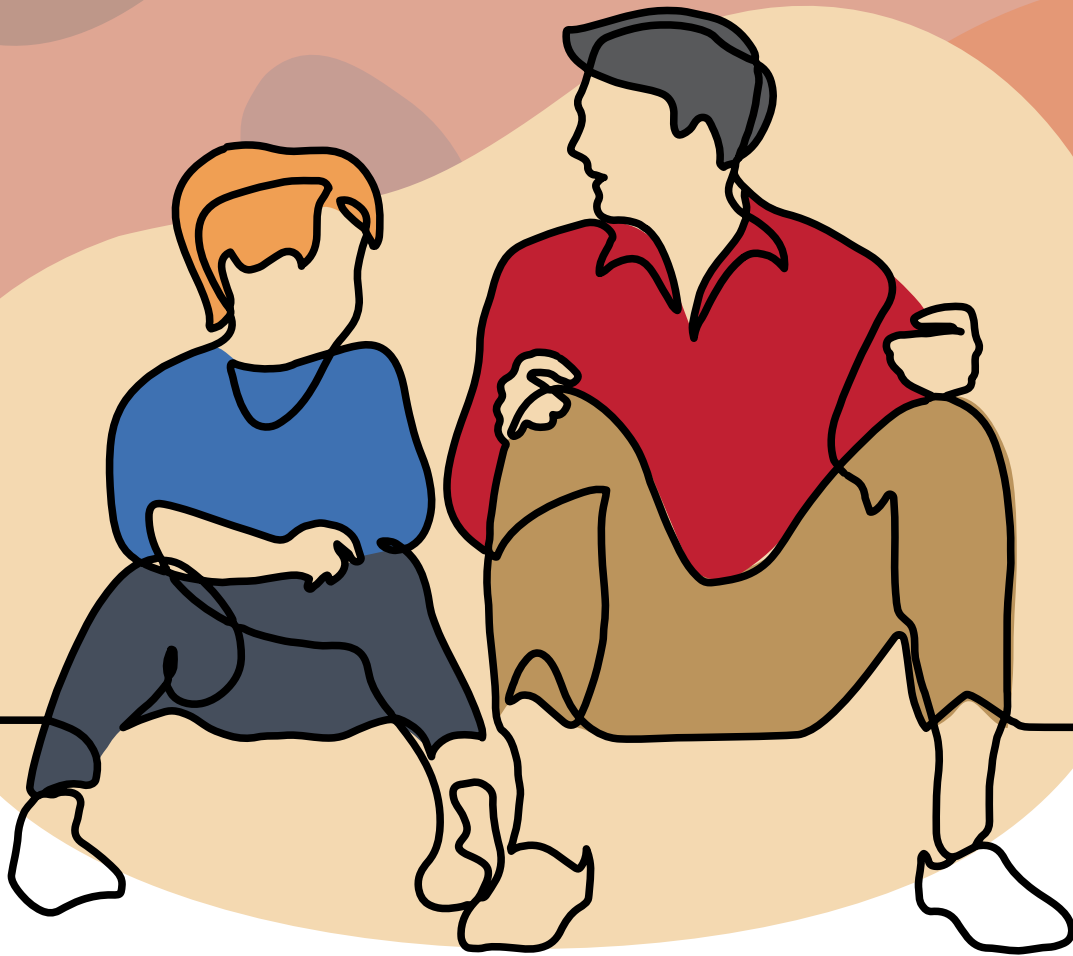


practice

**A model for coaching
staff in Therapeutic Care:**
A guide for Therapeutic
Specialists and Supervisors



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The Centre for Excellence in Therapeutic Care is a partnership between the Australian Childhood Foundation and Southern Cross University. The Centre integrates up to date research evidence with cultural knowledge, practice wisdom and the voices of young people in care to produce reports, practice resources and training to support the provision of high quality, evidence informed therapeutic care.

