



2013

FINANCIAL COACHING TRAINING

2-Day Course

Taught by Central New Mexico Community College

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C O A CH Model

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Wheel of Life and Coaching Skills

©2007. Laura Whitworth, Karen Kimsey-House, Henry Kimsey House and Phillip Sandahl, Coaches Training Institute (CTI), *Co-Active Coaching, new Skills for coaching People Toward Success in Work and Life*. Davies-Black Publishing, Mountain View, CA, USA.

SMARTER™ Goal Planning.

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CNM is a CCE-approved Training Provider
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CCE Approved Training Courses:

5-Day Financial Coaching Training
and
Advanced Coaching Training

My Trainers' Contact Information:

Trainer: _____

Trainer: _____

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Day 1

Breakfast, Sign-in

Welcome, Introductions, Agenda & Training Outcomes

Expectations, Ground Rules, Pre-test & Consent Forms

Financial Health Model – The Framework

Coaching Framework, Definitions & Distinctions

Coaching Relationship

Levels of Listening – What Can You Listen For?

Income Generation

C O A CH Model

 C O (part one)

 A CH (part two)

Coaching with Powerful Questions

Mind Mapping Coaching Tool - Dyad Coaching

Values Prioritization

Creating Your Spending Plan (Budget)

Budgets

Debt Alleviation

Wrap up & Homework

Day 2

Sign-in, Agenda Review, Homework Check-in

Coaching Skills Checklist

Coaching Tools – The Wheel of Life & Financial Wheel

 A Strengths-based Coaching Approach - Trios Coaching

Credit Basics

 Understanding Credit Reports

 What Can I Do To Improve My Credit Score?

How Money Was Managed in the Household Where You Were Raised

Beliefs About Money

SMART Goals & SMARTER™ Goal Planning

Coaching Accountability Partner – Financial & Coaching Goals

2-Day Financial Coaching Wrap-up

End of Training & Homework for the Train the Trainer Class

APPENDIX

Session Two - Qualification Portfolio

Session Two Sign-ups & Preparation for Facilitation Demonstration

Learning Objectives

FINANCIAL LEARNING OBJECTIVES

After completing this Financial Coaching Training, you will be able to:

- Identify formal and informal ways to generate income.
- Create a simple and usable budget.
- Determine at least two strategies to support your debt alleviation plan.
- Complete a *Belief About Money* checklist.
- Discuss how money was managed in the household where you were raised.
- Review a sample credit report.
- Discuss the 5 C's of Credit - Character, Capital, Collateral, Conditions and Capacity.
- Calculate your current ratios.

COACHING LEARNING OBJECTIVES

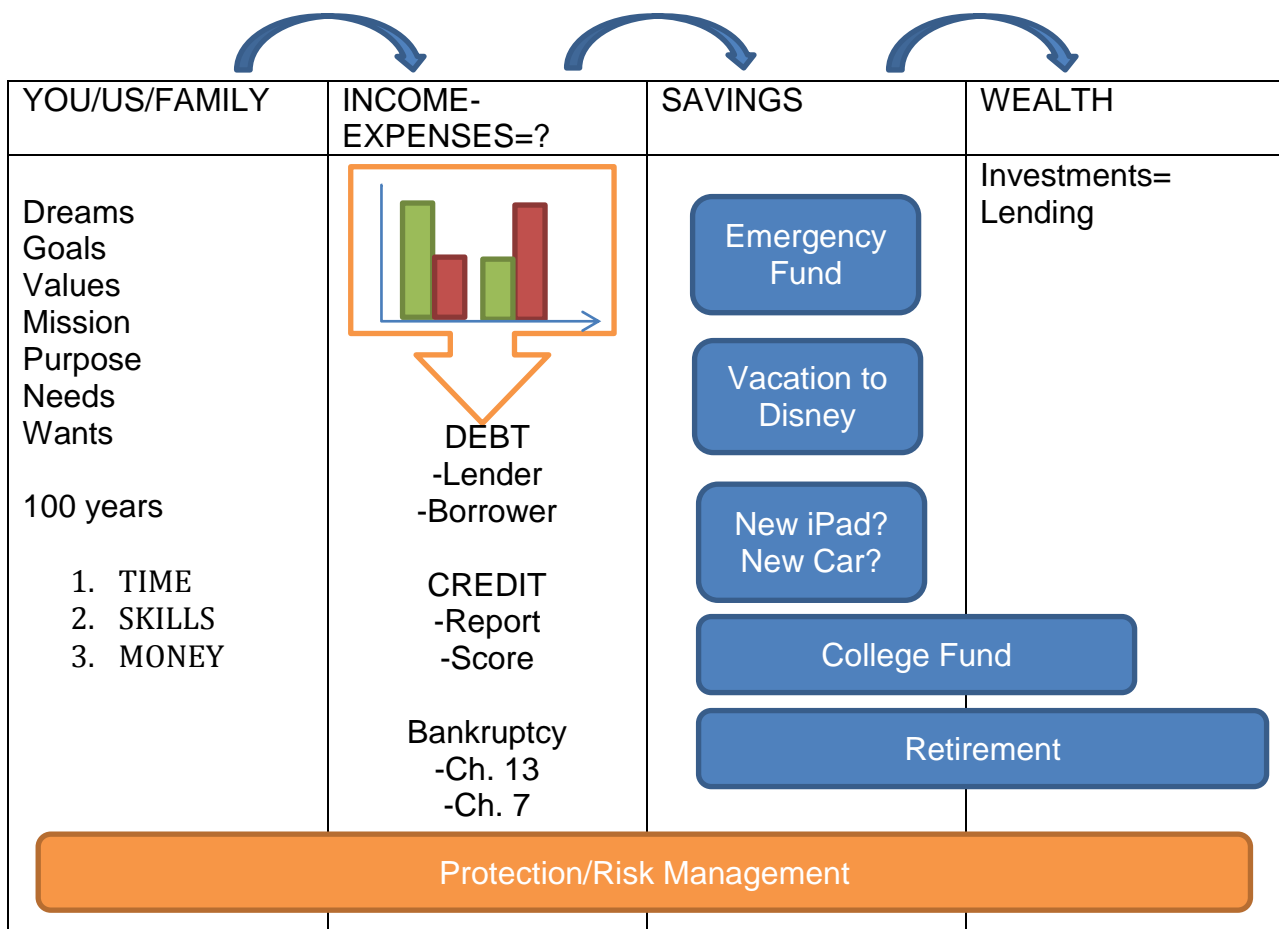
After completing this Financial Coaching Training, you will be able to:

- Apply a C O A CH model in multiple practice coaching conversations.
- Write two SMART goals; one financial goal and one coaching goal.
- Complete a SMARTER Goal Plan.
- Practice the coaching skills of listening and powerful questions to support goal implementation and achievement.
- Apply a strengths-based approach in a practice coaching conversation.
- Prioritize your top five values and their impact on your financial behaviors.
- Apply coaching tools – Wheel of Life, Financial Wheel, Mind Mapping – to establish a personal financial plan.
- Name your Coach Accountability Partner to support your work on your financial and coaching goals.

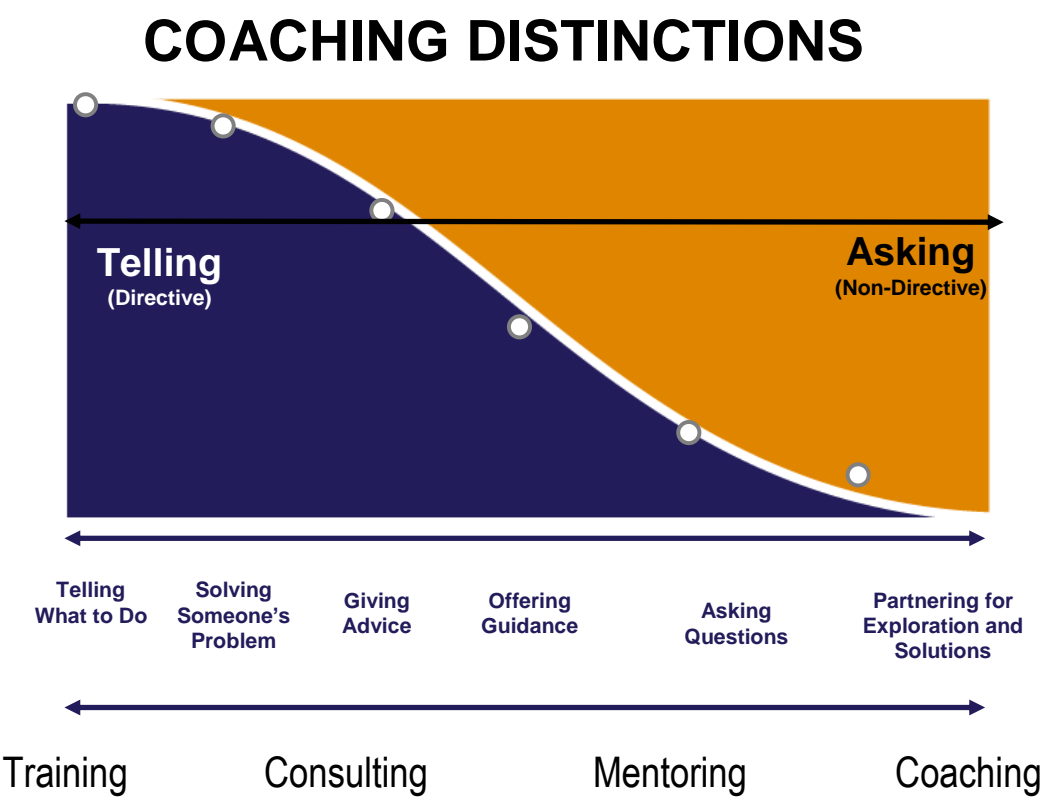
Financial Health Model – The Framework

Below is an overview of what we will be covering during our journey together when we discuss the financial content of this training. Many individuals don't spend enough time understanding various financial components until we are experiencing some sort of personal financial crisis.

This model will help you understand various financial aspects of your life. How they are related, build upon each other, as well as affect other areas in your life. The first step to becoming financially healthy is to start with YOU!



