

jody Moose COACHING WITH LDS VALUES



NOTES



The tools provided here are yours to use as you see fit. Use them with your families, your ward, your schools, your workplace or business ... anywhere you see application and have people willing to learn the tools. What you do with them is up to you. I will be offering quarterly calls where I will support you and have you share with one another what you are doing to share the work. Please note this is optional. If you only use the tools for your own self-coaching, you will still be making a positive impact on the world. Many of you will want to hold monthly meet-ups or speak at events. My hope is that these tools and your experience will empower you to do so.



TEACHING TIPS

Remember that when you are teaching or leading a group, to allow all students to participate in discussion. Talking through the materials and applying it to real life scenarios will help people understand them the best. Please don't attempt to formally "coach" them unless you are a certified coach, but teaching the concepts and talking through models with one another can be powerful.

Begin with an agenda. It doesn't have to be long or formal, but people like to know what to expect. If necessary introduce yourself and then give a quick summary of what your time together will look like.

Prepare with worksheets or exercises you wish to have the group do, but don't ever feel you have to finish everything on your agenda. If a natural discussion occurs that may be the best use of the time. Typically one worksheet is all you need to have a lengthy discussion and deep learning for your participants.

As the leader or teacher, practice managing the energy of the room. Typically it helps for you to be extra energetic and animated to keep the energy level up. If you have one or two people who dominate the conversation, allow for an opportunity for other people to speak as well. Keep the discussion on topic to create a richer experience for everyone there.

Most people are visual learners so anytime you can write on a white board or flip chart to make notes, draw diagrams or create visual examples, the better.

NOTES





NOTES

SPEAKING TIPS

The first thing you talk about sets the tone for the rest of your talk. Don't spoil that moment with hellos or even introducing yourself. Use that moment to grab their attention by telling a story that causes them to lean in or laugh. This will hook your audience right away.

After your introductory story, quote or joke, you can introduce who you are and what you'll be speaking about. They don't need to know all about you. Only share details of yourself that are relevant to your audience. If you are speaking to a group of teachers, they may be interested in whether or not your kids attend the school or if you have a teaching background. If you are speaking to Paralegals, they don't care about your kids so that information is irrelevant.

Then tell your audience what to expect by describing the structure or outline. It may be a simple sentence like, "Today I'm going to teach you 3 ways to build your confidence."

The outline of your talk should be easy to follow. Begin with the main thing you want your audience to take away, and then choose 3-5 sub points that will reinforce the main thing. For each sub point you will need to spend some time teaching the point, but the majority of your talk should include stories that illustrate the point. They can be your own personal stories, stories about people you know, client/coaching stories or even stories you have read online or in a book. Remember to give credit where due and protect anonymity where appropriate. Don't try to claim a story as your own if it's not. It can still be impactful for your audience.

When telling your story, don't give details that don't matter, but exaggerate or really flesh out the details that do matter. The



more suspense, emotion or humor you can bring in, the more people will remember your message.

The number of stories you include will depend on the length of time you are asked to speak. If you have 3 sub points and you've been asked to speak for 45 minutes, you probably have enough time to teach the point and tell 2-3 stories per point. This format works well because if your time gets cut short, you simply remove 1 or 2 stories from each point. This also allows you to use the same talk for various situations that are of varying length without having to re-write the entire talk.

After your sub-points and stories, bring it home with a strong conclusion. You may choose to share something inspirational here, a quote, or one final personal story. Wrap everything up and let them know how to find you if they have questions (if appropriate). Don't be afraid to be yourself as you speak. If you normally laugh a lot, then laugh. If you are sarcastic by nature, some sarcasm can be useful. If you are more cerebral then be cerebral. Keep the energy level a little more exaggerated than you're used to, make eye contact and don't be afraid to pause for emphasis.

You're going to be amazing my friend. Go get um.