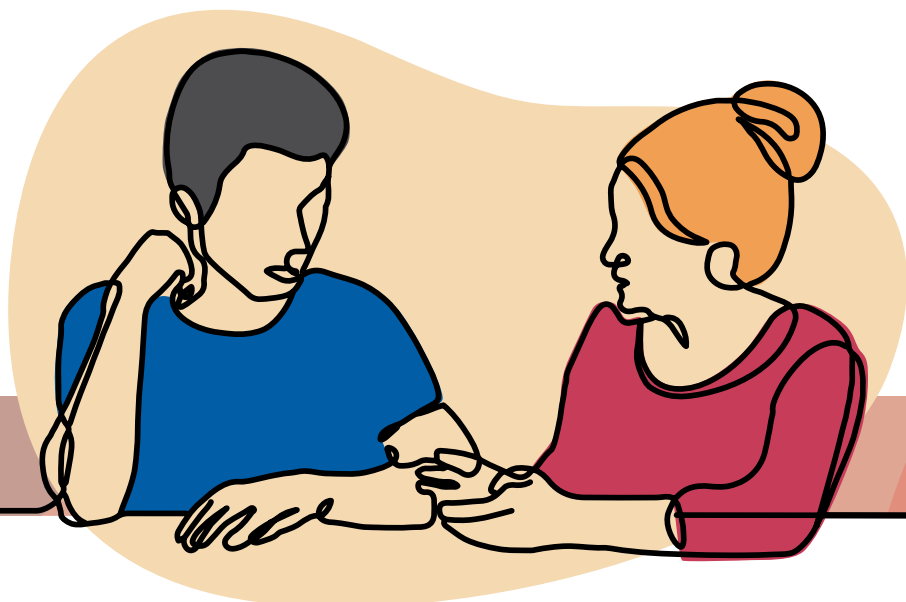
Suggested citation: Macnamara, N. (2022). Practice Guide: A model for coaching staff in Therapeutic Care: A guide for Therapeutic Specialists and Supervisors. Centre for Excellence in Therapeutic Care: Sydney NSW (2nd Edition).

The Centre for Excellence in Therapeutic Care is a division of the Australian Childhood Foundation.



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● ● Purpose of this guide

This guide has been developed for use by Therapeutic Specialists and Supervisors who have a role in supporting and developing the practice of staff.

The guide covers the critical elements of effective approaches to coaching in the human services field and offers a useful model for coaching practice.

● ● Introduction

Working with children and young people who have experienced adverse childhood experiences and trauma is complex, confusing and at times frightening. This work requires that staff are held in a positive web of support and assistance. If this is not provided thinking can become blocked and the context of the work stuck.

As a leader in therapeutic care, one of your most important roles is to lead practice and coach staff to enact a therapeutic approach to their care and support of children and young people. For many this will be a new way of practicing, requiring support, encouragement and opportunities for learning and reflection to assist them to embed these new ways of working into their everyday practice.

Embedding new knowledge and skills into practice takes time, persistence and support. Your role as a Therapeutic Specialist or Supervisor is key in walking alongside the staff as they embark on this process. Trying to shift practice is no easy undertaking. Doing so without a model makes this an even more complex task.

Covey (2004) suggested the need for influential leaders to embody and model a vision, the discipline to realize the vision, the passion and motivation to strive for it and conscience that guides ethical, respectful processes. To this end Covey talks about an 'attitude of influence'. It is this 'attitude of influence' that is at the heart of the practice leadership role of the Therapeutic Specialist and Supervisor in supporting staff to enact a therapeutic approach to the care and support of children and young people.



● ● How is coaching helpful?

There has been a large body of research into coaching and mentoring crossing disciplines, professions and frontiers (Clutterbuck and Ragins, 2002; Noe et al, 2002; Ragins, 1999; Wanberg et al, 2003), and whilst a relatively new concept in the human services field, it is increasingly being recognised as a distinct intervention which afford staff development benefits that more traditional training does not.

There is no one single definition of coaching however in reviewing the literature, Hawkins and Smith (2006) noted that most definitions included elements of performance improvement, adult learning and personal development and support. Noe (2006) explains coaching as using a helping relationship framework focused on empowering, listening, facilitating and supporting.

It has been argued in the literature that coaching is a 'natural fit' for human service workers, both as a tool for professional development and as a strategy for human service workers to use themselves, as there are similarities between coaching and the work human service workers do when engaging with families.



Both coaching and human service work involve helping processes that focus on self-understanding and self-discipline to effect behavioural, emotional and attitudinal change.

(Caspi, 2005)

Coaching and mentoring must focus on building what Hawkins and Smith (2006) define as competencies, capabilities and capacity where competency is defined as the ability to use a skill or tool; capability is defined as the ability to use the skill or tool at the right time, in the right place and in the right way; and capacity defined more as human qualities of flexibility, warmth, engagement than with skills. They argue that mentoring and coaching must focus on each of these levels. They

propose that competencies can be taught in the classroom, whilst capabilities are learnt 'on the job'. Capacities, they argue 'relate to one's being, rather than one's doing, they are human qualities that can be nurtured and refined' (p 206).

Cozolino and Sprokay (2006) suggested that coaching and mentoring involves questioning by the coach to facilitate reflection on the part of the staff member sometimes called a 'narrative procedure'. Within this context Schein (2006) highlighted the importance of being able to focus on the process of the interaction and the creation of a helping relationship, not just the desired outcomes. Echoing this, Evans (2009) argued that although self-reflection can encourage awareness and growth, learning experiences are most effective when they take place within a supportive relationship.



