

Coaching for Success: Using Coaching techniques to improve TANF Employment Services

MN DEED Conference; June 3, 2015



Agenda

- ✓ Introductions
- ✓ What is Coaching?
- ✓ Links to Executive Function & Executive Skills
- ✓ Ramsey County Program Changes/Vision
- ✓ Coaching in Practice
- ✓ Curriculum Design Process
- ✓ Implementation in Ramsey County
- ✓ Impact of coaching on current MFIP/DWP Ramsey County outcomes
- ✓ Coaching and intervening- helping to move participant forward
- ✓ Impact of coaching on writing powerful Employment Plan
- ✓ Questions



What is Coaching?



Coaching Defined....

Coaching is professional relationship that helps people produce extraordinary results in their lives, careers, organizations or businesses, helping them bridge the gap between where they are now to where they want to be.

PCG's Human Services Coaching Framework™

THE FOUR TENETS OF COACHING

Coaching is: a technique used to engage coachee in the transformation of their own lives

- 1



Change is Coachee Centered and Coachee Owned

- Personalized, intensive, self-directed services that promote self-determination
 - Change is owned and directed by the participant; goals are mutually set and agreed upon
 - Encourage progress, even if it is slow and takes place over time
- 2



Engage Coachee with Presence and Positivity

- Ask powerful questions
 - Engage in active and deep listening
 - Provide encouragement, constructive evaluation and feedback
 - Generate trust, confidentiality and open communications
- 3



Develop Thinking Strategies, Guide Goal Setting

- Lessons are centered around real problems and are provided in short bursts
 - Provide problem-solving techniques and effective thinking strategies; Provide tools that augment and facilitate decision making and the building of decision making skills
 - Walk the client through the reasoning behind goals and plans of action
 - Facilitate the development of smaller goals which lead to the achievement of bigger goals
 - Breakdown tasks and goals into small, actionable steps
- 4



Proactively Track Coachee Progress and Outcomes

- Track coachee progress and manage accountability
 - Develop self-tracking and accountability skills in coachees

Coaching is not: paternalistic, instructive, disciplinary or reactionary

Coaching **is**:



Active Listening



Powerful Questions



Individualized and
Self Directed

Coaching **is not**:



Passive and Distracted Listening



Authoritative Statements



Generic, Agency or
Caseworker Directed



MI Spirit

- **Collaboration**
 - A partnership that honors the client's perspective
- **Evocation**
 - Resources for change lie within the client
- **Autonomy**
 - Affirmation of the client's right to self-determination

Coaching Mindset

- **Partnership of Equals**
 - A partnership that honors person's expertise and experience
- **Ownership**
 - Progress is made when individuals are in the drivers seat
- **Choice**
 - The participant is resourceful and can choose how he/she responds to life



Motivational Interviewing and Coaching

These two similar yet different techniques can be used together to compliment one another



What is Coaching Suppose to do to help families receiving MFIP/DWP

- Create motivation- motivation means engagement
- Give skills to develop a good and solid goal
- Create partnership between Employment Counselor and a family
- Give family sense of power
- Have family drive own Employment Plans
- Have family be willing participant
- Increase attendance
- Increase communication among family and Employment Services Agency
- Increase shared responsibility and accountability
- Have positive impact on outcomes (WPR, SSI, Engagement, Employment, Education, Retention)
- Have impact on job satisfaction for the staff



Coaching Techniques Showing Promise

Participants with Job Club instructors who used coaching techniques were **20% more likely** to become employed.

Crittenton Women's Union has seen an increase in wages from **\$5.36/hour to \$20.18/hour** for participants in their Mobility Mentoring program.

Ramsey County, MN is implementing coaching training **for all case managers**.



How does Coaching improve programs?

