



Ramsey County Intermediate Coaching Training

TRAINER GUIDE

October 2015

PCG | ***Human Services***
Public Focus. Proven Results.™

The Guide is designed to assist Trainers in delivering the content of the Intermediate Coaching Training the facilitation of all related activities.

MATERIALS

- | | |
|---------------------|----------------------------|
| • Flip Charts | • Post-it Notes |
| • Colored Markers | • Projector |
| • Name Tents | • Power Point Presentation |
| • Participant Guide | |

Room Set-up: In order to create an open, interactive environment, the room can be set up in small U-shapes or in round tables to support working in small groups.

DAY 1

Slide

ACTIVITY/DESCRIPTION

Slide 1



Welcome & Introductions

Include overview of why we're here, any logistics, introduce the training team as solution-oriented with focus on realistic, achievable strategies and action steps.

Trainer introduce yourself by stating your name, current position and why you are excited about presenting this information to participants. Also share a little about your background with emphasis on experience that most closely connects you to the audience, builds rapport and credibility.

Slide 2



Agenda and Ground Rules

Review the agenda and any ground rules

Slide 3

Overview of Coaching

Overview of Coaching Trainings

Slide 4

What to Expect: Intermediate Training Topics

What to Expect: Intermediate Training Topics

Lesson One: October 13th - 15th

- Active Listening
- Powerful Questions
- Relationship Building

Lesson Two: October 20th - 22nd

- SMART Goals
- Scaffolding
- Advice

Lesson Three: October 27th - 29th

- Goal Setting
- Correspondence Training
- Affirmation and Celebration

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State that we are in week #1 and that the next slide we will share an overview of what learners can expect to receive from Intermediate Coaching Training.

Slide 5

Overview of Intermediate Coaching Training

Overview of Intermediate Coaching Training


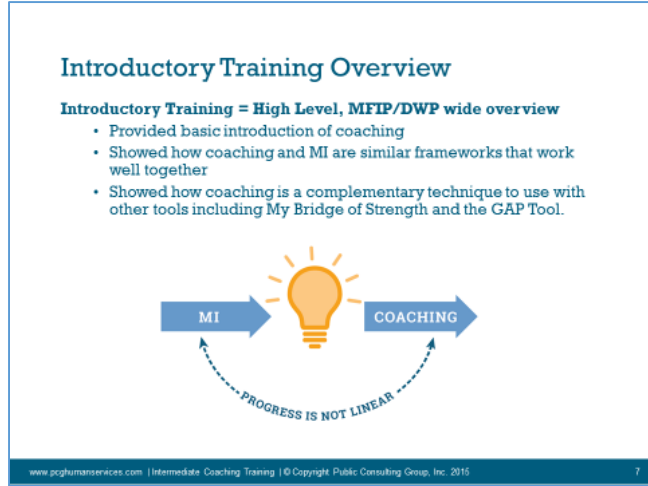

Intermediate trainings are for Employment Counselors and their Supervisors. We will:

- Practice coaching techniques through interactive activities
 - Real Play, Worksheets
- Engage in peer-to-peer learning and best practice sharing
- Reflect on current coaching strengths and growth areas and develop a plan for applying these skills in daily work
 - "Reflect and Plan"
- Apply coaching techniques to participant case studies
- Build the foundation for ongoing learning and introduce tools to use after training.

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- *Review slide, elaborating on each bullet point as appropriate.*
- *Emphasize that today's training will be very interactive and will build upon what was delivered in the Introductory Training.*
- *Have learners look through the Resource Guide and point out key sections.*

| | |
|---|---|
| Slide 6 | Introductory Training Review |
|  <p>Introductory Training Review</p> | |
| Slide 7 | Introductory Training Overview |
|  <p>Introductory Training Overview</p> <p>Introductory Training = High Level, MFIP/DWP wide overview</p> <ul style="list-style-type: none"> • Provided basic introduction of coaching • Showed how coaching and MI are similar frameworks that work well together • Showed how coaching is a complementary technique to use with other tools including My Bridge of Strength and the GAP Tool.  <p>www.pcghumanservices.com Intermediate Coaching Training © Copyright Public Consulting Group, Inc. 2015</p> | <p><i>Quickly reflect on what was covered in Introductory Training as it pertains to Motivational Interviewing and Coaching being key techniques that can be used when working with participants on goal development.</i></p> |
| Slide 8 | Game: Race to the Board |



Game: Race to the Board

Activity

1. Goal: Answer the questions correctly before the other team.
2. One person will be up at the board at any one time. When they finish writing they have to slap the hand of the next person before they can go to the board to answer the next question.
3. The person at the board only gets one try. If they don't get the right answer, they have to pass the marker to the next person on their team.
4. The team must answer the question correctly before moving on.
5. Everyone must try to answer before someone can get a second attempt.
6. The first team to have all questions correctly written on the board gets a prize!

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Explain instructions for playing the game as indicated on this slide.

After the game is complete, review any questions that were particularly challenging.

Slide 9



Game: Race to the Board

Activity

1. True or False: Coaching is replacing Motivational Interviewing in Ramsey County.
2. What are the three pillars of coaching?
3. True or False: Coaches are responsible for participants' choices.
4. Name three ways that Coaching and MI complement each other.
5. Name a profession that Coaching theory borrows from.
6. Why are powerful questions useful?
7. What are three common pit-falls to asking powerful questions?
8. Write an "advice in disguise" question.
9. True or False: Even if a person has a housing crisis, they MAY still be open to coaching in another area of their life, such as child care or employment.
10. True or False: Both Motivational Interviewing and Coaching are great techniques to use with MBS.

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Game: Race to the Board Game Questions

Display the game questions on the overhead projector while learners are playing the game.

Slide 10

Practicing Coaching Techniques

Practicing Coaching Techniques

1. Reflection Statements
2. Summary Statements
3. Powerful Questions

3

Slide 11



Reflective Listening
Activity

Lecture/Overview: Reflective Statements

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Reflective Listening

- Ask for a volunteer to read the quote.
- Ask what words/phrases jumped out/resonated with them?
- Instruct learners to individually review and put a star next to the types of reflections they preferred based on the example statement.

Slide 12



Reflective Listening Real Play
Activity

Activity: Real Play

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Reflective Listening - Real Play

- Trainer introduce the “Real Play” activity. Instructions are on page 8 of the Staff Resource Guide (SRG)
- Breakout into groups of 3; each group member will have a turn in the role of observer, coach and speaker.
- Trainer review the Observer Checklist before the “real play” begins and answer any questions prior to beginning the activity.
- Remind learners that they can **only use reflective statements**. While this may not feel nature it will allow them space to practice this one technique without falling back on techniques they may already know well. Remind learners that you CAN move conversations forward using reflective statements, when the statements show genuine emotion, and when you use the more advanced reflective statements (i.e. you do not use simple reflections over and over).
- During the activity, Trainer should walk around, silently listen and observe the groups, provide feedback when appropriate. However, the “observer” should be the primary source of feedback to the coach.

Slide 13

Summary Statements – Real Play

| | |
|--|--|
| <div data-bbox="175 275 250 365"> </div> <div data-bbox="266 285 506 340"> <p>Summary Statements Real Play</p> </div> <div data-bbox="198 394 574 445"> <p>Desk Aide: Useful Summarizing Phrases Real Play</p> </div> <div data-bbox="516 441 737 672"> </div> <div data-bbox="165 705 607 720"> <p>www.pcghumanservices.com Intermediate Coaching Training © Copyright Public Consulting Group, Inc. 2015</p> </div> <div data-bbox="763 707 776 720"> <p>13</p> </div> | <ul style="list-style-type: none"> ▪ Give learners an opportunity to review the “Useful Summarizing Phrases” helpful tip sheet on page 9 of the SRG. Remind them that we discussed summarizing in during the Introductory Coaching Training. ▪ Introduce the Summary Statements “Real Play” activity. Instructions are on page 10 of the SRG. ▪ Breakout into groups of 3; each group member will have a turn in the role of observer, coach and speaker. ▪ Review the Observer Checklist before the “real play” begins and answer any questions prior to beginning the activity. Remind learners that they can <u>only use summary statements</u>. ▪ During the activity, Trainer should walk around, silently listen and observe the groups, provide feedback when appropriate. However, the “observer” should be the primary source of feedback to the coach. |
| <p>Slide 14</p> | <p>Powerful Questions – Reflect & Plan</p> |
| <div data-bbox="175 951 250 1039"> </div> <div data-bbox="266 959 487 1012"> <p>Powerful Questions Reflect and Plan</p> </div> <div data-bbox="250 1052 331 1331"> </div> <div data-bbox="165 1377 607 1392"> <p>www.pcghumanservices.com Intermediate Coaching Training © Copyright Public Consulting Group, Inc. 2015</p> </div> <div data-bbox="763 1379 776 1392"> <p>14</p> </div> | <ul style="list-style-type: none"> ▪ Begin by reminding learners that using “powerful questions” is a core coaching technique. Quite a bit of time was spent in the Introductory Coaching Training discussing the pitfalls, conditions for giving advice, and practicing how to develop and ask powerful questions. Here, we will build and deepen our expertise. ▪ Introduce the “Reflect and Plan” activity on page 13. The purpose of this activity is to help them identify how to best use powerful questions in specific situations to solicit the most information from the participant. ▪ State that in order to complete this activity they will need to use the “Examples of Powerful Questions” on page 11-12 of the SRG. ▪ Inform learners that some categories on the “Examples of Powerful Questions” helpful tip sheet are marked with an asterisk. These categories contain questions that can be helpful in cases where the participant may be dealing with some mental health challenges and may require a different approach. |
| <p>Slide 15</p> | <p>Powerful Questions – Real Play</p> |



Powerful Questions Real Play

Activity



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- Introduce the “Real Play” activity. Instructions are on page 14 of the SRG.
- Breakout into groups of 3; each group member will have a turn in the role of observer, coach and speaker.
- Review the Observer Checklist before the “real play” begins and answer any questions prior to beginning the activity.
- During the activity, Trainer should walk around, silently listen and observe the groups, provide feedback when appropriate. However, the “observer” should be the primary source of feedback to the coach.

Slide 16

Building Coaching Relationships with Emotional Intelligence

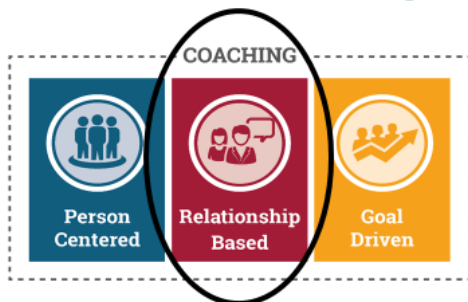
Building Soft Skills

Building Coaching Relationships with E.I.?

Let's spend the last section of today's training discussing additional ways to build relationships.

Slide 17

How can we build better relationships?



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How Can We Build Better Relationships?

- State, remember coaching is built on 3 pillars; coaching is person-centered, relationship-based, and goal driven.
- Ask learners: “So how do we build better relationships? What does it take?” You will receive various responses. Once responses are given state: **It takes rapport!**
- Emphasize the important role building and maintaining rapport has in build better relationships.
- Ask by show of hands, “How many have worked hard at forming a relationship but attempts were unsuccessful?” In response to these failed attempts we sometimes state “I tried but I just couldn’t connect.”

Slide 18

What is Emotional Intelligence?

Emotional intelligence is the ability to **recognize, understand, express and manage** one's own emotions
and
 the ability to manage relationships through the **recognition and understanding** of the emotions of others.

