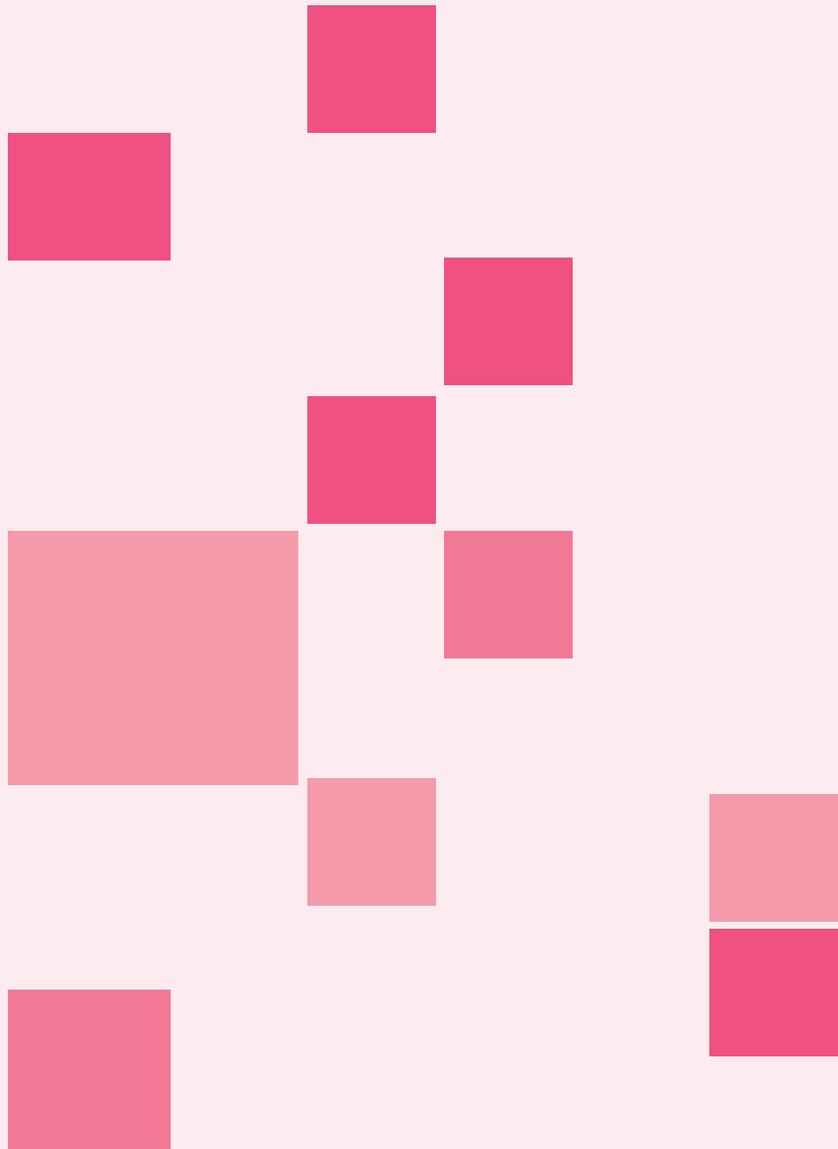




### **3. Formal coaching and how to develop formal coaching in practice**



In this section we explore more about formal coaching and how you can develop your practice as a coach.

1. What is formal coaching?
2. How might we use formal coaching across social services?
3. What is involved in formal coaching?
4. Which developmental approach to use?

After reading this section you will be able to:

- describe the different applications of a formal coaching approach in a social service context and distinguish the purpose of a coaching approach in each of these different applications
- discuss how a coaching approach might be used within your own context and in general across social services
- identify what those involved in coaching can expect from it and some of the potential benefits of a coaching approach for individuals, teams and organisations
- name a number of the different coaching models, approaches and techniques
- identify the models, approaches and techniques which have most relevance to your own practice and illustrate how they could be applied.