Coaching Distinctions



Adapted from Corporate Coach U Int'l model

Definitions

Case Management

The National Association of Social Workers defines *Case Management* as the coordination of services on behalf of a person. The primary goal of case management is to optimize client functioning by providing quality services in the most efficient and effective manner to individuals with multiple, complex needs. Ultimately to attain goals established in conjunction with the client. Case Managers develop service plan.

Case Managers assesses needs, arranges, coordinates, monitors, evaluates, and advocates for clients. The Case Manager develops and maintains a therapeutic relationship with the client. Linking the client with systems that provide needed services, resources, and opportunities.

Coaching

The International Coach Federation defines **coaching as partnering with clients** in a thought-provoking and creative process that inspires them to maximize their personal and professional potential. Coaching honors the client as the expert in his/her life and work and believes that every client is creative, resourceful, and whole. Standing on this foundation, the coach's responsibility is to:

- Discover, clarify, and align with what the client wants to achieve;
- Encourage client self-discovery;
- Elicit client-generated solutions and strategies; and
- Hold the client responsible and accountable.

Financial Coaching

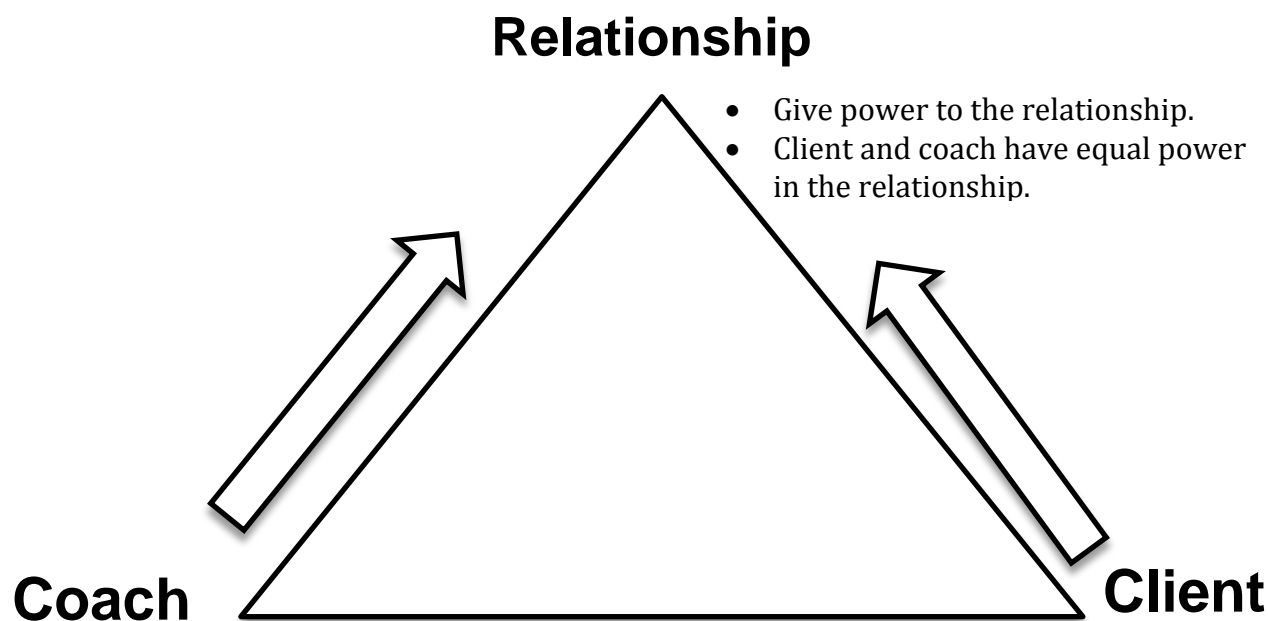
Financial Coaching is a client-driven process in which individuals and families work to **reach personalized goals related to improving their financial well-being**. Coaches do not provide expertise on their clients' financial issues, but offer tools and resources, encouragement, and monitoring throughout the process of self-directed behavior change. Financial coaches may:

- Support individuals and families as they practice new behaviors and skills;
- Guide clients through the self-directed process by engaging in active listening and critical questioning;
- Partner with clients to assist them to establish beneficial financial habits that will support healthy long-term financial behaviors;
- Empower each client to be the expert on his/her specific need(s), goal(s), and choice(s) and to set reasonable goals and timelines;
- Respect clients' decisions and goals;
- Motivate every client to create an action plan that suits his/her individualized goal(s);
- Encourage the clients as they work through each step of reaching their goal(s) by providing accountability and keeping them on track with their action plans.

(definition for Financial Coaching provided by raisetexas.org)

The Coaching Relationship

- Clients are naturally creative, resourceful and whole
- Coach is not an expert on the client's life
- Coaching is a partnership
- Client has his/her own answers, NO ADVICE
- Confidentiality is critical
- Based on trust
- Design an alliance with the client
- Future focused
- Long-term change
- Action, accountability, and goal focused
- Coaching is a purposeful conversation



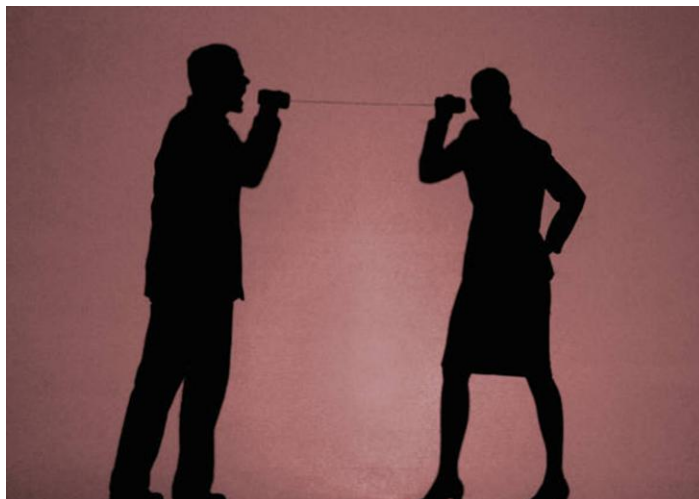
- Give objective assessment and observations
- Foster the individual's greater self-awareness
- Practice deep listening to fully understand the individual's circumstances
- Be a sounding board; support possibility thinking, thoughtful planning, and decision making
- Champion opportunities and potential
- Stretch and challenge in alignment with personal strengths and aspirations
- Foster shifts in thinking to reveal fresh perspectives
- Challenge blind spots to illuminate new possibilities
- Support the creation of alternative scenarios
- Maintain professional boundaries - confidentiality and adhere to ethical standards

- Create the coaching agenda
- Identify meaningful coaching goals
- Utilize assessment and observations to enhance self-awareness
- Envision personal success
- Assume full responsibility for personal decisions and actions
- Promote possibility thinking and fresh perspectives,
- Take courageous action in alignment with personal goals and aspirations
- Engage big picture thinking and problem solving skills
- Utilize the tools, concepts, models and principles provided by the coach
- Engage effective forward actions

Levels of Listening

Listening is the heart of any coaching interaction. It's important to point your listening so that the person feels heard and you can quickly understand not only what's happening but what's needed next for the person. Take a look at the "Listening Chart" handout.

1. Distracted listening: you hear what is said, but do not truly understand the meaning and/or intent of the speaker.
2. Focused listening: you hear what is being said and listen with understanding. You are beginning to hear some of what is not being vocalized by the speaker.
3. Non-verbal listening: you hear what is being said by observing the speaker's body movement(s). You pay close attention to the visual clues in an attempt to gain a deeper understanding of what is being said and what is not being said.
4. Whole-body listening: you listen with your whole body to get to the real truth of the individual's words and message. Not only do you hear and observe what is being said, you also begin to feel or "intuit" the message.



What Can You Listen For?

Emotions (What is the client feeling?)

- Fear
- Sadness
- Upset
- Anger
- Joy
- Doubt
- Resignation

Values (What's most important?)

- Family
- Freedom
- Connection
- Contribution

Resources (What does the client already have?)

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

Inner Strengths (What are the client's character strengths?)

- Courage
- Willingness
- Awareness
- Maturity
- Responsible
- Trusting
- Open minded

Coachability (Is the person ready for coaching?)

- Ready to make change
- Willingness to learn and grow
- Self-responsible
- Committed
- Open
- Responsive

Therapy referral (Does the client need this type of help?)

- Alcohol abuse
- Drug abuse
- Suicidal
- Depression
- Family issues

Missing Resources (What does the client need to move forward?)

- | | |
|---------------|-----------------|
| • Time | • Community |
| • Income | • Encouragement |
| • A job | • Experience |
| • Cash | • Awareness |
| • Support | • Skills |
| • Information | • Commitment |
| • A plan | • Structure |

Self-imposed Obstacles (How does the client get in his/her own way?)

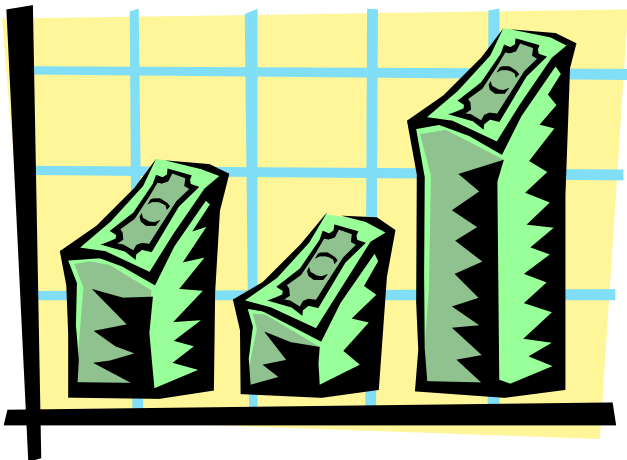
- Creates crises
- Stays as "the victim"
- Withholds information
- Too busy
- Procrastination
- Avoids responsibility
- Lying/Denial

Income Generation

Finding that extra fifty, thirty or even twenty dollars in your budget can be trying, especially after you have created a very tight budget trimming excessive/luxury cost. What do you do? Find a part time job? Maybe seek a higher paying job? Or play your chips all on black?

