



Introduction to Coaching:

Ramsey County Workforce Solutions
Department

MFIP/DWP Career Coaching Staff
Development and Training

July 13 - 16, 2015

Agenda

Meet your Trainers

Key Learning Objectives

Ramsey County's System Change

What is Coaching?

Coaching & Motivational Interviewing

- *Coaching Tenet One (Person-Centered)*
- *Coaching Tenet Two (Relationship Based)*
 - *How and when to utilize Powerful Questions*
- *Coaching Tenet Three (Goal-Driven)*

When Should I use MI and Coaching?

Review and Wrap-up

Contact Information



Meet Your Trainers

➤ ***Renee Benson: Public Consulting Group – Consultant & Trainer***

- Certified Life and Certified Stress Management Coach, Certified in Motivational Interviewing
- Focus areas: facilitation, training, coaching, curriculum design, program design, process improvement, capacity building, and organizational performance.
- Bachelor of Science in Business, with a focus in Organizational Management and Leadership.

➤ ***Petie Booth: Public Consulting Group – Consultant & Trainer***

- Certified in Motivational Interviewing
- Former employment specialist for refugees, asylees and immigrants in workforce development systems. Managed case loads, built employer relationships, ran short term job training and job preparation classes, coached clients to self-sufficiency. Current TANF consultant for state and local governments.
- Bachelor of Arts in Government, Masters in Business Administration candidate

Key Learning Objectives

Upon completion of this training, participants will be able to:

1. Illustrate how Coaching fits into systems change
2. Introduce and explain the Coaching Framework
3. Understand the main similarities and differences between Coaching and Motivational Interviewing (MI).
4. Practice how and when to use Powerful Questions
5. Identify when to use MI and/or Coaching with participants.

SURVEY

Ramsey County System Change

Coaching is part of our systems change effort

--- Ramsey County MFIP/DWP Systems Change ---

Essential Skills

**Life Long
Learning**

GAP Tool

Unleashing Power

**My Bridge
of Strength**

Coaching

**Motivational
Interviewing**

Why Ramsey County Selected a Coaching Approach

Focus of Past System	Focus of the Current and Future System
Process driven measures	Outcome driven measures
Staff driven goal development	Participant driven goal development
Support inability	Unleash ability
One-size-fits-all	Individuality & Choice

How Coaching leads to improved participant and organizational outcomes



Coaching helps participants cope with stress by introducing tools that build the essential skills needed to manage crisis and succeed in the workplace.

Coaching supports essential skills needed by employers because it...

1. Focuses on self-management and self-regulation.
2. Provides tools and builds capacity for independent thinking, problem solving, and goal setting.
3. Targets specific, measurable behaviors such as shared responsibility and accountability.
4. Encourages positive habit formation.

Adapted from Dawson & Gaure

What is Coaching?

Coaching Defined....

Coaching is a professional relationship that helps people produce extraordinary results in their lives, careers, organizations or businesses, helping them bridge the gap between where they are now and where they want to be.