PCG's Human Services Coaching Framework™:

- Provides validity, structure and terminology to what your best people probably already do and provides a guide so others can do the same
- Develops an additional skill set in staff's "tool box"
- Builds upon established techniques in social work and borrows best practices from early childhood educations
- Provides a mindset and framework to think about the work we do and our role in social services



Why Ramsey County Selected Coaching Approach

- System wide assessment: families profiles, growing numbers of FSS families, long reach of earlier childhood poverty, experience with transitional work and FSS, experience with SSI advocacy services
- No real change in Employment and Engagement outcomes
- Focus on process and not outcomes
- Focus on case management vs. coaching
- Focus on being an expert as staff vs believing that participant is an expert
- Spending a lot of time on implementing rules and regulations with out seeing impact on employment, engagement, education and employment retention
- System that supported disabilities vs seeing abilities
- Understanding of current Labor Market Needs
- Understanding of current Employer's needs
- Invest into families
- Decrease racial disparities

You find what you are looking for...

Coaching:

People are naturally creative, resourceful and whole. We are here to help them reach their dreams



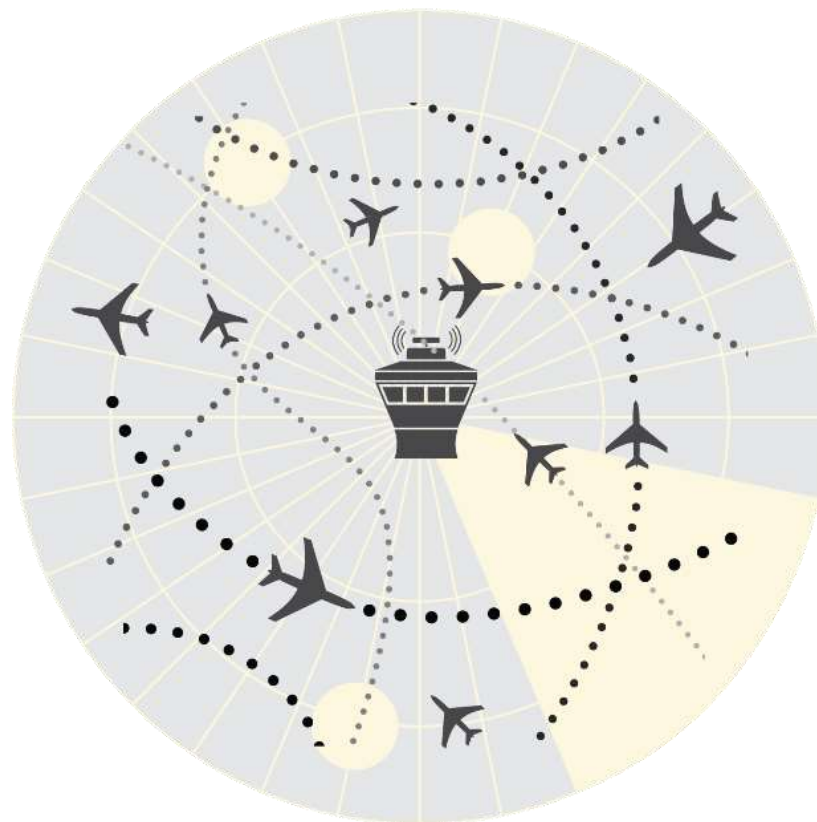


Links to Executive Function and Executive Skills

What is Executive Function?

Air Traffic Controller of the Brain

- The frontal lobe of the brain organizes other brain functions. It acts as the “executive” to the overall brain functioning.
- Executive function impacts people’s ability to succeed in the workforce, in educational attainment and in personal relationships.



Components of Executive Function



Attention Shifting/Flexibility

“capacity to nimbly switch gears and adjust to changed demands, priorities or perspectives.”



