



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



Activity

SMART Goals: Warm up

Specific
Measurable
Attainable
Relevant
Time-Bound



Scaffolding 101



Activity

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

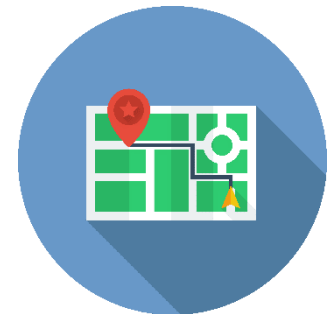


Other techniques

- 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

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

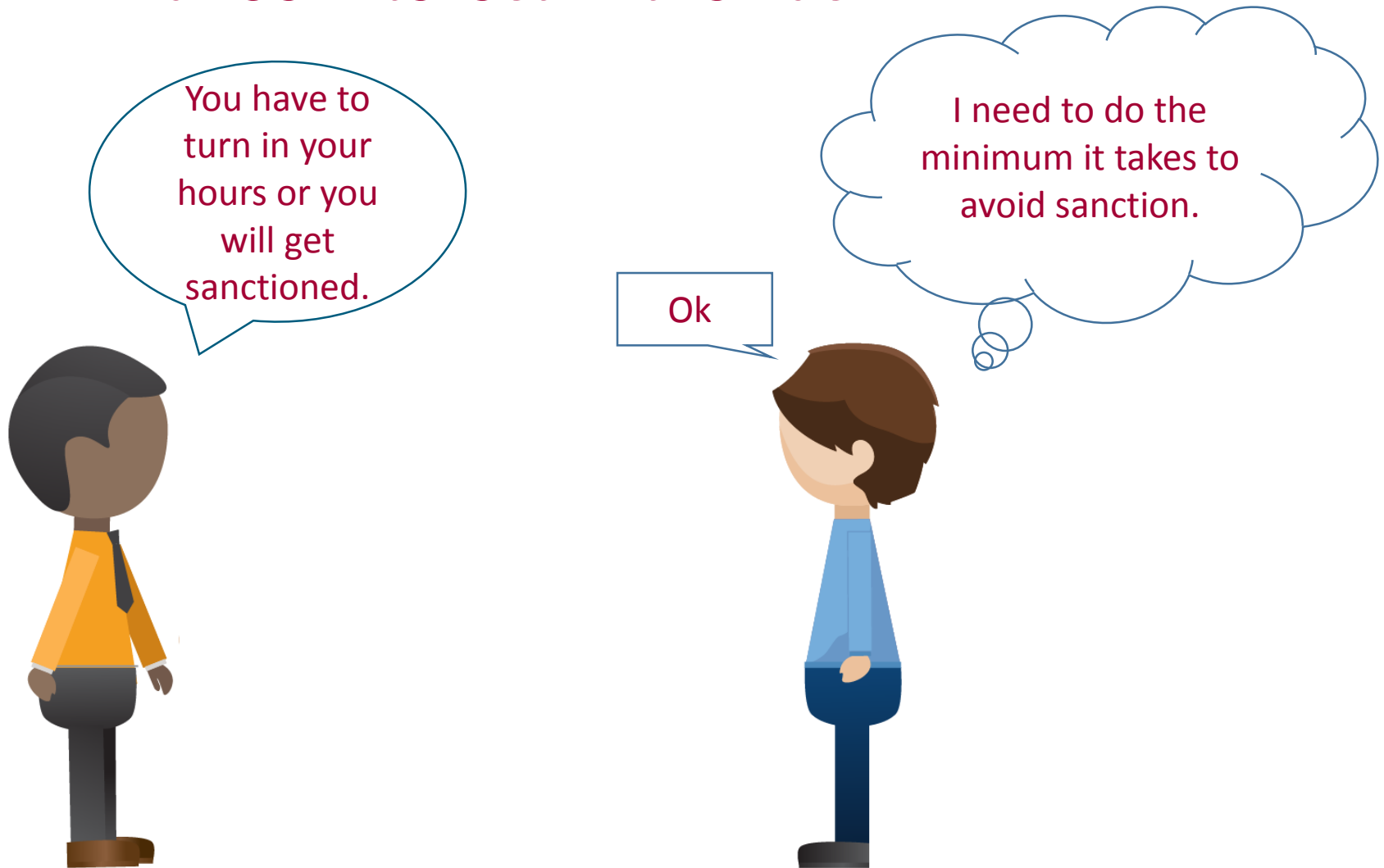
Research in education shows that these techniques are highly effective for:



