

A FRAMEWORK FOR CONSIDERING READINESS FOR CHANGE

The following framework can be used to support differentiation of your approach in a helping conversation or relationship with another person or team. You can start by considering where the person may be 'at' in relation to each of the factors that can be associated with successful behaviour change. The column on the right suggests possible approaches that could be called upon in order to support the person in moving forward where a low rating has been identified.

On a scale from 0-10....	Possible approaches/interventions
To what extent is the person <i>aware</i> of a need to change?	Providing specific awareness-raising feedback. Asking questions that develop a sense of discrepancy between the person's current reality and how they want things to be. Asking how they would like things to be in the future.
To what extent does the person <i>want</i> to change?	Exploring the person's goals and/or values. Exploring how the person's present behaviour relates to their goals and values. Asking <i>evocative questions</i> that encourage the person to explore, for example: • Disadvantages of the status quo • Advantages of change • Confidence to change • Intention to change See <i>Motivational Interviewing</i> (Miller & Rollnick, 2002).
To what extent does the person <i>know how</i> to change?	Use an action-oriented coaching model such as I-GROW (Downey, 2003; Whitmore, 2002) or PRACTICE (Palmer, 2007, 2008). Skills training or behavioural rehearsal (see Skiffington & Zeus, 2003).
To what extent does the person feel <i>confident</i> in their ability to make the change?	Break challenges/goals down into a series of smaller steps. Identify small-steps forward (0-10 <i>scaling</i> questions can be helpful here). Explore previous successes.

	Explore previous successes in other domains of life and/or work. Elicit and harness strengths. Identify confidence-limiting thoughts and transform them using a cognitive-behavioural approach (Neenan & Palmer, 2012). See <i>Solution-Focused Coaching and Cognitive-Behavioural Coaching</i>.
To what extent does the person have the <i>capacity</i> to change at this time?	Consider the timing of the change effort. Consider how the person might modify their situation to create capacity for the change effort.
To what extent does the person have the <i>support</i> needed to change?	Explore and develop support networks, considering, for example: • A trusted other that the person can check in with. • Sources of feedback, encouragement and challenge.

Further reading

Downey, M. (2003). *Effective Coaching: Lessons from the Coach's Coach*. Thomson-Textere.

Iveson, C., George, E., & Ratner, H. (2012). *Brief Coaching: A Solution-Focused Approach*. Hove: Routledge.

Miller, W. & Rollnick, S. (2002). *Motivational Interviewing: Preparing People for Change*. New York: The Guilford Press.

Neenan, M. & Palmer, S. (Eds) (2012), *Cognitive Behavioural Coaching in Practice: An Evidence Based Approach*. Hove: Routledge.

O'Connell, B., Palmer, S. & Williams, H. (2012). *Solution-Focused Coaching in Practice*. Hove: Routledge.

Palmer, S. (2007). PRACTICE: A model suitable for coaching, counselling, psychotherapy and stress management. *The Coaching Psychologist*, 3 (2): 71-77.

Palmer, S. (2008). The PRACTICE model of coaching: Towards a solution-focused approach. *Coaching Psychology International*, 1 (1): 4-8.

Skiffington, S. & Zeus, P. (2003). *Behavioural Coaching: How to Build Sustainable Personal and Organizational Strength*. London: McGraw-Hill.

Whitmore, J. (1992, 2002). *Coaching for Performance: GROWing People, Performance and Purpose*. London: Nicholas Brealey Publishing.

If you wish to print or distribute this article then by all means do so, but please retain our logo, contact details, and copyright information. Thank-you.