



# COACHING CIRCLES

True support for breakthroughs

## QUICK START GUIDE

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**Charles Brassard**

✉ [charles@impactcoaching.ca](mailto:charles@impactcoaching.ca)

🌐 [www.coachingcircles.ca](http://www.coachingcircles.ca)



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## THE POWER OF COACHING CIRCLES

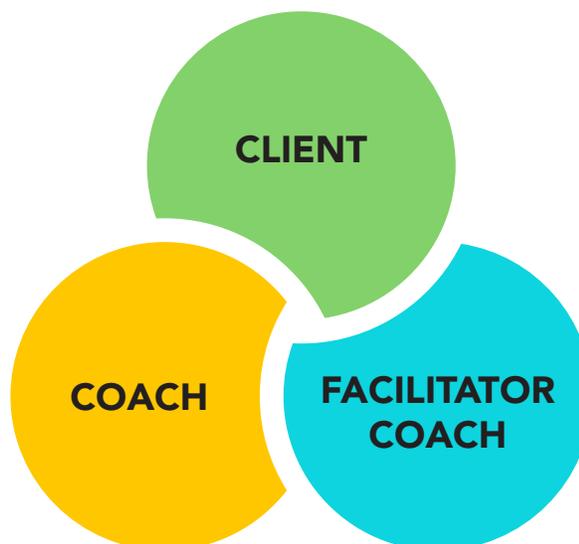
Coaching circles combine the power of action learning and integral development to support leaders in creatively tackling the challenges they face while practicing the coaching skills they need on the job. This powerful technology enables individuals and teams to boost their performance and develop their capabilities in a truly supportive environment. Specifically, coaching circles deliver the following results:

- They improve the long-term performance and leadership capabilities of individuals and teams.
- They generate powerful breakthroughs for those who face complex leadership and management challenges.
- They reveal and challenge the socio-cultural norms and practices of the organization or community.
- They create a safe and stimulating environment in which to learn and grow.
- They support the development and use of critical coaching skills.
- They create dynamic partnerships that extend well beyond the life of circles.

## WHAT THIS GUIDE IS ABOUT

The purpose of this Guide is to outline the key features and practices of coaching circles to support those who wish to join or form a group.

You will learn about the basic structure and dynamics of a coaching circle and the **3 key vantage points** from which to participate effectively in one.





## HOW COACHING CIRCLES WORK

Coaching circles operate under the premise that adults learn better and flourish more under certain conditions, including when:

- They use their experience as a basis for action, reflection, and learning.
- They anchor their learning in what really matters to them and their organization.
- They find their own solutions rather than being told what to do.
- They explore issues, vulnerabilities, assumptions and personal experiences with their peers in a safe learning environment.
- They hold themselves accountable for their learning and their actions.

Never doubt that a small group of thoughtful committed people can change the world. Indeed, it's the only thing that ever has.

~ Margaret Mead

Coaching circles are typically composed of a small group of people, managers or leaders (4 to 8) who meet at regular intervals (every 3 to 6 weeks depending on the configuration of the circle). During these meetings, each person successively uses their own airtime to present their issue or challenge and to receive coaching from the rest of the group.

