UHBW Coaching Starter Pack

Welcome

This coaching pack has been designed to get UHBW staff started in providing coaching sessions to other members of staff. The contents of this pack are not essential for coaching conversations in the Trust, as many coaches will already have their own approaches and resources, however, anyone running a coaching session or conversation should be familiar with the contents of this pack and follow the basic coaching journey (as described in the flow-chart on page 3) to a professional standard.

Who are we?

UHBW Coaching Network was established in 2021 and consists of staff who are qualified coaches and those who are interested in coaching.

Who is this for?

Anyone interested in getting started with a coaching approach in work. These tools will help guide your conversations, however, if you want to do official coaching sessions it’s recommended you gain a qualification or equivalent experience with supervision.

What is coaching?

In this context, we define coaching as a guided conversation designed to help coachees analyse specific aims, or areas of their life and identify the steps required to get there. Coaches do not need to be experts in the topic at hand, but instead provide an objective, supportive, and sometimes challenging voice to assist a coachee on their journey.

How to use this pack

What follows is a collation of templates and information to help guide you through the whole coaching experience, from contracting to closure. Either print yourself a copy or copy and paste any of the templates you’d like to use into a new Word document and away you go!

CONTENTS

INTRODUCTION

1. The Coaching Journey Flow Chart

CONTRACTING

1. Coaching Contract Template

COACHING

1. Coaching Model Overview (TGROW)
2. Coaching Approach Overview (Appreciative Inquiry)
3. SMART Goals
4. Coaching Prompt Question List
5. Post-Session Reflection on Personal Practice
6. Implementation Plan

CLOSURE

1. Wrap-Up Session

THE COACHING JOURNEY (FLOW CHART)

The basic coaching journey will look something like this:



|  |  |  |
| --- | --- | --- |
| Stage | Description | Links/Notes |
| INITIATION | Informal, initial meeting before any sessions to get a broad overview of the coachee’s desired aims. It’s also important to see if your coaching style is the right fit for the coachee.  |  |
| CONTRACTING | Once there has been an initial agreement to proceed with formal coaching, it’s good practice to complete and sign a coaching contract or agreement. This contract should outline expectations and responsibilities from both parties. | Coaching Contract |
| COACHING | This is where your coaching conversations will occur. Using a model can help structure the conversation.It’s also important to reflect on your own practice as a coach on a regular basis to ensure you’re continuing to develop your skills. | TGROW ModelAppreciative Inquiry ApproachCoaching QuestionsReflect on Personal PracticeImplementation Plan |
| CLOSURE | When bringing your coaching relationship to an end, it’s important to take some time to appreciate the journey your coachee has been on and reflect on key takeaways. This helps bring a sense of progress, achievement and closure to the coaching experience. | Wrap-Up Session |

COACHING CONTRACT TEMPLATE

This agreement is made between [client name] (the ‘coachee’) and [coach name] (the ‘coach’) for [number] coaching sessions.

The coaching relationship

The purpose of the coaching relationship is to support the coachee to achieve their goals. The

coach and coachee will first come to an agreement about the nature of coaching. Coaching is

a non-therapeutic intervention intended for coachees who wish to enhance their performance

or improve their work or personal situation. Either the coachee or the coach can exit the

coaching relationship without giving any reason, subject to appropriate notice being given.

|  |  |
| --- | --- |
| Coachee’s responsibilitiesTo attend coaching sessions as agreedTo select topics for discussionTo set and pursue meaningful goals | Coach’s responsibilitiesTo manage the coaching process (including timekeeping)To undertake regular professional coaching supervisionTo maintain confidentiality (subject to certain exemptions) |

The coachee and coach will meet for [number] sessions, each lasting for no longer than [length of time].

