Solution-focused Coaching

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Academic Sharing, HKRMTA
29 Jun 2023

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Solution-focused Coaching

「別人永遠無法定義你，只有我們自己知道，我們是什麼樣的人。你想做什麼就去做，你想愛的人，就勇敢愛。」

https://hk.on.cc/hk/bkn/cnt/cnnews/20230328/bkn-20230328162635912-0328_00952_001.html

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Learning Objectives

1. Differentiate the different between problem-based and solution-focused approach
2. Understand the key principles of solution-focused (SF) coaching
3. Comprehend the 5 key steps of solution-focused coaching (OSKAR) as alternative

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Brief Historical Perspective

- *"Problem talk creates problems - solution talk creates solutions"*

  Steve De Shazer (1940-2005)

  1986

Photo from http://www.basic-counseling-skills.com/solution-focused.html

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Problem vs Solution

- **Problem-focused** coaching approaches originate from psychotherapy-inspired schools to focus questioning to uncover/ understand client's problem

- **Solution-focused** coaching approaches originate from positive psychology to focus on activate existing resources to nurture clients' positive skills and quality

Solms, at al. 2022. Simply effective? The differential effects of solution-focused and problem-focused coaching questions in a self-coaching writing exercise. Front. Psychol., 13. https://doi.org/10.3389/fpsyg.2022.895439

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Turning Problems into Solutions

www.atom-wave.com

http://www.youtube.com/watch?v=JX2FnFUqLMo

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Paradigm shift

Many years ago …NASA encountered a problem, i.e.
Pens won't work at zero gravity

Problem-based
Vs   A decade,
     12 million dollars

Solution-focused
     A few minutes,
     few dollars

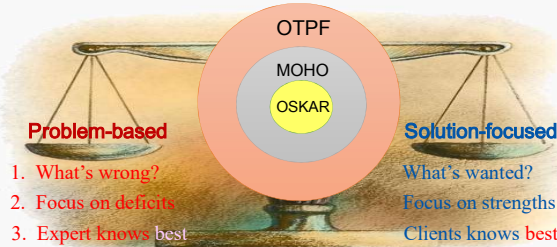Dr Bacon Ng   7

Paradigm shift

Want to cut down the expenditure of a country?

Problem-based   **Solution-focused**

Vs   To overpower
      others for benefits   Collaboration

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Conceptual Model
Hierarchy Structure to Guide the Program Development

OTPF
MOHO
OSKAR

Problem-based
1. What's wrong?
2. Focus on deficits
3. Expert knows best

Solution-focused
What's wanted?
Focus on strengths
Clients knows best

OTPF   = Paradigm
MOHO = Conceptual practice models
OSKAR = SF Coaching framework

9

Similar approach with different names

- Solution-focused brief therapy (SFBT)
- Brief therapy
- Solution-focused Coaching
- SFBT 1.0, SFBT 2.0

- Inductive rather than deductive

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SFBT (Trepper 2012) Exercise

1. Action to descriptive
2. Questions to rooms and tools
3. Goals to best hopes
4. Preferred futures and scales (images from the day after the miracle)
5. Instances past and present exceptions
6. No tasks or even actions (confidence to progress, client decide if and when they wish to return)

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Pirmoradi et al. (2023) Marital Burnout – RCT
McKergow M. (2016) SFBT 2.0 Structure

1. Pre-session change
2. Goals (preferably small)
3. Miracle question
4. Scaling questions
5. Constructing solutions and exceptions
6. Coping questions (if appropriate/ necessary)
7. Break, compliments about strengths and resources
8. Homework

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Slide 13

SFBT 1.0	SFBT 2.0
Remaining the same	
Focus on what the client wants	Focus on what the client wants
Radical acceptance of what the client says	Radical acceptance of what the client says
Miracle questions and scales	Miracle questions and scales
Specific concrete details observable descriptions	Specific concrete details observable descriptions
Coping questions (if appropriate/ necessary)	Coping questions (if appropriate/necessary)
'What's better?' follow up	'What's better?' follow up
Looking different	
Focus on questions	Focus on chunks of conversation, 'rooms', 'tools'
Questions to produce information for tasks	Questions to develop client's descriptions
Problem-free talk	Straight into 'best hopes'
Goals (preferably small)	Best hopes, differences the best hopes will make to all concerned
Exceptions (to the problem)	Instances (of things connected with the best hopes/preferred future)
Compliments at the end of the session	Appreciative summarising through the session, no compliment barrage at the end
Break and end-of-session message	Offering chance of next session if needed/ wished.