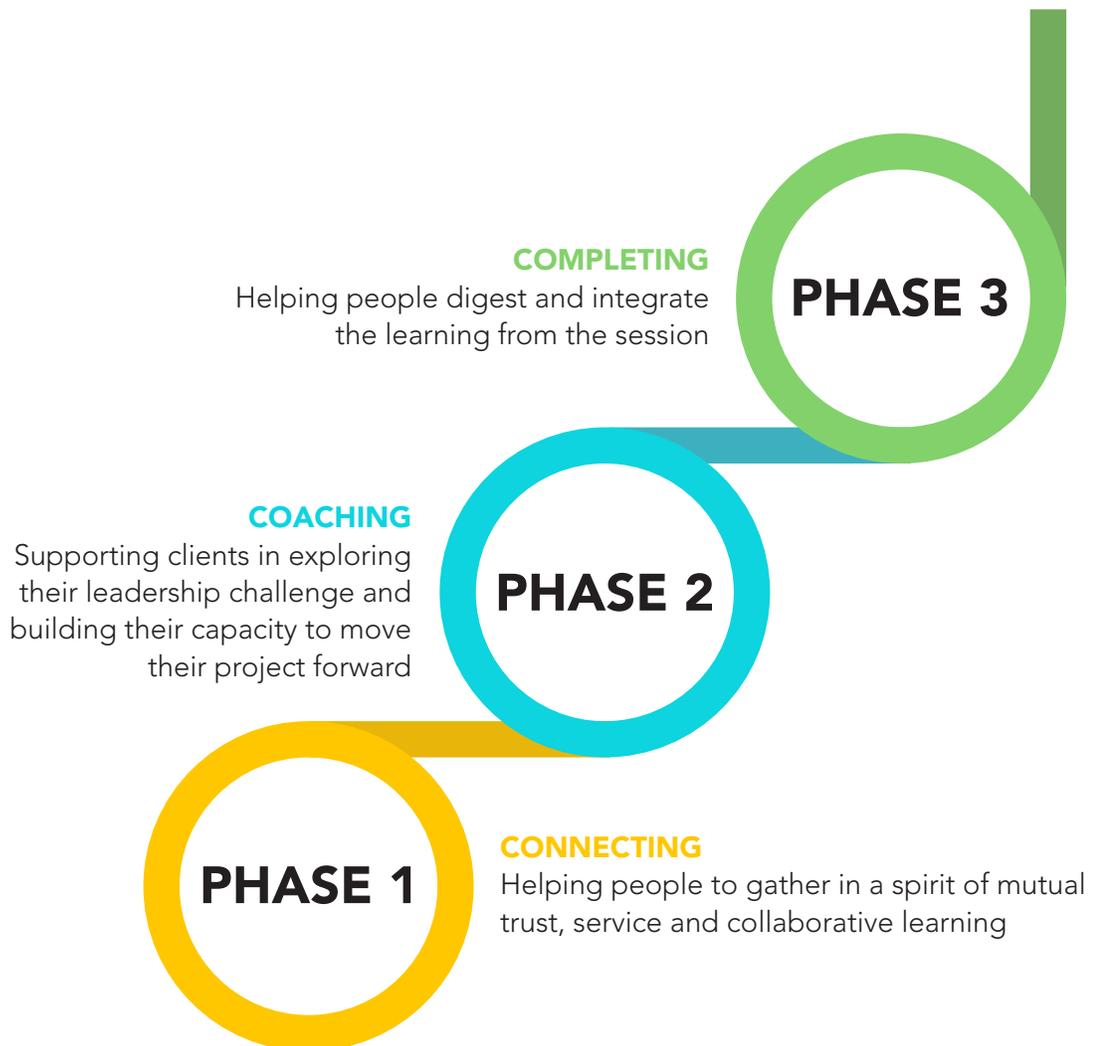
A facilitator-coach usually supports the launch and ongoing work of coaching circles. Their role is to create an environment and guide the practices that support everyone in working together and in achieving real breakthroughs in the projects and challenges they bring to the group. In the absence of a formal facilitator-coach, a group will want to learn this role and share responsibility for it.

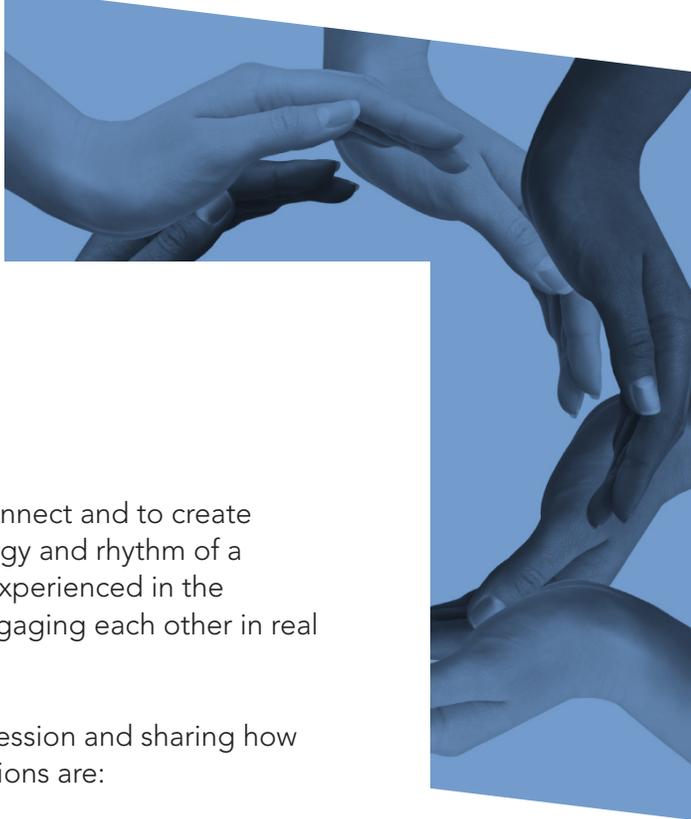
### WHO JOINS A COACHING CIRCLE

People in a coaching circle have job responsibilities and roles that are equally complex and challenging (even if they are not at the same hierarchical level). The circle can be composed of people from the same organization and working in different functions or business lines. It can be an intact team with the boss (although this requires special care), a group designated for priority development (e.g. new recruits, high potentials, etc.) or a group of people working in different industry sectors.

Diversity in the membership of groups is critical to the learning experience. In some cases, the invitation to join a coaching circle can be fairly open. In others, participants may be selected as part of a broader development program.