## 1. What is formal coaching?

As we have explored in section 1, coaching is a developmental approach to working and interacting with other people which can be informal or formal.

By formal we mean coaching between a coachee and a coach who has undertaken formal development as a coach. It can be one-to-one between a coachee and coach or with a team of people who are being facilitated by a team coach (or team of coaches).

Formal coaching can be used for a range of reasons and it may look and feel different in different contexts. In this section we share several perspectives of coaching to explain the richness of the potential of a coaching approach.

'Coaching is the facilitation of learning and development with the purpose of improving performance and enhancing effective action, goal achievement and personal satisfaction. It invariably involves growth and change, whether that is in perspective, attitude or behaviour.'

(Peter Bluckert, 2006, p3)

### 3.1 How might we use formal coaching across social services?

There are already many examples of coaching being used in social services in Scotland including formal one-to-one and team coaching (as shown in diagram A in section 1). There are different types of formal coaching, suited to different people depending on their circumstances as shown in Diagram B below.



Diagram B: Types of coaching (Elaine Cox and Peter Jackson in Elaine Cox et al, 2014, p216)

Being clear about the purpose and focus of the coaching will help you decide whether an informal or more formal coaching approach is appropriate.

Coaching can be for one or more of the following:

- performance improvement and skills development
- personal growth, learning and development – including leadership development
- change in terms of increasing self-insight, making choices, taking actions, innovating and being creative
- career development or handling changes effectively
- support, health and wellbeing, building resilience and increasing confidence
- team development and culture change.

#### **For performance improvement**

For some people, a shorter term skills coaching may be the appropriate approach. In this case, the focus is on enabling the individual to develop their capability to perform a particular task or to master a particular set of skills.

For others, performance coaching may be the right approach when the focus is on being able to use their particular skills and capabilities in a particular context and achieve improvement in their performance. The requirement for performance improvement may have been determined by others (for example, external performance requirements) but the coaching approach will be more effective if the coachee wants to learn or develop. In this way, coaching for performance improvement will be more successful if it helps 'shift coaches from a problem-solving to a strengths-building focus' (Bob Tschannen-Moran in Elaine Cox et al, 2014, pages 201-214).

Coaching is ‘... a process that enables learning and development to occur and thus performance to improve. To be successful a coach requires a knowledge and understanding of process as well as the variety of styles, skills and techniques that are appropriate to the context in which the coaching takes place.’

(Eric Parsloe, 1999, p8)

‘Coaching is unlocking people’s potential to maximize their own performance. It is helping them to learn, rather than teaching them.’

(W. Timothy Gallwey quoted in John Whitmore, 2009, p10)

### **For learning and development**

Coaching for learning and development can be seen as a progression beyond short term skills and performance coaching. In this case, the coaching is more long term in focus. It is about enabling the individual to develop their own capacity to learn and their ability to identify and solve their own work and personal challenges.

‘Coaching is founded on an understanding of individuals as responsible for their own development (ie they are self-directed) and that their learning derives from tackling their own problems and solutions.’

(Elaine Cox and Peter Jackson in Elaine Cox et al, 2014, pages 215-228)

### **For change, improvement and creativity**

Formal coaching between two individuals or with a team can provide the space for people to stand back from their current situation and see new or different perspectives, think differently and explore how things could feel different. Coaching can support creativity by enabling people to raise their awareness of what helps or hinders them in being creative, to focus on the opportunities to experiment with new approaches, and to stay open to what emerges

