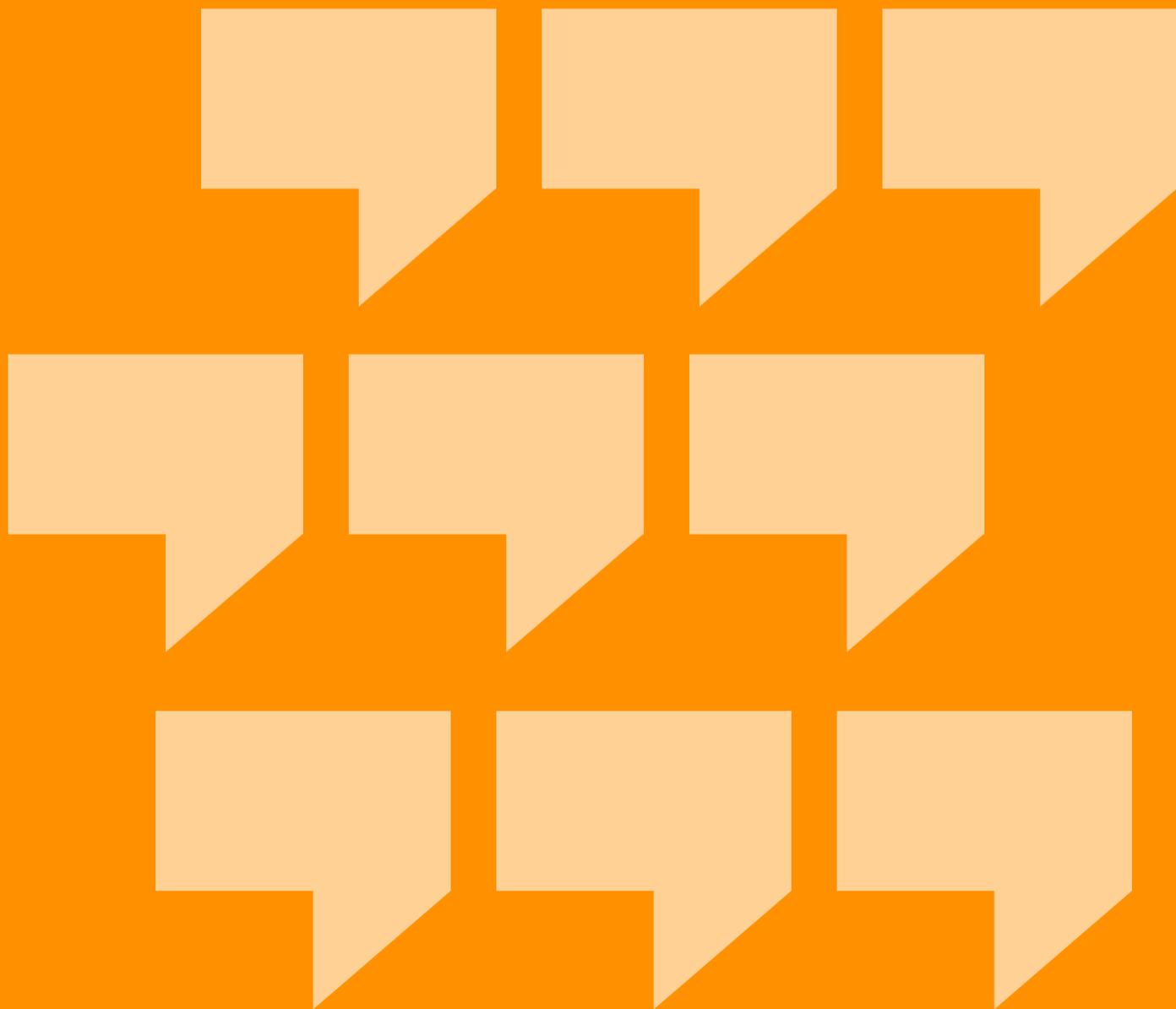


by Jade Joddle



Coaching Resource Pack

The Three Most Valuable, Timesaving Tools for Coaching I Use



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Foreword



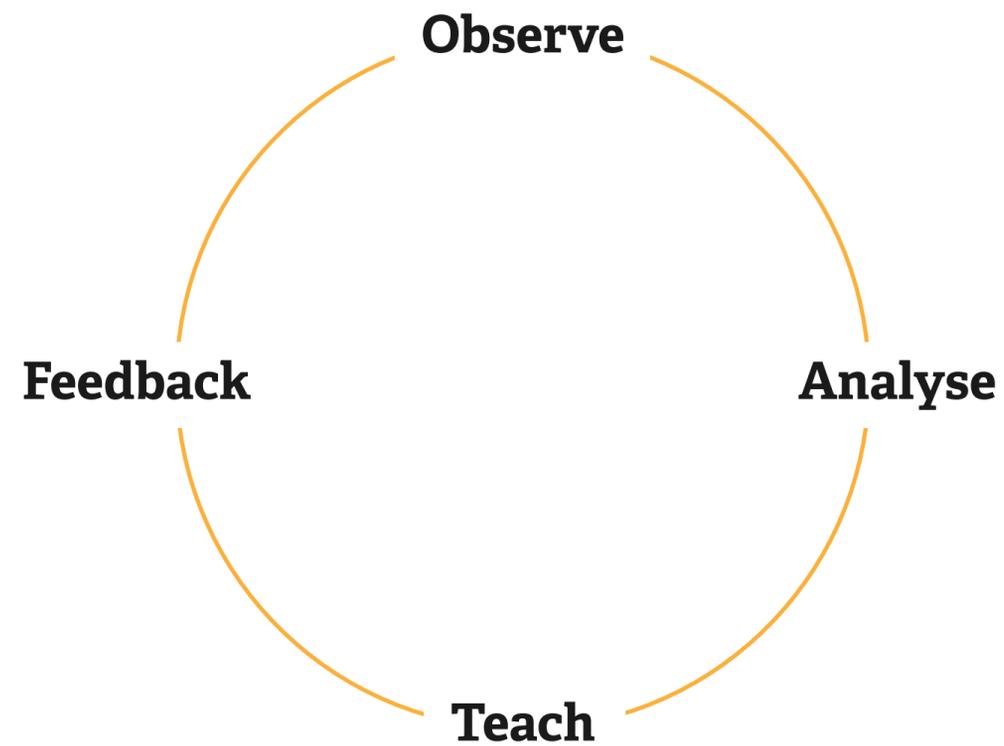
In this Coaching Resource Pack I supply you with the three most valuable, timesaving coaching tools I use with clients in order to identify their coaching needs. Use these coaching tools to identify your problem areas of speech, grammar and communication.

Once you identify your problem areas, you can make it your objective to acquire the missing knowledge and skills. Following the coaching process I use with my clients means that you focus your effort and energy on your weakest areas. Placing your attention on what you don't do well already, means that you work smart, moving towards your speaking skills objectives in the shortest timeframe possible.

Jade Joddle,
Speaking Skills Coach

The Coaching Process

Introduction to My Way of Coaching



The Coaching Loop

Teach ————— Teach ————— Test

Regular Teaching

In my work as a Speaking Skills Coach on Skype, my commitment is to work with people so that they can achieve their communication objectives and feel better about themselves. For each of my clients, I follow a method that allows me to closely analyse their speech and communication skills. I identify the gaps in their knowledge in order to supply the knowhow and skills that are missing and holding them back. The coaching process I use means that time and effort is focused on the problem areas where the greatest improvements are to be made.

Following the coaching process is a loop that means fast, observable results are achieved. Following the coaching process also means that the practical aspects of coaching appointments will be different for each of my clients. This is because no two clients have the same problem areas or issues with their speaking skills. In other words, coaching is bespoke and unique for each client.

By following the coaching loop and concentrating effort on what is not being done well already, we are able to achieve results in a shorter timeframe. The coaching process is nothing like regular classroom or even one-to-one private teaching for this reason. The clients I work with do not want nor require regular teaching. The generic aspect of teaching, the one-size-fits all approach where everybody in the class learns the same thing has nothing to offer them. They approach me because they need personal solutions to their specific problems.