Often times, when faced with financial difficulties, we overlook creative ways to increase our income. Do you have a skill, hobby or talent that can bring extra dollars into your home? What about public resources available to you that can help in the short term? Spend some time with your peers to discuss ways you can generate income formally and informally.

Formal	Informal
Collect child support	Renting a room in your home



C O A CH Model: Part One – C & O

C = Competencies... check to see what the person's ability is to handle the current situation

Find out what is going on and what has already been done about.

Ask for the celebrations or what they are most proud of to acknowledge their strengths – what they are really good at.

- What is going well?
- What are you most proud of yourself for today?
- What's going on and what have you already considered?
- What have you tried so far?
- How confident do you feel about the direction you're headed in?
- What resources do you need to help you decide?
- What do you know about it now?
- What resources are available to you?



O = Outcome... get agreement as to the results the person is looking to achieve

In the Coaching Conversation: What does your client want to have happen by the end of the coaching conversation? This will be the focus to keep coming back to as the coach.

Goal for his/her life: Does your client have an end in mind...ask about the opportunities and options they believe are open to them ... support your client in creating the vision – what they will work toward. This step takes the bulk of time in the coaching session.

- What do you want to take away from this conversation?
- Where do you want to focus right now?
- What do you really want?
- If you achieved your goal(s) what would that look like specifically?
- What's possible here?
- If the problem were solved what would be different?
- What options can you create?
- How will you know you have reached it?

A = Action

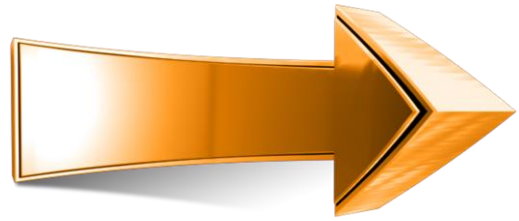
CH = Checking

Reference the Coaching Pocketbook by Ian Fleming & Allan J.D. Taylor

C O A CH Model: Part Two - A & CH

C = Competencies

O = Outcome



A = Action... what steps must be taken to achieve the desired outcome

Once your client has considered the opportunities and identified some choices for action, focus on the details to outline the next steps. The smaller the step, the easier it will be for the client to complete.

What 3 steps must they take? Check their commitment to action. The action steps become the client's homework in between sessions. It allows the client to try new behaviors, see changes, and make progress towards their goals.

- What are three steps to achieve your goal?
- If you had a choice, what would you do?
- What support do you need to accomplish it?
- What structure needs to be in place for you to consistently act toward your goal?
- How can you have this be easy?

CH = Checking... this step is the follow up or accountability

Caring: the accountability rests with your client, but checking on their progress and supporting their commitment builds the relationship and is critical to the client's long-term success.

Hope: What feedback do they need? Are they wrestling with the saboteurs and getting stuck in a comfort zone? Don't be afraid to challenge the client. Trust your client is naturally creative, resourceful and whole here. They can make changes and you are there to champion them and remind them that their goals are achievable.

- What will you do, by when, and how will I know you've done it?
- What's the best way to communicate your accountability for your actions and to whom?
- How can I best support you to take the action steps you've outlined?
- What is the value you are taking away from our coaching conversation today?

Reference the Coaching Pocketbook by Ian Fleming & Allan J.D. Taylor

C O A CH Model

C = Competencies... check to see what the person's ability is to handle the current situation

- What is going well?
- What are you most proud of yourself for today?
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- What have you tried so far?
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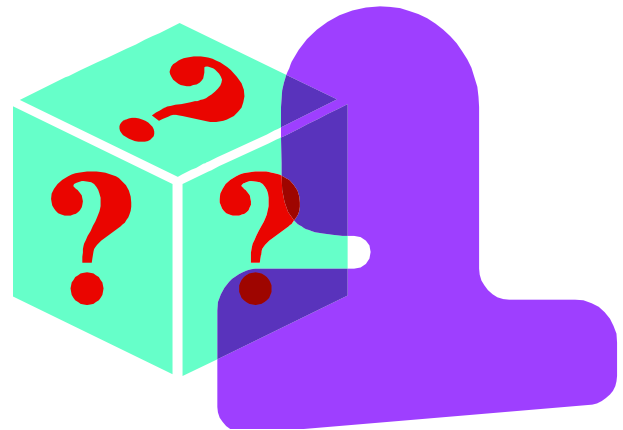
Reference the Coaching Pocketbook by Ian Fleming & Allan J.D. Taylor

Coaching with Powerful Questions

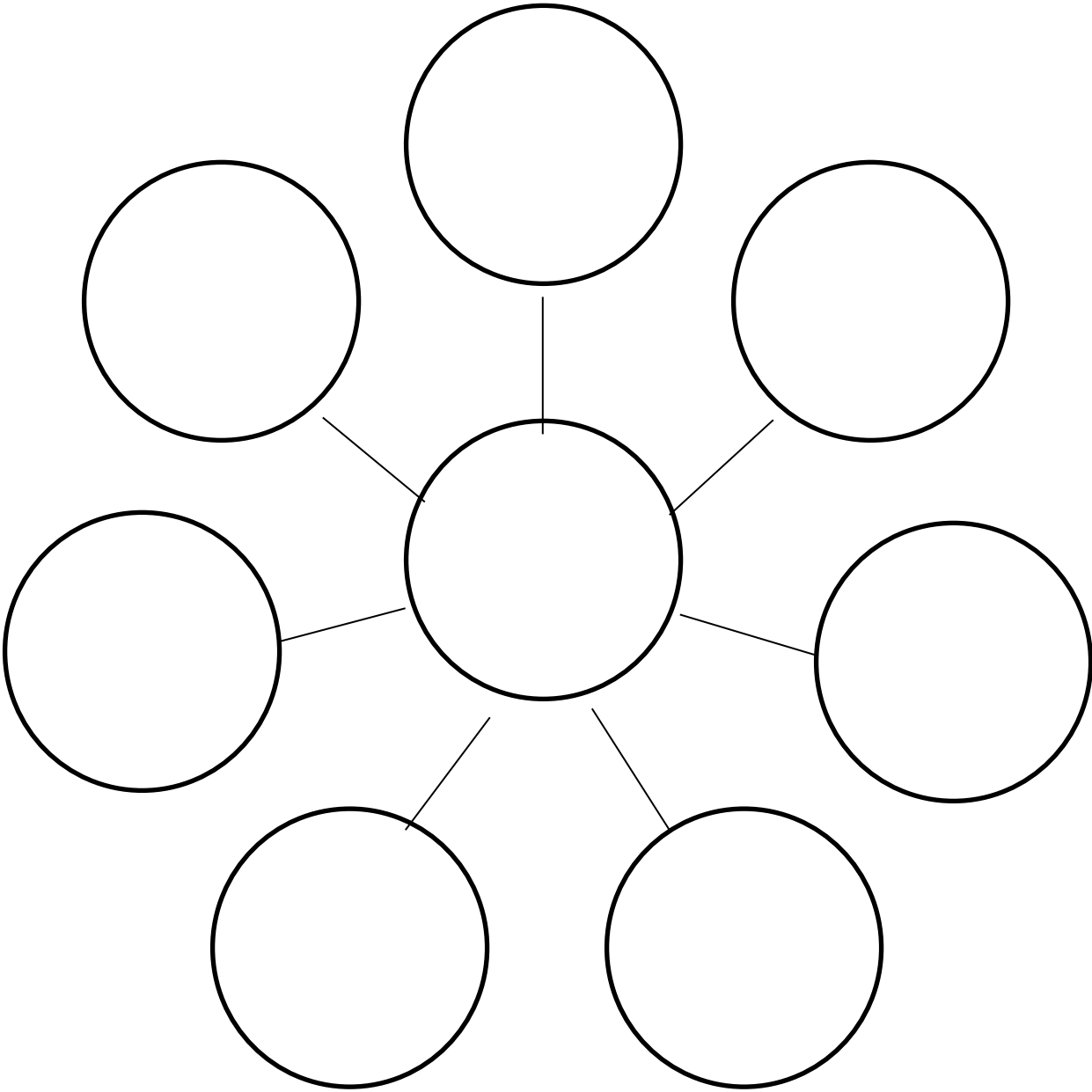
Next to 'Listening' the use of powerful questions is an important skill in coaching. There are questions that support the framework of the coaching conversation and there are questions that support the client's ideas and their mental and emotional well-being.

Powerful questions may also be used to:

- Clarify the client's outcomes
- Aid the client in moving from a current reality to a desired reality
- Challenge the way a client perceives a situation
- Change the client's state of mind
- Capture the learning
- Offer encouragement and support



Mind Mapping



Values Prioritization

List the five values that are important to me.
(Write a value and a short definition)

My Values Prioritized

<i>I am meeting these values</i>										
Most important	not at all		somewhat		mostly		definitely			
	1	2	3	4	5	6	7	8	9	10
	1	2	3	4	5	6	7	8	9	10
	1	2	3	4	5	6	7	8	9	10
	1	2	3	4	5	6	7	8	9	10
	1	2	3	4	5	6	7	8	9	10
Least important										

More About Core Personal Values

Your life purpose or impact is all about how you make a difference and this is ALL about your values.

Values Definition – those wonderful, intangible things that attract you; the forces that can make pep talks and motivational speeches totally unnecessary in your life. Your values are you. (T. Leonard, The Portable Coach, 1998)

Tips for finding your values:

1. What do you have to have in order to be you?
2. What traits in others annoy you? (turn this around and there is usually a value underneath it)
3. Describe your idea of the “perfect day.”

Making Progress with your values:

1. You don't find yourself torn between things, your values will choose for you.
2. You feel less conflicted, more at peace, because your goals are in sync and represent what is most important to you.
3. You enjoy your work and different areas of your life flow together.
4. You drop draining goals and projects that don't express your values.
5. You have no regrets, whatever happens, because you are true to your values.