Table 1: Summary table

https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&ved=2ahUKEwjVhq_Q-cv-AhUTB4gKHT1cDm8QFnoECAkQAQ&url=https%3A%2F%2Fdigitalscholarship.unlv.edu%2Fcgi%2Fviewcontent.cgi%3Farticle%3D1039%26context%3Djournalsfp&usg=AOvVaw3n1O14T3laob5xtsrSGGV9

13

Slide 14

Story to share

https://www.youtube.com/watch?v=rlEYzfsXIg8

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Slide 15

Learning Point

- Don't just focus your attention on problem and fault, but the right way of the past and future way of life

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Slide 16

Systematic review (Zhang, 2018)

Zhang, 2018
1. Significant positive for psychological outcome
2. Likely observe to have trend of positive behavioural changes (p=.06)
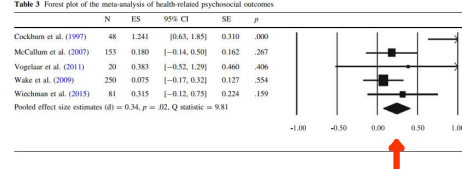3. Functional health related Outcome (indirect and need time to observe changes in physical changes)

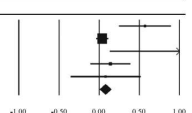**Table 3** Forest plot of the meta-analysis of health-related psychosocial outcomes

	N	ES	95% CI	SE	p	
Cockburn et al. (1997)	48	1.241	[0.63, 1.85]	0.310	.000	
McCollum et al. (2007)	153	0.180	[−0.14, 0.50]	0.162	.267	
Vogelaar et al. (2011)	20	0.383	[−0.52, 1.29]	0.460	.406	
Wake et al. (2009)	250	0.075	[−0.17, 0.32]	0.127	.554	
Wiechman et al. (2015)	81	0.315	[−0.12, 0.75]	0.224	.159	
Pooled effect size estimates (d) = 0.34, p = .02, Q statistic = 9.81						

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Slide 17

Systematic review (Zhang, 2018)

Table 4 Forest plot of the meta-analysis of health-related behavioral outcomes

	N	ES	95% CI	SE	p
McCollum et al. (2007)	153	0.570	[0.24, 0.90]	0.165	.001
Valve et al. (2013)	2653	0.038	[−0.04, 0.11]	0.039	.327
Vogelaar et al. (2011)	20	1.087	[0.13, 2.04]	0.488	.026
Wake et al. (2009)	250	0.140	[−0.11, 0.39]	0.127	.270
Wiechman et al. (2015)	81	0.080	[−0.36, 0.52]	0.222	.719
Pooled effect size estimates (d) = 0.280, p = .06, Q statistic = 13.79					
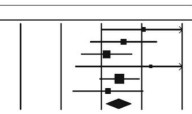
Table 5 Forest plot of the meta-analysis of functional-health outcomes

	N	ES	95% CI	SE	p
Flodmark et al. (1993)	68	0.520	[−0.01, 1.05]	0.270	.054
Kokkvoll et al. (2013)	91	0.274	[−0.14, 0.69]	0.211	.194
McCollum et al. (2007)	153	0.065	[−0.25, 0.38]	0.162	.688
Vogelaar et al. (2011)	20	0.612	[−0.29, 1.59]	0.478	.200
Wake et al. (2009)	250	0.225	[−0.02, 0.48]	0.128	.078
Wiechman et al. (2015)	81	0.082	[−0.35, 0.52]	0.223	.713
Pooled effect size (d) = 0.212, p = .13, Q = 3.33					

Zhang, A. et al. (2018). The effectiveness of strength-based, solution-focused brief therapy in medical settings: a systematic review and meta-analysis of randomized controlled trials. L Behav. Med. (41)139-151.