Experience of coaching hundreds of clients has taught me that the problem areas my clients face exist on two levels. Firstly, coaching helps identify the exact missing knowledge that can then be taught as skills, without wasting time. Secondly, and this is more important, emotional blocks exist that hold us back from growth and changing into the successful communicators we all have the potential to be, and can achieve, with work and perseverance. My method of coaching identifies these emotional blocks and provides training to break them down and move beyond them.

For me, the greatest difference between coaching and regular teaching is that the coaching process considers the whole person, including his or her emotional blocks and limiting beliefs. There ARE gifted teachers who work on an emotional level with their students, though it is generally very rare. More than this, it would be considered inappropriate for teachers, in the UK where I am from, to talk about personal issues, fears and dreams with their students. *Coaching doesn't necessarily need to go that deep but following the coaching process is deeply transformational for many people, as they discover their emotional blocks and unlock their voices for the first time.

Coaching Tool 1

Self Assessment Sample Intermediate Grammar Test

Unless English is your native language, there will be gaps in your knowledge of grammar. Even if you are a native speaker, your English may not be considered 'standard' or grammatically correct. It is these gaps in your knowledge that other people identify as 'mistakes'. When other people unconsciously or consciously observe the gaps in your knowledge, it will lead them to make snap judgements about who you are and your level of education. The opinions they form about you can have serious consequences such as whether they consider you worthy to work in their company. Native English speakers can be especially judgemental and (silently) critical when they notice grammatical mistakes, generally because they don't understand how difficult it is to communicate in a second language. They will have high expectations of you.

However, the judgemental aspect doesn't just apply to native speakers. Fellow non-native speakers also notice mistakes and will use your mistakes to place themselves in a 'hierarchy of English skills' above you. This is the reason that so many of my clients have the speaking skills objective to reach or surpass their colleagues' level of English. In other words, your knowledge of English may be linked to your social status or perceived competency at work.

The reason that grammatical (and verbal) testing is used in coaching is to identify the gaps in your knowledge. By doing a test such as the **Self Assessment Sample Intermediate Grammar Test** that I provide in this resource pack, you can find out the specific aspects of grammar that you need to research. Either you already know these areas of grammar but need to refresh them, or you need to learn them from the beginning.

I recommend that you do the test and then refer to the answer key to find out what you need to refresh or learn. You can then search in YouTube or via Google for the information and exercises you need. If you already have a grammar workbook such as 'English Grammar in Use' by Murphey, you can also use this book to find the relevant grammar topic. However, you don't actually need to buy any books as the information you need is available online, with a little research. For your convenience, I also provide example search terms you can use to find the information you need. This too is a feature of coaching: training you to be independent and effective in your personal studies. In other words, as a coach and not a teacher, I do not 'spoon feed' you.

(Resource Included in the Appendix)

“ Today I Release my
Blocks and Thrive! ”

Coaching Tool 2

Voice and Speaking Style Evaluation Form

Each person's voice and speaking style is a fingerprint of their personality. I am able to understand a lot about a person just by observing the way they talk. Closely observing the voice allows me to get an understanding of the emotional blocks my clients may unconsciously be battling.

Speaking from my personal experience, the opinions of others regarding my own voice and speaking style have been pivotal in my development as a speaker. The greatest realisation of all came when I was told that I had a monotone voice. I knew exactly what my voice sounded like but it had never clicked that I had a monotone and dull voice that projected to others that I was apathetic and had low energy. In my head I sounded animated and warm. There was a huge difference between what I thought of myself and what others heard when listening to me speak. Finding out about this difference led to the greatest personal transformation. Knowing how my voice sounded to others meant that I could work to improve my voice and the impression it gave of me.

I am immensely thankful that I was told my voice was monotone, otherwise, I may never have realised this by myself, even though I can immediately observe a monotone voice in others. Generally speaking, we are not good at evaluating our own voices. Either we are too critical and make harsh, unhelpful observations,

or we are simply too attached to our voices, which means we cannot tap into the objective perspective that is essential when conducting an evaluation.

The Voice and Speaking Style Evaluation Form needs to be completed with a partner. It works best if you both do the form. You analyse your partner's voice, and vice versa. Before you begin, agree that you will be objective and that you will not sugarcoat your observations. In other words, you are not doing the evaluation form simply to say nice things about each other's voices and give compliments.

