



Ramsey County Introduction to Coaching Training

PARTICIPANT GUIDE

July 13 – 16, 2015

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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



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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



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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.

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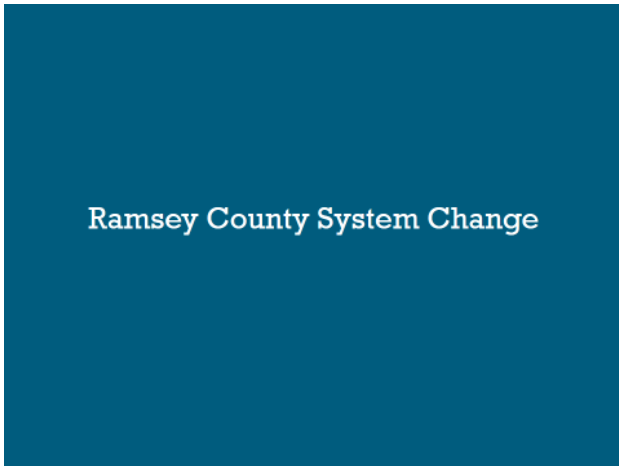
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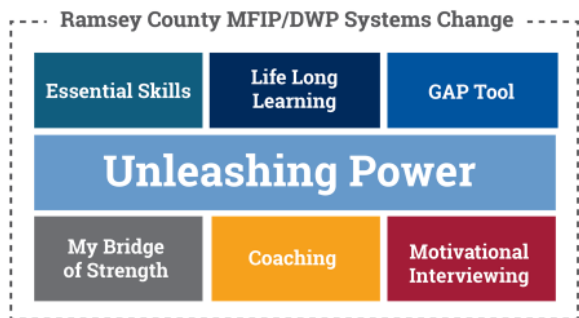
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Ramsey County System Change

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Coaching is part of our systems change effort



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Why Ramsey County Selected a Coaching Approach

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

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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.

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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 & Gaurin

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<p>Slide 11</p>  <p>What is Coaching?</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>Slide 12</p> <p>Coaching Defined....</p> <p><i>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.</i></p> <p>~ Jim Merhaut ~</p> <p>www.pcghumanservices.com Introduction to Coaching © Copyright Public Consulting Group, Inc. 2015 23</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>Slide 13</p> <p>Coaching: One tool in the toolbox</p>  <ul style="list-style-type: none"> ▪ 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. <p>www.pcghumanservices.com Introduction to Coaching © Copyright Public Consulting Group, Inc. 2015 25</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

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Coaching Framework



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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.

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Relationship-Based



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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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

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“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.

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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

Crittendon 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 Crittendon Women's Union

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Activity: Motivational Interviewing (MI) Review

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

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See activity worksheet on page 24.

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**Development, Research and Application:
 MI vs. Coaching**

MI	Coaching
<ul style="list-style-type: none"> Addiction Counseling Born in the 1980's Clinical Psychologists: Miller and Rollnick 185+ studies on MI effectiveness in treatment, retention, engagement and outcome 	<ul style="list-style-type: none"> Multiple "helping" professions Currently Emerging Multiple Leaders Evidence-based finding are promising, spurring further research

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



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**Person
Centered**

MI vs. Coaching Tenet One

MI Spirit vs. Coaching Mindset

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Complementary Mental Attitudes...

MI Spirit	Coaching Mindset
<ul style="list-style-type: none"> ▪ Collaboration <ul style="list-style-type: none"> ○ A partnership that honors the client's perspective ▪ Evocation <ul style="list-style-type: none"> ○ Resources for change lie within the client ▪ Autonomy <ul style="list-style-type: none"> ○ Affirmation of the client's right to self-determination 	<ul style="list-style-type: none"> ▪ Partnership of Equals <ul style="list-style-type: none"> ○ A partnership that honors person's expertise and experience ▪ Ownership <ul style="list-style-type: none"> ○ Progress is made when individuals are in the drivers seat of their journey ▪ Choice <ul style="list-style-type: none"> ○ The participant is resourceful and can choose how he/she responds to life

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... 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



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MI vs. Coaching Tenet Two

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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.

