



THE S.W.A.T. INSTITUTE

EMPOWERMENT COACHING CERTIFICATION

OBJECTIVES & RESOURCES

MODULE ONE – BUILDING THE FOUNDATIONS OF EMPOWERMENT COACHING

Learning Objectives for Module One:

The learning objective of the first module is to introduce the students to Empowerment Coaching and the basic tools of this specific coaching method. In this module, students will be invited to master the basic framework of Empowerment Coaching which includes:

- a) The Map of Empowerment
- b) The Concept of *Coaching from the Body, Not from the Head*

This module takes the students in detail through the most crucial emotional levels on the Map of Empowerment such as Shame, Guilt, Apathy, Grief, Fear and offers specific coaching strategies and interventions for each of these levels.

Module One offers a vast opportunity for the students to listen to practical examples of “real life” coaching sessions, which is an invaluable component of the program. Also included are video lectures on each emotional level, one live weekly call where students can chat with their professor, and a private Facebook Group for fellow “student empowerment coaches” to share, connect, and support each other.

Nearing the end of this module, students will also be introduced to the concept of Emotional Age (EA), which is the basis of Crystal Andrus Morissette’s upcoming book, *The Emotional Edge* (Random House Publishing, December 29, 2015).



Lesson 1: Nature of Empowerment Coaching

Learning Objectives:

- Introduce students to Empowerment Coaching
- Explain how the coaching profession differs from therapy, counselling or mentoring
- Introduction to the history and origins of coaching
- Offering guidelines for deciding when it's appropriate to refer a client to a mental health professional

Learning Resources:

- 1) Welcome video: The Nature of Empowerment Coaching
- 2) Audio lecture: Difference between Life Coaching and Empowerment Coaching
- 3) Video lecture: How does coaching differ from other support professions?
- 4) Notes covering the learning objectives of this lesson in a Pdf form
- 5) Weekly live call covering the learning objectives of this lesson with a Q&A session

Assignments to Submit:

Written assignment that should answer the following questions:

- a) Describe in your own words what Empowerment Coaching is.
- b) Describe how Empowerment coaching differs from consulting, psychotherapy and other support professions?
- c) Describe some of the instance when it might be appropriate to refer your client to a mental health professional. Explain how you would go about doing that in your practice.



Lesson 2: Map of Empowerment

Learning Objectives:

- Introduction to the Map of Empowerment as the basic working framework of Empowerment Coaching
- Offer an overall outline of the particular emotional levels that the Map of Empowerment is composed of
- Mastering the points of focus in the client's speech in order to determine what emotional level they resonate at
- Understanding the bookends on the Map of Empowerment

Learning Resources:

- 1) The book *Power vs Force* by Dr. David Hawkins
- 2) Audio lecture: The Map of Empowerment
- 3) Video lecture: Three questions students ask all the time
- 4) Audio lecture: Understanding the bookends
- 5) Notes covering the learning objectives of this lesson in a Pdf form
- 6) Weekly live call covering the learning objectives of this lesson with a Q&A session

Assignments to Submit:

- 1) Written assignment that should answer the following questions:
 - a) How would you explain the Map of Empowerment to your clients or to someone who has never heard about it?
 - b) What are some of the benefits of using the Map as your coaching framework?
 - c) What can you focus on in order to determine where on the Map of Empowerment your client resonates?



Lesson 3: Coaching from the Body, Not from the Head

Learning Objectives:

- Introduction to the concept of “Coaching from the Body, Not from the Head” as one of the crucial components of Empowerment Coaching
- Explain the role of emotions in Empowerment Coaching
- Explain the concept of focusing on the emotional empowerment first and on the problem second
- Mastering strategies and interventions that help the clients connect with their emotions

Learning Resources:

- 1) Audio lecture: Coaching from the body
- 2) Video lecture: Coaching from the body, not from the head
- 3) Meditation audios: *Relaxation* recorded by Crystal Andrus Morrisette
- 4) Notes covering the learning objectives of this lesson in a Pdf form
- 5) Weekly live call covering the learning objectives of this lesson with a Q&A session

Assignments to Submit:

Written assignment that should answer the following questions:

- a) Why is it important to connect your clients with their body as you coach them?
- b) Write a little “script” for a relaxation process that you might use with your clients to help them induce a more resourceful state.
- c) Explain the concept of working with emotions first and with the problem second



Lesson 4: Coaching Practice

Learning Objectives:

- Demonstrate the practical application of the basic concepts of Empowerment Coaching
- Teach how to focus on the client's emotions during a coaching session
- Demonstrate how Empowerment Coaching differs from strictly goal oriented types of coaching
- Introduction to connecting with the client during the first session
- Introduction to working with "parts" of the client

Learning Resources:

- a) Coaching session with Sara (Brazilian)

Assignments to Submit:

Written assignment that should answer the following questions:

- a) How did the coach connect Sara with her feelings in the beginning of the coaching call?
- b) What emotions can you mostly sense behind Sara's words from the moment the call opens right until she has explained her story of coming to Canada from Brazil and how her career unfolded after that? Why does she feel these emotions?
- c) What part of personality did the coach connect her client with and why do you think this might have been a good intervention for this client?
- d) What strategy or intervention from this coaching call can you see yourself using with your own clients and why?