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Slide 18

Key Principles of Solution-focused Coaching

- ✓ Every client is unique with inherent strengths and resources
- ✓ If it works, do more of it.
- ✓ If it isn't broken, don't fix it.
- ✓ If it's not working, do something differently
- ✓ Act tomorrow, a small change can lead to bigger changes
- ✓ Solution not necessary directly related to the problem

De Shazer, S., Dolan, Y., Korman, H., Trepper T., McCollum, E., & Berg, I K. (2007). *More Than Miracles: The State of the Art of Solution-Focused Brief Therapy.* NY: Haworth.

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Roles of the SF Coach

- Support the coachee with compliments
- Looking for exceptions (previous solutions)
- Positive
  - ◈ Non-judgmental and avoid asking "why?"
- Present and future focus

De Shazer, S., Dolan, Y., Korman, H., Trepper T., McCollum, E., & Berg, I K. (2007). *More Than Miracles: The State of the Art of Solution-Focused Brief Therapy.* NY: Haworth.

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OSKAR

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5 Steps of SF Coaching

OSKAR Model

is an acronym, stands for

- ➢ **O**utcome
- ➢ **S**cale
- ➢ **K**now-How
- ➢ **A**ffirm/ **A**ction
- ➢ **R**eview

PCS Business Psychologists. (2013). *OSKAR: Solution-Focused Coaching Framework.* PCS Business Psychologists. Retrieved from http://www.psych-pcs.co.uk/Coaching_Models_OSKAR.pdf

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Step 1: Outcome
Preferred Future

- Establish a platform to define coaching outcome

What is the objective of this coaching?
What do you want to achieve today?
How will you know this coaching has been of use to you?

- ◈ Future perfect: Miracle question
  Imagine a miracles occurring tonight that would solve the problem… what changes do you notice ?

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Step 2: Scaling
Visualizing Progress

- On a scale of 0 -10
  (10 = Future perfect; 0 = Worst)
- What is your evaluation today?
  - Confidence
  - Commitment to action
  - Willingness
  - ......
- You are at "n" now; What did you do to get this far?

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Step 3: Know-how
Collect as much resources as you can

- What helps you perform at "n" on the scale, rather than 0?
- What did you do to make that happen?
- How did you do that?
- What did you do differently?

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Step 4: Affirm and Action

Respect and Collaboration

- What's already going well?
- You are at n now, what would it take to get you to n+1?
- What is the next small step?

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Step 5: Review

What did you do that made the change happen?

- What's better?
- What's helpful?
- What's next?

REVIEWS
A - Z

Photo from http://qeworks.com/tag/types-of-review/

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Review

Focus Successful Stories

Create a habit to

- Jot down your successful story and alternative solutions for future reference
- Watch the video as example

http://www.youtube.com/watch?v=Y8ZdE
uKlT_g&list=PL85DFE8F12957AD5F

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Review

Preferred Future

Future perfect: Miracle question

Imagine a miracle occurring tonight that will make tomorrow be different". Suppose we make a video interview in the near future showing how well you have done. What are some of the things that you would like to capture on that video?

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Review

Amplify and reinforce successes

- Create a habit to document your progress through reflective journal

Write from your heart
Write from your soul...
Make the best of your talent
And don't Ever let it go
Not for anything...

+ + +

Photos from www.addictivetalksource.com & www.gangqinpu.com

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Review

How success was it?

- On a scale of 0 -10
  (10 = Future perfect; 0 = Worst)
- Evaluating improvement

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Review

Your letter from the future

Explain in a letter from the future about what had happened over the past year that has enabled you feel so positive about your life.
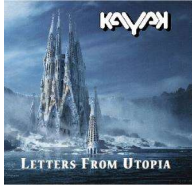

Photo from http://www.kayakmusic.com/?tag=/letters-from-utopia

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Review

Summarize

1. What did other people notice or say about your achievement?

Photo from http://www.iicandm.org/wp-content/uploads/2013/07/achievement-awards-coaching.png

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Review

Foods for Thought

1. How to stay on the track (sustain)?
2. Bring out the best.
3. What did you do that made the change happen?

Example
&
Exercise

Example

My OT student - Karen

Outcome (Coaching Goal)

- Karen expressed that she wanted to be employed upon graduation from the course

Future perfect– (use miracle question)
Being proud of herself and willing to participate in case sharing session confidently. All mentors recommended jobs for her selection.

