Coaching Guide
Youth Transitions

Jo Buick

Emma Cull

Robert Holmes

Niamh McTiernan

Sally James

> "
>
> *The aim of coaching is to facilitate change and enable action. Coaching achieves this by assisting the individual to explore their limiting beliefs and to change their fixed mindsets, so that they can create the future they really want.*

DR ROBERT HOLMES

Coaching Guide – Youth Transitions

Jo Buick
—
Emma Cull
—
Robert Holmes
—
Niamh McTiernan
—
Sally James

Table of contents

Acknowledgments

Abbreviations

BSL	Brotherhood of St Laurence
EFY Foyer	Education First Youth Foyer
GGS	Geelong Grammar School
OT	Open Talent
PERMA	Positive emotion, Engagement, Relationships, Meaning and Accomplishment
SFBT	Solution-Focused Brief Theory
TAFE	Technical and Further Education
TTW	Transition to Work
VIA	Values-in-Action (Inventory of Strengths)
YDC	Youth Development Coach

About this Guide

Coaching Guide – Youth Transitions has been designed to provide the background for the coaching approach that the Brotherhood of St Laurence is using across our work with young people as they make the transition to adulthood.

The Guide steps out both our coaching model and some useful resources to implement this approach. It also underpins the development of our coaching practice and should be used in conjunction with tailored training. Coaching is just one of the practice modalities that our Youth Transitions teams use and it is important that it is situated within the broader programmatic response.

This Guide is intended to be co-designed with the staff responsible for operationalising our Youth Transitions programs. As such, the BSL sees it as a foundational version and we will be encouraging ongoing feedback from users. The BSL Youth Transitions team and partner agencies will also undertake to co-design the next iteration of the Guide.

However, we would also like the Guide to be widely used by all those working with young people. Therefore, we encourage organisations and individuals working with young people in other settings and contexts to test the applicability of the Guide in their work and to provide us with feedback to further the co-design of this guide.

Section 1

Background to Coaching – Setting the Scene

In this Section

The Brotherhood of St Laurence is committed to working with young people in a way that facilitates future planning and builds on their aspirations, talents and abilities. We see coaching as key to this practice approach. This Section of the Guide gives a background to our Youth Transitions programs and situates coaching as a practice modality within this context to explain why we are interested in such an approach and with whom and when we use it most effectively. As with all Sections of this Guide, our approach is applicable to working with young people in a range of settings.

A distinctive Model for working with young people

The practice

The people

A new way of working – Youth-focused coaching

Young people at the centre of the approach

The development of coaching as a practice modality

Coaching in youth contexts

What defines coaching?

Coaching vs mentoring

Coaching and other youth practice approaches

A distinctive Model for working with young people

The Brotherhood of St Laurence runs a number of Youth Transitions programs that work with 15–24 year olds who are disconnected from study, training and/or work. Many are early school leavers who lack the support and experience to move into work. In our programs, we identify these young people's work aspirations, increase their skills and capabilities, and build their readiness for further learning and employment, while also working with employers to match them to their workforce needs.

Coaching young people in transition is one of the key approaches employed by the BSL, with two programs of note explained here to give context to how and when coaching is used as a practice approach in our Youth Transitions programs.

Transition to Work is a federally funded program for young people aged between 15–21 who are struggling to make the transition to sustainable employment or education. TTW is different from other programs, such as Jobactive, as it delivers more intensive support than that available through existing employment services. It provides young people with opportunities to develop their skills and talents, become work-ready, and increase their experience and networks into the world of work. Each young person is expected to sign up to a 'deal' between themselves and TTW staff, in which they agree to participate fully in the program and to work towards gaining employment. In return, the program agrees to source and provide the support needed by the young person to meet their end of the 'deal'.

The **Education First Youth Foyer** is a distinctive Model developed by BSL and Hanover Welfare Services (which merged with HomeGround Services in 2015 to form Launch Housing).[1] EFY Foyers provide integrated learning and student accommodation in mainstream educational settings for young people aged 16–24 years who are at risk of, or are experiencing, homelessness. They are designed for young people who have the ambition and motivation to engage in education and training, but have been unable to do so due to a range of structural, institutional and personal barriers.[2]

Education and life-long learning are at the heart of the EFY Foyers, with education and learning outcomes prioritised in their design and practice approach. Young people are given the time, personalised attention, coaching and access to opportunities needed to develop education and training pathways that lead to sustainable employment. EFY Foyers also promote and foster positive health and wellbeing, and enable young people to build their social connections as well as their links and contribution to the wider community.

6 Service Offers – Education, Employment, Health and Wellbeing, Social Connections, Civic Participation, and Housing and Living Skills – are critical to the EFY Foyer Model. The inclusion and development of these 6 Service Offers are grounded in research and practice evidence that highlights the role of these domains in facilitating young people's successful transition to adulthood. Through their engagement with these 6 Service Offers, EFY Foyer students will:

- develop their talents, skills and qualifications to further their personal goals and build the foundations for a sustainable livelihood

- accumulate an Address Book of contacts and networks that builds their social capital and social connection

- develop the understanding, skills and capacities to thrive.

6 SERVICE OFFERS

Education

Employment

Health and Wellbeing

Social Connections

Civic Participation

Housing and Living Skills
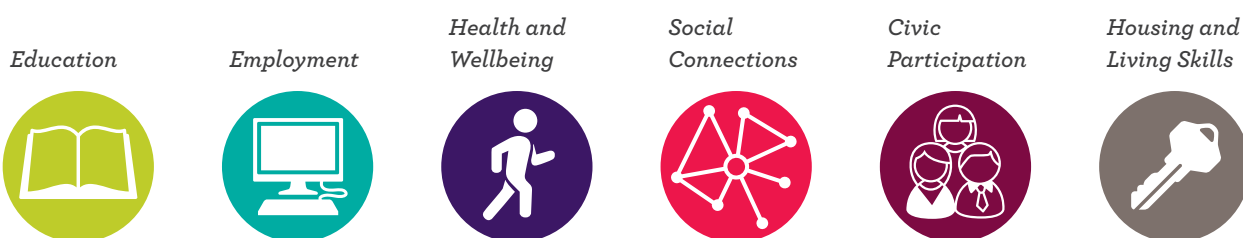
1   S. Mallett, S. James, N. McTiernan & J. Buick 2014, *Education First Youth Foyer Practice Framework*, Hanover Welfare Services and Brotherhood of St Laurence (BSL), Melbourne.

2   The three EFY Foyers currently operating in Victoria are located on the TAFE campuses at Holmesglen Institute in the eastern Melbourne suburb of Glen Waverley, at Kangan Institute in the northern suburb of Broadmeadows, and at GOTAFE Shepparton in central Victoria

The practice

The Brotherhood of St Laurence employs an Open Talent/ Advantaged Thinking approach (see Section 2) to its programs focused on youth. This approach, developed by Colin Falconer during his time as the Director of Innovation with the Foyer Federation in the United Kingdom, invests in the talent of young people and moves away from a deficit-based model of working with youth.[3]

The BSL decided on this approach to assist service-connected young people make the transition to aduthood. They need to develop both internal (such as a stable sense of self) and external assets (such as coaches and mentors) to have greater control over their lives and become independent yet connected adults. The Model, including the 6 Service Offers and 5 Key Partnerships (Business, Government, Services, Community, Philanthropy), is founded on the recognition of some of the key experiences, opportunities, skills and attributes that young people need to do this.

Part of this approach attends to the way in which we work with young people in transition, with 'coaching' as one of the practice techniques we employ. In our programs, this is predominantly delivered by Youth Development Coaches (YDCs) but it is also integrated into the way that all key staff communicate and work with young people in transition.

Coaching is one of a number of practice techniques utilised by our staff, and is considered a vital component of the Model as it provides a mechanism through which the Open Talent / Advantaged Thinking approach can be operationalised. This is because:

- **All young people require 'learner support' from family, friends and/or mentors** including positive encouragement, reinforcement and motivation to achieve learning goals.

- **Young people experiencing disadvantage are less likely to have learner support** and, therefore, find it more difficult to sustain engagement in education and employment.

- **Youth Development Coaches provide learner support as opposed to case management**, thereby filling those critical gaps left when family members or supportive others are not available or are unable to provide support.

- **Evidence indicates that coaching is an effective practice to achieve learner success**.[4] To fill gaps in 'out of hours' and family support, YDCs integrate coaching into their work with young people. Coaching involves supporting young people to develop a vision, to self-motivate and self-navigate, and to troubleshoot and build networks.

The people

The Brotherhood of St Laurence employs people with a multi-disciplinary skill set, and the staff who work across the Youth Transitions portfolio are recruited because of their strong belief in the abilities and capacity of young people to change their circumstances and to build sustainable lives.

To deliver on the Advantaged Thinking approach, the multi-disciplinary staff team demonstrates a range of talents, skills, training and life experiences. Such diversity in the staff team is desired, and our positions attract applicants from community development, education, employment, arts and culture, recreation, advocacy, and housing backgrounds.

Although Youth Development Coaches are not there to counsel, mediate or provide specialist mental health or medical advice, they are trained, and often have strong skills, in youth mental health, risk management and safety planning, and have a good working knowledge of the local service sector.

5 KEY PARTNERSHIPS

B *Business*

C *Community*

G *Government*

P *Philanthropy*

S *Services*
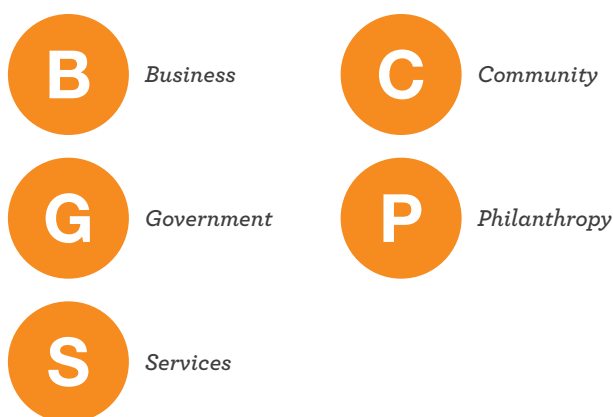
3 M. Seligman 2002, *Authentic Happiness: Using the New Positive Psychology to Realize Your Potential for Lasting Fulfillment*, Free Press/Simon & Schuster, New York; Frazer Holmes Foundational Coaching 2013, 'Life coaching and coach training'. Available at: http://www.frazerholmes.com/coach-training/; C. Falconer 2009, 'An Advantaged Thinking approach'. Available at: http://www.advantagedthinking.blogspot.com; and C. Falconer 2012, *A Better Offer for All Young People*. Available at: foyer.net.

4 K. Collett 2012, 'What is coaching?', in A. Brown, L. Browne, K. Collett, C. Devereux & J. Jameson 2012, *Insights No.1, The Role of Coaching in Vocational Education and Training*, City and Guilds Centre for Skills Development, London.

Section 1

A new way of working –
Youth-focused coaching

The coaching approach is an innovative model of working with young people. Relational, solution focused and goal oriented in design it aims to support young people to become independent, yet connected, adults. Such an approach provides our Youth Transitions staff with a conceptual framework and a range of tools and techniques to use with young people at different points within the life-cycle of the coaching relationship – from setting up a weekly personal coaching session to identifying and working with limiting beliefs. We also believe it has applicability across all youth settings and contexts.

Young people at the centre of the approach

Research indicates that youth-focused coaching has immense potential to reshape current interventions and to promote young people's self-determination and sense of future purpose.[5]

Emerging evidence is demonstrating the limitations of traditional case management approaches to working with young people.[6] Not only do deficit-based interventions tend to focus on what someone cannot do, they potentially omit any recognition of an individual's talents, skills and capabilities. These traditional interventions do little to challenge the structural barriers that restrict young people's potential, instead problematising them and individualising challenges such as poverty and homelessness.

A new way of working is needed – one that defines young people by their potential and not by the disadvantage they have experienced. This new way of working requires not only a reshaping of practice, but a broader campaign that connects with community, opens social networks and advocates for young people's inclusion in mainstream services.[7]

Putting young people at the centre of our practice requires a staff cohort who truly believe in the potential and capacity of young people to be the active change-makers in their own lives. Coaching is framed within an Advantaged Thinking context[8] that views young people as capable, positive and essential assets for our future. As 'Advantaged Thinkers', staff are encouraged to challenge their own perceptions, stereotyping and assumptions about young people and their role as youth-focused practitioners.

The development of coaching as a practice modality

Traditional coaching models emphasise 'solution construction as opposed to problem analysis', with the coachees (in this case, the young people in our Youth Transitions programs) being the 'primary contributor[s] to discovering the solution, rather than recipient[s] of therapy'.[9]

The discipline of coaching was initially developed as a goal-oriented, solution-focused approach to working with mainstream populations, either to improve performance or to solve specific, self-articulated issues: for example, vocational performance or a fear of public speaking. Traditional, non-therapeutic models of coaching have been successfully applied to team sports, elite athletics, executive workplaces, relationships, training and education.

Section 2

Section 3

Section 4

Section 5

5   C. Leach, L. S. Green & A. M. Grant 2011, 'Flourishing youth provision: The potential role of Positive Psychology and coaching in enhancing youth services', *International Journal of Evidence Based Coaching and Mentoring*, February 9(1).

6   S. Green, A. Grant & J. Rynsaardt 2007, 'Evidence-based life coaching for senior high school students: Building hardiness and hope', *International Coaching Psychology Review*, March, 2(1).

7   L. E. Cross, W. Morrisson, P. Peterson & J. Domene 2012, 'Investigating Positive Psychology approaches in case management and residential programming with incarcerated youth', *Canadian Journal of Counseling and Psychotherapy*, 46(2):65.

