

NOPT Conference 2025

Using Coaching for Resilience in Practice Education



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No Screens! Notifications Off!

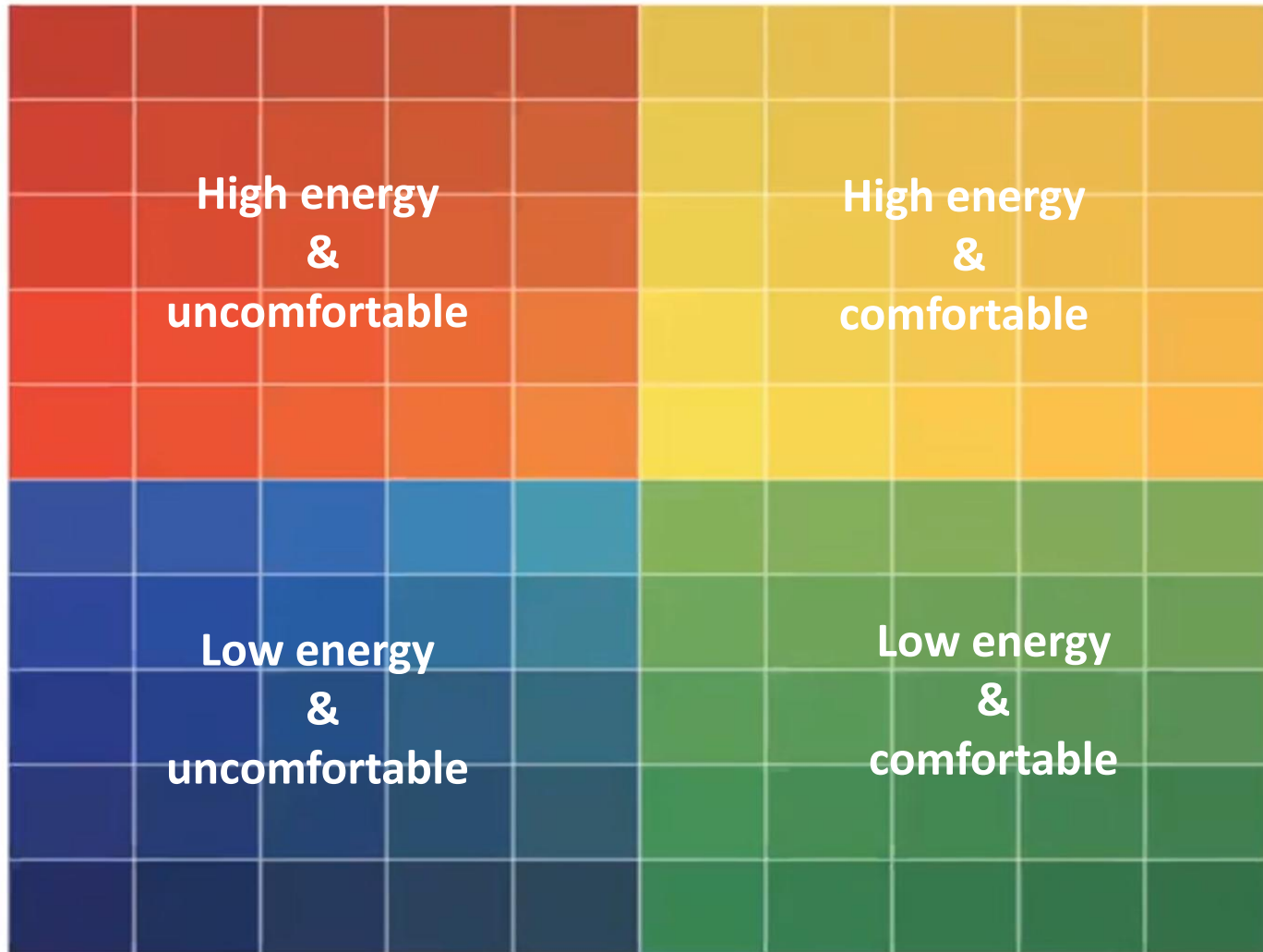
**Human beings
not human doings**

We don't allow ourselves to
form trust and develop insight
in the room if we have the
distraction of constant screen
engagement

**Having your phone in your
field of view means your
brain must work hard
to ignore it**



Mood Metre: How are you **Feeling**?



What **colour** are you emotionally right now?

Check-in with **yourself**

What emotions are you
most aware of right now
(can you convert your **colour**
to some feeling words)

What emotions can you
reset?

