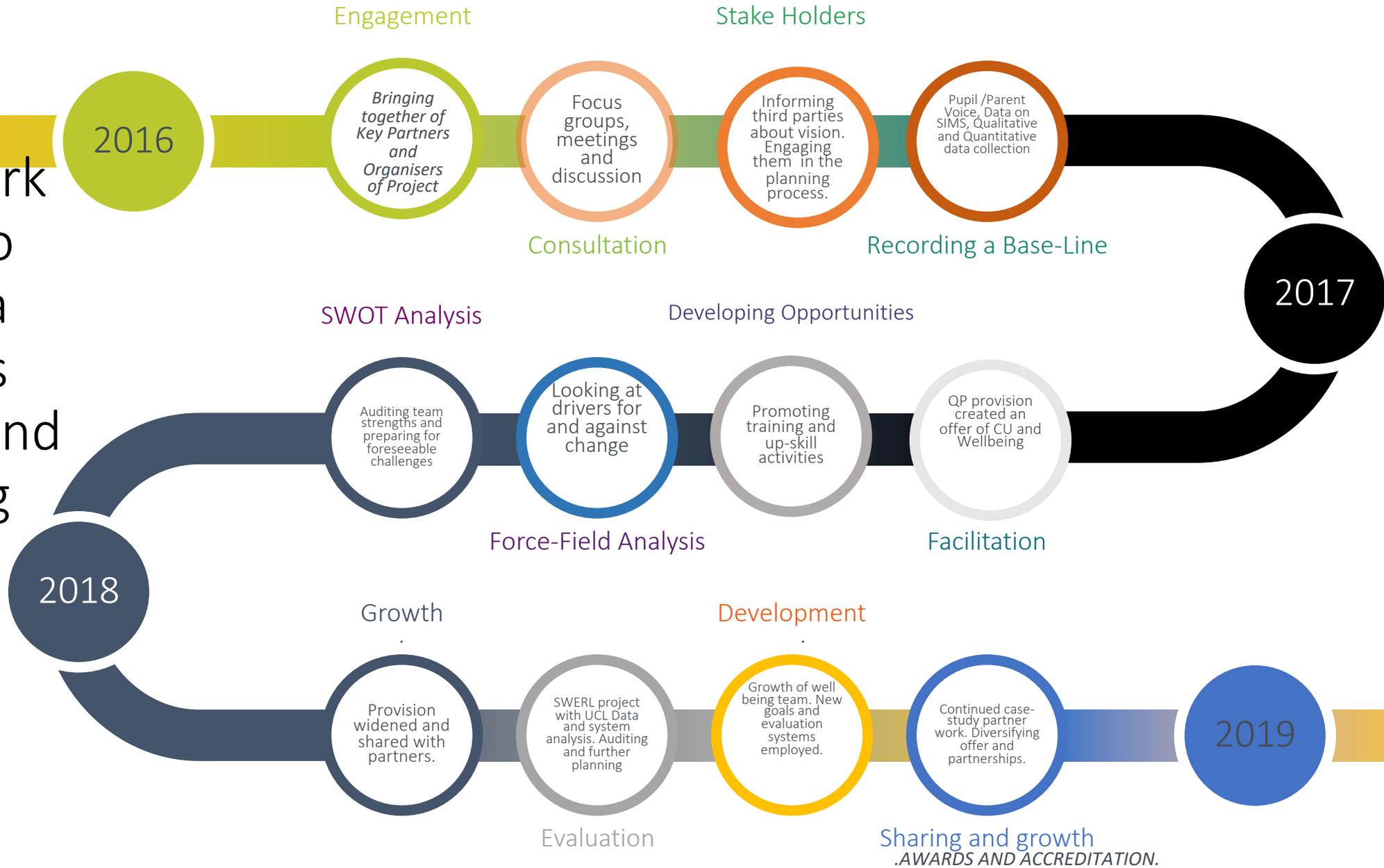


Queen's Park journey to creating a Children's University and Wellbeing Provision



Key SWOT Questions

STRENGTHS

What do we do exceptionally well?

What advantages do we have?

What valuable assets and resources do we have?

What do members/customers identify as our strengths?

OPPORTUNITIES

What opportunities do we know about, but have not addressed?

Are there emerging trends on which we can capitalize?

WEAKNESSES

What could we do better?

What are we criticised for or receive complaints about?

Where are we vulnerable?

THREATS

Are weaknesses likely to make us critically vulnerable?

What external roadblocks exist that block our progress?

Is there significant change coming in our sector?

Are economic conditions affecting our financial viability?





There will always be driving forces that make change attractive to people, and restraining forces that work to keep things as they are.

Successful change is achieved by either strengthening the driving forces or weakening the restraining forces.

The force field analysis works towards unfreezing the existing equilibrium, moving towards the desired change, and then freezing the change at the new level so that a new equilibrium exists that resists further change.

"A culture is not a painted picture; it is a living process, composed of countless social interactions. Like a river whose form and velocity are determined by the balance of those forces that tend to make the water flow faster, and the friction that tends to make the water flow more slowly the cultural pattern of a people at a given time is maintained by a balance of counteracting forces."