### **For support, health and wellbeing**

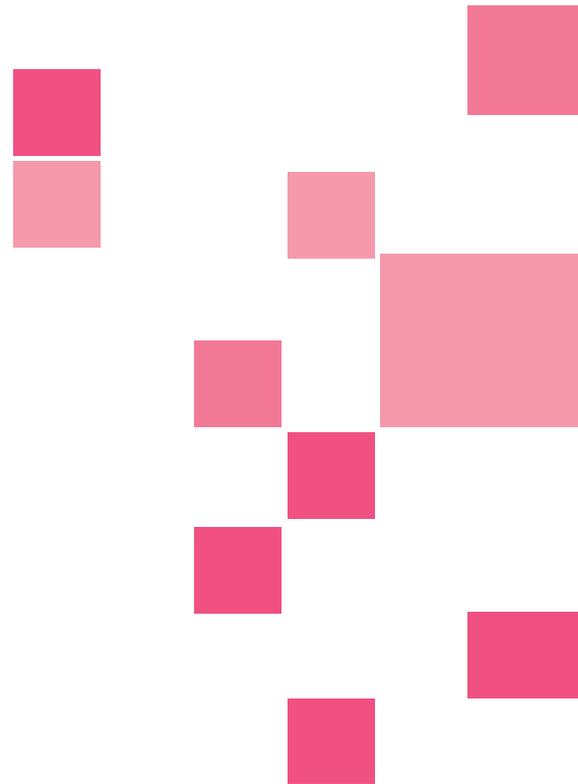
There is increasing interest in the potential of a coaching approach to provide support to people and fostering better health and wellbeing (Margaret Moore and Erika Jackson in Elaine Cox et al, 2014). By providing a safe, non-judgemental space in which an individual can explore their issues of concern, coaching is a supportive approach. Some people report the positive impact they experience from coaching in terms of their health and general wellbeing. In this case, the coach enables the coachee to remain open to what is happening to them and to make positive choices about their own situation.

In the coaching literature there is an increasing focus on the potential of enabling mindfulness or using a mindful approach.

'Coaching is about helping people to have more choice and mindfulness is a way for them to achieve this.'

(Liz Hall, 2013, p18)

There is a clear link between the potential of coaching for support, health and wellbeing and the development in social services of self-directed support and citizen leadership.



# **What to expect from coaching: the impact of one-to-one coaching for a Temporary Assessment Centre Manager in Angus Council**

## **Background**

I came into contact with coaching as some of my team were talking about it. They were enthusiastic about the impact it was having on them and how it was developing them. I didn't really know what it was about but had a sense this was something I should not miss out on. So when a coach in training asked for volunteers to do some work I jumped at the opportunity. After all I like to help folks out!

## **Approach**

I have to say the impact the first session had on me was life changing. My mantra to that point was 'everyone expects me to do everything' and I was exhausted trying and failing to get it all done. The coach introduced me to a model called the 'ego state' and talked about our own internalised messages and how they drive us. I did not have to control the whole of the planet. I had a choice. For the first time in my life I realised I did not have to do everything and it was OK to ask for help.

## **Impact**

It wasn't work that felt the immediate impact of my revelation, it was my family. I went home and life changed for them too forever. Even now, two years on, my children say 'what's for tea tonight?' and quickly add 'oh yeah, we need to help.' And more importantly, do so.

I think more clearly instead of rushing into fix. I even breathe differently. When I am feeling overwhelmed, instead of going at it like a train to a wall to sort it, I remove myself. I go for a walk, take some deep breaths (and remember to keep breathing!) to figure out what I can and can't do. Having made my choices, I don't undermine myself with those inner voices or as my coach called them 'gremlins', which I allowed in the past to unpick my limited resolve.

I now manage the team in which I worked. As I develop my management style coaching is at the heart of how I have developed myself as a manager. I attended the council's three-day Coaching Conversation Course where I learnt the power of open questions, clean feedback and how to create a culture where people feel able to take up their own authority. I then completed a diploma in business coaching. I use my coaching skills and knowledge in the team. Where in the past, I have no doubt, I would have explained to the team how we are going to do a piece of work and the standard I expect, I now make a conscious choice not to do that. I explain the outcome I am looking for and support the team with open questions, active listening and feedback to identify how they want to deliver.

When I see the team making choices and finding their own solution I realise just how much I have shifted from 'doing everything' to being an enabler. The impact of coaching on me, the team (and my family) has been profound.

