

OSKAR – Solutions Focused Coaching Model

OUTCOME:

What is the objective that the learner wants to achieve?

What do you want to achieve today?

What do you want to achieve in the long term?

What is your 'future perfect'?

SCALING:

On a scale of 1 to 10, with 10 representing the Future Perfect, and 1 the worst it has ever been, where are you on that scale now?

You are at n now; what did you do to get this far?

How would you know you had got to ...?

KNOW-HOW & RESOURCES:

What helps you perform at ... on the scale, rather than 1?

When does the outcome already happen for you - even a little bit?

What did you do to make that happen? How did you do that?

What did you do differently?

What would other people say you are doing well?

AFFIRM AND ACTION:

Give feedback about what's particularly impressive so far - about strengths

What is the next small step?

What would you like to do personally, straight away?

You are at ... now, what would it take to get you to ...?

REVIEW:

What's better?

What did you do that made the change happen?

What impact have the changes had?

What do you think will change next?

OUTCOME



SCALING



KNOW-HOW



AFFIRM &
ACTION



REVIEW

Coaching Questions

Incisive Questions

Incisive questions challenge our underlying assumptions and beliefs. In the work of Nancy Kline 'Time to Think' incisive questions are one of the core ten components of a thinking environment. Examples of these types of questions are;

- What am I assuming that is limiting my thinking here?
- Is that assumption true?
- What is a liberating true alternative to the limiting assumption?
- If I knew (the true alternative), what would I think or feel or do?
- What if...you had the confidence to take action, what would you do?
- What if...wasn't a problem, what could be achieved?

Exception Questions

An exception question allows a coach and their client to identify the 'exception' to the problem or challenge.

Solutions focused therapists believe that there are exceptions to every problem and once that exception is identified it can be analysed.

As a coach, we should seek out these exceptions to help our client move forwards.

Asking exception questions allows the coachee to reflect and identify a time when the presenting issue was not a problem. It encourages positive thinking and focuses on resurfacing those positive behaviours and attitudes. Examples of questions which can be used;

- Has there been a time when...was not a problem/challenge for you?
- Can you tell me about when things were good/going well for you?
- How was it different then?
- What were you/others doing differently then?

- Understand the coachee's point of view.

- *How do you see this situation?*
- *What is happening?*
- *What is working well?*
- *What makes this challenging?*
- *How might you have contributed to this situation?*
- *How might others see this situation?*
- Determine the consequences of continuing on the current path.
 - *What impact is this having on you? On others?*
 - *What are the consequences if the situation does not change?*
 - *How does this influence your goals and what you are trying to accomplish?*
 - *What are the long-term implications?*
- Offer your perspective.
 - *Could I share some observations I made?*
 - *Could I offer some other consequences/suggestions to consider?*

STEP 3 - Explore the desired state

It is of utmost importance that the coach does not rush the coachee into problem solving - it needs to be slow and deliberate to create the ideal vision and generate alternatives for achieving the vision. The coach must negotiate and influence as to what would form part of the minimum measures of success. If the coachee gets stuck, the coach should step to his or her side and become a brainstorming partner. The coach should help the coachee identify and understand the vision for success. The coach at this stage should encourage options and ideas from the coachee to help them identify solutions and paths of action.

- Understand the vision for success.
 - *What would you like to see happen here?*
 - *What would your ideal state look like?*
- Set goals and performance expectations.
 - *What are your goals? What would you like to accomplish?*
 - *Here's how I see it . . .*
- Explore alternative paths of action.
 - *What might be some approaches you can take?*
 - *What else might work?*
 - *Could I offer a couple of thoughts? You might want to consider . . .*
- Explore possible barriers.
 - *What are the major barriers preventing this change from happening?*
 - *Where would the biggest resistance to this change come from?*

STEP 4 - Lay out a success plan

In the last step, the coachee needs to articulate specific action steps to gain clarity as to what needs to happen next. This will provide the coachee with a clear vision on the goal to be achieved. The coach should encourage timelines to be attached to each of the action points for follow-up and accountability should also be explored.

- Develop and agree on an action plan and timeliness.
 - *What specific actions will help you achieve your goal?*
 - *What will your first step be?*
 - *Who can help hold you accountable?*
 - *How long will you stay focused on your goals and plans?*
- Enlist support from others.
 - *Who can support you in moving forward?*
 - *How can I support you?*
- Set milestones for follow-up and accountability.
 - *Let's review the plan.*
 - *When should we touch base on this again?*