(Lewin, K. 1948. Resolving Social Conflicts, p.46.)

"To bring about any change, the balance between the forces which maintain the social self-regulation at a given level has to be upset"

(Lewin, K. 1948. Resolving Social Conflicts, p.47.)



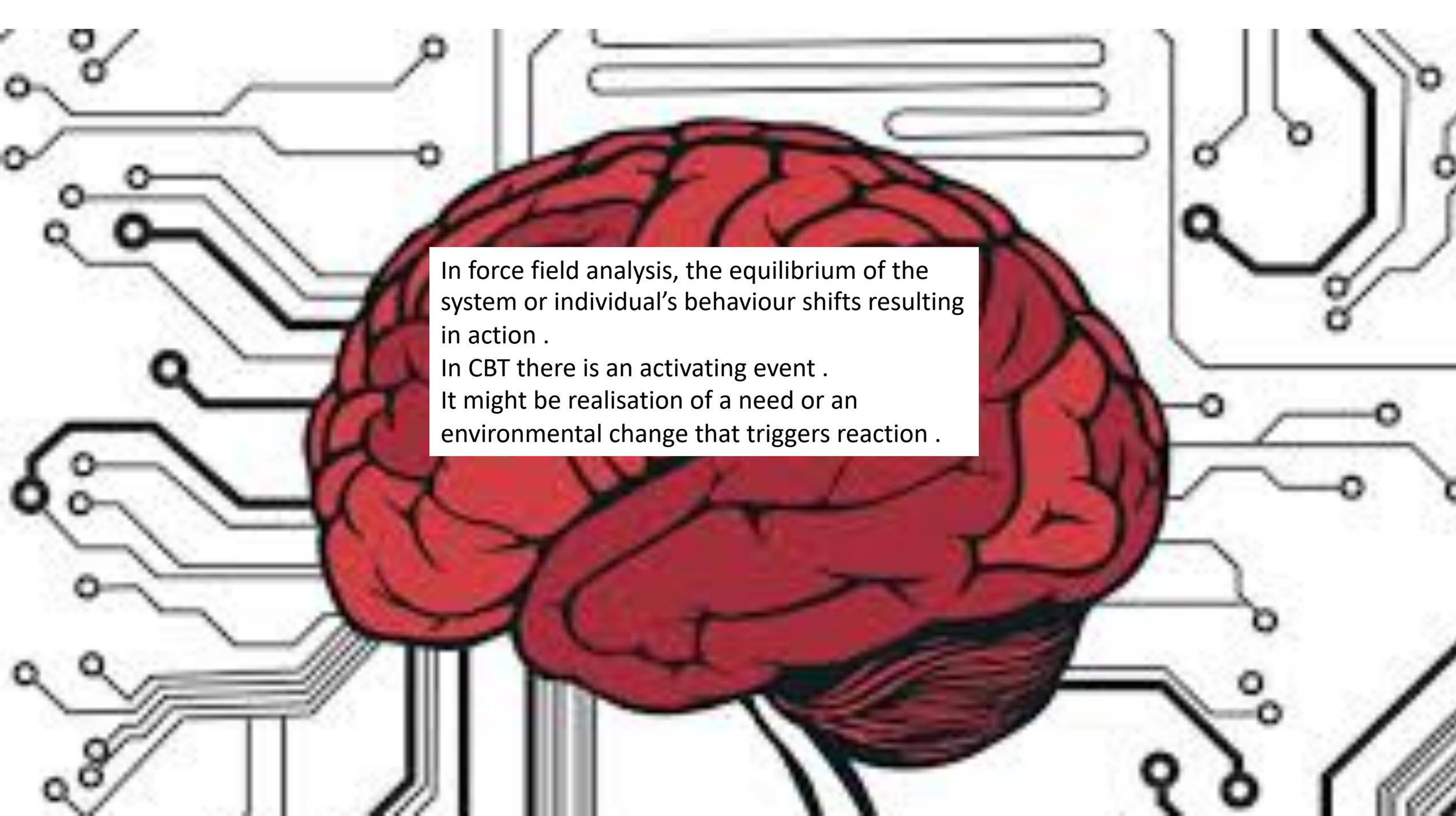


This is Harold Wilson sitting in his favourite chair to help explain Force Field Analysis.