<http://www.diffen.com/difference>

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- State that sometimes the challenge of connecting with others is deeper than we think. Sometimes it's based on "emotions" – this is where emotional intelligence comes in.

What is Emotional Intelligence?

- Ask learners to raise their hands if they are familiar with emotional intelligence. Ask one or two to share, in their own words, their understanding of EI.
- Review the slide, placing emphasis on bolded words.
- State that with EI the feelings/emotions of others are equally important as our own emotions/feelings.

Slide 19

Coaching with Emotional Intelligence

EI is directly connected to Coaching tenant #2 "Relationship-Based." The emotionally intelligent coach:

| Mindset (mental attitude) | + | Toolkit (techniques) | = | Coaching Relationship |
|------------------------------|---|-------------------------|---|--------------------------|
| Partnership of Equals | | Active Listening | | Authentic |
| Choice | | Powerful Questions | | Empathetic |
| Patience | | Constructive Feedback | | Professional |
| Self-awareness | | Affirmation | | Productive |

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Coaching with Emotional Intelligence

- Review this slide beginning by stating, "The Emotionally Intelligent Coach...."
 - Is self-aware, recognizes that they and the participant are in an equal partnership, and respects the participant's right to choose.
 - Is in-tune to the participant and knows how to appropriately use coaching tools and techniques to engage and support the participant on their journey.
 - Forms productive, professional coaching relationships rooted in authenticity and empathy.

Slide 20

Four Components of Emotional Intelligence

Four Components of Emotional Intelligence



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- Review this slide "as is".
- First discuss self-awareness and then self-management. State that both of these deal with the **internal** and pertain to **us (the individual)**.
- Next discuss social awareness and relationship management. State that both of these are **external** and pertain to **others**.

Slide 21

Why is Emotional Intelligence important in Coaching?

The stronger the relationship the greater the influence



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Why is E.I. Important in Coaching?

- Review this slide as is and show the relationship between each box in the flow.

Slide 22



Emotional Intelligence Assessment

1. The Emotional Intelligence Assessment is a tool to help you identify the areas in relationship building where you are strong as well as areas where there is opportunity for growth.
2. Complete the Emotional Intelligence Assessment.
 - Answer questions honestly.
 - Answer based on your "gut" response.



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Emotional Intelligence Assessment

- Have learners turn to page 16 of the SRG and complete the "Assessing Your Emotional Intelligence" self-assessment form. Ask them to tally their scores.
- Allow participants 10 minutes to complete the assessment.
- Once completed, explain that the numbers in the "blue quadrant" indicate strong EI.
- Emphasize that scores on the left of the "blue quadrant" are indications of areas that can be improved but that numbers on the right of the "blue quadrant" **do not indicate perfect EI**. They indicate areas of very strong EI, which means there is more energy that can be used to focus on areas that are not quite as strong.

Slide 23

Characteristics of Emotional Intelligence

| Self-Awareness | Self-Management | Social Awareness | Relationship Management |
|--|---|---|--|
| <ul style="list-style-type: none"> Know your relationship patterns. Know your story and how it affects you. Know your beliefs, your emotions and your behavior. | <ul style="list-style-type: none"> Maintain healthy eating and exercise. Learn skills for motivating yourself. Practice stress management and relaxation techniques. | <ul style="list-style-type: none"> Develop and maintain a positive view of others. Understand non-verbal social signals. Understand basic human emotional needs. | <ul style="list-style-type: none"> Learn how to support and affirm others. Develop skills for reflective listening and empathy. Develop conflict resolution skills. |

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Characteristics of Emotional Intelligence

- Review slide "as is".
- State that this is just a small list of the characteristics associated with each E.I. component. Share that additional resources can be found through the internet.

Slide 24

Acronym for Basic Emotional Intelligent Skills

CARES | acronym for basic emotional intelligence skills

| | |
|-----------------|--|
| Collaboration | The participant and me against the problem or issue. |
| Awareness | Be aware of my feelings and their effect on my attitude. |
| Regulation | Regulate the way I react to tough situations. |
| Empathy | Show empathy for every customer. |
| Self-Motivation | I am responsible for my attitude. |

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Acronym for Basic Emotional Intelligent Skills

- Review slide "as is".

Slide 25

Tips for Building Emotional Intelligence

The following tips will help you to strengthen your emotional intelligence:

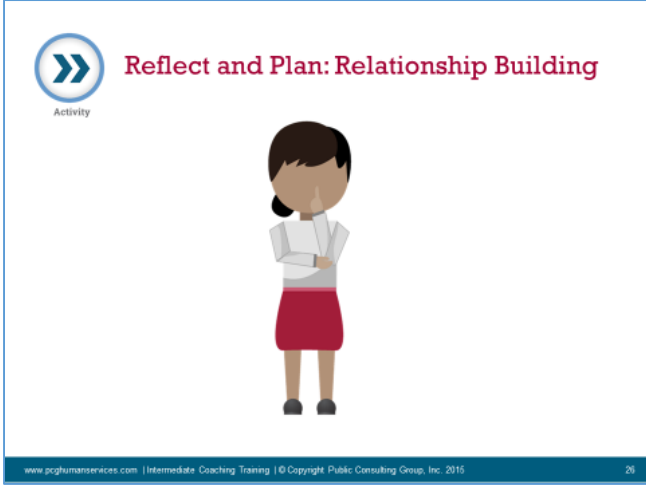
- Pay attention to how you and the participant respond and react to stress, other people, behaviors, body language, cultures, points of view, and body language.
- Try to identify what triggers these response/reactions.
- Actively work on how you perceive others and be empathetic by putting yourself in their shoes, seeing things from their perspective, and respecting their point of view.
- Take care of yourself in order to minimize your stress and avoid over-reacting, which will assist in managing and controlling your emotions.

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Tips for Building Emotional Intelligence

- Reiterate that emotional intelligence can be built upon and that no matter how strong we are in any area there is always room for further development.
- Review the slide "as is" and answer questions as needed.
- Learners can find a copy of the Tips for Building Emotional Intelligence on page 19 of the SRG.

| | |
|---|---|
| Slide 26 | Reflect and Plan: Relationship Building |
|  | <ul style="list-style-type: none"> ▪ Have learners complete the <i>Reflect and Plan</i> activity on page 20 of the SRG. <ul style="list-style-type: none"> – Section 1: <i>Individual Reflection and Planning</i> should be completed independently. – Section 2: <i>Peer-to-Peer Sharing and Planning</i> should be completed in small groups. |
| Slide 27 | Review and Wrap-Up |
| Slide 28 | What We Accomplished Today... |

What we accomplished today.....

- Played a game to review Introductory Training material
- Reviewed core coaching techniques in peer learning circles
- Practiced core coaching skills in "real play" situations
- Received feedback from our peers on how we can improve our core coaching skills
- Considered specific scenarios where we will apply powerful questions in our daily work
- Took a self-assessment and considered our emotional intelligence strengths and weaknesses
- Considered our how EQ impacts our strengths and weaknesses in building relationships with participants
- Discussed relationship-building best-practices with our peers
- Made specific plans regarding how we will improve relationships with participants

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- *Review each bullet point; providing a recap of the day.*

Slide 29



Summarizing Reflect and Plans: Lesson One Coaching for Success



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Summarizing Reflect & Plan: Lesson 1

- *Ask learners to turn to page 42 of the SRG. Explain that at the end of each session of the Intermediate Coaching Training they will be expected to complete the sections of the Summarizing "Reflect and Plans": Coaching for Success that pertain to the day's lesson.*
- *State that the reflect and plans are designed to help them identify concrete actions for how they will apply what they have learned, acknowledge and appreciate their areas of strength, and devise a strategy for change/improvement, where needed.*

Slide 30-32

Questions



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Questions

- *Give learners the opportunity to ask questions about the training. Provide answers and solicit learners to provide answers for their peers when possible.*

Contact Information



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Lesson One

Activities & Helpful Tips



Helpful Tips

Reflective Statements

“Reflective listeners work to understand, in an empathic way, whatever the person is saying from the speaker’s viewpoint or internal frame of reference. Beyond empathy, however, the listener **accepts** what the speaker is saying without agreeing or disagreeing. Responding reflectively means picking up on the **feelings** contained in what the speaker is saying and not just facts or ideas. It means zeroing in on the personal elements of the speaker’s statements, not the interpersonal, and responding with acceptance and empathy rather than indifference or judgment.”

~ Dawson & Guare

Reflections Help Coaches:

- Build rapport
- Gain a deeper understanding of what the participant is experiencing
- Convey respect to the participant’s expertise of his/her own life
- Keep conversation positive and moving forward; unlike questions, they are less likely to heighten resistance
- Clarify and get on the same page as the participant
- Direct the participant toward positive action and problem solving

Examples of Reflections:

Participant: *I’m so, SO sorry I’m late. The bus broke down, and I had to walk to the next stop and then wait for the next bus. It took me an hour and a half longer than I thought it would to get here, and it was so hot out! I’m really so tired and annoyed. I hate public transportation.*

- *Simple Reflection 1:* The bus broke down and that is why you are late.
- *Simple Reflection 2:* You’re hot and tired.
- *Rephrasing:* You came here on public transportation today and things didn’t go as smoothly or quickly as you planned.
- *Paraphrase:* You had trouble getting here today.
- *Reflection of feelings 1:* Something happened that was outside of your control and that negatively affected your day. That is stressful and frustrating to you.
- *Reflection of feelings 2:* You really wanted to be here on time.
- *Overstatement:* Sounds like you feel the day is ruined because of this.
- *Understatement:* Sounds like the buses caused a slight inconvenience for you in your life.



Reflective Statements : Real Play

Instructions

1. Get into groups of three.
2. Determine roles for first real play and then switch roles until everyone has been in each role.

Roles:

- **Coach:** Will actively listen and use ONLY reflective statements.
- **Speaker:** Will talk about something slightly frustrating for them that they are willing to talk about. The conversation should last about five minutes.
- **Observer:** Will observe the coach and provide constructive feedback, using the observer checklist below.

* * * * *

Observer Checklist for: _____

- ☐ Only used reflective listening statements
- ☐ Conveyed respect for the speakers view point
- ☐ Neither agreed nor disagreed with the speaker
- ☐ Reflections led the speaker to reveal additional feelings, motivations or challenges, leading to greater insight on the issue.
- ☐ Avoided “traps” (for example, advice giving and judging.)

What kinds of reflective statements were used? _____

Ask the speaker how they felt when reflections were used. What was the experience like? _____

Did they “notice” that the reflective statements were being used...was it natural? _____



Helpful Tips

Useful Summarizing Phrases

Examples of Summarizing Phrases:

- I think it would be useful to summarize where we've got to here...
- There seem to be three or four main views that you have been putting forward...
- Can I check that I've really understood the points you're making here? What you feel is that...
- So, to summarize so far...
- So, what I'm hearing is that....
- So, you feel angry/sad/happy/frustrated about this?
- What I think I hear you saying is.....

Note: Ending on a question often prompts further significant disclosure from the participant. This is because it demonstrates authentic listening and therefore encourages the participant to tell you more.

- Is that correct?
- Did I get that right?
- Is that a fair summary?
- Am I understanding you correctly?

Additional Tips:

- Use the same language. If they call their boss "slimy", use the same word in your summary.
- Summarize tone and emotion you hear as well as content.
- Summarize from the participant's view point.
- Avoid interpreting or adding additional meaning to the summary.



Summary Statements : Real Play

Instructions

1. Get into groups of three.
2. Determine roles for first real play and then switch roles until everyone has been in each role.