Privacy

The content of coaching sessions is strictly confidential, this applies to things that you share and discuss with me in the session and any notes that I hold. However, there are exceptions:

* In line with the Global Code of Ethics for Coaches and Mentors1, I may be legally or ethically required to break confidentiality in certain circumstances: for example, if you or others are at serious risk of harm, including crimes against a person, terrorism, and protection of children.
* I also undertake regular supervision and, as such, some details of our sessions may be referred to in this context anonymously. However, please be reassured that the supervision relationship is itself one of a confidential nature.

As a coach, I will store, and dispose of any records created during coaching in a manner that promotes confidentiality, security, and privacy, and complies with any applicable laws and agreements.

Rescheduling coaching sessions

Coaching sessions can be rescheduled by either the coachee or the coach with [number of days] notice.

Additional information

Any additional information pertinent to the coaching relationship should be specified here (e.g., if a particular style of coaching has been agreed, or further specificity of expectations or exceptions).

This coaching contract should be signed by both the coach and coachee and used as a reference point when required by either party. Signing below states that you agree to the statements in the agreement above.

|  |  |
| --- | --- |
| CoacheeSignature:…………………………………………………….Date:…………………………………………………………. | CoachSignature:…………………………………………………….Date:…………………………………………………………. |

COACHING MODEL OVERVIEW (TGROW)

Coaching models are a useful way to structure your conversations with coachees, especially when you’re still gaining experience as a coach. One of the most popular models is the GROW (or TGROW) model. Below is a template of each section of the model, with some suggested questions to get your started.

|  |  |
| --- | --- |
| TOPICIdentifying the specific area that requires attention is a key step in the coaching conversation. This allows the conversation to stay on course. Sometimes, during the conversation it becomes obvious that the original topic suggestion is no longer relevant – be flexible in identifying a new topic, if this is the case. | * What topic would you like to discuss?
* What would you like to talk about?
* What is important to you?
* What areas do you want to address?
* What is behind this?
* What would this mean to you?
* What do you want to know at the end of this coaching conversation that you don't know now?
 |
| GOALOnce the topic is identified, it’s important to define a specific end point that the coachee would like to get to. There are different levels of goals depending on how far you’re looking to in the future. It often can be useful to break down longer term goals - identify quick wins to keep momentum. | * What do you want? How will you measure it? Is it SMART?
* Will anyone else be affected by this goal?
* What are you looking to achieve?
* What do we want to get out of this meeting?
* What’s the bigger picture?
 |
| REALITYDiscuss the current situation and what barriers currently exist between now and achievement of the goal. | * What’s the current situation? What barriers?
* What resources/skills do you have to help you?
* What is happening now (what, who, when, and how often)?
 |
| OPTIONSBefore deciding on the way-forward it’s important to brainstorm a few options available to the coachee.Often coachees can feel stuck in certain situations, so it’s important to get several options down. | * Have you already taken any steps?
* What are some ways you could approach it?
* What option appeals to your most right now?
* What else could you do?
* What are the advantages and disadvantages of each option?
 |
| WAY-FORWARDIt’s now important to agree specific actions to attain this goal. Ensure that the coachee isn’t taking too much on and the actions are manageable.Each goal should be specific enough to easily say whether you’ve achieved it or not, and when you will. | * What’s your first step? By when?
* How will you know when you’ve been successful?
* How can you keep yourself motivated?
* When do you need to review progress? Daily, weekly, monthly?
* What are the biggest takeaways from today’s session?
 |

COACHING APPROACH OVERVIEW (APPRECIATIVE INQUIRY)

Appreciative Inquiry (AI) can be used as an alternative coaching model to TGROW. However, it can also prove useful when we combine the structure of the TGROW model with the approach behind AI.

AI is a positive approach to coaching and inquiry (as opposed to problem-solving) and can be particularly useful in situations where coachees are overwhelmed, or progress feels far away.

It recognises the power in the stories we tell ourselves about situations we find ourselves in and that building these stories from the foundation of building on strengths (rather than correcting weaknesses) is a more effective approach.

