Intermediate Coaching Training for Employment Counselors

Ramsey County Workforce Solutions Department

MFIP/DWP Career Coaching Staff Development and Training

October 20 - 22, 2015
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
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
Warm Up
Specific
Measurable
Attainable
Relevant
Time-Bound

SMART Goals: Warm up
Scaffolding 101
How to Make a Peanut Butter and Jelly Sandwich

Themes:

• 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.
What is Scaffolding?

“Scaffolding is a technique that often incorporates a **graduated** use of **open-ended questions** as well as other techniques for **supporting** individuals as they learn **new skills** **without giving** them the answers **or doing** the tasks for them.”

- Dawson & Gaure
Other techniques

• Explicit instructions,
• Visual tools
  • checklists, timelines, illustrations, maps, or the GAP tool

New skills

• Soft: planning, organization or time management
• Hard: how to use a bus schedule, write an effective resume, or apply for a social.
Scaffolding

Scaffolding helps people *grow* to a level that is *just beyond* their current level.
Scaffolding gradually shifts responsibility from the Employment Counselor to the participant, and helps the participant become more independent.

Scaffolds can be removed or changed.
Scaffolding

Research in education shows that these techniques are highly effective for:

- English language learners
- People with disabilities
Scaffolding: 201
1. Enhance Interest in the Task.

You have to turn in your hours or you will get sanctioned.

I need to do the minimum it takes to avoid sanction.

Ok
If you turn in your hours I can give you a bus pass.

If I turn in the hours for him, I also benefit because I will get transportation for the next month.

Ok
2. Break the task into smaller parts.
3. Help participants focus on the task.

How does this help you reach your goal?

It doesn’t....

Additional questions that help participants focus on a task:

• “What would happen if you didn’t go?”
• “What do you see happening as a result?”
• “What are the pros and cons of that?”
• “If you don’t meet this deadline, when is the next time you will be able to enroll?”
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?”
5. Reduce frustration.

Technique: I do, we do, you do:

Participants continue on the path to goal attainment feeling capable and encouraged.
6. Summarize progress and praise behaviors that lead to success.

So important, we discuss this in detail during Lesson Three.
7. Use past success to help participants believe in their ability to be independent.

“Do you remember the steps we took when we found child care for you in the fall? We have to go through the same steps to find summer programs for your kids. Tell me, when we did this in the fall, what did you do first?”

Oh yeah… I’ve done this...

Unleashes power!

Supported scaffolding based on knowledge of past strengths

Powerful Question!
Activities Involved in Scaffolding
Scaffolding: Reflect and Plan
Giving Advice
Conditions for Giving Advice
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?
Report Out: Case Studies

When should we...

- Step in
- Give Advice
- Redirect
- Problem Solve
- Help
Review and Wrap-up
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.
Summarizing Reflect and Plans: Lesson Two Coaching for Success
Questions
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