Roles:

- **Coach** : Will actively listen and use ONLY summary statements
- **Speaker**: Will talk about something slightly frustrating for them that they are willing to talk about. The conversation should last about five minutes.
- **Observer**: Will observe the Coach and provide constructive feedback, using the observer checklist below.

* * * * *

Observer Checklist for: _____

- ☐ Only used summary statements
- ☐ Conveyed respect for the speakers view point
- ☐ Neither agreed nor disagreed with the speaker
- ☐ Was short and to the point
- ☐ Use the same language as the participant
- ☐ Summarized tone and emotion as well as content
- ☐ Summarized from the participant view point
- ☐ Avoided interpreting or adding additional meaning to the summary
- ☐ Summaries organized the speakers' thoughts, feelings and challenges

Did the speaker use any summary phrases? If so what were they?

_____.

_____.

Ask the speaker how they felt when summary was used. What was the experience like? _____.

_____.



Helpful Tips

Examples of Powerful Questions

This list of open-ended, powerful question can help participants gain deeper insight and self-direct. These questions can help you better assess the participant's strengths and needs and help them with identifying, articulating, and developing their goals.

The categories marked with an asterisk () are questions that can be especially helpful in cases where the participant may have mental health challenges that may require a different approach.*

| | |
|--|--|
| Beginning Discussion <ul style="list-style-type: none"> - What's happened since we last spoke? - What would you like to talk about today? - What would you like to focus on today? | Clarification/Elaboration <ul style="list-style-type: none"> - What do you mean by that specifically? - Can you tell me a little more about this? - What else? - What are some other thoughts or feelings you have on this? |
| Evaluation <ul style="list-style-type: none"> - How does this align with your goals? - What is the opportunity/challenge in this situation? - What do you think that means? | Exploration <ul style="list-style-type: none"> - What are your options? - What other angles can you think of? - What is here that you want to explore? - What other things come to mind? |
| History <ul style="list-style-type: none"> - What have you tried so far? - What do you think triggered it? - How did it start? - What happened leading up to it? | Hope* <ul style="list-style-type: none"> - Tell me about a time when you felt hopeful? - How does hope impact your actions? - How role does hope play in your next step/decision? |
| Implementation/Planning <ul style="list-style-type: none"> - What will you do to get started? - What is your action plan? - What is next? - How could you improve this plan? - What will you need to do this? - When will be the best time? - What will be the first step? | Learning <ul style="list-style-type: none"> - What will you take away from this? - What lessons will take with you? - If you could do this over again, how would you handle things? - If it had been you, what would you have done? - If you had the choice what would you do? - What would you do if you could start over? |
| Life Meaning/Purpose* <ul style="list-style-type: none"> - What would give your life more meaning? - What would you consider the purpose for your life? - What words would you use to describe a meaningful life? | Motivation* <ul style="list-style-type: none"> - What things make you smile? - What energizes and motivates you? - Share a time when you felt proud of yourself? What made you proud? |

| | |
|--|---|
| Reflection: <ul style="list-style-type: none"> - What are your thoughts about this? - How do you feel about it? - How does it look to you? | Resources <ul style="list-style-type: none"> - What resources are available to you? - What resources do you need in order to make a decision? - What support system do you have? |
| Obstacles: <ul style="list-style-type: none"> - What's holding you back? - What is the greatest challenge? - What are you the most concerned about? | Outcomes <ul style="list-style-type: none"> - What is your desired outcome? - What does success look like? - How will you know you've reached your goal? |
| Self-reflection:* <ul style="list-style-type: none"> - What would you change about your life? - What are you holding on to that you no longer need? - What do you focus your attention and energy on? - What are you in control of? | Summary <ul style="list-style-type: none"> - How would you describe the results? - How would you summarize things? - What conclusions have you drawn? - How did that go? |
| Taking Action <ul style="list-style-type: none"> - Where do you go from here? - What are your next action steps? - How would you like to move forward? | Values:* <ul style="list-style-type: none"> - What are your core values? What do they mean to you? - What are your thoughts/feelings about family, health, work, friendship? - What are you currently doing to honor your core values? - How does this fit in with your life plan? |



Reflect and Plan: Applying Powerful Questions

1. Work independently.
2. Pick five different “boxes” from the Examples of Powerful Questions tip sheet.
3. Pick a question from each box.
4. Consider a situation where this question might be useful for you.
5. Share one situation with a partner when you are finished.

Example:

Box: Resources.

Question: What resources do you need to help you decide?

Situation: I could use this question when a participant comes to me unsure of what community service site to volunteer at.

Box:

Question:

Situation:

Box:

Question:

Situation:

Box:

Question:

Situation:

Box:

Question:

Situation:

Box:

Question:

Situation:



Powerful Questions: Real Play

Instructions

1. Get into groups of three.
2. Determine roles for first real play and then switch roles until everyone has been in each role.

Roles:

- **Coach:** Will actively listen and use ONLY “powerful questions.”
- **Speaker:** Will talk about something slightly frustrating for them that they are willing to talk about. The conversation should last about five minutes.
- **Observer:** Will observe the Coach and provide constructive feedback, using the observer checklist below.

* * * * *

Observer Checklist for: _____

- ☐ All questions were open-ended
- ☐ Questions did not include advice-in-disguise
- ☐ Questions were non-judgmental and respected the speaker’s autonomy
- ☐ Questions were short – only one question per statement.
- ☐ Avoided the “question-answer” trap
- ☐ Questions encouraged the speaker to self-reflect, self-discover
- ☐ Questions encouraged problem ownership and problem solving

What was the coach’s greatest strength? What do you think is a growth area?

Ask the speaker how they felt about the questions that were used. What did the experience feel like?



Helpful Tips

Emotional Intelligence: The Four Core Components





Assessing Your Emotional Intelligence

Instructions: *This Emotional Intelligence Assessment is designed to give you a general idea of your EQ strengths. Please read each statement below and mark the number that best describes how you feel about the statement.*

| Self-Awareness <i>My Self-Awareness Score: _____</i> | Never | Rarely | Sometimes | Often | Always |
|---|-------|--------|-----------|-------|--------|
| I can identify and describe how I am feeling. | 0 | 1 | 2 | 3 | 4 |
| Emotions are an important part of my life. | 0 | 1 | 2 | 3 | 4 |
| I know what things tend to trigger negative emotions in me. | 0 | 1 | 2 | 3 | 4 |
| I am aware when my emotions are impacting others. | 0 | 1 | 2 | 3 | 4 |
| I am can easily tell when something has upset me. | 0 | 1 | 2 | 3 | 4 |
| I know that I am more than my thoughts and feelings and I can examine them as a separate and logical third party. | 0 | 1 | 2 | 3 | 4 |
| I know what external events of the day have impacted the way I feel. | 0 | 1 | 2 | 3 | 4 |
| I can easily sense when I'm becoming angry. | 0 | 1 | 2 | 3 | 4 |
| I readily tell others what I truly, genuinely feel. | 0 | 1 | 2 | 3 | 4 |
| I can immediately identify when I take my stress out on other people. | 0 | 1 | 2 | 3 | 4 |
| Self-Management <i>My Self-Management Score: _____</i> | Never | Rarely | Sometimes | Often | Always |
| It is easy for me to make goals and stick to them. | 0 | 1 | 2 | 3 | 4 |
| I would describe myself as an emotionally balanced person. | 0 | 1 | 2 | 3 | 4 |
| I stay positive, calm and optimistic when things don't go as planned. | 0 | 1 | 2 | 3 | 4 |
| I find it easy to accept responsibility for the way I react. | 0 | 1 | 2 | 3 | 4 |
| I accept critical comments from others without feeling angry. | 0 | 1 | 2 | 3 | 4 |
| I do not overindulge in things that could damage my well-being. | 0 | 1 | 2 | 3 | 4 |
| I direct my energy into positive outlets, like creative work or hobbies. | 0 | 1 | 2 | 3 | 4 |
| Even when I am stressed, I find it easy to remain composed. | 0 | 1 | 2 | 3 | 4 |
| I don't let issues that do not directly affect me get me down. | 0 | 1 | 2 | 3 | 4 |
| When something makes me angry, I am able to calm down and move on quickly. | 0 | 1 | 2 | 3 | 4 |

| Social Awareness | | Never | Rarely | Sometimes | Often | Always |
|--|--|-------------|-------------|----------------|----------|--------|
| <i>My Social-Awareness Score: _____</i> | | | | | | |
| I think about how my actions effect the people around me. | | 0 | 1 | 2 | 3 | 4 |
| I am good at knowing when to voice my opinion and when not to. | | 0 | 1 | 2 | 3 | 4 |
| I can genuinely apologize when I have hurt someone's feelings. | | 0 | 1 | 2 | 3 | 4 |
| I understand when plans change and do not take it personally. | | 0 | 1 | 2 | 3 | 4 |
| I easily understand and relate to other's feelings | | 0 | 1 | 2 | 3 | 4 |
| I show heartfelt interest in the challenges and successes of loved ones. | | 0 | 1 | 2 | 3 | 4 |
| It genuinely bothers me to see other people sad or hurting. | | 0 | 1 | 2 | 3 | 4 |
| I know when I've annoyed someone, almost instantly. | | 0 | 1 | 2 | 3 | 4 |
| I easily pick up on it when a person's mood shifts, even on the phone. | | 0 | 1 | 2 | 3 | 4 |
| I can tell when someone isn't being genuine or honest. | | 0 | 1 | 2 | 3 | 4 |
| Relationship Management | | Never | Rarely | Sometimes | Often | Always |
| <i>My Relationship Management Score: _____</i> | | | | | | |
| I love showing affection and appreciation. | | 0 | 1 | 2 | 3 | 4 |
| I surround myself with people who enrich and support me. | | 0 | 1 | 2 | 3 | 4 |
| I find it easy to share my deep feelings with loved ones. | | 0 | 1 | 2 | 3 | 4 |
| Others tell me that I'm motivational and inspiring. | | 0 | 1 | 2 | 3 | 4 |
| I am cheerful and enjoyable to be around. | | 0 | 1 | 2 | 3 | 4 |
| Wherever I go, I am able to make new friends. | | 0 | 1 | 2 | 3 | 4 |
| At social events, I contribute to the conversation and fun. | | 0 | 1 | 2 | 3 | 4 |
| Helping people is a joy for me. | | 0 | 1 | 2 | 3 | 4 |
| I am dependable and others know they can rely on me for anything. | | 0 | 1 | 2 | 3 | 4 |
| People come to me when they are upset because they know that I can help them feel calmer and gain perspective. | | 0 | 1 | 2 | 3 | 4 |
| Mark your EQ total scores to assess your strengths and areas for improvement | | | | | | |
| Domain | My Scores - My EQ Strengths! | | | | | |
| Self-Awareness | 0 2 4 6 8 | 10 12 14 16 | 18 20 22 24 | 26 28 30 32 34 | 36 38 40 | |
| Self- Management | 0 2 4 6 8 | 10 12 14 16 | 18 20 22 24 | 26 28 30 32 34 | 36 38 40 | |
| Social Awareness | 0 2 4 6 8 | 10 12 14 16 | 18 20 22 24 | 26 28 30 32 34 | 36 38 40 | |
| Relationship Management | 0 2 4 6 8 | 10 12 14 16 | 18 20 22 24 | 26 28 30 32 34 | 36 38 40 | |
| Measure your effectiveness in each domain using the following key: | | | | | | |
| 0 – 24 | Area for Enrichment: Requires attention and development | | | | | |
| 25 – 34 | Effective Functioning: Consider strengthening | | | | | |
| 35 – 40 | Enhanced Skills: Use as leverage to develop weaker areas | | | | | |



Helpful Tips

Emotional Intelligence

Characteristics and behaviors that represent strong Emotional Intelligence.

| Self-Awareness | Self-Management | Social Awareness | Relationship Management |
|---|--|--|---|
| <ul style="list-style-type: none"> • Know your relationship patterns • Know your story and how it affects you • Know your beliefs, your Emotions and your behavior | <ul style="list-style-type: none"> • Maintain healthy eating and exercise • Learn skills for motivating yourself • Practice stress management and relaxation techniques | <ul style="list-style-type: none"> • Develop and maintain a positive view of others • Understand non-verbal social signals • Understand basic human emotional needs | <ul style="list-style-type: none"> • Learn how to support and affirm others • Develop skills for reflective listening and empathy • Develop conflict resolution skills |

CARES | acronym for basic emotional intelligence skills

| | |
|-------------------------|--|
| C ollaboration | The participant and me against the problem or issue. |
| A wareness | Be aware of my feelings and their effect on my attitude. |
| R egulation | Regulate the way I react to tough situations. |
| E mpathy | Show empathy for every customer. |
| S elf-Motivation | I am responsible for my attitude. |



Tips for Building Emotional Intelligence

The following tips will help you to strengthen your emotional intelligence.