## PHASES OF A COACHING CIRCLE SESSION





## PHASE 1 **CONNECTING**

At the beginning, the group would normally find a way to connect and to create the right atmosphere for their work. This is because the energy and rhythm of a coaching circle can be quite different that what is normally experienced in the workplace. There is a lot more space for listening and for engaging each other in real exploration in a coaching circle.

“Connecting” here means bringing one’s whole self to the session and sharing how they truly are at that moment. Examples of “check-in” questions are:



Members can then decide in what order they wish to explore their challenge as client and how they want to organize their time so that everyone participates in the experience. In the absence of a facilitator-coach, identifying who will play that role during the different airtimes can be done here.



## COACHING

Each member gets an “airtime” where, as the client, they can enjoy the undivided attention and contribution of their peers in exploring their challenge or dilemma. A small break between airtimes allows members to change roles and to start fresh with the new client.

### THE AIRTIME





## STEP 1 – COACHING REQUEST (15% OF AIRTIME)

***In this step of the process, the client:***

- Sets the scene to help members offer their best contribution
- Shows up with as much openness and trust possible

***Here is what this looks like in practice:***

- The client describes what aspect of their project is most pressing to deal with or most perplexing.
- The client provides sufficient context to orient the group and goes to the heart of the matter without getting lost in stories or extraneous details. (Members are there to coach the client, not to become experts in the project.)
- The client makes a clear request for coaching. The group may help as needed. A shared understanding is critical for the collaborative inquiry to begin purposefully.

### TOOL

#### Framing A Project

*Features of a great project & questions to prepare for your airtime.*



## STEP 2 – COLLABORATIVE INQUIRY (60% OF AIRTIME)

*In this step of the process, members coach the client to:*

- Help him/her see their challenge in a new perspective
- To evoke appropriate and practical shifts in their way of being
- To expand the horizon of future actions they could take

*Here is what this looks like in practice:*

- Members ask successive questions to support the client's inquiry process. These questions are meant to have the client look in unfamiliar places and disturb their usual way of responding to situations.
- A thread may emerge around a new opening for coaching (e.g. a new insight, an emotion, resistance, etc.).
- They follow that thread until the client's attention shifts to a related or deeper concern.
- There may be opportunities to offer grounded assessments or distinctions to reframe the client's perspective. This is done in the spirit of inquiry and service rather than to "solve the problem" or prove that we know best.
- The client taps into the felt sense of the questions rather than yielding to the impulse of "giving the right answer". This is meant as a discovery process rather than a way to shore up support for what is known or already decided. The more time is used to explain, the less time is available for questions and for reflection.
- The group moves to the rhythm of the client, recognizing that each has his/her own style of reflecting and processing what is offered.





### STEP 3 – SOLO REFLECTION (10% OF AIRTIME)

***In this step of the process, everyone takes a pause to:***

- Connect to their own unique experience of what just unfolded
- Practice observing their thoughts, feelings and sensations as they arise
- Let insights percolate and reveal their meaning

***Here is what this looks like in practice:***

- Agree on how much time is available and honour the commitment. (Individuals and groups often short change their reflective practice despite it being so core to cultivating presence.)
- Everyone sits quietly to ponder what he or she learned from this exploration. For members, this could mean:
  - How this particular challenge resonated with their own situation
  - What insight or idea they may be able to use or adapt
  - What they better understand about how their organization works
  - What struck them about the process
- For the client, this could mean:
  - What was most helpful to them in the coaching (this also serves as feedback to the group)
  - What insights are emerging
  - What they intend to do next in their project (i.e. actions, commitments, practices that support further experimentation)

“Experience is not what happens to you, it’s what you do with what happens to you.

~ Aldous Huxley



## STEP 4 – VOICING (15% OF AIRTIME)

***In this step of the process, everyone takes a turn to:***

- Voice what is most important to their own learning and development process
- Offer feedback that might improve how the group works together
- As the client, make commitments and ask for needed support

***Here is what this looks like in practice:***

- Members share their experience first. The client goes last. This enables the client to integrate the reflections (and sense making) of group members into his/her own sharing.
- Everyone speaks in the first person (“I”). This is to avoid the trap of using this part of the process to offer one final bit of wisdom or advice to the client.
- The practice here is to speak clearly and succinctly. This part of the airtime can easily give rise to wonderful stories and rich dialogue. Balance the value of honouring these with the time needed to complete all the airtimes.
- When the time comes, declare the airtime complete and move on to the next client or to the completion phase.