Example

Scaling –
- Rated herself at 5 at the present moment

Know-how –
✓ Punctual and devoted time for self-study …..

Affirm and **A**ction –
How to change from 5 to 6?
- Would submit reflective journal with more self-reflection and actively engage in peer sharing

Example

<u>R</u>eview – Karen felt excited after conducting a student-led tutorial and enjoyed to receive appreciation from other therapists

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Exercise Time

<u>Miracle question</u> could be used to identify the experience of a perfect future. For example, imagine a miracle occurring tonight that would solve a problem…when you wake up tomorrow morning, what changes do you notice and what differences are you aware of?

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MY CLINICAL tRIAL

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PIO Question

Does the use of solution-focused (SF) coaching reduce occupational stress in occupational therapists (OTs) with risk of work-related burnout?

Population (P)	OTs with risk of work-related burnout
Intervention (I)	Web-based, self-learning program based on SFC
Outcome (O)	Reduce occupational stress

40

Literature Review (1)

Summary of CAT Portfolio According to Level of Evidence

Level of Evidence	Systematic Review	No. of Research Articles
I	4 (meta-analysis)	14
II		3
III		11
IV	2 (qualitative)	1
V		3

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Literature Review (2)

Brown & Pranger, 1992; Gupta et al., 2012; Waite, 2012; Roeden (2012a, 2012b); Roeden et al. (2012c)
➢Investigating occupational stress in OTs

Neufeld, Yellowlees, Hilty, Cobb, & Bourgeois, 2007
➢ Supported tele-mental health services using SF coaching versus CBT at the follow-up stage

Steve De Shazer (1940-2005)
➢"Problem talk creates problems – solution talk creates solutions"

Photo from http://www.basic-counseling-skills.com/solution-focused.html 42

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Literature Review (3)

Grant's study (2006)
- Compared problem-focused against solution-focused
- Both groups achieved goal attainment
- SF coaching increased positive affect, self-efficacy …

Roeden, Maaskant & Bannink (2012)
- SF coaching improved proactive thinking and quality of relationships

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43

Steps of Intervention (1)

OSKAR Model

is an acronym, stands for
- **O**utcome
- **S**cale
- **K**now-How
- **A**ffirm/ **A**ction
- **R**eview

PCS Business Psychologists. (2013). *OSKAR: Solution-Focused Coaching Framework*. PCS Business Psychologists. Retrieved from http://www.psych-pcs.co.uk/Coaching_Models_OSKAR.pdf
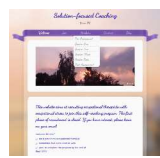
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44

Steps of Intervention (2)

5 Male, 6 Female
Age 45-54

Web-based www.baconng.org

- Pre & Post comparison using self-rating forms
  - Maslach Burnout Inventory
  - Perceived Stress Scale
  - Occupational Stress Self-perception Questionnaire
  - Work sheets

- 4 Sessions in 6 weeks through web-based SF coaching

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45

Steps of Interventions (3)

- Every session uses scaling questions
- Each client is unique with inherent strengths and resources
- Miracle questions
- Eliciting, amplifying, reinforcing, starting again (EARS)
- Affirmation self- worth and sustainability
- A small change can lead to bigger changes

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46

Results
Quantitative Analysis

Comparison of Assessment Dimension of Participants (n=11) Before and After Treatments