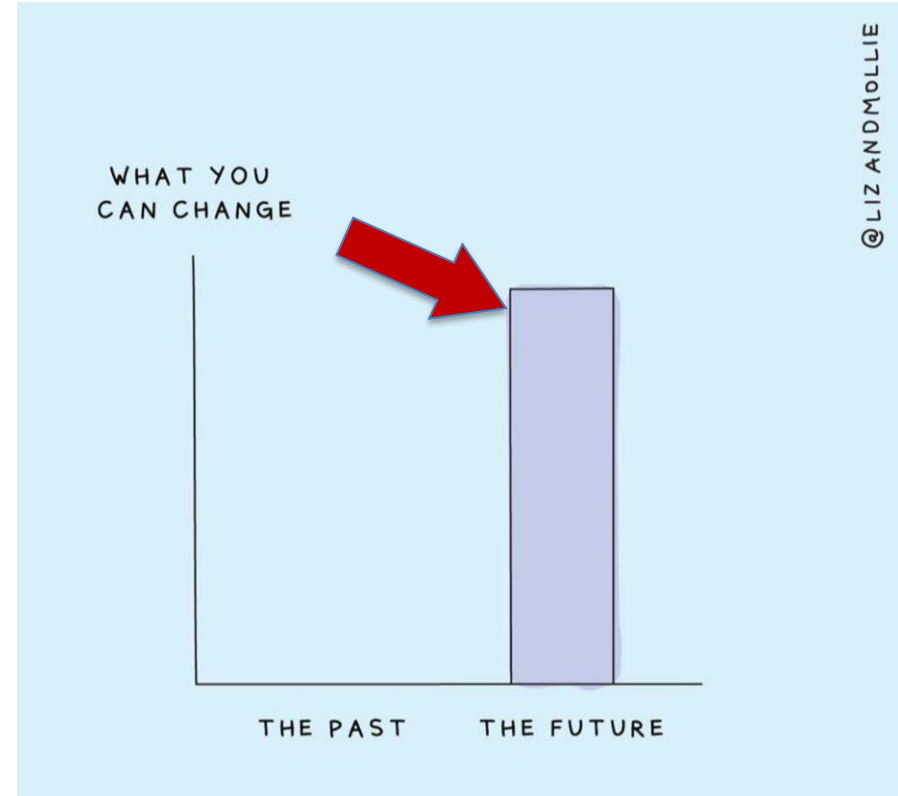
What would **others** here
most **appreciate** and **value**?



An Energizing & Optimistic Relationship

GROUNDING IN POSITIVE PSYCHOLOGY:

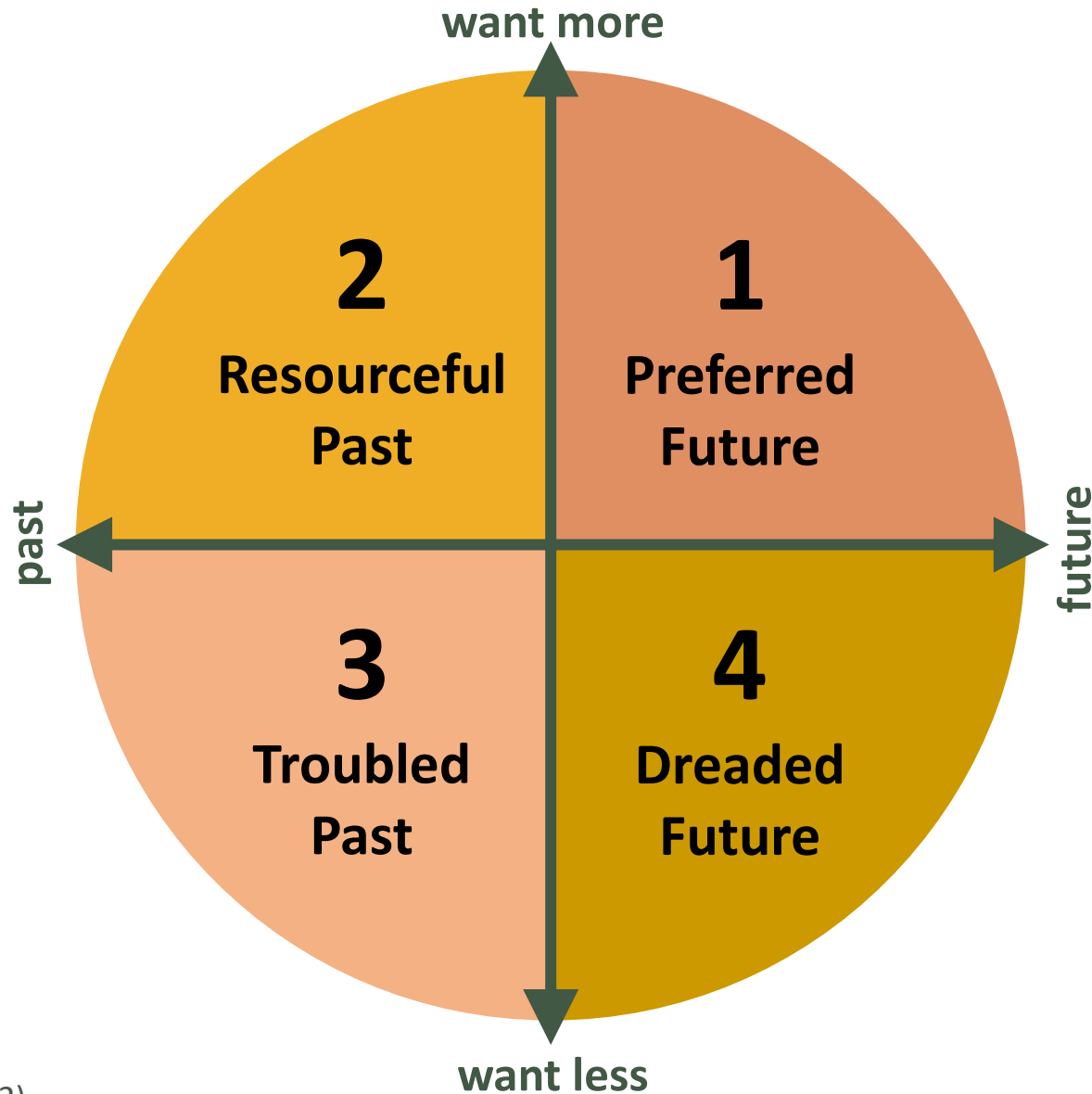
- A connection that leaves you feeling alive, uplifted, cared for
- Conveys a sense of hope (optimism & self efficacy) instils confidence
- Inspires growth, learning and change, motivation to keep trying
- Fosters initiative, gives people the space to reveal parts of themselves that are unfulfilled, unrealized or unspoken of