Research has identified a small number of studies which show the provision of coaching is associated with positive outcomes for human services organisations and practitioners, namely in the transfer of knowledge to practice and implementation of new innovations.

Two studies analysed the role of coaching in improving the capacity of social work organisations to adopt and implement new practices. One study investigated the use of coaching to build capacity in evidence-based practice in screening, assessment, and case planning practices for juvenile justice case workers. The study used a randomised design, albeit with a small sample, and reported that external coaching improved organisational readiness to adopt new practices, and was more effective than traditional management directives (Taxman et al, 2014). The authors also argue coaching is a low-cost method of preparing an organisation to use evidence-based practices because it embeds knowledge transfer into practice more effectively than traditional training methods (Taxman et al, 2014).

Similar findings were reported in a study where staff and management in a child welfare agency received external coaching in the implementation of a new practice model. Results indicated that implementation was successful, with high levels of buy-in among management and slightly less among staff. Occupational stress was reported as an influence on the lower levels of buy-in amongst staff (McCrae et al, 2014). This finding has potential implications for the implementation of coaching in the social work context. It highlights that attention must be paid to staff workloads and that participation in coaching is accounted for by management, in terms of staff capacity, time and current workloads.

The empirical literature on coaching and human services work is limited, but results indicate the use of coaching as an intervention with human services workers and organisations is associated with some positive practice outcomes. When these findings are taken in conjunction with the results observed in the general coaching literature, the evidence base indicates coaching is a beneficial professional development intervention for a range of disciplines.



● Key principles underpinning ● effective coaching practice

Effective approaches to coaching are underpinned by the following key principles:



The person being coached is resourceful.

Staff have the potential resources and the capabilities within them to work on their own issues and resolve their own problems.



The role of the coach is to enable the person to draw on their own resources.

This means helping staff develop their own awareness and insights, take responsibility and exercise choice in finding their own solutions.



Coaching considers the whole person.

This means enabling staff to understand and appreciate their strengths as well as their areas for development from all parts of their life and make sense of their past or current achievements and challenges.



The person being coached sets the agenda.

This enables staff to focus on what is concerning them within the context of the service or their area of work.



The person coaching and the person being coached are equals.

Coaching is non-directive, non-judgemental and it relies on mutual trust and respect between those involved in it.



Coaching is about change and action.

The person seeking coaching wants something to change and the role of the coach is to help them achieve this self-improvement or skills development. Ultimately coaching is about helping people develop their own ability to coach themselves.

(Rogers, 2004)

● Values underpinning ● effective coaching practice



When you engage fully in a coaching approach you have a positive intent about the other person (or people).



You have a belief in the resourcefulness of staff and their potential to make sense of their own situation.



You believe staff can find their own solutions.

Your intention is to help staff find their own solutions and make their own choices about their course of action following the coaching conversation.



Your relationship with staff in a coaching approach is based on trust and mutual respect.



You remain curious about their issues and concerns and seek to understand more about the staff member's perspective.



You are open and honest in your interactions.

If there is something which is not clear to you or you do not understand, you ask more about it rather than jumping to your own conclusions.



You strive to be non-judgemental of staff, their issues and concerns.

You are prepared to see the situation from the staff member's point of view. In other words, you demonstrate empathy rather than sympathy.

(Connor and Pokora 2007)



● Behaviours underpinning effective coaching practice



In a coaching approach, you attend to the other person (or people) involved.

This means that you are fully present and not distracted by your own concerns or priorities.



You listen carefully and you demonstrate openly that you are listening.



You are committed to building rapport.

You understand that building and maintaining rapport is a critical foundation for an effective coaching approach.



You are self-aware.

This means you are aware of the impact of a coaching conversation on you. You are able to manage your reactions carefully, remaining present in the conversation and attending to others in the coaching conversation.



You are supportive to others involved in the coaching conversation.

You create the space in which staff can talk openly about their issues and concerns without fear of judgement or censure.



While you are supportive, you resist the temptation to jump in and solve a staff member's problems.

In a coaching approach, it is not your responsibility to rescue the staff member. You believe in their resourcefulness even though it may be tempting to make it better for them. You understand that when we are enabled to reach our own insights and find our own solutions, we are more likely to act and the impact is more sustainable.



You are able and prepared to challenge constructively with the positive intention of supporting the staff member's own exploration of their issues and challenges.

You do not shy away from giving honest feedback in the moment. But you are sensitive in how you provide this feedback.



You manage yourself carefully in a coaching approach.

