaching

“Professional coaching is an ongoing relationship which focuses on the client taking action toward the realization of their vision, goals or desires. Coaching uses a process of inquiry and personal discovery to build the client’s level of awareness and responsibility, and provides the client with structure, support and feedback.” - PPCA

“Professional coaching is an ongoing partnership that helps clients produce fulfilling results in their personal and professional lives. Through the process of coaching, clients deepen their learning, improve their performance and enhance their quality of life. Beginning with the client’s desires, coaching uses reporting, exploring and a consistent commitment to action to move the client forward. Coaching accelerates the client’s progress by providing greater focus and awareness of choice. Coaching concentrates on where clients are today and what they are willing to do to get where they want to be tomorrow.” - ICF

Academic Coaching

“Academic Coaching is a designed alliance between a coach and a student for the purpose of fostering success skills in an educational environment. It is an individualized process that facilitates goal clarification and achievement. The process focuses on developing and implementing strategies, which will improve study skills and enhance learning. The purpose of academic coaching is to stimulate and motivate students toward their scholastic goals by providing structure, support and feedback.” - Catalytic Coaching

ADHD Coaching

“AD/HD coaching is a designed partnership between a coach and a client for the purpose of fostering life skills that will enable the client to successfully cope with inattention, impulsivity and/or hyperactivity. It is an individualized process that facilitates goal clarification and achievement for both professional and personal goals. The process focuses on developing and implementing strategies and building skills, which will improve the client’s ability to cope with AD/HD. The purpose of AD/HD Coaching is to enhance that individual’s success by providing structure, accountability, support and feedback.” - Catalytic Coaching.

Appendix B

Coaching vs. Therapy

COACHING

Approach and Process

- Begins with the premise that the client is whole
- Primary focus on actions and future and forces affecting them now
- Refers individuals with prolonged depression, severe anxiety, phobias, harmful addictions, and destructive or abusive behavior patterns to mental health professionals
- Gives advice only in areas of expertise and with client permission
- Encourages and requests proactive behavior
- Works mainly with the conscious mind
- Assists the client in identifying, prioritizing and implementing choices
- Helps clients learn new skills and tools for personal growth and mastery
- Listens to feelings as clues to how to get the client into action and leads the client to an action step
- Typically directs the client to return to action
- Oriented toward solving problems through action
- Focused on facilitating client to get done what they say they want done, the resistance may be interesting, but coaching is not concerned with the 'whys'
- Focused on learning and developing potential
- Main tools include accountability, inquiry, requesting, goal-setting, and strategic planning

Coaching Cont.

THERAPY¹

- Begins with the premise that the client needs healing
- Primary focus on feelings and history and past issues
- Treats individuals with prolonged depression, severe anxiety, phobias, harmful addictions, and destructive or abusive behavior patterns, as well as other conditions
- Usually does not give advice
- Counsels on becoming less reactive
- Works to bring the unconscious into consciousness
- Assists the client in untangling unconscious conflicts which interfere with choice
- Helps clients resolve old pain and terminate old coping mechanisms
- Listens for feelings as symptoms of underlying dysfunction and follows the client on any valid exploration of their feelings
- Often directs the client to go deeper into feelings
- Oriented toward exploring the psychic roots of problem
- Focus on inability to do something as an indication of a more serious internal problem(s) that will need therapy to bring to awareness and modify or remove.
- Focused on healing and restoring function
- Main tools include listening, reflecting, confrontation and interpretation

Therapy Cont.

¹ Taken from PPCA "Being in Action" Spring 1996 Jerome and White, Hayden & Whitworth and Smith

- Other tools depend on coach's training and expertise, e.g. NLP, money management, professional organizing, etc.
- Deals mainly with external issues; looks for external solutions to internal blocks
- Helps with empowerment
- Asks how questions
- Seeking focus, strategy, and motivation
- Individuals who are designing their future, learning new skills and seeking more balance in their lives
- Other tools depend on therapist's training, e.g. EMDR, sand tray, or hypnosis
- Deals mainly with internal issues; looks for internal resolution, derived from theories of conscious and unconscious functioning.
- Helps with empowerment
- Asks why questions
- Seeking self understanding
- Individuals who are dealing with issues, emotional pain or traumas and seeking resolution and healing

Relationship & Structure

- Alliance designed jointly by coach and client
- Discourages transference as inappropriate
- Sessions may be in person or by phone
- Sometimes deductible as a business expense
- Nature of alliance largely designed by the therapist
- Encourages transference as a way of objectifying issues to be explored
- Sessions conducted face-to-face
- Often reimbursed or deductible as a medical expense

Appendix C

Good Coach/Bad Coach:

Positive Coaching:

- Strategy planning
- Systemic planning
- Organizational planning
- Time management
- Categorical planning
- Vision Creation
- Appropriateness
- Creates options/proactive
- Innovative
- Mentoring
- Inspirational
- Guiding
- Prioritizing
- Step planning
- Nourishing
- Scheduling
- Encouragement
- Maximize potential

Positive Cont.