So, when coachees have a particularly difficult obstacle ahead, or can only see the negative in a situation, having an AI approach in your back-pocket can be useful.

|  |  |
| --- | --- |
| Problem-Solving Questions | Appreciative Questions |
| Tell me what the problem is | What gives you energy? |
| Tell me what’s wrong | What do you value most about yourself? |
| What are you worried about? | What do you want more of? |
| What do you need help with? | What worked well for you before? |
| What’s bothering you? | What’s working well now? |
| How are you going to fix this? | What does it look like when you…? |
| What do you think caused this to happen? | How do you want to keep moving forward? |

*Comparison of appreciative questions to problem solving questions (Orem et al., 2007, p.69)*

SMART GOALS

A useful model to ensure you have clear, actionable goals is to use the SMART model. A SMART goal will fulfil all the criteria below:

|  |  |
| --- | --- |
| SPECIFIC | Be clear and specific about what you’d like to achieve, this will make it easier to know what direction you need to go in.Don’t be vague: “I want to improve my communication skills” is too wide and isn’t a specific goal. What about your communication skills do you want to improve? |
| MEASURABLE | You should be able to show progress and when you’ve achieved your goal. How will you know when you’ve succeeded? |
| ACHIEVABLE | Being honest with yourself, is the goal achievable within the intended timeframe? Are there any resources/support that you’ll need to achieve the goal? Any barriers? How can you put yourself in the best position to succeed?  |
| RELEVANT | Why do you have this as a goal? Does it align with your long-term plans? Does it align with your personal values? |
| TIMEBOUND | What’s your deadline for this goal? When are you going to achieve it by? |

COACHING QUESTION BANK

Below you’ll find a useful list of coaching-style questions, that may assist during your sessions.

*General Probing Questions*

* Why is that/Why do you think that?
* Can you tell me a bit more about that?
* So, just to clarify, is this what you’re saying…

*Establishing the aim/goals/vision*

1. What is the aim of this discussion?
2. What would need to happen for you to walk away feeling that this time was well spent?
3. If I could grant you a wish for this session, what would it be?
4. What would you like to happen that is not happening now, or what would you like not to happen that is happening now?
5. What outcome would you like from this session/discussion/interaction?
6. Can we do that in the time we have available?
7. What do you want to achieve long term?
8. What does success look like?
9. How much personal control or influence do you have over your goal?
10. What would be a milestone on the way?
11. When do you want to achieve it by?
12. Is that realistic?
13. Is that positive, challenging, attainable?
14. Will that be of real value to you?
15. How will you measure it?
16. What is the outcome you’re looking to achieve here?

*Establishing the current situation/reality*

1. What is happening now? (what, where, when, who, how much, how often). Be precise if possible.
2. How do you know that this is accurate?
3. How have you verified, or would you verify, that that is so?
4. What other factors are relevant?
5. Who is involved (directly and indirectly)?
6. What is their perception?
7. When things are going badly on this issue, what happens to you?
8. What happens to the others directly involved?
9. What is the effect on others?
10. What have you done about this so far?
11. What results did that produce?
12. What is missing in the situation?
13. What do you have that you’re not using?
14. What is holding you back?
15. What is really going on (intuition)?
16. Can you share the specifics of what’s going on?

*Establishing the options/possibilities/actions*

1. What could you do to change the situation?
2. Tell me what possibilities for action you see. Do not worry about whether they are realistic at this stage.
3. What approach/actions have you seen used, or used yourself, in similar circumstances?
4. What else could you do?
5. What if…? (time, power, money, etc.)
6. Who might be able to help?
7. Would you like another suggestion from me?
8. Which options do you like the most?
9. What are the benefits and costs of each?
10. Which options are of interest to you?
11. What have you tried so far?
12. How have you handled something like this before? (What was the outcome?)
13. Why do you think this is happening? (What’s another way to look at this/respond? What else can also be possible/true? What assumptions could you be making here?)
14. What’s your opinion on how to handle this?
15. What obstacles do you expect to face? How do you plan to approach them?
16. What would you do if you had unlimited resources?
17. What resources do you have access to?