8   Falconer, op. cit.

9   Y. Ives 2011, 'What is 'coaching?' An exploration of conflicting paradigms', *International Journal of Evidence Based Coaching and Mentoring*, August 6(2).

fn.

Increasingly, however, the approach taken to 'coaching' has been one of 'broadening' so as to address the needs of specific cohorts – i.e., those experiencing obesity or depression – by adopting therapeutic and personal development elements to work with underlying values and beliefs. Socio-cultural theories of positive psychology, 'strengths-based' interventions, 'co-active coaching', and 'Advantaged Thinking' have further shaped the dynamics of coaching and its potential adaptation for both groups. While the emphasis on goal attainment remains, the discipline has evolved over time to include more collaborative, non-directive styles of working with individuals.

Regardless of whether the coaching context is ongoing and therapeutic, or brief and solution focused, most approaches aim to accomplish improved performance and development for the individual[10] – that is, reaching a desired state (performance) and progressing towards a goal (development).

Coaching in youth contexts

Drawing on the evidence base, we define coaching by its focus on solutions, improved performance and development, and the active role played by young people in designing their own goals and outcomes.

Influenced by the fields of 'person-centred' coaching, our approach recognises that young people are intrinsically motivated to grow and develop in a direction that results in their optimal functioning.[11] Drawing on motivation theory, our approach also recognises that social-environmental conditions can impact negatively on motivation and individual development, and that, as individuals, we often need to learn how to tap into and maintain motivation.

In our approach, coaching does not replace specialist mental health or medical interventions; rather, it begins by meeting young people 'where they are at'. As such, it has been designed to:

- **Be considerate of the developmental conditions of adolescence:** young people aged between 15 and 24 years of age are undergoing important neurological and emotional development, which requires a developmentally appropriate coaching response.[12]

- **Recognise the differing needs, capabilities and agency of young people in comparison to adults:** the approach should be tailored to address burgeoning, sometimes shifting and often apprehensive, aspirations about the future, as well as more targeted goals about the present.

- **Understand the different balance of power in coaching models that are designed for adults as opposed to those for young people:** the way that young people and adults enter into and experience professional relationships with health, personal support and coaching experts often differs greatly.

- **Complement, not replace, specialised support systems:** in circumstances where there is a specialist support need – e.g., for alcohol or other drugs, or clinical depression – coaching should not be used as a replacement.

10 ibid.

11 S. Joseph 2014, 'The person-centred approach to coaching', in Elaine Cox, Tatiana Bachkirova & David Clutterbuck (eds) 2014', *The Complete Handbook of Coaching*, Sage Publications, London.

12 Frazer Holmes Coaching 2014, *Energy Coaching*, (1st pub. 2009), Frazer Holmes Coaching, Canberra.

What defines coaching?

Coaching vs mentoring

The terms 'coaching' and 'mentoring' are often used interchangeably. While acknowledging that there is a definite overlap between the roles of mentor and coach,[13] our approach differentiates coaching from mentoring in clear terms, with both having important but distinct functions.

Mentoring is defined as 'a psychosocial intervention where an individual is matched with a more experienced and knowledgeable person who is able to provide encouragement and guidance'.[14] Evidence indicates that the real power in mentoring relationships comes from the mentee's knowledge that the mentor is not from an agency or employed to support them, but rather is an independent person engaging in the relationship voluntarily.[15] It is a relational approach, in which the mentor aims to foster a strong, healthy relationship that serves to build the mentee's social capital. Although outcomes are an important part of mentoring, mentors generally consider the process of equipping the mentee with the tools to replicate good relationships *elsewhere* to be the most positive result.

Mentors within the Youth Transitions context are volunteers who apply independently to the program, and are then trained to engage with young people using relational approaches. They are screened for suitability and trained to recognise and report any issues, such as the need for child protection, and to retain professional and clear relational boundaries. Mentors are not, however, required or authorised to provide specialist support to young people.

Coaching, on the other hand, is goal oriented and solution focused. A coaching approach is used not only to provide encouragement, but skilled and targeted support, guidance and motivation as well. Coaches are also expected to source opportunities that are directly relevant to individual needs and aspirations. In the coaching relationship, outcomes are important as coaches work with young people to track achievements and measure progression towards identified goals. A coach adopts a peer-to-peer approach and does not establish power over those they are coaching.

Coaching and other youth practice approaches

A range of ways of working with young people are employed across the work of the Youth Transitions staff team, including coaching, tutoring, teaching, peer-led activities, mentoring, and personal planning and support. Each is designed to fill specific gaps in the support that disadvantaged young people have in their lives. The table overleaf maps the various roles and methods used in coaching, and explains the differences between them.

> 66 A coaching approach is used not only to provide encouragement, but skilled and targeted support, guidance and motivation as well.

13   T. Salter 2014, 'Mentor and coach: Disciplinary, interdisciplinary and multidisciplinary approaches', *International Journal of Evidence Based Coaching and Mentoring*, Special Issue, June, 8.

14   T. Gale, E. Peeler & B. Jane 2005, C.O.A.C.H. *Community Mentoring Evaluation, Interim Report*, Faculty of Education, Monash University, Melbourne.

15   Leach, Green & Grant, op. cit.

Table 1: Mapping the complementary approaches

APPROACH	COACHING (ALL STAFF)	PERSONAL PLANNING AND SUPPORT	MENTORING (EXTERNALLY RECRUITED)
Focus	**Performance and development** — Goal-focused and performance-oriented towards personal development	**Planning and support** — Creating innovative opportunities for development, change and interpersonal skill building — Referral to external supports as required	**Relational** — Building positive, pro-social relationships to inform personal growth and develop networks
Role	**Skilled (targeted)** — One-on-one sessions personalised to the needs of the individual — Goals are determined by the young person, with the coach providing skilled support and guidance	**Skilled (ongoing)** — Ongoing, one-on-one and group sessions targeted at supporting young people with personal and planning needs	**Volunteer (supportive)** — Support the mentee to discover own direction and goals — May or may not be time limited — Approach will depend on the mentoring context and relationship
Relationship	**Solution focused** — The coaching relationship is solution focused and goal oriented — Success depends on the coach and the young person, as both are responsible for developing and maintaining the relationship	**Skilled professional** — Youth Transitions staff members are skilled professionals employed by the BSL. They model professional, healthy and pro-social behaviours and approaches, providing informed guidance and support	**Reciprocal** — Mentors are volunteers, as are mentees, and both have active roles in initiating and maintaining the relationship — There is learning and development for both the mentee and mentor
Source of influence	**Skills and behavioural modelling** — Coaches have influence because of their skills as a facilitator, as well as the behaviour, approach and skills modelled in their Youth Transitions work	**Skills and behavioural modelling** — Youth Transitions staff members have influence because of their skills as facilitators, as well as the behaviour, approach and skills modelled in their work	**Perceived value** — Mentor's influence is proportionate to the perceived value they bring to the relationship based on mutual respect and value for both the mentor and mentee
Personal returns	**Performance and development** — The return comes in the form of the young person's personal and skill development, including the achievement of specific goals and the development of the coaching relationship	**Progression to independence** — Youth Transitions staff members support young people to develop the skills required for independence — Progression in planning and managing one's own life are personal returns	**Affirmation and learning** — The relationship is a vehicle to affirm the value and satisfaction from fulfilling a role as a helper and developer of others

TUTORING	TEACHING	EXTERNAL SPECIALISED SUPPORTS
Specific learning needs — Tailored responses to specific learning needs so as to enable enhanced participation and achievement in education	**Educational development** — Building cognitive and non-cognitive skills to enable participation and achievement in educational settings	**Specialist intervention** — Addressing specific support needs including mental health, physical health and specialised care
Volunteer (targeted) — One-on-one tutoring that is responsive to specific needs at a specific time, i.e., exam study, essay writing, mathematics	**Skilled (educational)** — One-on-one and group guidance regarding educational and vocational pathways, personalised learning plans and options, opportunities and experiences	**Skilled (external)** — One-on-one sessions targeting specific individual needs, e.g., substance dependency, counselling, occupational therapy
Goal oriented — Both tutors and the young people are volunteers — The relationship is informal, but structured around specific learning and development	**Skilled professional** — Teaching staff are skilled mainstream professionals — Teachers model professional, healthy and pro-social behaviours and approaches, providing informed guidance and support that is career and education focused	**Skilled professional** — Referred supports are external specialists employed outside of TAFE — The relationship is formal and external
Perceived value — Tutor's influence is proportionate to the perceived value they bring to the relationship based on mutual respect and value for both the tutor and the young person	**Skills and behavioral modelling** — Teachers have influence because of their skills as educators, as well as the behaviour, approach and skills modelled in their role	**Specialist/Medical service** — A specialist has influence because of her/his specific skills and/or medical expertise — Specialists may provide clinical supports and interventions
Affirmation and learning — Tutors and young people have potential to learn from relationship — Major return when young people find value in tutoring relationship	**Educational achievement** — Return comes from a young person's growth, development and achievement in education, including academic, non-cognitive and pathways	**Progression towards independence** — Return comes from a young person's progression towards self-management of the issues or concerns that led to external referral
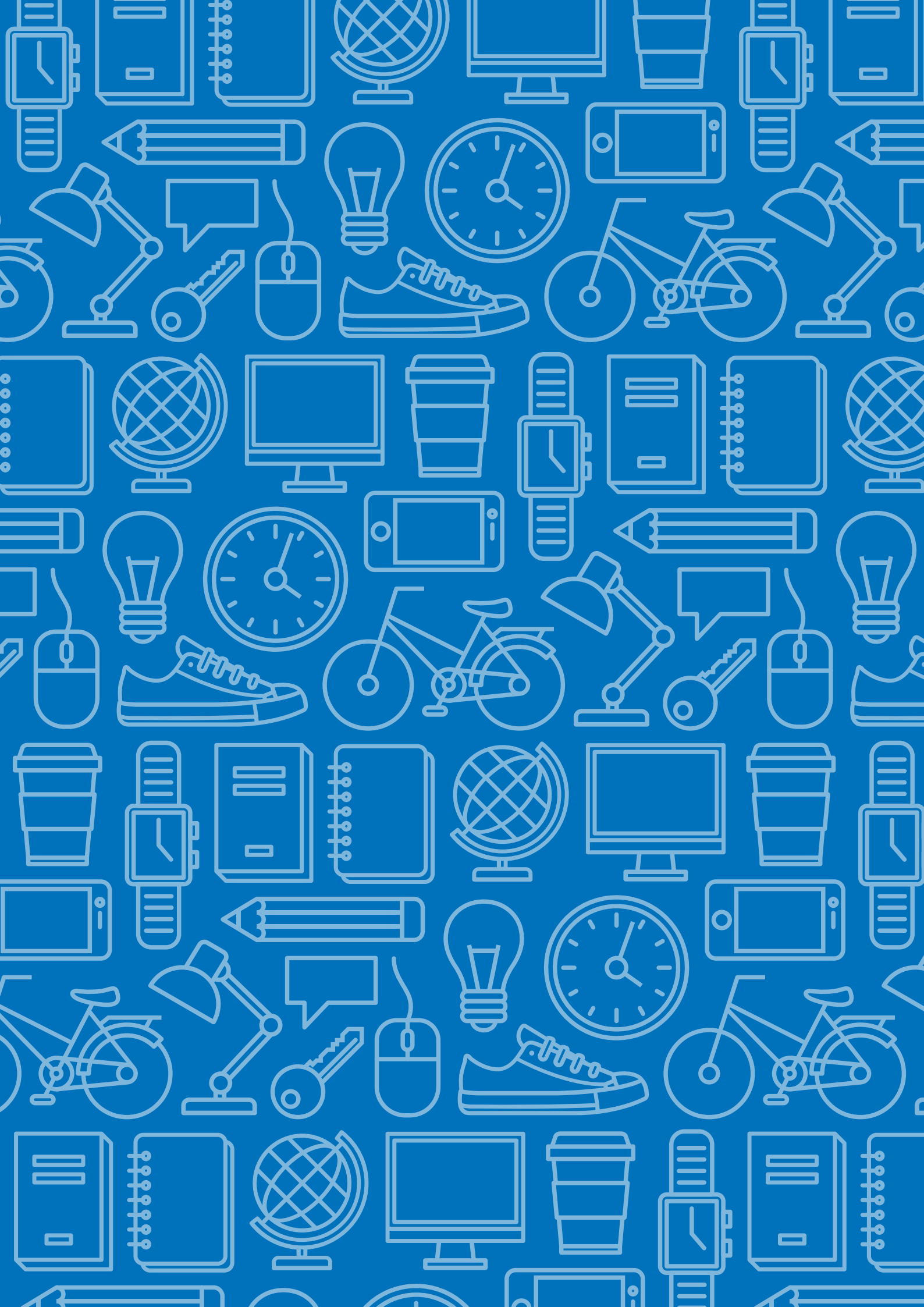
Section 2

Conceptual Influences

In this Section

This Section outlines the Open Talent/ Advantaged Thinking approach and the theoretical concepts that underpin the BSL Youth Transitions programs in their work with young people. These conceptual influences provide our staff with an understanding of how and where coaching fits into our broader practice, and how it is positioned as an effective tool in operationalising the Open Talent/ Advantaged Thinking approach.