### TOOL

#### Navigating Airtimes

*Tips for going through each step.*



## COMPLETING

At the end of a session, the group would normally create space to bring closure to their work. This is an opportunity for individuals to reflect on and share:

- Personal insights or conclusions from what unfolded during the whole session
- A practice or experiment they may take up back home
- Feedback to improve the group's effectiveness
- Their appreciation for colleagues and what was accomplished
- Their need for support as they re-enter the main stream of their lives

After a few sessions, a group would typically take a pulse on how it's doing. It would look at the extent to which projects are moving forward, at what people are learning, and how effective the group is at working together.



### Taking the Pulse

*Great questions for assessing the coaching circle experience.*

## BEST PRACTICES

Membership in a coaching circle involves 3 main roles: client, coach and facilitator-coach. Use the following tips to play these roles to the best of your ability and in the best interest of the group you belong to.





## AS CLIENT

- ✓ Come well prepared for your airtime. Bring the group up to speed about the commitments you made during the last session. Also, know what you want to work on and make your request for coaching clear (*See Framing a Project tool*).
- ✓ During your airtime, direct the group's inquiry to those areas most valuable to you. You don't have to answer every question. The questions are meant to trigger your thinking. Go with what resonates or intrigues you the most and with what furthers your own goal.
- ✓ Control the pace of your own process. If you need more time to reflect or to wonder out loud about a particular topic, say it.
- ✓ Don't get drawn into long explanations or justifications for what you are doing unless this brings real benefit to your process. Use the questions or distinctions offered to you as doorways to explore your challenge or your responses in new ways.
- ✓ Tell the group what is most helpful to your process so that they can learn how to best support you over time.
- ✓ Be as concrete as possible when defining what you will do differently following the session. Anticipate what obstacles may prevent you from honouring your commitments and ask for support when needed.
- ✓ Use every opportunity to experiment in the laboratory of your work/life and write observations about what you are experiencing, about your breakdowns and your achievements.

**“We do not grow by finding the answers but by sitting with the questions.”**

~ Max Depree

## AS COACH

- ✓ Use your listening, observation and questioning skills to help clients expand their awareness and explore new realms of action.
- ✓ Watch your temptation to provide advice. Even if your advice could benefit the client, it won't support their development. If you don't know how to frame your question in an open-ended way, ask for support.
- ✓ Ask open-ended questions. They challenge the client to reflect more deeply about their experience or what is possible. Closed questions are helpful to elicit facts but generally put the client in a box (e.g. "Would A or B work best for you?").
- ✓ Make your questions straightforward and clear (i.e. no multiple part or multiple choice questions). Release them after the question mark instead of beginning to answer for the client (even when he she remains silent).
- ✓ Don't focus too much or too quickly on "HOW" questions. They often arise out of the need to quickly solve the issue or because we believe there must be a known pathway out of the conundrum we find ourselves in.
- ✓ If you offer an assessment or a distinction (i.e. a new way of understanding), check how it lands first, THEN ask a provocative question that will build on the new opening.
- ✓ While you are busy coaching the client as best you can, also observe the process and how others are contributing (or are being left out) so that you can dance together in the best way possible to serve the client.
- ✓ Really see what the world of the client is like. Watch how he/she is behaving and responding, what brings about a shift or a possible opening for coaching. Observe body language, not simply the words.
- ✓ Be conscious of your own projections and reactions in assessing the clients' needs and in offering your support. Observe your internal signals (judgments, feelings, sensations). Be especially weary when your little voice says: "I've been there." OR "I know exactly how he/she feels." OR "I couldn't possibly help him/her!"

- ✓ Adjust the rhythm of your questions, individually and as a group, to honour the client's process or any emerging sensitivity or resistance. Sometimes, silence can do the heavy lifting.
- ✓ Ask questions that stimulate reflection from multiple perspectives: the way the client thinks or feels, the way they behave and live, the way they relate to others, what resources they use to support them.
- ✓ Stay with one thread or line of inquiry until it has done its work (i.e. revealing a broader or deeper understanding). The client will let you know it's time to move on, either explicitly or by creating a new opening for coaching in the way they are acting.
- ✓ Let go of your question or input if it's past its useful life. The client may have moved on to another topic. Don't get stuck holding on to what is no longer relevant or wanting to make yourself appear knowledgeable.

## TOOL

### The Coaching Posture

*Understand the premise of coaching and learn key coaching moves.*





## AS FACILITATOR-COACH

- ✓ Declare your commitment to and enrol the group in creating an environment that allows everyone to:
  - Feel seen and safe
  - Be open and curious about how they show up and their impact on others
  - Be of genuine service to others
  - Address emerging issues or conflicts with respect
  
- ✓ Help people balance their focus and efforts between wanting to move their project concretely forward (i.e. the performer) and being reflective mindful observers and learners in the coaching circle and in their life (i.e. the apprentice).
  
- ✓ Uphold the principles and practices of coaching circles without being overly rigid in their application, especially in the beginning when people are making a huge shift in how they traditionally support each other (i.e. going from telling to coaching). Support people in sharing their brilliance, even if the form needs work (*See Facilitation Moves tool*).
  
