



SSSC

6. Supporting resources



Resource 1 – Practical coaching tools

Here are four practical coaching tools to supplement the information on core coaching skills outlined in section 2. Additional practical coaching tools and tips can be found in the books listed under Coaching skills and Coaching models and approaches in section 5.

1. Using powerful questions

Jenny Rogers (Jenny Rogers, 2004) suggests a number of powerful questions which can be used to initiate and support a coaching conversation.

- What is the issue?
- What makes this an issue now?
- Who owns this issue?

- On a scale of 1-10, how important is this issue to you?
- On a scale of 1-10, how much energy do you have to find a solution?
- What are the implications of doing nothing?

- What have you already tried?
- Imagine this problem has been solved. What would you see, hear, feel?
- What is standing in the way of that outcome?

- What is your responsibility for what has been happening?
- What early signs are there that things might be getting better?
- Imagine you are at your most resourceful. What do you say to yourself about this issue?

- What are the options for action?
- What criteria will you use to judge the options?
- Which option seems the best one against those criteria?
- What is the next step?
- When will you take it?

2. Using open questions for different purposes in a coaching conversation

We have provided a list of possible open questions arranged under several headings which relate to aspects of a coaching conversation. Depending on the nature and stage of the coaching conversation, you may find it useful to draw on some of these questions.

This tool is based on notes on useful open coaching and mentoring questions in the Coaching and Mentoring Training Resource Pack written by Duncan Wallace and Joette Thomas of Animate Consulting for the Care Inspectorate and the SSSC. Many of these questions are based on questions published by David Clutterbuck. As an expert in

the field of mentoring and coaching, David Clutterbuck suggests that as they develop their own coaching practice, coaches add and develop their own powerful coaching questions (David Clutterbuck, 2013).

It is the coachee who decides the focus of a coaching conversation, areas for development or particular goals they want to achieve. As a coach, remember that it is not about asking the right question, it is more about asking a question which allows the coachee to reflect on their issue, gain insights and make their own choices.

Open questions can help the coachee explore their issue in the coaching conversation. Some questions will help the coachee to continue their reflections beyond the coaching conversation. Be open to the possibility that the coachee may not be ready for or may not want to answer some questions. Sometimes it can be more helpful to the coachee to leave space for them to reflect rather than asking another question right away.

Questions for focus

- What is your biggest concern?
- What are you most proud of at the moment?
- What matters most to you at the moment?
- What have you been avoiding thinking about lately?
- What is frustrating you most right now?
- What issue do you think others would like you to resolve?
- What are you finding most difficult to resolve?
- What opportunities might you be missing?
- What would you feel better about if you could get it off your chest?
- If you could change one thing today, what would it be?

Questions for framing the issue

- How would you summarise the issue in one sentence?
- Who and what is involved?
- What is the specific dilemma?
- What has prevented you sorting out this dilemma before now?
- What is stopping you getting on with something you know to be important?
- What is your gut instinct telling you to do about it?
- What is the main thing stopping you making progress?
- How frequently does this issue arise?
- What position have you adopted?
- What is your motivation?
- When is this an issue for you?
- How strongly do you feel about it?
- What is the pressure to resolve this issue? Or, what is the pressure to avoid dealing with this issue?
- What are the assumptions you are making?
- What are you trying to achieve?

Questions to analyse implications

- How does this matter to you?
- What is the current impact (on you, on others)?
- What is at stake?
- How does this fit into the big picture?
- What happens if you don't resolve it?
- What are the forces at play in this issue?
- What lies behind each of these forces?
- Where is the issue leading?
- How might you have contributed to this issue?
- How does this fit with your values?
- What are you likely to regret?

Question to facilitate insight

- What are your responsibilities in this?
- What have you been avoiding?
- What do you want to happen? For what reason?
- What would someone you trust and respect tell you to do?
- Where are the disconnections in this situation between what you say and what you do?
- What is the question no one wants to ask or be asked?
- How much do you really care?
- What do you know now?
- What patterns are familiar to you?

Questions to support reframing

- How do you now see the issue differently?
- What precisely has changed in your perception of the issue?
- How does your new understanding change your attitudes towards your role/your motivations?
- Who do you now think owns this issue?
- Who has the power/responsibility to resolve it?
- What is important to you now?
- What if you did the opposite of what you do now?
- If you were working entirely to your own agenda, what would you do now?
- What do you now understand/not understand?
- What are the opportunities open to you?

Questions to stimulate creating options

- If you had no limitations on you, what would you do?
- What would your role model do?
- What is the worst thing you could do?
- What is the best thing you could do?