Children and Learning Directorate, Angus Council

## 3.2 What is involved in formal coaching?

A formal coaching arrangement may have been agreed by an organisational sponsor, typically the coachee's line manager and/or a representative of human resources or learning and development. The specific purpose and focus of the coaching is agreed between the coachee and their coach.

Formal coaching may be one of a number of development activities tailored to the needs of the particular individuals involved or it may be done on a more structured basis across an organisation or system, typically through some kind of organisation-wide coaching scheme. Such schemes may involve both internal and/or external coaches.

For more information on the benefits of coaching for an organisation and what is involved in developing a coaching scheme see section 4.

There are core requirements for any coaching approach (see table 1 in section 2):

- **values and behaviours** (outlined in section 2)
- the **core coaching skills** of attending, listening, summarising, asking questions and providing feedback (outlined in section 2 and supplemented by resource 1).

In formal coaching, the coach needs further knowledge and skills for managing the coaching process.

### **Develop a contract**

Clarify the purpose and scope of the coaching relationship and develop a contract with the coachee.

### **Act ethically**

Act in accordance with a code of ethics for coaching practice including being honest and open about their professional competence and the boundaries of their competence.

### **Manage the relationship**

Manage the interface between them (as coach) and the coachee and the organisation sponsor (as appropriate). Manage the boundaries around the coaching contract.

### **Manage the process**

Manage the coaching process, such as the beginnings, middles and endings of each coaching session and the series of coaching sessions. In formal coaching, the

coach is likely to use a coaching model (or elements of several models), tools and techniques which align with the purpose of the coaching.

### **Models for coaching appropriate to the social service context**

As we have seen, the focus of formal coaching can range from short term performance improvement to long term learning and development.

There are lots of models and approaches to coaching which draw on a range of theories, tools and approaches from a broad base including organisational development, management consulting, learning, psychology and psychotherapy.

It is beyond the scope of this resource to provide the detail of these models. To support your further exploration see section 5 (references and links) and resource 2 in section 6.

Before looking at the detail of a particular coaching model, consider:

- the purpose of the coaching and how aspects of the model might be used in practice to support that purpose and the expected outcomes
- how applicable the particular model or approach is for use in a social service context.

For individual coaches considering their own approach, it is important they are able to account for what they are doing, such as their approach to coaching and the beliefs, values and theories underpinning their approach.

If you are specifically interested in understanding more about what is involved in formal development as a coach, see resource 3 in section 6.

### **3.3 Which developmental approach to use?**

It can be helpful to consider the overlaps as well as the differences between coaching and other developmental approaches so we can be clear about exactly what we mean by coaching or a coaching approach. Getting this clarity may help you decide whether coaching is the right approach to use and, if so, whether an informal or a more informal approach is more appropriate.

In the social service context other developmental approaches include:

- mentoring
- management
- psychotherapy and counselling
- supervision
- training, education and professional development
- consulting.

Thinking through a number of key questions (see table 2) may help you decide when coaching might be a useful approach. Importantly, it is also helpful to be clear about when coaching is not the right or suitable approach for a particular individual in a particular situation.

<b>Why</b> is the approach being used?	<ul style="list-style-type: none"> <li>• The <b>purpose</b> of the developmental approach.</li> <li>• The <b>context</b> for it.</li> <li>• The <b>choice</b> or <b>sponsorship</b> of the approach.</li> </ul>
<b>What</b> is involved?	<ul style="list-style-type: none"> <li>• The <b>focus</b> and <b>scope</b> of the approach.</li> <li>• The <b>timeframe</b>.</li> </ul>
<b>Who</b> is involved?	<ul style="list-style-type: none"> <li>• The <b>intent</b> of the person (or people) involved in facilitating the approach.</li> <li>• The <b>expertise, skills</b> and <b>capacities</b> required.</li> </ul>
<b>How</b> is it applied?	<ul style="list-style-type: none"> <li>• The boundaries to be managed around the approach.</li> <li>• The underpinning <b>beliefs, values</b> and underlying <b>theories</b>.</li> </ul>

Table 2: Key questions to address in choosing a developmental approach

## Mentoring

Mentoring is an approach widely used in social services. One of the most familiar definitions for mentoring is provided by David Megginson and David Clutterbuck.