- ✓ Model the norms of listening, reflection, questioning, etc. until they are reinforced and progressively adopted by the group. Make the circle a laboratory for people to gradually develop a coaching way of being and work on it one quality or skill at a time.
  
- ✓ Know when to support and when to challenge the client and the group. Support and encouragement can create a foundation for eventually moving beyond one's comfort zone. Stretching a person to their edge can produce a significant shift, but going too far too fast can paralyse them.

- ✓ Follow-through between circles to support members in addressing issues that were left unsettled, in upholding their commitment to the coaching circle or in integrating new practices between sessions. Encourage people to reach out to each in the same way as needed.
- ✓ Support the group in developing the capacity to self-correct and self-manage. Gradually relinquish your role as the group becomes more mature and competent. If your coaching circle is not using a facilitator-coach from the start, rotate in the role so that you can all learn how best to attend to this key dimension of the learning and development process.

## TOOL

### Facilitation Moves

*Facilitation techniques you can use to boost the coaching process.*

#### **A NOTE ON GROUND RULES**

Ground rules can help a group define what they value and how they want to work and play together. Setting ground rules needs to involve everyone and to reflect a consensus. Confidentiality is a standing rule. The group still needs to discuss what this means to them. Other rules often adopted include:

- Honouring the principles and practices of the coaching circle process (e.g. coaching NOT telling).
- Making attending sessions a priority and defining what quorum is needed to hold sessions.
- Coming prepared (as client and as coach) and participating fully.
- Being open to learning and not having all the answers.
- Sharing time fairly among members.
- Behaving in certain ways (e.g. holding one conversation at a time, being on time, not interrupting, etc.).
- Making room for lightness and fun.
- Supporting each other between sessions.

## TO LEARN MORE

This guide incorporates key insights from experts and practitioners of action learning, coaching and adult development around the world. It also reflects the experience gained by the author in designing, leading and teaching coaching circles since the late 90's. The following is a partial list of books that will be helpful to those wanting to deepen their investigation of the foundations of this approach.

### ACTION LEARNING

- Beaty, Liz, McGill, Ian, **Action Learning: A Guide for professional, management and educational development**, Routledge, 2001
- Boshyk, Yury, Dilworth, Robert L., **Action Learning – History and Evolution**, Palgrave Macmillan, 2010
- Pedler, Mike, Abbott, Christine, **Facilitating Action Learning: A Practitioner's Guide**, Open University Press, 2013
- Mumford, Alan, **Action Learning at Work**, Gower, 1997
- Revans, Reg, **ABC of Action Learning**, Lemos & Crane, 1998
- Weinstein, Krystyna, **Action Learning: A Practical Guide**, Second Edition, Gower, 2012

### COACHING & INQUIRY

- Adams, Marilee, Goldsmith, Marshall, **Change your Questions, Change your Life – 12 Powerful Tools for Leadership, Coaching and Life**, Berrett-Koehler Publishers; 3rd ed. Edition, 2016
- A.H. Almaas, **Spacecruiser Inquiry – True Guidance for the Inner Journey**, Shambhala, 2002
- Bray, John N., Lee, Joyce, Smith, Linda L., Yorks, Lyle, **Collaborative Inquiry in Practice**, Sage, 2000
- Cooperrider, David L., Whitney, Diana L., Trosten-Bloom, Amanda, Kaplan, Brian F., **An Encyclopedia of Positive Questions, Volume One: Using Appreciative Inquiry to Bring Out the Best in Your Organization**, 2001
- Flaherty, James, **Coaching – Evoking Excellence in Others**, Routledge, 2011
- Garvey Berger, Jennifer, **Simple habits for Complex Times, Powerful Practices for Leaders**, Stanford Business Books, 2015
- Hawk, Red, **Self Observation: The Awakening of Conscience: An Owner's Manual**, Hohm Press, 2013
- Isaacs, William, **Dialogue and the Art of Thinking Together**, Doubleday, 1999
- Schön, Donald, A. **The Reflective Practitioner – How Professionals Think in Action**, Basic Books, 1983