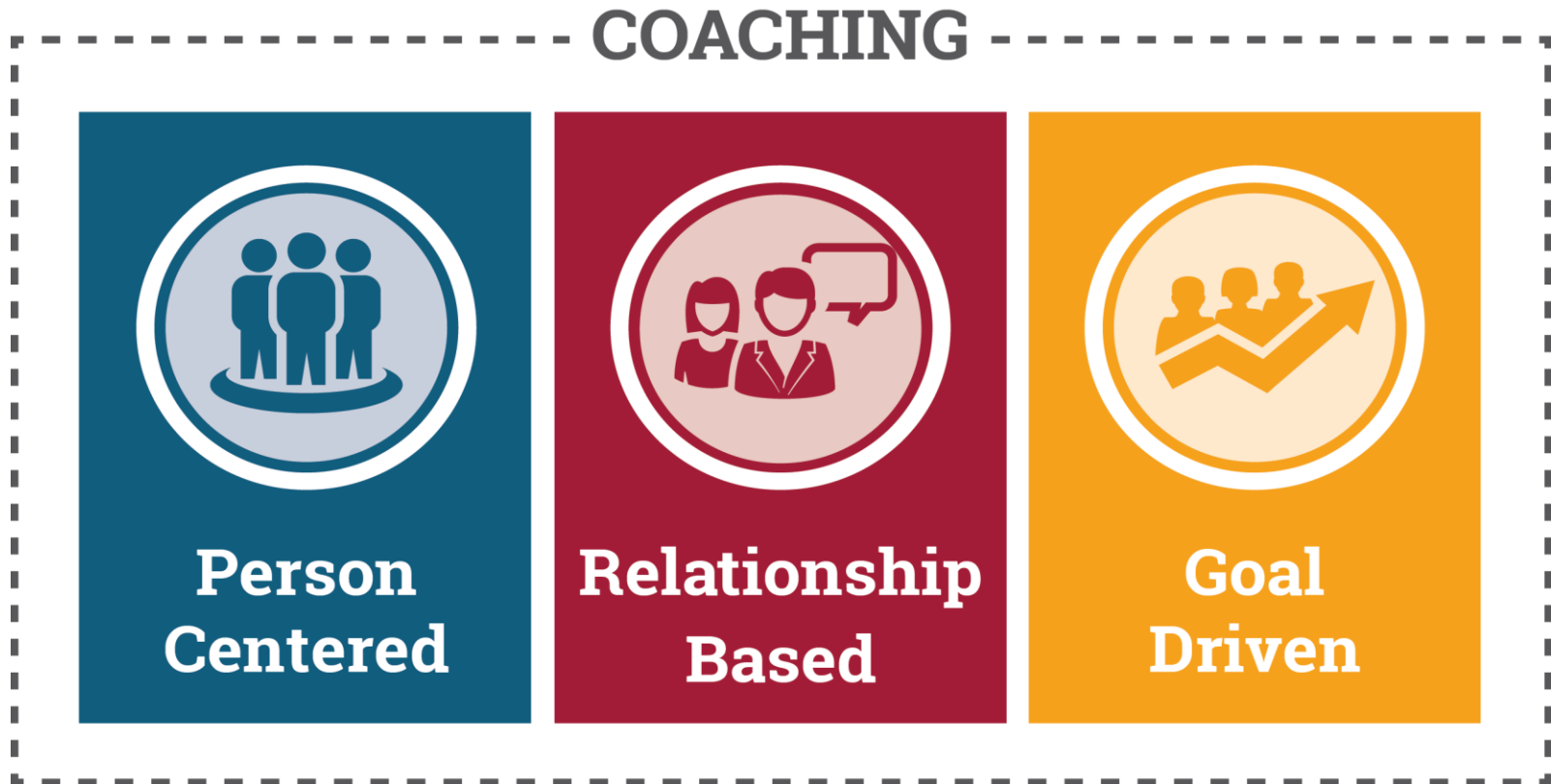
~ Jim Merhaut ~

Coaching: One tool in the toolbox



- Coaching is both an applied mindset and a set of techniques.
- Coaching is one of many techniques that can be applied when working with participants.
- Coaching is a tool that nudges participants in areas of their lives where they are engaged and want to make steps forward.
- Coaching is an important technique that will be applied in tandem with My Bridge of Strength and the GAP tool.

Coaching Framework





Person
Centered

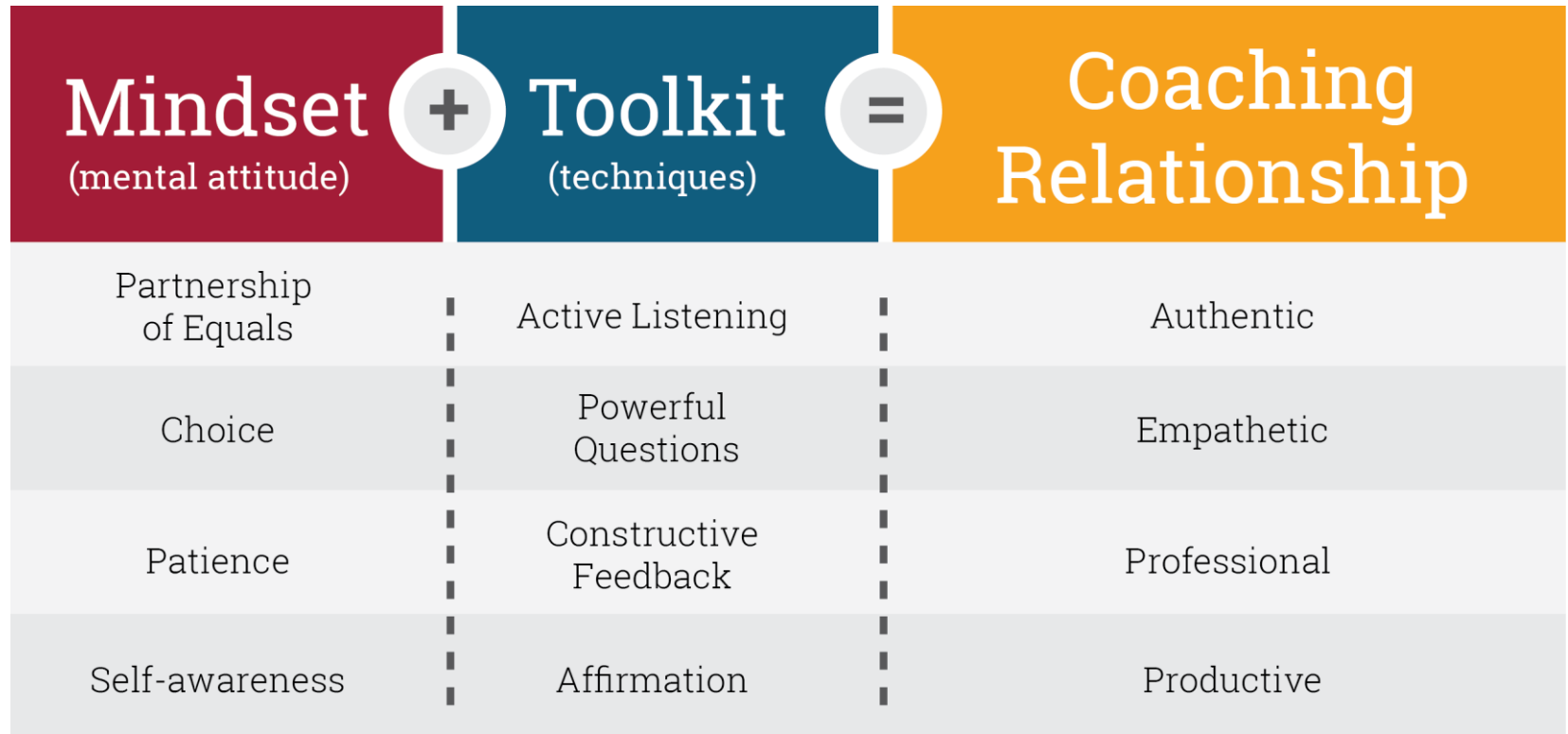
Person-Centered

- Seek to recognize the participants unique dreams, resources, and strengths.
- Unleash the power in others - power exists within the participant.
- Progress is made when participants own their choices, decisions and goals.
- Encourage progress, even if it is slow and takes place over time.
- Maintain patience in the presence of setbacks.



Relationship
Based

Relationship-Based





Goal-Driven

- Action-oriented
- Future focus: Attention is on moving forward, not looking backward
- Participant Responsibility
 - Goal identification
 - Goal achievement
- Coach's Responsibility
 - Goal guidance
 - Encouragement
 - Accountability

“Coaching, by and large, is a pragmatic trade drawing on borrowed theory”

- Rogers, 2012

Original Field	“Borrowed Theory”	Evidence	Coaching Application
Psychotherapy: Carl Rogers	“Person-centered” approach and “Learner-centered teaching”	1941 – first study showing effectiveness.	Non-directive, non-threatening, facilitator of learning
Cognitive-Behavioral Field:	“Correspondence Training”: verbal commitment to engage in behavior	Risley and Hart (1968) and Paniagua (1992)	Goal setting techniques
Education: Vygotsky’s notion of the zone of proximal development	“Scaffolding”: the graduated use of questions to support students without giving them answers	A foundational teaching technique used nationally	Goal attainment technique

Guare and Dawson, 2012; Rogers, 2012.