You can then use the evaluation form to gain insight about how others perceive your voice and therefore your personality. You may find the results of the evaluation deeply transformational. If you are anything like me, you will seek to change anything you don't like about your voice that arises through the evaluation process.

(Resource included in the Appendix)

“ I Focus my Effort on What I'm not Doing Well Already ”

Coaching Tool 3

The Speaker I Want To Be Transformational Mindmap

Changing your speaking skills is a path of growth that will lead to transformational shifts in your personality, if you allow it to. It is my firm belief that you can work to change anything that you don't like about your speaking style and communication skills. As you master new speaking and communication skills, you move closer to your real self. Every time you overcome a fear or block that has been limiting you, either socially, or one that has been stopping you from acting on your desires, you grow into a more confident and fulfilled person.

The more blocks you face and break down, the stronger you become. You begin to realise your unlimited potential. You take control of your reality, becoming a creator of what you want to achieve in life on all levels: professionally, emotionally, and spiritually.

Gradually transforming into the speaker you want to be is a two-step process that you repeat many times over. In my opinion, it is a process that never ends because there will always be some aspect of your communication or speaking that can be improved. First of all you need to identify one thing that is currently limiting you or holding you back in terms of communication. Either you need to learn something to fill the gap in your knowledge, or you need to face a fear. By purposefully confronting your fears and pushing yourself to do what scares you,

gradually your fears and social anxieties lose their power over you. You start small, and keep pushing away at your fears one by one. Importantly, you do not overwhelm yourself by trying to do everything at once.

My whole adult life is proof that following this process works. Let me tell you about how I discovered this process and how it led to the first major shift in my personality; how I faced my fears of rejection to overcome an unrelenting and overwhelming feeling of social awkwardness.

I have a vivid memory of being around fifteen years old and asking a relative if I would always feel awkward around people my whole life. I wanted to know if my feeling of being different and not fitting in would go away with time. I wanted to know if I could change into a friendly person that other people liked. My relative told me that the feeling of awkwardness I had would never go away. He said I had to learn to accept it.