# TOOLS

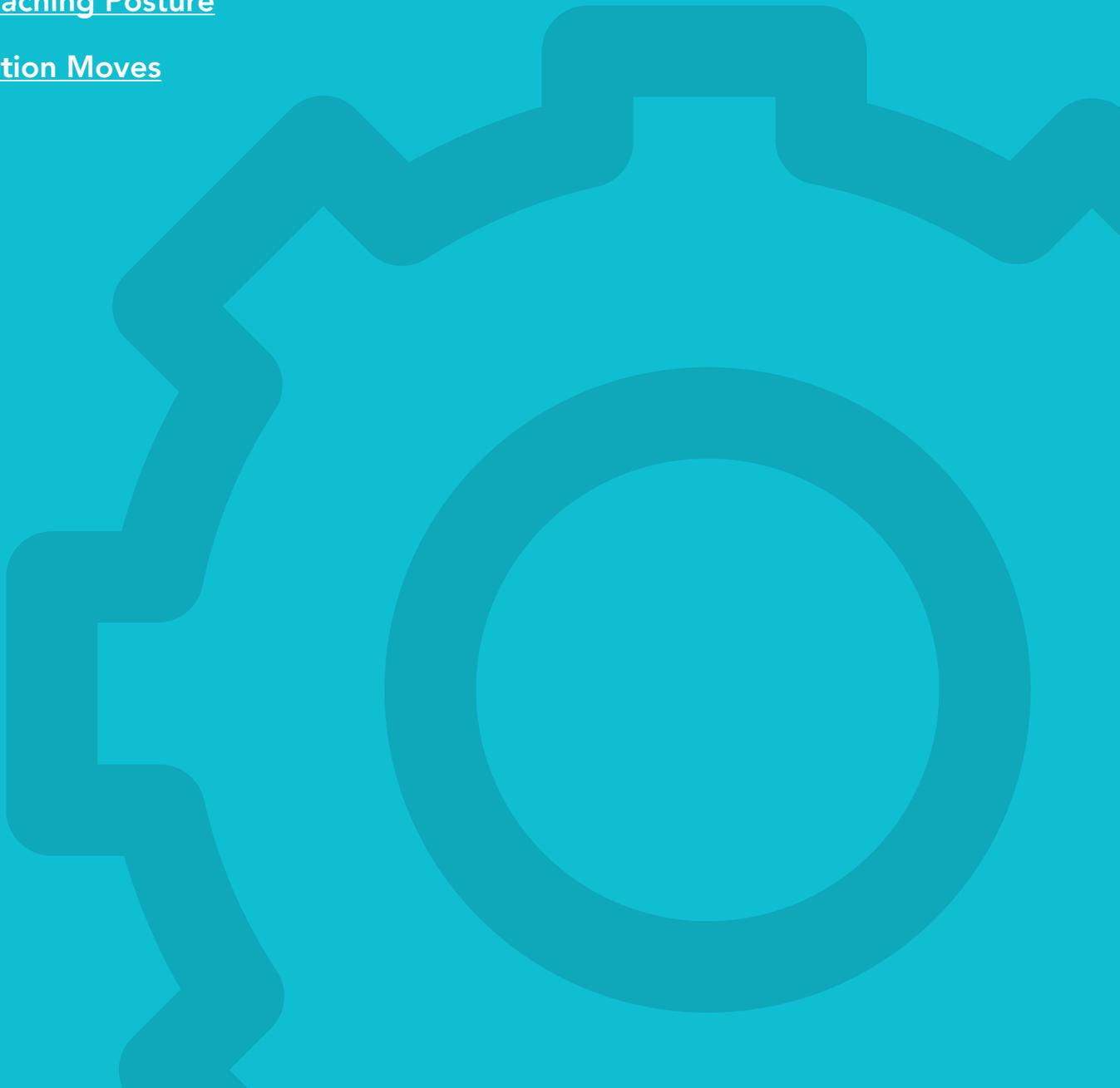
[Navigating Airtimes](#)

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[Framing a Project](#)

[The Coaching Posture](#)

[Facilitation Moves](#)





## TOOL

### NAVIGATING AIRTIMES



#### STEP 1 – COACHING REQUEST

*Updating your project (client)*

- What happened since the last session?
- What am I looking to accomplish or change now?
- What have I done about it so far?
- What obstacles am I facing in this situation?
- What do I intend to do?
- What skills or qualities are helping me most right now? What is missing?
- What support do I need? What is my request to the group?



#### STEP 2 – COLLABORATIVE INQUIRY

*Coaching the client – NO advice!*

**Conversation for relationship** – Ask questions to understand the client and the situation, i.e. what their world is like. Mainly spend your time here. Walk a mile in their shoes!

**Conversation for possibility** – Ask questions and offer distinctions to open new possibilities, i.e. reframing the situation, generating new interpretations, scenarios or trajectories. Evoke possibilities from being up close to the client's reality while also standing "outside their box".

**Conversation for Action** – Ask questions and make invitations aimed at eliciting actions and commitments to support the desired change, i.e. what the client could do in practical terms. Invite ideas from the felt sense of the client and their new vantage point.



#### STEP 3 – SOLO REFLECTION

*Reflecting on what you learned or will do differently*

- Write about your experience
- Make it personal NOT your last piece of wisdom
- CLIENT: What was most helpful? What do you intend to do?



#### STEP 4 – VOICING

*Sharing your reflections with others - "I"*

- "I resonate with..."
- "This makes me think of my own struggle with..."
- "The frustration you describe is similar to..."