Coaching Techniques Showing Promise in Welfare to Work

Participants with Job Club instructors who used coaching techniques were **20% more likely** to become employed.

**Data from PCG San Diego WTW Program*

Crittenton Women's Union has seen an increase in wages from **\$5.36/hour to \$20.18/hour** for participants in their Mobility Mentoring program, which emphasizes coaching as the main case management technique.

**Data provided by Crittenton Women's Union*

Coaching & Motivational Interviewing (MI)



Activity

Activity: Motivational Interviewing (MI) Review

1. Work in groups
2. Complete the MI Review Worksheet together

Development, Research and Application: MI vs. Coaching

MI

- Addiction Counseling
- Born in the 1980's
- Clinical Psychologists: Miller and Rollnick
- 185+ studies on MI effectiveness in treatment, retention, engagement and outcome

Coaching

- Multiple “helping” professions
- Currently Emerging
- Multiple Leaders
- Evidence-based finding are promising, spurring further research

If we were training on MI... it would be 1989





MI vs. Coaching Tenet One

MI Spirit vs. Coaching Mindset

Complementary Mental Attitudes...

MI Spirit

- **Collaboration**
 - A partnership that honors the client's perspective
- **Evocation**
 - Resources for change lie within the client
- **Autonomy**
 - Affirmation of the client's right to self-determination

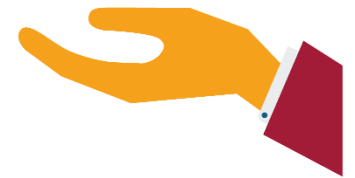
Coaching Mindset

- **Partnership of Equals**
 - A partnership that honors person's expertise and experience
- **Ownership**
 - Progress is made when individuals are in the drivers seat of their journey
- **Choice**
 - The participant is resourceful and can choose how he/she responds to life

... but they are different:

1. The power relationship is different

Therapist or Doctor vs. Coach



2. The problem was originally different

Addiction vs. Lack of Resources



3. The starting point is different

Evocation vs. Ownership





MI vs. Coaching Tenet Two

A woman with long brown hair is shown from the chest up, looking upwards and to the right with a thoughtful expression. Her right hand is raised, with her index finger pointing up towards her chin. A large blue thought bubble is positioned to the right of her head, containing the text "What parts of MI don't apply to Coaching?". Three smaller blue circles lead from the bubble to the top of her head.

**What parts of MI
don't apply to
Coaching?**

MI techniques not prevalent in Coaching

MI Technique	Coaching Alternative
<ul style="list-style-type: none">▪ “Ambivalence to Change”<ul style="list-style-type: none">○ MI was originally used with clients who had chemical and psychological dependencies and resisted treatment.▪ “Develop Discrepancy”<ul style="list-style-type: none">○ An MI technique wherein the therapist highlights the clients own conflicting feelings regarding change▪ “Change Talk”<ul style="list-style-type: none">○ MI technique where the therapist reflects back the participant's arguments for change	<ul style="list-style-type: none">▪ Coaching is strength based, meaning that coaching techniques are used in the parts of a participants' life where they are already showing some engagement and motivation▪ There is far less emphasis on creating a break from the past or status quo. Coaching looks forward almost exclusively, building and encouraging self-awareness around strengths and weakness of current situations and future plans.▪ Rather than evoking desire to change through change talk, the coach focuses on developing a participant sense of ownership of their progress through goal setting and tracking.

MI techniques not prevalent in Coaching

MI Technique

- **“Rolling with Resistance”**
 - MI is a technique that helps therapists make progress with extremely difficult participants. Resistance is expected.

Coaching Alternatives

- Coaching does not assume that the participants are resistant. This MI technique is useful in coaching, but **not prominent** in coaching theory.

A woman with dark hair, wearing a white long-sleeved sweater, is shown from the waist up. She is looking upwards and to the left with a thoughtful expression, her hand resting on her chin. To her left is a large blue thought bubble with three smaller circles leading to it. Inside the bubble is the text 'Where do MI and Coaching Techniques Overlap?'. The background is a solid light blue.

**Where do MI and
Coaching Techniques
Overlap?**

They Overlap a Lot!