Assessment Dimension		Before (n = 11) M (SD)	After (n = 11) M (SD)	Type I error df = 10 z	p
Maslach Burnout Inventory - HSS	Emotional Exhaustion	23.36 (8.79)	13.45 (8.24)	-2.94**	.003
	Depersonalization	5.73 (3.74)	3.82 (4.19)	-1.92	.055
	Personal Achievement	33.36 (6.84)	39.27 (4.47)	-2.23*	.026
Perceived Stress Scale		21.18 (4.14)	13.64 (4.13)	-2.81**	.005
Occupational Stress Self-evaluation Questionnaire	Full of Energy	5.91 (1.76)	7.09 (1.58)	-2.08*	.037
	Full of Empathy	7.64 (1.03)	9.00 (0.89)	-2.72*	.007
	Highest Achievement	6.27 (1.49)	7.64 (1.29)	-2.57*	.010
	Feel Proud of Oneself	6.27 (1.74)	7.73 (1.27)	-2.56*	.011
	Value Matches with Organization	6.82 (1.40)	7.64 (1.03)	-1.91	.056
	Point in My Life	6.00 (1.90)	7.27 (1.49)	-2.05*	.041

Note. Wilcoxon Signed Rank Test ** $p < .01$, *$p < .05$

47

Results
Qualitative Analysis

Hermeneutics-based approach

- Coping strategies: e.g. *communication, having choice, humor, beautiful decorations, new challenges*
- Successful stories: e.g. *improve team work, peace of mind, open up opportunities*
- Miracle question, e.g. *scenarios of smiling faces of people surrounding, regular exercise habit*
- Letter from the future, e.g. *persistence, sharing, teamwork, empathy, new perspectives, meet service users, difficulties as challenges*

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48

Discussion

My Theoretical Framwework

1. Awareness of subtle difference

了解

SF Coaching Resilience Development Process

4. Self-worth & sustainability

保持

2. Explore exception

尋找

專注

3. Focus success in occupational competence

49
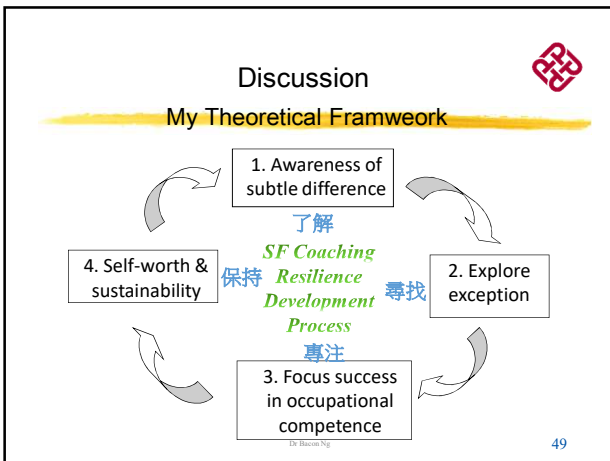
Summary

50

Summary (1)

➢ Create habit
- Collect positive energy and solutions for future through keeping a diary

➢ 5 key steps:
- OSKAR

➢ Solution
- Come from experience that work for solutions

➢ Miracles question
- Focus on future perfect

51

Summary (2)

➢ Needs
- Cater personal needs from experience of success and do something good to yourself

➢ Create habit
- Collect positive energy and solutions for future through reflective journal

➢ Consolidation
- How to keep on the track?
- Sustain and keep doing

52

Summary (3)

"You cannot solve a problem with the same kind of thinking that lead to it."
(Albert Einstein, 1879-1955)

53

Summary (4)

We are what we repeatedly do. Excellence, then, is not an act but a habit. [Will Durant's summarized the thought of Aristole]

反覆做一件事，無形中這習慣就會內化。所以，卓越不是行為，而是習慣。

Photo from http://en.wikipedia.org/wiki/Biological_classification

54

Acknowledgement

Thanks you

- Dr Joyce Salls
- Dr Joseph Schreiber
- Dr Nancy Krusen
- Dr Douglas Simmons
- Dr Jennifer Lape
- Mr David Vey
- Mr Samuel Chan
- Dr Grace Lee
- Dr Sheldon Cohen
- Participants
- My Family
- Dr Ingrid Provident
- Dr Ann Stuart
- Dr Linda Hunt
- Dr Andre Builes
- Dr Lila Bartmann
- Dr Mary Anderson
- Dr Christine Holdren
- 2014 Cohort
- Mindgarden Inc.

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55

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56

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57