Conceptual and theoretical approaches

Open Talent / Advantaged Thinking

Motivation theories

Positive psychology

Mindfulness

Concepts of coaching

Pedagogy of coaching

A person-centred approach

A solution-focused approach

Evidence-based coaching

Conceptual and theoretical approaches

> " *No athlete turns up to the Olympics and expects to win the marathon just because they've made sure they haven't broken their legs. It's as though we deny the opportunity for certain groups of young adults to live an existence beyond the deficits they pose. We invest more in controlling the problem than we do in empowering the person. An investment in prevention is only half an investment if it is not matched by preparation for a positive life and the progression of opportunities to achieve it.*[16]

Too many young people at risk of, or experiencing, homelessness are not making a positive transition to adulthood. As such, a different way of working with them is needed. The welfare sector in Australia has, to date, typically focused on identifying the problems these young people face. In response, governments and service providers have developed a suite of policies and practices to address or manage these problems. These responses have usually been delivered through siloed portfolio areas or government departments (e.g., homelessness, child protection, juvenile justice, mental health).[17]

However, momentum is growing among some policy makers, service providers and researchers for a paradigm shift in the way we think about and respond to young people experiencing disadvantage and exclusion. It is a shift away from deficit, disadvantaged or problem-saturated thinking, towards Open Talent / Advantaged Thinking and acting. It is focused on identifying, developing and, most importantly, investing in the skills, capabilities and assets of these young people so that they can establish sustainable lives. This Guide focuses on how coaching as a practice enables these approaches.

Open Talent / Advantaged Thinking

Colin Falconer of the Foyer Federation in the United Kingdom developed the concepts of Open Talent and Advantaged Thinking as innovative ways of enabling young people who are struggling to make the transition to adulthood.[18] Although specifically developed for this purpose, Open Talent / Advantaged Thinking is applicable to all young people, as it is founded on the understanding that everyone has talents and abilities – not just those in elite sporting, artistic or academic programs. It also recognises that not all of these talents are recognised or valued in the same way. For some, especially those struggling to transition to adulthood, there has been little or no investment in building their talents or skills. Where communities have invested in their young people, this has typically been in institutions, programs and practices designed to manage their problems.

Open Talent / Advantaged Thinking asserts that, rather than investing in these young people's problems, the community needs to re-direct investment into building their abilities and harnessing them for personal, as well as social, good. By making a positive investment in young people, Open Talent / Advantaged Thinking focuses on developing their assets and on co-creating solutions – real jobs, real education and real community connections – to enable them to achieve independent adulthood.

Fundamentally, the Open Talent / Advantaged Thinking approach challenges us to re-think:

- the way we see young people

- the activities and approaches we use to work with them

- the way we develop those diverse groups of people (including staff, business, education, policy makers, etc.) who are, or will be engaged in, promoting and enabling young people to reach their potential

- how we speak about young people – to use positive language rather than the language of disadvantage.

Section 1

Section 2

Section 3

Section 4

Section 5

fn.

16 Falconer, op. cit.

17 Mallett et al., op. cit.

18 ibid.

All activities and opportunities afforded by the BSL's Youth Transitions programs are shaped by the Open Talent / Advantaged Thinking practice approach and, therefore, aim to recognise and nurture internal assets and build external assets. As the DNA of the Model, Open Talent / Advantaged Thinking focuses on 5 Key Practice Areas:

• Places

• People

• Opportunities

• The Deal

• The Campaign.

The sum of these parts provides the foundation from which to work with young people using an Open Talent / Advantaged Thinking approach, so they can access all of the available resources and opportunities that can lead to sustainable, independent lives. Positive investment in young people is prioritised, and their abilities nurtured through opportunities.

In particular, this coaching approach aims to build young people's personal and social capabilities, as well as those that foster agency through the use of evidence-informed tools and techniques. By adopting coaching rather than a case management approach to our work with young people, we are making a direct investment in their individual talents and skills, as opposed to investing in 'fixing' their perceived deficits.

Motivation theories

Focusing on the internal and external drivers (or motivations) that individuals use to achieve goals, motivation theories distinguish between intrinsic/internal and extrinsic/external motivations.

Intrinsic motivation is the desire for personal development and to challenge oneself, thereby building one's capacity to thrive. This type of motivation brings with it a natural tendency towards achieving optimal functioning and is critical to the development of cognitive, social and physical skills. An individual is intrinsically motivated if they are genuinely interested in the task, believe that they are capable of reaching their goals and recognise that they are the active change-makers in their own

lives. When someone is intrinsically motivated, they don't need to be rewarded or recognised for their work as they receive satisfaction internally.

Extrinsic motivation is the performance of a task or an activity in order to gain a desired outcome: for example, money or awards, high grades or peer recognition. Extrinsic motivators include the thrill of competition, the expectation of financial reward and the promise of conditional support. When someone is extrinsically motivated, they may not be directly invested in the activity or task but rather oriented towards the outcome. However, people

> " *... can perform extrinsically motivated actions with resentment, resistance and disinterest or, alternatively, with an attitude of willingness that reflects an inner acceptance of the value or utility of a task. In the former case – the classic case of extrinsic motivation – one feels externally propelled into action; in the latter case, the extrinsic goal is self-endorsed and thus adopted with a sense of volition.*[19]

Staff who work with young people in transition across the BSL build programs and innovations that stimulate intrinsic motivation, while acknowledging that extrinsic motivation can be instrumental in certain contexts.

Positive psychology

The principle tenet of positive psychology is that enhancing positive emotions will diminish negative ones, and that the skills and mindsets promoting wellbeing can be explicitly taught.[20] The positive psychology approach emphasises preventative rather than reactive approaches to health and wellbeing. This is done by providing people with the tools, not only to achieve happiness, but also to *flourish* in their lives – as opposed to simply coping or surviving. Flourishing refers to 'feeling good and doing good' – the sense that life is going well, even in the face of difficult emotions, circumstances or experiences.[21]

19 R. M. Ryan & E. L. Deci 2000, 'Intrinsic and extrinsic motivations: Classic definitions and new directions', *Contemporary Educational Psychology*, 25(1), 54–67.

20 M. Seligman 2011, *Flourish: A Visionary New Understanding of Happiness and Wellbeing – And How to Achieve It*, Nicholas Brealey Publishing, London.

21 ibid.

The PERMA model, developed by Seligman,[22] is central to the positive psychology approach. It articulates five elements for fostering 'optimal wellbeing', which are: **P**ositive emotion, **E**ngagement, **R**elationships, **M**eaning and **A**ccomplishments. Utilising the PERMA model, positive psychology practitioners aim to work with their clients towards a state of flourishing.

Victoria's Geelong Grammar School adapted the PERMA model and embedded it into an educational context. GGS has developed a Positive Education framework. The BSL has taken this framework and adopted and adapted it into a model for use across its Youth Transitions programs. The model is based on the following six elements:

Positive emotion helps young people to anticipate, experience, prolong and build positive emotional experiences, as well as to respond to negative emotions in a positive way.

Positive engagement encourages young people to experience complete immersion in activities as peak experiences, through understanding the nature of engagement, the pathways to it and the function it has on individual wellbeing.

Positive health assists young people to develop a healthy mind and body, and to live healthy, energetic and resilient lives.

Positive purpose encourages young people to understand, believe in and serve something greater than themselves, and to engage deliberately in activities for the benefit of others.

Positive relationships assist young people to create and promote strong and nourishing relationships with themselves and others by encouraging and developing social and emotional skills.

Positive accomplishment helps young people to develop their potential through striving for, and achieving, meaningful goals.

Mindfulness

Mindfulness is defined as 'paying attention in a particular way: on purpose, in the present moment, and non-judgmentally'.[23] The purpose of teaching mindfulness is to 'help the individual perceive reality more clearly; enabling students to understand themselves and others better and enjoy a more fulfilling and joyful life'.[24]

To achieve this aim, the practice of mindfulness draws on behavioural science and psychological frameworks to provide individuals with the tools to gain self-awareness and to grow positive mindsets. When a person is acting 'mindfully', s/he is drawing on three core skills:

- concentration power

- sensory clarity

- equanimity.[25]

These skills are considered important in the maintenance of positive self-management of mental and physical health.[26]

In educational settings, research indicates that teaching mindfulness helps to achieve short-term goals such as enhanced student engagement and academic performance, an improved social climate at school and the promotion of a wide range of wellness outcomes.[27] More specifically, young people participating in mindfulness programs report experiencing improved attention and self-regulation.[28]

22 ibid.

23 J. Kabat Zinn 2003, 'Mindfulness Based Stress Reduction (MBSR)', *Constructivism in the Human Sciences*, 8(2):73–107.

24 A. Weiss 2004 cited in R. Gause & D. Coholic 2010, 'Mindfulness-based practices as a holistic philosophy and method', *Currents: Scholarship in the Human Services*, 9(2).

25 Mindful Schools 2014, 'Mindfulness and education overview'. Available at: www.mindfulschools.org.

26 N. Albrecht, P. Albrecht & M. Cohen 2012, 'Mindfully teaching in the classroom: A literature review', *The Australian Journal of Teacher Education*, 37(12).

27 ibid.

28 Mindful Schools, op. cit.

Concepts of coaching

Pedagogy of coaching

Effective coaching requires a constructive learning environment, an inquisitive and explorative approach and the facilitation of the learning experience. Pedagogy describes specific and general methods and practices of teaching, whether formally occurring in classrooms or informally occurring in other learning spaces.

This coaching approach represents a specific approach to teaching and learning in which the young person is supported to make connections between their experiences and their ideas, and to test and apply new knowledge to different areas of their lives. This can be described as an 'informal approach to learning' that is based on applied constructivist and experiential pedagogies.[29]

A person-centred approach

Person-centred approaches to coaching are grounded in the theory of 'actualisation tendency' – that people are intrinsically motivated to grow and develop in a direction that results in optimal functioning. However, motivation and individual development are dependent on the social-environmental conditions that are present, and person-centred approaches are concerned with developing motivation despite any adverse conditions.

A solution-focused approach

Solution Focused Brief Theory (SFBT) is a goal-oriented approach based on the principles of social constructivism, which focuses on present and future circumstances over past experiences or issues.[30] SFBT emphasises the reality of constant change, and uses the momentum of change to encourage individuals to take positive steps towards improving their lives. SFBT assumes that the individual is already in possession of the resources and knowledge required for change. Its core therapeutic aim is 'to promote personal growth and resilience consistent with the personal goals of the client'.[31]

Evidence-based coaching

Despite the growing body of coaching literature and evidence, using a coaching approach to working with young people – particularly in the Australian youth space – has been limited, and few programs have been evaluated.[32]

Given the relatively 'thin' evidence and research concerning youth coaching, evidence-based approaches are incredibly valuable. Such approaches integrate both psychological and pedagogical tools and theory into practice and program design, with the aim of building a scientific foundation for coaching practice and research by integrating current knowledge and applied expertise.[33] The strength of this approach to coaching is the potential it has to provide methodological rigour and coherent theoretical frameworks for adaptation in new coaching settings.

29 J. Jameson 2012, 'Coaching as a pedagogical approach', in Brown et al., op. cit., p. 56; D. A. Kolb 1984, *The Experiential Learning: Experience as the Source of Learning and Development*, Prentice Hall, Englewood Cliffs, NJ.

30 T. S. Trepper, E. E. McCollum, P. De Jong, H. Korman, W. Gingerich & C. Franklin 2010, *Solution Focused Therapy Treatment Manual for Working with Individuals*, Research Committee of the Solution Focused Brief Therapy Association. Available at: www.solutionfocused.net/f/SFBT_Treatment_Manual.doc.

31 Youth Support and Advocacy Service (YSAS) 2014, 'Youth AOD Toolbox'. Available at: http://www.youthaodtoolbox.org/.

32 Leach, Green & Grant, op. cit.

33 ibid.

Section 3

The Coaching Approach

In this Section

The Youth Transitions staff team at the Brotherhood of St Laurence are provided with training in youth coaching techniques to enable them to develop innovative, empowering and positive approaches that support young people to thrive. The coaching approach we use is flexible, and provides opportunities for staff to use innovation and creativity in their work with young people.

Coaching does not stay focused on past issues and failures, nor on negative emotional states and fixing them; rather it is a goal-focused, outcome-oriented process. Coaching is one of the recommended modalities used by staff in their weekly planning sessions with young people, along with tutoring, teaching, peer-led activities, and personal planning and support.

When staff are utilising several of these approaches in a session, a switch to coaching should be marked as distinct from the rest of the session. When staff shift between modalities, or 'switch hats', it is important to make those shifts visible to the young person so they know what to expect in the conversation.

Once in the coaching modality, there will be no judgment; it will be focused entirely on what the young person wants and it will be peer-to-peer. A coaching session should ensure that change is autogenic, or self-produced, because then it is self-owned.

Philosophical assumptions about coaching

The 7 practice principles

Coaching in practice

The coaching relationship

The 6 coaching stages

Coaching issues

Coaching techniques and tips

The 6 coaching stages in practice

➔ Three young people's stories and pathways

Philosophical assumptions about coaching

The coaching modality makes the following assumptions, and it is important for the coaching practitioner to keep these in mind.

- The coachee (in this case the young person) is operating at a conscious and an unconscious level. Much of what is taking place, the choices they make and desires they have are unconscious. Coaching needs to address both levels.

- The coachee is not broken. They are working perfectly well, and producing very predictable results – perhaps not the results they like – but consistent nevertheless.

- Each one of the behaviours in the coachee rests on a belief they have about themselves, about the world and how it works. Changing behaviour won't succeed if the underlying fundamental belief hasn't been addressed or acknowledged.

- Everyone can change and is capable of doing the things that make them happy and fulfilled. Just because a young person is exhibiting certain behaviours or strategies does not mean they cannot learn new ones and adapt.

- We all have the capacity and the right to make choices and to have responsibility for our own lives. Some young people may have had limited choices in their past and therefore need to learn how to practise agency or to be shown what or where they are able to exercise choice now.

- A good coach cannot impart what they do not have. It is crucial that coaches apply coaching to themselves.

> " We all have the capacity and the right to make choices and to have responsibility for our own lives. Some young people may have had limited choices in their past and therefore need to learn how to practise agency or to be shown what or where they are able to exercise choice now.