Lesson 5: Shame

Learning Objectives:

- Outline how to work with clients who resonate in the most disempowered emotional places
- Explain the nature of Shame as an emotion
- Outline the difference between learned and inborn emotions
- Offer effective strategies that work for clients stuck at this emotional level

Learning Resources:

- 1) Video lecture: Working at the lower end of the Empowerment Spectrum
- 6) Meditation audio: *If you knew who you really are* recorded by Crystal Andrus Morrissette
- 7) Notes covering the learning objectives of this lesson in a Pdf form
- 8) Weekly live call covering the learning objectives of this lesson with a Q&A session

Assignments to Submit:

Written assignment that should answer the following questions:

- a) How would you describe Shame?
- b) Describe in what way is Shame similar to and different from Guilt.
- c) Describe what it means to validate the client and why it is an extremely important thing to do when someone is in Shame.
- d) What does it mean to “speak shame”?
- e) What does it mean to identify your client’s Shame triggers? Is this an intervention you would use in your first session? Explain why yes or why not.



Lesson 6: Coaching Practice

Learning Objectives:

- Demonstrate how to coach a client stuck in Shame
- Practical demonstration of reflective listening
- Practical demonstration of validation
- Demonstrate how to work with the “wounded part” of the client
- Demonstrate how to work with a client who has previously had therapy but who now wants to try a different approach
- To demonstrate the power of the Burning Letters ritual

Learning Resources:

- b) Coaching session with Tamara

Assignments to Submit:

Written assignment that should answer the following questions:

- a) Why did Tamara originally come for coaching?
- b) How did guilt and shame play out in Tamara’s life? Where did it originate from?
- c) How did the coach help Tamara differentiate her “shameful wounded self” from her “true authentic self”?
- d) What homework did the coach give Tamara during each call and how did you see the progression of “homework” helping her?
- e) If you were Tamara’s coach what could have possibly stopped you from effectively coaching her? How would you overcome this barrier?



Lesson 7: Guilt

Learning Objectives:

- Outline how to work with clients who resonate at the level of Guilt
- Explain the nature of Guilt as an emotion
- Explain how to identify Guilt in coaching clients
- Explore how Guilt life plays out in female coaching clients and in women in general
- Explore the different “flavors” of Guilt
- Outline the difference between legitimate and illegitimate Guilt
- Offer effective strategies that work for clients stuck at the emotional level of Guilt
- Explore the role of the Venting Intervention as a universal intervention in Empowerment Coaching

Learning Resources:

- 1) Video lecture: How to identify Guilt
- 2) Video lecture: Working at the level of Guilt
- 3) Notes covering the learning objectives of this lesson in a Pdf form
- 4) Weekly live call covering the learning objectives of this lesson with a Q&A session

Assignments to Submit:

Written assignment that should answer the following questions:

- a) Why is it important to let your clients vent a little no matter where they resonate on the Map of Empowerment?
- b) Explain the difference between legitimate and illegitimate Guilt.
- c) Describe some of the “flavors” of Guilt clients can carry when they come for coaching.
- d) Why do we sometimes want clients carrying a lot of Guilt to start pointing their outside themselves, at least temporarily?
- e) Describe the benefits of the Find a picture of yourself intervention?
- f) Try this intervention on yourself and describe your experience.



Lesson 8: Coaching Practice

Learning Objectives:

- Demonstrate how to coach a client stuck in Guilt
- Demonstrate how to work with a client with a lot of denial
- Demonstrate how female coaching clients often get stuck in the vicious cycle of Shame, Guilt and Blame
- Practical demonstration of walking the client through the Map of Empowerment
- Demonstrate how to approach clients that do not “do their part” in the coaching process – for example, by not submitting their coaching homework
- Introduction to Grief and Fear interventions

Learning Resources:

- c) Coaching session with Denise

Assignments to Submit:

Written assignment that should answer the following questions:

- 1) Where is Denise resonating? How were you able to identify this? Explain.
- 2) What is Denise’s real struggle—under all the apparently “real” problems? Explain.
- 3) How long was it before you caught on to Denise’s denial? When did you recognize it? When do you think the coach recognized it? Where you able to identify it easily or did you find Denise had become a master manipulator? Explain.
- 4) How has Denise been able to avoid dealing with her denial?
- 5) What has to happen in order for Denise to become an active participant in her own life?
- 6) Do you recognize the difference between Counseling and Coaching? Explain.