PRESENT/FUTURE FOCUS

Focus on strengths & potential
Building resilience & wellbeing
Pursuing happiness & positive emotions
Nurturing what works
Getting to an optimal state

Listening Compass / Conversation GPS



Egalitarian Versus Expert

People are **Thinking Equals**

Not your role:

Advisor, counsellor, tutor, teacher, therapist, problem solver, fixer, mentor



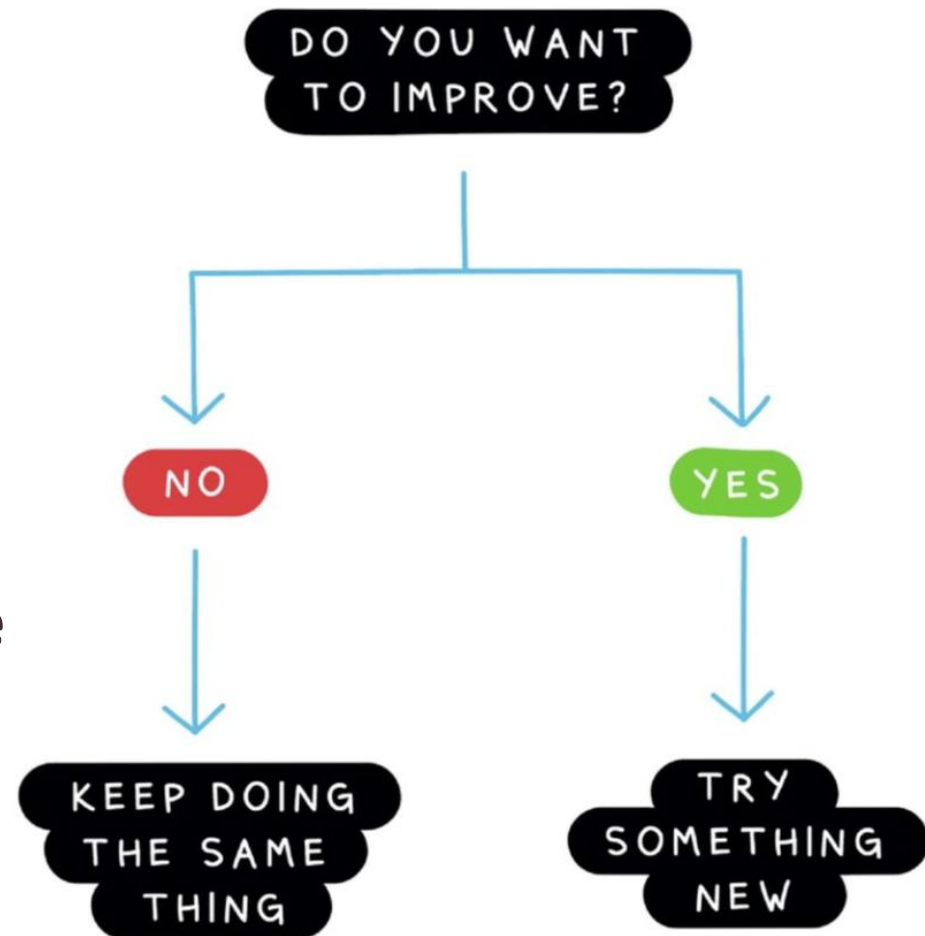
Your role: Coach, listener, provider of a thinking environment



Foundation Principles of Coaching

- The coachee is **resourceful**
- The coach's role is to develop the coachee's resourcefulness through **skilful questioning, challenge & support**
- The coachee sets the **agenda**
- Coaching addresses the **whole person**

(Rogers, 2016)



Coachees know way more than you do...



