

Overview

This guide will assist Coaching Circle leaders in facilitating a discussion regarding the application of concepts and techniques learned in Introductory and Intermediate Coaching Trainings. Coaching Circle Lesson #3 will focus on applying powerful questions to the goal setting process.

Facilitators will work towards the following objectives:

- Review core concepts related to powerful questions.
- Encourage staff to apply powerful questions to goal setting processes.
- Use dialog to reflect on how and where to insert powerful questions naturally into goal setting conversations.

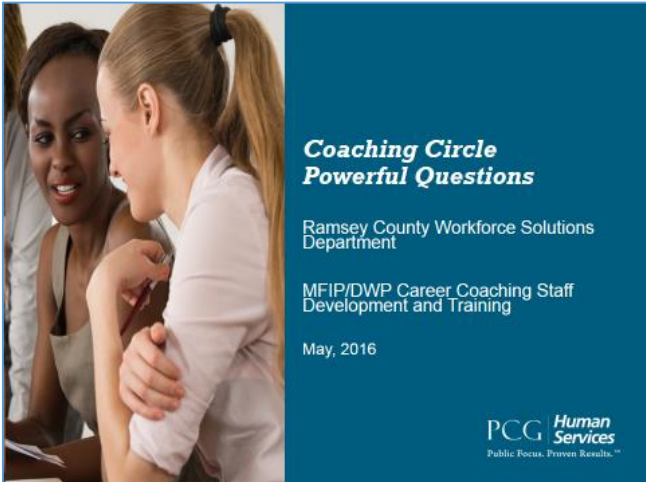
BEFORE THE CIRCLE BEGINS:

Materials: Ensure all required materials are present at the circle

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| <ul style="list-style-type: none"> ▪ <i>Intermediate Coaching Training Staff Resource Guide (required)</i> | <ul style="list-style-type: none"> ▪ <i>Powerful Questions Dialog Handout (required)</i> |
| <ul style="list-style-type: none"> ▪ <i>Projector (required)</i> | <ul style="list-style-type: none"> ▪ <i>White board or flip chart paper and markers (required)</i> |
| <ul style="list-style-type: none"> ▪ <i>Power Point Presentation (required)</i> | |

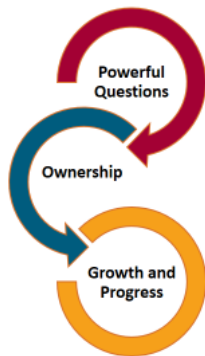
Room Set-up: Circle of chairs or chairs situated around a large table.

MARCH COACHING CIRCLE

Slide #	Description
Slide #1 - Cover Slide	
	<p>Introductions:</p> <p>The facilitator of the coaching circle should start the group off with a game, activity or introduction to help break the ice and build rapport among the group.</p> <p>The facilitator has freedom to do what is meaningful and natural for them. This should last no more than 10 minutes and can be skipped if the session is an hour or less.</p>

Slide 2	Lesson Overview
<div data-bbox="147 310 789 789"> <p>May Coaching Circle - Overview</p> <p>Discussion Topics</p> <p>Peer-to-Peer Group Sharing:</p> <ul style="list-style-type: none"> • <i>What I Learned Since we Last Met....</i> <p>Powerful Questions</p> <ul style="list-style-type: none"> • <i>Reviewing Core Concepts</i> • <i>Dialog Discussion</i> <p><small>www.pcghumanservices.com Ramsey County Coaching Circle Lesson #2 © Copyright Public Consulting Group, Inc. 2016</small></p> </div>	<ul style="list-style-type: none"> ▪ The facilitator should provide a preview of what will be discussed today. ▪ Emphasize this is time to learn from each other, discuss challenges or questions and take time out to reflect and work on professional development.
Slide 3	Peer-to-Peer Group Discussion
<div data-bbox="147 900 789 1381"> <p>Peer-to-Peer Group Discussion</p> <p><i>Think about the areas of improvement you identified on your Reflect and Plans.</i></p> <p><i>Consider your interactions with participants, peers and leadership over the past month and share starting with:</i></p> <p>Since we last met I...</p> <ul style="list-style-type: none"> • Practiced _____ coaching technique. • Learned/Discovered _____ about coaching • Improved in _____ area of coaching. <p><small>www.pcghumanservices.com Ramsey County Coaching Circle Lesson #2 © Copyright Public Consulting Group, Inc. 2016</small></p> </div>	<ul style="list-style-type: none"> ▪ The facilitator will break the circle into smaller sizes (3-5 people) for discussion. ▪ During this peer-to-peer discussion, the conversation should remain focused on the participant’s experience implemented coaching in the prior month. ▪ Facilitator should bring the group back together and address any questions or discuss key themes. Multiple teaching tools can be used to bring the group together and more experienced facilitators should feel free to use white boards, sticky notes, or other hands on and visual tools to facilitate discussion. Newer facilitators can ask each group to volunteer to report on key points discussed. ▪ This section should take 5-10 minutes
Powerful Questions	
Slide 5	Review Core Concepts
	<ul style="list-style-type: none"> ▪ Facilitator should first gauge the group’s mastery of powerful questions. Having worked with the group before, this may already be understood. The amount of review conducted should depend on the expertise that exists within the coaching circle. However, it is best practice to review more than you think you should. This ensures that quiet participants and those newer to the agency are not overshadowed by those who tend to speak in groups or those have been

Review Core Concepts: Powerful Questions



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hearing about powerful questions for several years, and may already consider themselves masters.