- What would be most motivating for you?
- Which behavior or attitude needs to shift in you?
- Who else could help you resolve this issue?
- If you could focus all of your energy on this, what would you do first?
- Where could you start?
- What needs to be resolved and how quickly or completely?

Questions to stimulate action

- What are you going to do about it?
- When do you want to achieve this?
- When and how will you get started?
- How committed are you to what needs to be done?
- How much courage do you need?
- Who can provide you with support and encouragement?
- How will you feel once you have resolved the issue?
- What needs to be said that has gone unsaid?
- What obstacles do you foresee and how will you overcome them?
- What one action or decision would free you up to get on with this?
- What deadlines do you want to set for yourself?
- How will you measure progress towards this goal?

3. Powerful questions for different stages of a coaching conversation

This tool is based on a resource developed by the Kinharvie Institute and is used with their kind permission.

Asking powerful questions in the course of a coaching conversation invites the coachee to find their own clarity, action or insight. Below we have provided examples of powerful questions arranged under the three broad headings of beginnings, middles and endings.

Questions for beginnings

You may find it helpful to use one, two or several of these questions to support your coaching conversation in the beginnings phase.

- To what extent are you here by choice?
- How are you choosing to be here today?
- What might block you in giving your best today?
- What do you do to energise yourself?
- What have you done recently that you are proud of?
- What is the most fun you have had recently?
- What is the positive feedback you receive that still surprises you?
- What is a risk you took in the last month?
- How do you make a difference at work?

- What words or phrases come to mind to describe your working style?
- What is the gift you have that you do not fully acknowledge?
- What is the crossroads you find yourself at this point in time?
- What is a question you are thinking about a lot at this point in your life?
- What is your question for today? Or: what is your learning question for today?
- What needs to happen in this conversation for it to be successful for you?
- How much energy do you have for resolving this issue?
- How would the situation look if there were no problem?
- How will you know if this coaching has been successful?
- If the issue was magically resolved tomorrow, what would the situation look like?

Questions for middles

You may find it helpful to use one, two or several of these questions to support your coaching conversation in the middles phase.

- What is the story you tell yourself about being in this situation/this organisation?
- What are the 'pay-offs' you receive from holding onto this story?
- How does this story limit your possibilities?
- How does the story give meaning to your life (or the life of the organisation)?
- Recognising the limitation of this story, what could be a new story that is full of possibility, generosity and gifts?
- What have you done to create the very thing that you are most troubled by?
- What are you holding onto that the other person (people) still doesn't know about?
- What are you holding onto that it is now time for you to release?
- What forgiveness are you withholding?
- What resentment do you hold?
- What is the 'no' or refusal, that you keep postponing?
- What have you said 'yes' to that you no longer really mean?
- If I could wave a magic wand and give you all the courage and insight you needed, what would you do?
- What is the first step? When will you take it?
- What is the one thing you would like to do more of?
- What has past experience shown you?
- What are the pros, cons and interesting alternatives?
- How much do you care?
- What possibilities do you see now that weren't obvious to you before?
- What conditions will you need to create so that you can successfully implement the changes you want to make?
- What challenges may arise in following these steps? What do you need to do to overcome these?
- As you implement your decisions, what do you need to pay attention to?
- What is one thing you could do to support implementation of this approach?
- What is the commitment you are willing to make that constitutes a risk or major shift for you?
- How will you measure your progress?
- What early signs are there that things might be getting better for you?
- How can you celebrate what you have accomplished?

Questions for endings

You may find it helpful to use one, two or several of these questions to support your coaching conversation in the endings phase.

- With respect to the coaching, what is working/not working? What needs to change?
- What one word describes how you are leaving the coaching conversation today?
- If asked tomorrow what happened in the coaching conversation today, what would you say?
- What happened today that surprised you?
- What will you start doing/stop doing/do more of as a result of today's coaching conversation?
- What stands out most in your mind about this conversation?

4. Working with the GROW coaching model

The GROW model of coaching provides a useful framework for an informal coaching conversation or a formal coaching session. For more information about the theoretical foundation and application of the GROW model see chapter 4 by Graham Alexander (in Jonathan Passmore, 2006) and 'Coaching for Performance' (John Whitmore, 2009).

The four elements in the model are below.

- Goal – what do you want to achieve in this session or in the longer term?
- Reality – tell me your story, where are you now?
- Options – what are the possibilities and choices you have?
- Will – what are you committing to as a way forward?

When you first use this model, it is best to work through these four elements in order. But as you become more experienced in your coaching practice, you will find the elements do not have to be used in order.

We have provided a list of possible questions which can be used for each element in the GROW model.