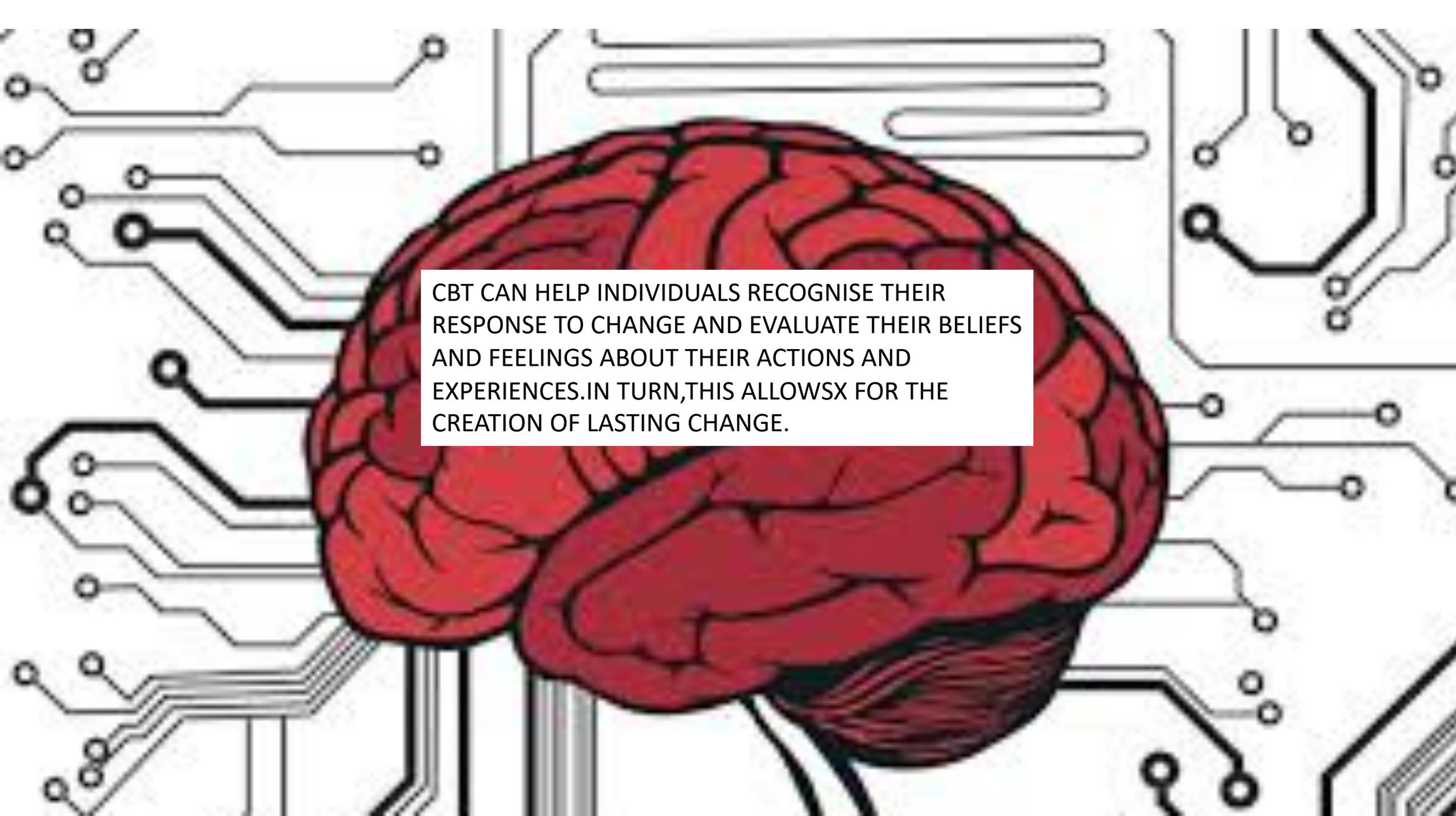
Gravity holds him on to the chair. Think of this as driving forces.

But the chair holds him up resisting gravity's pull. The Restraining forces.

So the balance(Equilibrium) between the forces keeps Harold firmly positioned on his favourite chair!
And this text box helps protect his modesty.

A stylized illustration of a human brain in red, centered against a background of black and white circuitry lines. The brain is shown from a slightly elevated, lateral perspective. The circuitry consists of various lines, nodes, and connections, resembling a printed circuit board or a neural network diagram.

In force field analysis, the equilibrium of the system or individual's behaviour shifts resulting in action .
In CBT there is an activating event .
It might be realisation of a need or an environmental change that triggers reaction .