Some ideas for review:

- Create a competitive game that helps participants review open vs. closed ended questions.
- Review the top “question traps” and come up with examples for each kind of trap.
- Review the list of powerful questions in the intermediate coaching training participant workbook.
- Review the “SMART Goals and powerful questions” worksheet from intermediate training.

Slide 6

Dialog

1. **Read Dialog Aloud**
2. **Identify Powerful Questions, Reflections, Scaffolding and Affirmations**
3. **Discuss Role of Powerful Questions in Goal Setting**

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Read and Review Dialog

- Read the introduction to the dialog together.
- Have two volunteers read through the dialog out loud, acting as participant and Employment Specialist
- Have the group go back through the dialog and underline the powerful questions, on their own
- Share as a group. Use your facilitators guide to double check that the circle has properly identified all the powerful questions.
- Ask the group to go back through and circle where the ES used scaffolding, double underline reflective statements and put brackets around affirmations.
- Review this together and discuss the way the ES used these techniques. Consider discussing the follow questions (PCG’s answers are in italics). Feel free to add additional questions as well.

Should the ES have kept the conversation focused on child care or should she have allowed the conversation to become about the death of the mother (assessing depression as a barrier)?

Our Answer: *She was right to keep the conversation about child care. She was genuinely empathetic and expressed a desire to help. Later, the ES could choose go back to the topic of the mother and ask the participant about the impact. This might reveal more issues regarding depression or loss of support. However, that is farther away from the preview of the ES’ job description and the participant does not currently seem unable to get things done due to this loss.*

Where could the ES have fallen into the trap of giving advice? Which powerful questions did she use instead?

Our Answer: *When the participant said she didn’t know about the process, the ES could have easily fallen into the trap of providing information about the process before assessing what the participant already knew. The ES used two powerful questions to keep the participant talking, which revealed that the participant had already accomplished several key steps and knew more than she said she did. Additionally, it revealed that her mom was not her only familial support. She was doing better than she gave herself credit for!*

How did powerful questions allow the participant to be in the driver’s seat?

Our Answer: *Powerful Questions helped reveal the participant’s knowledge, motivation and moved the conversation to client ownership and action.*

In your opinion, did the ES push the client too hard towards goal setting, given her stressful situation and recent loss of her mother?

Our Answer: *No. The ES provided empathy, celebrated the participant, recognized her hardship and stress, and was supportive about the process. All the while, the ES kept the power with the participant by using goal related powerful questions.*

Here, we only see a sliver of a longer conversation on goal setting. Which aspects of SMART goals have been addressed so far, and what still needs to be addressed?

Our Answer: *The conversation has not moved a very linear form. So far, they have a long term goal identified and they are breaking down the goal into smaller tasks. They have one task identified (call about approval). They have put a time bound element on the long term goal and the first task. However, they have not yet identified other specific steps needed to reach the long term goal. They also need to more clearly write out the measurable, attainable, and relevant components of the goal.*

What additional powerful questions could the ES ask, if the dialog were to continue?

(The facilitator should write these on the board. Try to find questions that also meet the missing components of the SMART goal. If any closed ended questions or

	<i>questions that fall into a “trap” are asked, address those immediately.)</i>
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Action Plan Development - Coaching for Success

RAMSEY COUNTY/WORKFORCE SOLUTIONS
GOAL ACTION PLAN

Participant’s Name: _____ Case Number: _____ Date: _____

My Goal is: _____ **Due Date:** _____

Check the goal and action steps against SMART criteria (all must be checked):
 Specific Measureable Attainable Relevant Time-Limited

Instructions: Once you develop your goal, identify the action steps that you will need to achieve along the way. Your action steps should also meet the **SMART** criteria.

STRENGTH ASSOCIATED	ACTION STEPS TO ACHIEVE YOUR GOAL	TARGET DATE	DATE COMPLETED	SMART CRITERIA
	1.			<input type="checkbox"/> S <input type="checkbox"/> M <input type="checkbox"/> A <input type="checkbox"/> R <input type="checkbox"/> T
	2.			<input type="checkbox"/> S <input type="checkbox"/> M <input type="checkbox"/> A <input type="checkbox"/> R <input type="checkbox"/> T
	3.			<input type="checkbox"/> S <input type="checkbox"/> M <input type="checkbox"/> A <input type="checkbox"/> R <input type="checkbox"/> T
	4.			<input type="checkbox"/> S <input type="checkbox"/> M <input type="checkbox"/> A <input type="checkbox"/> R <input type="checkbox"/> T
	5.			<input type="checkbox"/> S <input type="checkbox"/> M <input type="checkbox"/> A <input type="checkbox"/> R <input type="checkbox"/> T

Date of next appointment: _____ Was this goal obtained or discontinued?: YES NO If yes, date: _____

If no, what stopped you? _____