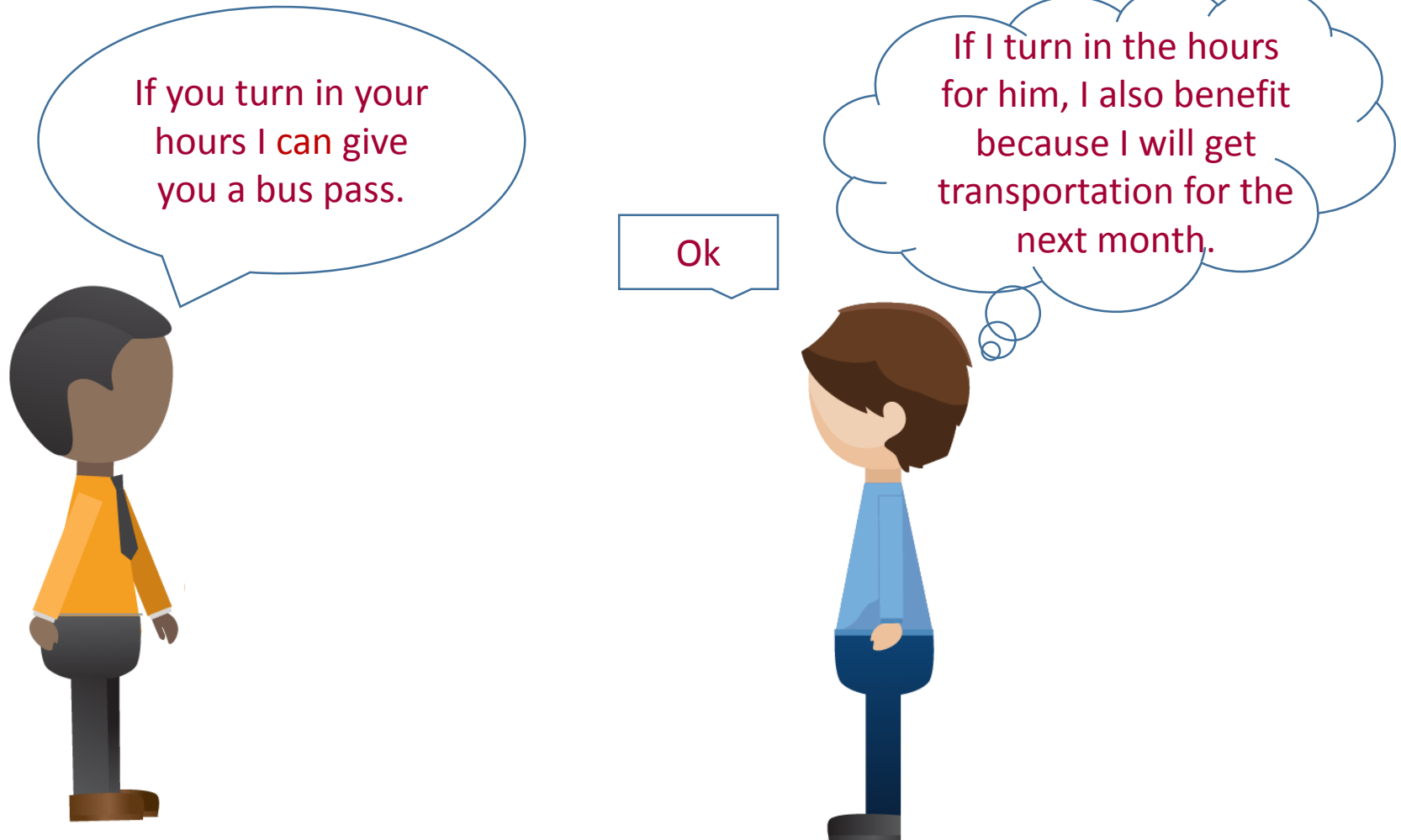
- *English language learners*
- *People with disabilities*

Scaffolding: 201

1. Enhance Interest in the Task.



1. Enhance Interest in the Task (*continued*).



2. Break the task into smaller parts.



3. Help participants focus on the task.



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:

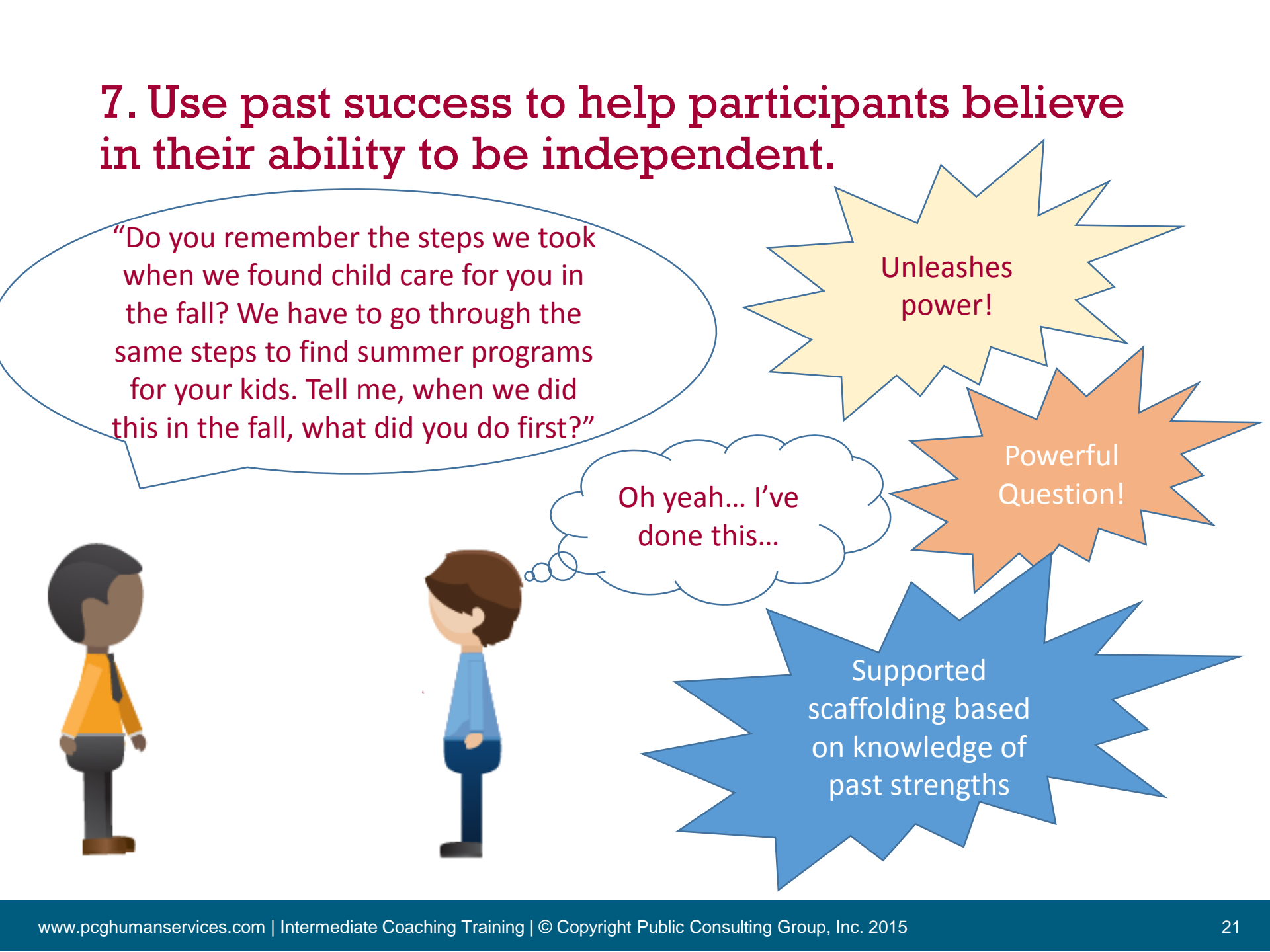


Participants continue on the path to goal attainment feeling capable and encouraged.

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



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?”

The illustration shows two men standing and talking. The man on the left is wearing an orange shirt and dark pants. The man on the right is wearing a blue shirt and dark pants. A large speech bubble from the man in orange contains the text. A thought bubble from the man in blue contains the text. Three starburst callouts are on the right: a yellow one at the top, an orange one in the middle, and a blue one at the bottom.

Unleashes power!

Powerful Question!

Oh yeah... I've done this...

Supported scaffolding based on knowledge of past strengths



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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