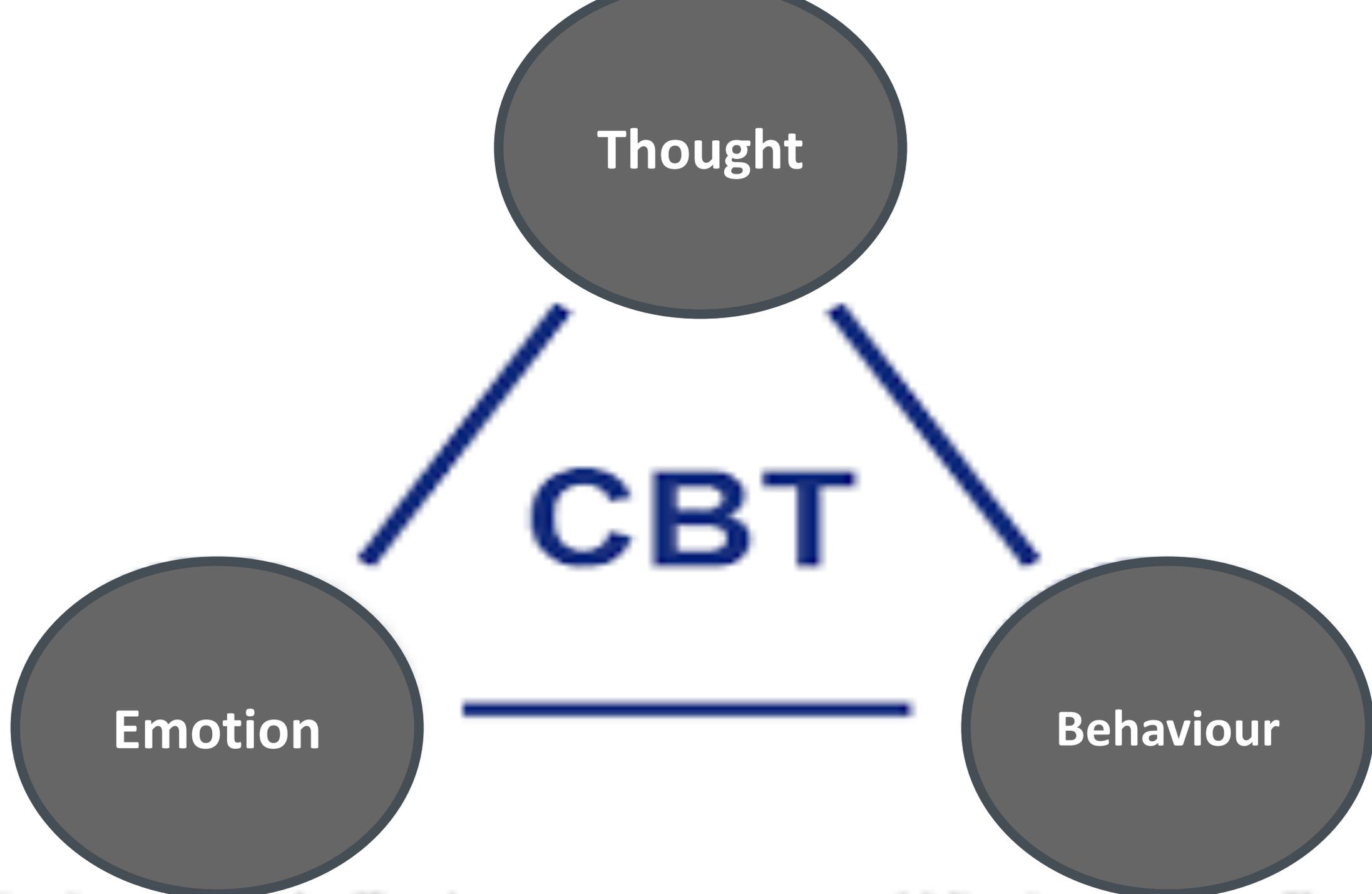


CBT CAN HELP INDIVIDUALS RECOGNISE THEIR RESPONSE TO CHANGE AND EVALUATE THEIR BELIEFS AND FEELINGS ABOUT THEIR ACTIONS AND EXPERIENCES. IN TURN, THIS ALLOWS FOR THE CREATION OF LASTING CHANGE.