NOTES



RELATIONSHIP WORKSHEETS

Relationship Worksheets

UNCONDITIONAL LOVE

1.	Think of someone who is challenging for you to love.
2.	Write the reasons why you find them hard to love.
3.	What are your thoughts about this person that prevent you from loving them more?
4.	What conditions have you put on loving them? List them here:
5.	What does it feel like when you have chosen not to love them?

MASTERS

6. What would it be like to love them without condition?
7. List a specific example of them doing something you don't like. What would it be like to love them in this moment?
8. How is unconditional love different than love? How does it serve you?
9. Is there ever a time when love is not a good choice? Why or why not?

MIRRORING EMOTIONS

1. Think about a time when someone in your life behaved in a way you didn't approve of. What happened?
2. What were you thinking and feeling at the time?
3. What did you do?
4. In what way did you mirror this person's feelings?

5. In what way did you mirror their thoughts possibly?
6. In what way did you mirror their behavior?
7. What would change if you did not mirror them next time?
8. What other thoughts, feelings or behaviors can you imagine for yourself the next time that would not mirror them?

CLEAN PARENTING

1. Think about one of your children who is struggling in some way. Describe the current situation.
2. How do you feel overall about what's going on with this child?
3. Which parts of what you wrote in #1 are the "facts" of the situation. Make sure they are completely objective and neutral and write them here:

4. Imagine I had a magic wand and I could wave it and solve this problem. How would you feel about the scenario now?
5. What would you believe in the magic wand scenario that would cause you to feel that way?
6. All of the thoughts you wrote down in #5 are available to you now. Can you see any evidence that those thoughts are true now? Give some evidence for them here:

SPIRITUAL MATURITY

1. What is your current spiritual practice and is it helping you feel more open, peaceful,	
trusting and loving? Why or why not?	
2. Describe a time in your life when you felt close to God (or whatever higher power you believe in). What were you doing? What were you thinking that allowed you to feel it?	

3. How can you incorporate this knowledge about how you best feel the Spirit into your current spiritual practice?
4. What would be different for you if you had a genuine spiritual connection (even if
4. What would be different for you if you had a genuine spiritual connection (even if briefly) every single day?

BOUNDARIES

1. What is the boundary violation?
2. What is the boundary you want to set?
3. The request you will make of them is:
4. What will you do to protect yourself?

5. What are your fears (if any) around establishing this boundary?	
6. What will the benefits of establishing this boundary be?	

THE MANUAL

1.	Think about someone you want to change and write their name here:
2.	Write in detail what you would like them to do.
3.	For each item write down why you want them to behave in this way.

4. How do you think you would feel if they behaved this way?		
5. How would your thoughts about them change if they behaved this way?		
6. Do you want them to behave this way even if they don't want to? Why or why not?		
7. What do you make it mean when they don't behave this way?		
8. When someone wants you to behave in a certain way so they can feel good, what is that like for you?		

PERSON OF FOCUS

One sentence per line below. Don't edit yourself or try to be appropriate or kind. Get it all out.			jet it	

2. Now go back through and notice how many of these judgements are somehow projections of what's also true about you. Circle the ones that are. Notice that most judgements are projections we have of ourselves.

3. Describe the manual you have for the person of focus. What are your expectations of them? What do you most want them to do and why? Let yourself go to a perfect world where they do exactly what you want them to do and when you want it. Be spe-		
cific and allow yourself to be outrageous.		
4. Now think about what you would be thinking and feeling if they did all these things perfectly. Notice that you can think and feel these things anyway.		
5. Allow them to be who they are meant to be. So, who are they? What do they do? How do they act? What are they consistent about? If you aren't trying to control them or interfere, who are they in their actions?		

6. Why do you imagine they do these things and are this way? What do you imagine their thoughts are that are driving their actions?		
7. Do you love this person unconditionally? Why or why not? Make a note below of when you do love them and when you try to withhold love from this person. Remember their lovability is 100%, what what's your excuse when you don't love them?		
8. How do you show up in this relationship? Do you show up knowing that your lovability is 100%? Do you try to get them to love you more for your sake? How? Does it work? Why or why not?		