Lesson 9: Apathy

Learning Objectives:

- Outline how to work with clients who resonate at the level of Apathy
- Explain the nature of Apathy as an emotion
- Explain how to identify Apathy in coaching clients
- Outline the difference between numbing at this level and numbing that is a result of depression
- Offer effective strategies that work for clients stuck at the emotional level of Apathy

Learning Resources:

- 1) Video lecture: Stuck in Victimhood
- 2) Video lecture: Apathy Interventions
- 3) Notes covering the learning objectives of this lesson in a Pdf form
- 4) Weekly live call covering the learning objectives of this lesson with a Q&A session

Assignments to Submit:

Written assignment that should answer the following questions:

- 1) Describe the level of Apathy/Victimhood. How do clients feel and behave when they are stuck at this level?
- 2) What is learned helplessness?
- 3) Describe the “Name it, Claim it, Grieve it and Release it” process.
- 4) What are some of the benefits of complaining and blaming – at least, temporarily?
- 5) Explain what is the purpose of the Letter Writing assignment – in other words, asking your clients to write letters to people who hurt them without sending these letters.



Lesson 10: Coaching Practice

Learning Objectives:

- Demonstrate how to coach a client stuck in Apathy
- Practically demonstrate the process called Name it. Claim it, Grieve it and Release it
- Demonstrate how to work with bookends on the Map of Empowerment
- Demonstrate how to approach clients that seem to be resonating at several emotional levels
- Practical demonstration of walking the client through the Map of Empowerment
- Practical demonstration of how to effectively progress from the initial session to a future session
- Introduction to the emotional level of Anger

Learning Resources:

- d) Coaching session with Janet

Assignments to submit:

Written assignment that should answer the following questions:

- 1) How important was using the Map of Consciousness during the first call to help guide the coach to giving Janet the appropriate homework assignment?
- 2) Where do you think Janet was resonating? Explain.
- 3) What shifted during the second call? Why do you think that happened?
- 4) Why did the coach insist on Janet staying out of her head and in her body instead?
- 5) What stood out the most for you during these conversations?
- 6) If you were Janet's coach, what could prevent you from being able to properly guide her? How would you overcome this barrier?



Lesson 11: Grief

Learning Objectives:

- Outline how to work with clients who resonate at the level of Grief
- Explain the difference between transitions and changes
- Outline the 3 stages of transitions
- Outline the signs indicating that a client needs help with a transition
- Explain the importance of grief and closure
- Explain how to work with clients who are afraid to move into Grief
- Offer effective strategies that work for clients stuck at the emotional level of Grief

Learning Resources:

- 5) Video lecture: Working at the level of Grief
- 6) Video lecture: Burning letters and digging graves
- 7) Notes covering the learning objectives of this lesson in a Pdf form
- 8) Weekly live call covering the learning objectives of this lesson with a Q&A session

Assignments to Submit:

Written assignment that should answer the following questions:

- 1) How do transitions differ from mere changes?
- 2) What are the 3 stages of transition according to William Bridges? Describe each of them.
- 3) All transitions involve loss and hence the need to grieve at some level. What do you want to help your clients with when they are going through a transition?
- 4) Why is it sometimes necessary to point to the need to grieve when we try to shift our clients higher on the Map of Empowerment? Why is it crucial not to skip Grief?
- 5) Why is it important for your clients to share their letters with you or someone else they trust?
- 6) What is the purpose of having your clients do the “burning ritual”?



Lesson 12: Coaching Practice

Learning Objectives:

- Demonstrate how to shift a client into Grief
- Practically demonstrate how to explain to the client the importance of grieving
- Practically demonstrate how to spot the signs showing that a client needs help with a transitions
- Practically demonstrate how to always return from the client's head into the client's body
- Practical demonstration of walking the client through the Map of Empowerment
- Practically demonstrate how to spot the nuances and changes in the client's voice during a coaching session
- Introduction to the emotional level of Pride

Learning Resources:

- e) Coaching session with Sonia

Assignments to submit:

Written assignment that should answer the following questions:

- 1) Why do you think Sonia is so stuck?
- 2) What is the purpose of giving "homework" to a client?
- 3) Describe the homework assignments the coach gave to Sonia after the first and second call. Why do you think the coach chose these assignments?
- 4) At the end of the third call, you hear the coach give Sonia a "homework" assignment that may seem counter-intuitive. Why do you think she asked her to do this particular assignment? How did it make you feel? Do you think it worked?
- 5) During the fourth coaching call, something massive shifted for Sonia. Explain what happened. How did you feel about it?
- 6) What stood out the most for you during these conversations? Discuss at least 4 points.
- 7) If you were Sonia's coach, what could prevent you from being able to properly guide her? How would you overcome this barrier?