You are honest and open about your own professional competence and its boundaries. In other words, you recognise when there are issues beyond the scope of a coaching conversation and highlight this to everyone involved.

(Hawkins and Smith, 2006)



● Core skills underpinning effective coaching practice

There is a core set of coaching skills whether it is as part of an informal coaching conversation or a formal coaching approach. The skills are built upon the foundation of the values and behaviours for coaching described above.



Attending to the staff member involved in a coaching approach, building rapport with them and seeking to understand what is going on for them.



Listening actively and carefully to the staff member and paying attention to what they are saying and how they are saying it.



Summarising or paraphrasing what the staff member has said as a way of helping them reflect on their own situation, rather than giving advice or adding your own judgement.



Using open questions which encourage the staff member to say more, to reflect and understand more about their own situation.



Being prepared to give honest, clear and specific feedback while making sure the relationship stays positive and open.

(Hawkins and Smith, 2006)

Each of these is described in more detail on page 11.



Attending

Attending to the staff member involved in a coaching approach means keeping your full attention on the other person. This is important for conveying genuine interest in them and their issues. It is an important foundation for building rapport and looking to understand what is going on from their point of view. It can be challenging to attend to what someone else is saying and how they are feeling without being overtaken by our own thoughts and feelings. Here are some guidelines on how you can stay present and attend to someone else during a coaching session so you are able to concentrate fully on what they are saying and not saying.

- Before a session spend a few minutes sitting quietly. Quieten your mind and your own issues and concerns so you feel ready for the conversation and fully attentive to the staff member
- During a session try to remain calm. If you notice your calmness slipping away, take some deep breaths and consider taking a pause in the conversation. This will help you regain your sense of calm and focus on the staff member
- Make sure you distinguish between your own reactions or emotions and those of the staff member
- Find a balance between being objective and showing empathy for the issues being expressed by the staff member
- Make it clear to the staff member that they are always in charge of choosing what they want to express
- Avoid the temptation to make lots of notes. Notes can get in the way of being with the staff member, really hearing what they are saying and your relationship with them
- Notice if your mind is racing ahead to thinking of a solution or making a judgement. Jumping to your own conclusions or solutions will distort your listening. Ultimately you will be more helpful to others if you enable them to reach their own conclusions and find their own solutions
- After a session, notice what happened to you in the session. Listen to your own curiosity and intuition. Consider developing your ability to be as present as possible by cultivating a practice in mindfulness, yoga or some other approach that supports the ability to be more aware of what is happening in our minds and bodies. If you are interested in reading more about the use of mindfulness in coaching (see *Mindful Coaching* by Hall (2013))

Listening

All interactions with other people rely on listening. We all know that the quality of our listening can vary. Active listening is essential to an effective coaching approach:



To be listened to is a striking experience, partly because it is so rare. When another person is totally with you – leaning in, interested in every word, eager to empathise – you feel known and understood. People open-up when they know they’re really being listened to; they expand; they have more presence. They feel safer and more secure as well, and trust grows. That is why listening is so important to coaching...

(Laura Whitworth et al, 2007, p31)

As a coach, you need to use all your senses when listening. You need to be prepared to offer observations about what you see as well as the discrepancies with what the staff member is actually saying. As a committed listener, you leave space for staff to speak and to reflect on your question before speaking. You resist the temptation to jump in and give your opinion or piece of advice. By noticing everything the staff member is saying and how they are saying it (or not saying it), you offer them the opportunity for a much deeper level of understanding and insight into what is going on. In this way, the skill of attending is closely linked to effective listening.

There are different levels of listening. In their approach to coaching, Laura Whitworth and her colleagues describe three levels of listening (Laura Whitworth et al, 2007).

At level 1 your awareness is on yourself.

The purpose of information gathering at this level is to meet our own needs. It informs us about ourselves and what is going on around us.

At level 2 you have a sharp focus on the other person.

In a coaching session your awareness is totally on the staff member being coached. You listen to their words, notice their expressions and their emotions. You notice what they are saying and how they are saying it. You notice what they are not saying. Listening at this level means you also need to be aware of how you respond to what you have heard and how you leave space for them to react to your response.

At level 3 you are also listening to your intuition.

It can be described as environmental listening. It means going beyond what you are hearing and trusting your senses.



