



# KaziHealth



KaziHealth Lifestyle Coaching Sessions:  
Presenter's Guide

Workplace Health Promotion Programme

The *KaziBantu* Project, Healthy Schools for Healthy Communities, has been jointly developed by the following institutions:

1. **University of Basel**, Switzerland
2. **Nelson Mandela University**, South Africa
3. **Swiss Tropical and Public Health Institute**, Switzerland

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### **The Coaching Process: Towards Self-Directed Coaching**

Two lifestyle coaching sessions will provide the teachers with a safe and non-judgmental environment to reflect on the outcome of their test results. The coach will assist the teachers in becoming aware of where they find themselves health-wise. This in turn will enable the teachers to identify areas in their lives that need improvement along with those areas that they are managing well. The coach and teachers will co-create goals for the teachers to improve their lifestyle and reflect on their goals. In order to improve their (teachers) lifestyle they will be provided with relevant information and strategies to make changes regarding their physical activity, nutrition and stress management. Strategies like goal setting, developing a plan of action to realize their goals, managing the barriers that can prevent them from achieving their goals and self-monitoring their progress towards health and wellness will be introduced and discussed by the coach to assist the teachers in making the relevant health changes in their lives to setup and maintain new health behaviours. The overall aim of the two coaching sessions is to provide the teachers with a means to stay motivated and remain in control (or regulate) of the setup and maintenance of new health behaviours. It is easy to start a new behaviour but harder to persist at it! The coach should at all times communicate his/her belief in the coach's ability to achieve goals! Making use of the two coaching sessions as a blueprint for behaviour change will enable the coach to become his/her own lifestyle coach – placing the responsibility for optimal wellness in the coach's hands. The MoVo process model and intervention program will be used to structure the coaching sessions.

During the first session the teachers will receive feedback regarding their test results. The coach will encourage the teachers to use these test results to decide on changes they would like to make to their lifestyle that will improve their health. Thereafter the teachers will consider different options to make the changes they seek a reality by setting goals and pursuing actions decided by THEMSELVES. Possible barriers that may prevent the teachers from achieving their goals will be discussed along with ways to overcome these barriers or manage them effectively. It is important for the teachers to take ownership of the coaching process - this means that when they decide on setting a specific goal it should be important to them and it should add value to their life. If the goal is set by the coach and not the coach the coach will not take ownership of the goal or feel responsible to achieve this goal. To make sure the journey from goalsetting to goal achievement is a successful one, the coach will encourage teachers to monitor and record their behaviour to establish a sense of control over their behaviour changes. The coach will make worksheets available to the teachers to assist them in monitoring their behaviour and keeping track of the progress they are making while pursuing their goal. Furthermore, the coach will introduce the teachers to the user-friendly *KaziHealth* App. via tutorials. This application integrates the three lifestyle interventions, namely, physical activity, nutrition and stress management. The *KaziHealth* application will also provide regular education snippets and motivational reminders to help the teachers achieve their personal health goals.

During the second session the coach will assist the teachers to reflect on their journey from goalsetting to goal achievement. This will be done by introducing the teachers to an easy and structured way to apply reflection in their lives that will serve them well when setting new goals. It is important to consider that the journey from goal setting to goal achievement is a learning experience and paves the way to setting new goals. The second session will therefore help the teachers to consider the positive changes of adopting new behaviours and look at ways to strengthen more positive lifestyle changes that will contribute to their' overall wellbeing.

## KaziHealth Lifestyle Coaching Session 1: Introduction to Coaching

### Slide 2:

Objectives:

- Introduce the concept of coaching
- Introduce the MoVo process model and intervention program
- Encourage teachers to set SMART goals
- Introduce worksheets as a means of self-regulation
- Encourage self-directed coaching using the two MoVo sessions

### Slide 3:

Introduce yourself and explain to teachers that your role as coach is to encourage them on their journey of change towards optimal wellness. Communicate clearly that you are not there to tell them what to do but assist them to make informed choices using your expertise. The decision to change rests with the teachers. Use the analogy of a sports coach - you can assist in developing a training program, but they must do the exercise!

Coaching is about self-awareness and becoming motivated to change. In essence it is about revealing your "best you" to achieve greatness. Teachers should be encouraged to envision their "best self" and consider what is keeping them from being their "best self". The coaching process is one of self-discovery. The coach will aim to make this process as productive as possible by using the skills of listening to the coach, questioning the coach and reflecting back to the coach what he/she is communicating.