The 7 practice principles

The coaching approach is an innovative way of working with young people. It is relational, solution focused and goal oriented in design and aims to support young people to become independent, yet connected, adults. The approach provides coaches with a range of tools and techniques they may choose to use with young people at different points within the lifecycle of the coaching relationship.

A variety of elements can be attributed to the coaching process, with seven defining features from the literature guiding our approach to coaching young people.

Practice Principle 1: Coaching uses Advantaged Thinking. Coaches hold positive, action-oriented and change-making attitudes towards working with young people, which include unconditional positive regard for them and a genuine belief in their unique talents and skills.

Practice Principle 2: Coaching is relational. The relationship between coach and coachee is 'one of developing trust, attending respectfully and with sensitivity to the powerful emotions involved in deep, professional learning'.[34] It is a relationship of equals built on a trusted rapport using a peer-to-peer framework.

Practice Principle 3: Coaching is not counselling. Where a young person requires expert psychological or mental health support, external referral is sought.

Practice Principle 4: Coaching is solution focused. The emphasis in the young person's weekly personal coaching sessions is on the present and future, as opposed to the past.[35] Goals and aspirations need to be determined by the coachee, and linked to a positive future vision.

Practice Principle 5: Coaching is dynamic. While coaches may have plans, resources and tools that they use in their sessions, the type of coaching required will change over time as the coachee develops new skills and abilities.[36]

Practice Principle 6: Coaching is community connected. Implicit in the coaching approach is the recognition that all young people are capable agents of change in their own lives. The coaching process is designed to support young people to access and grow their agency via new opportunities, skills, knowledge and networks. It is the role of the coach to facilitate community connections with mainstream services and sectors, and to support young people to build their own Address Book of meaningful personal and professional contacts.

Practice Principle 7: Coaching is co-productive. Coaching requires an authentic commitment from both the coach and the coachee. Imaginative thinking, questioning, inquiring and reflecting are critical parts of the coaching experience, and both parties need to be actively engaged in the process.[37]

> 66
> The overarching goal of the coaching process in our Youth Transitions programs is to ensure that all participating young people are supported to become self-motivated, independent and relationally connected adults. To achieve this, time must be spent building rapport, trust and understanding using a peer-to-peer framework.

34   Collett 2012, op. cit.

35   YSAS, op. cit.

36   ibid.

37   M. Csikszentmihalyi 1991, *Flow: the Psychology of Optimal Experience*, Harper Perennial, New York.

Coaching in practice

The coaching relationship

The overarching goal of the coaching process in our Youth Transitions programs is to ensure that all participating young people are supported to become self-motivated, independent and relationally connected adults. To achieve this, time must be spent building rapport, trust and understanding using a peer-to-peer framework. Much of this will be done wearing another 'hat', but when switching to coaching, that rapport, pacing and understanding will be invaluable. In addition to drawing on the relationship you have already established, it is also important to spend some time on building rapport at the beginning of each coaching engagement with the young person.

From the outset of the coaching relationship, the coach is encouraged to establish a coaching agreement with the young person. This agreement will include things like confidentiality, what the coach will and will not report (e.g., harm to self or others), and how both the coach and the young person will behave (e.g., taking agreed actions between sessions – see p. 27–29 of this Guide for more details on roles and setting boundaries).

The coaching relationship may last for varied periods of time. For example, at the EFY Foyer young people participate in the program for up to two years; in the TTW program they may be engaged in the program for an average of six months, with some coaching sessions for an additional six months during the post-placement support period.

Opportunities to coach will occur all the time, but sometimes these may only be for five minutes, at other times an hour. It might be a coach's own observation and interaction with the young person, or an event they are going through, which pre-empts a coaching conversation.

Remember that coaches have numerous other 'hats' they can wear (e.g., mentor, teacher, critic, manager), but when they enter into a coaching conversation with a young person, it is completely different from all other interactions. This is because in a coaching conversation:

- a coachee does not need to be obedient, as for a teacher, or loving, as for a parent

- it is entirely centred on what the young person wants rather than guided by the expectations of the program or the coach (the coachee is free to make their own decisions)

- the coach is not positioned as an expert (there is no judgment, you journey together as equals).

The 6 coaching stages

The nature of coaching engagements will subtly shift over time, and generally follows a process of six stages. However, this process often does not happen linearly, for all people, all the time – so the coach needs to stay flexible.

Stage 1: Self-awareness. Initial conversations often focus on self-awareness, how life works and making sense of what's been happening in the young person's life. Once a foundational understanding has been made, and the coachee accepts and understands how they can have agency and ownership of their life, coaching usually turns to goal setting and accomplishments.

Stage 2: Goal setting. Be aware that many young people will have tried goal setting and failed, thereby forming an opinion that it doesn't work. Others will continually shift their goals in order to make them small enough to succeed. No matter what the case, the coach will certainly be part of helping them to develop smarter goals that are both achievable and challenging. Once the coachee has set their goals, they need to try them out. To do this, they will need a map of their world.

Stage 3: Getting a map. To get around a city, we use a map. A map is not the city, but represents it. We deal with everything by using maps in our head, but sometimes they lead us on the wrong path. Once the goal-setting stage is underway, coaching conversations often turn to the coachee's world: relationships, resources, opportunities and services. How do they get around those relationships and pieces of their world? The exploration of, and access to, mainstream services and resources, community connections and the building of personal and professional networks is an important part of their independence. Remember, a coach never offers 'expert' advice. This would imply expectation, need and, therefore, judgment.

When guidance is needed (i.e., when a coachee's map is hampering their actions) the coach has two options: 'change hats' and give counsel from the mentor or advisor frame; or ask the young person's permission to offer personal advice, an opinion, a story that seems relevant. But leave the power and agency in their hands. Do not provide solutions or attempt to 'fix' situations for the young person.

Stage 4: Overcoming obstacles. When the young person engages with the outside world, its systems and organisations, they may hit stumbling blocks or barriers, which may be emotional (i.e., lack of confidence or uncertainty) or literal (i.e., resources, finances, physical limitations). These are important components of the coaching relationship and it is vital that the coachee is challenged to take independent steps and to

problem solve. The role of the coach is to support, encourage and explore what might be happening for the young person they are coaching. This is best done through posing new questions with regard to their thinking and behaviour that they might not have considered before, thereby helping them to find resources to overcome the obstacles.

Stage 5: Dealing with old issues. The coaching relationship often returns to old issues that have been experienced in the past. The young person may become discouraged or disheartened and feel like a failure. Rather than sympathising or allowing them to use these issues as an excuse or barrier, it is the coach's role to help them to understand that it is common to cycle through an issue numerous times. The challenge for the coachee is to see the issue or their response to it in a different way, to reframe it. They may also be more independent or mature and able to use the coaching tools on themselves.

Stage 6: Self-mastery. Toward the end of the program, the young person should be actively using and building community connections and networks, with the coach encouraging inquiry, reflection and progression of their goals to a higher level. Here the coach continues to hold the 'coaching space', acting as a supportive adult and sometimes as a sounding board for frustrations or difficulties, and at other times providing insights or advice. At the very end, the coach must bring an end to the coaching relationship.

Coaching challenges

1 Accountability

Practitioners often find they are faced with an accountability situation. This arises either because in the course of their journey the young person needs to be challenged, or because in the coaching sessions they have made a commitment and failed to keep it. For example, the young person might have agreed to take certain actions at the end of their last session but not have done so. From a purely coaching point of view, we have no investment in their 'obedience' – they are only letting themselves down. However, as a coach you will need to decide whether you handle this in the peer-to-peer framework, and ask them about it, or switch to a different role and challenge them as a mentor or stakeholder, which will assume more power.

2 Confrontation

Another version of accountability occurs when the coach needs to confront an issue in the young person's life. This may again be because they have done something outside of the coaching space that is unacceptable, or because they confess to something in the coaching session, or because the coach keeps seeing an issue arise during their conversations. The coaching framework is perfect for confronting issues because we carry no expectation or judgment toward the young person, and need nothing from them. As a result, a coach's observation of the coachee's behaviour, and their own confronting behaviour can be clean and without the usual judgment attached.

3 Non-responsiveness

At times the coach will receive a barrage of 'I don't know's' to a line of questions, or get stony silence from their coachee. This is usually because, psychologically, the cost of knowing the answer is too high. You can take it for granted that they have an answer and at some level they know the answer, but if they say it there will be consequences. For example, they might then become accountable for their answer, or might be found out and have to pay some price, or now have to go and do what they said. They don't want this, so they don't know how to answer your insightful question. The coach must separate the cost (of knowing) from knowing (the answer) and deal with them separately. Play with various techniques to accomplish this.

4 Asking the right questions

Coaching tends to focus more on who, what, how and where questions than it does on asking why. This is for two reasons. Firstly, almost all 'Why' questions can be rephrased as a 'What' question, which is less pointed, e.g., 'Why did you do that Jonny?' could be rephrased as 'What were you hoping to get by doing that Jonny?' (an outcome-oriented question) or 'What's in it for you by doing that Jonny?' Secondly, 'Why' questions almost always invoke judgment (guilt, shame) in the person being questioned because there is an implication of motive. Coaching is a judgment-free space. A coach always has the option too use a 'Why' question, but consider the ramifications so you can choose wisely.

5 Emotional involvement

While you can use your relationship with a young person to build rapport, emotional involvement should not be part of the coaching session or the coaching relationship. The coaching session itself sits outside of any other relationship you have with the young person.

6 People pleasing

Depending on where in the young person's journey you start coaching them, you may find them eager to please you. This can happen because of their response to authority, their experience of getting by in group homes, the dynamics in their family of origin or any number of other reasons. People pleasing will undermine the coaching process because they will endeavour to give you the right answers, answers they think you want to hear, instead of their own opinions. We are trying to create agency, self-control, responsibility and choice and any sense of trying to please you will only serve to undermine this.

Coaching techniques and tips

Our aim in this Guide, complemented by specialised training, is to provide a foundation for staff to investigate, workshop and role-play coaching techniques that include:

- How to set up and run a coaching session

- Recognising 'living at cause' (being responsible) vs 'living at effect' (blaming)

- Identifying secondary gains and moving to primary gains

- Recognising meaning, beliefs and patterns

- Helping young people to manage their state

- Identifying things young people can control vs things they are concerned about

- Identifying fixed and flexible mindsets and offering choice about perception.

The following are useful coaching tips for this process:

- Identify the stage of the coaching cycle a young person is in and work through the coaching process, focusing particularly on self-awareness and building aspirations and setting goals, then monitoring progress through the other stages

- Develop and build rapport early and quickly, then pace the young person and meet them where they are in every conversation

- Aim for the 80/20 rule, where the young person does 80 per cent of the talking

- Be fully present to the young person; practise active listening, open and responsive questioning, and clear and respectful communication

- Stay positive, identifying personal character strengths, options, alternatives and choices

- Make sure every session has actions to be taken (goal setting) and monitor the young person's progress.

The 6 coaching stages in practice

In building a coaching relationship it is important that our Youth Transitions staff, particularly our Youth Development Coaches, commence the first, intensive coaching phase by developing a strong rapport. This first stage is about building the relationship, as opposed to achieving outcomes, and establishing authentic engagement is a critical part of this process.

As noted earlier, progression through the six coaching stages will not necessarily be linear. The following scenarios demonstrate how young people may transition between different phases during the coaching lifecycle, which may stretch across diverse time periods, typically from six months to two years.

> 66
> The role of the coach is to support, encourage and explore what might be happening for the young person they are coaching. This is best done through posing new questions with regard to their thinking and behaviour that they might not have considered before, thereby helping them to find resources to overcome the obstacles.

Three young people's stories and pathways

YOUNG PERSON	SUGGESTED ACTION
Rashida	
Rashida is 17 years old, and has been referred to the TTW Initiative from her Job Active Provider so has mutual obligation requirements. In her notes on the database it is mentioned that she has consistently breached these requirements. She speaks to her YDC and mentions that she has no faith in the TTW program as her experience with Job Active was not positive.	In terms of the coaching journey Rashida has not really started so is still at Step 1: Self-awareness. The first step is to establish rapport, then explore her current life and how satisfied she is with it, why she continues to behave the way she does and what she can do about it. It might be appropriate to use control and concern as a tool (see Tools, Section 5, p. 39). There is little point at this stage in setting goals as she does not believe in the process.
Rashida does not have a clear sense of what she wants to be and do and is reluctant to participate. She has not completed her Year 12 and states that she has a negative experience of school.	
Rashida has a diagnosed mental health challenge, periods of intense anxiety, lack of sleep and periods of withdrawal. She is addressing this through medication and counselling, but does not attend these sessions or take her medication regularly. Her motivation to get a job and think about her career is low. However, she is really active in working on her music and has a significant online presence in this space.	
David	
David is 19 years old and has been referred to the TTW initiative through the Victorian Department of Health and Human Services. David has identified that he wants to study and is undertaking this. However, TTW staff members have noted that he is apathetic about his future career and preparing for the world of work is not something he sees as a priority. David has a history of homelessness and says that his career or employment is not something he has ever had a chance to think about.	In terms of coaching David is at a couple of stages. With regards to study he has set goals but does not know the way forward in his career. Therefore, he is at Stage 3: Getting a map, so that he can understand the territory in front of him and his options. However, his homelessness indicates there are deeper personal and interpersonal challenges back at the self-awareness stage.
David understands that TTW is focused on getting a job and while he 'talks the talk' about his motivation to get one, TTW staff have observed that his actions say otherwise.	Perhaps approach homelessness from a map of the world/obstacles point of view – control and concern – what can you control about your situation? (see Tools, Section 5, p. 35 & 39).
Simon	
Simon is 22 years old. He has been out of school for five years and has recently moved into the EFY Foyer after a long period of couch-surfing. He has returned to study at TAFE to become a chef, but is struggling with the workload.	In terms of the coaching journey Simon seems to be sitting at Stage 1: Goal setting. The current map in his head means that when he sets goals they don't work, and he needs to reset it in a new direction.
Simon doesn't like talking about his goals or what he wants to do. He finds goal setting and coaching stressful, as he says that a lot of his life has been spent living in transient accommodation, unable to think beyond his immediate future.	In terms of coaching use the coaching conversation model as an ally – Simon what would you like to talk about? What do you want? Dig down to find his underlying beliefs – Why does he want that? What's really going on? What would that give him? Then coach upward to his ultimate desires, which usually include autonomy, health, being loved and other fairly common needs.