- Pay attention to how you and the participant respond and react to stress, other people, behaviors, body language, cultures and points of view. Consider keeping a journal on these observations or discuss what you notice with a coworker or supervisor. Approach this reflection with curiosity, rather than self-judgment.
- Try to identify what triggers these response/reactions.
- Actively consider on how you perceive others. Develop empathy by visualizing yourself in their shoes. Consider how different life experiences impact our different perspectives, triggers and biases. Consider how the participant's life experience has created their perspective. Remember that you don't know everything about this person's life, but that there are reasons they are what they are. This will help you respect their point of view.
- Take care of yourself in order to minimize your stress and avoid over-reacting, which will assist in managing and controlling your emotions.

REMEMBER

Emotional intelligence is **not about** being touchy/feely and it's not about being overly sensitive.

Emotional intelligence **is about** being aware of your emotions and the emotions of others, knowing the role emotions play in how you deal with others and how they deal with you, and managing these emotions so that you can build and maintain relationships.



Reflect and Plan – Emotional Intelligence and Relationships

Individual Reflection and Planning:

1. Look at your strongest EQ domain and write an example of how you demonstrate this strength in your daily work.

2. Look at your weakest EQ domain and write an example of how this growth area impacts your daily work.

3. For your weakest EQ domain, write specific steps you think could help you to improve in this area? This could include mental attitudes you want to cultivate, or specific actions you can take to help build this area. If you don't know how to improve, what resources do you have that you could utilize to help?

Peer-to-Peer Sharing and Planning:

4. Share your strongest EQ area with the group. Share specific thoughts, actions or practices you have that demonstrate this strength in your daily work. How does it help to build relationships with participants?

After learning from other people's strengths, write down best-practices you learned from the group in relationship building that you want to apply.

Lesson Two

Slide 1



**Intermediate Coaching
Training for Employment
Counselors**

Ramsey County Workforce Solutions
Department

MFIP/DWP Career Coaching Staff
Development and Training

October 20 - 22, 2015

PCG *Human
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Public Focus. Proven Results.™

Slide 2

Agenda

Introduction

- Objectives of Lesson Two

Warm Up Activities:

- SMART Goals

Scaffolding 101

- How to make a PB&J


Scaffolding 201

- Activities involved in Scaffolding
- Group work
- Reflect and Plan

Giving Advice

Case Studies and Group Discussion

Review and Wrap Up



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Agenda

- Review the agenda and any ground rules

Slide 3

What to Expect: Intermediate Training Topics

Topics Discussed

Lesson One: October 13-15th

- Active Listening
- Powerful Questions
- Relationship Building

Lesson Two: October 20th -22nd


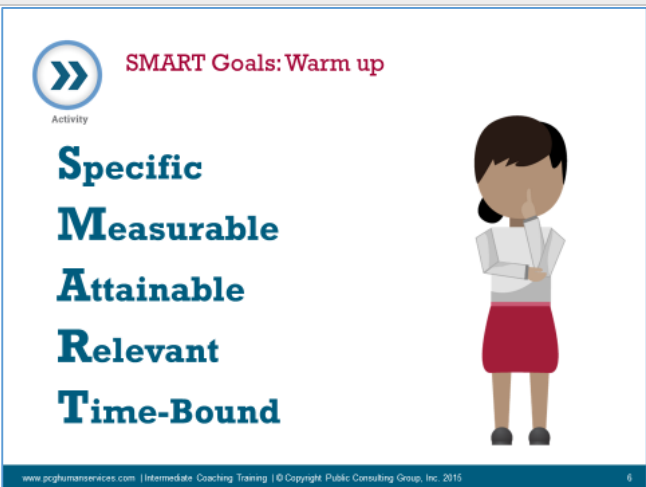
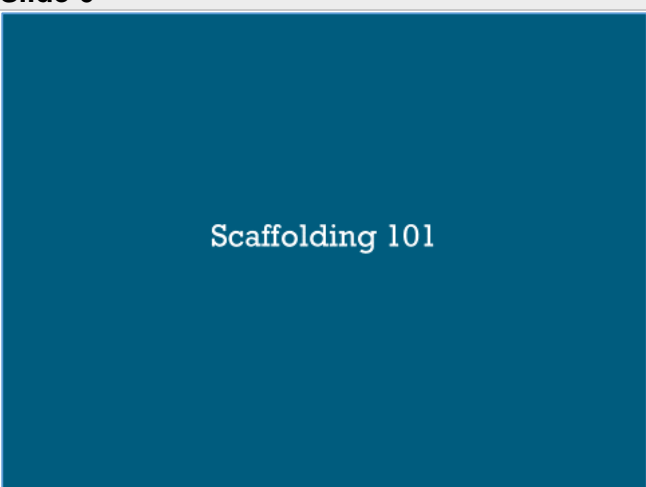
- SMART Goals
- Scaffolding
- Advice


Lesson Three: October 27th - 29th




- Goal Setting
- Correspondence Training
- Affirmation and Celebration

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What to Expect

| | |
|---|---|
| <p>Slide 4</p>  <p>Warm Up</p> | <p>Warm-Up</p> |
| <p>Slide 5</p>  <p>SMART Goals: Warm up</p> <p>Activity</p> <p>Specific Measurable Attainable Relevant Time-Bound</p> <p>www.pcghumanservices.com Intermediate Coaching Training © Copyright Public Consulting Group, Inc. 2015</p> | <p>SMART Goals Warm-Up</p> <ul style="list-style-type: none"> ▪ Have Learners refer to page 22 of the SRG for this activity. ▪ This activity is a warm-up practice activity designed to help learners focus on each element of developing a SMART goal. ▪ Provide learners with a sample goal for example, "I want to buy a car." ▪ Have learners complete #1-5 individually using the example you provide. They should complete #6 with a partner. ▪ Ask learners to share their responses to questions #1-5. |
| <p>Slide 6</p>  <p>Scaffolding 101</p> | <p>Scaffolding</p> <ul style="list-style-type: none"> ▪ Ask learners to take a few minutes to think about how they would teach you how to make a peanut butter and jelly sandwich. ▪ Ask for a volunteer to actually provide instruction on how to make the sandwich. ▪ Trainer, listen attentively to the instructions and prepare the sandwich based on <u>literal interpretation</u> of the instructions. For example, if the instructions are to put the peanut butter on the bread, you might put the jar of peanut butter on the slice of bread ▪ The main purpose of this exercises is to demonstrate the use of scaffolding as a way to teach someone new hard and soft skills. |

| |
|---|
| <p>Slide 7</p> <div data-bbox="186 346 259 430"> <p>Activity</p> </div> <h3>How to Make a Peanut Butter and Jelly Sandwich</h3> <p>Themes:</p> <ul style="list-style-type: none"> • We have skills that we take for granted. • We often make assumptions about other people's knowledge and skill sets. • Figure out a person's current level of understanding or their current skill set before you begin working on tasks or goals. • Breaking down bigger goals into smaller tasks can be the key to goal achievement. • Sometimes you have to break tasks down to more simple steps than you think.  <p><small>www.pcghumanservices.com Intermediate Coaching Training © Copyright Public Consulting Group, Inc. 2015</small></p> |
|---|

| | |
|--|---|
| <p>Slide 10</p> <p>Scaffolding</p> <p>Scaffolding helps people grow to a level that is just beyond their current level.</p>  <p><small>www.pcghumanservices.com Intermediate Coaching Training © Copyright Public Consulting Group, Inc. 2015</small></p> <p><small>11</small></p> | <p>Scaffolding</p> <ul style="list-style-type: none"> ▪ Review the slide. ▪ Emphasize that scaffolding is like taking baby steps. ▪ Emphasize that if steps are too big or you try to progress people too quickly they may trip up. Someone tripping may be a sign that you didn't scaffold appropriately. It may mean that the steps were too big and too complicated for them at this time, not that the person attempting growth is bad, wrong or inadequate. |
| <p>Slide 11</p> <p>Scaffolding</p> <p>Scaffolding gradually shifts responsibility from the Employment Counselor to the participant, and helps the participant become more independent.</p>  <p>Scaffolds can be removed or changed.</p> <p><small>www.pcghumanservices.com Intermediate Coaching Training © Copyright Public Consulting Group, Inc. 2015</small></p> <p><small>12</small></p> | <p>Scaffolding</p> <ul style="list-style-type: none"> ▪ Review slide ▪ Share that "gradually shifting" in scaffolding can be compared to how the Driver's Education instructor initially starts out in the driver seat but eventually moves to the passenger seat. Although in the passenger seat, the Instructor has the ability to press the brake if danger arises. Eventually the instructor is no longer in the vehicle, as the trainee has developed the skills to drive without the need for an instructor. |
| <p>Slide 12</p> <p>Scaffolding</p> <p>Research in education shows that these techniques are highly effective for:</p> <ul style="list-style-type: none"> ▪ English language learners ▪ People with disabilities  <p><small>www.pcghumanservices.com Intermediate Coaching Training © Copyright Public Consulting Group, Inc. 2015</small></p> <p><small>13</small></p> | <p>Scaffolding</p> <ul style="list-style-type: none"> ▪ Review slide. ▪ Emphasize that people in the room with participants that fall under these categories should take special note. |

Slide 13

Scaffolding: 201

Scaffolding 201

- *Inform learners that in Scaffolding 201 you will spend time discussing activities involved in scaffolding. The lecture will be followed by an activity that will help to reinforce their learning.*
- *Have learners turn to page 23 of the SRG and follow along as you cover the 7 activities involved in scaffolding.*

Slide 14-15

1. Enhance Interest in the Task.



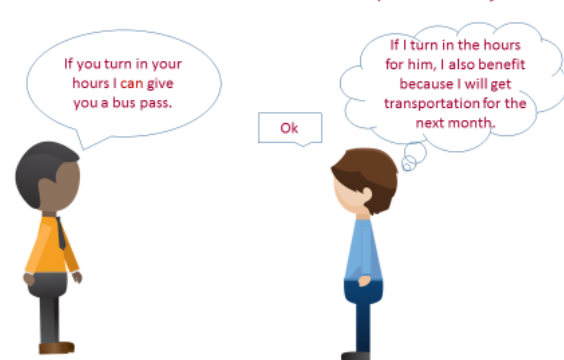
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Enhance Interest in the Task

- *Review slide*
- *This is a statement, not a question, which is fine. In this instance it isn't necessary to use a powerful question. You are providing information that helps explain why the task is connected to something of interest the participant.*
- *This is about thinking about what matters to the participant.*

1. Enhance Interest in the Task (continued).



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Slide 16

2. Break the task into smaller parts.



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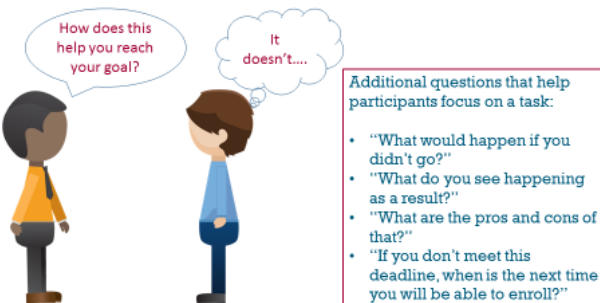
17

Break the task into smaller parts.