- Activating Event

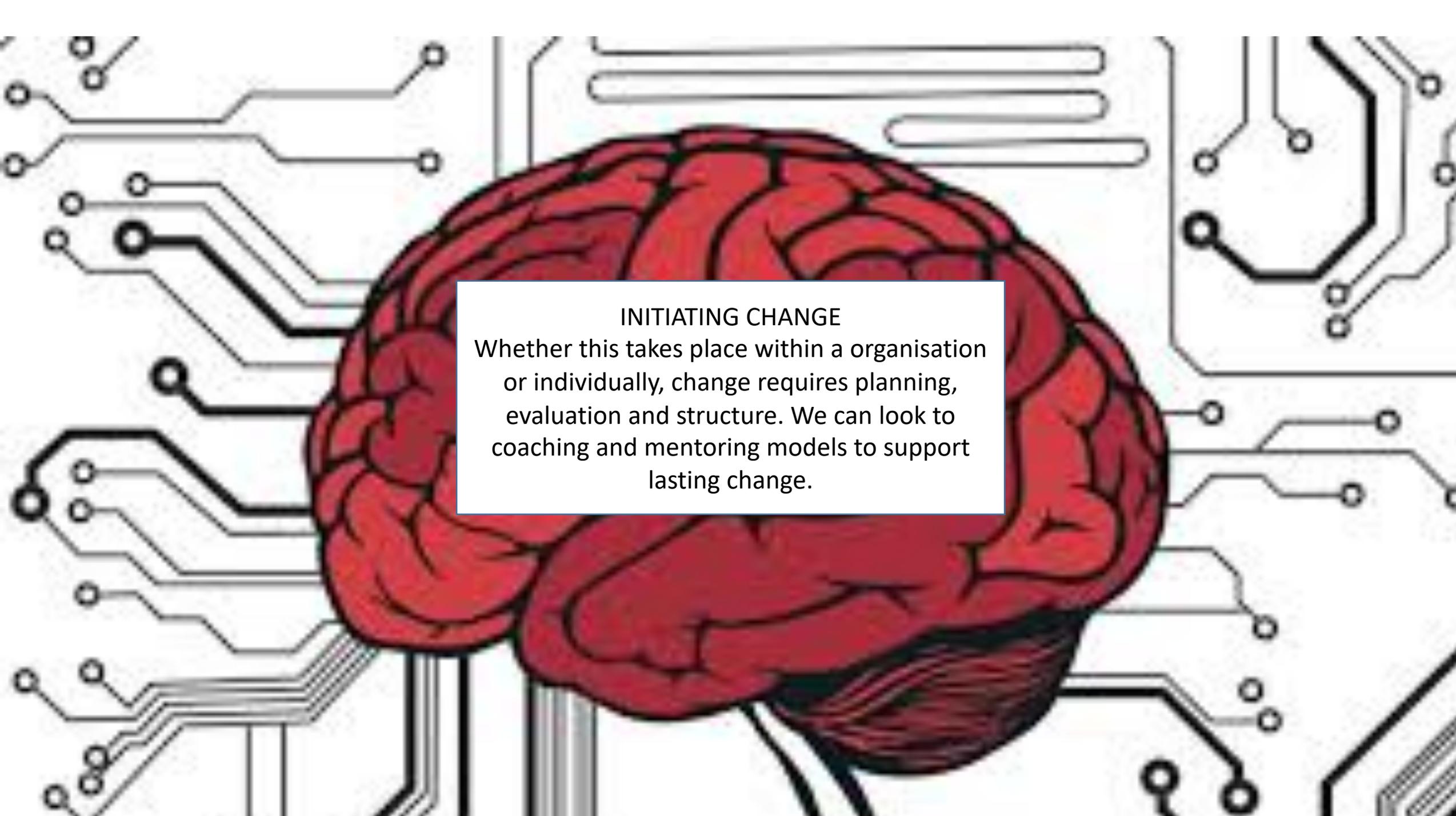
- Belief

- Consequences



The Beck Learning Model





INITIATING CHANGE

Whether this takes place within a organisation or individually, change requires planning, evaluation and structure. We can look to coaching and mentoring models to support lasting change.

Examples of Traditional Coaching Models

G: Goals
R: Reality
O: Options
W: Will

C: Current Reality
I: Ideal
G: Gaps
A: Action
R: Review

C: Contracting
L: Listening
E: Exploring
A: Action
R: Review

A: Assess Situation
C: Creative Brainstorming
H: Hone Goals
I: Initiate Option Generation
E: Evaluate Options
E: Encourage Momentum

O: Outcome
S: Situation
C: Choices/Consequences
A: Actions
R: Review

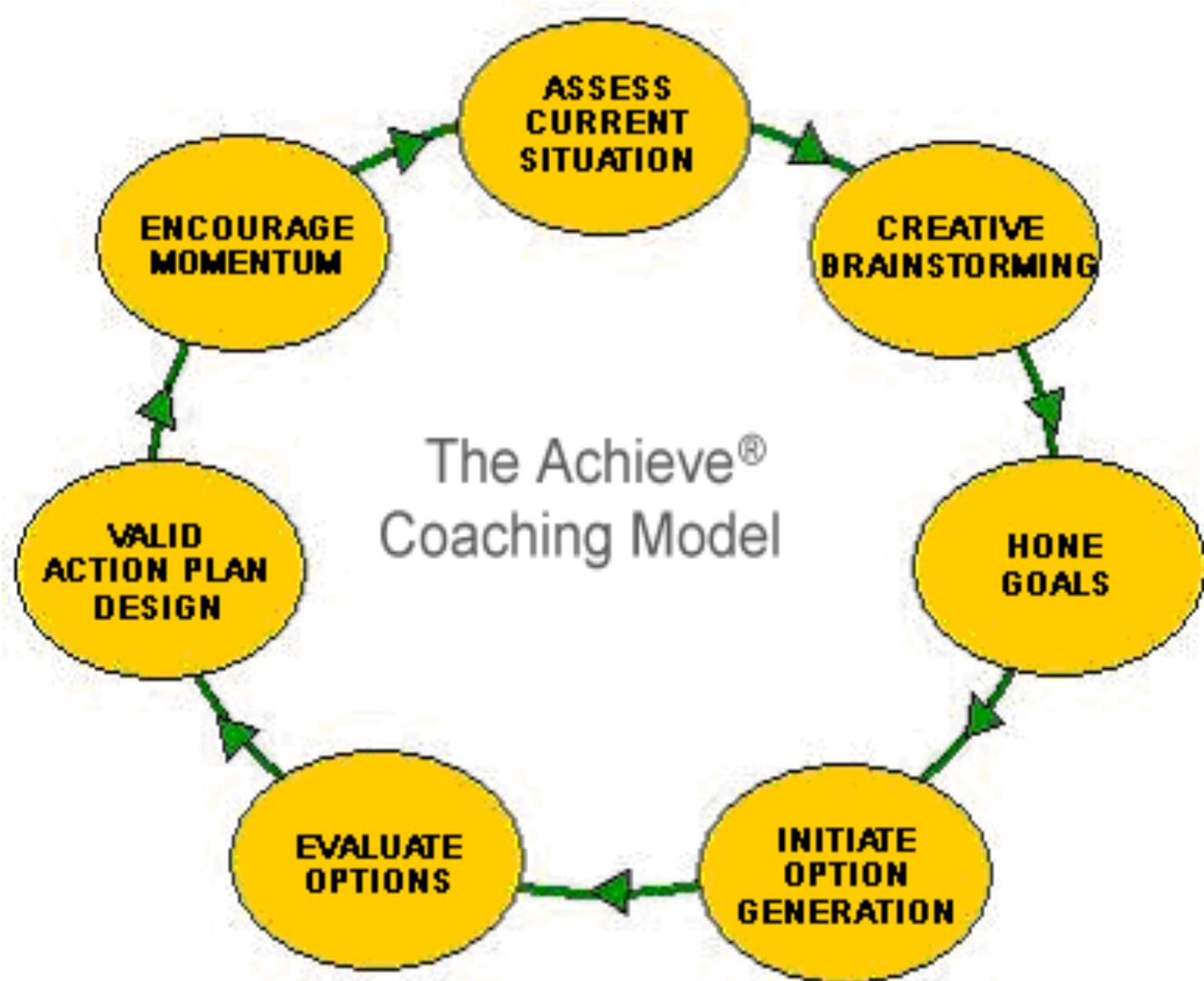
P: Preparation and
Discovery
A: Action
R: Reflection and Insight
T: Transformation
N: New Possibilities
E: Empowering Energy
R: Results