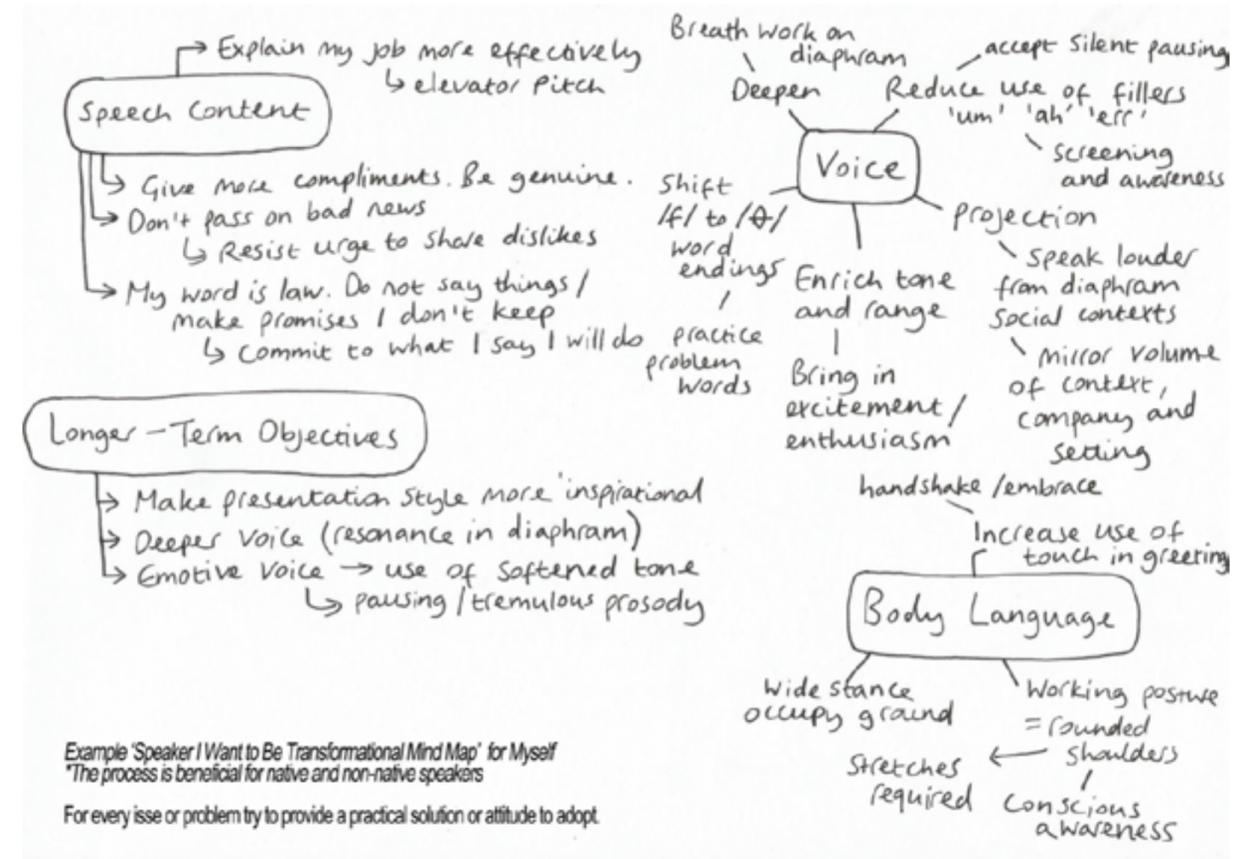
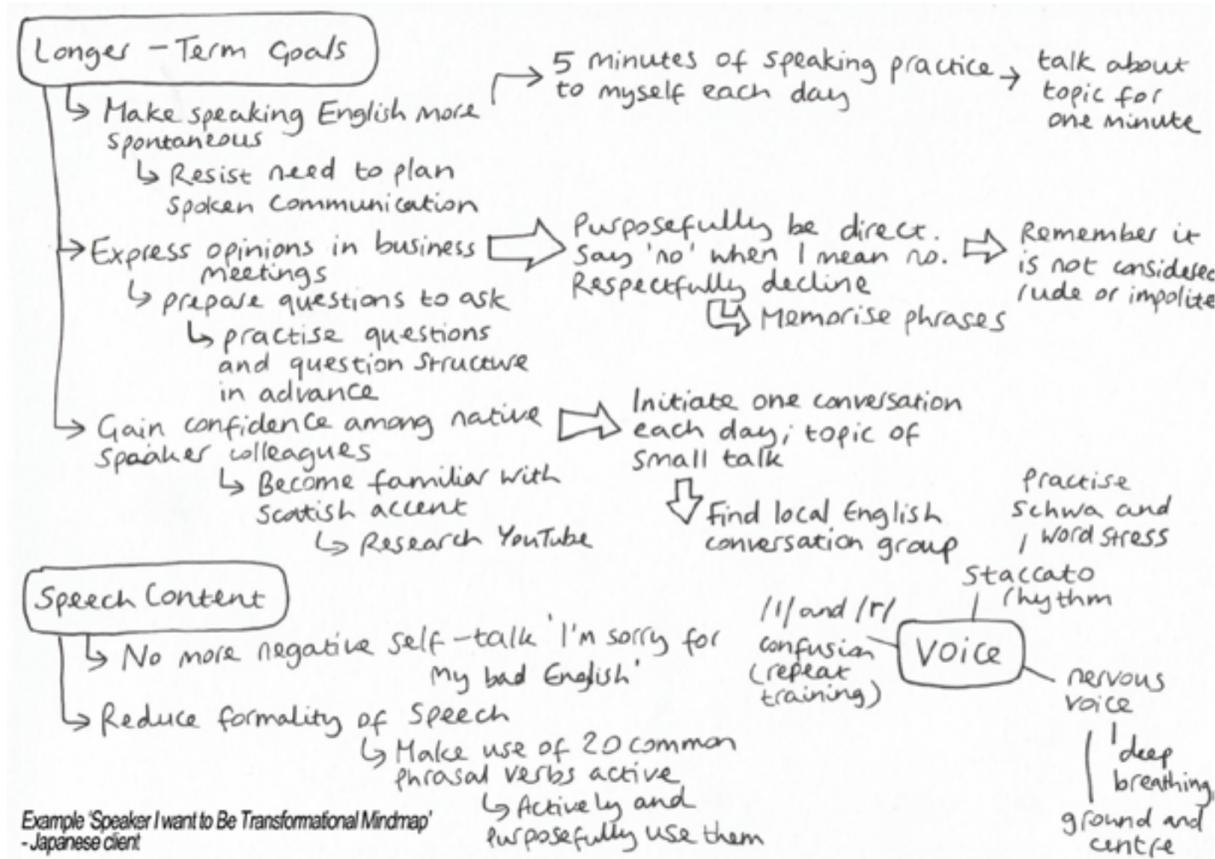
The idea of living with my awkward, unsocial self forever felt unbearably awful. I didn't want to stay the same. The idea of this depressed me, I could have given up hope, but somehow my relative's opinion just didn't feel right to me. I felt there must be a way to change. I began to experiment, seeking to change myself.