- Review slide.
- Reference the “how to make peanut butter and jelly sandwich” demonstration and how breaking the task into smaller parts would have been helpful and would have resulted in a different outcome.
- Address a criticism of coaching head on. People say “What do you mean I can’t give advice, so does that mean I have to let people fail. That is crazy! I’m going to let someone drown!” Say, “No. Coaching is not allowing someone to swim without a lifeguard. It isn’t about throwing someone in the deep end. It is about breaking tasks into small pieces where failure will not be catastrophic, it will be a learning opportunity. It is where steps are small enough that people can manage it, where they grow a little bit and can feel proud of that small growth. All goals and tasks should have small steps that lead to growth and achievement.”

Slide 17

3. Help participants focus on the task.



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Help participants focus on the task

- Review slide
- Ask the room if they have ever had a participant veer off course. Ask for an example or give your own.
- Explain **why** how powerful questions, the right ones, can help someone self-reflect and recognize that their action is not leading them to what they truly desire.

Slide 18

Participants see the difference.

4. Help participants see the difference between what they are doing and what you want them to do.

Useful for teaching hard skills. Here are some examples:

- How to fill out paper work:
 - Instead of saying "Don't use a sparkle pen to fill out a job application!" say, "What is the difference between this application I filled out and the one you filled out?"
- Learning cultural differences:
 - "What is the difference between the way I wrote the date and the way you wrote the date?"



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- Review the slide
- Explain that this is another effective technique for teaching hard skills. This is especially effective for visual learners and tactile learners.
- This helps participants feel in charge of their own learning. They don't feel reprimanded for being corrected. In fact they corrected themselves, and they can feel proud.
- This provides people tools for self-learning which is confidence building and powerful.

Slide 19

5. Reduce frustration.

Technique: I do, we do, you do:



Participants continue on the path to goal attainment feeling capable and encouraged.

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Reduce frustration.

- Review slide
- "I do, we do, you do" is also helpful for tactile learners. It can help strengthen the partnership between you and the participant.
- Use an example of calling a child care provider with a participant. "Let's do this together. First we will write down a script for you to use on the phone. I will call the first place and you can listen to how I do it. Then you can call the second place and I will be sitting right here to support you. If you feel comfortable you can go home and call around until you find the right place."
- Explain why this works. The participant learns the correct way to do something. You ensure that the participant does the task correctly and feels confident. Then the participant moves on and does it on their own.
- This transfers power, slowly and gradually to the participant.
- You should always gauge the participant's ability throughout this exercise. More or less scaffolding may be needed.

Slide 20

Praise behaviors that lead to success

6. Summarize progress and praise behaviors that lead to success.



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- Review slide
- Such as, "Nice work finishing the first semester! Let's cross out one of these four boxes – you are a quarter of the way done!"

"Thanks for remembering all the paperwork on the checklist we created last time. It means you are going to get everything you need this month on time!"

- Tell learners that this will be covered in detail in Lesson 3 when we discuss the importance of affirmation and praise.

Slide 21

7. Use past success to help participants believe in their ability to be independent.



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Use past success.

- Review slide
- Explain that it helps to remind a participant of past success if they aren't able to recall. For example, you can look into the case notes together to show them.
- Scaffolding is progressive. Learning builds on learning. Use past learning to build confidence and further unleash power.

Slide 22



Activities Involved in Scaffolding



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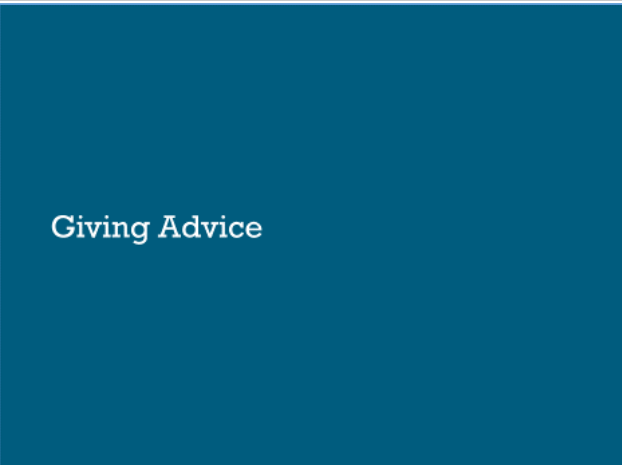
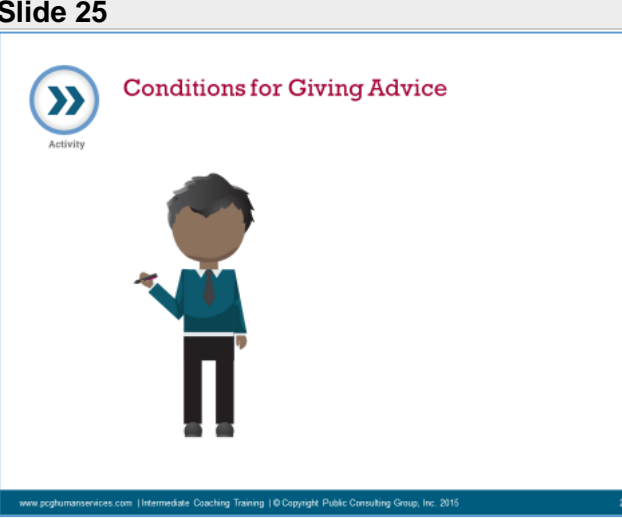
23

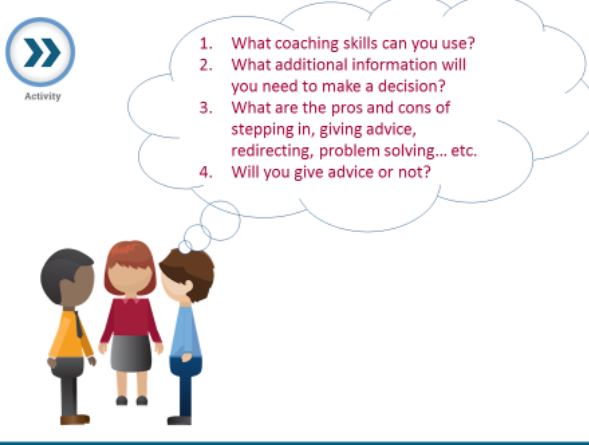
Activities Involved in Scaffolding

- Have learners work in small groups of 3-4 to complete the "Activities Involved in Scaffolding" activity on page 23 of the SRG.
- Tell participants they can either use the example provided, or they can come up with their own example in small groups.
- Walk around and assist groups complete the task. Once complete allow the opportunity for questions before moving forward.

Slide 23

Scaffolding Reflect and Plan

| | |
|---|---|
|  <p>www.pcghumanservices.com Intermediate Coaching Training © Copyright Public Consulting Group, Inc. 2015</p> | <ul style="list-style-type: none"> ▪ Have learners complete the Reflect and Plan activity on page 24 of the SRG. <ul style="list-style-type: none"> – Work independently to complete Individual Reflection and Planning Section 1, questions 1-3. – Work in small groups to complete Section 2: Peer-to-Peer Sharing and Planning. |
| <p>Slide 24</p>  <p>25</p> | <p>Giving Advice</p> |
|  <p>www.pcghumanservices.com Intermediate Coaching Training © Copyright Public Consulting Group, Inc. 2015</p> | <p>Slide 25</p> <p>Conditions for Giving Advice</p> <ul style="list-style-type: none"> ▪ Review the Conditions for Giving Advice: What and how to give advice, problem solve and step-in helpful tip sheet on page 25 of the SRG. ▪ Engage learners in a discussion around the checklist to ensure understanding and brainstorm around variables that may influence when/when not to give advice, problem-solve and step in. ▪ Encourage learners to review and familiarize themselves with the checklist as this is an area where many Employment Counselors struggle. |
| <p>Slide 26 -27</p> | <p>Appropriate Conditions for Giving Advice</p> |

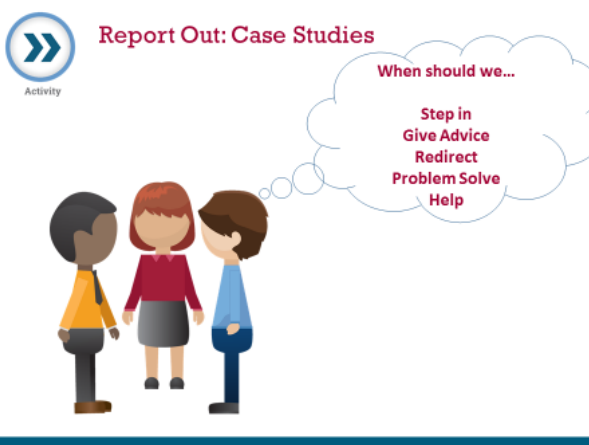


Activity

1. What coaching skills can you use?
2. What additional information will you need to make a decision?
3. What are the pros and cons of stepping in, giving advice, redirecting, problem solving... etc.
4. Will you give advice or not?

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- Break learners into 6 groups and provide flip charts and markers.
- Activity can be found on page 26 of the SRG. Assign one case study (studies 1-6) per group. For larger break into 7 groups and use all case studies. There are additional mental health related resources on pages 28-32 for those assigned to case study #2.
- Review instructions and answer questions.



Activity

Report Out: Case Studies

When should we...

- Step in
- Give Advice
- Redirect
- Problem Solve
- Help

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- Upon completion each group will report out. Other learners in the room will state why they agree or disagree with the decision to give/not give advice. Encourage learners to be specific and really discuss their views.

Note: This activity can take 45-60 minutes depending upon the size of the training group.

Slide 28

Review and Wrap-up



Review and Wrap-up

Slide 29

What We Accomplished Today

What we accomplished today.....

- Warmed up with a Lesson One Reflect and Plan and SMART Goal worksheet.
- Participated in scaffolding demonstration.
- Learned different scaffolding activities, and came up with our own examples.
- Engaged in peer-to-peer learning regarding best practices in scaffolding.
- Reviewed the conditions for giving advice in coaching.
- Considered scenarios and discussed with peers the pros and cons of giving advice in those situations.