9. Who do you want to be in this relationship? In other words, what kind of employee, spouse, sister, or daughter-in-law do you want to be? Make sure you think about this separately from the other person's behavior. Don't let that determine who you are. Decice who you want to be. Take some time to write it all out.		
10.	How do you want to feel? Why?	
11.	How do you want to act and show up?	
12.	What do you want to give and offer to this person?	

	How do you want to think? Remember that your relationship with someone II about your thoughts about them and yourself within that relationship. There are ee categories of thoughts you need to manage in each relationship.		
	(1)	How do you want to think about yourself in this relationship?	
	(2)	How do you want to think about the other person in this relationship?	
	(3)	How do you want to define and think about your relationship together?	
14. Just v	writi	Write an "I've been meaning to tell you" letter. You can send it or not send it. ng it feels amazing. It's fun to send them in the mail unexpectedly.	
	Dea	ar	
	l ac l ar l re You You I'm	been meaning to tell you Imire you for In thankful for	

CONFIDENCE WORKSHEETS

Confidence Worksheets

SELF APPRECIATION

1. Identify some kind sentences you can say to yourself regulary that feel believable and not too silly. When will you say them? (Make it a daily routine.)

2.

	list of things you appreciate about you. They can be big or small:
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
27.	

JOY WORKSHEET

1. V	Vhat are your top five sources of joy?
	1
	2
	3
	4
	5.
2. F	low do you feel about this list?
3. [Oo you need to diversify your joy more?
4. V	Vhat would you like your top source of joy to be?
5. I	n what ways can you create joy internally? Give two examples.
	1
	2.

DARE OF THE DAY

1. What is	your dare of the day?
2. What is	your thought about doing it?
3. Comple	ete a model about your fear of it:
C:	
T:	
F:	
A:	
R:	
	eate a model with self confidence on the F line and completing the dare of the R line. Fill in the rest of the model.
C:	
T:	
F:	
A:	
R:	
5. Comple	ete your dare and write about it here. Wht did you learn about yourself and
your self c	onfidence?

STORY ABOUT YOURSELF

i. Wille th	e story you curr	ently tell yours	elf about yourself	
2. Write th	e story you wan	t to tell yourse	If about yourself.	

SELF CONFIDENCE EXERCISE

1.	Define self confidence:
2.	Where does it come from?
3.	Do you have a lot of it? Why or why not?
4.	Why do you want it?
5.	What is the best way to get more of it?

6. What thoughts do you have no preventing it?		
7. Do you have any fears about being self confident and the success you will create with it?		
8. Look at a result you have in your life that you don't want and write it here.		
9. What is the result you want to create?		
10. How will self confidence get you there?		

ACCOMPLISHMENT LOG

Create an accomplishment log. You can list little things and big things you have accomplished. The point is to acknowledge everything you've done that you once hadn't done or couldn't do. Fill the entire page.

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arrawara, soc	agnemy machania.	••			

PERSONALITY QUADRANT EXERCISE

Directions: For each question, number the options 1-4

	1 = most like you	2 = sometimes like you
	3 = not really like you	4 = least like you
1. Whe	n I am asked to plan an activity	or event I:
Α	begin with a checklist of all the	e things that I will need to do
	begin with the theme or overal	
		ne event the most engaging or fun
	start calling around to venues	
2. In so	cial settings where I am meetir	ng new people I am usually:
A	somewhat quiet and reserved	
B	compassionate and polite	
C	funny and energetic	
D	outgoing and direct	
3. I wo	uld describe myself as:	
A	dependable and thorough	
B	good at making others comfor	table
C	energetic and passionate	
D	driven and competitive	
4. Thop	oe other people view me as:	
A	smart	
B	caring	
C	inspiring	
Co	onfident	
5. I hav	re a hard time working with peo	ople who are:
A	not organized or logica	
B	insensitive and negative	
C	perfectionists and critical	
D	slow and indecisive	