...about their solutions

First Research on Use of Coaching in Social Work

International Journal of Evidence Based Coaching and Mentoring
2020, S14, pp.77-87. DOI: 10.24384/rvjp-r583

Academic Paper

Making a Difference Again: How Using Coaching Enabled Children's Social Workers to Enhance their Practice & Fulfil their Vocational Aspirations

Suzanne Triggs 

Abstract

There is a dearth of empirical research and conceptual work on the application of coaching within social work. This research used focus groups and semi structured interviews to explore whether using coaching could equip social workers with greater confidence in their ability to make a positive difference to the lives of service users in a family support and child protection service. Using coaching to facilitate service users' own change agendas and self-determined goals transformed elements of social workers' everyday practice. The experience of co-creating transformational change through coaching positively re-connected social workers with their professional values and rejuvenated their vocational drive.

Keywords

coaching, social work, social workers, transformational, change,

Article history

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Becoming a 'Social Work Coach': How Practising Coaching Creates Beneficial Agility in Social Work Identity

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Abstract

This article explores how social workers experienced the intersection of social work and coaching roles, and the impact that incorporating dual roles within a child protection context has on social work identity. It discusses the themes from a 'real-world' qualitative study conducted in a local authority family support and child protection service in the North of England. Thematic analysis was used to interpret data from focus groups and semi-structured interviews with seven social workers, and semi-structured interviews with six service users. The findings reveal that social work identities initially become disrupted through using coaching, before a more flexible, enriched professional identity is fashioned which is congruent with both the social work persona and coaching attitudes and behaviours. Service users appeared to intuit this shift in professional identity when comparing their received experiences of social work and coaching. They responded by compartmentalising their hostile associations

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Empowerment:

Letting Go of Social Power & Control

Coaching required social workers to change behavioural habits that denote social power and authority

Coaching gives some of that power back, particularly for families who've been through loads of social workers, or loads of interventions

It's a more *empowering approach*. It allows people to make their *own* choices and have those light bulb moments about what's happening in their lives.

What the whole coaching thing's been *about* for me really is that *shift from the doing to, to the working with*.



Coaching Activates Personal Power

Coaching **cannot** address an absence of social, economic and structural power or increase access to material resources.

“Coaching can be a force for micro emancipation, individuals freeing themselves from their own tyrannies”
(Western, 2012)

BUT having a sense of our personal power **CAN** have a transformative effect on how we think, feel and act



Key Coaching Conversation Skills

- Deep listening to understand
- Playing back & checking your understanding
- Questioning



A Thinking Environment: A Containing Space

If we want to improve **Action**, we first have to improve **Thinking**



Psychological Safety:

‘A climate in which interpersonal fear and risks are minimised and people are comfortable expressing and being themselves’

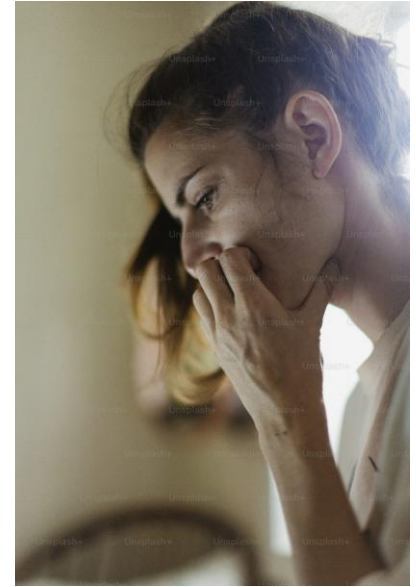
Thinking Enhancers



We think best when:

- Our minds are free of fear
- We're seeking the best idea not trying to win
- We are not rushed
- People show interest and delight in us
- We are engaged in work that expresses our values
- We are at ease and discard internal urgency
- We think well of ourselves
- We know specifically how we are appreciated
- We're encouraged to think beyond the usual
- Our physical bodies are comfortable and respected