“From Moment to Moment, I Shift Closer Towards the Real Me”

I did this by testing the limits of my awkwardness. I threw myself into situations where I felt awkward or shy (nearly every social situation at this time of my life). Over time, situations I once felt awkward in lost their power over me. As I faced my fears, I could feel myself becoming stronger and more independent. I felt these change deeply at the level of my personality.

Making your own **Speaker I Want to Be Transformational Mindmap** addresses communication blocks by exploring possible pathways toward change. Use the two example mindmaps included in this Resource Pack for inspiration. The first example is a mindmap for a Japanese coaching client. The second example is a mindmap I did for myself (see what I am working to change about my own speaking style and communication skills at the time of creating this Resource Pack). Use the two examples as inspiration to create your own personal mindmap that provides practical solutions to your problem areas and blocks. The next step is to take action on the different areas explored within the mindmap. It's not easy work, but with persistence, you can achieve major changes at the level of personality.

(Mindmap examples follow on the next pages)



Conclusion

It is my conviction that if you use all three of the coaching resources I supply in this resource pack you will move closer towards your speaking skills objectives. Used together, they provide you with the necessary structure and steps you can follow to achieve fast results. The reason these three coaching tools are effective and timesaving is that they provide a framework that allows you to focus your attention on what you're not doing well already, while not forgetting to address any blocks to success that exist at an emotional level.