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- *Review each bullet point; providing a recap of the day.*

Slide 30



Activity

Summarizing Reflect and Plans: Lesson Two Coaching for Success



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Summarizing Reflect & Plan: Lesson 2

- *Refer to the Lesson Two section of the Reflect and Plan on page 43 of the SRG.*
- *Complete the strength and change/improve for each category in the Lesson 2 section.*

Slide 31-33

Questions



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- *Give learners the opportunity to ask questions about the training. Provide answers and solicit learners to provide answers for their peers when possible.*

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Lesson Two

Activities & Helpful Tips



SMART Goals: Warm-up Activity

Individual Work: *Look back at the powerful questions list on pages 11 and 12, or come up with your own questions. What powerful, open-ended questions can you ask participants to help ensure that their goals are SMART?*

1. Question that ensures goals are SPECIFIC:

2. Question that ensures goals are MEASURABLE:

3. Question that ensures goals are ATTAINABLE:

4. Question that ensures goals are RELEVANT:

5. Question that ensures goals are TIME-BOUND:

Peer-Peer-to-Peer Sharing:

6. Have a partner check your questions as you check your partner's questions. Help each other to make sure that questions are open-ended, encourage self-discovery and don't fall into any common coaching "traps" (advice, judgment). Edit your questions as needed.



Activities Involved in Scaffolding

Imagine a participant who needs to write a resume. They have a CV from another country, intermediate English language skills and they want a job. Imagine how you can use each of these activities to **unleash power** in this type of situation.

1. **Enhance interest in the task.** *Help participants understand why the task is important and how it leads to the accomplishment of their desired goal.*
2. **Break the task into smaller parts.** *Gain an understanding of what the person already knows. Make next steps hard enough so the person is challenged but easy enough so that the power can still lie with the participant.*
3. **Help the participant focus on the task or goal.** *Use powerful questions when participants are veering off track from their goals.*
4. **Help participant see the differences between his or her product and the desired product.** *This helps participants self-correct or self-learn.*
5. **Reduce risk/frustration in goal attainment.** *This includes “I do, we do, you do” activities, visual tools or technology aids.*
6. **Give feedback by summarizing progress and noting behaviors that contribute to success.** *This is critical to participants’ feeling encouraged, hopeful and capable. It encourages persistence.*
7. **Assist internalization, independence and generalization from other contexts.** *Recalling past visual tools or processes used means participants can complete tasks on their own the next time.*



Reflect and Plan - Scaffolding

Individual Reflection and Planning:

1. Where do you already use scaffolding in your work? What visual tools do you employ and when?

2. Of the seven scaffolding activities, which would you like to try using more often?

3. In what situations do you think scaffolding could be a tool that helps you unleash power in participants in a way that is supported, graduated way? For example: "When I teach someone how to use a bus pass."

Peer-to-Peer Sharing and Planning:

4. Share and discuss questions 1- 3 with a small group.
5. After sharing, write down TWO additional situations where you think you could use scaffolding with participants. What statements or phrases do you want to use? What visual tools could you employ?



Helpful Tips

When and How to Give Advice, Problem Solve and Step-In

This checklist will help you determine if it is time to provide more direction:

- ☐ There are rules, regulations and information that you are required to provide as a part of your job description.
- ☐ The participant has specifically asked for information.
- ☐ Giving the advice is unlikely to create dependency.
- ☐ There are clear right/wrong answers to a legal, medical or financial issue that you are responsible for as a part of your job description.
- ☐ Without giving this piece of advice, the participant's physical, financial or mental wellbeing is truly in danger.
- ☐ The participant is not in a position to make their own decisions – for instance, they may be *temporarily* overwhelmed by the impact of some crisis or have severe mental illness.

But your motivation should not include any of the following:

- ☐ A wish to show your expertise.
- ☐ A wish to save time or future effort.
- ☐ Wanting to take control of the situation or be efficient.
- ☐ Feeling a need to pay the participant back for some slight
- ☐ A wish to not keep the participant from making mistakes.

Additional thoughts and useful tips:

- Ask the participant if it is okay to give them advice.
- Offer what you say as information, making it clear that the participant has to make up their own mind about how to use it.
- If you give your opinion, invite the participant to comment. For example, "These are the rules of the program. I'm wondering what your reaction is after to that?"
- Encourage the participant to get a second opinion.
- Remember that giving advice doesn't mean that the problem is fixed. It may make you feel more in control, but the participant is always the only one who can control their situation.
- You are responsible to the participant not for the participant.
- As a part of coaching, you should examine multiple options. At the end of the day, it is the participant's decision and their future at stake.



Case Studies: Appropriate Conditions for Giving Advice

Pick a case study topic that resonates with you. The trainers will help put you into groups based on the case study you want to discuss. As a group, discuss the following:

1. What coaching techniques/mindsets might be useful in this situation?
2. What additional information or resources that would you seek out before making a decision to give advice or problem solve?
3. Using the “Conditions for Giving Advice” tip sheet, what are the reasons why giving advice **would or would not** be a best practice in this situation?

Case Study 1: Housing: A participant comes to you stating that she has lost her housing. After using some active listening and powerful questions, it seems that domestic abuse may have been involved. She appears highly anxious and on edge about her children, who are with her. She tells you she is supposed to be at work right now and has not told anyone she couldn’t come in. She says she has nowhere to stay tonight, but has not yet explicitly asked for resources.

Case Study 2: Mental Illness: An extension participant is clearly depressed, and it has been affecting her ability to follow through on her goals. She goes through ups and downs but seems to be at a real low point. You know this participant’s story and have worked with her for a while. She is one of your all-time favorites. There is nothing that would make you more fulfilled than to see her happy and successful.

Case Study 3: Unrealistic Goal: You are meeting with one of your participants who has changed her goal three times within the past four months. She has decided that she wants to be a Physician’s Assistant. Her previous goals included being a hair dresser and day care provider. In order for her to work toward this goal, she will need to get a GED. With only 20 months left on MFIP, there won’t be enough time for her to obtain her GED before her benefits end. It seems very unrealistic to you.

Case Study 4: Immigrant with Legal Question: A participant of yours recently got hit by a car. He is a young man and a recent immigrant. He wasn’t hurt in the slightest. His friends and family are telling him he should sue, but you don’t think that hiring a lawyer is a good idea. You know he doesn’t have much money to spend, and you don’t think he will financially gain from a frivolous legal case with a sub-par

lawyer. Additionally this will distract from his community college classes. He flat out asks you for your advice, “If you were me, would you sue him?”

Case Study 5: Unrealistic Goal/Health Issue: You work with a participant who has a chronic, physical condition, which exempts him from having to meet work participation requirements. He is a proud man and feels emasculated being at home and not contributing to the household. His wife has a mandatory work requirement, and he doesn’t like that she works and he cannot. He has tried to work before, but he has always quit due to his medical condition. He is at your desk, telling you that his brother can get him a job at a shipping company. You know he is unable to lift the required weight in the job description. You worry you’ll fill out a lot of paperwork, rearrange child care, etc. only for him to quit his job again.

Case Study 6: Newly Arrived Refugee: You work with a Refugee who has just been resettled to St. Paul. He has never used public transportation or American currency, and he doesn’t speak or read English. He says he needs to go to a doctor’s appointment, but he doesn’t know where it is. He shows you a slip of paper with the address.

Case Study 7: Choose your Own: One person in the group will share a situation from their own caseload where they would struggle to determine whether Coaching is appropriate. This should be a situation where the Employment Counselor wasn’t sure whether or not to give advice.



Coaching and Mental Health

Things to consider when trying to determine if someone with mental health challenges is ready for coaching:

1. Is this person struggling with severe mental illness? If so, coaching is likely not for them at this time.
2. When you coach this participant does it turn into something that looks more like therapeutic counseling? If so, coaching is likely not right at this time.
3. Has the participant self-identified something they want to work on with you that is appropriate to your job description? If so, they may be ready for coaching.
4. Does the participant verbalize a desire to put changes into action? If so, they may be ready for coaching.
5. Is the participant able to take responsibility for moving forward? Are they open to new learning? If so, they may be ready for coaching.

Key points to remember when coaching those with mental illness:

- Of course, it is not our job to provide therapy for participants. Come into coaching sessions highly self-aware. Sometimes in our compassion and effort, we work outside of our areas of expertise because we think that no one else cares as much as we do or will make as much effort to help. Identify and be skeptical of this kind of thinking. We cannot save or fix participants and some things are better left to mental health professionals.
- The person is not the problem; the problem is the problem. Be informed on mental health and be an ally. "Accept the person's identity as separate from, and not enmeshed with, their illness or problem behavior, and support the person to make this important distinction. Someone who cannot achieve this separation is disempowered. They will believe that they are the problem, that something is wrong with them, and perhaps, therefore, that there is no solution." (Empowering People. Coaching for mental health recovery. By Rani Bora)



Coaching a Participant with a Known Mental Illness (Two Approaches)

Intro to Scenario: *You have been working with Mary for 6 months. She has been diagnosed with stress-related mild depression and general anxiety disorder. She has come in today to do some goal planning.*

| 1 st Approach | |
|--------------------------|---|
| Coach: | Hi Mary, how are you today? |
| Mary: | Not good. I have been pretty stressed lately. |
| Coach: | I am sorry to hear that. Would you like to tell me a bit more? |
| Mary: | There are so many things happening all the time and it's totally stressing me out! My partner and I were together for five years. We broke up a few months ago and I'm having a hard time coping. I haven't been able to sleep, I have no energy, and there are some days that I don't even feel like getting out of bed. It doesn't help that I can't talk to my best friend about it, She's been in the hospital since last month. I am really worried about her. |
| Coach: | Mary, looks like you are going through a difficult time. Shall I make an appointment for you to meet up with your doctor? |
| Mary: | I am not sure what the doctor can do for me. |
| Coach: | Well, Mary I am worried that you may be getting depressed again. The doctor could review your medications |
| Mary: | I don't want any change in my medications. |
| Coach: | It will still be good to see your doctor, don't you think? |
| Mary: | ...maybe |
| Coach: | Good, in that case I am going to call his secretary and arrange an appointment for you. |

| 2nd Approach | |
|---------------------|---|
| Coach: | Hi Mary, how are you today? |
| Mary: | Not good. I have been pretty stressed lately. |
| Coach: | I am sorry to hear that. Would you like to tell me a bit more? |
| Mary: | There are so many things happening all the time. I just don't know what to do. <i>Mary goes on to describe different things that she was finding stressful. She broke up with her partner of five years a few months ago and is struggling to cope. She is not sleeping well and a close friend of hers has been unwell and in hospital. The coach asked a few more questions and thought that Mary was going through a mild depression.</i> |
| Coach: | Mary, if you could change the way you are feeling at the moment, how would you rather feel? |
| Mary: | I want to feel less stressed and overwhelmed. |
| Coach: | Could you re-phrase this in the positive? Language is very powerful, and I want you to describe how you would rather feel. |
| Mary: | Okay. I want to feel calmer and relaxed despite everything else that seems to be going on. |
| Coach: | Tell me what needs to happen in order for you to feel calmer? |
| Mary: | Life is pretty stressful at the moment. If I had a better grip on things, I would feel calmer. |
| Coach: | Of the three things you mentioned that are troubling you at the moment, which one do you think is the most important to get a grip on? |
| Mary: | I am concerned about my friend's health. |
| Coach: | What needs to happen in order for you to feel less concerned? |
| Mary: | I really don't know. She is doing all the right things, but the doctors haven't figured out what is wrong with her yet. I want to help her during this difficult time but don't know how to. |