'Mentoring is ...off-line help from one person to another in making significant transitions in knowledge, work or thinking.'

(David Megginson and David Clutterbuck, 2006, p4)

There are many similarities between mentoring and coaching in terms of the underpinning principles, behaviours and the core skills needed by the mentor or coach (see section 2).

One key difference between mentoring and coaching is in the choice of the individual who is able to fulfil the mentor role as Jenny Rogers explains.

'Typically, a mentor is a colleague in the same or a parallel organisation who is not in a line management relationship with the mentee. Mentoring has sometimes been described as "being a career friend", someone who knows the ropes in an organisation and can act as sponsor and patron.'

(Jenny Rogers, 2004, p23)

We have addressed the questions outlined in table 2 in relation to the choice of mentoring as a developmental approach. Table 3 addresses the questions in relation to mentoring. It can be appropriate for some individuals to be engaged in mentoring and coaching (with different individuals) at the same time. The two interventions are focused on different, though complementary, aspects of the individual's development.

<b>Why?</b>	The purpose of mentoring is to support the individual through making particular transitions in their understanding, particular role or wider career. Typically the individual has chosen mentoring for themselves and chosen a mentor who has particular knowledge and/or experience relevant to their own field. In some cases, someone else may have recommended mentoring (or a particular mentor) to the individual.
<b>What?</b>	The focus of mentoring is developmental. It concerns the issues which the mentee wishes to bring to mentoring. It may take place over a time-limited or a longer period, depending on the individual's stage of development or career.
<b>Who?</b>	The intent of the mentor is to enable the mentee to explore the issues they have brought to the mentoring, using a coaching approach in their conversations. Given that the mentee has chosen the mentor for their particular knowledge and experience, the mentor will share aspects of both in support of the mentee's learning.
<b>How?</b>	The mentor agrees a contract for their work with the mentee, including confidentiality about the issues discussed. The beliefs and values underpinning mentoring are similar to coaching. The key difference is that the mentor has been chosen by the mentee for their particular areas of expertise, knowledge and experience and it is appropriate for the mentor to share aspects of these with the mentee.

Table 3: Addressing the key questions in relation to mentoring

For more information on the purpose and applications of mentoring, see the mentoring guidance on the [Step into Leadership website](#).

## Management

Many people ask: can a line manager be a coach? If a coaching approach is used within the line management relationship, it is important for both the line manager and the member of the team to be clear about its purpose and scope. There are boundaries to be managed between the line manager's role as manager and their coaching approach.

The use of a coaching approach as part of the line management relationship in social services feels perfectly appropriate and indeed desirable. It can contribute to the development of the kind of behaviours and culture which will support the promotion of Social Services in Scotland – a shared vision and strategy 2015-2020 (Scottish Government, 2015). Managers who support their staff to develop their own resourcefulness will help them live social services values, practice the principles of leadership and deliver the vision.

'Here coaching is an approach to performance management which emphasises the manager's role as developer rather than as controller. Line managers use a coaching approach, encouraging team members to develop self-confidence, resourcefulness, skills, belief in the value of their own decision making and so on through a process of accelerated learning.'

(Jenny Rogers, 2004, p26)

Again there are similarities with formal coaching in terms of the purpose, skills and capacities employed in the coaching approach. However, there are some clear differences in terms of the scope, context and boundaries of the approach (see table 4 below).