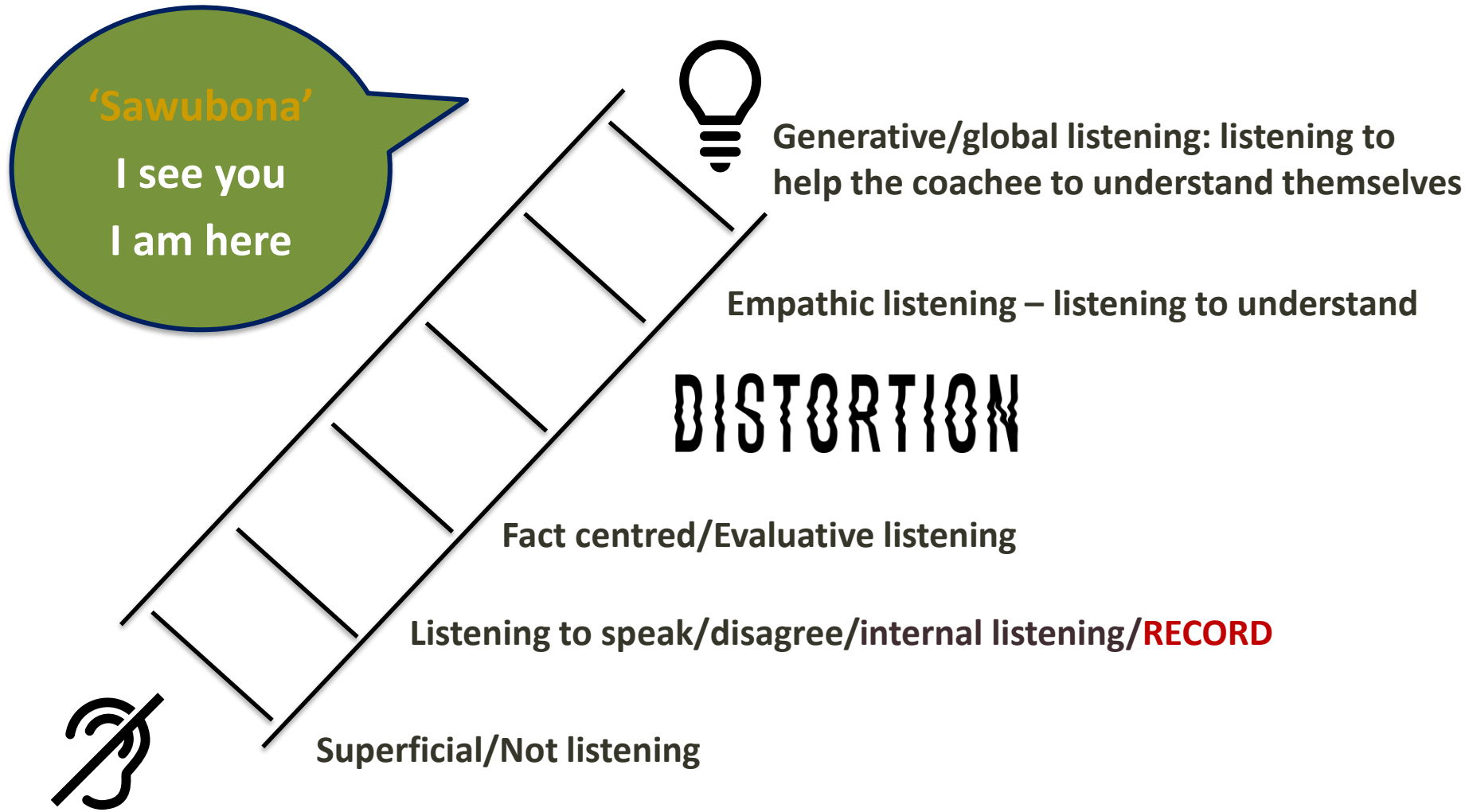
Thinking Inhibitors



We think least well in the presence of:

- Ridicule
- Competition
- Intimidation
- Cynicism
- Criticism
- Powerlessness
- Self-doubt
- Formality
- Physical discomfort
- Low expectations
- Stereotyping
- Pity

“We need to **Listen** with the same Passion with which we want to be **Heard**” Harriet Lerner



Listening Creates Relationship

Checking Understanding Through Active Replay

Summarising

Synthesising the speaker's words into a series of verbal bullet points

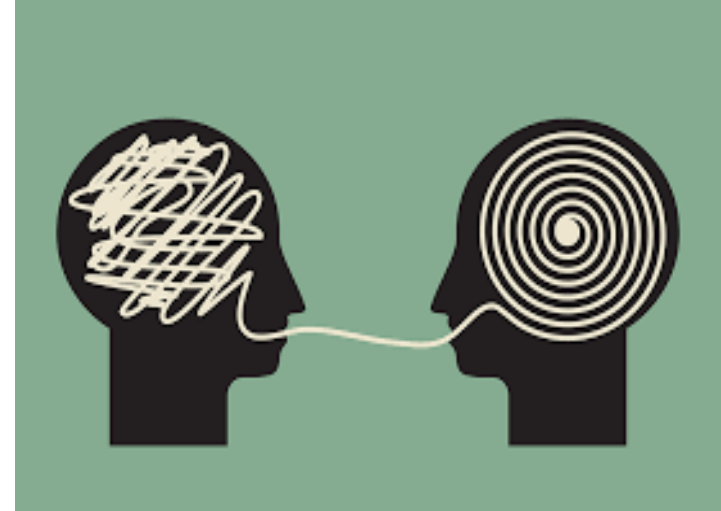
Paraphrasing & Checking Out

Putting the speaker's words into my words, playing back pivotal pieces

'I heard you say / I think you said / Can I check if that was accurate/ It sounds like /These are my words...'