S: Subject
T: Target Identification
E: Emotion
P: Perception and Choice
P: Plan
P: Place
A: Adaptor Act

S: Spot the Opportunity
T: Tailor the Intervention
E: Explain the Task
E: Encourage
R: Review

C: Clarify the Issue
O: Open Up Resources
A: Agree the
Preferred Future
C: Create the Journey
H: Head for Success

G: Goal
A: Assessment
I: Ideas
N: Next Steps
S: Support



FUEL Model of Coaching

- John Zenger and Kathleen Stinnett

Frame the Conversation



Setting the context and focus for conversation

Understand the current state



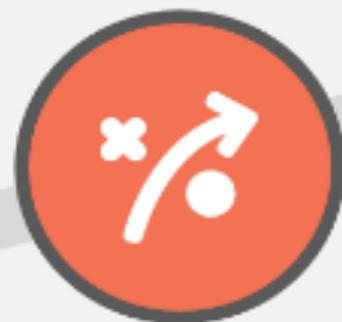
Help the coachee gain awareness about themselves and about present state

Explore the Desired state



Help the coachee to think-through and identify the target and generate multiple paths to achieve the end state

Lay out a success plan



Help the coachee create a detailed actionable plan and follow-through that will lead to goal attainment

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The GROW Model is one of the most established and successful coaching and mentoring models. Created by Sir John Whitmore and colleagues in the 1980s, it was popularized in Sir John's best-selling book, **Coaching for Performance**.



The model was developed by business coaches Graham Alexander, Alan Fine, and Sir John Whitmore.

A good way of thinking about the GROW Model how you'd plan a journey.

First, you decide where you are going (the goal), and establish where you currently are (your current reality). You then explore various routes (the options) to your destination. In the final step, establishing the will, you ensure that you're committed to making the journey, and are prepared for the obstacles that you could meet on the way

A good way of looking at the GROW model is to think about how you would plan a journey. First, you decide where you want to go. That would be your GOAL.

KETTERING



EDINBURGH

Then you think about where you currently are – your current REALITY.

You then explore various ways and routes to your destination, these are the OPTIONS.



Once you have considered the most appropriate options to reach your final destination, what now WILL you do to make sure you are committed and motivated to start your journey as well as deal with obstacles that you might meet on the way.