Use questions to generate discussion. Teachers can answer questions in their workbook on their own, or in the group.

#### Discussion:

How would you define coaching?

.....

Self-awareness means being honest with yourself. What changes do you have to make on your journey towards health and wellness?

.....

### Slide 4:

Coaching involves (cognitive-behavioural) strategies. These strategies can be used by the coachee to bring about change or reach his/her goals. These strategies are:

- Goal setting
- Setting own goals (start walking)
- Action planning
- Taking action steps to achieve your goals (20-minute walk daily)
- Barrier management

- Identifying what can prevent the coachee from achieving his/her goals (busy schedule)
- Self-monitoring
- Monitor your progress to stay motivated (record your activities in a journal)

State that coaching is a collaborative process between coach (you) and coachee, to arrive at the goals. A goal needs actions to make it achievable. The actions the coach will take to reach his/her goals need to be managed (being preventative and identifying challenges that can impact or prevent goal achievement) and monitored. The coach should be encouraged to keep a journal of goalsetting and what the process entailed. The use of a journal is a handy tool for the coach to monitor progress regarding the goals that he/she sets in order to stay motivated.

Use questions to generate discussion. Teachers can answer questions in their workbook on their own, or in the group.

Discussion:

Set a goal for yourself. You don't have to be too specific (you'll get to that later!)

.....

What actions do you have to take to achieve this goal?

.....

What challenges or barriers can possibly stand in your way to achieve your goal?

.....

How can you deal with or manage these challenges or barriers?

.....

In which ways can you monitor your progress towards achieving your goal?

.....

### **Slide 5:**

The MoVo process model assumes that the successful setup and maintenance of health behaviours depends on 5 psychological factors:

#### **1. Strength of the goal intention**

The central motivational construct of the model.

When setting goals, the teachers weight up the costs and benefits of adopting a behaviour and appraise their ability to achieve these goals. Self-efficacy refers to one's belief that he/she can achieve a goal. This belief (I can do it) motivates goal achievement while it can also hinder it when the belief (I cannot do it) is negative. Refer the teachers to the "Give Stress the Red Card" manual to read more about self-efficacy.

Expressed as "I intend to join the gym."

## **2. Self-concordance of the goal intention**

Self-concordance refers to the extent to which the goal intention is in accordance with the values and interest of the coach. In other words, the goal must be of value to the coach! A self-concordant goal is a personal goal and reflects the values of the coach.

You are more likely to achieve a goal if your goal intention is self-concordant. The coach will take ownership of a goal that he/she decided on personally.

## **3. Implantation intentions**

To move from goal intentions to real actions - these goal intentions need to be translated into implementation intentions. Implementation intentions are simple plans where the coach specifies the when, where and how of an intended action. Implementation intentions significantly enhance the likelihood of initiating and continuing a behaviour. Implementation intentions are challenged by internal and external barriers e.g., a busy schedule or procrastination.

Expressed as: "I intend to go to the gym at 18:00 every Wednesday night."

## **4. Volitional strategies of intention shielding**

When faced with barriers the coach needs to apply volitional strategies of intention shielding - these include mood management and cognitive restructuring or attention control to assist goal achievement.

Self-regulatory processes play an important role in the use of implementation intentions. Encourage the teachers to record their thoughts and moods and to relate how their thinking can affect their mood.

## **5. Outcome experiences**

These experiences reflect the personal experiences and appraisals regarding the newly acquired behaviour. Based on positive or negative outcome experiences, teachers confirm or change their corresponding outcome expectancies and thus maintain or modify their future goal intentions. If the coach had a good experience with setting and pursuing a goal, he/she will continue the behaviour change. If not, goal intentions need to be modified.

### **Slide 6:**

MoVo intervention program brings about behaviour change using motivational and volitional strategies.

Motivational strategies aim to form a strong and self-concordant goal intention. The coach's goals must be of personal value and he/she must have the belief that the goals are achievable. This belief is called self-efficacy.

Volitional strategies focus on implementation competencies and action control (self-regulation) abilities. The coach must be encouraged to record any behaviour change to manage it. This recording can also serve as motivation to persist in goal setting and serve as a "track record" to draw strengths from the experience of setting goals.