<p><b>Why?</b></p>	<p>The purpose of a coaching approach as part of the line management relationship is to support the worker in developing particular skills or capacities and finding their own solutions.</p> <p>The worker may prefer to be engaged in a coaching approach with their line manager rather than a more traditional top-down line management relationship. Clearly they do not have a choice about the coach in this case and the coaching necessarily takes place within the context of the line management relationship.</p>
<p><b>What?</b></p>	<p>The focus of a coaching approach is developmental. It is taking place within the context of the line management relationship. So the manager retains their line management accountability for the individual's performance. Inevitably there will be times when the line manager may have to adopt different approaches (instead of a coaching approach).</p>
<p><b>Who?</b></p>	<p>The intent of the manager is to adopt a more developmental (rather than instructive or directive) approach to their management role. In using a coaching approach, a line manager draws on the core coaching skills and capacities. However, they will need to acknowledge the limitations of their role in respect of confidentiality and impartiality.</p>
<p><b>How?</b></p>	<p>This is the area of biggest difference between coaching and a coaching approach as part of the line management relationship. The manager needs to attend to the boundaries around the line management relationship and to acknowledge their limitations as a coach, such as it will be more difficult for them to promise complete confidentiality or to expect complete disclosure. While they may be able to adopt a coaching approach, they will also retain the ultimate managerial accountability in the line management relationship.</p>

Table 4: Addressing the key questions in relation to manager as coach

## **Psychotherapy and counselling**

There are different definitions and types of psychotherapy and counselling and it is well beyond the scope of this resource to explore these.

What is important is there are some significant boundary issues to be managed between psychotherapy or counselling and coaching. Practitioners in the field of coaching recognise that they draw broadly on approaches and underpinning theories from psychotherapy and/or counselling in their practice.

One way of considering the difference is that the primary focus of coaching is on improving the individual's effectiveness in their role within an organisational context. On the other hand, in psychotherapy and counselling the practitioner also addresses 'non-work aspects of an individual's life and may involve in-depth explorations of the client's history and their key relationships' (Peter Bluckert, 2005, p93).

The past, present and future focus of both therapy and coaching may depend on the particular needs of the individual and the approach. Any distinctions between therapy and coaching in terms of the psychological functioning of the client are potentially unhelpful. The dilemma is that the boundary is not necessarily nice and neat between those who may need and benefit from coaching and/or therapy.

Perhaps a more helpful view is that a coach is best prepared if they are aware of the possibility that an individual coachee may experience some psychological problems. The coach needs to know clearly if they can work with the individual or whether it is better to suggest a referral to a qualified therapist or counsellor. Peter Bluckert describes this as a coach being able to exercise their 'psychological-mindedness' (Peter Bluckert, 2006). The coach needs to understand which areas they will not and should not venture into and when to refer someone on to a GP or suitably qualified therapist. From an ethical perspective the coach must be scrupulously honest about their qualification to practice in particular areas.

It is possible that an individual may benefit from access to psychotherapy or counselling and at the same time be engaged in a coaching relationship with a different person. The different approaches overlap in some of their underpinning beliefs, values, capacities and theories. A key consideration is understanding who is qualified (and who is not) to provide formal therapy and how the boundaries around such support need to be carefully and confidentially managed.

## **Supervision (professional)**

Professional supervision is a formal requirement within social services. There is a distinct purpose and scope for supervision within the professional environment of social services. The role fulfilled by a supervisor in this context is set and bounded by clear sector and professional standards.

The overlap between supervision and coaching relates to the skills, capacities and underpinning beliefs of the supervisor and coach. The effectiveness of the supervisor in working with their supervisee can be enhanced by using some of the core coaching skills. However, there are some necessary limitations for the supervisor in adopting a coaching approach. Part of the supervisory role is around making sure there is governance and adherence to accepted standards of practice. When fulfilling this aspect of the supervisory role, a pure coaching approach may not be appropriate.

For more information about supervision in social services, see the supervision guidance on [Step into Leadership](#).