Paraphrasing and Summarising

Paraphrasing is repeating in your words what you interpreted someone else to be saying. Paraphrasing is powerful means to further the understanding the staff member and yourself, and can greatly increase the impact of the staff member's comments. It can translate comments so that even more people can understand them. When paraphrasing:

- Put the focus of the paraphrase on what the staff member implied, not on what you wanted him/her to imply, e.g., don't say, "I believe what you meant to say was ...". Instead, say "If I'm hearing you right, you conveyed that ...?"
- Phrase the paraphrase as a question, "So you're saying that ...?", so that the other person has the responsibility and opportunity to refine his/her original comments in response to your question
- Put the ownership of the paraphrase on yourself, e.g., "If I'm hearing you right ...?" or "If I understand you correctly ...?"
- Put the ownership of the other person's words on him/her, e.g., say "If I understand you right, you're saying that ...?" or "... you believe that...?" or "... you feel that ...?"

A summary is a concise overview of the most important points from a communication, whether it's from a conversation, presentation or document. Summarising is a very important skill for an effective coach. A good summary can verify that people are understanding each other, can make communications more efficient, and can ensure that the highlights of communications are captured and utilised.

When summarising, consider the following guidelines:

- When listening look for the main ideas being conveyed
- Look for any one major point that comes from the communication. What is the person trying to accomplish in the communication?
- Organise the main ideas, either just in your mind or written down
- The summary should always be shorter than the original communication
- Do not introduce any new main points into the summary – if you do, make it clear that you're adding them



Open Ended Questions

Asking the right coaching questions means the difference between a one-way interrogation and a dynamic learning session.

Good coaching questions give staff the space in which to step back and examine themselves. The right question can stop them in their tracks as they finally see their own actions from a different perspective or envisions a new solution to an old problem. They may indeed learn to question themselves so that next time they can catch themselves in the act and change their actions in the moment.

Begin by planning what you'll ask and get yourself into the right mindset before the coaching session begins.

Then think about how you'll ask your questions. To give the staff member the space to reflect and respond effectively, they should be phrased as open-ended queries. It can be helpful to think about the first word: open-ended questions often begin with "what," "how," "who," "where," and "when." Stay away from "why" – it can feel confrontational and judgmental. To get at the same thing, instead ask, "What was your intention with that?"

What

- What is happening?
- What is challenging about it?
- What have you done, tried, or considered?
- What is the impact on you, your team?
- What are your ideal outcomes?
- What would have to change to make that happen?
- What conditions would have to be in place?

How

- How will you prepare for that?
- How will we know change is happening?
- How will we measure success?
- How will you stay self-aware and mindful when things get load & confusing?

Who

- Who will be impacted—positively or negatively—by these potential changes?
- Who else could offer you feedback/support?
- Who needs to be included or in alignment to these goals?
- Who are the key people in your network of support?

Where/When

- Where/when do you feel you are at your personal best?
- Where/when do you feel most triggered, reactive, not at your personal best?
- Where might you experience resistance?
- When you experience [an emotion—frustration, impatience, etc.]; where do you experience that in your body?





Lastly, there are some descriptor questions that can help you get at what is happening in a given situation:

- Help me understand...
- Tell me more about that...
- Let me make sure I understand what you are saying...
- I'm curious about...
- Could you describe further...

The most important thing to keep in mind while composing (and delivering) coaching questions is that you need to be genuinely curious about the answers. People can tell if you're just asking a question because it's what you're "supposed" to do. And you won't be able to get to that one question and that moment of self-discovery if you're just going through the motions rather than authentically interested in the staff member, their situation, and their growth.

Giving honest, clear and specific feedback

Everyone has blind spots about their behaviours. Giving honest feedback is an important component of the work you do. Whilst giving praise and celebrating achievements is an integral part of the feedback process, this section focuses on seeking and giving feedback in more sensitive situations when, for example, a staff member is:

- Unaware of blind spots
- Wanting to increase their awareness of how others perceive them
- Not following through on agreed actions
- Demonstrating reluctance to change or appears 'stuck' in old behaviour patterns
- Not moving forward with a goal that has been identified
- Not engaging fully with the coaching opportunity

Every situation requiring sensitive feedback is different and you need to have a repertoire of tools and strategies for identifying and giving feedback as well as high emotional intelligence. Giving feedback that is honest, timely and useful whilst retaining a person's self-esteem becomes an important balancing act in the feedback process. It is important to note that giving sensitive feedback is not simply about technique. It often requires that you not only do things differently in the coaching process but also to be different and think differently.

Summary of common coaching models

Many different models of coaching now exist. These include the well established GROW model which is the acronym for Goal, Reality, Options, Will (or Wrap-Up) (see Whitmore, 2004). Dembkowski and Elridge (2003) developed the ACHIEVE model which represents: Assess current situation; Creative brainstorming of alternative to current situation; Hone goals; Initiate options; Evaluate options; Valid action programme design; Encourage momentum. Libri (2004) developed the POSITIVE model which represents Purpose, Observations, Strategy, Insight, Team, Initiate, Value and Encourage. Jackson and McKergow, (2007) describe a solution focused coaching model known as OSKAR which represents Outcome, Scaling, Know-how and resources, Affirm and action, and Review.