Top Ten Ways to Orient Yourself Around Your Values

1. Values are interests or qualities that ATTRACT you.
2. Know the difference between your needs, wants, and values.
3. Get your needs met so you can orient yourself around your values.
4. Get involved in activities that allow you to express your values.
5. Run your goals up against your values to determine their match.
6. Honor your values to be clear about the opportunities you have in front of you.
7. Filter or screen people, events and surprises that come into your life through your values.
8. Learn to rely on your values and honor them.
9. Look at your list of 5 values and then your top 5 goals and match them - goal to value.

Use your values as the catalyst and motivator to get your needs met.



Creating Your Spending Plan

BUDGET

FINANCIAL PLAN

MONEY MAP

SPENDING PLAN

It doesn't matter what you want to call it, they are all the same. A spending plan basically shows you how much money is going in and how much money is going out of your household. So, why develop one other than to know how much money is going in and out of your household? What are the benefits of creating a spending plan?

Before you begin creating your spending plan, create a goal. Then begin tracking where you spend your money? If you want an accurate budget, track yourself for a month. There are many tools out there to help you track your money. A simple notebook, logging into your smart phone, tracking in your planner, etc...just **BE CONSISTENT!**

Days	What did I spend my money on?	How much was that?
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
Saturday		
Sunday		
Total		\$

** If you want a quick snapshot of where you are spending your money take a quick look at your last three financial statements. Highlight everything you could have gone without and add those numbers. What could you do with that number?*

Once you have tracked yourself for a couple of weeks (ideally a month), you will want to enter that information into a SPENDING PLAN. Definition - A spending plan is a tool to help you manage your money more effectively, live within your income limits, reduce your reliance on consumer credit, and save for the things you want. You create a spending plan, or budget, by dividing up your income so that it covers your regular expenses -- both essential and nonessential. See example below:

Month		
Income	Projected	Actual
Monthly income		
Savings	Projected	Actual
Monthly contributions savings		
Monthly contributions to investments		
Expenses	Projected	Actual
Home		
Rent or Mortgage		
Insurance (home or renters)		
Property taxes		
Home repairs, HOA dues, etc...		
Other		
Utilities		
Electricity		
Water and sewer		
Gas		
Trash		
Other		
Transportation		
Gas		
Auto repairs/maintenance		
Auto insurance		
Other (bus, taxi, subway, etc..)		
Debts Payments		
Student Loans		
Credit Card		
Auto Loan		
Food		
Groceries		
Eating out, lunches		
Miscellaneous Expenses		
Medical bills and copays		
Prescription medicines		
Pet supplies and vet exams		
Clothing		
Toiletries, household products		
Grooming (hair, make-up)		
Entertainment, going out		
Cable, Movies		
Telephone & Internet		
Club dues		
Subscriptions, newspaper, magazine		
Church Tithes and Offerings		
Charitable contributions		
School tuition/ supplies		
Other		
TOTAL		

Tracking Your Spending Plan

Using a spending plan takes discipline. It is the foundation of your financial plans.

Once you spend some time creating the budget, you will have a good sense of where you need to cut or move extra money into your savings or paying off debt.

What are some ways to help you keep on track with your spending plan?

(1) Have a visual of your saving goal

(2)

(3)

(4)

(5)

(6)

(7)



Debt Alleviation

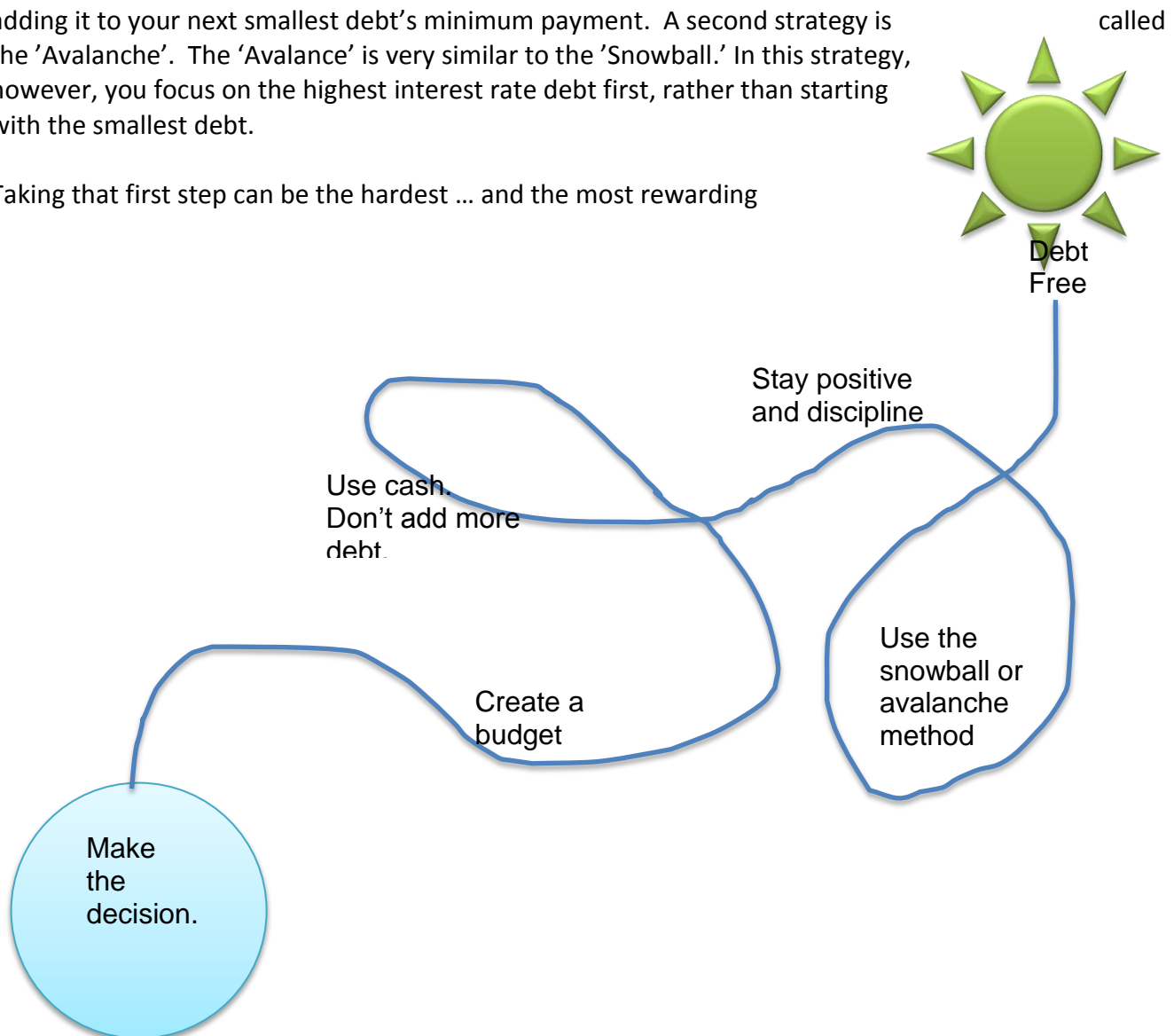
Debt affects your monthly budget, ratios, credit score, and your net worth. Debt can also affect your stress level, your health, and your relationships with your spouse and also your job.

Ask yourself, “Why do I want to be debt free?” “Why am I making choices that impact my financial stability?”

Remember the Miracle Question? Becoming debt free can happen. It will take time and discipline, but surely it is realistic and attainable. Your first step toward being debt free is to have a budget. So if you don’t have a budget or an updated budget, DO A BUDGET FIRST!

There are many strategies that financial experts recommend to get out of debt. One popular strategy is implementing a ‘Snowball’ debt reduction plan. This method suggests you focus on your smallest debt first. Once you pay off the smallest debt, you then use the minimum amount from that debt adding it to your next smallest debt’s minimum payment. A second strategy is called the ‘Avalanche’. The ‘Avalanche’ is very similar to the ‘Snowball.’ In this strategy, however, you focus on the highest interest rate debt first, rather than starting with the smallest debt.

Taking that first step can be the hardest ... and the most rewarding



Debt Reduction Calculator

Download a free debt
reduction calculator from
this website!

© 2007 Vertex42
LLC

<http://www.vertex42.com/Calculators/debt-reduction-calculator.html>

Balance Date:

Creditor Information Table

Row	Creditor	Balance	Rate	Payment	Custom	Interest-only
1	Citicard	5,000.00	19.99%	50.00		83.30
2	Auto Loan #1	14,315.00	3.99%	337.00		47.60
3	AT&T	10,000.00	19.01%	158.42		158.42
4	Title Loan	500.00	300.00%	80.00		125.00
5	Credit card	20,000.00	13.00%	216.67		216.67
6						0.00
7						0.00
8						0.00
9						0.00
10						0.00
11						0.00
12						0.00
13						0.00
14						0.00
15						0.00
16						0.00
17						0.00
18						0.00
19						0.00
Total:		49,815.00	Total:	842.09		

Monthly
Payment
Initial
Snowball

Strategy:

Snowball (Lowest Balance First) ▼

1

Fair Debt Collection Practices Act

Amended by Public Law 104-208, 110 Stat. 3009 (Sept. 30, 1996)

Whether or not you owe money, you still have rights. Bill collectors are not permitted to harass you. The Fair Debt Collection Practice Act protects you from getting harassed from debt collectors. What are some examples of how it protects you?

Judgment Proof

Being judgment proof means that you have very little assets, resources or insurance to pay for the judgment against you. Each state is different, so check your state exemption rule. Creditors can sue and win judgment against you, but cannot collect a dime, until or unless your situation improves. Typically, judgment proof applies to fixed income populations. Types of populations like people receiving disability. Consult with an attorney.

What about Credit Counseling?

These services are not for everyone. You will want to make sure you understand what these services offer. The credit-counseling agency works with the creditors, by lowering the interest rates. The client then pays one monthly payment to the counseling agency. The agency will then pay the creditors.

What are local legal and financial resources for low-income clients?