Lesson 13: Fear

Learning Objectives:

- Outline how to work with clients who resonate at the level of Fear
- Explain the nature of Fear as an emotion
- Explain the importance of clearly defining the client's fears and shining light on them
- Explain how to work with clients who are afraid to move into Fear
- Explore the interplay between Fear and Shame
- Offer effective strategies that work for clients stuck at the emotional level of Fear

Learning Resources:

- 9) Video lecture: Working through Fear 1
- 10) Video lecture: Working through Fear 1
- 11) Video lecture: Worst case scenario
- 12) Audio lecture: Overcoming fear as a coach
- 13) Notes covering the learning objectives of this lesson in a Pdf form
- 14) Weekly live call covering the learning objectives of this lesson with a Q&A session

Assignments to Submit:

- 1) Describe the emotional level of Fear?
- 2) Why does a coach aim for naming the client's fears and shining light on them?
- 3) What are some of the questions you can ask your client in order to explore her deepest fears?
- 4) What is the purpose of the "*I am exercise*?"
- 5) Describe the *Worst-Case Scenario Intervention* and explain its purpose.



Lesson 14: Coaching Practice

Learning Objectives:

- Demonstrate how to shift a client into Fear
- Practically demonstrate how to explain help the client process their fears
- Practically demonstrate how to work with a client whose mind is racing
- Practically demonstrate the Truth Exercise
- Practical demonstration of working with “parts” of the client
- Practically demonstrate effective goal setting

Learning Resources:

- f) Coaching session with Claudia

Assignments to Submit:

Written assignment that should answer the following questions:

- a) Why did Claudia come for coaching?
- b) Where do you feel Claudia is mostly resonating? Explain.
- c) What interventions did the coach use in order to get Claudia out of her head in the first 20 minutes of the first call?
- d) What are the benefits of the Truth exercise? Explain how you would walk your clients through this process?
- e) What stood out the most for you during these conversations? Discuss at least 2 points.
- f) If you were Claudia’s coach, what could prevent you from being able to properly guide her? How would you overcome this barrier?



Lesson 15: Desire

Learning Objectives:

- Outline how to work with clients who resonate at the level of Desire
- Explain the importance of painting a picture of positive future for the client
- Explain the importance of clearly defining the client's fears and shining light on them
- Explain how to work with clients who are afraid to move into Fear
- Explore the interplay between Fear and Shame
- Offer effective strategies that work for clients stuck at the emotional level of Fear

Learning Resources:

- 1) Video lecture: Working at the level of Desire
- 2) The book *Supercoach* by Michael Neill
- 3) Notes covering the learning objectives of this lesson in a Pdf form
- 4) Weekly live call covering the learning objectives of this lesson with a Q&A session

Assignments to Submit:

Written assignment that should answer the following questions:

- a) What are the benefits of asking the clients to fill in the statement: *If I had a magic wand, I would...*
- b) What can you do when the client does not seem to be able to connect with her desires or passions?
- c) Why can going about goals be sometimes problematic in coaching? (Please refer to Session 3 in the book *Supercoach*).
- d) Listening is a deceptive skill, mostly because it seems as if there's no skill involved at all. But when it comes to our relationships with other people (and while coaching), *it's perhaps the most important skill of all!* Explain
 - "Listening For" vs "Listening to"
 - "Listening to the Voice Inside Your Head" vs "Listening to The Other Person"
 - Explain "Listening Hard" vs "Listening Easy"



Lesson 16: Coaching Practice

Learning Objectives:

- Demonstrate how to shift a client from Fear into Desire
- Practically demonstrate how to coach a client in her 20-ties?
- Practically demonstrate how to coach who is just beginning a new relationship
- Practically demonstrate the *If you had a magic wand* process
- Practically demonstrate effective goal setting

Learning Resources:

- g) Coaching session with Richelle

Assignments to submit:

Written assignment that should answer the following questions:

- a) What are Richelle's fears and what does she desire?
- b) How did the coach shift Richelle into Desire toward the end of the first call?
- c) Richelle was 25 at the time when these coaching sessions took place. How do you think it might be different to coach a woman in her 20-ties as opposed to women in their 30-ties and above?
- 5) What stood out the most for you during these conversations? Discuss at least 2 points.
- 6) If you were Richelle's coach, what could prevent you from being able to properly guide her? How would you overcome this barrier?