- Personal “stretch”
- Assistance Reinforcement
- Praise/honest appreciation
- Sees blind spots
- Benevolent/always saves face
- Sees possibilities
- Sees no failure, only feedback
- Sees life as an adventure
- Curious/asks questions
- Realistic
- Seeks value/worth/purpose
- Builds foundation/framework for growth
- Links inner purpose with actions
- Accurate needs assessment
- Creates synergism
- Willingness to understand
- Servant/steward/teacher
- Re-frames weaknesses
- Develops more fully current strengths
- Leads by example/fine reputation
- Creates shared understanding
- Strong, effective, communication
- Trustworthy

Negative Coaching:

- Disorganized
- Asks “why” questions
- Makes value judgments
- Auditory sequential learning style
- Does the “work” for clients
- All TLC, no “tough love”
- No appropriateness
- Negative sorter, argumentative
- Uses extrinsic vs. intrinsic motivation
- No boundaries, socializes
- Enables, baby sitter
- Gives answers, vs. elicits solutions
- Not realistic
- Not motivated
- No time management
- Reactive vs. responsive
- Not accountable
- Not proactive

Negative Cont.

- No follow through
- Induces dependency - doesn't induce problem solving, solves problem for client
- Black/white, good/bad
- Not creative
- Limits possibilities and options
- No flexibility
- Unrealistic
- Unwilling to understand
- Dishonest
- Untrustworthy
- Negative energy
- Poor communicator

- Fosters self respect /actualization
- Balanced – body, mind, and spirit
- Honest
- Radiates positive energy
- Cool under pressure
- Builds and maintains rapport
- No bias to current reality
- Self disciplined
- Invites constructive dissent/disagreement
- Believes in client
- Professional
- Simplify the complicated
- Patient
- Continually learning

Appendix D

Coaching Ethics:

Professional Guidelines and Standards for Coaching²

The following standards represent a framework for ethical AD/HD coaching practices:
AD/HD coaches:

- Provide access to AD/HD coaching for all appropriate clients regardless of age, gender, race, religion, or sexual orientation.
- Respect and hold in confidence all client information, obtaining permission to discuss or disclose client information only when a formal release form, specifying the terms of release, has been signed.
- Clearly and accurately represent their level of competency, expertise, training and credentials.
- Explain in detail the terms of the coaching contract, including administrative details and financial arrangements.
- Define the coach/client relationship and under no circumstances take advantage of a client personally, socially, sexually, or financially.
- Avoid all possible conflicts of interest by disclosing to the client any personal gain the coach might receive by referring the client to another professional or advising the client to take some specific action.
- Continue learning about coaching and AD/HD specifically, attending and participating in professional conferences and organizations.
- Build strong and ethical professional relationships with colleagues to enhance and promote communication and collaboration for the benefit of the AD/HD client.
- Maintain full compliance with any institutional or governmental regulations and laws that may apply regarding research.

All ethical guidelines and standards for practice are directed toward maintaining and promoting quality assurance in the field of AD/HD coaching. All AD/HD coaches have a responsibility to uphold and advance the values, ethics, and knowledge of the profession.

² Taken directly from ADDA's Guiding Principles for Coaching Adults with Attention Deficit/Hyperactivity Disorder.

Appendix E

Am I ready, willing, and able?

Do I need a therapist or other intervention?

Am I ready to make a commitment to coaching?

Do I have the time to invest?

Do I have the money to invest?

What will I have to give up?

What do I need help with?

What do I want to change?

What do I want to stay the same?

Ready, willing and able, Cont.

What is stopping me from making those changes now?

How will others react when I change?

How will the changes I want fit with my values and beliefs?

What values and beliefs might I need to change?

Appendix F

Questions to ask a potential coach:

- How long have you been coaching?
- Where were you trained?
- What kinds of clients have you worked with? What kinds of goals?
- Do you work with adults, adolescents and/or children?
- What is your area of expertise?
- What have you read?
- What have you written?
- What organizations do you belong to?
- What conferences do you attend?
- How many clients do you have?
- What made you choose ADHD coaching?
- What kinds of volunteer work do you do?
- How much do you charge?
- Contract or flexible approach?
- Testimonials: client and professional
- Other: _____
- _____
- _____
- _____

Appendix G

Two Questions to Help Get Prepared for the First Session:

#1. What does my coach need to know about me to be the best coach he/she can be for me?

#2. What do I hope to accomplish with coaching? Short Term? Long Term?

Appendix H

Self-Awareness Exercise:

How aware are you of your best characteristics and your “worst”? What are the ways in which you can use your best characteristics even more often than you do now, and in different situations? What are the ways in which you can use your “worst” characteristics for good deeds that have a benevolent intent?