Coaching Skills Checklist

- Reframing: The coach provides clients with another perspective by taking the original information and interpreting it in a different way. Generally the new perspective focuses on the positive aspect of the situation.
- Clearing: A skill that can benefit either the client or the coach. When clients are preoccupied with a situation or a mental state that interferes with their ability to be present or take action, the coach assists by being an active listener while they vent or complain for a very short period of time, say 2 minutes. Both client and coach hold the intention of clearing the emotionality from the situation. This active listening allows clients to temporarily clear the situation out of the way and focus on taking the next step. When a coach gets hooked by a client, the coach can clear. The coach clears by sharing his or her experience or preoccupation with a colleague or a friend in order to show up and be fully present with the client.
- Truth Telling: Could be called “getting real.” Truth flows both ways. The client is held in a safe space free of judgment. Therefore, the client’s truth carries no consequence other than learning, discover, and new insight. Clients expect the truth from the coach even when it confronts their story because that is precisely the perspective for which the coach has been hired. Clients are often so close to their own situations, so wrapped up in their own histories and habitual patterns, that they are sometimes unable to see the truth accurately. They rely on the coach for the acuity that sees through the chaos and fog. A real relationship is not built on being nice; it’s built on being real.
- Asking permission: This skill enables clients to grant the coaching relationship access to unusually intimate or sometimes uncomfortable areas of focus. Example – “May we work with this issue?” Using this technique reminds the client that they are in charge of the coaching direction and demonstrates that the client has power in the relationship. Clients are honored when you ask permission; their boundaries are respected. This is especially important when the issue you’d like to work on is unusually intimate or may make clients uncomfortable.
- Requesting: One of the most potent coaching skills is that of making a request of the client. The request, based on the client’s agenda, is designed to forward the client’s action. The request includes a specified action, conditions of satisfaction, and a date or time for completion. There are three possible responses to a request – (1) yes, (2) no, or (3) a counteroffer. Again the client is empowered by the ability to choose what is right for them.

- **Challenging:** A challenge is a request that stretches clients way beyond their self-imposed limits and shakes up the way they see themselves. A challenge, like a request, includes a specific action, conditions of satisfaction, and a date or time of completion. Clients will respond to a challenge with a yes, a no, or a counteroffer. Frequently, the counteroffer is greater than the concession they initially intended to make. The goal is not to get the client to accept the challenge; the goal is to stretch their perspective of what they are capable of. It shows the client that the coach believes in them.
- **Bottom-lining:** This is the skill of brevity and succinctness on the part of both the coach and the client. It is also about having clients get to the essence of their communication rather than engaging in long descriptive stories.
- **Accountability:** Having clients account for what they said they were going to do. It stems from the three questions – (1) What are you going to do? (2) When will you have this done? (3) How will I know? Accountability does not include blame or judgment. Rather, the coach holds clients accountable to their vision or commitment and asks them to account for the results of their intended actions. If need be, holding clients accountable includes defining new actions to be taken.
- **Intrude:** On occasion, the coach may need to intrude, to interrupt or wake up clients who are going on and on or who are kidding themselves. The coach does this for the sake of the client's agenda, often pointing the client in a specific direction. Intrusion is considered rude in some cultures. In coaching, however, intrusion is viewed as being direct with the client, allowing the client to honestly assess and immediately deal with the situation.
- **Take charge:** The coach chooses and directs the path of the coaching in order to serve the client's agenda. Sometimes clients become lost in their circumstances and forget what matters most to them. That's when the coach needs to take charge and direct the coaching back to what is most meaningful to the client.
- **Curiosity:** Fundamental to effective coaching is the belief that clients are capable and resourceful and have the answers. The coach's job is to ask the questions, to lead the discovery process. The skill of curiosity gives a certain frame to the process of uncovering answers and drawing out insight. Curiosity is open, inviting, spacious, almost playful. And yet, it is enormously powerful. Clients will learn to be curious about their own lives through the coach's modeling. They then become more willing to look in the dark places and try the hard things because they are curious too.

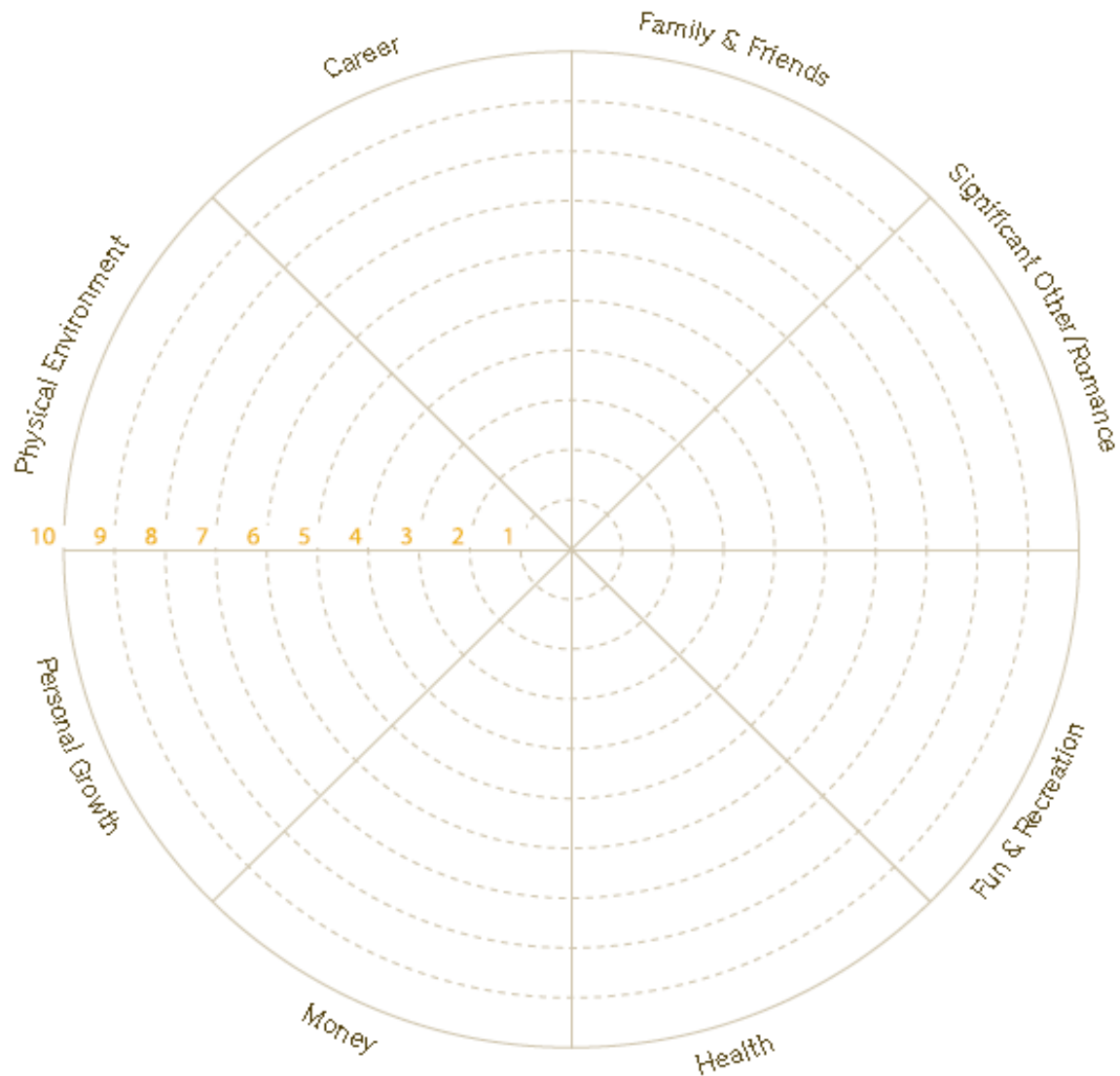
Skills and definitions from "Co-Active Coaching 3rd Edition," Kimsey-House et.al.

Wheel of Life

Wheel of Life, continued

>>page 2

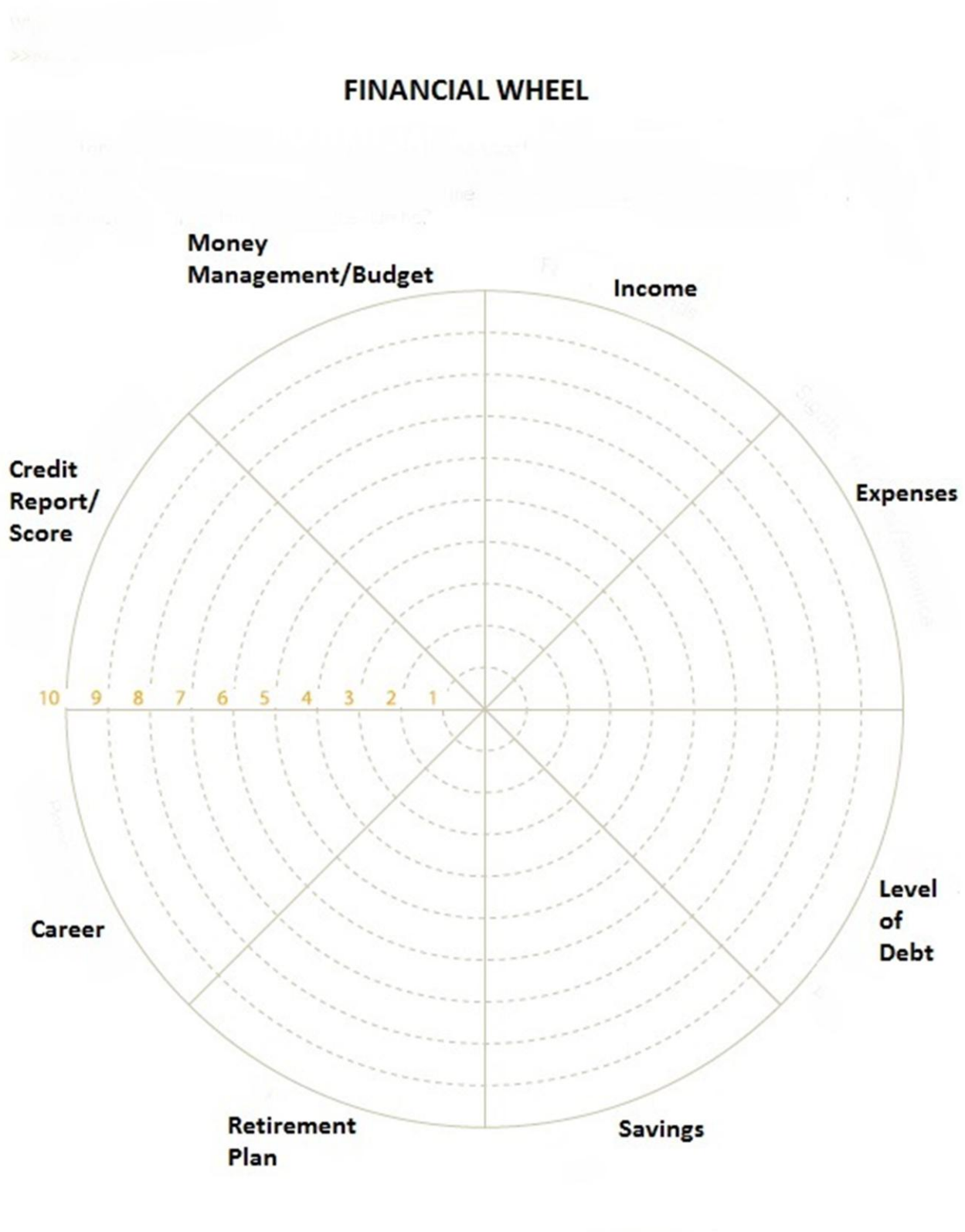
Directions: The eight sections in the Wheel of Life represent different aspects of your life. Seeing the center of the wheel as 1 and the outer edges as 10, rank your level of satisfaction with each life area by drawing a straight or curved line to create a new outer edge. The new perimeter represents the wheel of your life. If this were a real wheel, how bumpy would the ride be?