Lesson 17: Anger and Pride

Learning Objectives:

- Outline how to work with clients who resonate at the level of Anger and Pride
- Explain the nature of Pride and Anger as emotions
- Exploring how to shift clients into the level of Neutrality
- Offer effective strategies that work for clients stuck at the emotional level of Anger and Pride

Learning Resources:

- 7) Video lecture: Working at the level of Anger
- 8) Video lecture: Working at the level of Pride
- 9) Audio lecture: The higher levels of the Map of Consciousness call
- 10) Notes covering the learning objectives of this lesson in a Pdf form
- 11) Weekly live call covering the learning objectives of this lesson with a Q&A session

Assignments to Submit:

Written assignment that should answer the following questions:

- a) How does coaching someone who is stuck in Anger and Pride differ from coaching someone stuck at the lower emotional levels?
- b) Explain the concept of channeling the client's Anger into Action.
- c) Explain the nature of Anger as an emotion.
- d) Describe the relationship between women and Anger.
- e) What might be some of your challenges of coaching clients stuck in Anger or Pride?



Lesson 18: Coaching Practice

Learning Objectives:

- Demonstrate how to work with clients resonating in Anger and/or Pride
- Demonstrate the importance of emotional closure
- Practically demonstrate how to coach a client in her 70-ties
- Practically demonstrate how to coach a client with challenges in intimate relationships
- Practically demonstrate how to shift a client to the level of Neutrality
- Practically demonstrate the importance of the Letter writing and Letter sharing assignment

Learning Resources:

- h) Coaching session with Rosa
- i) Coaching session with Carlyne

Assignments to submit:

Written assignment that should answer the following questions:

- a) Briefly describe what you discover about Rosa in the first call. What are Rosa's goals?
- b) Where is Rosa resonating on the Map of Consciousness? Why do you think this? Explain.
- c) Briefly describe what you discover about Rosa in the second call.
- d) During the third call the coach give Rosa a homework assignment to help her discover her fears and let go of shame. Explain the homework assignment and your opinion on what you felt it will do for Rosa.
- e) What is your overall opinion of where Rosa is at, why she is in this situation, what she should do moving forward, and why you feel that way.
- f) If you were Rosa's coach, what could hold you back from feeling confident in coaching her? How would you overcome this?
- g) Where is Carlyne resonating on the Map of Consciousness? Explain.
- h) In what was the coaching call with Carlyne different from the coaching calls with Rosa? Outline at least three important differences.
- i) If you were Carlyne's coach, what would you do with her in the next session?



Lesson 19: Working with Parts

Learning Objectives:

- Master the process of working with parts of clients
- Explain when it is appropriate to use the Working with parts intervention
- Outline several variations of working with a client's parts
- Explain how to integrate different psychological parts of a client

Learning Resources:

- 1) Video lecture: Working with parts
- 2) Notes covering the learning objectives of this lesson in a Pdf form
- 3) Weekly live call covering the learning objectives of this lesson with a Q&A session

Assignments to Submit:

Written assignment that should answer the following questions:

- a) Why has the intervention of "Working with Parts" of your client the potential for being a very powerful intervention?
- b) Explain in what context or circumstances it would be effective to use this intervention.
- c) What is the *Wounded Self* and how does it come to be?
- d) Outline at least one process that might allow your client connect with their *Real Self*.



Lesson 20: Coaching Practice

Learning Objectives:

- Demonstrate how to work with a client's parts
- Demonstrate how to create rapport in the first session
- Practically demonstrate how to change the client's perspective when working with her parts
- Practically demonstrate how to coach a client with a "shy" personality

Learning Resources:

- a) Coaching session with Sally

Assignments to Submit:

Written assignment that should answer the following questions:

- a) Where was Sally resonating? How do you know this?
- b) How did the coach build rapport with Sally and get her to open up to her?
- c) Describe the "homework" the coach gave Sally. Was it effective? Explain.
- d) If you were Sally's coach, what would you have done the same or differently than the coach did?
- e) If you were Sally's coach, what could hold you back from feeling confident in coaching her?
- f) What do you feel are Sally's next steps?



Lesson 21: Understanding Emotional Age: The Parent Archetype / The Child Archetype / The Adult Archetype

Learning Objectives:

- Introduction to the concept of the Emotional Age
- Introduction to the concept of Parent/Child/Adult archetype
- Explain when it is appropriate to use coaching with the Parent/Child/Adult archetype
- Outline several variations of working with the concept of working with the 3 archetypes
- Explain how the dynamics of these 3 archetypes translate into interpersonal relationships

Learning Resources:

- 1) Audio lecture: Woman Energy 1
- 2) Audio lecture: What would an empowered woman do?
- 3) Audio lecture: How do I take myself out of Mother Energy?
- 4) Notes covering the learning objectives of this lesson in a Pdf form
- 5) Weekly live call covering the learning objectives of this lesson with a Q&A session

Assignments to submit:

Written assignment that should answer the following questions:

- a) Describe in your own words Mother Energy?
- b) Describe in your own words Daughter Energy?
- c) Describe in your own words Woman energy?
- d) What personal insight or discovery did you experience while listening to the call *What would an empowered woman do?*
- e) What are some of the ways you can get your client out of Mother energy and Daughter energy?
- f) How could you use the concept of Mother, Daughter and Woman energy in your work?