## **Training, education and professional development**

There have been significant shifts in theory and practice around training, education and professional development in the past couple of decades. It is now widely accepted that training is far more effective as a learning process when it is underpinned by the kind of coaching principles outlined in section 2. So, again, there are some potential overlaps between training, education and professional development with a coaching approach.

The biggest difference is that in most training, education or professional development programmes there is a set curriculum and the trainer or educator brings particular expertise in their subject area. A coach engaged in formal coaching may well have particular subject or process expertise. In the context of coaching, it is not the coach's role to pass on that expertise to the coachee.

## **Consulting**

Individuals in an internal or external consultancy role in an organisation are typically commissioned to bring particular skills or expertise to a particular project or in facilitating the work of a particular group. A consultant who brings more of a coaching approach in at least some of their interactions with their client is likely to be more effective in understanding and responding appropriately to their requirements. But the key difference is that the consultant has been employed to bring in particular expertise or capabilities for the benefit of the work and/or the commissioning organisation.

## **Deciding on a formal coaching approach**

As we have seen, it can be helpful to consider the similarities and differences between coaching and other developmental approaches in order to understand more about what coaching is for and what it is not.

Thinking through answers to the questions in table 2 can be helpful in scoping out a coaching approach which is relevant for a particular individual and their needs. A worked example for a formal one-to-one coaching relationship is provided in table 5.

Key questions	Example answers for a formal one-to-one coaching relationship
<p><b>Why</b> is the approach being used?</p> <ul style="list-style-type: none"> <li>• The <b>purpose</b> of the coaching.</li> <li>• The <b>context</b> for it and the <b>choice</b> or <b>sponsorship</b> of the approach.</li> </ul>	<p>The purpose of the coaching is to facilitate the learning, behavioural change and personal development of the coachee in their current role.</p> <p>The coachee has chosen to participate in a formal coaching relationship with an internal qualified coach.</p> <p>The coachee’s line manager is supportive of the coaching. The head of learning and development has matched the coachee with an experienced internal coach.</p>
<p><b>What</b> is involved?</p> <ul style="list-style-type: none"> <li>• The <b>focus</b> and <b>scope</b> of the coaching and the <b>timeframe</b>.</li> </ul>	<p>The coach has agreed a contract with the coachee to work together for four to six two-hour coaching sessions over a six to nine month period.</p> <p>The content of the coaching sessions remains confidential between coachee and coach. It is the coachee’s decision whether to share outputs from the coaching with their line manager.</p>
<p><b>Who</b> is involved?</p> <ul style="list-style-type: none"> <li>• The <b>intent</b> of the person (or people) involved in the coaching.</li> <li>• The <b>expertise, skills</b> and <b>capacities</b> required.</li> </ul>	<p>The coach’s intent is to allow the coachee to raise their awareness, draw on their own resources and focus on their personal development.</p> <p>The coach is qualified as a coach (in accordance with the organisation’s coaching standards) and regularly takes part in coaching supervision and continuing professional development.</p> <p>The coach has a proven track record as a coach within the organisation. In addition, they practice as an external coach as part of the Scottish Coaching Collaborative.</p> <p>They are in a professional expert role in the organisation. While their expertise informs their ability to practice as a coach, it is not their role to impart this expertise or advice to the coachee.</p>

<p><b>How</b> is it applied?</p> <ul style="list-style-type: none"> <li>• The <b>boundaries</b> to be managed around the coaching.</li> <li>• The underpinning <b>beliefs, values</b> and underlying <b>theories</b>.</li> </ul>	<p>The coach carefully manages the boundaries around their coaching relationship with the coachee including confidentiality, safety, trust and mutual respect. Even though the coach knows the coachee's line manager (through their professional role), they don't breach the confidentiality agreed with the coachee.</p> <p>The coach is not responsible for reaching any judgment about the performance of the coachee. They hold a core belief in the resourcefulness of the coachee and their ability to find their own solutions.</p>
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Table 5: A worked example for a formal coaching relationship

## What to expect: a practice case of team coaching in Angus Council

### Background

As a relatively new leader to an established team there were a number of challenges I wanted to address to support the team to work effectively. Team coaching was an offer made by the organisation and it appeared to give us the support we needed although it was new territory.