6. The way I communicate with	others is:
A accurate and logical	
B with examples or metaph	
C with energy and enthusia	
D confident and to the poi	nt
7. My approach to time manage	ement is:
A to follow a specific routir	ne
B adaptable based on the s	situation
C I don't do a lot of managi	ing my time
D good enough to get the	job done
8. I work best with a leader who	:
A gives me specific instruct	tions
B provides lots of feedback	X.
C leaves me alone to figure	things out
D I am the leader	
9. I think of myself as being faril	y:
A predictable	
B even tempered	
C spontaneous	
D determined	
10.When I am buying a car I:	
A research my options and	make a careful decision
B want the right car and pa	art of that includes the look and color
C gather a few recommend	dations but ultimately pick what I love most
D gather a few recommend	dations but don't overthink it
Add up each letter. The LOWEST	score is your dominant personality:
A PLANNER	B DREAMER
C PERFORMER	D RUNNER

MASTERS



NOTES FOR PRESENTER

Runner:

Extrovert, Linear/Tasks

Make decisions quickly

Don't need a lot of details

Takes action and learns as she goes

In school: Start on the assignment before hearing the end of the instructions

When planning a party: They just dive in someplace without much of a plan

Strength: Getting a lot done

Weakness: Have trouble slowing down to plan and research a decision ahead of time

Performer:

Extrovert, Organic/Creative

Creative and visionary

Good at ideas/themes/stories

Uses metaphors

Often good at/cares about making things pretty

In school: Wants to make a video even though the assignment was a paper

When planning a party: Begins with the theme Strength: Ideas and thinking outside the box

Weakness: Doesn't finish... Gets distracted by the next idea

Dreamer:

Introvert, Organic/Creative

Good at including people and considering everyone involved

Often creative but in a more back of the house or individual way

Empathetic and compassionate

In school: Good student who completes the assignment on time and with individuality

When planning a party: Begins with the guest list

Strength: Interpersonal skills and creativity

Weakness: People pleasing

Planner:

Introvert, Linear/Tasks

Good with details

Plans and researches options

Good at organization and analyzing

In school: Asks a lot of questions about the details of the assignment

When planning a party: Begins by creating a to-do list

Strength: Organization and planning

Weakness: Slow to take action as there is always more data to collect first



EMOTIONAL ADULTHOOD

1.	Name a person or situation you believe is causing the negative feeling:
2.	Describe how they are making you feel.
3.	Describe why you think they have the power to make you feel this way.
4.	What is the thought you are thinking that is really causing you to feel this way?
5.	Can you see it's the thought and not the circumstance causing the feeling?
6.	How might you take responsibility for your feelings moving forward?
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WHAT EVERYONE THINKS ABOUT YOU

1. Wha	at do people think about you now?
2. If yo	ou went for all your dreams and achieved them, what would people think?
3. If yo	ou went for all your dreams and failed, what would people think?
4. In w	hat ways are people right about you? So what?
5. In w	rhat ways are they wrong about you? Are you willing to let them be wrong? Why or why not
6. Wha	at are you committed to believing about yourself no matter what others may or may not think?

HEALTH WORKSHEETS

Health Worksheets

CAUSE VS. SYMPTOM

1. What is one scribe it here:	thing happening	g in your life	that you wish	was better o	or different. D	e-



3. Now le	et's get to the cause of the problem. Take whatever you have figured out so
far and p	ut it into the model. See if you can fill in the other parts of the model to gain
awarenes	ss of the cause.
C:	
T:	
F:	
A:	
R:	
4. Use vo	ur model to identify the cause of the problem. Remember that the cause is al-
-	our thinking. What have you discovered about the true cause of this problem.
	se do you notice this thinking causing problems in your life?
where er	se do you notice this thinking causing problems in your me:
	do you want your result to be? What does your new model need to be in order
to create	that result?
C:	
T:	
F:	
A:	·
R:	