Lesson 22: Coaching practice

Learning Objectives:

- Demonstrate how practically use the concept of Mother, Daughter and Woman Energy in coaching
- Practically demonstrate how to coach a client through relationship challenges

Learning Resources:

- b) Coaching session with Nikki
- c) Coaching session with Sarah

Assignments to Submit:

Written assignment that should answer the following questions:

- a) Do you recognize yourself or someone you know in Nikki? Explain. As you think back over your significant relationships, do you recognize how your language of love changed over the course of the relationship? Explain.
- b) How does the Mother / Son dynamic play out in far too many relationships?
- c) How does excessive mothering affect the men in our lives? How does this undermine or emasculate them?
- d) What are the most significant tools you got out of these coaching calls?
- e) Can you see how Sarah has given away her power? Explain.
- f) How can Sarah increase her feminine power and shift her relationship? Explain.
- g) If Sarah doesn't step into her feminine power how will this become a pattern for future relationships? Explain.
- h) How does the Father / Daughter dynamic play out in far too many relationships? Where is Sarah responsible for allowing this to happen?
- i) If you were Sarah's coach, would you have been able to recognize that Sarah was having an affair? Explain. What advice would you give to her?



MODULE TWO – BOOSTING YOUR COACHING TOOLBOX

Learning Objective of Module Two:

The objective of the second module is to build on the foundations laid out in Module 1 so that the students can further hone and expand their coaching skills.

This module also incorporates some of the more general topics in coaching such as how to structure the coaching sessions or how to build rapport with a client.

The aim of Module 2 is also to prepare the students for some unexpected or more challenging circumstances in coaching such as coaching a client with a different cultural background or a client that has just lost someone they loved.

At the end of this module, students are invited to participate in a 12-Week Total Transformation Telecourse called “The Emotional Edge” taught by Crystal Andrus Morissette in order to integrate their learnings, personally. This course is not mandatory in graduating.



Lesson 1: Connecting with the Client in the First Session

Learning Objectives:

- Outline the three most important objectives in the first session: Understanding, Rapport and Hope
- Explain how to create rapport with the client
- Explore the role of understanding the client
- Explore how to establish common ground with the client
- Outline the structure of the first sessions

Learning Resources:

- 6) Video lecture: How to do the first sessions
- 7) Audio lecture: How to really connect with a client
- 8) Audio lecture: Building rapport, especially in the first call
- 9) Notes covering the learning objectives of this lesson in a Pdf form
- 10) Weekly live call covering the learning objectives of this lesson with a Q&A session

Assignments to Submit:

Written assignment that should answer the following questions:

- a) What are the three most important objectives of the first session? Explain why.
- b) Why is it important to understand not only why your client came for coaching, but also who they are overall? Explain.
- c) One of the easiest ways to create rapport with your client is to establish some common ground between you and them. Give 3 examples of what you might use as “common ground” between you and your client.
- d) How could you structure your first session with a client? Explain the different parts of the first session.



Lesson 2: How to Conduct the Second and Third Sessions

Learning Objectives:

- Outline the most important objectives in the second and third sessions
- Explain how to use the Client Sheet
- Outline the structure of the second and third sessions
- Explain the importance of closure at the end of the coaching work

Learning Resources:

- 1) Video lecture: How to do the second and third sessions
- 2) Notes covering the learning objectives of this lesson in a Pdf form
- 3) Weekly live call covering the learning objectives of this lesson with a Q&A session

Assignments to Submit:

Written assignment that should answer the following questions:

- a) Describe how you could structure your second and third sessions?
- b) Explain how the first session differs from the following sessions?
- c) What is a Client Sheet? How could you use it in your practice?



Lesson 3: Getting Yourself Ready as a Coach

Learning Objectives:

- Outline the possible ways of mentally getting oneself ready for coaching both short-term and long-term
- Outline how to possibly overcome one's own fears as a coach
- Explore the possibility of creating a ritual that would enable the coach to shift into an empowered, resourceful state before the session

Learning Resources:

- 1) Audio lecture: Getting yourself ready as a coach
- 2) Audio lecture: Overcoming fear as a coach
- 3) Notes covering the learning objectives of this lesson in a Pdf form
- 4) Weekly live call covering the learning objectives of this lesson with a Q&A session

Assignments to Submit:

Written assignment that should answer the following questions:

- a) In one of the calls you will hear Crystal explain how you need to get yourself ready for coaching. What are some of the things you can do to get yourself into an empowered place right before you work with a client? Is there a "ritual" that might help you get there? What can you do on a regular basis (not just shortly before the session) to be in an empowered, resourceful state on a more consistent basis?
- b) What are some of the things that you can do or keep in mind or order to overcome your own fears as a coach?