*Agreeing the next steps forward*

1. What option or options do you choose?
2. To what extent does this meet all your objectives?
3. What are your criteria and measurements for success?
4. When precisely are you going to start and finish each action step?
5. What could arise to hinder you in taking these steps?
6. What personal resistance do you have, if any, to taking these steps?
7. What will you do to eliminate these external and internal factors?
8. Who needs to know what your plans are?
9. What support do you need and from whom?
10. What will you do to obtain that support and when?
11. What could I do to support you?
12. What commitment on a 1-to-10 scale do you have to taking these agreed actions?
13. What prevents this from being a 10?
14. What could you do or alter to raise this commitment closer to 10?
15. Is there anything else you want to talk about now or are we finished?
16. What’s the first thing you need to do to (resolve/achieve this)?
17. What resources do you need? (Who else do you think needs to be involved in this? How else can I support you around your efforts to complete this?)
18. What are you willing to commit to doing/trying/changing (by when)? If you couldn’t use that excuse anymore, how would you move forward?
19. When would it make sense for us reconnect to ensure you have achieved the result you want?
20. Are there any important questions that have not been asked?

COACHING REFLECTION ON PERSONAL PRACTICE

It’s good practice to add an element of personal reflection at the end of each coaching session for you to evaluate your performance as a coach. Something like the template below can aid development.

|  |
| --- |
| **WHAT HAPPENED?** What were the key events of the session? |
| **WHAT WORKED WELL?** What would you do again? What did the coachee respond well to? |
| **WHAT COULD BE IMPROVED?** What, if anything, could be changed?  |
| **ACTION PLAN** - What are the next steps? What could you implement based on this evaluation? |

IMPLEMENTATION PLAN

This document will help your coachee put things learned during this session into practice.

You can either complete this form with your coachee or ask them to complete it on their own. To increase success, identify only a few key ideas and make them as easy as possible to apply.

THE PLAN

|  |
| --- |
| **WHAT** is/are the key items of learning that you intend to implement? |
| **HOW** will you put yourself in the best position to succeed?*Will you need any help, resources or prep? What barriers might there be? How can you overcome them?* |
| **WHEN** do you intend to do this? *The more specific the better: “Workshop A at 9am, next Monday” is better than “Within the next 2 weeks”* |
| **OTHER** relevant information... |

|  |
| --- |
| **REVIEW** - When will we next meet to discuss your implementation and review progress?*Be specific - take some time to put something in the diary* |

THE WRAP-UP SESSION

It’s recommended to take some time during your final coaching session with a coachee to reflect on the coaching experience and create a sense of closure around the relationship. Often this can take place in the final half of your last session, or in some cases last a full session.

It’s important to let your coachee know that this final session will differ slightly from previous sessions so they can prepare.

The aim of this session is to solidify the sense of progress that the coachee has made during their coaching journey and to get them thinking about their priorities and goals going forwards.

There may be questions, or reflection points that emerge naturally as part of your relationship with specific clients, but here are a few generic suggestions to ask your coachee to get you started:

1. What are my main achievements during this coaching journey?
2. What am I now doing differently because of coaching?
3. What are my main 3 aims moving forwards?
4. What are my current priorities in life?
5. What do I no longer believe that was holding me back before coaching? (Limiting beliefs)
6. What new beliefs do I now hold because of coaching? (About myself, others, situations)
7. What have I learnt about myself?
8. What will I take with me after my coaching experience?
9. What else would I like to reflect on that would be useful for me going forwards?

Evaluation - Is there also something here about capturing anonymous feedback as a Coaching Network from coachees? (e.g. via survey after the coaching relationship has ceased). Provide ROI data, as well as highlighting training needs/development opportunities for our coaches?