Listening *beyond what you hear*: being attentive to non verbal communication

Highlight gestures, facial expressions, tone of voice, energy shifts, hesitations, pauses, sighs

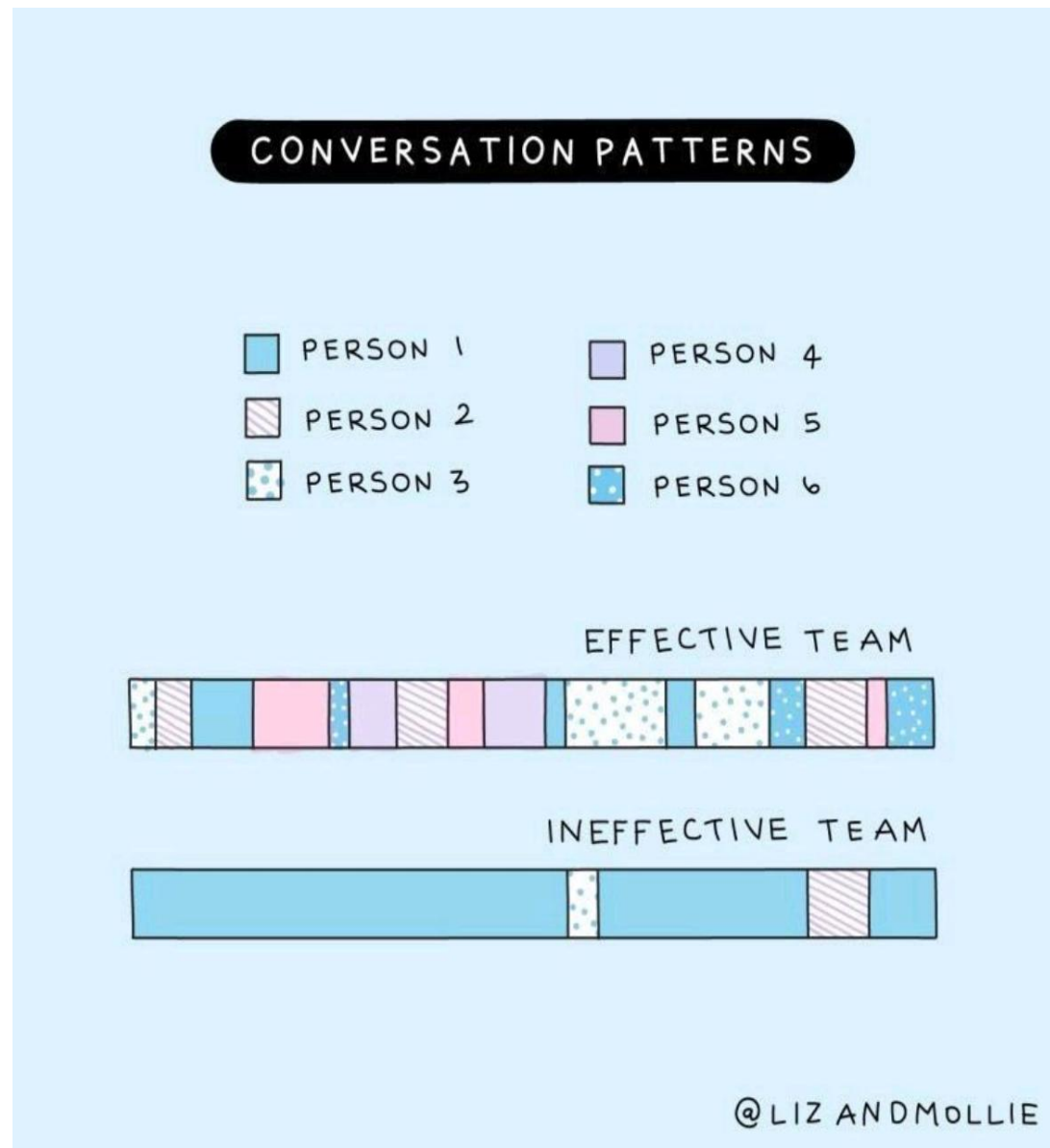


Take up **Less** Airspace



The 80-20 rule: as a **coach aim to speak only 20%** of the time

W-A-I-T = Why Am I Talking?