Lesson 4: In the Eye of a Hurricane

Learning Objectives:

- Practically demonstrate how to coach clients who are deep in transition when they come for coaching
- Demonstrate how to introduce the practice of good self-care into the client's life
- Explore the art of intrusion

Learning Resources:

- 1) Coaching session with Barb 1
- 2) Coaching session with Andrea 1
- 3) Notes covering the learning objectives of this lesson in a Pdf form
- 4) Weekly live call covering the learning objectives of this lesson with a Q&A session

Assignments to Submit:

Written assignment that should answer the following questions:

- a) Explain in your own words how the calls with Barb and Andrea differed from most of the calls you listened to so far.
- b) Using the information on transitions and Grief from Module 1, describe how you could practically apply these concepts to coaching Barb and Andrea.
- c) What do Barb and Andrea seem to need most when they come for coaching?



Lesson 5: Coaching with the focus on good self-care

Learning Objectives:

- Explore the concept of self-care
- Practically demonstrate how to incorporate good self-care into our client's life

Learning Resources:

- 1) Coaching session with Debbie
- 2) The book *The Art of Extreme Self-care* by Cheryl Richardson
- 3) Notes covering the learning objectives of this lesson in a Pdf form
- 4) Weekly live call covering the learning objectives of this lesson with a Q&A session

Assignments to Submit:

Written assignment that should answer the following questions:

- 1) Notice how Debbie is feeling at the beginning and end of the call. What changed? Why did it change?
- 2) How did the coach help Debbie recognize that it was, in fact, “her” who was holding herself back from living each day with joy?
- 3) Why do you think Debbie needed “permission” to start LIVING? How did the coach give it to her? Explain how this “need for permission” is so pervasive for so many women.
- 4) If you were Debbie’s coach, was there anything that may have triggered you or held you back from effectively coaching her? If so, how would you overcome it?
- 5) Describe in your own words what Extreme Self-care means.
- 6) One of the reasons we are often not able to say “no” to people around us is that we lack the skills to communicate “no” with love and grace. Use the information in chapter 3 of *The Art of Extreme Self-Care* to coach a client who does not want get back together with her ex-boyfriend. Imagine that she is afraid to tell him and that she does not want to hurt his feelings because he is still in love with her while she is not. Write an example of how she could communicate this to him.
- 7) The book is built around the concept of Extreme Self-Care. A crucial part of it is taking things off of our plate. Cheryl Richardson offers several solutions for – for example, writing up a “Things you can do to support me list ” or an “Absolute no list”. How could you apply these tools in your own practice?



Lesson 6: When Things are Not Flowing

Learning Objectives:

- Explore what to do when the session is not “flowing”
- Demonstrate the importance of persistence in coaching
- Demonstrate practically how to handle a client with a little bit of a language barrier or a client with a different cultural background

Learning Resources:

- 1) Coaching call with Natalia 1
- 2) Audio lecture: Cracking through denial
- 3) Notes covering the learning objectives of this lesson in a Pdf form
- 4) Weekly live call covering the learning objectives of this lesson with a Q&A session

Assignments to Submit:

Written assignment that should answer the following questions:

- a) Were you able to figure out why Natalia came for coaching after listening to the first call with Natalia?
- b) How could you use one of the strategies presented in the first coaching call with Natalia in your work?
- c) Did you make any personal discovery listening to the calls with Natalia and to the call with the coach?
- d) What could stop you from coaching a client similar to Natalia? How would you handle such a client if you decided to work with her?
- e) How would you handle a client that is in denial because of her “Pride”?



Lesson 7: How to Coach an Empowered Person

Learning Objectives:

- Explore how to coach a client that is in a fairly empowered place when she comes for coaching
- Outline goal setting
- Explore creating a greater degree of clarity for the client

Learning Resources:

- 1) Coaching call with Catherine 1 and 2
- 2) Coaching call with Elizabeth 2
- 3) The book *Simply...EMPOWERED* by Crystal Andrus
- 4) Notes covering the learning objectives of this lesson in a Pdf form
- 5) Weekly live call covering the learning objectives of this lesson with a Q&A session

Assignments to Submit:

Written assignment that should answer the following questions:

- a) What, in your opinion, did Catherine need most when she came for coaching?
- b) What strategy from the calls with Catherine or Elizabeth can you see yourself apply in your own practice?
- c) What, in your opinion, did Elizabeth need most when she came for coaching?
- d) What differences did you notice between the calls in this lesson and the most of the other calls you had the chance to listen to so far?

Simply...EMPOWERED assignment

- a) Using the acronyms for CREATE and SUSTAIN, outline the premise behind each of the letters used in Simply...EMPOWERED!
- b) What is the purpose of the Circle of life assessment? Is it something that you would or would not use in your practice? Explain.
- c) What is the benefit of knowing your client's values?
- d) Explain what is a SMART goal and give 2 examples of designing a SMART goal.