| | |
|---------------|---|
| Coach: | It is difficult isn't it? How is she taking it? |
| Mary: | Oh she is worried, too, but doesn't want to admit it. |
| Coach: | What is within your control that you could do to support your friend? |
| Mary: | I guess I just need to be with her and give her time. |
| Coach: | And how might you go about doing this? |
| Mary: | I have been dreading to call her for some time. Maybe I can just give her a ring and arrange to meet up. But I don't know what to say? |
| Coach: | What is it that you think she wants to hear from you? |
| Mary: | I don't know really. Maybe I can just be there for her. Maybe I don't need to say much, just listen to whatever she needs to say. |
| Coach: | You started off by saying that you are concerned about her health. Would reaching out to her and connecting with her make you less concerned? |
| Mary: | Not really. However my avoiding contact has not worked either, and I'm more worried as I don't know how she is taking it. |
| Coach: | You said you were feeling overwhelmed already? What is it you need to do so that you can be there for your friend and at the same time not feel overwhelmed by her experiences? |
| Mary: | I need to look after my own health. |
| Coach: | Okay, and how would you do so? |
| Mary: | I used to like going out for long walks. When I am out and connecting with nature, I feel at peace. |
| Coach: | Good. Is this something you want to start doing again? |
| Mary: | I guess I should. |
| Coach: | Well you do have a choice – you can choose not to do it but feel stressed, or you could start doing it again and feel more at ease. What would you choose? |

| | |
|--------|--|
| Mary: | I think my friend needs me and in order for me to be supportive, I need to do it. |
| Coach: | What else could you do? |
| Mary: | I haven't been to my yoga class for a while. I could do that too. |
| Coach: | That's great! Would it be useful for you to meet up with your doctor too? |
| Mary: | I don't think so – not at the moment, I think. |
| Coach: | Okay. But if you feel it could be helpful, you can of course always go to see your doctor. Let's come back to how we started off this conversation. You said you were feeling quite overwhelmed and stressed. How are you feeling at the moment? |
| Mary: | Funnily enough, talking to you has helped. I feel I have a few things I could do differently and feel slightly more in control. Thank you. |
| Coach: | That's good to know, Mary. I will meet up with you again in a week's time, and we can talk about how you have been getting on. |
| Mary: | Okay. |
| Coach: | Well, Mary - Thank you for coming in today and for sharing. I know that sometimes it's tough to open up and share, but I appreciate that you did. |

Lesson Three

Slide 1



Slide 2

Agenda

- Introduction
- Warm Up
 - Race to the Board
- Correspondence Training
 - Worksheet and Peer-to-Peer Work
- Encouraging Persistence
 - Reflect and Plan
- Bringing it Together
 - Real Play: Gap Tool
- Final Reflect and Plan
- Review and Wrap Up
- Course Survey
- Mindset Survey



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Agenda

- Review Agenda.

Slide 3

What to Expect: Intermediate Training Topics

Topics Discussed

Lesson One: October 13-15th

- Active Listening
- Powerful Questions
- Relationship Building

Lesson Two: October 20th -22nd

- SMART Goals
- Scaffolding
- Advice

Lesson Three: October 27th - 29th

- Correspondence Training
- Affirmation and Celebration
- Goal Setting

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What to Expect

Slide 4

Warm Up

Slide 5



Activity

Game: Race to the Board

1. Goal: Answer the questions correctly before the other team.
2. One person will be up at the board at any one time. When they finish writing they have to slap the hand of the next person before they can go to the board to answer the next question.
3. The person at the board only gets one try. If they don't get the right answer, they have to pass the marker to the next person on their team.
4. The team must answer the question correctly before moving on.
5. Everyone must try to answer before someone can get a second attempt.
6. The first team to have all questions correctly written on the board gets a prize!

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Race to the Board Game Instructions

- Divide learners into two teams.
- Review game instructions

Slide 6



Activity

Game: Race to the Board

1. A participant just said the following about his GED class. "The GED exam is really hard. I don't know if I can do it." Write the following two types of reflections in response:
 - a) An overstatement:
 - b) A reflection of feelings:
2. Write a (generalized) question you would ask a participant to make sure their SMART goal is **attainable**.
3. Why is it important for coaches to develop self-awareness?
4. **True or False:** Emotions often drive behavior. By developing our Emotional Intelligence we can better understand and control our own behavior **and** we can better understand and build relationships with others.
5. Why are scaffolding techniques useful? (hint: Think about how the technique relates to the coaching mindset and MI spirit.)
6. **True or False:** All scaffolding activities must be used with each participant in the order in which they are written in our workbook.
7. What is the benefit of using scaffolding to help a person see the difference between *their* action/behavior/product and *the model* action/behavior/product?
8. **True or False:** English language learners can benefit from scaffolding activities.
9. Write two reasons that should **not** be our motivation for giving advice.
10. **True or False:** Avoid giving advice at all costs.

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Race to the Board Game Questions

- Teams will answer questions
- Trainers will observe and will let learners know when their answers are incorrect.

Slide 7

Correspondence Training

Slide 8

Correspondence Training

Correspondence Training is a strategy for **task completion and goal attainment**. The idea is that individuals make **statements** regarding **their own behavior** and the **coach** uses **positive reinforcement** when the statement and behavior correspond.



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Correspondence Training

- Review slide
- Ask for a volunteer to read the correspondence training description.
- State that Correspondence Training is an easy way to help participants follow through on tasks. It is about helping people change their behaviors.
- Provide example of research on correspondence training and its impact on changing behavior.
- State that you will show three examples of how correspondence training can be used to help participants exhibit positive behaviors.

Slide 9 -10

1. Instead of....

Remember to turn
in your job log,
okay?



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Example: Verbal commitment to the behavior

- Review slides
- The “Correspondence Training” Helpful Tips on page 36 of the SRG provides a table with descriptions that align with the examples we are about to cover. This example relates to the **first** row on the tip sheet.
- Explain why this works. Laude its simplicity but explain that this shift is powerful. Provide example from the research.

Have a participant verbally commit to the behavior.



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Slide 11 - 12

Example: Praise after behavior

2. Instead of....



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Praise after behavior was exhibited



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- Review slides
- This example relates to the **second** row on the tip sheet.

Slides 13-14

3. Instead of...

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Participants select the behaviors they want to work on.

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Example: Participant selects behavior

- Review slides
- This example relates to the **third** row on the tip sheet.
- Praise after behavior is more effective than praising a promise and it increases the likelihood of repeat positive behavior.
- Share that research shows that, when individuals are given the option to choose, the behavior they are more likely to complete the task and achieve the goal.

Slide 15

Correspondence Training: Reflect and Plan

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Correspondence Training Reflect and Plan

- Learners will work in small groups to complete the Correspondence Training Reflect and Plan activity on page 37 of the SRG

Slide 16

Encouraging Persistence

- Keys for Enhancing Motivation
- Simple Praise
- Advanced Affirmation

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- Have learners to refer to the “Keys to Success for Enhancing Motivation....” Helpful tips on page 38 of the SRG.
- State that this is not MI. This is used for people who have determined a goal, set a goal and are now working to achieve a goal. These are tips to encourage persistence and heighten motivation through the goal setting process.
- Talk through each “type”, stating that we will discuss self-talk and praise a little deeper in the next few slides.
- We don’t have control over motivating others but we can enhance their motivation and encourage persistence through set-backs.

Slide 17

Encouraging Persistence: Self-Talk

watch your thoughts;
they become words.

watch your words;
they become actions.

watch your actions;
they become habits.

watch your habits;
they become character.

watch your character;
it becomes your destiny.

Self-talk can be:

- Conscious
- Sub-Conscious

Examples of self-talk:

- Mantras you think to yourself before an interview.
- What you think to yourself when you fail.
- Prayers you repeat, quotes on your fridge, lyrics you sing to get you through hard times.... etc.

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- Review this slide
- Facilitate a discussion about self-talk. If conversation does not flow, provide the following information:
- Self-talk is powerful. We must change our thoughts about ourselves in order to change our life outcomes.
- If you do not address self-talk you may be missing a lynch pin piece of coaching someone forward.
- How do we incorporate self-talk easily, without getting into counseling? Provide example of self-talk “homework” activity for a person about to go to an interview.
- Self-talk can and should be incorporated into current practices and processes that are a part of your core job description.

Slide 18



Affirmation and Praise

Activity

Reflect and Plan: 1-6 AND ALSO discuss the following:

6. What coping strategies do you help participants develop to get through hard times (examples: exercise, support groups, deep breathing).

7. How can we better encourage persistence by incorporating fun?

8. What is an easy way you can encourage participants to have positive self-talk?



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- Review the “Simple Praise” and “Advanced Affirmation” Helpful tip sheet on pages 39 and 40 in the SRG.
- Ask learners why they think praise is essential in coaching. Connect Praise to scaffolding, saying how praising each step and having participants applaud themselves for each step encourages persistence.
- Have learners work independently to complete the Praise Reflect and Plan on page 41 of the SRG.

Slide 19

Bringing it Together

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Slide 20

COACHING



Person
Centered



Relationship
Based



Goal
Driven

Slide 21

| | |
|--|--|
| <div data-bbox="186 277 261 365" data-label="Image"> </div> <div data-bbox="276 283 498 315" data-label="Section-Header"> <h3>GAP Tool: Real Play</h3> </div> <div data-bbox="206 348 246 365" data-label="Text"> <p>Activity</p> </div> <div data-bbox="459 417 699 672" data-label="Image"> </div> <div data-bbox="175 703 589 720" data-label="Text"> <p>www.pcghumanservices.com Introduction to Coaching © Copyright Public Consulting Group, Inc. 2015</p> </div> <div data-bbox="771 703 786 720" data-label="Text"> <p>21</p> </div> | <ul style="list-style-type: none"> ▪ <i>In this final “Real Play” learners will have the opportunity to practice coaching their peers using all of the techniques they have learned throughout this training.</i> ▪ <i>Have learners go to page 34 of the SRG to access the Goal Setting with the GAP Tool Real Play activity.</i> ▪ <i>Review instructions with learners making sure that they understand this is a capstone activity; designed for them to pull all of the coaching pieces together. The person in the speaker role should share a “real goal” they want to achieve</i> ▪ <i>Each learner should have an opportunity to practice being in each role. Ideally learners should use the GAP Tool to help guide the goal setting</i> |
| <div data-bbox="151 814 846 846" data-label="Section-Header"> <h2>Slide 22</h2> </div> <div data-bbox="151 846 800 1333" data-label="Image"> </div> <div data-bbox="657 1312 678 1329" data-label="Text"> <p>22</p> </div> | |
| <div data-bbox="151 1367 269 1398" data-label="Section-Header"> <h2>Slide 23</h2> </div> | <div data-bbox="852 1367 1455 1434" data-label="Section-Header"> <h2>Summarizing Reflect and Plan Lesson 3 & Action Plan</h2> </div> |



Summarizing Reflect and Plans: Lesson Three Coaching for Success



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Final Reflect and Plan (page 43 of SRG)

- Refer to the Lesson Three section of the Reflect and Plan on page 43 of the SRG.
- Complete the strength and change/improve for each category in the Lesson 3 section.

Action Plan (page 44 of SRG)

- Ask learners to reflect upon all of the coaching techniques they've learned. Have them use the action plan template on page 44 of the SRG to create a plan for improving their coaching techniques.

Slide 24

Questions



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- Give learners the opportunity to ask questions about the training. Provide answers and solicit learners to provide answers for their peers when possible.

Slide 25



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- Advise learners that they will be completing a Mindset Survey and a Course Evaluation.
- Do not put their names on either survey. Use the number on the bottom of their name tents.
- Ask that they thoroughly complete both surveys and that they be honest with their responses.

Slide 26 - 27

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Lesson Three

Activities & Helpful Tips



Goal Setting with the GAP Tool : Real Play

Instructions

1. Get into groups of three
2. Determine roles for first real play and then switch roles until everyone has been in each role.

