Counselor as Architect: Building Participant Supports Through Enhanced Coaching
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Presenters:
Kristina Wagner, TRIO
Kate Probert Fagundes, Ramsey County
Tracy Olson, Goodwill
Angela Bierly, Ramsey County
Workshop Objectives - Attendees will learn:

• The compatible differentiation of the Coaching framework from the Enhanced Coaching framework
• The use of an executive skills assessment tool (a metacognition and self-awareness tool) designed to assist with the identification of an individual’s unique executive functioning strengths and weaknesses
• Desktop support materials/ tools designed to help ES participants to concretely work with increasing their executive skill weaknesses
• About a simplified employment services Overview process that is more navigable, welcoming, and inspires goal achievement
Coaching

International Coach Federation
ICF defines coaching as partnering with participants in a thought-provoking and creative process that inspires them to maximize their personal and professional potential.

• Partnership
• Process
• Practice
Coaching

Relationship
• trust
• respect
• safety

Process
• experiential Learning (goal, action, reflection & learning, new action)
Coaching

Practice – Conversation

• Beginning
  • Establish a goal

• Middle
  • Explore Possibilities

• End
  • Ask for Accountability
Enhanced Coaching focuses on setting, working toward and achieving self-sufficiency goals:

• we place the participant at the center of the process designed to enhance one’s ability to make informed decisions, set priorities, and manage day-to-day life
• staff model goal achievement behaviors and practices
• participants unleash power through guided self-determination
• we recognize executive skill strengths and weaknesses and then coach residents toward small, achievable steps on their way to achieving employment and education goals
• participants and counselors share accountability
• we provide resources and supports to increase the likelihood of success
• we inspire and celebrate progress
Enhanced coaching has an explicit focus on executive skill, goal setting and goal achievement.

Executive skills are a set of processes that help us choose our goals, guide our behaviors so that we can manage day-to-day life, and reach our goals.

Executive skills help us work around the behaviors that can derail our progress.
Our initiative incorporates coaching with employment informed interventions, strategies and tools. These include a revision of the Overview curriculum to reduce stress and information overload and an increased emphasis on relationship and partnership between the participant and the counselor.

Our initiative relies on comprehensive and detailed rapid cycle learning actions including, but not limited to interview questions of counselors, observation of participant and counselor meetings, and other data collection events.
**Enhanced Coaching Fundamental Principles**

- Guiding self-determination – steering toward participant’s dreams using coaching language and assessments
- Participant unleashing power – the “can do” translated into SMART goals
- Encouraging persistence – support an recognize attempt, progress, and outcome

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**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 driver’s seat
- Choice: The participant is resourceful and can choose how he/she responds to life
## Mindset Shift

<table>
<thead>
<tr>
<th>From: Case Management Model</th>
<th>To: Coaching Model</th>
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<tbody>
<tr>
<td>Conducting an ES Overview to describe policy, procedure, and rules/regulations</td>
<td>Utilizing ES Orientation to build relationship, understand the client’s past/present/future, and set the stage for a more supportive and collaborative relationship</td>
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<td>Developing employment plans based on a pre-chosen menu of options and tools dictated by system outcomes (Work Participation Rate) not client outcomes</td>
<td>Developing SMART goals based on our client’s own self-identified, relevant goals and current situation</td>
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<td>Utilizing a “one size fits all” approach to a family’s self-sufficiency</td>
<td>Identifying each individual’s strengths and challenges by utilizing My Bridge of Strength, Executive Skills Questionnaire (and other tools) to encourage small steps/progress and considering a “whole family” approach</td>
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<td>Maintaining a minimum of monthly contact to collect required documentation</td>
<td>Engaging our families with meaningful, supportive appointments that encourage and foster the established partnership; mutual accountability in the partnership; looking at the relationship differently; the relationship matters as much as the policies; counselor must understand where the client has been, where they are, and where they want to go; the role/skills/approach of the counselor matters</td>
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A Supervisor’s View:

Tools and Techniques to support counselor learning

Increasing counselor and participant engagement
Tools Useful with Enhanced Coaching:

• Getting to Know You Form
• Executive Skills Questionnaire
• My Bridge of Strength
• Goal Action Plan (GAP)
• My Task Plan
• My Task Review
• Observation
Ramsey County Lifelong Learning Initiative Rapid-Cycle Learning
Executive Skills-based Coaching Flow

**ORIENTATION**
Understand the participant's preferences, skills, & aptitudes
(ongoing throughout)

**ASSESSMENT**
Identify a goal with a "good fit"

**GOAL SETTING**
Develop an action plan & address what might get in the way

**GOAL PLANNING**
Use intervention strategies to support the participant's progress

**ACT, REVIEW, REVISE**

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**Use the Getting to Know You Guide** to understand the participant's background and history.

**Use the My Bridge of Strength** to frame the different areas of life in which the participant might consider a goal.

**Use the Goal Action Plan** to help the participant zero in on a specific, measurable, attainable, relevant, and time-bound goal.

**Consider environmental modifications and/or short-term incentives** that will support the participant in overcoming obstacles.

**Use the My Task Review** to review progress toward goal achievement, identify obstacles that got in the way (such as executive skills weaknesses), and what additional support or help might be needed.

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**Use the Executive Skills Questionnaire** to understand the participant's executive skills strengths and challenges.

**Use open-ended questions, affirmations, reflections, and summarizing statements** to coach the participant through the identification of a goal.

**Use the My Task Plan** to create a concrete plan for accomplishing one or a few small, measurable tasks related to your goal.

**If the participant is ambivalent or seems uncommitted to their goal, use Motivational interviewing strategies** to help the participant reach a point of commitment to the goal they have identified. Without the participant's commitment, the counselor has assumed control of the process.
“Underlying every coaching engagement is the all important relationship between coach and client – the working alliance.”

(from www.hudsoninstitute.com/approach/)

We end with another story…
Questions of the Presenters?