Seeing Resourcefulness

Shift in Solution Ownership

Belief that Change is Possible

Accurate Empathy Hope Supporting Self-Efficacy

Patience

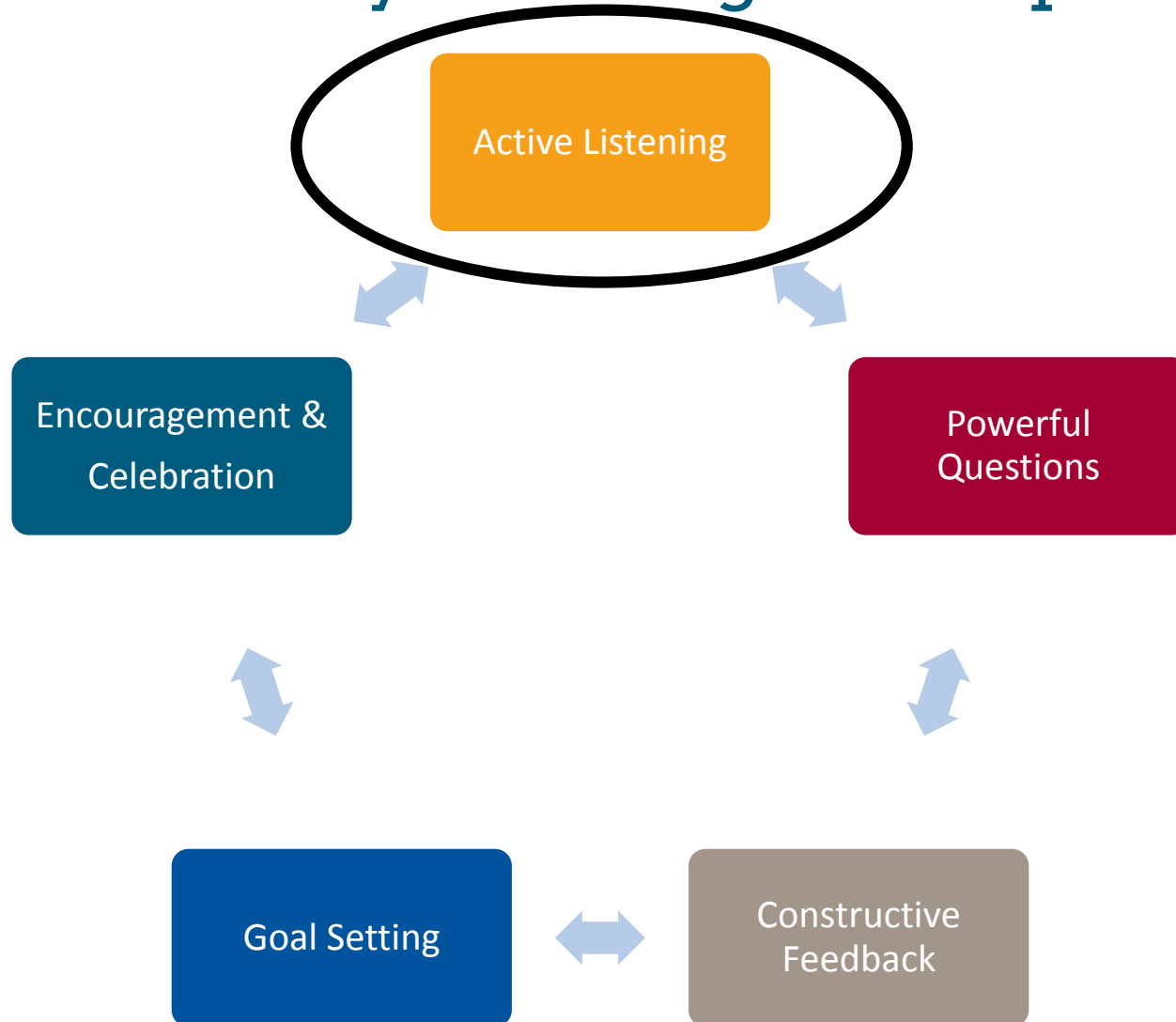
Respect for the Participant

Belief that the Participant has a Choice

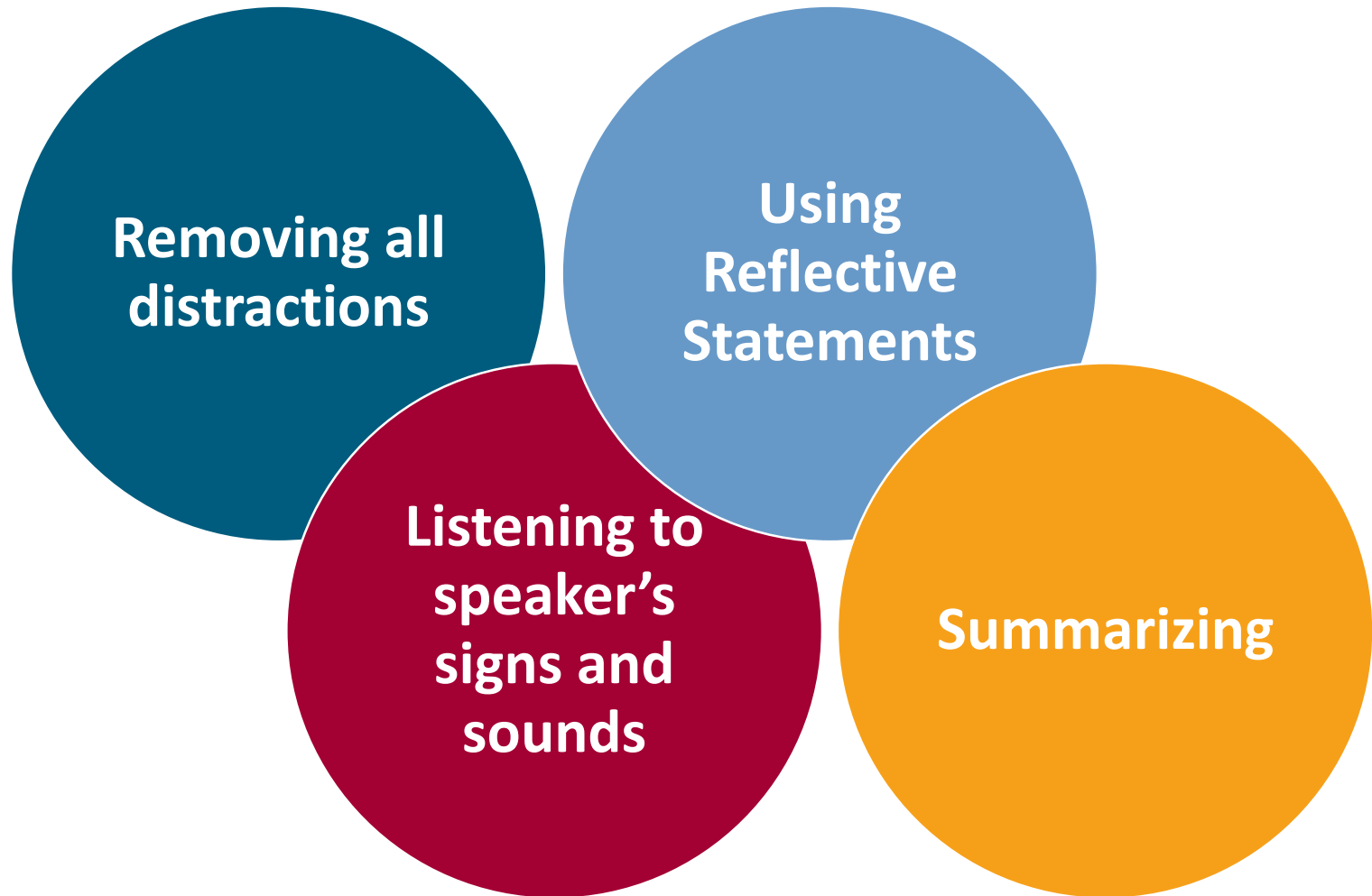