State that motivational and volitional strategies will be used during the two coaching sessions.

**Slide 7:**

Use questions to generate discussion. Teachers can answer questions in their workbook on their own, or in the group.

Discussion:

What are your thoughts about the feedback you received?

.....

How do you feel about the feedback?

.....

What changes do you want to make after receiving the feedback?

.....

**Slide 8:**

Use questions to generate discussion. Teachers can answer questions in their workbook on their own, or in the group.

Discussion:

What actions do you need to take to make these changes a reality?

.....

List the pros and cons (the positive and negative side) of each action identified.

.....

**Slide 9:**

Use questions to generate discussion. Teachers can answer questions in their workbook on their own, or in the group.

Discussion:

Decide on a specific goal that you want to achieve. Remember that you have decided to make changes to your lifestyle and have considered the actions to pursue to make these actions possible.

.....

Which action/s do you want to pursue to achieve this goal? In other words what are you going to do to achieve this goal?

.....

Explain why you decided to pursue this goal.

.....



**Slide 10:**

Use questions to generate discussion. Teachers can answer questions in their workbook on their own, or in the group.

Discussion:

Discuss the “when, where and how” of your goal.

.....

What barriers can prevent you from achieving your goal?

.....

How can you manage or deal with these barriers that may prevent you from goal achievement?

.....

**Slide 11:**

Encourage teachers to fill in worksheets to set goals, record their progress and manage their time. The reflection sheet will be made use of after Session 2 has run its course. The sheets can be found at the back of their workbook (and at the back of this manual) and can guide the teachers to set goals, plan their time, record their progress and reflect on their goals. The worksheets are easy to use and can form part of the teacher's journal.

**Slide 12:**

Explain that goals need to be SMART goals:

**Specific:** State the specific behaviour (or change)  
Go for a daily 20-minute walk

**Measurable:** Must be able to track your progress  
Time spent, or weight lost

**Attainable:** Your goal must challenge you  
Must be realistic to achieve

**Relevant:** Your goal must be beneficial to you  
Must correspond with values (or what is important for coachee)

**Time bound:** Your goal should have a target date attached to it  
When will the behaviour change be initiated?

Set a SMART goal for yourself related to the feedback that you received.

S

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M

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A

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R

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T

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**Slide 13:**

References - Teachers can be encouraged to explore these resources.

## KaziHealth Lifestyle Coaching Session 1: Reflection

### Slide 2:

Objectives:

- Introduce the concept of reflection as a valuable tool to learn from experiences.
- Encourage teachers to reflect on the changes that they set out to make in the first session.
- Explain the value of adopting a GROWTH mind set.

### Slide 3:

Introduce the skill of reflection and how it entails learning from experience. Reflection shouldn't just be used to "look back and find fault" but should be utilized as a means to identify strengths. Reflecting on weaknesses or failure should be done with a learning mind set - this entails learning from failure and identifying weaknesses with the intention of working to improve on the relevant weakness.

Discussion:

How have you used the skill of reflection in the past?

.....

Why do you think that it is important to reflect on your experiences?

.....

### Slide 4:

Kolb (1984) provides a process or steps to apply the skill of reflection to your experience. The four steps are Experience, Reflection, Generalisation and Application. Following these steps will help the coach to make sense of an experience or learn from it. Each step can ask a specific question:

#### Experience:

What did you do?

Here you recall the behaviour that you engaged in or what you did e.g., a gym session after work.

#### Reflection:

What happened?

Here you elaborate on what the experience entailed. What did you think, feel and do during this gym session? e.g., I was not "in the mood" at the start but then used self-talk to motivate myself to join the aerobics class. Also, I had no idea what to expect at the gym.

#### Generalisation:

What did the you learn?

Elaborates on the learning that happened e.g., I learned that I should monitor my self-talk and use positive affirmations to motivate myself to go to the gym.

**Application:**

What will the you do next?

Elaborates on what changes need to be made regarding your experience e.g., I am going to plan what I am going to do at the gym next time.

Discussion:

Apply the experiential learning cycle to an experience that you had related to a behaviour that was intended to improve your health and wellness e.g., exercising.

Experience:

.....

Reflection:

.....

Generalisation:

.....