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coactive.com ©

Financial Wheel



Credit Basics

What is credit?

One of your best assets is your good credit history. Strong credit references can open a world of financial opportunity—whether it's financing your education, renting an apartment, or meeting criteria for a job. On the other hand, bad credit will follow you for years and can hurt your chances for other loans in the future.

Your credit history is part of what affects the lender's decision to give you a loan or line of credit, how much you can borrow, and what interest rate you will pay.

But if you have no credit or less-than-perfect credit, it doesn't mean you can't get a loan. Many lenders consider a nontraditional credit history, such as proof that you've paid your rent and utilities on time.

In addition, your credit history can influence:

- **THE DAY-TO-DAY.** You may need good credit for such routine matters as having utilities connected to your home, or getting a cell phone.
- **JOBS.** Employers often check the credit of prospective employees. A solid credit history reflects positively on your ability to manage your job responsibly.
- **APARTMENTS.** Renting an apartment may be easier. A good credit standing tells landlords that you are a person who's more likely to pay the rent on time.
- **EDUCATION.** Credit can affect your ability to get a loan to help cover tuition.
- Your business. Your personal credit can affect your ability to get a loan to start or grow a small business.
- **INSURANCE.** Credit history is often a factor in determining your auto, homeowners, and renter's insurance rates.

Types of Credit

There are three types of credits that we often use: service, installment and revolving credit. How you manage your credit will affect what is reported on your credit report.

Service: _____

Installment: _____

Revolving: _____

What is a credit report?

A credit report is a snap shot of how you have been managing your credit. The report captures the following:

- personal information
- credit inquires
- public records
- credit history

Note: You will not find information in your credit report about your checking and savings.

Credit Scores

In addition to the credit report, lenders may also use a credit score that is a numeric value based on the information contained in your credit report.

That score (usually between 300 and 850) is calculated by a statistical mathematical formula that evaluates various types of credit report information.

The credit score identifies to the lender the level of future risk associated with your credit history, as compared to hundreds of thousands of other credit reports.

The higher the score, the lower the risk. The way you've handled credit in the past is often a good indication of how you will manage credit in the future. Your credit score is a snapshot of your credit risk picture at a particular point in time.

When your credit information changes, so does your credit score. That's why lenders obtain your most recent score whenever you apply for credit.

Credit bureau scores are often called "FICO scores" because many credit bureau scores used in the U.S. are produced from software developed by the Fair Isaac Corporation (FICO).

While many lenders use credit scores to help them make their lending decisions, each lender has their own criteria, including the level of risk it finds acceptable for a given credit product. There is no single minimum credit "cutoff score" used by all lenders, and there are many additional factors that lenders use to determine your actual interest rates.

Does Everyone Have A Credit Score?

No. In order for a credit score to be calculated on a credit report, the report must contain at least one service, installment or revolving account that has been open for six months or longer.

In addition, the report must contain at least one account that has been updated in the past six months. This ensures that there is enough information in a report on which to base a score.

What Factors From A Credit Report Make Up A Credit Score?

- **Payment history (35%):** The first thing a lender wants to know is whether past credit accounts have been paid on time.

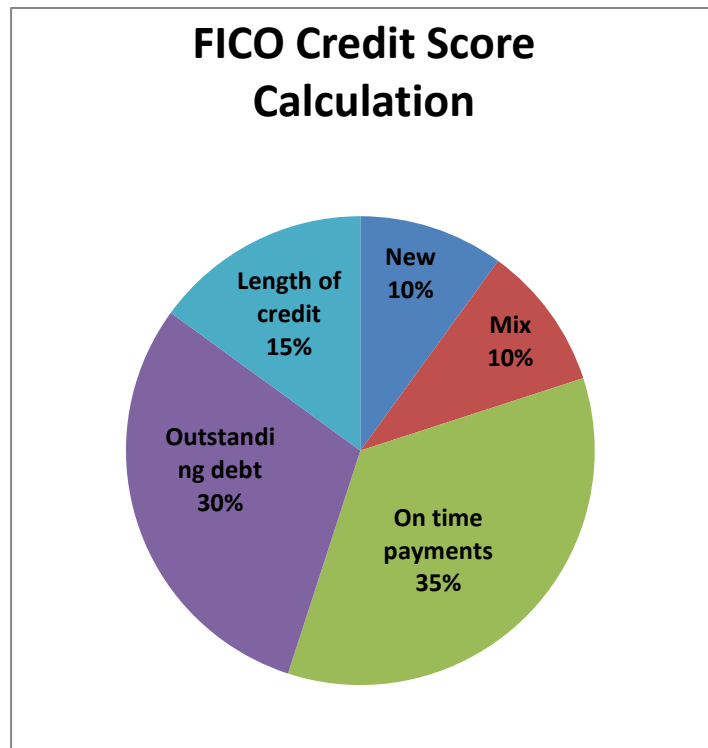
- **Amounts owed (30%):** Part of the science of scoring is determining how much is too much for a given credit profile.

- **Length of credit history (15%):** In general, a longer credit history will increase the score. However, even people who have not been using credit long may get high scores, depending on how the rest of the credit report looks.

- **New credit (10%):** Research shows that opening several credit accounts in a short period of time does represent greater risk—especially for people who do not have a long-established credit history.

This also extends to requests for credit, as indicated by certain "inquiries" to the credit reporting agencies, resulting from requests for new credit. An inquiry is a request by a lender to get a copy of a credit report.

- **Type of credit (10%):** The score will consider the mix of credit cards, retail accounts, installment loans, finance company accounts, and mortgage loans.



The 5 Cs of Credit: A method used by lenders to determine the credit worthiness of potential borrowers. The system weighs five characteristics of the borrower, attempting to gauge the chance of default.

Character – references a borrower's reputation

Capacity - measures a borrower's ability to repay a loan by comparing income against recurring debts

Capital – consideration of a large contribution by the borrower will lessen the chance of default

Collateral - property or large assets, helps to secure the loan

Conditions - such as the interest rate and amount of principal, will influence the lender's desire to finance the borrower

Understanding Credit Reports

Checking Your Credit Report

Have you pulled your credit report recently? Why not check your credit report on a regular basis? It's free: you will be better prepared for negotiations with lenders, and you can get warning signs of fraud.

You should review your credit report from the three major U.S. credit reporting agencies (Equifax, Experian, and TransUnion) at least once a year. You may obtain one free credit report per year from each agency. And if you've been denied credit in the past 60 to 90 days, the agencies must provide a current report, free of charge.

Mailing address:

Annual Credit Report Request Service

P. O. Box 105281

Atlanta, GA 30348-5281

Toll-free number: 877-322-8228

www.annualcreditreport.com

How long is the information retained on the credit report?

- | | |
|------------------------------------|--------------|
| • Open accounts in good standing | Indefinitely |
| • Closed accounts in good standing | 10 years * |
| • Late or missed payments | 7 years ** |
| • Collection accounts | 7 years ** |
| • Civil judgments | 7 years *** |
| • Chapter 7 bankruptcy | 10 years *** |
| • Chapter 13 bankruptcy | 7 years *** |
| • Unpaid tax liens | 15 years *** |
| • Paid tax liens | 7 years**** |
| • Credit inquiries | 2 years |

* Time measured from 'closed' date

** Time measured from 'original delinquency' date

*** Time measured from 'filing' date

**** Time measured from 'paid' date

Let's spend some time practicing looking at a sample credit report. The more practice you have with a report the easier it will be for you to look and understand your own credit report.

Credit Report Checklist *created by Charmagne Dolphin

1. Carefully review the credit report.. Look for any inaccuracies, and highlight them.
 - Personal information:
 - Name
 - Social Security number
 - Date of birth
 - For each trade line review the following areas:
 - Historical Status
 - Current Status
 - Account Balances
 - Comment Sections
 - Duplications
2. Review the credit reports negative information sections, highlight any inaccuracies. (Make sure the date that the debt will fall off of the credit report correlates with the date that it was originally placed on the report).
 - Late payments
 - Repossessions
 - Collection Accounts
 - Charge-offs
 - Judgments
 - Liens
 - Bankruptcies
3. Go back to any inaccurate sections that have been highlighted in the credit report and determine the appropriate action steps for each.
 - Letters to credit bureaus and/or collection companies:
 - Validation Letter
 - Corrections to Credit Report
 - Deletions to Credit Report
 - Additions to Credit Report
 - Consumer Statement to make credit file complete
 - Request to Update for Completeness of Account History
 - Phone calls to creditors and/or collection companies
 - Determine how you can best obtain the information needed when on the phone call.
 - Keep a telephone tracking log for all phone conversations.