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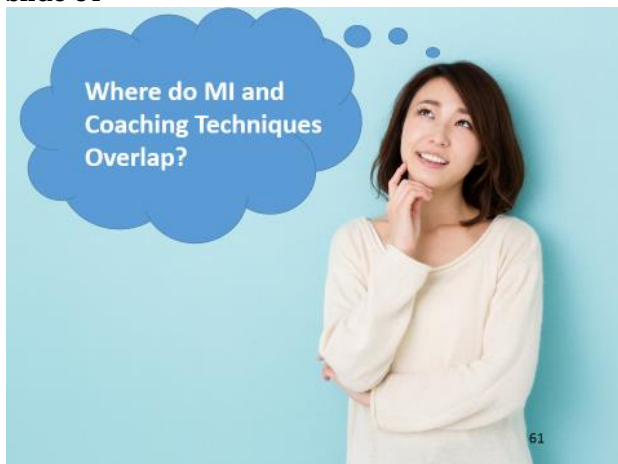
MI techniques not prevalent in Coaching

MI Technique	Coaching Alternative
<ul style="list-style-type: none"> ▪ "Rolling with Resistance" <ul style="list-style-type: none"> ▪ MI is a technique that helps therapists make progress with extremely difficult participants. Resistance is expected. 	<ul style="list-style-type: none"> ▪ Coaching does not assume that the participants are resistant. This MI technique is useful in coaching, but not prominent in coaching theory.

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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

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Overview of Key Coaching Techniques:



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The Art of Active Listening



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Overview of Key Coaching Techniques:



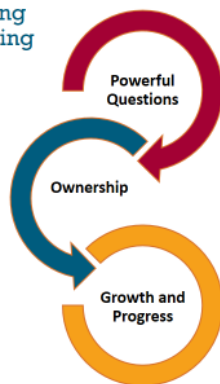
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Powerful Questions in Coaching
 versus Motivational Interviewing

- 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

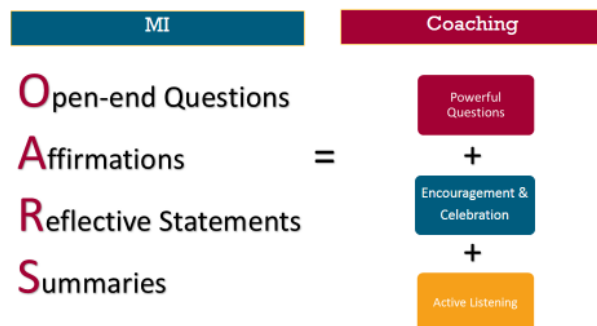


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Summary:
 Similarities in MI and Coaching Techniques



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Practicing Powerful Questions

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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)

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Closed versus Open-Ended Questions

<p><i>Closed-Ended questions elicit "yes/no" or single word answers.</i></p> <p>Use close-ended questions when:</p> <ul style="list-style-type: none"> ▪ 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 	<p><i>Open-Ended questions cannot be answered with "yes/no."</i></p> <p>Use open-ended questions:</p> <ul style="list-style-type: none"> ▪ 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
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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?"

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Activity

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

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See activity worksheet on page 25.

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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.

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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.

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See activity worksheet on page 25.

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

Why use MI?	Why use Coaching?
<ul style="list-style-type: none"> • Build Rapport • Overcome Resistance • Motivate and Engage 	<ul style="list-style-type: none"> • Build Rapport • Build on areas of current engagement • Develop Essential Skills • Assist in Goal Attainment
Ultimate Goal: <i>Participant commits to change</i>	Ultimate Goal: <i>Participant is self-sufficient</i>

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MI vs. Coaching Tenet Three

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What does Coaching offer that MI does not?

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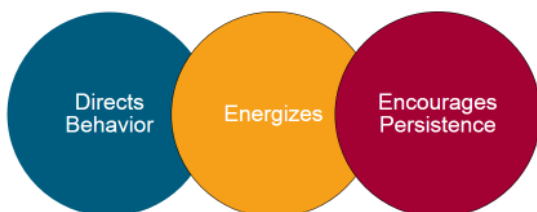
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Coaching revolves around goals setting and attainment. Why are goals important?