Section 4

Running a Coaching Session

In this Section

It is important when practising coaching that practitioners know how to set up an effective coaching session. The framing of the coaching session is critical to ensuring that roles and boundaries are clear, and that the timing and planning of sessions is conducive to ensure that the coachee is given room to articulate and to lead the session within a framework that enables progression and constructive conversations.

This Section will go through the parameters needed for running a coaching session.

Setting the scene

Describing roles and setting boundaries

Timing a personal coaching session

Building a relationship

Setting the scene

As coaching is a goal-focused, outcome-oriented process, it is recommended that coaching techniques are used by staff teams in their weekly sessions with young people on an 'as needs' basis. When staff are utilising a coaching approach, it should be marked as distinct from the rest of the session. This can be done by:

• naming the shift in practice from planning and personal support to coaching (i.e., YDCs inform young people when they are about to begin a coaching session)

• moving to a different space, sitting in different seats, adjusting posture and/or body language.

Describing roles and setting boundaries

Another critical part of the approach is having the Youth Transitions staff team embed coaching into their existing roles, which may span management, teaching and advisory functions. As part of their role, they are then able to discuss explicitly the purpose and boundaries of the coaching relationship with each young person. This helps to clarify the role of, and the approach needed for, individual young people and staff members.

It is the role of Youth Transitions staff to:

• have expectations, and make demands, of the young person

• motivate the young person

• hold the young person accountable

• carry the agenda (institutional, educational, etc.)

• get the back-story

• hold the space for a coaching session to take place

• calibrate where the young person is at, and pace themselves to that

• recognise and improve the young person's skills, abilities and/or knowledge

• facilitate further opportunities for the young person to develop skills

• enable intuition, create awareness and introspection

• celebrate the young person's successes and steps forward.

It is the role of the young person, or coachee, to:

• be an active participant, as opposed to a recipient of coaching

• be fully present and engaged – this is for them after all

• determine their own goals and aspirations (both long-term and short-term)

• engage actively in research, communication, networking and other activities associated with goal setting

• commit to practising coaching as part of the 'deal'.

Timing a personal coaching session

While we acknowledge that a coaching conversation might take place when cooking or gardening, in five minutes in the corridor or among others in a common area, mostly it will occur in private, planned coaching sessions lasting 30–60 minutes. It is important, therefore, to have a rough idea or plan about how to use that time effectively.

Taking the time to plan a session will assist the coach to be across the young person's goals, and have some ideas about how to support them to develop and grow. Timing the session will also ensure that momentum gathers and that the coachee doesn't get 'stuck' on one issue or point for the entire session. The following is example of this, as adapted from the Frazer Holmes Foundational Coaching package and seen from the viewpoint of the coach.[38]

38 Frazer Holmes Foundational Coaching, op. cit.

Personal Coaching Session

1   AGREEMENT FRAME (5 MINS)

Use the first few minutes to connect with the young person and to make sure that both of you are ready and prepared for the session.

Are you in a good space to be coached today?

—

Have you got a pen and paper?

—

Have you got a glass of water?

—

Last week we discussed XXX and at the end of that session you agreed to do XX. What significant changes did you notice/experience?

2   PRIMARY SESSION (10–15 MINS)

This time provides an important opportunity for the young person to set the agenda for the session, and to think about an ideal outcome. Try not to take control here – gently guide if required.

Focus: what would you like to focus on today?

—

Problem/issue: how is this a problem/issue for you?

—

Possibility: if this was perfectly resolved, what would it give you?

- Use the young person's primary modality (kinaesthetic, auditory or visual) to lead in this question. Get them to imagine what it might be like and ensure they are speaking in the positive, that is, what they want to be happening.
- Highest intention: for what purpose would you want that? What would that give you?

—

Outcome: what would be an ideal outcome from this session?

—

How would you rate your current situation out of 1 to 10?

3   CLARIFYING THE ISSUE

Once the young person has articulated a particular focus, you need to spend the next part of the session drilling down to the underlying issue/s, the limiting beliefs and the blocks. Then before establishing session goals, you need to build the coachee back up to expressing their aspirations.

Find out how it is NOW: how is this a problem/issue for you? Continue to ask questions around the specifics of the problem until you uncover a limiting belief, mindset, sub-conscious program, etc. If the young person starts looping or gets stuck, explore around the issue to identify a pattern – where else might this be happening in their lives? Then continue drilling down to the limiting belief, mindset, expectation, internal rules and subconscious programs.

Note: Exploring the specifics of the problem helps to avoid the traps of:

- assuming you know how it is a problem for the coachee (putting your map on the problem)
- coaching the issue rather than the underlying problem (behaviour management)
- coaching an issue that isn't the issue (the coachee needs to prove there really is a problem)

Acknowledge the young person's vulnerability – very few of us are willing to really face where we are at and the underlying reasons for our behaviour. Hold this space for the young person you are coaching for a moment.

4   FIND OUT HOW THE **FUTURE** MIGHT LOOK

Shift to this question carefully so as not to break rapport. If everything was as you wanted it to be, what would it be like/ what would be happening? What is the aspiration/goal/overall desired outcome you are after in relation to this issue. What is your highest intention, goal, objective, aspiration or outcome?

—

Explore the highest intention – why would you want that? What would that give you? Keep exploring until you get to the highest intention for the coachee's overall outcome. Note that goals come next – out of this intention.

Highest intent, goal, objective, aspiration, outcome

Current behaviour

Desired behaviour

Underlying belief, mindset, expectation internal rules, sub-conscious programs
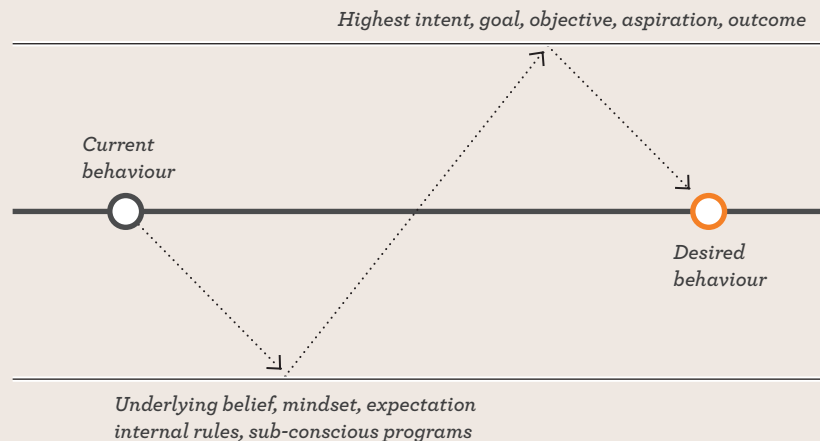
5   COACHING THE GAP (15–20 MINS)

The goal here is to coach the gap between how it is NOW and the young person's DESIRED OUTCOME for the session with reference to their underlying beliefs and highest intention.

You can do this coaching using a number of possible tools:

- Cause and effect – close the account on secondary gain; let go of the story; exchange the language of blame and excuse for responsibility and choice; make simple but significant changes to language patterns; step above the line.
- Meaning and beliefs – discover defining moments and limiting beliefs; change meaning and create empowering beliefs.
- Six core needs – every negative behaviour has a positive intent. Find resourceful strategies with the young person for meeting their needs that are internal rather than external.
- State management – there are no unresourceful people only unresourceful states. Who do they need to be in order to access the outcome they want?
- Pleasure and pain – link pain to what they don't want and pleasure to what they do want.
- Self-esteem – build self-esteem by helping them face their own reality and teaching them they have what it takes to deal with the things life throws their way.
- Values – discover the ability to make the right decisions based on true values.
- SMART goals – set goals that are Specific, Measurable, Achievable, Relevant and Time-Bound.
- Strategy elicitation – discover how the young person can recognise when they are feeling overwhelmed? Interrupt that strategy and come up with a new one. There are strategies for everything – finding success and happiness, dealing with anxiety, depression, etc.

6   CONCLUSION (5 MINS)

Concluding the personal coaching session over 5–10 minutes is critical. It provides an opportunity for reflection on what has happened in the session, and to draw comparisons and connections between previous sessions.

Future pacing: how would it look and feel if you kept progressing towards your goal?

—

Is there anything else that would have made today's session more complete for you?

—

What value did you get from today's session?

—

How would you rate the way you feel about your current situation now?

Celebrating achievements

How you respond to young people when they achieve their goals, big or small, is an important part of building a healthy coaching relationship. Research has shown that people tend to respond to good news in one of four ways, as shown in the following table.

Table 2: Active constructive responding

	PASSIVE	ACTIVE
Destructive	Non-communicative, unresponsive, and negative (e.g., not listening, leaving the room, muttering under their breath); ignores the event – steals the conversation	Non-communicative, unresponsive, and negative (e.g., not listening, leaving the room, muttering under their breath); ignores the event – steals the conversation
Constructive	Supportive but non-communicative (e.g., positive but with little emotional expression); understated support – conversation stalls	Communicative, supportive and validating (e.g., displaying pleasure and support, asking questions); genuine interest – amplifies the experience

However, only one of these ways strengthens relationships – active constructive responding (see bottom right hand quadrant above). This is a style of responding to good news in which the responder, by showing genuine interest, supports the person to re-live and amplify their positive experience. An active constructive responder asks questions, and encourages both re-living the experience and savouring it.[39]

39 Mind360 2013, 'Mindfulness and wellbeing'. Available at: http://www.mind360.com.au/images/mind360_active_constructive_responding.pdf.

Section 5

Useful Coaching Tools

In this Section

This Section covers the top seven tools found to be most useful in the coaching session. These have been selected by Robert Holmes, Principal of Frazer Holmes Coaching and co-author of this Guide. Robert has been coaching others for 18 years and was a Board member of the International Coach Federation.

He has been strongly influenced by:

- Behavioural models – Ian Snape (neurocoaching) and David Grove (clean coaching)

- Psychological models – Suzy Green (positive psychology) and Dorothy Siminovitch (gestalt coaching)

- Neurological models of change – Pieter Rossouw (talking therapy) and Steven Kotler (flow coaching).

This Section, also written by Robert, should be considered as the operational section of the Guide, with coaching tools that are relevant for all practitioners working with young people in a range of settings and contexts.

Top 7 coaching tools

1 Cause and effect
2 Secondary gain
3 Meaning and belief
4 Managing your state
5 Control and concern
6 Developing growth mindsets
7 Coaching goals and goal setting

Planning and goal setting

VIA character strengths

SMART goals

6 steps to staying motivated

Embedding coaching

Top 7 coaching tools

The following top seven tools have been found to be most useful in coaching sessions:

1 Cause and effect: Recognising 'living at cause' (being responsible) vs 'living at effect' (blame)

2 Secondary gain: Identifying secondary gains and moving to primary gains

3 Meaning and belief: Recognising meaning, beliefs and patterns

4 Managing your state: Helping young people to see how they are filtering and changing perception

5 Control and concern: Assisting young people to understand things they can control vs things they are concerned about

6 Developing growth mindsets: Identifying fixed and flexible mindsets and offering choice about perception

7 Coaching goals and goal setting

1 Cause and effect

The first success principle for coaching is that people can be causing and creating their life or they can be affected and pushed around by life. Put simply, it is about realising that we have the choice either of being the cause of the things that happen in our life or of dealing with the effect of whatever happens to us in our life. People either live with the belief that they cause all the results they get in their life, or that someone or something else causes all their results and that their life is totally affected by what everyone else says and does.

Living at effect

People who live at effect are those who just let life happen to (effect) them and are basically at the whim of the world around them. They have excuses and all kind of reasons why they can't do it, why they're not successful and why it is not their fault. They say, 'it's because of my partner, because of the kids, because of my parents, because I've got no money, because I didn't have time, because life got in the way', etc. They say, 'I would have been a success except for XXX'... and they have all these other reasons that are external to themselves.

Now that's fine if it's the way someone wants to live their life. But as a coach, you've got to ask the question: just how satisfying is it going to be if you get to the end of your life, and you look back and your life was never the way you wanted it? Because when you do that, all you'll have are the excuses of why you couldn't do it, the reasons why you didn't do it and how it was all so hard to do. How satisfying is that going to be?

To be at effect is:

1 To feel that the results you are getting in your life are not your fault or in your control – that they are at the effect of other people and circumstances, including successes.

2 To feel that you have absolutely no choice about where you are and where you want to be.

3 To be stuck in your story: 'If you just knew what had happened to me, you'd understand why I can't, or why my life is so bad, or why it's not my fault I'm like this.' The story is anything that disempowers us by shifting blame and responsibility from ourselves to things outside our control. The story is whatever we tell ourselves that makes the behaviour okay, when often it's not serving us well.[40]

4 To disempower yourself constantly by obfuscation (confusing the issue), procrastination, externalisation and self-sabotage.