Cognitive behavioural and rational emotive models of coaching include Albert Ellis' well known ABCDE model (see Ellis et al, 1997; Palmer 2002) which stands for Activating event or situation, Beliefs, Consequences, Disputation of the beliefs, Effective and new approach to dealing with the issue or problem. Edgerton developed the SPACE model (see Edgerton and Palmer, 2005), which represents Social context, Physical, Action, Cognitions and Emotions. Problem-solving models have also been developed for training, counselling, stress management and coaching (e.g. Wasik, 1984; Palmer and Burton, 1996; Palmer 1997 a, b) and used within cognitive-behavioural coaching (see Neenan and Palmer, 2001 a, b) and coaching psychology (Palmer and Szymanska, 2007).

One of the benefits of having a model is that it creates a neurological schema that is easy to follow, like a mental shortcut.

A review of the range of coaching models and approaches used in the fields of executive, performance and personal coaching between 2000- 2010 was conducted by Wang (2013). Wang's review highlighted seven common elements of effective coaching processes, set out in Table 1 below.

Table 1: Common Elements for Effective Coaching (Wang, 2013)

ELEMENT	KEY CONSIDERATION FOR THE ELEMENT
Individuals and relationships in coaching	Building trust, communication, commitment, support and collaboration
The coaching cycle and learning process	Understanding coaching as a goal-oriented and person-centred, non-linear learning process
Feedback and evaluation of outcomes	Using multiple methods to assess the effectiveness of coaching
Context, environment and organisational governance	Paying attention to the whole context including governance arrangements
Essential coaching skills and techniques	Developing coaching expertise through a combination of techniques, skills and capacities
Qualities and attitudes of an effective coach	Regarding effective coaching as a dispositional aspect integrating being, thinking and feeling
Ethics in coaching practice	Addressing professionalism, confidentiality, consent and boundary management in coaching contracts

● The CLEAR Coaching Model for transforming practice in therapeutic care

Whether you are an experienced Therapeutic Specialist or a new Therapeutic Specialist, the CLEAR Coaching Model (Hawkins, 2018) provides a useful framework for coaching staff within therapeutic care. The CLEAR Model uses a transformational coaching approach to create 'shifts' in the understanding and reasoning that are behind certain behaviours, as well as the behaviours themselves.

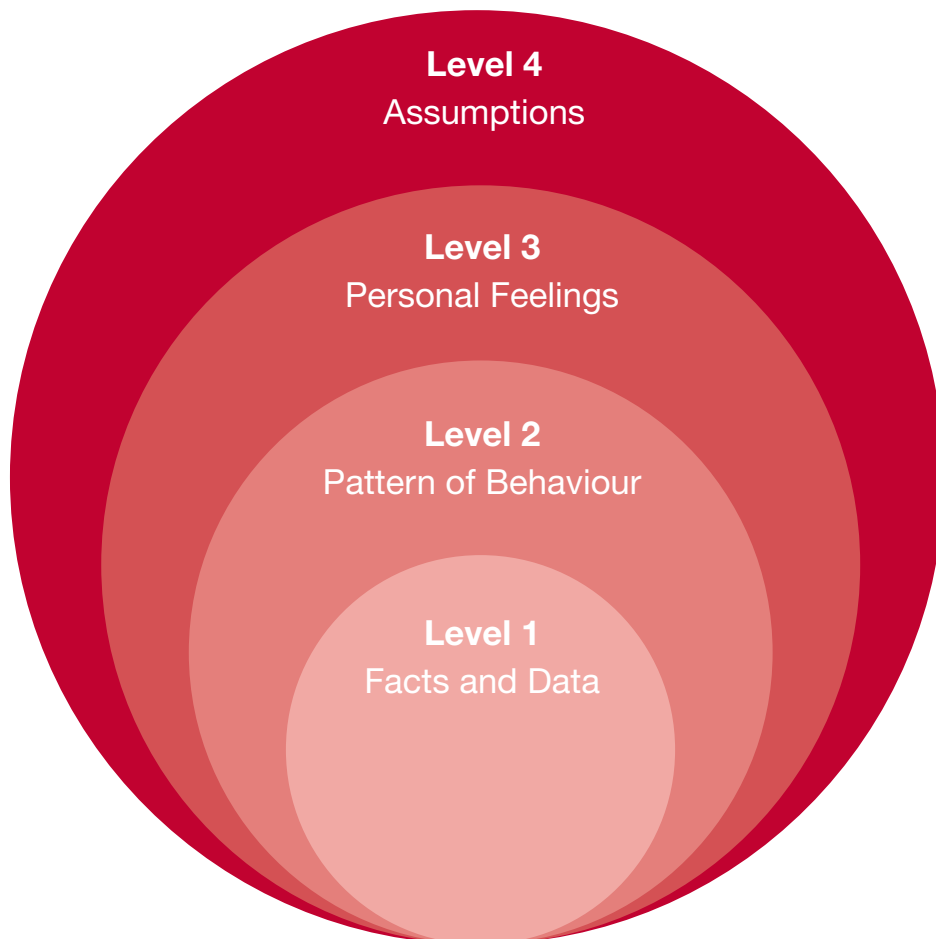
The CLEAR Model is represented in Diagram 1, with CLEAR being an acronym for Contracting, Listening, Explore, Action, and Review.