Goal

- What is the aim of this conversation?
- What do you want to achieve in the long term?
- What does success look like?
- How much personal control or influence do you have over the goal?
- What is a short-term goal along the way?

Reality

- What is happening now?
- Who is involved?

- What have you done about this so far?
- What is missing in this situation?
- What do you have that you are not using?

Options

- What options do you have?
- Which option(s) will you choose?
- What else could you do?
- What if ... (time, authority, resources)?

Will/way forward

- Which option(s) would you choose?
- How will this meet your objectives?
- When precisely are you going to start and finish each step?
- What could hinder you in taking your first steps?
- What support will you need and from whom?
- How committed are you on a scale of 1-10 to taking these agreed actions?
- What prevents this from being 10?

Remember that coaching relies on good listening. There is no point in asking good questions if you do not listen carefully to the answers.

- Pay attention to the coachee and hear what they say, their words and how they are speaking those words.
- Suspend your own judgement so you can remain focused on the coachee and be there for them.
- Do not distract yourself thinking of your next question. If, when the coachee has finished answering, you are not ready with your next question, do not panic. This leaves the coachee space and time to reflect and say more at greater depth if they wish.
- Let your next question flow from the coachee's answers and reflections.

Resource 2 – References for coaching models

As noted in section 3, it is beyond the scope of this resource to advocate for any one type of coaching over any other or to provide the detail of any particular coaching model.

To support your exploration of a coaching approach which is suited to your purposes, we have provided a summary of **types of coaching** (in table A) and a list of current **theoretical approaches and coaching models** (table B) with suggested references for further reading. Numbers in brackets refer to resources listed as references in section 5. Also see the list of further resources in section 5.

Table A: Types of coaching

Type of coaching (*see note)	Comments on theoretical approaches and models	Suggested reference and further resources
1. Skills and performance coaching	Skills and performance coaching is most closely related to the following theoretical approaches to coaching: <ul style="list-style-type: none"> • solution-focused • person-centred • narrative • cognitive developmental • positive psychology • neuro-linguistic programming. 	Chapter 14 by Bob Tschannen-Moran in The Complete Handbook of Coaching (Elaine Cox et al, 2014)
2. Developmental coaching	Developmental coaching is most closely linked to the following theoretical approaches: <ul style="list-style-type: none"> • person-centred • cognitive-behavioural • narrative • cognitive developmental. 	Chapter 15 by Elaine Cox and Peter Jackson in The Complete Handbook of Coaching (Elaine Cox et al, 2014)
3. Transformational coaching	Links to the following theories and methodologies: <ul style="list-style-type: none"> • psychodrama • Gestalt psychology • systemic family therapy • levels of learning. 	Chapter 16 by Peter Hawkins and Nick Smith in The Complete Handbook of Coaching (Elaine Cox et al, 2014)
4. Executive and leadership coaching	Links to a range of theories and methodologies.	Chapter 17 by Jon Stokes and Richard Jolly in The Complete Handbook of Coaching (Elaine Cox et al, 2014)
5. Team coaching	Team coaching relates to the following theories and approaches to coaching: <ul style="list-style-type: none"> • performance coaching • cognitive behavioural • solutions-focused coaching and positive psychology • developmental coaching. 	Chapter 19 by David Clutterbuck in The Complete Handbook of Coaching (Elaine Cox et al, 2014) David Clutterbuck, 2007 Peter Hawkins, 2014

*Note to table A: This is not intended to be an exhaustive list of types of coaching. We have featured those most relevant to coaching within the context of social services.

Table B: Theoretical approaches and coaching models

Theoretical approach and coaching model (*see note)	Suggested reference and further resources
1. Psychodynamic approach to coaching	Chapter 1 by Graham Lee in The Complete Handbook of Coaching (Elaine Cox et al, 2014)
2. Cognitive behavioural coaching	Chapter 2 by Helen Williams, Stephen Palmer and Nick Edgerton in The Complete Handbook of Coaching (Elaine Cox et al, 2014) Chapter 6 by Michael Neenan in Excellence in Coaching: the industry guide (Jonathan Passmore, 2006)
3. Solution-focused approach to coaching	Chapter 3 by Michael Cavanagh and Anthony Grant in The Complete Handbook of Coaching (Elaine Cox et al, 2014) Chapter 5 by Anthony M Grant in Excellence in Coaching: the industry guide (Jonathan Passmore, 2006) Paul Jackson and Mark McKergow, 2007
4. Person-centred approach to coaching	Chapter 4 by Stephen Joseph in The Complete Handbook of Coaching (Elaine Cox et al, 2014)
5. Gestalt approach to coaching	Chapter 5 by Peter Bluckert in The Complete Handbook of Coaching (Elaine Cox et al, 2014) John Leary-Joyce, 2014
6. Existential coaching	Chapter 6 by Ernesto Spinelli in The Complete Handbook of Coaching (Elaine Cox et al, 2014)
7. Ontological coaching	Chapter 7 by Alan Sieler in The Complete Handbook of Coaching (Elaine Cox et al, 2014)
8. Narrative coaching	Chapter 8 by David Drake in The Complete Handbook of Coaching (Elaine Cox et al, 2014)
9. Psychological development in adulthood and coaching	Chapter 9 by Tatiana Bachkirova in The Complete Handbook of Coaching (Elaine Cox et al, 2014)
10. Transpersonal coaching	Chapter 10 by John Rowan in The Complete Handbook of Coaching (Elaine Cox et al, 2014) Chapter 8 by John Whitmore and Hetty Einzig in Excellence in Coaching: the industry guide (Jonathan Passmore, 2006)