The Coaching Path



**Identify an
outcome**

**Explore what
needs to be
resolved**

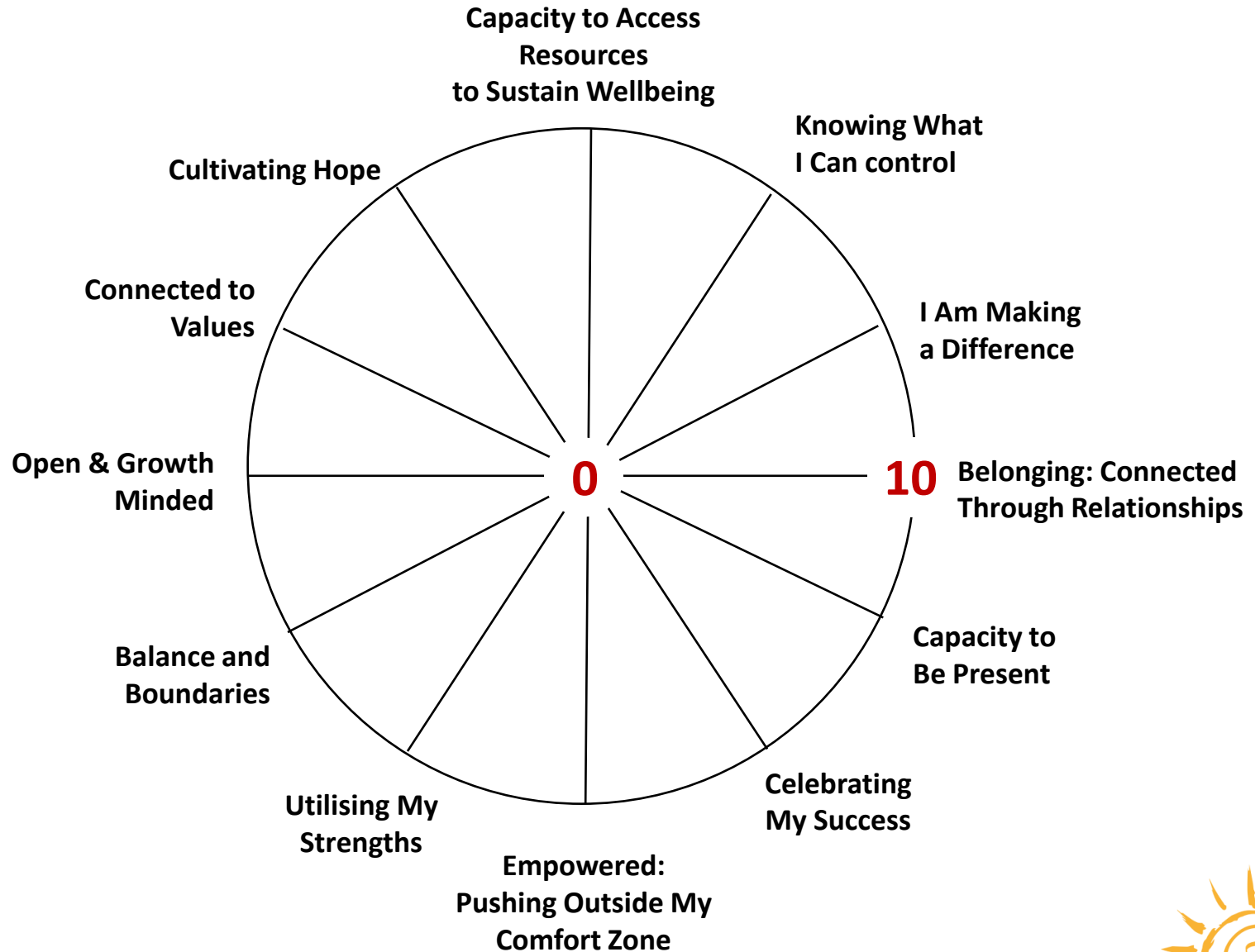
**Commitment to
an achievable
next step**

One **Small** Step at a Time

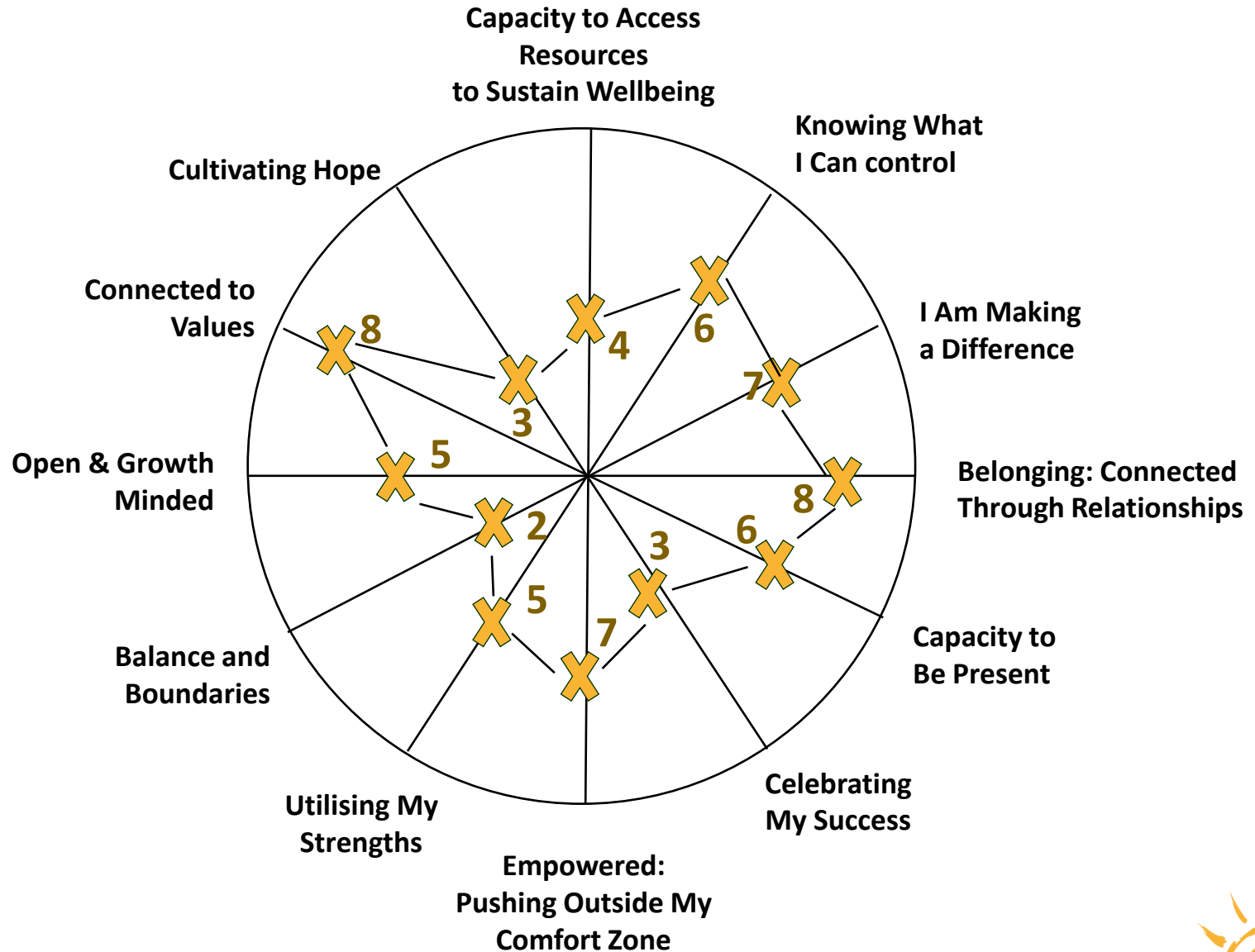
Do what you can - with what you have - where you are