Working Memory

“capacity to hold and manipulate information in our heads over short periods of time”



Inhibitory Control

the ability to “filter our thoughts and impulses so we can resist temptations, distractions and habits and to pause and think before we act”

*National Scientific Council on the Developing Child, National Forum on Early Childhood Policy and Programs – Building the Brain’s “Air Traffic Control” System: How Early Experiences Shape the Development of Executive Function”

Executive Function Skills and Capacities

“Executive functions underlie **complex behaviors** such as making decisions to attain pre-determined goals, applying past learning to novel contexts, regulating behavior, solving novel problems, interacting in social environments, and orienting to the future”. (Carlock, 2011)

- **Goal** Directed Behaviors
 - **Organizational** Abilities
 - **Time Management** Activities
 - Strategic, Purposeful, Analytic and Critical **Thinking**
 - **Problem** Solving
 - **Decision** Making
- (<http://understandingexecutivefunctioning.blogspot.com/p/what-are-executive-functions.html>)

Components of Executive Function



Attention Shifting



Working Memory



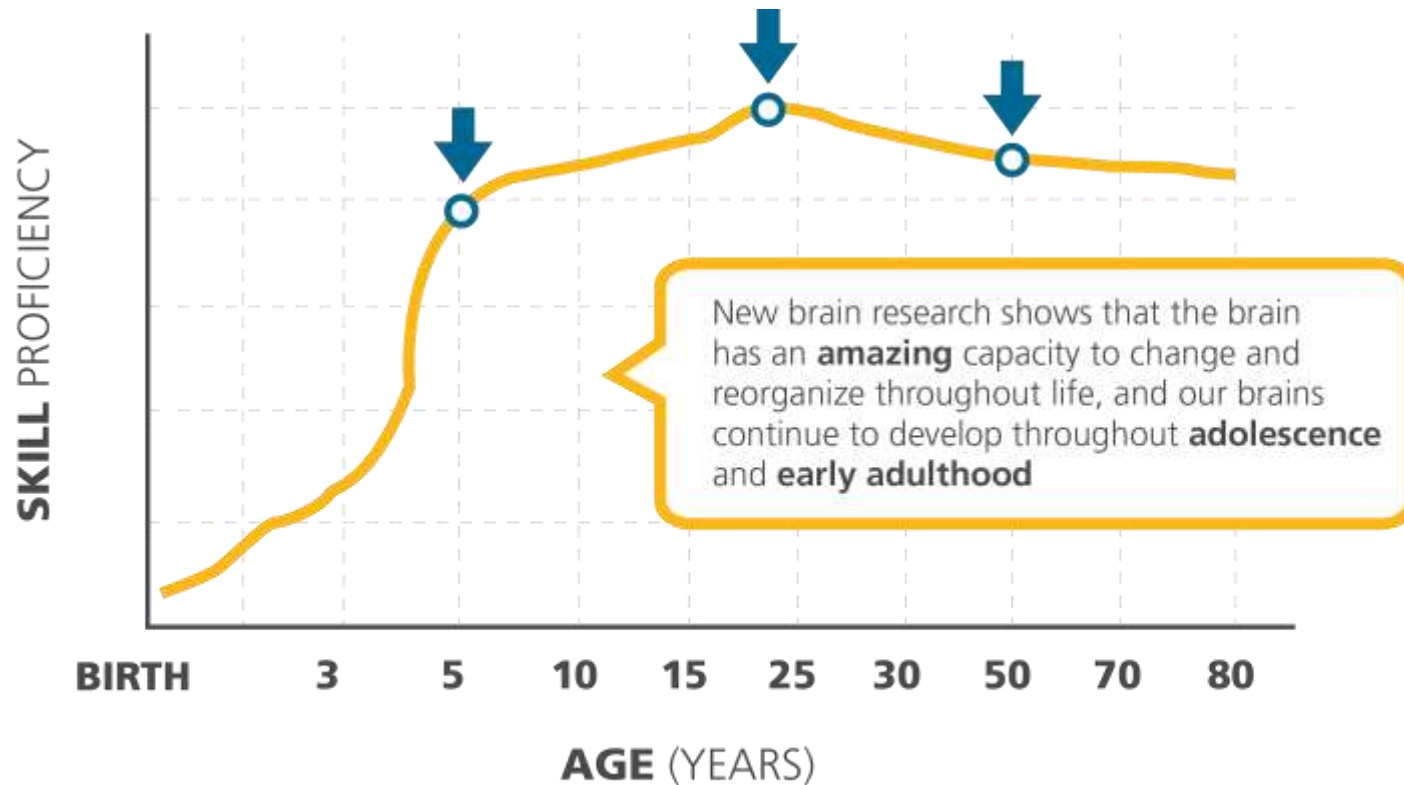
Inhibitory Control





Brain Development:

Executive Function



Weintraub, et al., (2011)
Center on the Developing Child-Harvard University

It's Not Too Late





Understanding Executive Skills

We all have strengths and weaknesses

Response Inhibition

Organization

Working Memory

Time Management

Emotional Control

Goal-Direct Persistence

Task Initiation

Flexibility

Sustained Attention

Metacognition

Planning/Prioritization

Stress Tolerance

From Dick Guare (May 2014)



Crisis, stress impact
executive skills...



... And sometimes you
just don't have enough
bandwidth

What does impacted ES look like in our programs?



DISRESPECTFUL
DON'T CARE
DISTRACTED APATHETIC
UNMOTIVATED
STRESSED IMPATIENT **ANGRY**
UNFOCUSED FORGETFUL **DISINTERESTED**
SHORT-FUSED WILLFUL NON-COMPLIANCE
FAILURE TO PARTICIPATE
INCOMPLETE PAPERWORK

Knowing all this, how do we improve program outcomes?

REDUCE COGNITIVE LOAD

- Streamline processes
- Share data/reduce application processes
- “Nudge” concepts



INCREASE PARTICIPANT SKILLS AND CAPACITY

- Coaching
- Fostering Peer Networks and Support
- Aerobic Exercise





Ramsey County View: Life Long Learning Matters

- All people have strengths and weaknesses with executive functioning skills.
- Building executive functioning skills starts with the reduction or elimination of immediate stressors.
- “Goodness of fit” between a person’s goals and her/his current (EFS) skill level is important for success.
- Goal-setting is a critically important, active and client-owned process.
- Small action steps over a short amount of time are critical for goal attainment.
- Goal development and progress must be a concrete and an explicit process.
- Teaching skills, modifying the environment and changing incentives are primary interventions for addressing executive functioning deficits.
- Success is determined by the degree to which individuals confidently make their own decisions and are self-regulating and self-determining.



Life Long Learning in practice

- Setting overall System Goal and Vision
- Training full System
- Personalized Services and Intervention
- Leading and intervening
- Intervention aligned with the functional level
- Creating of new tool, Goal Action Plan and My Bridge of Strength
- Use of Motivational Interview
- MI coaching circles
- Investing in staff development
- Investing in participants, education
- Incentives
- Re design of services in Resource Centers
- Placement and Retention units
- Right to choose



Group Activity:

1. Work in groups of three or four.
2. Review executive skills list and choose three skills to review.
3. Name two more examples of these skills.
4. Discuss who in your life is strong in these categories, at work or personally.

Ramsey County Program Changes/Vision

Immediate Ramsey County System Objectives

- Create family centered system that helps families engage and stay engaged to get education, find and sustain employment, reduce isolation and create prosperous communities
- Shift power from the system to the family, participant has power to create own plans and goals, system provides supports and incentives to do so. Family and Counselor become partners and share accountability
- Service delivery at home, community sites and in the offices
- Have 2-4 major evidence based or evidence informed interventions that work for multiple families
- Invest funds based on a need of families and level of intervention



Life Long Learning Initiative, Enhanced Coaching

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Current Key Program Changes

- All services are evidence based or informed
- All services are under current long term evaluation
- Life Long Learning Initiative
- System wide coaching
- System wide use of my bridge of strength and goal plan
- Education matters message, investment in education
- Support services use as incentives
- Program simplification where possible
- Career pathway- earn and learn model
- Developing partnerships based on WIOA law
- Creating outcomes based measurement
- Accountability on all levels
- Coaching on all levels
- Integrated Supported Employment model into the family based system (FAST projects)