## **TOOL** *TAKING THE PULSE*

Use the following questions to reflect about your experience in the coaching circle to date and what you might want to change in how you work together. Share your observations at the next session.

### **What am I learning from being in this coaching circle?**

1. What am I learning about myself?
2. What am I learning about my peers?
3. What am I learning about this way of working together?

### **What has changed in my project?**

1. What progress have I made so far?
2. What seems possible?
3. What is most challenging for me at the moment?

### **Given the above, what should be the focus of my development?**

1. What quality or skill do I want to strengthen?
2. What self-observation or practice can I take up?
3. What support do I need?

### **How effective is our coaching circle?**

1. How well are we working together?
2. What could we do differently?
3. What adjustments are needed to the group norms?



## TOOL FRAMING A PROJECT

As a participant in a coaching circle, you are asked to think of a project, situation or challenge that will be the focus of your work with the group.

### **Your project can stem from your work responsibilities or your personal life:**

- Goals, commitments or possibilities to be achieved
- Breakdowns to be addressed
- Challenges about your role within an organization, community or system
- Capabilities needed to be more effective or fulfilled

### **To be effective, a project must have the following characteristics:**

**1** Has a measure of complexity, i.e. many possible scenarios and unknowns, few obvious solutions

**2** Is within your own sphere of responsibility, i.e. you have the power to execute and deliver.

**3** Is important to you and your organization, i.e.  
a. Your manager, partners or clients care about it  
b. Impacts business priorities or personal commitments  
c. Time and resources have been committed to it  
d. Something that will be supported in the face of adversity

**4** Is a challenge that will stretch you and from which you can learn. (Projects that take place in a new setting or within a new role have a much higher potential for learning and development.)

**5** Can be tackled in a reasonable time frame, i.e. months rather than days or years.



Technical issues or puzzles that require expert knowledge to be solved DO NOT work in coaching circles. In most projects, what usually rises to the surface are issues related to identity, meaning, belonging, self-management and coordination (interpersonal relationships).

See this project as a dynamic endeavour, with many moving parts that will generate new twists and turns as it unfolds. The orientation and purpose of the project generally remain the same and provide a constant backdrop to the coaching. However, the situations that arise over time and that need to be addressed are numerous and varied. These are usually at the core of the coaching requests made in the circle.

### **QUESTIONS TO FRAME A PROJECT AND A REQUEST**

Use the following questions to describe your project and to identify the part that is most critical to you now (i.e. what you may want to work on at the next session).

1. What am I looking to accomplish or change? What is the timeframe?
2. What is driving this change? Who cares about it?
3. What am I responsible for?
4. What have I done about it so far (or recently)? With whom?
5. What are my immediate concerns? What obstacles are present or anticipated?
6. What do I intend to do? What is possible/impossible in my situation?
7. What strengths will help me succeed? What qualities or skills could enhance my effectiveness or influence?
8. What support do I need? What is my request to the group today?



## TOOL

### *THE COACHING POSTURE*

When a person struggles with a challenge, a new possibility or any number of issues related to realizing a project or goal, an opening for coaching arises. A temptation is to quickly dig into the “problem”, review options and incite the best move. While this may help the person get unstuck, it won’t support their development. At some point, using the next best idea won’t make a difference in addressing a recurring breakdown or changing a longstanding habit.

Development occurs when clients become more competent and self-sustaining in a specific domain of action (e.g. dealing with conflicts). Self-observations, practices or new actions are used to support strengths and boost performance in key areas. This is horizontal development.

It also occurs when clients embody new ways of being that enable them to respond to the complexities of life with greater creativity and freedom (e.g. moving from making decisions based on what others value to what I value). Self-observations and practices are used to transform the client’s orientation to the world. This is vertical development.

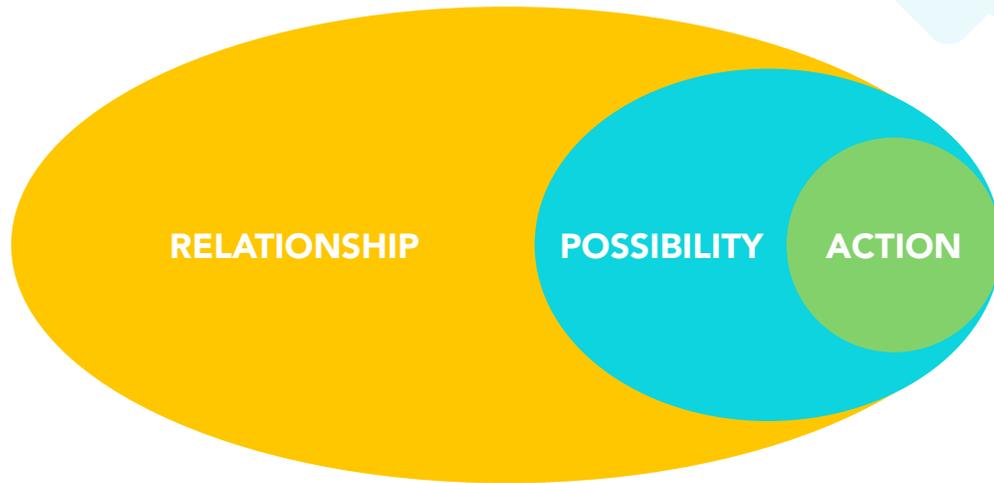
In both cases, the coach works with the whole person (the mind, the heart, the body) to expand the quality of presence, to generate new understanding, and to embody needed capabilities. The ultimate focus is the person NOT the problem.