5 To be deeply unhappy and dissatisfied with life.

Living at cause

Now let's look at life on the other side of the equation. The extent that you choose to believe that you create everything that happens in your life, and are willing to take full responsibility for your life, determines your ability to make genuine progress. It is so much more empowering to replace the language of blame and excuse with the language of responsibility and choice, meaning that you are causing the outcomes in your life.

Living at cause gives you the maximum opportunity and potential to create the outcomes that you are looking for and to make things the way you want them to be. If you dump all the reasons, excuses and stories about why you can't, all you're going to have left are results. Now if you're not getting the results you want, you need to stop and ask: How can I get the results I want? What do I need to change? What do I need to do differently? You then need to have the ability to notice the results you are getting and be willing to have the behavioural flexibility to do things differently.

---

40 BSL believes it is important to acknowledge that some young people have experienced significant challenges in their lives and that, in certain instances, these experiences have been outside their control. This coaching technique is about reinforcing the choices that a young person has now and acknowledging they don't have to be defined by those experiences. Staff need to use their experience to decide where, when and with whom it is appropriate, or not appropriate, to use these tools.

To be at cause is:

1 To realise that where you are now in life is where you have chosen to be, and that's ok, because you can make different choices, more empowering choices to get to where you want to go.

2 To realise that the ultimate question is not how bad your story is, but whether it is going to serve you to live out that story as an excuse for why you can't change or achieve your goals.

3 To take full responsibility for the results you are currently getting in life and the results you want to get in life.

4 Much more difficult and courageous than living at effect, but it is the only place that brings true happiness and success.

2 Secondary gain

At the basic foundation of human behavioural science is the fact that we only do things that work for us. If something gives absolutely zero reward or gain, then we simply will not do it again. The implications of this one fact alone are staggering. People tolerate difficult situations, even to the point of complaining about them, but as a coach you have to ask the question: 'So why are you still here then? Why are you still living like this? If it's so terrible, why don't you do something about it and change something?'

These questions always sound offensive, but they come from the basic truth that says you are getting something out of this negative situation, something that is meeting your needs and that's why you haven't changed a thing.

A good example of this was the young person who finally decided to go for a job interview after being unemployed for five years. However, he had an accident on the way and decided: 'This always happens to me. This is so unfair. This was my one big chance and now my life is ruined.' Although he would never admit it, deep down he is glad that he didn't make it to the interview. At least he didn't fail, and now he's got another excuse and gets more self-pity and pity from others. He can stay where it is safe, comfortable and easy and where there is no responsibility.

When you are with a young person, you will need to ask them to think of everything in their life that really isn't working for them. Then have them ask: 'Why haven't I changed any of this?' You will need to encourage them to be really honest with themselves and ask them what they are getting out of staying just where they are. What's the payoff? How is it actually working for them?

One of the most common things coaches get concerned about is when a young person doesn't let go of the very behaviour that could prevent them from feeling the way they want to feel. This is called secondary gain. Whenever we continue to tolerate a painful situation or behaviour (a primary loss), particularly one that we complain about, the situation or behaviour must be providing us with some hidden benefit – for example, a feeling of 'safety' or 'significance' – or secondary gain.

Despite the pain the behaviour is causing, it is effectively meeting a hidden need or helping us to feel a 'certain' way. When we don't pay attention to these hidden needs or feelings, we frequently end up behaving in ways that cause us pain. Very often young people are not even aware that there could be other ways to meet the hidden need or to achieve the desired feeling.

When we help the young person identify the 'secondary gain' provided by their 'primary loss' situation or behaviour, and encourage them to see that they can meet this need or feeling in a different way, we are offering them the opportunity to find ways to meet that need and to achieve the different outcome (primary gain) for which they are looking. A young person will not get the result they are seeking if the secondary gain hasn't been addressed. This is why coaching is so valuable. Helping the young person to see the secondary gain of their behaviour enables them to choose a new behaviour that meets the same need and also gives them access to their desired outcome.

Secondary gain is the behaviour we do to feel a 'certain' way, to achieve a feeling of, for example, 'safety' or 'significance'. In typical human behaviour, how we achieve a feeling isn't what matters – it's the fact that we do. We are often not aware there is more than one way to achieve this feeling.

Example of secondary gain

A young woman says she wants to lose weight, yet keeps eating each time she feels bad.

Secondary gain: Covering up bad emotions by eating.

Solution: Help the young person find more resourceful coping strategies. When she feels bad she needs to have something to do other than eating to fix the problem. Explore what is causing her to feel 'bad' and help her to find different responses. When lonely, pick up the phone. When sad, do something that makes her happy (listen to music, go for a walk, find things for which to be grateful). When bored, find something to do.

When we address the 'secondary gain', and help the young person see that they can meet this feeling in a different way, it means they will no longer have the need to 'do' that behaviour any more and be free to choose a new behaviour that supports their desired outcome. However, a young person will not get the result they are looking for if the secondary gain hasn't been addressed. If this is the case, an inexperienced coach might put it down to their own lack of skill or inability to get the results when, in fact, a skilled coach knows that it's important to address the secondary gain before moving forward.

This is why coaching is so valuable. Helping the young person to see that the behaviour they have been displaying has been to achieve the secondary gain –e.g., of 'safety' or 'significance' – means they then have the freedom to choose a new behaviour that will give them their desired outcome.

So what do you do?

1 Find out the secondary gain – What does the young person get out of keeping the problem? What is the positive intention?

2 Use powerful questioning to uncover the secondary gain – 'What does doing X do for you? And what does having that do for you?'

3 Meet the positive intention in better ways.

When the problem is solved

1 The young person is required to take on additional responsibilities. These could be responsibilities that all of us have, but due to their secondary problem they didn't have to accept them – such as getting a job, or getting out of bed!

2 The young person has to take some very difficult steps – such as leaving a friendship or relationship – and face the world while retaining the problem.

3 The young person has to make life changes that require a lot of work – such as going back to school or work, working on their relationship/s, quitting an addiction, etc.

4 The young person somehow gets something out of having the problem, and this one is absolutely key: no one does something or stays somewhere unless on some level they get something out of it. This is something that coaches need to anticipate. Trying to fix a problem a young person is trying to hold on to is like trying to mop the floor with the tap on.

Recognising your mini-me

When you set yourself a challenging goal, all kinds of interesting things can come up that 'get in the way' of you achieving your potential. Sometimes it will be an external hurdle: responsibilities, events outside your control, friends, family, etc. Other times it will be an internal hurdle: this is what we call 'mini-me'.

Mini-me is that inner voice that we all have – the one that fears disappointment, rejection and failure. Mini-me wants to keep you safe from experiencing these things, and it uses all kinds of strategies to manage your fears and vulnerabilities. Part of the strategy is to use 'our story' –anything we tell ourselves and others that allows us to let go of choice and responsibility – with the aim of removing all possibility of failure, rejection and disappointment.

Mini-me will sabotage your attempts at moving forward and pull you back from the risk of failure by creating circumstances that mean you don't even try in the first place. It will also cause you to let go of all hope and expectation as a complete form of protection from disappointment.

Activity

Think of a circumstance where you set yourself a goal, or were thinking about trying something challenging, but mini-me prevented you from properly giving it a go. It might be a goal, a relationship, a personal challenge, a risk... What 'story' did mini-me use? Why was this effective? What was the impact?

3 Meaning and belief

No matter how accurate we believe we are being about what's going on around us, we cannot represent the world completely accurately to ourselves. The best map of any city can never be the city itself; it can only be a representation. We can only represent the reality around us based on who we are and what we believe to be true. Our map of the world will be unique – based on our values, our attitudes, our beliefs, our experiences, our stories, our reference points – and no two maps could ever be the same.

This means that when it comes to coaching, clarity is extremely important. Even when we think we're on the same page as someone else, we're still talking based on our own unique map. We have both applied very specific meaning to the words and actions of others and to the world around us.

When coaching a young person, their map needs to be defined before coaching can be of assistance. As a coach, you need to remove any assumptions about what the young person believes is true simply because you think you know. You cannot assume they like something because you do. Removing assumptions about the young person's map of the world is about being curious and exploring by asking judgment-free questions. It's through this exploration that we get to learn what the young person's map is, and it is only when we get this that we can ask if the map is working for them and getting them the results they want.

Filtering our map

Scientists estimate that we have two million bits of information coming through our five senses every second of the day. That's an awful lot of information. We couldn't possibly be aware of everything going on around us, every single second. So what our nervous system does is whittle it down into around seven manageable bite-sized chunks. To do that, the vast majority of information has to be rendered unimportant or not relevant. That's a lot of information you are leaving out of your world's experience.

A great way of explaining this is to imagine the billions of bits of information available on the Internet at any moment; yet you couldn't possibly take in all this information at once. So if you type in certain bits of information into a search engine, you will only pull up those bits that are going to coincide with your search fields.

Your nervous system works in the same way, which means that in life you're going to get what you look for (called the confirmation bias). This is because our filtering system is an amazing and phenomenal piece of engineering. With two million bits of information going on, how does it know what to leave out? How does it know what to filter in?

It is going to filter in whatever you think is relevant for now or for your future. Everything else is deleted, distorted or generalised. Your filtration system (nervous system) deletes, distorts or generalises anything it's not looking for. That's how focus works. That's how the map is not the territory. Twenty people seeing the same sports game will have 20 different experiences of that game based on how they filter information: what they delete, distort so it fits, add in so the picture makes more sense or generalise (stereotyping). They could delete evidence of the other team doing well, for example.

This is what we are doing in every aspect of our life, all the time. We have to delete, distort, add and generalise, or we would constantly have a system overload.

Facilitating awareness

The key question then becomes 'how do you become aware of what you are filtering in and out'? Think about the result you want in that area of your life. Think about an area where you perhaps want to change the results, and then think about who you know who has achieved results in this area of their life.

What did they do? What did they filter in? What did they notice? What did they tell themselves? How did they hold themselves? How did they communicate? What actions did they take? If you can do all of that, you can become aware of what you need to start filtering in.

Nothing has meaning except the meaning you give it

The filtering process begins with how we give meaning to conversations and events. If two people were to have a conversation in which one of them does all the talking and the other does all the listening, with whom does the meaning of that conversation reside after they have gone their separate ways? It is always with the listener or receiver. It doesn't matter what the speaker intended or thought they were saying; the only thing that matters is how the listener interpreted what was said.

The same is true of every event in our lives: we chose the meaning of any of these events based on all that we perceived to have taken place. Once we form meaning, this in turn leads to feelings of certainty that are the basis of all beliefs. Once we have a belief, this acts as a possibility filter in our lives, gathering evidence to support that belief and deleting, distorting or generalising all other evidence.

(4) Managing your state

Simple ways to change your state

A person's state affects every other part of their experience of life, and every state can be influenced, changed or affected. We move naturally from elation to depression and back again over time. For example, Simon who joined the EFY Foyer (see p. 24) finds goal setting and coaching stressful. Stress is a state that can be managed, however. Getting help, socialising with friends, meditating and doing breathing exercises have all helped him to de-stress.

David, by contrast, is apathetic about his future career and preparing for the world of work, despite his current studies through the TTW initiative (see p. 24). Apathy is a state. You can imagine someone in that state can't you? Shoulders slumped, head down, avoiding eye contact. When he's asked about it David just shrugs. But he can change that state by standing up straight and looking people in the eye, going for a walk and breathing fresh air, having a good meal. It's hard to feel apathetic under those conditions.

There are three main inputs making up a person's state: physiology, biochemistry and neurology. We have choice, freedom and the possibility of planning a different future by effecting change in these three elements – as in the following diagram.[41]

MANAGING STATE
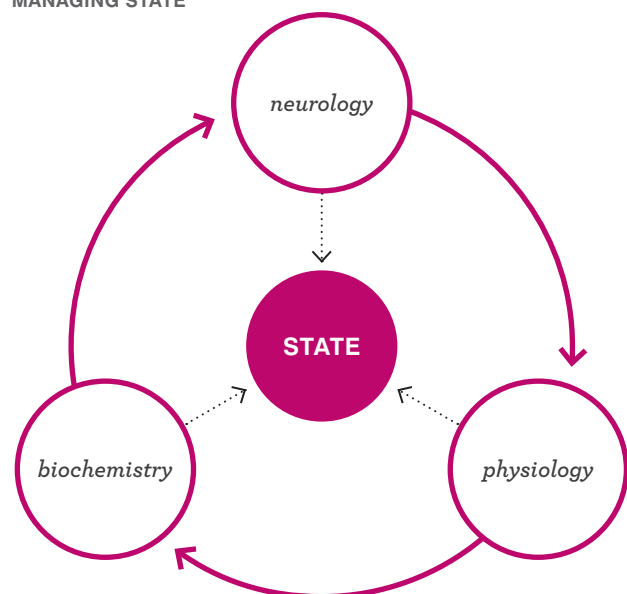
- Physiology looks at our breathing, stance, dress and movement

- Biochemistry looks at what cocktail of chemicals are running around the bloodstream, the way food affects mood, disease and medication

- Neurology looks at beliefs, perceptions, neuroplasticity and the unconscious mind.

41 The Coaching Space 2014, *Neurocoaching Manual*, The Coaching Space, p. 67

Physiology

1 Breathe deeply

Deep breathing exercises relax the autonomic nervous system, bringing the parasympathetic (the brake) and sympathetic (the accelerator) into concert with each other. Deep breathing also relaxes the enteric nervous system via deep vagal stimulation which assists digestion.[42]

2 Stand straight

Try shuffling down a hallway, slightly hunched over, looking down like an old person. Then at the end, turn around, stand upright, lift your head and walk back with authority. Outward change affects inward experience dramatically.

3 Dress for success

Just as smiling makes us happy, and when we are happy we smile, dress can change our mood for the better. When going for a job interview dress snappily and it will give you more confidence.