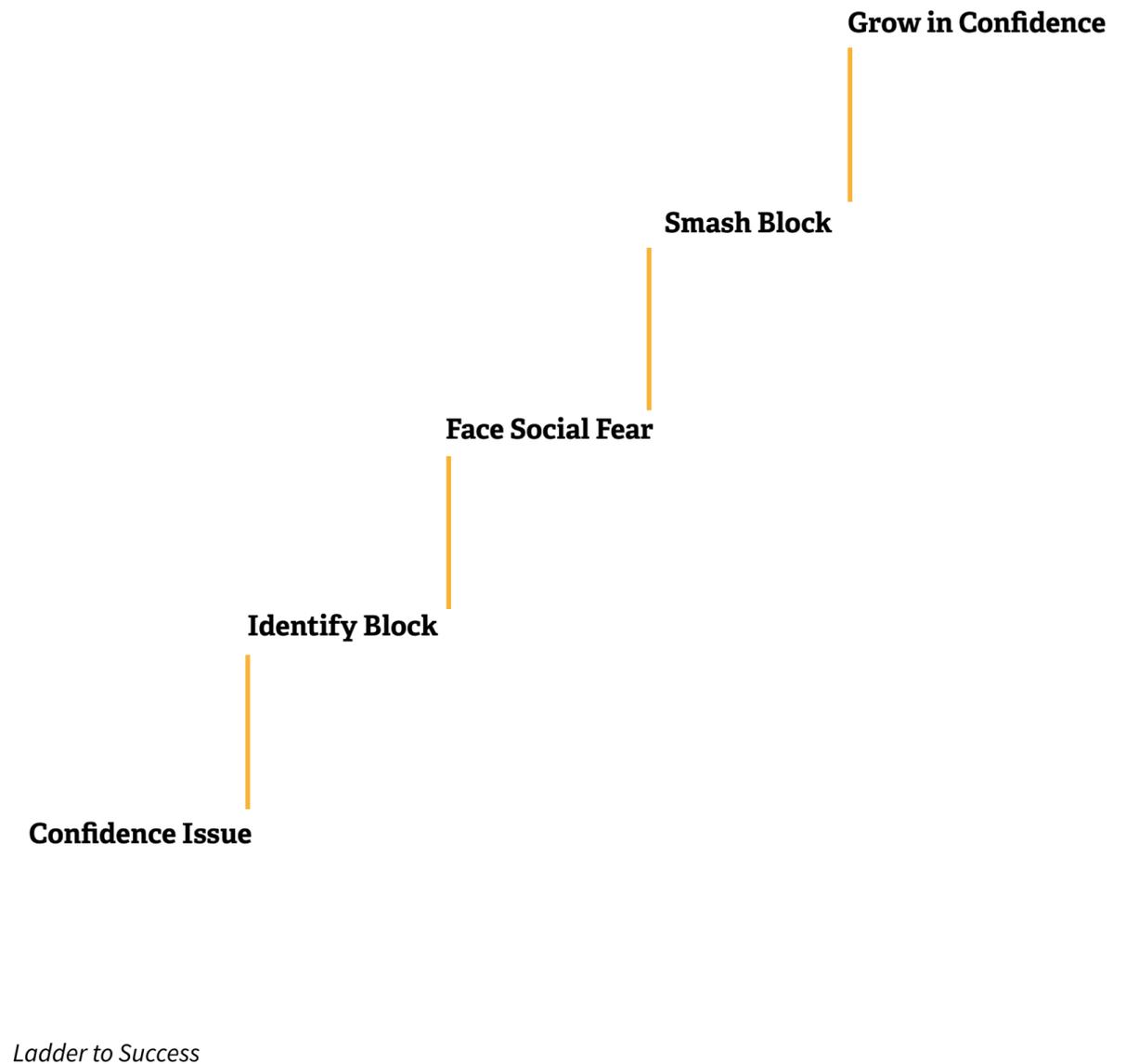
For me, speaking skills and confidence cannot be separated from how you feel about yourself. For this reason, my coaching approach works at a practical as well as emotional level. However, if you prefer to work merely at the practical level, by working on your grammar and gaps in your knowledge, you will also see an improvement.

My whole coaching philosophy is shaped around working in a way to target your effort on what concerns you the most. If you are concerned about making mistakes; work to fix that first. If your biggest issue is a lack of confidence, you can learn grammar forever but still not feel any different. If you have a confidence issue, you will achieve better results by working at an emotional level to discover your blocks.

You can work to change any aspect of your speech or speaking style that no longer serves you.

I believe in you.

Jade Joddle



Self Assessment Sample Intermediate Grammar Test

1. He's _____ doctor of law.

- A. an
- B. the
- C. a
- D. one

2. _____ she like chocolates?

- A. Does
- B. Has
- C. Is
- D. Do

3. The student _____ papers.

- A. writing
- B. writes
- C. write
- D. is writes

4. _____ bag is that?

- A. What
- B. Who's
- C. Whose
- D. Which

5. _____ tell her professor next time.

- A. She does
- B. She
- C. She'll
- D. She's

6. He _____ to see his mother yesterday.

- A. went
- B. goes
- C. has gone
- D. has been

7. He _____ very hard now.

- A. works
- B. has been working
- C. is working
- D. work

8. They have _____ beautiful books.

- A. any
- B. all
- C. some
- D. lots

9. She _____ for fifteen years and still likes the job.

- A. works
- B. is working
- C. has been working
- D. worked

10. _____ up! Or we will be late.

