

Supervisor Guide to Support Training

This guide is designed to help supervisors:

- 1) Review the motivation-driven practice content covered in our onboarding modules, and
- 2) Support their staff teams in learning and applying new skills, practices, and tools.

You can use this guide to help you lead one-on-one or team meetings, or simply to reflect.

Supervisor Support Tips:

Module topic	What to look for: <i>How might the skills, practices, and/or tools covered in this module show up in staff practice?</i>	What to do: <i>How might you reinforce new skills, support ongoing learning, and encourage your team as they apply this material?</i>
Introduction to motivation driven practice & the science of goal pursuit	<ul style="list-style-type: none"> • Motivation-driven approach vs compliance-driven approach • Recognizing participant motivation • Assessing participant stage of change • Meeting the participant where they are in the change process • Avoiding “if/then” transactional language 	<p>During onboarding:</p> <ul style="list-style-type: none"> • Hold a conversation with staff after they’ve reviewed the ‘science of goal pursuit’ videos. Consider the following prompts: <ul style="list-style-type: none"> ○ How do you see your own self-regulation skills showing up in your work and life? ○ How have you experienced your self-regulation change under stress? ○ Think about the behavior change equation: how have you seen motivation, capability, and opportunity for practice each play an important role in your own behavior change? <p>Ongoing basis (suggested in monthly supervision):</p> <ul style="list-style-type: none"> • Recognize staff motivation: ask about, discuss, and set goals based on the things that staff name as important and motivating to them personally and professionally <ul style="list-style-type: none"> ○ This could focus on developing a new skill, getting better at a particular aspect of career coaching, or promoting better wellness on the job • Foster dialogue around the stages of change in team meetings/consultation (e.g., precontemplation, contemplation, determination, action, relapse, maintenance) • Explore opportunities to align organizational policies & practices with motivation driven practice – for example, lead the team through an exercise of examining which activities and tasks in

Module topic	What to look for: <i>How might the skills, practices, and/or tools covered in this module show up in staff practice?</i>	What to do: <i>How might you reinforce new skills, support ongoing learning, and encourage your team as they apply this material?</i>
		<p>their day-to-day work are most taxing on their self-regulation skills; then, identify opportunities to streamline or otherwise make these actions easier to accomplish</p>
<p>The spirit and practice of Motivational Interviewing</p>	<p>Staff demonstrates the spirit of Motivational Interviewing (PACE):</p> <ul style="list-style-type: none"> • Partnership – work “with” not “on” participants • Acceptance: <ul style="list-style-type: none"> ○ Supporting autonomy, offer choices ○ Affirming strengths, character traits, progress ○ Absolute worth- all human beings have value ○ Accurate Empathy- listen actively and convey understanding • Compassion: concern for the best interest of the participant and unconditional positive regard for them • Evocation: draw out ideas, solutions, perspective • Staff uses OARS: <ul style="list-style-type: none"> ○ Open-ended questions – aim for 70% of the time ○ Affirmations – “heavyweight” when possible ○ Reflections – twice as often as questions ○ Summaries – to clarify and transition • Listen for participant sustain and change talk: <ul style="list-style-type: none"> ○ Goal is to validate sustain talk yet not linger there ○ Cultivate change talk and evoke more when it emerges • Staff uses EARS <ul style="list-style-type: none"> ○ Elaborating – ask the participant for more details when a change talk theme emerges ○ Affirming – highlight specific, lasting positive characteristics related to the change when possible ○ Reflecting – avoid simple reflections and opt for complex reflections like paraphrasing or reflecting feelings ○ Summarizing – honor sustain talk, recap change talk, affirm and ask a key question for next steps 	<p>Ongoing basis (in daily interactions and in supervision):</p> <ul style="list-style-type: none"> • PACE: <ul style="list-style-type: none"> ○ Model PACE in daily interactions ○ Identify and affirm staff use of PACE ○ Coach to enhance staff use of PACE • OARS: <ul style="list-style-type: none"> ○ Model OARS in daily interactions, ○ Identify and affirm staff use of OARS ○ Coach to enhance staff use of OARS • Coach staff to recognize participant sustain and change talk: create opportunities to observe and reflect staff ability to identify change talk i.e. observe sessions, supervision, team meetings • Model EARS <ul style="list-style-type: none"> ○ Elaborating- Ask staff for more details when a change talk theme emerges in 1:1 supervision and unit meetings ○ Affirming- Highlight specific strengths of staff in 1:1 supervision ○ Reflecting- Paraphrase or reflect feeling in interactions with staff ○ Summarizing- Revisit the key thoughts, feelings and concerns staff express
<p>Best practices for goal pursuit</p>	<ul style="list-style-type: none"> • Recognition that anyone is capable of making and achieving a goal; goals can be responsive to the individual's needs or current situation. • Building understanding: 	<p>During onboarding:</p> <ul style="list-style-type: none"> • Practice facilitating the first two steps of the MFIP motivation driven practice model (building understanding and initial planning) with new staff after they have watched the ‘best