Roles:

- **Coach:** Use the coaching techniques listed in the observer checklist below. Use these skills to coach the speaker as they set a goal using the GAP tool.
- **Speaker:** Will talk about something that you are hoping to change but have not been able to set into action yet. This should be a real goal, but not too personal for work. The conversation should last about five minutes
- **Observer:** Will observe the Coach and provide constructive feedback, using the observer checklist below.

* * * * *

Observer Checklist for: _____

- ☐ Used Reflective Listening Statements
- ☐ Used Summary Statements
- ☐ Used Open-ended Powerful Questions
- ☐ Avoided Traps (including closed-ended questions and advice)
- ☐ Mirrored speakers' body language and tone
- ☐ Showed genuine interest and engagement; developed rapport
- ☐ Respected the speaker's goals and autonomy
- ☐ Gave power back to the speaker as much as possible
- ☐ Goals were SMART
- ☐ Appropriate use of scaffolding:
 - Used powerful questions, statements and or tools to check assumptions about the speakers' current knowledge and understanding
 - Helped the speaker develop short term goals and/or tasks that were manageable but challenging

What coaching techniques did this person do especially well? What other coaching mindsets or skills did this person exhibit?

_____.

How could this person continue to grow their coaching skills?

_____.

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? _____



Correspondence Training

Correspondence Training is a strategy in which individuals make statements regarding their own behavior and are then provided with reinforcement when their statement and behavior **correspond**.

| How to apply it | Example |
|--|--|
| In advance of the behavior, have the person make a verbal commitment to engaging in the behavior. Essentially, have them make a verbal SMART goal. | <i>"When are you planning on turning in your hours and how are you planning on getting here?"</i> |
| Praise after behavior was exhibited | Say <i>"Awesome job turning in your hours today! Thank you so much!"</i> Rather than, <i>"Awesome! I'll see you on Tuesday when you turn in your hours. Thanks so much!"</i> |
| Involve people in selecting the behaviors, either by providing a short list or by letting them choose anything. | <i>"So, I'm hearing you say that you'd like to work on being more organized. How would you like to work on that? We could either work on remembering your hours when they are due, or we could work on creating a system to keep your paperwork in your bag more organized. Which do you want to try?"</i> |



Reflect and Plan – Correspondence Training

Peer-to-Peer Sharing and Planning:

Instructions: Work together in groups and answer the following questions.

1. What behaviors would you like to see participants exhibit more frequently?

2. How can you use correspondence training to help participants exhibit these positive behaviors more frequently?



Keys to Success for Enhancing Motivation and Encouraging Persistence in Goal Achievement

| Keys to Success for Enhancing Motivation | | |
|--|--|--|
| Type | What the Research Says: | How to Apply it: |
| Self-Talk | <p>“Self-talk” are statements made to self, mentally, written or out loud.</p> <p>Self-talk is associated with higher task engagement and performance outcomes.</p> <p>Additionally, it is associated with greater planning and self-monitoring.</p> | <p>Have participants say out loud, “I can do this.” Encourage them to write motivational quotes in places they will see them, for example, “Today will be better.” Encourage participants to discover their key “self-talk” phrases that resonate. Use powerful questions to have participants determine how they will remember to engage in this self-talk. Performance self-talk includes rehearsal and regulation strategies, like practicing interview questions in the mirror before going to the real thing.</p> |
| Make it fun! | <p>Individuals can improve task performance through interest-enhancing strategies.</p> | <p>Ask what could make the task more fun for the participant. Playing music while studying? Making friends on the job? Work together to create strategies that encourage persistence through hard times.</p> |
| Break it down | <p>Short term goals and self-set goals increase motivation, task completion and performance.</p> | <p>Use scaffolding and core coaching techniques so that participants create their own short-term, achievable goals. Every goal achieved will be an accomplishment they use to build confidence, motivation and persistence.</p> |
| Coping | <p>Motivation can be enhanced through emotional regulation techniques.</p> | <p>Explore coping strategies with participants to reduce negative thoughts and increase positive emotions.</p> |
| Praise | <p>Those who reward themselves for achievement are more productive than those who punish themselves for setbacks.</p> | <p>Encourage participants to reward themselves for achieving each step in the GAP tool. See next page for more detail.</p> |



Simple Praise

Affirmation is powerful. Research indicates that it is more effective than punishments at encouraging people to reach their goals. If we believe the research to be true, that means that positive reinforcement can be more powerful than non-compliance and sanction!

| Simple Praise | | | | | |
|----------------------|---|--|---------------------------|---|--|
| Effective Praise is: | Example: | Why it works | Less-Effective Praise is: | Example: | Why it is less effective: |
| Private | Sara, nice work today. | She knows she is the one receiving the praise. | Public | Thanks Everyone. | No one knows if they, personally, are doing well. |
| Specific | You clearly practiced your interview skills and you've improved tremendously. | She knows exactly what she did right. | General | You all did an excellent job today. | They don't know what exactly they accomplished. |
| Non-Conditional | Well done. | That is that. | Conditional | Just make sure you do it again in the real interview. | They are left with a threat that takes away the power of the praise. |



Helpful Tips

Advanced Affirmation

1. Give immediately after the display of positive behavior.
2. Provide information about the value of the accomplishment.
3. Acknowledge effort.
4. Help the participant to appreciate their own behavior.
5. Balance critical or corrective statement, with positive statements.
6. Praise improvement.
7. Above all, it must be genuine.



Reflect and Plan - Praise

Individual Reflection and Planning:

1. Think about a praise worthy accomplishment a participant recently achieved. Write a private, specific and un-conditional affirmation:

2. Are there behaviors or accomplishments that you often praise? For example, do you often compliment participants on their timeliness or their appearance?

3. Are there behaviors or accomplishments that you would like to affirm and praise more frequently?

4. How will you remember to praise and affirm your participants more frequently?

5. What do you need to do to make sure your affirmation is genuine?



Summarizing “Reflect and Plans” : Coaching for Success

| Domains | Strengths | Improvements |
|-------------------------------|---|---|
| | <i>Describe Your Personal Strengths in each Dimension</i> | <i>What Would You Like To Change/Improve?</i> |
| Lesson One | | |
| Active Listening | | |
| Non-Verbal Communication | | |
| Reflective Statements | | |
| Summarizing | | |
| Managing Distractions | | |
| Powerful Questions | | |
| Powerful Questions | | |
| Emotional Intelligence | | |
| Self-Awareness | | |
| Self -Management | | |
| Empathy | | |
| Social Awareness | | |
| Relationship Management | | |

| Lesson Two | | |
|----------------------------------|--|--|
| Goal Setting | | |
| Using SMART | | |
| Scaffolding | | |
| Determining when to give advice | | |
| Lesson Three | | |
| Use of GAP Tool as coaching tool | | |
| Correspondence Training | | |
| Praise/Affirmation | | |
| Motivation and Persistence | | |
| Case Notes | | |

See next page to help you put these reflections into action!

Action Plan

Create an action plan that will help you improve your coaching techniques. Include three specific things you will do in the next month to enhance your coaching skills and make the improvements identified above. Give each a deadline.

[illegible]



Course Survey: Intermediate Trainings

Name tag Code: _____

Rate the following statements on a scale of 1 to 5, with 1 being low and 5 being high.

1. There were parts of this training that were useful to me.

| | | | | |
|-----------------------|----------|---------|-------|-----------------|
| Very Much Disagree | Disagree | Neither | Agree | Very Much Agree |
| 1 | 2 | 3 | 4 | 5 |

2. I know how I will apply concepts from this training to my job.

| | | | | |
|-----------------------|----------|---------|-------|-----------------|
| Very Much Disagree | Disagree | Neither | Agree | Very Much Agree |
| 1 | 2 | 3 | 4 | 5 |

3. The training gave me opportunities to share with and learn from my peers.

| | | | | |
|-----------------------|----------|---------|-------|-----------------|
| Very Much Disagree | Disagree | Neither | Agree | Very Much Agree |
| 1 | 2 | 3 | 4 | 5 |

4. This training helped me reflect on my strengths and encouraged me to continue in my professional growth.

| | | | | |
|-----------------------|----------|---------|-------|-----------------|
| Very Much Disagree | Disagree | Neither | Agree | Very Much Agree |
| 1 | 2 | 3 | 4 | 5 |

5. Overall, I would rank this training (where 1 is low and 5 is high)

| | | | | |
|-----------------------|----------|---------|-------|-----------------|
| Very Much Disagree | Disagree | Neither | Agree | Very Much Agree |
| 1 | 2 | 3 | 4 | 5 |

What was useful, enjoyable and/or productive about this training?

What could be improved?

What resources, activities or clarification would be useful to you as you use coaching in the future? What was missing/what do you need more of?

Anything else?



Glossary

Active Listening: The conscious effort of hearing not only the words that another person is saying but, trying to understand the complete message being sent.

Correspondence Training: A strategy in which individuals make statements regarding their own behavior and are then provided with reinforcement when their statement and behavior correspond.

Emotional Intelligence: Emotional Intelligence, or emotional quotient (EQ), is defined as an individual's ability to identify, evaluate, control, and express emotions.

Empathy: The ability to understand and share another person's experiences and emotions.

Goal Setting: A powerful process for thinking about your ideal future, and for motivating yourself to turn your vision of this future into reality.

Mirroring: Mirroring is when you adjust your own body language and spoken language so that you “reflect” that of the person you’re talking to.

Paraphrasing: Paraphrasing is repeating in your words what you interpreted someone else to be saying. Paraphrasing is powerful means to further the understanding of the other person and yourself.

Powerful Question: Powerful questions provoke thought, stimulate reflective thinking, challenge assumptions, generate energy, touch a deeper meaning, and evoke more questions.

Reflective Statement: Reflective statements closely repeat or paraphrase what the speaker has said in order to show comprehension. Reflection is a powerful skill that can reinforce the message of the speaker and demonstrate understanding.

Relationship Management: The ability to use the awareness of your own emotions together with your understanding of the emotions of other to manage interactions.

Self-Awareness: The ability to understand your emotions as well as recognize their impact on others.

Self-Management: Controlling your emotions and using your awareness of them to stay flexible and remain positive.

Social Awareness: The ability to identify the emotions of others, understand their perspective, and take an interest and concern.

Summarizing: Restating a condensed version of what was said without changing the meaning or omitting the main points.



Resources

7 Steps to Emotional Intelligence by Patrick E. Merlevede

Coaching for Emotional Intelligence: The Secret to Developing the Star Potential in Your Employees by Bob Wall

Coaching Skills: A Handbook. 2012. New York, NY. By Jeni Rodgers

Coaching Students with Executive Skills Deficits. 2012. New York, NY. By Peg Dawson and Richard Guare

Cultural Intelligence: Individual Interactions across Cultures by P. Christopher Earley and Soon Ang

The Emotionally Intelligent Manager: How to Develop and Use the Four Key Emotional Skills of Leadership by David R. Caruso

Empowering People: Coaching for Mental Health Recovery by Rani Bora

The EQ Difference: A Powerful Plan for Putting Emotional Intelligence to Work by Adele B. Lynn

Manager's Pocket Guide to Emotional Intelligence by Emily A. Sterrett, Ph.D.

Mastering Mentoring and Coaching with Emotional Intelligence by Patrick E. Merlevede and Denis C. Bridoux

Online Resources

- **International Coach Federation Research Portal:**
<http://www.coachfederation.org/icf-research/icf-research-portal/>
- **Marshall Goldsmith Library:** <http://www.marshallgoldsmithlibrary.com/>
- **The Coaches Training Institute:** <http://www.thecoaches.com/>
- **Jim Merhaut.** <http://www.coachingtoconnect.com/life-coaching.html>



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