- A. You hurry
- B. Be hurrying
- C. Hurry
- D. Hurrying

11. His grades are _____ than mine.

- A. more good
- B. most good
- C. better
- D. well

12. Do you smoke? No, I _____ ?

- A. doesn't
- B. don't smoke
- C. don't
- D. am not smoking

13. Excuse me, can I borrow _____ dictionary?

- A. your
- B. your's
- C. you
- D. yours

14. The teacher is _____ the room.

- A. in
- B. at
- C. into
- D. on

15. He's studying at _____ university.

- A. the
- B. a
- C. ---
- D. an

16. They _____ work at 7am everyday.

- A. start
- B. are starting
- C. have starting
- D. have been started

17. I feel sick. I _____ too much cake.

- A. eat
- B. ate
- C. eating
- D. have ate

18. Do you want _____ chocolate?

- A. some
- B. any
- C. all
- D. few

19. I will _____ you with your homework.

- A. helping
- B. to help
- C. be help
- D. help

20. I have been _____ London.

- A. in
- B. to
- C. at
- D. ---

Grammar and Answer Key

Check your answers here. By searching for the grammar topic in YouTube or Facebook you will find information and exercises for self-study. This way you concentrate your effort on learning or refreshing on the gaps in your knowledge, removing your mistakes one-by-one.

Task	Answer	Grammar Research Required	Research Search Term(s)
1	C	articles	articles English
2	A	questions from present simple	English tenses questions present simple question
3	B	third person plural present simple	present simple conjugation
4	C	possessive pronouns	examples possessive pronouns
5	C	future simple English contractions	future simple tense examples contractions
6	A	past simple irregular verbs	common irregular verbs verb conjugation 'go'
7	C	present continuous	uses present continuous
8	C	some / any	some / any grammar
9	C	present perfect continuous	uses present perfect continuous examples present perfect continuous
10	C	imperative	grammar imperatives exercises imperatives
11	C	comparatives	grammar comparatives adjectives and comparatives
12	C	yes/no questions and short answers	short answer questions - be / have / do
13	A	pronouns	pronouns English
14	A	prepositions	prepositions of place
15	C	articles exceptions	no article noun rules
16	A	present simple for habits	use of present simple
17	B	irregular verbs	common irregular verbs list irregular verbs quiz
18	A	some /any	future simple tense explain future simple
19	D	future simple	future simple tense explain future simple
20	B	prepositions	prepositions of place common prepositions mistakes

“ My Worst Mistakes Were My Greatest Teachers ”

Voice and Speaking Style Evaluation Form

Go through this form with a partner and use it as a starting point for discussion and discovery about your voice and speaking style.

- Agree to be open and honest with each other, sharing your opinions constructively.
- Based on your discoveries, decide upon 3 action points for making changes to your voice and/or speaking style.
- Circle the words on page 20 and tick the boxes on page 21 to highlight areas that are a weakness for you

Musicality of the Voice

Rhythm

flowing, staccato, faltering, legato, tremulous

Pace

tending to fast, tending to slow, varying speed

Volume

generally louder than others, somewhat louder than others, somewhat quieter than others, softly spoken, booming, difficult to hear properly, low

Pitch

high-pitched, shrill, even, hesitant, smooth, steady, seesaw, robotic, singsong, orotund, piercing, resonant

Qualities

nasal, breathy, hoarse, raspy, taut, nervy, plummy, monotonous, gruff

Body Language

Posture

tense/relaxed, open/closed, slumped, slouching, lowered head, hunched, straight, upright, wide, poised

Movements

nervous-habit, fidgeting, still, restless, gesturing, head-jerking

Hands

clenched, folded, playing with an object, picking, holding, neck touching, face touching, hair touching

Shoulders

pushed back, rounded, slumped

Facial Expression

animated, listless, fixed

Vocabulary and Word Choice

- Limited vocabulary
- Searches for words
- Mispronounces words

- Swears and curses
- Uses cliches

- Uses slang terms
- Uses idioms / colloquial phrases

- Rich vocabulary / articulate
- Speaks with figurative language - uses metaphor
- Uses language humourously - puns and wordplay

- Oldfashioned
- Babyish
- Informal
- Formal

Contents of Speech / Attitudes

- Evidence of negative selftalk. (self-criticism)
- Boastful
- Talks about money / finances / how much things cost
- Talks about things that are irritating / annoying
- Can't say 'no'
- Makes promises; doesn't keep them
- Talks about the past / future
- Tells jokes
- Laughs a lot
- Complains
- Compliments others
- Needs to be right
- Stubborn
- Sarcastic
- Direct
- Indirect
- Polite

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SPEAKING SKILLS COACHING