4 Get moving

Take a walk every day. According to Dr John Arden (author of The Brain Bible),[43] doing 30 minutes of moderate exercise a day has a positive effect on mood. It releases endorphins, which help us to think more positively.

5 Medications

Review all medications with your doctor. Even something as simple as headache tablets can affect mood when taken over the long term.

Neurology

6 Beliefs

What a person believes affects their experience of life. According to Dr Philip Zimbardo,[44] our view of time radically changes how we live and experience life. Look at whether you are future-oriented (always waiting for your chance to arrive), past-oriented (living in the past), present-hedonistic (enjoying the now), or present-fatalistic (simply putting up with what is there now).

7 Perceptions

Our perception of what we are experiencing is often very simple to change. For example, when you are speaking on the phone, see how slouching or standing affects your tone and mood, your sense of authority or ability to cut the call off when you are ready. Next time someone is going on and on at you over the phone, try turning it sideways, away from your ear, and simply let the words flow past you – not affecting you. You could also try simply standing up when you want the conversation to stop (as though you are getting ready to leave).

8 Neuroplasticity

Our minds are not fixed but have infinite capacity to adjust, amend, learn and change. But our brains do tend to hardwire circuits that are used a lot. Neurons that fire together wire together. To help change your state and mood, explore some strategies for thinking differently about things so that you can wire in some new circuits.

9 The unconscious mind

As we grow, we all find ways to cope with life. Children throw temper tantrums, burst into tears or storm away to get what they want. Many of these behavioural response patterns become part of an unconscious way of dealing with things. We all too often give scarce consideration to these old, learned programs or ways of dealing with reality.

As previously mentioned, these are just some of the ways we can use physiology, biochemistry and neurology to manage our state. But it is not a 12-step program, and we encourage you to explore the ideas for yourself. Try them out, see what works for you and share what you learn.

Creating a positive state of mind

Getting clear about what you want in life and starting to make plans is one thing, but motivation and strategy will only get you so far. One of the most important factors that will contribute to your ability and potential is your state of mind, which can easily influence what kind of day you have, what kind of week you have, what kinds of relationships you have. Your state of mind can be positive, negative, lethargic, energetic... it is fluid and malleable.

There are a whole bunch of things – rituals, habits, patterns – that, when we apply them consistently, have the power to get us into the right (or wrong!) state of mind. Examples of rituals that can contribute to a positive state of mind include:

- getting a good night's sleep
- exercising in the morning
- eating a healthy breakfast
- listening to music that puts you in a good mood
- spending time around people who love and value you for who you are.

Examples of habits that contribute to a negative state include:

- dependency on substances (alcohol, sugar, caffeine) to lift or change your mood
- putting other people's needs before your own all the time
- not using a diary or phone to record important dates, meetings and events, and then missing them
- watching TV until late at night
- eating too much when you feel sad/alone/worried.

42 Autonomic Nervous System (ANS) Function and the Breath, Dr Michael White, 2013

43 John Arden 2014, *The Brain Bible: A Plan to Stay Vital, Productive, and Happy for a Lifetime*, McGraw-Hill Education, Sydney.

44 Philip Zimbardo & John Boyd 2008, *The Time Paradox: The New Psychology of Time that will Change Your Life*, Free Press, New York.

Activity

Let's have a think about what kinds of rituals and habits will help you to find a positive state of mind so that you can achieve your goals.

1   **What kinds of rituals or tools do you use now to get into a good state of mind, i.e., music that lifts your mood, exercise, creative outlets, people you connect with? List them below.**

2   **What is your goal?**

3   **Why do you want to achieve that goal?**

4   **What skills, talents and resources will you need to draw on to achieve that goal?**

5   **What state of mind would help you to achieve your goal (i.e., positive, energetic, grounded, safe)?**

**6**   **What rituals would create that state of mind?**

(5) Control and concern

Focus of life

To make a dramatic over-simplification, there are two ways to live, with two kinds of people in the world: those who respond proactively by focusing on things they can control, and those who respond reactively by focusing on things they are concerned about but are out of their control. If you look at life as concentric circles moving away from yourself, there are three layers:

- Innermost are things you can **control** (eating, breathing, sleeping, exercise, who you date).

- Next are things you can **influence** (your young children, your spouse, employees, the running of the local under-13 footy team).

- Most distant are things that **concern** you (who's in government, the price of petrol, the weather).

LIFE'S CONCENTRIC CIRCLES
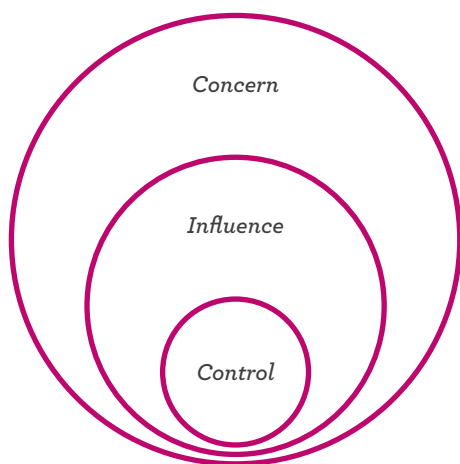
What circle are you focusing on? The circle you focus on will grow. Are you pushing on the things you can control, gaining more and more responsibility over things within your grasp? Are you in the driver's seat? OR

Are you trying to influence the things that concern you – the externalities of life? Is life pushing back on you? Everything is 'out there' and 'they' are responsible for your plight.

Table 3: Reactive vs proactive ways of living

REACTIVE PERSON	PROACTIVE PERSON
focuses on the circle of concern	focuses on the circle of control
tends to lay blame on others	tends to take responsibility
tends to spiral downward	tends to spiral upward
tends to be destructive as they do not feel they have the resources to deal with things	tends to be constructive – behaving resourcefully – feeling a constant need to deal with whatever turns up

Why would anyone choose to live in a way that focuses on things they can't control or even influence? Why would anyone choose to spiral down? People stay below the line because of secondary gain, i.e., they get something out of the deal. The transaction is paying them in some way.

Shifting attention

What you pay attention to, you will get. What will motivate you to change your focus from the circle of concern to the circle of control?

What has given you leverage over your problems in the past? For example, you may avoid confrontation but, one day, because you are well researched and have confidence about the subject, you are able to confront a person and not be afraid. Research in this case gave you leverage over your fear.

6 Developing growth mindsets

Research indicates that one's mindset can impact on goal selection, seeking help, achievement and motivation, and ultimately impacts upon feelings of self-efficacy and the levels both of outcomes achieved and of personal wellbeing.[45] According to leading psychologist and researcher in the field of mindsets, Professor Carol Dweck:

> *In a fixed mindset, people believe their basic qualities, like their intelligence or talent, are simply fixed traits. They spend their time documenting their intelligence or talent instead of developing them. They also believe that talent alone creates success – without effort.*
>
> *In a growth mindset, people believe that their most basic abilities can be developed through dedication and hard work – brains and talent are just the starting point. This view creates a love of learning and a resilience that is essential for great accomplishment.*
>
> *Teaching a growth mindset creates motivation and productivity and enhances relationships.*[46]

Table 4: Fixed mindset vs growth mindset

FIXED MINDSET BELIEFS	GROWTH MINDSET BELIEFS
Attributes success/failure to their own intelligence or ability (or lack thereof)	Attributes success/failure to their own efforts or strategies (or lack thereof)
Overly concerned with appearing smart	Passes up opportunities to appear smart in favour of learning something new
Avoids challenges	Likes challenges
Likely to abandon tasks when faced with setbacks	Likely to persevere and succeed in the face of setbacks

Connecting strengths with mindsets

To help young people move from a fixed mindset to a growth mindset get them to look at their character strengths (see p. 42) and see if they can answer the following questions:

- Nurturing which character strengths would enable people, in general, to foster a growth mindset?
- How can your top character strengths help you to foster a growth mindset?[47]

> ❝ Research indicates that one's mindset can impact on goal selection, seeking help, achievement and motivation, and ultimately impacts upon feelings of self-efficacy and the levels both of outcomes achieved and of personal wellbeing... To help young people move from a fixed mindset to a growth mindset [we] get them to look at their character strengths...

45 Geelong Grammar School (GGS) 2013, 'Discovering Positive Psychology: Training materials'. Available at: https://www.ggs.vic.edu.au/School/Positive-Education/Training-Courses.

46 C. Dweck 2006, *Mindset: The New Psychology of Success*, Random House, New York.

47 GGS 2013, op. cit.

7 **Coaching goals and goal setting**

Coaching has a specific approach to the setting and attainment of goals that is based on the following points:

- The phases of goal setting in coaching are cyclical – once a goal is sustained or achieved, the process will begin again.

- Coaches should make the steps explicit, so the young person is cognisant of the process they are undertaking and the direction of the activities and techniques used.

- If the young person gets 'stuck' actions plans should be reassessed to determine the barrier/s and the steps forward.

Getting a clear outcome

Sometimes during a goal-setting exercise the young person will struggle to articulate their desired goals. You may also find that in drilling down to beliefs and ascending to aspirations becomes difficult when the young person has no aspirations or is unclear as to what these might be. To get around these issues the coach can work on gaining clarity as to a person's outcomes – what they want. An outcome is not the same as a goal, it is at a higher level and asks, 'Overall, what do you want for this session, or series of sessions, or in your search for work?' As such, it can bring goals, the layer beneath, into focus too.

We approach an outcome in one of two ways. The first asks the young person a simple question like, 'What would you like to have happen?' and they will answer. Very often they will define the issue as a problem or a negative, e.g., 'I don't want to fail TAFE any more'. However, this is not an outcome, it is a negative. So we ask something like, 'Well, given that you are failing TAFE, what would you like to have happen?' This leads them towards stating a positive, but even then some people will respond with a double negative – 'To not fail any more'.

So then we ask something like, 'And when you don't fail any more, then what happens?' or 'And what happens then?' This drives the person towards stating a positive goal or outcome like, 'Well, then I study hard and start passing my courses'. You can have them refine that further if it is helpful. This process is called the PRO or **P**roblem, **R**emedy, **O**utcome exercise.[48]

Once we have begun coaching toward an outcome, and even when that outcome has defined goals attached to it, we may find resistance from the young person as they journey forward. There are many reasons for this, but prime among them is that there are unintended consequences to achieving that objective, and the negative may outweigh the positive. This resistance occurs unconsciously, and manifests in avoidance behaviour, failure to answer questions and a general malaise about the process.

This could be a good time to stop and undertake a separate exercise. Starting with the clearly stated outcome, the coach can ask the coachee what intention lies behind that outcome – for what purpose or to what end do they want this outcome? This might be a motivation, a purpose, an end or a reasoning, a belief structure, a hope or whatever. Having uncovered that, the coach then asks the coachee to step back further and consider the consequences of having that outcome and those intentions. What happens to them now, what happens to them in the future? Are they happy with all that?

Finally, some models include a full environmental check. What happens to everybody associated with them? What happens to all aspects of their life? This can, of course, be included with the consequences phase. This model is called the OIC + E model. You can see the whole process written as (P)roblem – (R)emedy – (O)utcome -> (O)utcome – (I)ntention – (C) onsequence – (E)nvironment. The young person may wish to change any one of the O, I or C to improve their situation.

---

48 P. Tompkins & J. Lawley 2015, 'The Clean Collection'. Available at: http://www.cleanlanguage.co.uk.

fn.

Planning and goal setting

The planning stage is about turning goals and aspirations into reasonable and realistic actions. Planning to achieve goals and aspirations involves assessing the SMARTness of goals, deciding on actions towards achieving those goals, and considering any potential barriers or limitations that may arise. The planning stage should involve scoping the local and broader community for potential mainstream and/or expert connections and services that will assist with achieving particular goals.

Tools that can be used for achieving coaching goals in the planning stage include:

• identifying strengths and abilities

• SMART goals

• Action plans and Goal trackers, an Address Book for contacts and a yearly Diary.

VIA character strengths

The Values-In-Action (VIA) Inventory of Strengths provides a multi-dimensional approach to good character – including a theoretical framework and classification system of virtues. Developed in response to a growing interest in the role of positive youth development in educational settings, VIA provides a mechanism for conducting character development programs in schools. VIA classifies and measures 24 'character strengths', organised under six broad virtues, which young people learn to recognise, utilise and reflect on in educational settings.[49]

According to positive psychology research, individuals possess five 'signature' or top strengths, and the hypothesis behind the VIA model is that the use of these strengths is 'fulfilling and linked to an individual's sense of self, identity, and authenticity, and therefore arguably their wellbeing'.[50] Positive psychology research indicates that recognition and use of character strengths from a young age can increase one's self-awareness and satisfaction with life.[51]

> 66 Developed in response to a growing interest in the role of positive youth development in educational settings, the Values-In-Action (VIA) Inventory of Strengths… classifies and measures 24 'character strengths', organised under six broad virtues, which young people learn to recognise, utilise and reflect on in educational settings.

49 C. Proctor, E. Tsukayama, A. M. Wood, J. Maltby, J. F. Eades & P. A. Linley 2011, 'Strengths gym: The impact of a character strengths-based intervention on the life satisfaction and well-being of adolescents', *The Journal of Positive Psychology*, 6(5):377–88.

50 ibid.