Theoretical approach and coaching model (*see note)	Suggested reference and further resources
11. Behavioural coaching – the GROW model	Chapter 4 by Graham Alexander in Excellence in Coaching: the industry guide (Jonathan Passmore, 2006) John Whitmore, 2009
12. Positive psychology approach to coaching	Chapter 11 by Ilona Boniwell, Carol Kauffman and Jordan Silberman in The Complete Handbook of Coaching (Elaine Cox et al, 2014)
13. Transactional analysis and coaching	Chapter 12 by Rosemary Napper and Trudi Newton in The Complete Handbook of Coaching (Elaine Cox et al, 2014)
14. Neuro-linguistic programming (NLP) approach to coaching	Chapter 13 by Bruce Grimley in The Complete Handbook of Coaching (Elaine Cox et al, 2014) Chapter 7 by Ian McDermott in Excellence in Coaching: the industry guide (Jonathan Passmore, 2006)
15. Co-active coaching	Laura Whitworth et al, 2007
16. Challenging coaching	John Blakey and Ian Day, 2012
17. Mindfulness and coaching	Liz Hall, 2013
18. Somatic coaching	Richard Strozzi-Heckler, 2014
19. Presence-based coaching	Doug Silsbee, 2008

*Note to table B:

This is not intended to be an exhaustive list of theories, models and approaches related to coaching. We have featured those most relevant to social services.

Resource 3 - How to practise and develop as a coach

The resource provides those interested in practising as a coach with more information about what is required. This is informal guidance about what is required to practice as a coach within social services.

1. Capabilities and capacities.
2. Skills and knowledge.
3. Coaching competency frameworks.
4. Regular practice, reflective practice and feedback.
5. Alignment with the purpose of coaching.
6. Commitment to ongoing professional development.
7. Formal coaching qualification.
8. Individual coach accreditation.

Coaching is an emerging profession which means there are no hard-and-fast rules about the professional practice of coaching. While this allows flexibility, it also means the field of coaching can be a confusing one for practitioners.

To practice as a coach who is engaged more regularly in formal one-to-one or team based coaching there are some fundamental requirements.

1. Capabilities and capacities

The capabilities and capacities needed by a coach are largely captured in our description of the values, behaviours and principles which underpin a coaching approach (see section 2).

There is also a strong link between the capabilities required by a coach and the leadership capabilities outlined in the Strategy for developing leadership capacity in Scotland's social services, 2013-2015 (SSSC, 2014). In particular:

- self-leadership
- motivating and inspiring
- empowering.

2. Skills and knowledge

To be an effective coach, you need to be able to practice each of the core skills of attending, listening, summarising, questioning and giving feedback as explained in section 2.

You also need to be committed to your continuing development of these skills through regular practice, self-reflection and seeking feedback from others on the impact of your skills in practice.

While you do not need to have specific knowledge about the area of practice or expertise of your coachees, you do need to have knowledge about the process of coaching. You need to be aware of how to manage the boundaries around the coaching relationship with sensitivity and due attention to confidentiality.

3. Coaching competency frameworks

Each of the three main professional bodies for coaching have developed coaching competency frameworks. These frameworks provide useful guidance about the range of capabilities, capacities, skills and knowledge required for practising effectively and safely as a coach.

- Core competencies published by the International Coaching Federation (ICF).
- Competence framework published by the European Coaching and Mentoring Council (EMCC).
- Competency framework published by the Association for Coaching (AC).

4. Regular practice, reflective practice and feedback

To practise effectively as a coach, you need to be committed to reflective practice. This means you take the time to reflect on your practice as a coach before and after each coaching session. It means looking for opportunities to receive feedback from your coachees about your coaching practice and the impact of the coaching on their learning and development. You take account of your self-reflection and feedback from others in how you continue to develop your practice as a coach.