Diagram 1: The CLEAR Coaching Model (Hawkins, 2018)



The CLEAR Model works across four interlinked areas. Hawkins describes them as the 4 Levels of Engagement: Facts and data, patterns of behaviour, personal feelings and assumptions as depicted in Diagram 2.

Diagram 2: Four levels of engagement



Hawkins and Smith (2006) argued that supporting learning and practice change in people



is most effective when it is built on core principles of adult learning and unlearning that link the development to the current learning needs of the professional, utilizing what they already know and cycling between action reflection, new thinking and planning (p141).

You must support staff to work towards first and second order practice change where first order change is defined simply as the need to do more or less of something, whilst second order change is triggered when people are challenged to revisit their world view, assumptions and belief systems. This change is more difficult to achieve because it takes people out of their comfort zone or current experience (Hawkins and Smith, 2006).



Applying the CLEAR Model in practice

Contracting

Creating learning contracts set the stage by discussing the goal or outcome of the process, setting ground rules, discussing boundaries as appropriate, and identifying other specifics such as accountability, expectations, and evaluation.

Listening

The purpose of this stage is to facilitate staff insight into the identified subject of discussion. Hawkins and Smith (2006) identify your main job as listening, including asking questions to obtain information and elicit self-reflection. You may ask the appropriate questions, but without effective listening skills you may miss key opportunities to engage the staff member in a meaningful process of change. Through effective listening and questioning the staff member is prompted to articulate their thoughts and challenge their own assumptions (McCarthy and Ahrens 2011). As they get used to coaching conversations, staff learn to find their own answers, rather than continually coming back for solutions. Therapeutic Specialists can demonstrate effective listening by using reflective or para phrasing statements such as:

- Let us see if I can summarise the issue...
- What I am hearing from what you said is...
- What I am sensing from listening to you is...
- The connections I am making between what you have been sharing are...

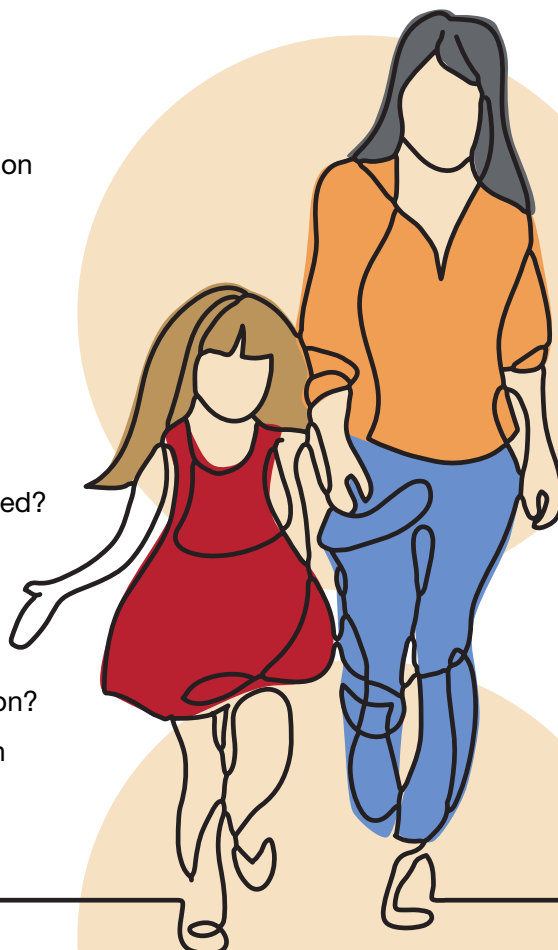
Exploring

This phase has two components:

1. Helping staff to understand the personal impact the situation is having on themselves
2. Challenging staff to think through possibilities for future action in resolving the situation

This stage requires you to appropriately reflect what the staff member achieved and challenges they have confronted. You may employ various questions to assist staff in exploring this process.