Coaching in Practice

Executive Function Informed Program Design

Executive Function Informed Design	Brief Description	Results
Live Well San Diego	Employment Services program pairing job search skills development with health and wellness education. Program targeted long-term unengaged TANF clients.	<ul style="list-style-type: none"> Participants in the program were more than 3 times as likely to be employed three months after the program than their peers Those who became employed through the program are still employed a year later Participants were more likely to meet TANF work requirements Nearly 70% of clients had improved health indicators three months after the program
Coaching Training for Job Club Instructors	PCG's Employment Training Instructors in San Diego participated in a 10-week training on PCG's Human Services Coaching Framework™ and its application in their jobs.	<ul style="list-style-type: none"> Regular TANF Job Club clients post-training had employment outcomes 38% higher within 3 months than those who attended Job Club before the instructors were trained 74% of all TANF clients, including Refugees, had positive outcomes within 3 months of Job Club, meaning they were employed or attending school, work experience, counseling or education full time three months after attending Job Club



Executive Coaching

- Been around for a long time
- Been used in major corporations
- Core of the leadership development programs
- Process that aligns actions and values and deepens self-awareness and improves leader quality and effectiveness
- Few companies that already done it:
 - Microsoft
 - Sony
 - United Nations
 - Evotec
 - VODAFONE
 - Prudential
 - Boyd and Girls Club
 - Allianz
 - Consumer Choice Health plan and many more...



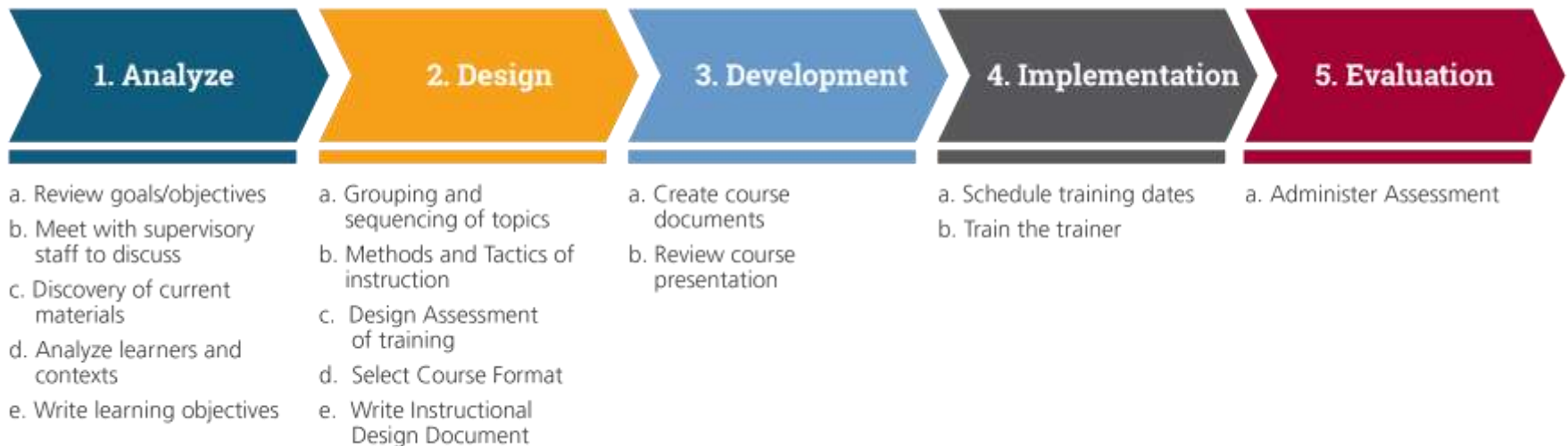
Curriculum Design Process

PCG and Ramsey County WFS Partnership:

- Created based on the system need
- Based on listening and hearing each other
- Communication and ongoing phone calls
- Detail project management
- Includes feedback from staff and families, focus groups
- Working towards Ramsey County WFS vision and goals
- Keep interests of the families in the center
- Not top down heavy, level approach
- Everything is based on the RC WFS needs
- Site visits to conduct assessment



The ADDIE Model



Implementation in Ramsey County



Ramsey County WFS Change Process

- Conducting assessment of current system
- Creating a vision, including customer goals, department goals, program goals, County goals, DHS goals
- Taking an opportunity to change: current climate :
 - DHS direction and vision
 - Legislation change in education and WIOA
 - Ramsey County Board Goals
 - Evidence based/evidence informed models that worked in other places and can be locally adopted
 - Align your vision to Match the DHS, DEED, TANF, WIB, County
- Gain Support from Key Players and major stakeholders
- Showcase your message, be outcome driven
- Implementation

Impact of Coaching on Current MFIP/DWP Ramsey County Outcomes



Outcomes: What do we measure?

Major message: Please work with your families, put them into actives that matter to them based on their motivation and need, enter information into WF1, enter hours.

Key Outcomes:

- Engagement
- Education
- Employment
- Employment Retention

All drives towards Self Support Index, outcome based measure.

WPR is being watch but not a driver of the results based/outcome based system.

Belief: If you do what participants wants and needs, have solid Employment Plans, update WF1 with activities that matter, track hours, then WPR and SSI follow.



Coaching and Intervening: Helping to move participant forward

Guiding a participant using coaching





Group Activity:

Exercise One: Converting Closed-ended Questions

- How many children do you have?
- Do you want to work?
- Do you need money for transportation?

Exercise Two: Forming Good Questions

Read the client statement and then suggest an open-ended question in response to the content

- It doesn't make sense for me to get a job right now.
- My child has a developmental disability, so I can't do anything but stay home and take care of her.



In Summary:

Coaching and its impact on WPR and SSI

- Participant matters
- Motivated participant will be engaged and follow through with activities
- Make family/participant feel important and have them drive their own path, support and intervene
- Open activities, track hours, collect documentation but make it a background of everything we do
- Services drives outcomes, outcomes don't drive services
- Remember, engagement leads to active involvement , then to motivation, then to the goals, then to education, then to employment, then to employment retention and in turns impacts WPR and SSI
- Figure out what is more important, process or outcome!

Put people in activities that matter:

- Employment
- Self Employment
- OJT
- Paid and Unpaid Work Experience
- Job search
- Job readiness
- Social Services
- Other – including enrollment into the
- Disparities Reduction Strategy Services
- (DRS) Program (beginning March)
- Training and Education
- GED
- Post Secondary Training and Education
- Assessment
- ESL and Functional Work Literacy
- Social/Legal/Health Related

Impact of Coaching on writing powerful Employment Plans

Employment Plan-Coaching and Goal Driven Contract

- A binding contract between participant and a counselor

MFIP Manual says: “The EP must include that participant’s overall employment goal; activities and steps necessary to reach that goal”, “the function of the EP is to identify the participant’s self-support and employment goals, breaking those goals into smaller objectives and list the steps that participant must take to achieve the goals in the shortest reasonable possible time”
- The EP must include the participant’s overall employment goal; activities and steps necessary to reach that goal, hours of participation and time for each activity, expectations for the satisfactory progress, meeting with counselor, documentation and verification and support services
- Coaching process supports above needs to ensure success