Avoiding Mental Judgments

Optimism Belief in Personal Control

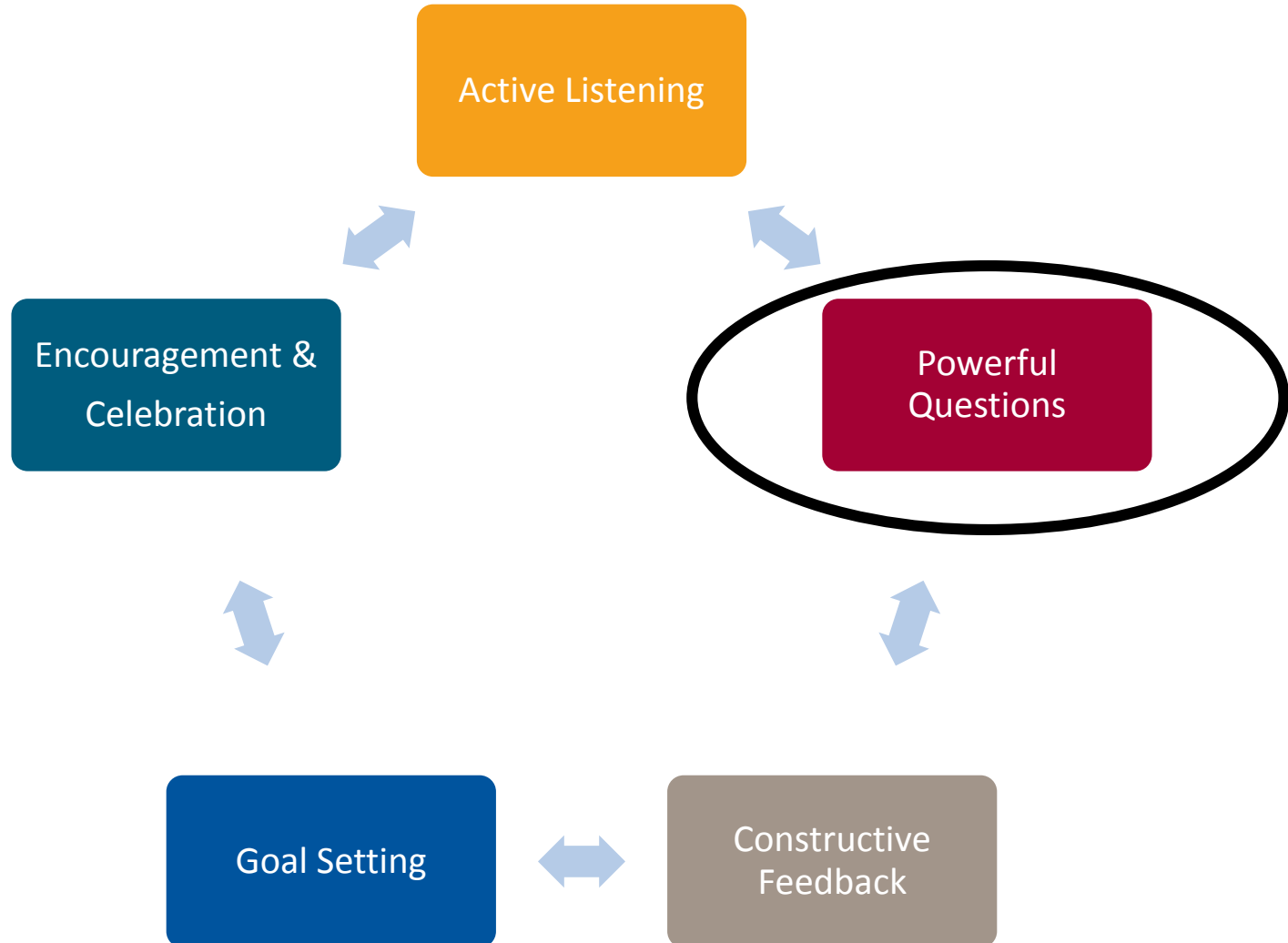
Overview of Key Coaching Techniques:



The Art of Active Listening

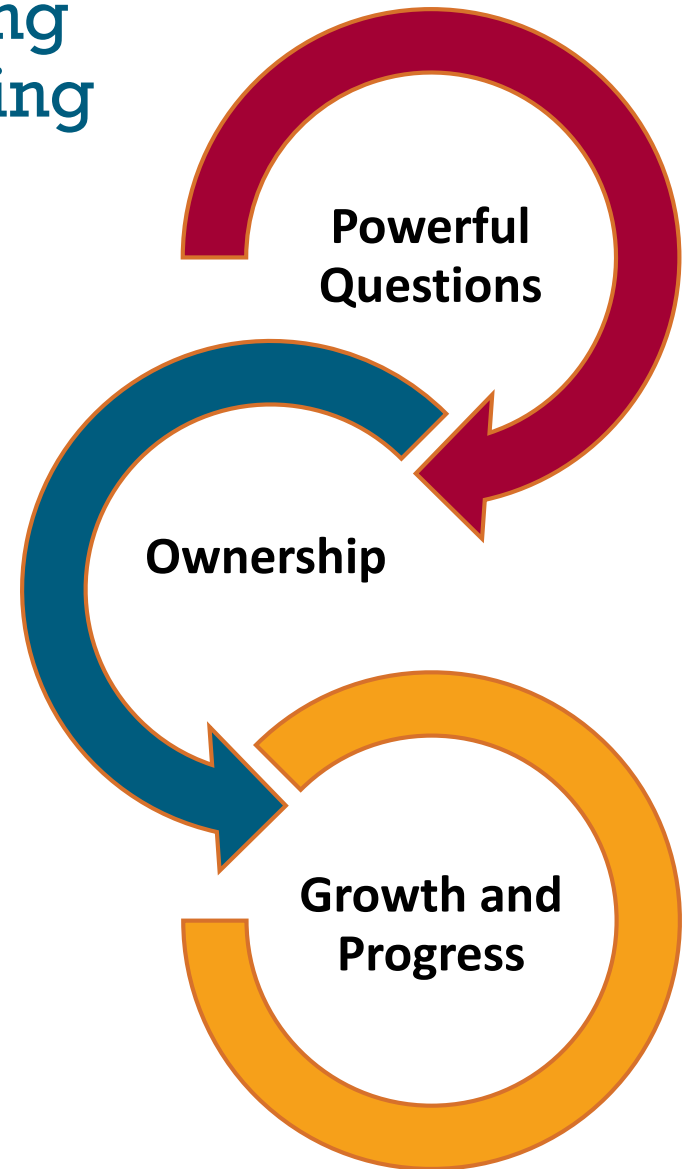


Overview of Key Coaching Techniques:



Powerful Questions in Coaching versus Motivational Interviewing

- Coaching is less strict about the percentage of open-ended vs. closed-ended questions used.
 - **TAKE AWAY: Less regimented**
- Coaching sees powerful questions not only as a tool for engagement and evocation but as an important tool for ownership, goal setting, and problem solving.
 - **TAKE AWAY: Holds a different purpose**



Summary: Similarities in MI and Coaching Techniques

MI

Coaching

O pen-end Questions

A ffirmations

R eflective Statements

S ummaries

=

Powerful
Questions

+

Encouragement &
Celebration

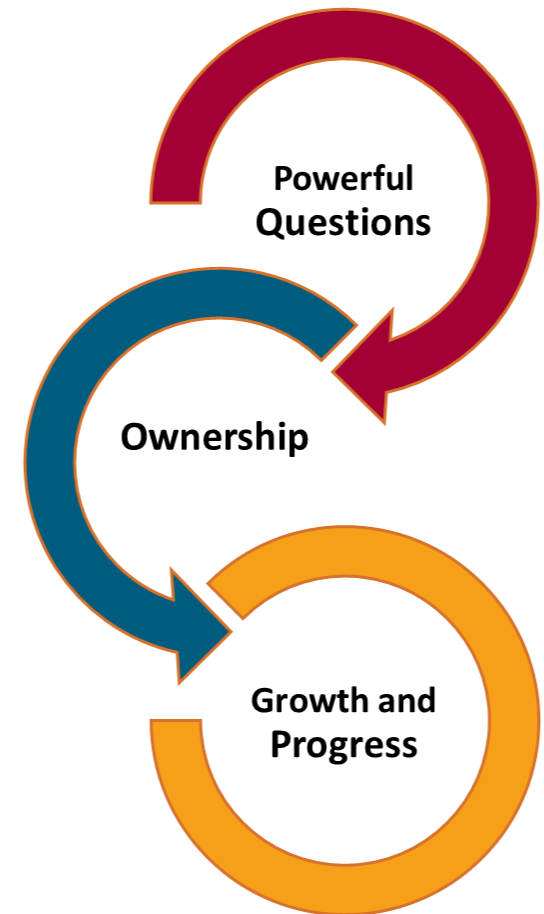
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Active Listening

Practicing Powerful Questions

Powerful Questions help because they...

- Resolve and avoid distracting conflict (MI)
- Encourage participants to set goals they are willing and able to keep (MI & Coaching)
- Help participants learn how to problem solve and find their own solutions (Coaching)
- Develop participants' essential skills by encouraging self-reflection, self-discovery and problem ownership (MI & Coaching)
- Improve outcomes (Coaching)



Closed versus Open-Ended Questions

Closed-Ended questions elicit “yes/no” or single word answers.

Use close-ended questions when:

- You’ve met with the participant at least three times and have built a strong relationship with them
- You are about 4-5 minutes into the conversation and have used active listening techniques and open-ended/powerful questions
- You only want a yes/no, or very simple answer

Open-Ended questions cannot be answered with “yes/no.”

Use open-ended questions:

- In your first three meetings with a person
- When the person hasn’t made a commitment or set a goal yet
- When the person is struggling with something
- When you need the person to take action

Converting Closed-Ended Questions to Powerful, Open-Ended Questions

Closed-Ended Questions

- “Don’t you want to keep your cash assistance?”
- “Do you have a car?”
- “Can’t you just go to ask the school to send me the information?”

Open-Ended Questions

- “What are the benefits of participating?”
- “So, tell me about how you get around town?”
- “What are some solutions to this problem?”



Activity: Powerful Questions Worksheet

Exercise One: Converting Closed-Ended Questions

1. Find a partner you don't know or don't work with often.
2. Work together on the Powerful Questions Worksheet, Exercise One: Converting Closed-ended Questions

Not all Open-Ended Questions are “Powerful”

Open-Ended Questions

- “What if you bought a planner and wrote your appointments down?”
- “Have you looked into programs that aren’t so expensive and would allow you to be at home more to watch your kids, cook and clean?”

Why its not “Powerful”

- This question gives **advice**. It **problem solves** for the participant, rather than asking the participant to problem solve for themselves.
- This might not be judging if the participant showed concern about being at home more. But if they did not, this question puts a **value judgment** on the decision the participant is making.



Activity

Activity: Powerful Questions Worksheet

Exercise Two: Forming Good Questions

1. Find someone you haven't partnered with during this training.
2. Using the "Forming Good Questions" exercise in your Participant Guide, work with your partner, to write a powerful, open-ended question.

MI and Coaching are **similar techniques**, but are used for **different purposes**

Why use MI?

- Build Rapport
- Overcome Resistance
- Motivate and Engage

Ultimate Goal:

Participant commits to change

Why use Coaching?