Lesson 8: Metaphors and Stories as a Coaching Intervention

Learning Objectives:

- Explore the importance of using metaphors and stories in coaching
- Outline the benefits of using metaphors and stories in coaching
- Practically demonstrate how to apply the use of metaphor to the emotional levels on the Map of Empowerment
- Practically demonstrate how to create rapport through metaphors and storytelling

Learning Resources:

- 1) Video lecture: Metaphors as a coaching intervention
- 2) Video lecture: Stories as a coaching intervention
- 3) Notes covering the learning objectives of this lesson in a Pdf form
- 4) Weekly live call covering the learning objectives of this lesson with a Q&A session

Assignments to Submit:

Written assignment that should answer the following questions:

- a) What are some of the benefits of incorporating the use of metaphors and stories into your practice?
- b) What goals can you accomplish by using metaphors in your coaching practice? Explain.
- c) What goals can you accomplish by using storytelling in your practice? Explain.



Lesson 9: The Art of Laser Coaching

Learning Objectives:

- Explore the art of laser coaching
- Show how to apply the tools students have been learning throughout the program to laser coaching

Learning Resources:

- 1) Audio lecture: The art of laser coaching
- 2) Notes covering the learning objectives of this lesson in a Pdf form
- 3) Weekly live call covering the learning objectives of this lesson with a Q&A session

Assignments to Submit:

Written assignment that should answer the following questions:

- a) Describe how Crystal Andrus Morissette was able to use the concept of Emotional Age (EA) and the “Three Dominant Archetype: The Parent, The Child, The Adult” to coach the first client, Cindy, during this live call?
- b) Describe how Crystal was able to use the concept of the Map of Empowerment to coach the second client, Jude, in this call?
- c) In what ways does this type of quick “laser coaching” differ from the “classic” one-on-one coaching?



Lesson 10: Putting it All Together

Learning Objectives:

- Integrate everything that student have learned throughout the program

Learning Resources:

- 1) The Original 12-Week Total Transformation TeleCourse with Crystal Andrus Morissette (not the new version: The Emotional Edge)
- 2) Weekly live call covering the learning objectives of this lesson with a Q&A session

Assignments to submit:

Written assignment that should answer the following questions:

- a) Discuss 5 points of how the TeleCourse has had the greatest impact on your life/ what you have learned the most.
- b) List and discuss your 5 favorite “homework” assignments and why they were your favorite assignments.
- c) Discuss 5 ways that you will use the lessons that you have learned from this TeleCourse to help your clients.



MODULE THREE – YOUR COACHING PRACTICE

Learning Objective of Module Three:

The objective of the last module is to have the students do their own coaching and practice all the skills and techniques they have learned throughout the course while coaching their own clients. The clients will be provided by the S.W.A.T. Institute through the Mentorship Program that enables women from any part of the world to get free coaching. This is a beautiful opportunity for our students to hone their coaching skills.

Section 1: What you need to do to start your Practice Coaching

The objective of this section is to cover the logistics side of the coaching practice so that the coaches in training have everything set up and ready before they start their practice coaching.

Section 2: The Critique session

As soon as students have completed approximately half of their practice sessions (10-15 practice session), they select three of their calls and submit them to their Professor of Coaching who will review them and schedule a critique session with them. The objective of the critique session is to give them feedback on how they have been doing thus far.

Section 3: Final Exam Assignment

The objective of the Final Exam is to put everything together for the students – both the practical as well as the theoretical side of the training. In order to do that, they are required to:

- a) Submit another set of their coaching calls
- b) Answer a set of questions about Empowerment Coaching



THE S.W.A.T. INSTITUTE

EMPOWERMENT COACHING CERTIFICATION

FEATURES & BENEFITS

This Empowerment Coaching Certification Course offers:

- Over 40 hours of lecture content provided in video and audio format to provide different learning modalities
- Over 30 “real” coaching sessions with real coaching clients for students to listen to the empowerment process in application
- Top-notch coaching books and carefully-chosen assignments
- Real Professors who marks assignments, listen to students “practice coaching calls,” and offers a one-on-one critique call for each student to laser in on areas of strength and weakness
- Notes for every lesson
- Pdf Handouts
- Weekly live calls for students to connect with their Professors
- 30 practice coaching hours – The S.W.A.T. Institute helps to provide these practice mentorship coaching calls which helps students mentor strangers rather than crossing the boundary into coaching friends and family members
- A private Facebook Group where students can connect with each other for support and encouragement
- The students final assignment is graded on the quality of their submitted coaching calls by a Master Empowerment Coach or Professor
- A lifetime of mentorship coaching for the student and graduated Certified Empowerment Coach for them to get the one-one-one support they need at no additional cost