PCG Coaching Framework for Ramsey



Tony Stoltzfus

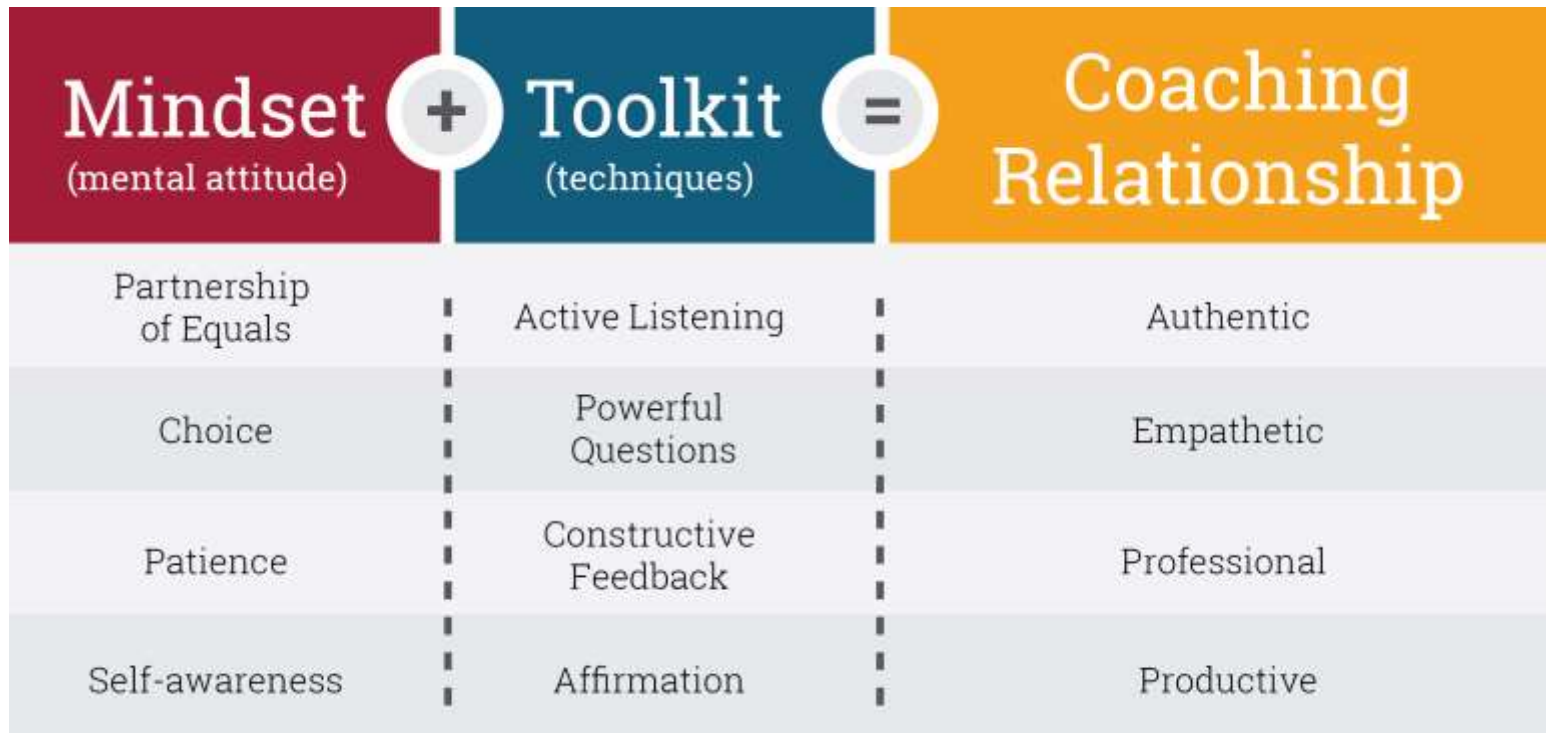


Person-Centered

- Each individual is unique, with their own dreams, resources, and strengths.
- The participant knows about themselves and their life.
- Power exists within the participant.
- Progress is made when participants own their choices, decisions and goals.



Relationship-Based





Goal-Driven

- Action-oriented
- Future focus: Attention is on moving forward, not looking backward
- Goal achievement (client-responsibility)
- Goal guidance (coach's responsibility)
- Support, encouragement, accountability



Success and job satisfaction of employees ... and the clients we serve



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