**Book time
off work**

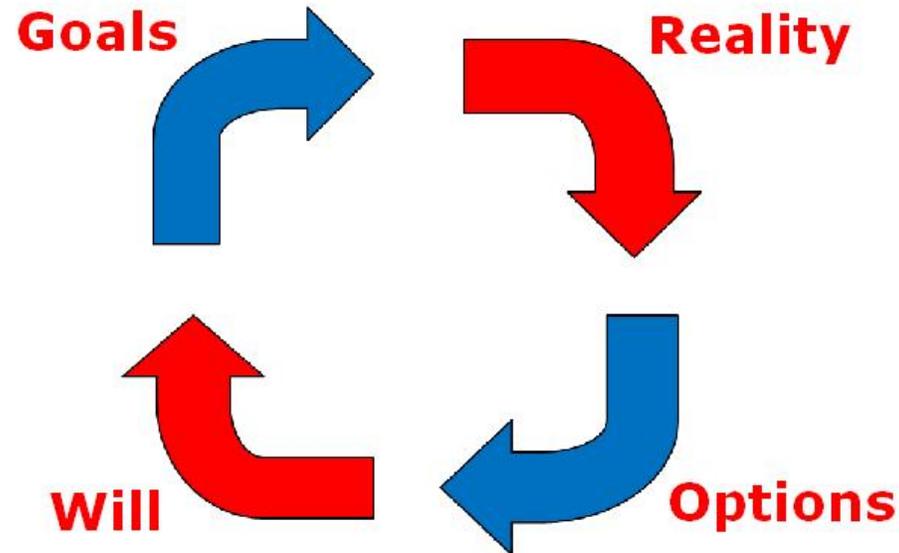
**Book
hotel**

**Early train
booking**

**Save £50
each month**

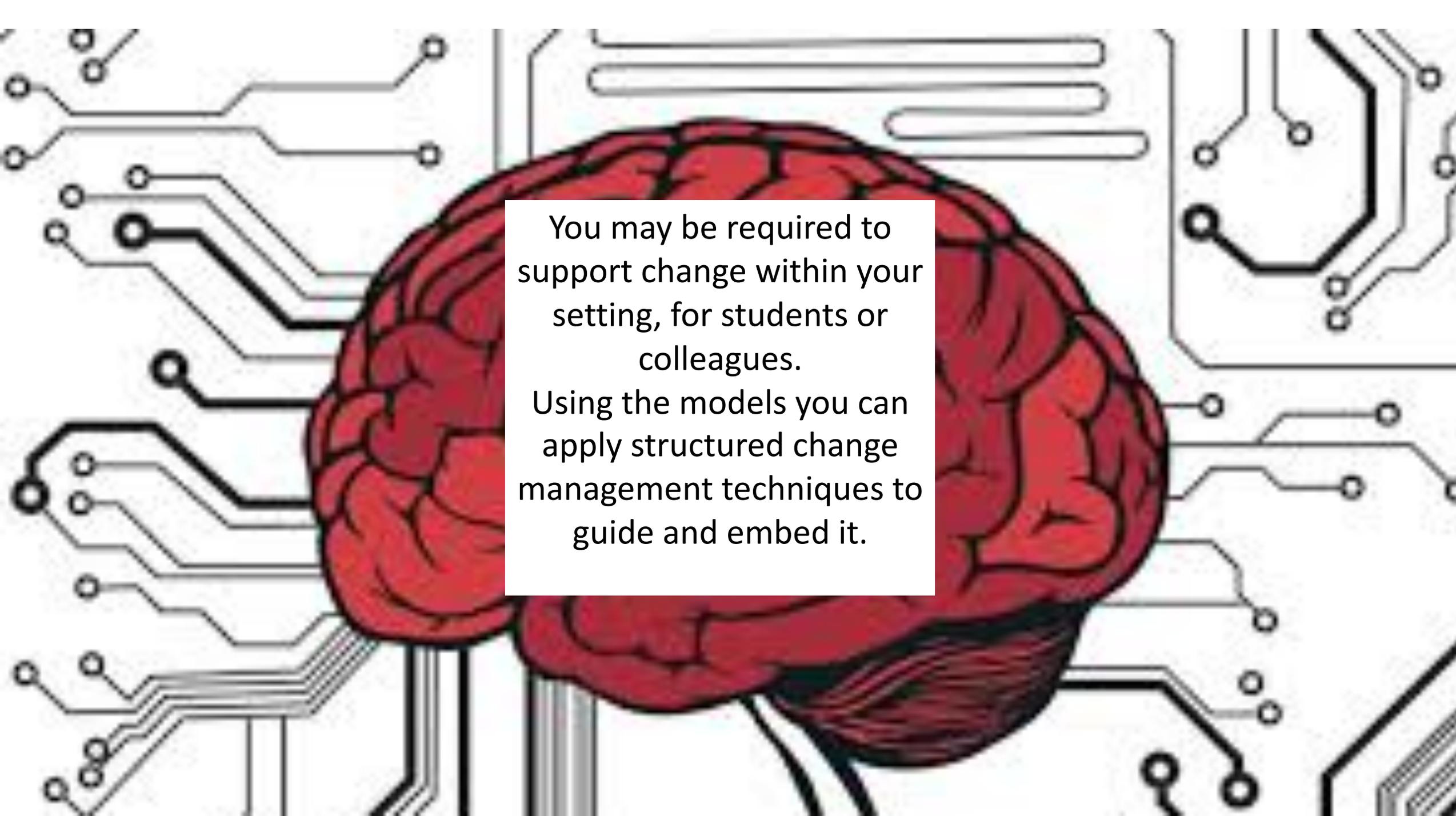
- agree topic for discussion
- agree specific objective for session
- set long term aim if appropriate

- invite self assessment
- offer specific feedback
- avoid or check assumptions
- discard irrelevant history



- commit to action
- identify possible obstacles
- makes steps specific and define timing
- agree support

- cover the full range of options
- invite suggestions
- offer suggestions carefully
- ensure choices are made



You may be required to support change within your setting, for students or colleagues.

Using the models you can apply structured change management techniques to guide and embed it.

A
DREAM

written down with a date

becomes a **GOAL**

A goal written down into
steps becomes a **PLAN**

A plan
backed by **ACTION** becomes

● **REALITY**

Coaching:

Helping the person find their own solutions to problems.
Non Directive.

Listening to understand

Reflecting

Paraphrasing

Summarising

Asking questions that raise awareness

Giving feedback

Making suggestions

Offering guidance

Giving advice

Instructing

Telling

Mentoring:

can, when appropriate,
involve offering guidance and giving
advice to help solve problems.
Directive.

What questions would you ask ?

Goal

What do you both want to achieve from this coaching session?