51 Seligman 2002, op. cit.

Table 5: VIA character strengths

------

1   Wisdom and knowledge

Cognitive strengths that entail the acquisition and use of knowledge

Creativity	*Curiosity*	*Judgment*
Love of learning	*Perspective*	
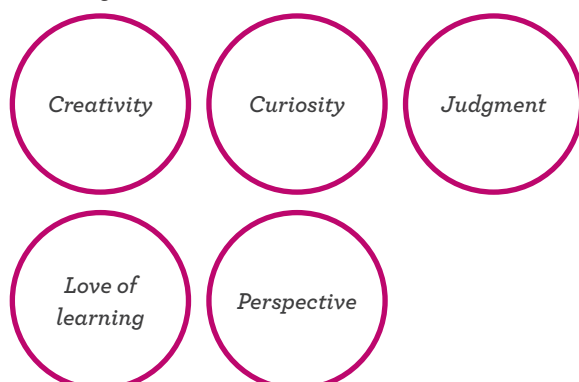
2   Courage

Emotional strengths that involve the exercise of will to accomplish goals in the face of opposition, external or internal

Bravery	*Perseverance*
Honesty	*Zest*

------

3   Humanity

Interpersonal strengths that involve tending to and befriending others

Love	*Kindness*	*Social intelligence*

4   Justice

Civic strengths that underlie healthy community life

Teamwork	*Fairness*	*Leadership*

------

5   Temperance

Strengths that protect against excess

Forgiveness	*Humility*
Prudence	*Self-regulation*

6   Transcendence

Strengths that forge connections to the larger universe and provide meaning

Appreciation of beauty and excellence	*Gratitude*	*Hope*
Humour	*Spirituality*	

For ways to use VIA character strengths visit the following websites:

• http://www.viacharacter.org/www/The-Survey

• http://www.viacharacter.org/resources/ways-to-use-via-character-strengths/.[52]

52 Adapted from GGS 2011, 'Positive Engagement research summary'. Available at: http://www.ggs.vic.edu.au/School/Positive-Education/Model-for-Positive-Education.

Section 1

Section 2

Section 3

Section 4

Section 5

SMART goals

Goal achievement involves planning around SMART goals – those that are Specific, Measurable, Achievable, Relevant and Time-Bound. Getting young people to assess the 'SMARTness' of their goals gives an insight into whether they have picked the right goal to reach their dream, or whether they need to go back to the drawingboard.

HOW SMART IS YOUR GOAL? SMART GOALS ARE:

S *Specific*

A specific goal will usually answer the questions:

- **What** do I want to accomplish?
- **Why** do I want to accomplish this goal?
- **Who** is involved?

M *Measurable*

A measurable goal will usually answer the questions:

- **How** much?
- **How** many?
- **How** will I know when it is accomplished?

A *Achievable*

An achievable goal will usually answer the questions:

- **What** are the potential barriers or limitations?
- **How** can this goal be accomplished?

R *Relevant*

A relevant goal will answer 'Yes' to the questions:

- **Does** the goal seem worthwhile?
- **Is** this the right time to set this goal?
- **Does** this goal match my current needs?

T *Time-bound*

A time-bound goal will usually answer the questions:

- **When** will the goal be completed?
- **What** can I do six months from now?
- **What** can I do six weeks from now?[53]

Acting requires the young person to take independent action towards achieving their goal. The role of the coach is to facilitate and support action, but not to provide solutions. The amount of support required will depend on the young person, and the coach should use tools and techniques to encourage, track and reward action.

Tools that can be used for achieving coaching goals include:

a) 6 steps to staying motivated

b) creating a positive state of mind

The following motivation activities can be delivered within the coaching sessions or handed out to young people to complete and discuss at future sessions.

53 Adapted from J. Buick 2014, *LaunchPAD Student Planner*, Brotherhood of St Laurence & Hanover Welfare Services, Fitzroy, Vic.

6 steps to staying motivated

1 Set a goal and visualise it down to the tiniest detail. See it, feel it, hear the sounds that accompany the end result – walking into your new job, the feeling of accomplishment, being congratulated.

2 Make a list of the reasons you want to accomplish the goal. In our busy, distracting world, it's easy to get blown off course. This is why you need to ground yourself in your goal. For extra 'success insurance', write your list with a pen. Studies show that when we write by hand and connect the letters manually, we engage the brain more actively in the process. Because typing is an automatic function that involves merely selecting letters, there's less of a mental connection.

3 Break the goal down into smaller pieces and set smaller targets — and rewards.

> 66 *A major source of stress in our lives comes from the feeling that we have an impossible number of things to do. If you take on a project and try to do the whole thing all at once, you're going to be overwhelmed.*[54]

Break down your goals, and plan out how you will celebrate or reward yourself when you achieve smaller targets. Neuroscience tells us that each small success triggers the brain's reward centre, releasing the feel-good chemical dopamine. This helps to focus our concentration and inspires us to take another similar step.

4 Have a strategy but be prepared to change course. Let Thomas Edison, the inventor of the electric light bulb, inspire you in this department:

'I have not failed. I've just found 10,000 ways that won't work.'

'Our greatest weakness lies in giving up.'

'The most certain way to succeed is always to try just one more time.'

5 Get the help you need. Sharing your intentions makes you accountable to someone other than yourself. Also, we often overestimate our abilities, and a supportive friend or person in your life will bring you back down to earth if the goal is unrealistic. The flip side is being highly selective about who you tell and ask for help.

6 Think about how you will deal with flagging motivation. This is not defeatist thinking. On the contrary, it's (almost) inevitable that at some point along the way, whether because of temporary setbacks or sheer exhaustion, you will need a little boost. When that happens what will your plan be? Remember why you set the goal – go back to the start of this list – how will it feel, look, smell, taste when you achieve the goal? You might want to write that bit down and keep it somewhere close, in your wallet or pocket, so that you can remind yourself whenever your motivation drops.[55]

> 66 The role of the coach is to facilitate and support action, but not to provide solutions. The amount of support required will depend on the young person, and the coach should use tools and techniques to encourage, track and reward action.

54 Forbes 2014, 'How to stay motivated and accomplish anything'. Available at: http://www.forbes.com/sites/nextavenue/2013/07/19/how-to-stay-motivated-and-accomplish-anything.

55 Forbes, op. cit.

Section 1

Section 2

Section 3

Section 4

Section 5

Embedding coaching

This Guide is designed to be used in conjunction with tailored training that will provide ongoing professional development to support our Youth Transitions staff with their coaching practice as fully as possible.

In between formal training, staff will trial the coaching practice by testing it out. Part of this practice will be via triads with a coach, coachee and observer, with staff members fulfilling each of these roles. In these practice sessions a real issue is coached in a safe space. This peer-to-peer reflective practice will be an important way of keeping coaching alive within our staff teams and practice approach.

This Guide will also be updated and revised – with practitioner input assisting us to refine and extend it – to reflect the evolution of this coaching practice within the Brotherhood's Youth Transitions programs.

The application of the coaching modality to specific programs will also be co-designed with the teams as we trial and test what works in practice. We also welcome feedback from those working with young people in other settings and contexts as to the applicability of the Guide to their work.

> " This Guide is designed to be used in conjunction with tailored training that will provide ongoing professional development to support our Youth Transitions staff with their coaching practice as fully as possible.

Coaching Guide   **47**

Section 1

Section 2

Section 3

Section 4

Section 5

List of References

Albrecht, N., Albrecht, P. & Cohen, M. 2012, 'Mindfully teaching in the classroom: A literature review', *The Australian Journal of Teacher Education*, 37(12).
—

Arden, John 2014, *The Brain Bible: A Plan to Stay Vital, Productive, and Happy for a Lifetime*, McGraw-Hill Education, Sydney
—

Blake, D. & Bowling, B. 2011, 'Youth literacy development through applied learning and the national curriculum', in B. Doecke, G. Parr & W. Sawyer (eds) 2011 *Creating an Australian Curriculum for English: National Agendas, Local Contexts*, Phoenix Education, Putney, NSW, pp. 139–54,
—

Collett, K. 2012, 'What is coaching?', in A. Brown L. Browne, K. Collett, C. Devereux & J. Jameson 2012, *Insights No.1, The Role of Coaching in Vocational Education and Training*, City and Guilds Centre for Skills Development, London.
—

Cross, L. E., Morrisson, W., Peterson, P. & Domene, J. 2012, 'Investigating Positive Psychology approaches in case management and residential programming with incarcerated youth', *Canadian Journal of Counseling and Psychotherapy*, 46(2):65.
—

Csikszentmihalyi, M. 1991, *Flow: The Psychology of Optimal Experience*, Harper Perennial, New York.
—

Dweck, C. 2006, *Mindset: The New Psychology of Success*, Random House, New York.
—

Falconer, C. 2009, 'An Advantaged Thinking approach'. Available at: http://www.advantagedthinking.blogspot.com.
—

Falconer, C. 2012, *A Better Offer for All Young People*. Available at: foyer.net.
—

Forbes 2014, 'How to stay motivated and accomplish anything'. Available at: http://www.forbes.com/sites/nextavenue/2013/07/19/how-to-stay-motivated-and-accomplish-anything.
—

Frankl, Victor 2006, *Man's Search for Meaning* (1st pub. 1946), Beacon Press, Boston, MA.
—

Frazer Holmes Foundational Coaching 2013, 'Life coaching and coach training'. Available at: http://www.frazerholmes.com/coach-training/.
—

Gale, T., Peeler, E. & Jane, B. 2005, *C.O.A.C.H. Community Mentoring Evaluation, Interim Report*, Faculty of Education, Monash University, Melbourne.
—

Gause, R. & Coholic, D. 2010, 'Mindfulness-based practices as a holistic philosophy and method', *Currents: Scholarship in the Human Services*, 9(2).
—

Geelong Grammar School 2011, 'Positive Engagement research summary'. Available at: http://www.ggs.vic.edu.au/School/Positive-Education/Model-for-Positive-Education.
—

Geelong Grammar School 2013, 'Discovering positive psychology: Training materials'. Available at: https://www.ggs.vic.edu.au/School/Positive-Education/Training-Courses.
—

Green, S., Grant, A. & Rynsaardt, J. 2007, 'Evidence-based coaching for senior high school students: Building hardiness and hope', *International Coaching Psychology Review*, March, 2(1).
—

Ives, Y. 2011, 'What is 'coaching?' An exploration of conflicting paradigms', *International Journal of Evidence Based Coaching and Mentoring*, 6(2), August.
—

Jameson, J. 2012, 'Coaching as a pedagogical approach', in A. Brown, L. Browne, K. Collett, C. Devereux & J. Jameson 2012, Insights No.1, *The Role of Coaching in Vocational Education and Training*, City and Guilds Centre for Skills Development, London.

Joseph, S. 2014, 'The person-centred approach to coaching', in Elaine Cox, Tatiana Bachkirova & David Clutterbuck (eds) 2014, *The Complete Handbook of Coaching*, Sage Publications, London.
—

Kabat Zinn, J. 2003, 'Mindfulness Based Stress Reduction (MBSR)', *Constructivism in the Human Sciences*, 8(2):73–107.
—

Kolb, D. A. 1984, *The Experiential Learning: Experience as the Source of Learning and Development*, Prentice Hall, Englewood Cliffs, NJ.
—

Leach, C., Green, L. S. & Grant, A. M. 2011, 'Flourishing youth provision: The potential role of positive psychology and coaching in enhancing youth services', *International Journal of Evidence Based Coaching and Mentoring*, February 9(1).
—

Mallett, S., James, S., McTiernan, N. & Buick, J. 2014, *Education First Youth Foyer Practice Framework*, Hanover Welfare Services and Brotherhood of St Laurence, Melbourne
—

Mind360 2013, 'Mindfulness and wellbeing'. Available at: http://www.mind360.com.au/images/mind360_active_constructive_responding.pdf.
—

Mindful Schools 2014, 'Mindfulness and education overview'. Available at: www.mindfulschools.org.
—

Proctor, C., Tsukayama, E., Wood, A. M., Maltby, J., Eades, J. F. & Linley, P. A. 2011, 'Strengths gym: The impact of a character strengths-based intervention on the life satisfaction and well-being of adolescents', *The Journal of Positive Psychology*, 6(5):377–88.
—

Ryan, R. M. & Deci, E. L. 2000, 'Intrinsic and extrinsic motivations: Classic definitions and new directions', *Contemporary Educational Psychology*, 25(1):54–67.
—

Salter, T. 2014, 'Mentor and coach: Disciplinary, interdisciplinary and multidisciplinary approaches', *International Journal of Evidence Based Coaching and Mentoring*, Special Issue, June, 8:7.
—

Seligman, M. E. P. 2002, *Authentic Happiness: Using the New Positive Psychology to Realize Your Potential for Lasting Fulfillment*, Free Press/Simon & Schuster, New York.
—

Seligman, M. 2011, *Flourish: A Visionary New Understanding of Happiness and Wellbeing – And How to Achieve It*, Nicholas Brealey Publishing, London.
—

Trepper, T. S., McCollum, E. E., De Jong, P., Korman, H., Gingerich, W. & Franklin, C. 2010, *Solution Focused Therapy Treatment Manual for Working with Individuals*, Research Committee of the Solution Focused Brief Therapy Association. Available at: www.solutionfocused.net/f/SFBT_Treatment_Manual.doc.
—

Tompkins, P. & Lawley, J. 2015, 'The Clean Collection'. Available at: www.cleanlanguage.co.uk.
—

Weiss, A. 2004, *Beginning Mindfulness: Learning the Way of Awareness*, New World Library, Novato, CA, cited in R. Gause & D. Coholic 2010, 'Mindfulness-based practices as a holistic philosophy and method', *Currents: Scholarship in the Human Services*, 9(2).
—

Youth Support and Advocacy Service (YSAS) 2014, 'Youth AOD Toolbox'. Available at: www.youthaodtoolbox.org/home.

Brotherhood of St Laurence

Working for an Australia free of poverty

Brotherhood of St Laurence

67 Brunswick Street
Fitzroy VIC 3065

t +61 3 9483 1183
f +61 3 9417 2691
e info@efyfoyers.org.au

www.bsl.org.au