- Build Rapport
- Build on areas of current engagement
- Develop Essential Skills
- Assist in Goal Attainment

Ultimate Goal:

Participant is self-sufficient

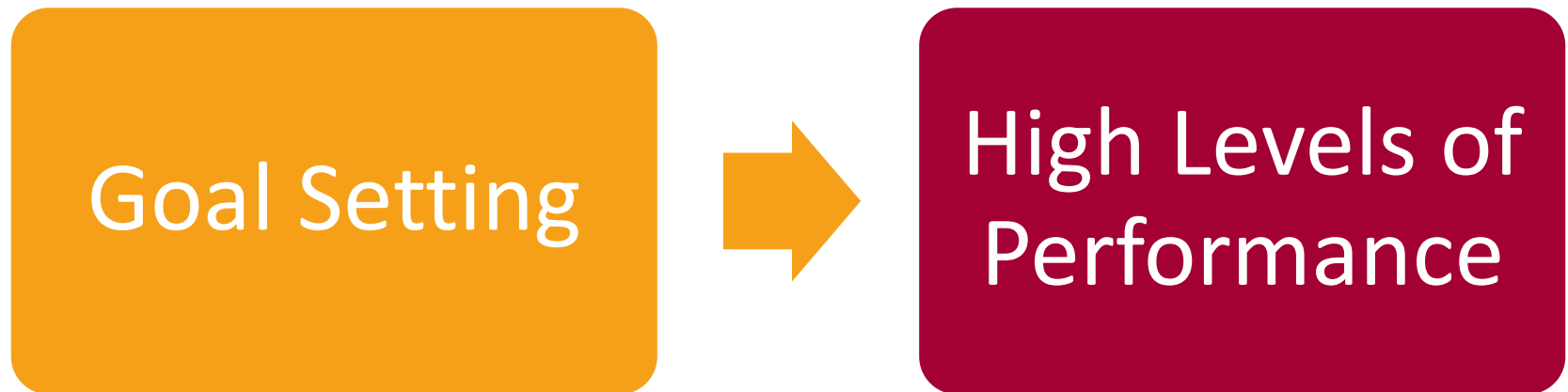


MI vs. Coaching Tenet Three

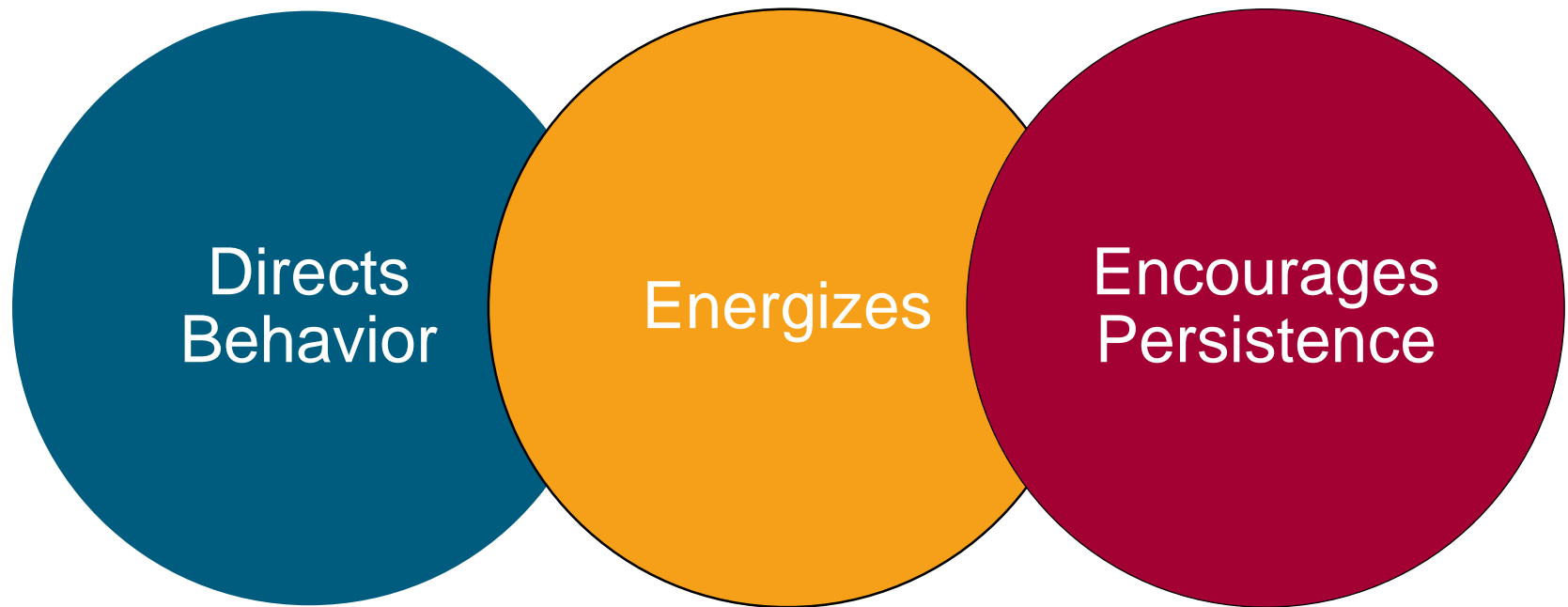


What does Coaching
offer that MI does not?

Coaching revolves around goals setting and attainment. Why are goals important?



Goal setting works because it...



Dawson & Guare

Research on Goal Setting

- *SMART goals work better than generalized “try your best” goals.*
- *Rewarding progress is more effective than punishing setbacks.*
- *It is better when people set their own goals because they usually:*
 - *set higher goals for themselves than others would set for them, and*
 - *their goal attainment success rate is higher.*

Good goal setting leads to engagement and participation in activities that matter:

➤ ***Employment Activities***

- Employment
- Self Employment
- OJT
- Paid and Unpaid Work Experience

➤ ***Training and Education Activities***

- GED
- Post Secondary Training and Education

➤ ***Other Activities***

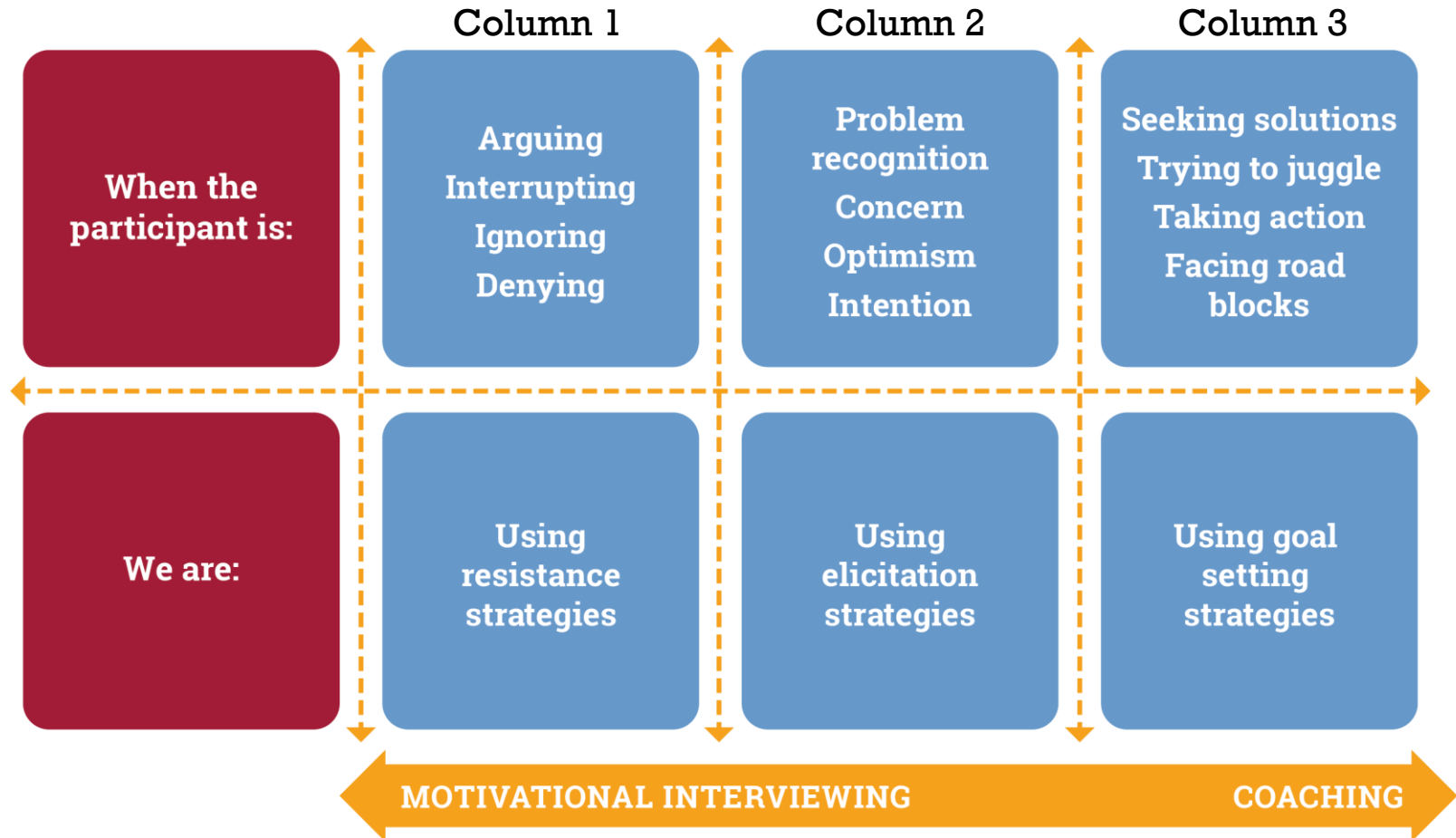
- Social Services
- Assessment
- ESL and Functional Work Literacy
- Social/Legal/Health Related
- Job search & Job readiness
- Disparities Reduction Strategy Services

When Should I use MI and/or
Coaching?

Motivational Interviewing + Coaching: The Dynamic Duo



Participant Action vs. Our Reaction



Adapted from Miller & Rollnick, 2002

Coaching through Crisis

Ramsey County Workforce Solution's My Bridge of Strength



Name:

Date:

Case #:

Family Stability			Well-Being			Education	Financial and Legal		Employment
Housing	Dependent Care	Transportation	Health	Children's Behavior	Social Support	Education	Financial	Legal	Workplace Skills
I have stable and safe unsubsidized housing	I have reliable child care and back-up	I have reliable transportation and backup	No health concerns affect my employment	Behavior does not limit my employment	I have consistent and effective social support and/or a leadership role in the community	I have at least an AA degree or higher	My income is stable, I am current on my bills, I have money for saving or spending	I have no current legal issues	My strong workplace skills enhance my employability and support career advancement
I have stable and safe housing that is subsidized	I have reliable child care but no backup	I have reliable transportation but no backup	Health concerns sometimes affect my employment	Behavior sometimes affects my employment	I have generally reliable social support that is growing	I have a high school diploma, GED, or entry-level certificate or a post secondary certificate	My income is stable, I am current on my bills but I don't have money for saving or spending	My legal issues are not work related and do not take work time	My workplace skills support my employability
I am living in temporary housing, unsafe housing, or am at risk of losing housing	I have child care but it is not reliable	I have transportation options but they are not reliable	Health concerns often affect my employment	Behavior often affects my employment	I have a limited social support network with few positive influences	I am attending high school, GED, entry-level certificate classes, or other training	My income is sometimes enough to cover my basic living expenses	My legal issues take me away from work some times	My workplace skills often interfere with my employability
My family has no housing	I have no child care		Health concerns prevent my employment	Behavior prevents my employment	I have no social support; my network is draining or destructive	I have no high school diploma, GED, or entry-level certificate	My income is not enough to cover my basic living expenses	I work certain jobs, or I have lost jobs because of my legal issues.	I need to work on my workplace skills in order to obtain employment



Activity

Activity: Case Studies

1. Review the situations in your Participant Guide.
2. Follow the Instructions and determine the appropriate technique to use: MI or Coaching.

Review and Wrap-Up

What we learned.....

- Coaching is a part of Ramsey County Workforce Solutions' big picture vision
- Coaching is person-centered, relationship based, and goal driven.
- Coaching can improve our relationships with participants
- How and when to utilize Powerful Questions
- Coaching vs. Motivational Interviewing (MI): Similar with key differences
- Coaching + MI = The Dynamic Duo

Questions



SURVEY

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References

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