WEIGHT LOSS WORKSHEET

1. What changes do you want to make to what you eat? Create a "protocol" of what you'll eat and when you'll eat it. Remember simple is best and food is only fuel not entertainment.
2. What obstacles do you anticipate to changing your eating habits this way? For each obstacle, write next to it how you will plan to handle it:

3. What current belief systems do you have about food and y	your ability to lose weight?
4. Choose one thought from what you wrote in your belief sy model.	ystem and put it into a
C	
Т	
F	
Α	
R	
5. What do you want to believe instead of that thought?	
C	
Т	
F	
Α	
R	

NOW FEELING WORKSHEET

1. What are you feeling now?	
2. Where is this feeling in your body?	
3. What color is this feeling?	
4. Is this feeling hard or soft?	
5. Is this feeling fast or slow?	
6. How does this feeling make you want to react?	
7. Why are you feeling this?	

TOP EMOTIONS WORKSHEET

1.	On a daily basis, what are your two most common feelings?
2.	Why do you think you have those feelings on a daily basis?
3.	What would you like your two most common feelings to be?
4.	Why?
	What would change in your life if you were operating from those two emotions jht now?
6.	What thoughts would generate those emotions for you currently?

PROCESSING PAIN

1. How can I use this pain?
2. How is this perfect?
3. What can I do that comes from peace, is for me, and is not trying to change anything?
4. How can I accept this with grace?



BUFFERING

1. What are the ways in which you buffer?
2. What emotions are you attempting to avoid when you buffer?
3. What are the thoughts that cause each of these emotions?
4. To stop buffering, you'll need to be willing to feel unpleasant emotions and give up the false pleasure of the buffer. Are you willing to do this?
5. What are the negative consequences of buffering in your life?
6. How will you manage your urges to give in to buffering?

PROCESSING URGES

1. What does the urge feel like in your body?
2. Where do you feel it?
3. How long does it last?
4. How strong was it this time (on a scale of 1-10)?
5. What did you discover about yourself as you relaxed into it?
6. What emotions or thoughts come up for you as you don't answer it?

MONEY WORKSHEETS

Money Worksheets

PAST MONEY BELIEFS

1. What are the money beliefs you have about the past?
2. What did you learn growing up from your parents and teachers?
3. How have you always thought about money? Include positive and negative thoughts.



4. How much money did your parents have and why?
5. How much money did they earn and why?
6. How did your parents spend and why?
7. How did they save and why?

CURRENT MONEY BELIEFS:

1. What are your current thoughts about your money now? Make a list and include both positive and negative thoughts.
2. How much money do you have and why?
3. How much money do you earn and why?
4. How do you spend and why?

5. How do you save and why?
6. What are the biggest purchases you have made?
7. Have you ever wasted money?
8. What is the best use of your money?
9. In what areas do you splurge with your money?

10.	What are your thoughts on debt?
11.	What does money have to do with happiness?
12.	What do you think about rich people?
13.	What do you think about poor people?
14.	How much money do you think you should have now?

FUTURE MONEY BELIEFS

1. What are your thoughts about your future as it applies to money?
2. How much do you want to make in this lifetime?
3. Do you want to retire? How much do you want to have when you do?
4. How much money do you think you're capable of making in a year? Why?

5. Will you inherit money? What are your thoughts about that?
6. Are you going to leave money to anyone? Who and why and how much?
7. How much money do you want to save?
8. What do you want your net worth to be?

ONE MILLION DOLLARS

Imagine I just gave you 1 million dollars. Spend it all in detail:
1. What would people think about you getting and spending this money?
2. Who would you tell and why?
3. Would you be worried about it? Why or why not?

DEBT

1. What are your thoughts about debt?
2. How much debt do you have and why?
3. What did you buy with debt?
4. How much does it cost you to rent that money?
5. Is the return on the money worth the cost of it in this situation or not?