What Can I Do To Improve My Credit Score?

- Pay your bills consistently and on time.
- Check your credit report annually.
- Remove any inaccuracies/errors from your report.
- Keep your debt reasonable.
- Maintain only a moderate amount of unused credit.
- Avoid too many lender inquiries (FICO scores ignore self-inquiries, so checking your own credit report will not lower your credit score).



How Money Was Managed in the Household Where You Were Raised

Was money managed well or badly in your household?

Was money modeled in a cooperative manner or did it create conflict?

Were money matters discussed in your family or rarely discussed?

We all have different values, feelings and views about money. Where does that come from? It comes from our personal experiences, culture, and economic background. Taking time to understand and reflect about your our money beliefs will help you to understand why you manage money the way you do.

Let's spend some time discovering your money beliefs. Answer the following questions:

Was money discussed at all while growing up with your family? If yes, how and when was it discussed	
Who was "in control" of the money in your family when you were growing up?	
When did you begin to understand the importance of managing your money?	
Who is "in control" of the money in your household now?	
Do you now handle money similarly, or differently, from the money management style in which you were raised?	
If your close family or friends were to describe how you manage money, what would they say?	
What are your "aha" moments as you have gone through this exercise?	

Beliefs About Money

Directions: Put a check mark (✓) next to those statements you agree with.

- ☐ People like my family and me can never get out of debt.
- ☐ I'm not smart enough to do this.
- ☐ I'm not disciplined enough to save and get out of debt.
- ☐ I can't get my spouse/partner to quit spending money.
- ☐ The only way to get rich is to win the lottery or gamble at the casino.
- ☐ Saving \$10 a week is never going to get me enough for retirement.
- ☐ Families are expected to support each other in our culture, so that means whenever I save any money I end up giving it to a family member.
- ☐ I'm a single parent. It's impossible to save.
- ☐ I deserve a nice car, TV, clothes...
- ☐ Investing is for white people, smart people, college people, etc.
- ☐ Once I save a little, something happens and I have to spend it all...what's the point? I'll just spend it now.
- ☐ My credit is so bad, it doesn't matter what I do.
- ☐ I can't save enough to make it worthwhile. (What I can spare is too little.)
- ☐ You have to have money to make money. (Investing is for the rich.)
- ☐ Investing / the stock market is so confusing and complicated, it's like rocket science.
- ☐ I'm too old; it's too late for me.
- ☐ I'm too young to worry; I have plenty of time, why should I care?
- ☐ What I want and will enjoy now is more important than what I might need in the future.
- ☐ Buying things makes me happy.
- ☐ There's never enough.

Emotional States Which May Accompany Money Beliefs

Abundance	Amusement	Anger	Anxiety
Assuredness?	Calm	Compassion	Competence
Curiosity	Desperation	Determination	Discouragement
Driven	Ease	Enjoyment	Enthusiasm
Fear	Frustration	Generosity	Grace
Gratitude	Greedy	Guilt	Happy
Helpless	Hope	Impatience	Insecure
Insignificance	Inspired	Interest	Isolation
Joy	Mistrust	Obsession	Overburdened
Overwhelmed	Pleasure	Pride	Prudence
Safety	Satisfaction	Self-sufficient	Serenity
Shame	Skepticism	Stress	Tension
Tranquility	Victimization	Weariness	Worry



Beliefs About Money - Worksheet

Write one of your beliefs about money (either from the list or create your own)

What emotional states tend to accompany that belief (see list)?

What money related behaviors do you engage in based on your belief and accompanying emotional states?

What is one money-related behavior that you would like to engage in?

What emotional states would accompany that behavior?

Write the new belief you would have after consistently engaging in your new behavior and feeling the emotional states that accompany that behavior

SMART Goals

A SMART Goal is:

Specific

Save \$2,400.

Able to be measured

I'll put \$100 a month in savings account.

Likely you can attain it

I will cook dinner at home and save the money from eating in restaurants.

Realistic

It will take commitment so I will have \$50 automatically deposited into savings 2x a month.

Tied to a time schedule

In two years, I will have saved \$2400.

Your SMART goals:

Coaching: _____

Financial: _____

SMARTER™ Goal Planning

My Goal Is:
This goal is important to me, because...

Achieving your Goals ... Be **SMARTER**:

How will you **STRATEGIZE**? Determine the plan to achieve your goal.

What obstacle(s)/barriers will you **MANAGE** as you work toward this goal?

Whom or what will you **ASK** for help/support?

How will you **ACCEPT** this help or support?

How will you be **Accountable**?

How often will you **REVISE** your goal? When will you know it is necessary to put the revisions in place?

How often/when will you **TRACK** your progress on this goal?

What measurement or standard will you use to **EVALUATE** the completion of your goal? How will you know you have successfully achieved your goal?

What **REWARD** will you give yourself when your goal is achieved?

How will you celebrate?



Coaching Accountability Partner ...
... AND YOUR FINANCIAL AND COACHING GOALS

Coaching Partner:

Name:

Contact Info:

First Session Date/Time:

Second Session Date/Time:

My Personal Financial Goal(s):

My Professional Coaching Goal(s):

Financial Coaching Homework

Please complete the following homework assignments before part two of the training.

1. Set one coaching goal and one financial goal to work on over the next month. Make sure that your goals are “SMART.”
2. Complete your Personal Budget and Net Worth Statement.
3. Practice the COACH Model with your Coaching Accountability Partner utilizing a few of the financial coaching tools (e.g. powerful questions, mind-mapping).
4. Begin preparing your Facilitation demonstrations.
5. Complete Part I of your Financial Portfolio – pp. 51-52 in this workbook.

Financial and Coaching Resources

Powerful Questions

Financial and Coaching Tools Resources

Additional Resources from Financial Coaching Workshop

POWERFUL QUESTIONS – EXAMPLES

Questions to clarify outcomes

What would you rather have?
What would you like instead?
How can we make this something you're aiming towards, rather than something you're trying to move away from?
How can you turn that problem into a goal?
What can you do to influence this?
What will it look like, sound like, feel like? when you have xyz?
If you could have this right now, on a plate, would you take it?
What might be the undesirable or negative consequences of achieving this goal?
What's your first step? Next step? Final step?
What resources do you need to support you in this?
What might it be useful to believe?
What would you like to do differently?
What would you like to see?
Where would you like to be?
How would you like to feel xyz?
What are your goals?
What do you want?
What is your desired outcome?
What results do you want?
What results are you working towards?
What timescale are we looking at?
What's an appropriate deadline?
What are the milestones we can track along the way?
On a scale of 1 to 10, how compelled are you to do this?

Questions to aid moving from current reality to desired reality

Has this happened to you (or to someone you know) before? What did you (or they) do to overcome it?
Has there ever been a time when.. What was it like?
How would you sell your idea (if you can't, is it the right one?)
What tools do you know about that you haven't used yet? Which will you try?
What tools do you need to help you?
How can we turn this around?
In what way would you like to change the way you operate?
What could you change/do to make the situation more positive?
What current tools have you used? Which worked? Which didn't? Why?
What do you think could be done to alter the situation?

How can you achieve what you want?
How can you change the situation?
How could you get tools within the organization to help you?
How do you see yourself getting your desired outcome?
How could you make a difference to X?
How will you achieve xyz?
What have you tried so far?
What is stopping you achieving your goal?
What motivates you?
What needs to happen for xyz?
What will enable you to achieve X, and how will you feel once you have?
What will feel, seem or look different if you achieve X?
What will your life be like when you are able to xyz.?
What would make the biggest difference to the way you work?
What would you like to be able to do as a result of being here?
How do you consider that we can achieve this objective?
How could you turn this around immediately, and enjoy the process?
Who already does this really well? (Benchmark excellence)
How did (company xyz) crack this problem when they had it?
What research could you do that would give you more ideas?

Questions to challenge the way client perceives the situation

Does the problem really lie in the task, or the way you feel about the task?
What assumptions are you making that may be questionable?
What "rules" are you using that could be challenged?
What are resources you haven't used before, that you could try?
How would you deal with it if you were a man? (or woman, or child of 7, or a wise guru, or managing director, the Pope, etc. etc.)
What can you edit out of the problem?
What would (insert name of client's hero) do in this situation?
What would the best manager in your company do?
How will your team react to the change in your skills and how will that make you feel?
What are you holding as true that may not be?
What would you try now if you knew you could not fail?
What's funny about this?
What's great about this?
What would you do now if you were already the person you know you have the potential of becoming?
What's the positive intention of this?
I know you don't know, but if you did know?

Questions to change their state of mind

What's the most appropriate state of mind for you to be in right now, as you solve this problem?
Can you think of a time when you felt completely (insert appropriate state e.g. confident and unstoppable, creative, persuasive, calm, etc.)?
See what you were seeing, hear what you were hearing, feel what you were feeling then... now allow that feeling to grow and intensify in your body as you focus on the current situation.
Change their physiology - either overtly: How would you be sitting (or standing) right now if you knew you were totally capable and confident? (or whatever state)
Or more covertly: "Let's go for a walk (or to grab a coffee) while we talk about this"
How good do you really want to feel right now?
Can you notice all the ways in which you'll grow and develop from this assignment?
Take yourself into the future now.. and think about having achieved this objective in a way which is totally successful, and just allow and enjoy those feelings of success and achievement. Now come back to the present moment, bringing those feelings with you. What new possibilities do you become aware of?
I know you can do this. Do you?

Questions to capture learning

How could we/you have done this more effectively?
Looking back now, what did you learn?
What can you learn from this?
What's the biggest thing you would have done differently, with the benefit of hindsight?
How have you learned the skills that you now have?
What helps you to remember skills you have now as second nature - how does it feel?
How will you pass on these skills/these insights to other members of your team?
How will you practice these skills in other areas of your life?
May I ask for your feedback?

Questions to offer support

What can I do to help/support you in this?
What am I already doing that is helping?
What other support/resources do you need to get this done?
What's the one question I could ask you now that would really make a difference?

Two "ineffective" open-ended questions I can use:

Examples:

Tell me more about that...
How is that going for you?