Module topic	What to look for: <i>How might the skills, practices, and/or tools covered in this module show up in staff practice?</i>	What to do: <i>How might you reinforce new skills, support ongoing learning, and encourage your team as they apply this material?</i>
	<ul style="list-style-type: none"> ○ Draws out the participant's motivation and commitment around their identified goal ○ Asks open-ended questions to discover what is most important and motivating in the participant's life (does not focus on barriers) ● Initial planning: <ul style="list-style-type: none"> ○ Once the participant has clarified and prioritized their starting point (in terms of a goal), pivots into a planning process of breaking the goal down into a near-term actionable step ○ Uses a goal planning process (and tool) to explore ideas and develop them into concrete plans, which are documented on the Employment Plan ● Ongoing coaching: <ul style="list-style-type: none"> ○ Structures every coaching session around a routine process of reviewing progress on the last goal plan, reflecting on what the participant learned, and planning next steps. ○ Keeps goal plans simple and short-term, especially when progress is slow. ○ Coaching mindset rather than "fixer" mindset – that is, focused on evoking the person's power and equipping them rather than fixing situations <i>for</i> the person ● Reengagement: <ul style="list-style-type: none"> ○ Reaches out (using multiple ways of communication) and focuses on moving forward rather than compliance ○ Uses open-ended questions to help the participant reconsider their goals, a feasible next step, and a very short-term plan to move forward. 	<p>practices for goal pursuit' videos. Take turns facilitating the other person setting a goal and creating a plan. Practice using the required MFIP forms (Stepping Stones to Success, Employability Measure, and MFIP Employment Plan).</p> <p>Ongoing basis (Integrate into daily interactions and monthly supervision as applicable):</p> <ul style="list-style-type: none"> ● Offer guidance on expected roles/responsibilities of staff vs. participants ● Draw out staff motivation and commitment around <i>their</i> identified goals ● Facilitate creation of detailed short-term plans for staff development ● Support, remind, encourage staff success ● Model "coaching mindset" vs. "fixer mindset" in interactions with staff ● Support staff to efficiently use appropriate tools within each step of the process (e.g., Stepping Stones to Success, Employability Measure, Goal Action Plan, etc.)
Identity & culturally responsive coaching	<ul style="list-style-type: none"> ● As an individual: Practice self-awareness of individual identity <ul style="list-style-type: none"> ○ Pay attention to biases ○ Engage in ongoing learning about self-identity ○ Engage in ongoing learning about other identities ○ Increase dialogue with co-workers about identity ○ Engage in dialogue about the role of identity within the organization 	<p>During onboarding:</p> <ul style="list-style-type: none"> ● Meet with staff to discuss what culturally responsive coaching looks like in practice in the context of your agency/program. What are the principles that guide this? <p>Ongoing basis:</p> <ul style="list-style-type: none"> ● As an individual Practice self-awareness of individual identity ● As a leader in the organization/team:

Module topic	What to look for: <i>How might the skills, practices, and/or tools covered in this module show up in staff practice?</i>	What to do: <i>How might you reinforce new skills, support ongoing learning, and encourage your team as they apply this material?</i>
	<ul style="list-style-type: none"> • Within the team and/or organization: <ul style="list-style-type: none"> ○ Contribute to an environment that enhances a culturally responsive approach through participation in opportunities such as : ○ Shared learning ○ case consultation ○ Communities of Practices ○ Disparity reduction ○ Evoking and honoring client voices and experiences systemically • With participants: Enhance ability to incorporate elements of identity into work <ul style="list-style-type: none"> ○ Ask specific questions related to identify to better serve participants ○ Tailor approach to meet participant needs ○ Utilize culturally specific resources that align with participant need/preference ○ Access resources to enhance ability to provide culturally responsive services (interpreter, translated documents, etc.) 	<ul style="list-style-type: none"> ○ Foster an environment that enhances a culturally responsive approach by providing opportunities for continued growth of skills related to identity such as <ul style="list-style-type: none"> ○ Shared learning ○ case consultation ○ Communities of Practices ○ Disparity reduction ○ Evoking and honoring client voices and experiences systemically • Model the role of identity in dialogue in one-on-one supervision and team meetings <ul style="list-style-type: none"> ○ Ask specific questions related to identify to better engage and support staff and team ○ Tailor approach to meet staff and team needs ○ Utilize culturally specific resources that align with staff need/preference ○ Support staff in gaining access to resources that enhance ability to provide culturally responsive services to participants and families