- Who might be of help to you that you have not yet consulted?
- Who has the information you need?
- Who has the skills you need?
- Who has the power to effect change in this situation?
- Can you think of four different ways of tackling this situation?
- What is the wildest option you can think of for dealing with this situation?
- How would someone you admire deal with this situation?





Review

You and the staff take stock, reinforce progress, improvements, and commitments made, review the process and how it could be improved, and plan the future review after the action has been tried.

You and the staff have, at this point, officially completed the CLEAR coaching cycle. Next they must review and assess their actions. This does not necessarily signal the end of the coaching process, but does conclude the process of learning, action, and review. All of these steps may take place within one or many coaching sessions. You may ask the following questions:

- What have you decided to do next?
- What have you learned from this session?
- In what ways have you increased your own ability to handle similar situations?
- What did you find helpful about his process?
- What did you find difficult about this process?
- What would you like to improve or do differently in the next session with me?
- When and where are you going to review this experimental plan you have just committed to?

● The CLEAR Coaching Model - Useful ● Questions and Responses for Each Stage

Contracting: Starting with the end in mind and agreeing how you are going to get there together

- How do you want to use your time with me?
- What do you most need to achieve in this session?
- How could I be most valuable/helpful to you?
- What do you want to focus on?
- What challenges are you facing?

Listening: Facilitating the staff/team in generating personal insight into the situation

- What more can you say about that?
- Who else is involved whom you have not yet mentioned?
- How do other people - your supervisor, your colleagues, your team, your client - see the situation?
- Let us see if I can summarise the issue

Exploring I: Helping the staff/team to understand the personal impact of the situation

- How are you feeling right now?
- Are there any feelings that you have not expressed?
- Does this person remind you of anyone? What is it you would like to say to that person?
- What patterns might be re-occurring in this situation?

Exploring II: Challenging the staff/team to create new possibilities for future action in resolving the situation

- What outcome do you and others want?
- What behaviours need to be different in you or your team members to achieve the outcome?
- Who might be of help to you that you have not yet consulted?
- Can you think of two or more different ways of approaching this situation?

Action: Supporting the staff/team in committing to a way ahead and creating the next step

- What are the pros and cons of each possible approach/strategy?
- What is the long-term objective/goal?
- What is the first step you need to take?
- When are you going to do that?
- Is the plan realistic? What is the percent chance of succeeding?
- Can you show me the first thing you are going to say in your next meeting/session?

Review I: Taking stock and reinforcing ground covered and commitments made. Reviewing the process and how it could be improved. Planning the future review after the action has been tried.

- What have you decided to do next?
- What have you learned from this session?
- In what ways, have you increased your own ability to handle similar situations?
- What did you find helpful about the process?
- What could be better next time in the session?

Review II: Debriefing at the next session the actions taken between sessions

- How did what you planned work out?
- How do you think you did?
- What feedback did you receive?
- What did you do well and what could have been even better?
- What can you learn from what happened?

(Adapted from Hawkins & Smith, 2006)



● Useful Links and Resources

Coaching in Child Welfare: The CLEAR Coaching Model Video demonstrates the CLEAR coaching model in practice.

Coaching in Child Welfare: The Coach and the Worker Video uses case scenarios and role play to model facilitated reflection, feedback, evaluation and next steps.

Rock, D. (2008) **SCARF: a brain-based model for collaborating with and influencing others** http://web.archive.org/web/20100705024057/http://www.your-brain-at-work.com/files/NLJ_SCARFUS.pdf

Overview of the SCARF Model https://conference.iste.org/uploads/ISTE2016/HANDOUTS/KEY_100525149/understandingtheSCARFmodel.pdf

Video with David Rock - **SCARF Model: Influencing Others with Dr David Rock**
<https://youtu.be/isiSOeMVJQk>

SCARF Model Animation Video <https://youtu.be/qMejNf0dL2g>



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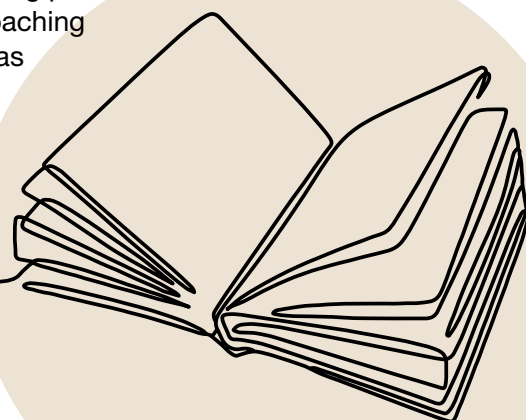
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