Application:

.....

**Slide 5:**

Use questions to generate discussion. Teachers can answer questions in their workbook on their own, or in the group.

Discussion:

What did you set out to do or change?

.....

Why did you decide to make a change to your lifestyle?

.....

What were your goals?

.....

**Slide 6:**

Use questions to generate discussion. Teachers can answer questions in their workbook on their own, or in the group.

Discussion:

What happened? Which actions did you pursue to reach your goals? – discuss the “when/where/how” of these actions.

.....

Did you believe that you could reach your goals?

.....

What barriers did you experience in pursuing your goals?

.....

How did you deal with these barriers?

.....

**Slide 7:**

Use questions to generate discussion. Teachers can answer questions in their workbook on their own, or in the group.

Discussion:

What did you learn from your experience about yourself, your actions and others?

.....

What skills and strengths did you use to pursue your goal?

.....

What weaknesses did you identify in pursuing your goal that you can turn into strengths?

.....

How did recording your progress help you in pursuing your goal?

.....

**Slide 8:**

Use questions to generate discussion. Teachers can answer questions in their workbook on their own, or in the group.

Discussion:

What will you do differently next time?

.....

What advice do you have for someone who wants to pursue a similar goal?

.....

What is your next goal to establish and maintain a healthy lifestyle?

.....

**Slide 9:**

Change is part of life and to make these changes easier a GROWTH mind set is necessary. When setting goals, the coach embarks on change - therefore a growth mind set can assist the coach in achieving goals.

A GROWTH mindset entails:

- Embracing challenges
- Look at challenges as learning opportunities
- Persist when faced with obstacles
- Keep setting new goals
- Value effort as the path to success
- Change does not happen overnight
- Use criticism to motivate yourself
- View criticism as constructive feedback
- Learn from others' success and your own
- Celebrate achievements and associate with people you admire

Discussion:

How do you think a GROWTH mindset can contribute to your health and wellness?

.....

**Slide 10:**

The purpose of the coaching sessions was to empower teachers to become capable of self-coaching. The teachers should use the sessions (as indicated) to set new goals and reflect on their health behaviours. Refer teachers to the reflection worksheet. Encourage teachers to make copies of the worksheets. These worksheets can be used when coaching themselves.

**Slide 11:**

References - Teachers can be encouraged to explore these resources.

### Worksheets

#### Goalsetting:

1. Write down the goals that you would like to achieve

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.....  
.....  
.....

2. Make these goals "SMART" goals (specific, measurable, realistic and time bound).

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.....

3. What activities do you need to engage in to achieve these goals (exercise, dietary changes, and stress management techniques?)

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.....  
.....

4. Who can support you to reach these goals?

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.....  
.....

5. Identify barriers that can prevent you from achieving your goals? How can you overcome these barriers?

.....  
.....  
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.....

6. How will you benefit from achieving the goals you set for yourself?

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.....

**Goalsetting Reflection:**

1. Reflect on the goals you set. Did you achieve these goals?

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.....  
.....  
.....

2. Who helped you to achieve these goals?

.....  
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.....  
.....

3. What challenges did you experience attaining your goals? How did you deal with these challenges?

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.....

4. Modify your goals or set new goals for the next three weeks-Remember to set SMART GOALS! (Use goal setting worksheet and time sheet). Monitor your progress using the table provided.

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**Progress Table:**

**Week 1**

<b>Day</b>	<b>Physical Activity and Exercise</b>	<b>Diet and Nutrition</b>	<b>Stress and Sleep Management</b>
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Saturday			
Sunday			

**Week 2**

<b>Day</b>	<b>Physical Activity and Exercise</b>	<b>Diet and Nutrition</b>	<b>Stress and Sleep Management</b>
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Saturday			
Sunday			

**Week 3**

<b>Day</b>	<b>Physical Activity and Exercise</b>	<b>Diet and Nutrition</b>	<b>Stress and Sleep Management</b>
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Saturday			
Sunday			

**Time Management Sheet:**

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
06:00							
07:00							
08:00							
09:00							
10:00							
11:00							
12:00							
13:00							
14:00							
15:00							
16:00							
17:00							
18:00							
19:00							
20:00							
21:00							
22:00							

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Kolb, D. (1984). *Experiential Learning*. New Jersey, Prentice Hall

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