Wheel of Resilience **Coaching Tool**



Wheel of Resilience Coaching Tool

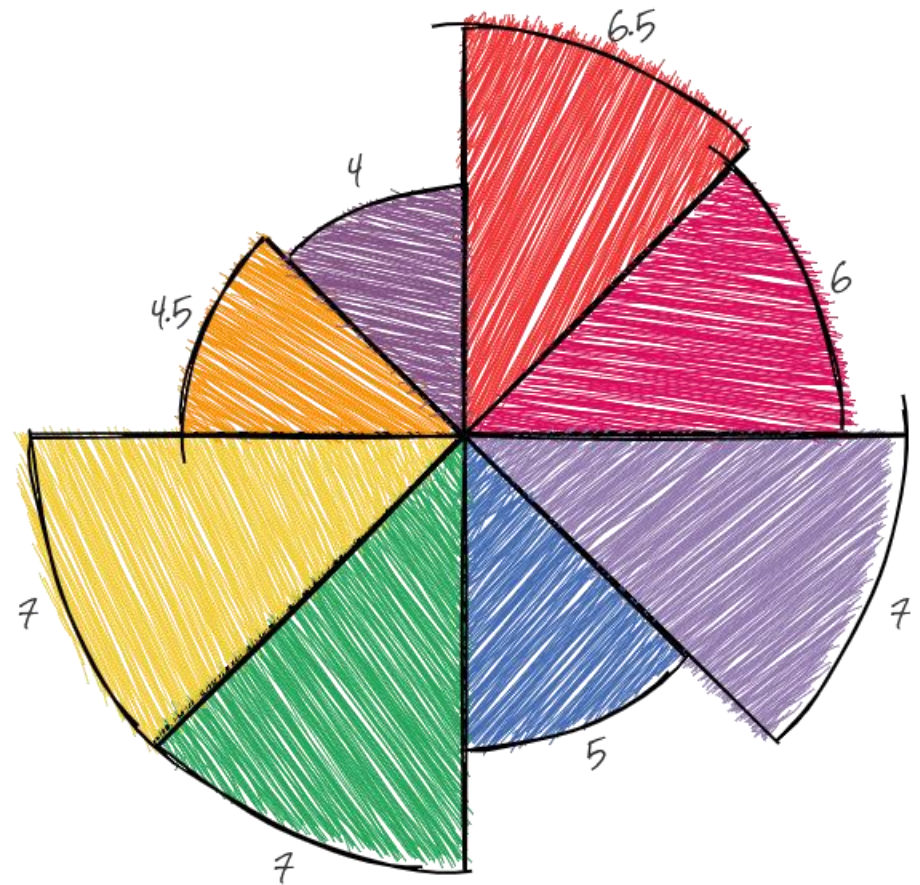


Wheel of Resilience Coaching Tool



Pairs **Coaching** Activity: Explore . . .

- Where are the biggest differences?
- Where are you devoting the most attention?
- Where are you investing the smallest amount of attention?
- What would you like to change?



Appreciation & Reflections

- What do you **appreciate** about the person you have been sharing this group experience with?
- What will you continue to **reflect** upon?



Thank you!

**Contact us for
Coaching, or to
provide coaching
skills training for
your team!**



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