FINANCIAL AND COACHING TOOLS RESOURCES

Coaching Tools

www.appliedcreativityinc.com (\$100 per deck of value cards)
<http://casaa.unm.edu/inst/Personal%20Values%20Card%20Sort.pdf> (Values sort)
www.motivationinterview.org/library/ (click on card sort)
Now Discover Your Strengths by Marcus Buckingham and Donald Clifton
Coaching Code of Ethics—www.coachfederation.org
www.bewhatiwanttobe.com
Values in action – free assessment www.authentichappiness.com (“Take the VIA Now”)
Strengths Deployment Inventory (SDI) – Personal Strengths www.personalstrengths.com
The Money Mentor book

Debt Management

Debt Management Publication—www.ftc.org
Raising Financially Fit Kids, by Godfrey
<http://www.fair-debt-collection.com/SOL-by-State.html>
Snowball -- <http://www.vertex42.com/Calculators/debt-reduction-calculator.html>
www.powerpay.org
www.Creditkarma.com

Estate Planning

<http://www.nolo.com/>
<http://www.uslegalforms.com/>
www.free-legal-document.com (free will and guardianship papers)

Financial

Money Savvy Generation (4-slotted piggy bank)—msgen.com
Online Financial Tracking Tool—www.mint.com

HealthCare

www.agingwithdignity.org (health care directive)
www.healthfuture.org/ozone/tobaccofreesupport/pdf/value_card_sort.pdf
Medical information bureaus www.mib.com 866-692-6901
Choice Point www.choicetrust.com 866-312-8076

Identity Theft, Credit, and Consumer Issues

Free credit reports—www.annualcreditreport.com or 1-877 322-8228
<http://www.ftc.gov/bcp/consumer.shtm>
<http://www.pueblo.gsa.gov/>
<http://www.ftc.gov/bcp/edu/microsites/idtheft/>
Opt out of pre-approved credit offers—1-888-5OPT OUT

Insurance

www.quotesmith.com

Berkshire Hathaway search for SPIA www.brkdirect.com

Shopping

Gasbuddy.com

GroceryGuide.com

CouponMom.com

TheThriftShopper.com

Google “meals under \$10”

Retirement planning

<http://www.choosetosave.org/ballpark/>

<http://www.socialsecurity.gov/retire2/index.htm>

Social Security

www.ssa.gov

www.metlife.com/fileassets/sscalc

Taxes

www.irs.gov

Other

Bank of America Good Neighbor Award Application -www.bankofamerica.com/foundation

Coaching and Financial Certifications and Training Programs

Coaching Certification

International Coach Federation

<http://www.coachfederation.org/>

Center for Credentialing & Education

<http://www.cce-global.org>

Coaching schools

Coach U

<http://www.coachinc.com/CoachU/default.asp?s=1>

Coaches Training Institute

www.thecoaches.com

Financial Certifications & Training

Certified Personal Finance Counselor

http://www.fincert.org/certification_cpfc.html

Certified Financial Planner

<http://www.cfp.net/>

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

APPENDIX A: Financial Coaching Facilitator Training Portfolio

Financial Coaching Portfolio Checklist

FINANCIAL COACH FACILITATOR CHECKLIST

☒ PART 1 – FINANCIAL PORTFOLIO

- ☐ LIST YOUR LOCAL FINANCIAL RESOURCES**

☒ PART II – COACHING PORTFOLIO LOG

- ☐ EVENT #1 – YOUR PARTNER COACHES YOU
(BY PHONE OR IN PERSON)**
- ☐ EVENT #2 – YOU COACH OTHERS ***
- ☐ EVENT #3 – YOU COACH OTHERS ***
- ☐ EVENT #4 – FACILITATE A WORKSHOP –HAVE SUPERVISOR OBSERVE YOUR
PRESENTATION ***

***ONE OF EVENTS #2, 3, OR 4 MUST BE OBSERVED BY YOUR SUPERVISOR**

****BRING ALL COMPLETED DOCUMENTATION PARTS 1 & 11 AND YOUR SUPERVISOR'S
OBSERVATION/EVALUATION REPORT TO THE SECOND SESSION OF THE FINANCIAL
COACHING TRAIN-THE-TRAINER**

SUPERVISOR CHECKLIST

☒ PART III – SUPERVISOR OBSERVATION/EVALUATION REPORT FOR ONE EVENT (#2, 3 OR 4)

- ☐ COMPLETE SUPERVISOR OBSERVATION FORM
IDENTIFY FINANCIAL TOPIC OBSERVED
IDENTIFY COACHING STRENGTHS DEMONSTRATED
RATE THE FACILITATION SKILLS DEMOSNTRATED**
- ☐ PROVIDE A COPY OF YOUR COMPLETED SUPERVISOR OBSERVATION
FORM TO THE FINANCIAL COACH FACILITATOR TO INCLUDE IN
THEIR PORTFOLIO**

PART I - FINANCIAL PORTFOLIO List Your Local Financial Resources

DIRECTIONS: List a contact person, phone number, and address for each, and list available resources
State Bar Association -- free resources available; such as legal referrals, estate planning aid, and debtor resources.

Contact Information: _____

Consumer credit counseling -- local reputable nonprofit consumer credit counseling.

Contact Information: _____

Legal aid -- other nonprofit legal resources for low-income clients.

Contact Information: _____

Attorney General's office -- publications, consumer advocacy, and other resources

Contact Information: _____

Financial Planning Association -- closest FPA pro bono director

Contact Information: _____

Banks and credit unions -- locate several banks or credit unions who will work with unbanked clients, waive ChexSystems prohibitions, and offer products which help clients build credit

Contact Information: _____

Other -- free resource available
Contact Information: _____

Other -- free resource available
Contact Information: _____

Other -- free resource available
Contact Information: _____

Other -- free resource available
Contact Information: _____

Other -- free resource available
Contact Information: _____

Other -- free resource available
Contact Information: _____

PART II - COACHING PORTFOLIO LOG (Discussed and reviewed at Training-Part 2)

DIRECTIONS: Complete the following four (4) events. In each box, complete all information requested. This information becomes part of your Coaching Portfolio Record.

Event #1 - Your Partner Coaches You

Partner's Name : _____

Date of Coaching: _____

Focus of Coaching: _____

Action(s) Identified: _____

Goal/Commitment: _____

DIRECTIONS: Complete the information for each section of the Coaching Portfolio. Include your partner in the coaching experience. Be sure to ask the participants to provide you written feedback on your instruction/facilitation.

Note: If you choose to coach a group, a group is to consist of 5 or more participants.

Event #2 - You Coach Others On Financial Topic (with Your Partner-(Optional)

Individual or Group? _____

Coaching /Financial Topic & Date: _____

Provide specific details of your coaching as they related to the COACH Model

C = _____

O = _____

A = _____

CH = _____

Tools/Techniques Used _____

Coaching Skills Used _____

Event #3 - You Coach Others On Financial Topic (with Your Partner - Optional)

Individual or Group? _____

Coaching / Financial Topic & Date: _____

Provide specific details of your coaching as they related to the COACH Model

C = _____

O = _____

A = _____

CH = _____

Tools/Techniques Used _____

Coaching Skills Used _____

Event #4 – Present a Financial Coaching Workshop (with Your Partner -(Optional)

Individual or Group? _____

Coaching / Financial Topic & Date: _____

Provide specific details of your workshop.

Tools/Techniques Used _____

Coaching Skills Used _____

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Reviewing Facilitator Name – Signature & Date

PART III – SUPERVISOR OBSERVATION / EVALUATION REPORT
****TO BE COMPLETED FOR EVENTS**

SUPERVISOR DIRECTIONS: Please, complete the information below once you have observed the Financial Coach facilitating a Financial Coaching Training class. In addition, complete the attached pages with your comments to the checklists of coaching strengths and facilitation strengths you may observe.

Supervisor Observation /Evaluation Report

Financial Coach Facilitator: _____

Date of Facilitation Observation: _____

Financial Topics addressed: _____

Coaching Strengths observed: *Please, use the list on the next page and check off those coaching strengths you observed*

Facilitation Strengths observed: *Please, rate the facilitation strengths you observe using a rating scale of 1 to 5 where “1” = Facilitation skills needs improvement and “5” = Very Effective Facilitation Skills Demonstrated*

NOTE: Please attach a summary of feedback from the class evaluations for this Facilitator’s event.

Supervisor Name – Signature & Date

Supervisor Name – Printed

Provide a copy of all pages of your observation/evaluation report to the Financial Coach Facilitator. They are to include your report with their Portfolio and bring this with them to the second half of the Financial Coach Training.

***NOTE: Upon successful conduct of a Financial Coaching Training class, a receipt of the facilitator’s portfolio and your observation/evaluation, the former Financial Coaching Facilitator Training student will receive a **Financial Coaching Qualified Facilitator** certificate.*

PART III: SUPERVISOR OBSERVATION/EVALUATION CHECKLIST

Directions: *Record your observations for one Financial Coaching Event #2, 3 or 4*

Check all Coaching Strengths Observed

_____ Powerful questions

_____ Listening

_____ Clearing

_____ Speaking the truth

_____ Asking permission

_____ Requesting

_____ Challenging

_____ Bottom lining

_____ Accountability

_____ Intruding and taking charge

_____ Brainstorming

_____ Building rapport

_____ Acknowledging

_____ Curiosity

_____ Reframing

Facilitation Strengths:

Directions: Rate on a scale of 1-5 with 1 = *Needs Improvement* and 5 = *Very Effective*

_____ Classroom Management (space is arranged conducive for learning)

_____ Data Management (class content is presented in appropriate formats throughout the facilitation)

_____ People/Group Management (dynamics of individuals and the whole group is managed respectfully of all)

_____ Learning Management (content is appropriate for the group and facilitator ensures each person has acquired the learning as necessary)

COMMENTS: (Add additional pages, if necessary)

SIGN-UP
FOR
SESSION TWO - FINANCIAL COACHING FACILITATION DEMONSTRATIONS

Session 2	Topics	Teams include: Financial Practitioner (1) Coach Practitioner (1)
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		
14.		

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