Listed below are some words that may or may not describe you. Circle the ones that describe you the best. Then put check marks by the ones that you would like to describe you, and imagine how they might, once you have discovered new behaviors and modified your inattention, impulsivity, and hyperactivity. List below additional qualities that make you unique, in the space provided.

Active	Flexible	Intuitive	Punctual	Thoughtful
Adventurous	Forthright	Kind	Quiet	Tolerant
Ambitious	Funny	Knowledgeable	Reliable	Trustworthy
Amiable	Friendly	Literate	Reserved	Truthful
Capable	Gentle	Loyal	Resourceful	Unassuming
Competent	Gracious	Meticulous	Responsible	Unique
Competitive	Gregarious	Moral	Sensitive	Urbane
Concerned	Happy	Motivated	Sincere	Verbal
Confident	Hardworking	Nurturing	Strong	Visible
Creative	Healthy	Optimistic	Successful	Visionary
Curious	Helpful	Organized	Supportive	Vigorous
Daring	Honest	Outgoing	Tactful	Virtuous
Dedicated	Humble	Patient	Talented	Vivacious
Diligent	Humorous	Persistent	Talkative	Warm
Energetic	Insightful	Practical	Tasteful	Willing
Easygoing	Imaginative	Polite	Teachable	Wise
Fair	Intelligent	Precise	Temperate	Worthy
Fast	Intense	Productive	Tenacious	Youthful

ADDITIONAL QUALITIES THAT MAKE ME UNIQUE:

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

A good self-awareness exercise wouldn't be complete, unless you recognized yourself for at least three things that you are proud of. True self-esteem is awareness, and appreciation, of what makes you a valuable person in the world, because of what you value. You may have been valedictorian of your class, but are most proud of the time you spent spring break taking out Grammy's trash and making her lunch each day because she fell and hurt her hip. Kudos to you for all the nice things you've done both big and small, but list, just those special three, below:

#1. _____

#2. _____

#3. _____

Appendix I

Expanding Your Beliefs:

Minds are like parachutes; they only function when open, and this exercise will help to keep an open mind. When you change your thoughts, you change your world, so use this page a lot.

There may be times when our beliefs do not support us and our efforts to grow as well as they could. They may limit us in what we would like to accomplish or the way in which we would like to proceed. When this is the situation, an examination of that belief and what is doing for us, or not doing for us, is most beneficial. Analyzing how our success could be enhanced by expanding our beliefs is a very powerful step to take in developing new behaviors. Example: Believing that I'm too old to learn about computers may keep me from taking a computer course and discovering software for scheduling appointments, that will work for me better than the system I currently use. The following exercise is designed to help you expand any limiting beliefs you may have and allow for personal growth.

Step #1. List below any beliefs that you think may need to be expanded for you to grow and succeed at coping with your ADD.

Step #2. Analyze each belief listed above by asking yourself the following questions of each belief.

- Does this belief enhance my ability to successfully cope with ADD?
- What is this belief doing for my ability to cope?
- What are some of the things I am doing based on this belief that are limiting my ability to successfully cope with ADD?
- How does this belief help my ability to cope with ADD?

Step #3. After the above series of questions, you may start to doubt your old belief some. Continue exploring and questioning this belief with the following questions.

- Is my old belief true under all circumstances?
- Does everyone else believe this?
- If not, why not?
- What circumstances and situations do not fit with my old belief?
- What other beliefs have come and gone over the years regarding this subject?

Step #4. Now ask yourself the following questions.

- What would I rather believe?
- How will my ability to cope successfully with ADD be enhanced with this new belief?
- How might my ability to cope successfully be impeded with this new belief?
- What is the best thing that could happen based on my old belief?

- What is the best thing that could happen based on my new belief?
- What could stop me from wanting to adopt this new belief?
- How will this new belief benefit my sense of self?

Step #5. Replace the old belief with the new one, being sure to keep the benefits of the old belief, as you integrate the new belief with your sense of self.

Appendix J

Questions to Strengthen and Clarify Your Goals:

How would you know you had it?

How it is possible for you?

What would be an example of it?

What stops you from having it?

Would it really be OK if you had it?

Do you really want it? (explain how and what for)

How is it of value?

How would family, friends etc. respond?

When do you want it and when do you not?

Is it within your power to do this?

Are you willing to do what it takes?

What would happen if you get it?

Having obtained the desired result, what is the worth?

Will you miss or loose anything of real value when you get it?

What would you be doing and saying?

What would you be thinking?

How would the world look to you?

How would others know you had it?

How does it fit with short term goals?

How would it fit with long term goals?

How would it fit 10 years from now?

Appendix K

Gratitude Exercises:

#1. Describe three instances in your life that you felt particularly grateful to be alive and that you were very proud of who you are.

#2. Below make a list of things that you are grateful for.

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