5. Alignment with the purpose of coaching

If you practise as a coach who is internal to the organisation, it is important you are clear about how coaching is being used in your organisation. An internal coach needs to make sure they fulfil the role of coach in alignment with the stated purpose of coaching.

6. Commitment to ongoing professional development

When you practice as a coach, it is important you make arrangements for regular coaching supervision. If you are one of several internal coaches, it is likely your organisation has made formal arrangements for coaching supervision. If there are no arrangements or you are practicing as a coach on your own, it is important you identify a coaching supervision arrangement which suits your needs and the level of your coaching practice.

See the International Coaching Federation, European Coaching and Mentoring Council and Association for Coaching websites for details and guidance about coaching supervision. You may also find the information about coaching supervision on the Association of Coaching Supervisors website helpful.

It is also advisable, if you are practicing regularly, that you take part in regular continuing professional development (CPD) to support your ongoing development as a coach. There are useful CPD ideas on the ICF, EMCC and AC websites.

You may find it helpful to subscribe to *Coaching at Work*, a practitioner journal for people who practice coaching. The Scottish Coaching Collaborative has details of networking and CPD events in Scotland for people practising as coaches.

7. Formal coaching qualification

If you want to develop as a coach you also need to consider doing a formal coaching qualification or a qualification in a related discipline.

It is beyond the scope of this resource to provide the details of any particular coaching qualifications or to recommend any particular coach training provider. However the following questions will help you reflect on what you want from a coaching qualification and how you will choose a coach training provider.

What are you looking for in a coach training programme?

What is your stage of development and experience as a coach?
Are you simply looking for more practical experience of using coaching skills in informal coaching conversations? Or, are you hoping to develop as a coach who can work one-to-one or with teams in a more formal arrangement?

How much of the programme is allocated to providing you with direct experience of practice as a coach, of being coached and of observing others coaching?

Coaching is a practical skill. It is really important that a programme supports you to get lots of practice in coaching and supports your ongoing practice development through the provision of high quality feedback.

What is the level of accreditation of the coach training provider?

There is an increasing requirement for coach training providers to undergo a formal accreditation process with one of the coaching professional bodies. There are different levels of accreditation for these coaching qualifications.

If the formal accreditation of your coach training provider is important to you, ask them to explain which professional body has accredited their qualifications and at what level is their qualification recognised.

What are the core underpinning principles of the coach training provider's approach?

How do these principles align with your own values and learning style?

How does the coach training provider support participants to develop their own approach to coaching?

Some coach training providers will shape their qualifications around specific models of coaching. Ask them to be specific about the nature and scope of their qualification. If you are interested in exploring a range of approaches and developing your own approach to coaching, ask them how you will be supported to do this.

What do people who have completed the programme say about their experience?

The best way to find out more about a coaching training programme is to ask people who have already done the programme. Ask the coach training provider to provide you with some links to alumni or ask around your network for recommendations.

8. Individual coach accreditation

An increasing number of organisations which use external coaches and are developing internal coaches stipulate that they need to have individual coach accreditation. Achieving individual coach accreditation means you have submitted a portfolio of evidence to a particular coaching professional body that has been assessed to reach a certain standard.

The coaching professional bodies operate different processes for individual accreditation. Individual coach accreditation incorporates:

- evidence of a certain amount of coaching practice (coaching hours)
- achievement of a recognised coaching qualification (training hours)
- evidence of regular coaching supervision by a suitably experienced coaching supervisor
- evidence of regular continuing professional development as a coach
- evidence of self-reflective practice in relation to your coaching practice.

There are several levels of individual accreditation which are described differently by the different professional bodies. These are:

- practitioner or foundation level
- senior practitioner or advanced level
- master practitioner level.

As coaching is an emerging profession the approach to individual coaching accreditation is still changing. It is beyond the scope of this resource to provide detailed guidance about how to achieve individual coaching accreditation.

It is good practice as a coach to consider the areas covered in any one of the professional body's accreditation processes. For example, even if you decide you do

not want to seek individual coach accreditation, it is a good idea to maintain your own records of your coaching practice supported by self-reflective practice.

Be aware that completion of a coaching qualification does not mean you are an accredited coach. The achievement of a coaching qualification recognised by any one (or all) of the professional bodies is a good first step along the path to achieving individual coach accreditation.

For more information on individual coach accreditation, see the websites for each of the coaching professional bodies. Also see the website for the Association for Professional Executive Coaching and Supervision (APECS).