The team had a number of pressures on it, the greatest of which were the external pressure to change and adapt to its new environment. The change can be summarised as the need to:

- enable new relationships and partnerships
- think and act more strategically
- redefine the boundaries of the system, for example there is much less clarity between local government and the private or third sector.

All of this has to be done while remaining accountable and transparent to a degree unique to the public sector. Relationships within the team worked well on the surface but as a team there was a need to grow their learning, support each other through change and have clean and helpful communication that built relationships. The latter was particularly important when the pressure built and stress levels rose.

### Approach

The process offered was structured and clear. As team leader, I identified what I saw as the issues to the two team coaches. The coaches asked the team how they experienced working together. They fed back the outcome of these

discussions to everyone and the team then worked out what they wanted to focus on. The discussion formed the basis of the working agreement which would put boundaries around our work together.

The coaching started with the coaches attending our team meeting. The coaches gave a brief input at the start of the meeting where they got feedback from team members about what had shifted since the last session. At the end of the session they gave feedback on what they observed and used theoretical models, for example, 'life positions' model ('I'm OK, you're OK') or the 'drama and winners' triangle', to deepen people's understanding of the choices they have and can make. During the meeting the coaches gave brief feedback at the end of each agenda item. The focus was on behaviours, ie which were helpful and which were hindering the team being as effective as it could be. Relationships were also brought into the spotlight and individuals were encouraged to reflect on the impact they had on others. This structure meant that work and team development could happen simultaneously with only an additional 30-40 minutes added to each team meeting.

### **Impact**

Creating the safe space to do this work was essential and the coaches were skilled at building the contract that allowed everyone to agree how they would work together. At first the coaches held individuals to account when their behaviours strayed from what was agreed, as they inevitably did.

In time the team took on this role for themselves and began to challenge and speak up when they felt another team member was not 'living' the agreed behaviours.

The journey was not always straightforward and working at the deeper level at times required a sharp intake of breath and a leap into cold water. However, no-one drowned and the experience was both challenging and exhilarating at the same time. It began to shine a light on what is uncomfortable in the team interactions, uncovering some of the hidden messages; picking up on 'what is not said' and 'naming the elephant' in the room became the 'lingua franca' of the team meetings.

By the end of the process, the team reported they had a greater understanding of how each individual likes to work and this allowed them to consider how they work differently with external agencies. They observed that the 'elephants' had left the room and they were more open to understanding the motives of others rather than making assumptions. They reported that 'working with difference' was an opportunity for creativity and not conflict.

In the year since our team coaching, what I see in the team is we have been more attentive to completing tasks discussed in our team meetings and taking actions. We review the theory we have learnt, in particular the OK/OK (life positions) transactional analysis theory. We are clearer about what feedback means and are more skilled at giving it to each other. Direct communication is something we will need to work on but we see the value in it to ensure good communication and stronger relationships. As a result of the coaching we have a greater understanding of our communication needs, make space for each other in meetings and make sure we hear everyone's voice.

Team Leader, Angus Council

### **Questions for reflection at the end of section 3**

1. What do you understand by coaching? What is it? What is it not?
2. What do you now understand about the coaching from informal coaching conversations to formal coaching relationships?
3. What relevance do you think each of the possible uses of coaching (informal to formal) has in your own organisation – for the people who use services and for the people who work in social services?
4. Which type(s) of coaching are you interested in? How could each of these benefit you in your current role?
5. Which other development approaches have you experienced? What do you understand about the similarities and differences between these approaches and coaching?
6. What do you think might be some of the potential downfalls or limitations of a coaching approach?
7. How might the development of a coaching approach benefit you, people with whom you work and your organisation?
8. What more do you want to know about coaching?