EARNING MONEY

1. How much can you earn?
2. What would that require in terms of time?
3. What would that require in terms of effort?
4. What is the value you offer in exchange for the money you receive?
5. Are you open to receiving money?

6. Do you notice that the more you give, the more you're open to receiving? Explain.
7. How can you be more open to receiving?
8. Do you believe you're 100% responsible for how much money you make? Why or why not?

MASTERS

SPENDING MONEY

1. What were your three best purchases?
2. How did you feel when you purchased them?
3. What was the net benefit?
4. What were your three worst purchases?
5. What was the net consequence?

6. On a monthly basis, what do you normally spend money on? Make a list. Write down how you feel when you spend that money.
7. What do you buy for entertainment or buffering?
8. Has this affected your desired net worth?
9. Do you have more stuff than money? Explain.

HAVING MONEY

1. What is the difference between having money and wanting money? Describe in detail.
in detail.
2. Do you associate being wealthy and having money with anything negative? Why or why not?

CONTRIBUTIONWORKSHEETS

Contribution Worksheets

WHAT DO YOU WANT?

1. List 25 things you want. It can be anything from objects to feelings. Just brainstorm what comes to mind. A new car? Connection with your husband? Anything goes.

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3.	
4.	
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7.	
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13.	
14.	
15.	
16.	
17.	
19.	
20.	
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22.	
23.	
24.	
25.	

	y of the things you li			ave? If none of th	nem
vere, go bad	k and add some thir	ngs you have th	nat you want.		
. What wo	ıld change if you wa	nted more of t	he things you	already have?	

OUTCOME AND GOAL CULTIVATION

 Define your goal. Remember to be specific. How will you know you've reached it? When will you reach it by?
2. How do you feel when you think about your goal?
3. How do you think you will feel when you reach the goal?
4. What would be different if you felt that way now? How would it change the action you would take? What would you need to think in order to feel that way now?

5. List all the obstacles to reaching your goal first. Then go back and write a strategy for each obstacle.		
Obstacle:		
Strategy:		
Obstacle:		
Strategy:		
Obstacle:		
Strategy:		

PRIORITIES WORKSHEET:

1	
_	
3	
4	
5	
ny did yo	ou put them in this order? Why is your #1 priority so important to you?
-	rrently living in line with these priorities? Think about what you did yes-
	t reflect the order of these priorities?
y. Does .	t reflect the order of these priorities?
y. 50cs i	t reflect the order of these priorities?
	t reflect the order of these priorities?
,. Does .	t reflect the order of these priorities?
	t reflect the order of these priorities?
	ning need to change in order to align them better? What?

5. Write down your current to-do list for your life.	
6. What can you eliminate from your to do list because it doesn't align with your prior ties?	
7. What are the most important to-dos' on your list?	

PASSIVE AND MASSIVE ACTION WORKSHEET

1. With regards to your goal, what passive action is useful and necessary to help you with the next step?
2. Once you've learned what you need to do next, how will you make sure you take massive action instead of getting stuck in passive action?
3. What are your thoughts about failure?
4. What would change if you were willing to fail 100 times?
5. What is the massive action that you need to take to reach your goal? For example: eating on my protocol 100% of the time, making 50 offers per week, going on 100 dates this year.

YOUR DREAM EXCUSE

1. What would you secretly love to accomplish?	
2. What excuses have you been living by that have prevented you from	achieving it?
3. If your main excuse was on your headstone, what would it say?	
4. List 5 reasons why this is only a thought and not a truth.	
1	
2	
3	
4	
5	
5. What would your future self (who already accomplished the goal) tel solution to your dream excuse?	l you is the

FUTURE FOCUS

what do you want your life to look like in 10 years? Think about the following areas and describe it in detail: Your relationships:		
Your health:		
Your money:		

Your contribution or work:			
Your day-to-day life:			

FUTURE SELF LETTER

Write a letter from your future self who is right where you want to be and have her

give you some advice.
Dear,
I wish you would stop
I want to encourage you to start
Please continue to