**“The real voyage of discovery consists not in seeking new landscapes but in having new eyes.**

~ Marcel Proust

# THE 3 CONVERSATIONS IN COACHING

Source: New Ventures West



is aimed at building the **relationship**, i.e. understanding the client's world.



is aimed at evoking new **possibilities**, i.e. reframing the situation, generating new interpretations, scenarios or trajectories.



is aimed at eliciting **actions**, i.e. what the client could do in practical terms.

## QUESTIONS IN THE 3 CONVERSATIONS

### CONVERSATION FOR RELATIONSHIP

Spend quality time really connecting to the client and how they are relating to their situation. Walk a mile in their shoes before jumping to conclusions.

- What makes this challenge important to you?
- How do you feel about this situation?
- What would a breakthrough look/feel like?
- How do others see the situation?
- What is most difficult about this situation for you?
- What is familiar about your response to this breakdown or challenge?
- What is your contribution to the way things are?
- What is getting in the way of your moving forward?
- What are you most afraid of?
- How did you decide what to do?

### CONVERSATION FOR POSSIBILITY

Possibilities will emerge from being up close to the client's current reality and at the same time, from standing "outside their box".

- What would you need to move forward?
- What would happen if you had more...(e.g. authority, power, money, time)?
- What options are non-starters? Why is that?
- What's stopping you from...?
- What have you learned from a similar situation in the past?
- What is the last thing you would do? Why?
- What is too bold to attempt?
- What has to change in you to unlock this situation?
- What would you said "yes" to but mean "no"?
- How does this feel when you put yourself in their shoes?

### CONVERSATION FOR ACTION

From a new vantage point, ideas for action will simply float to the top from the felt sense of the client.

- To what extent is the organization ready for this change?
- What is your responsibility for this change?
- What is your team's responsibility?
- Whose role is most critical to make this change happen?
- Whose support or resources do you need to move forward?
- What small step would make the most difference?
- Where are you using your time and energy most/least effectively?
- What skill or quality if strengthened would have the most impact?
- What should you begin to observe regularly?
- What practices would most support you going forward?



## TOOL FACILITATION MOVES

Use some of these facilitation techniques to support the coaching circle process and enrich the experience of the group.

- ✓ Help the client to clarify the focus of the inquiry by restating or **reframing their request**.
- ✓ If you see an **opening for coaching** (i.e. that could deepen or expand the inquiry), check out its relevance with the client.
- ✓ Keep an eye open for those who want to jump in but may feel crowded out. Recognize their interest and **make space** for them to contribute.
- ✓ Take a **"time out"** to allow the client to reflect quietly or to enable everyone to formulate questions.
- ✓ Take a few minutes to **break out** in dyads or triads to make sense of where the group is and to design together the one or two questions that will best support the client.
- ✓ **Brainstorm** on a particular issue or situation important to the client by offering any and all questions without restriction. Then, let the client decide what direction to take.
- ✓ Create a **fish bowl** by having the client observe a discussion among members or by having a few members observe a conversation involving the client.
- ✓ Set up a **parking lot** to hold questions for the client for which there may be no time or opportunity to offer.
- ✓ Do a **centering exercise** to help people ground their energy or to refocus their attention back to the present moment.
- ✓ Set up a **role-play** by having the client and a member of the group simulate a difficult conversation related to the issue under review and use the experience to open new lines of inquiry.
- ✓ Explore the **shadow side** (e.g. positive/negative, strengths/weaknesses, threats/opportunities) to uncover new or different dimensions of the challenge.
- ✓ Before the end of the collaborative inquiry period, ask members to quickly offer a last **big burning question** (BBQ) around a significant topic for the client.



Charles Brassard is a senior teacher at New Ventures West and co-founder of Convivium, a school offering the New Ventures West professional integral development coaching programs in Canada and Europe. Charles is the creator of coaching circles and trains facilitator-coaches to design and lead coaching circles for teams, organizations or communities around the world. To stay up to date with what's happening at Coaching Circles, and to hear more about our training programs, go to [www.coachingcircles.ca](http://www.coachingcircles.ca)