What would your mentee like to accomplish?

What outcome would be ideal ?

What do they need to change?

Options

Why are they hoping to achieve this goal?

What would the benefits be if they achieved this goal?

Why haven't they reached that goal already?

On a scale of one to ten how severe/serious /urgent is the situation?

Reality

What could be the first step? What have they already tried?

What was really happening? Do they know other people who have achieved that goal?

How are they going to go about it?

What do they need to do right now?

Will

What are three actions you can take that would make sense this week? On a scale of one to ten, how committed/motivated are you to doing it? What would it take to make it a ten?

How will you know when you have done it? Is there anything else you can do? On a scale of one to ten, what is the likelihood of your plan succeeding?

What would it take to make it a ten?

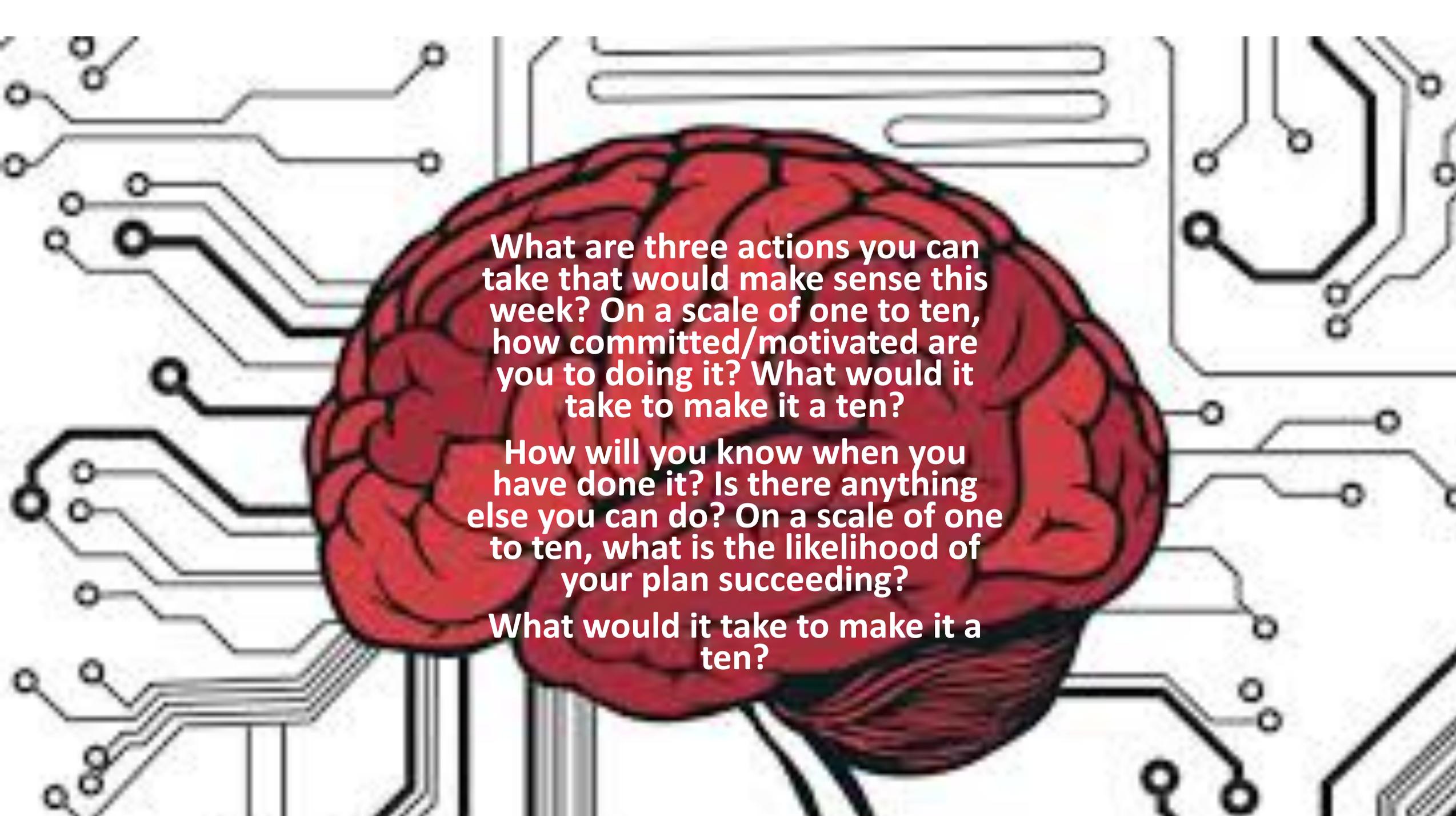
What would the mentoring journey look like?

Reciprical Conceptualization



This is a 7 week shorter –cycle plan

Mentoring relationships may last longer dependent on need ,agreed arrangements and stakeholder wishes.

A stylized illustration of a human brain in shades of red, positioned centrally. The background is a white surface with black circuit board traces and nodes, creating a technological or digital theme. The brain is rendered with detailed gyri and sulci.

What are three actions you can take that would make sense this week? On a scale of one to ten, how committed/motivated are you to doing it? What would it take to make it a ten?

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