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Goal setting works because it...



Dawson & Guare

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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.*

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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

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When Should I use MI and/or Coaching?

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Motivational Interviewing + Coaching: The Dynamic Duo

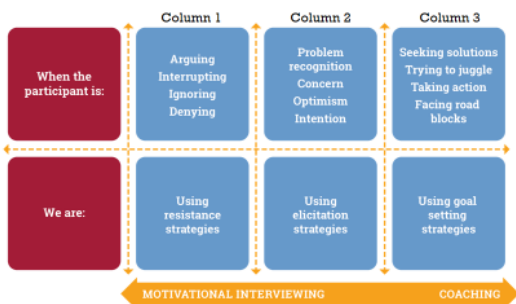


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Participant Action vs. Our Reaction



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Coaching through Crisis

Name: _____
Date: _____
Case #: _____

Ramsey County Workforce Solution's My Bridge of Strength

Housing	Transportation	Health	Childcare	Social Support	Education	Financial and Legal	Employment
I have stable and safe, unsubsidized housing.	I have reliable transportation and backup.	I have reliable child care and backup.	I have reliable child care and backup.	I have reliable child care and backup.	I have reliable child care and backup.	I have reliable child care and backup.	I have reliable child care and backup.
I have stable and safe housing that is subsidized.	I have reliable transportation but no backup.	I have reliable child care but no backup.	I have reliable child care but no backup.	I have reliable child care but no backup.	I have reliable child care but no backup.	I have reliable child care but no backup.	I have reliable child care but no backup.
I am living in temporary housing, unsafe, or at risk of losing housing.	I have child care but it's not reliable.	I have reliable transportation but no backup.	I have reliable child care but no backup.	I have reliable child care but no backup.	I have reliable child care but no backup.	I have reliable child care but no backup.	I have reliable child care but no backup.
My health prevents my employment.	I have no child care.	I have reliable transportation but no backup.	I have reliable child care but no backup.	I have reliable child care but no backup.	I have reliable child care but no backup.	I have reliable child care but no backup.	I have reliable child care but no backup.

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<p>Slide 56</p> <div data-bbox="191 302 266 386"> <p>Activity</p> </div> <p>Activity: Case Studies</p> <ol style="list-style-type: none"> 1. Review the situations in your Participant Guide. 2. Follow the Instructions and determine the appropriate technique to use: MI or Coaching. <div data-bbox="168 709 782 735"> <p>www.pcghumanservices.com Introduction to Coaching © Copyright Public Consulting Group, Inc. 2015 113</p> </div> <p><i>See activity worksheet on page 28-29.</i></p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>Slide 57</p> <div data-bbox="168 827 786 1289"> <p>Review and Wrap-Up</p> </div>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>Slide 58</p> <p>What we learned.....</p> <ul style="list-style-type: none"> ▪ 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 <div data-bbox="168 1793 782 1818"> <p>www.pcghumanservices.com Introduction to Coaching © Copyright Public Consulting Group, Inc. 2015 117</p> </div>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

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Questions



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ACTIVITIES



Motivational Interviewing Review Worksheet

1. What is “Motivational Interviewing”:

2. Define “Ambivalence”:

3. What is “MI Spirit”? Below we provide the opposite of MI Spirit to give you hints:
 - a. Confrontation: _____
 - b. Education: _____
 - c. Authority : _____

4. Write the word that represents each letter of the following MI acronyms:

R - _____	O - _____	D - _____
E - _____	A - _____	A - _____
D - _____	R - _____	R - _____
S - _____	S - _____	N - _____

5. Lists a few traps to avoid in MI:
 - a. _____
 - b. _____
 - c. _____
 - d. _____



Powerful Questions Worksheet

Exercise One: Converting Closed-ended Questions

1. How many children do you have?
 - a.
 - b.
2. Do you want to work?
 - a.
 - b.
3. Do you need money for transportation?
 - a.
 - b.

Exercise Two: Forming Good Questions

Read the client statement and then write two open-ended questions in response to the content.

1. It doesn't make sense for me to get a job right now.
 - a.
 - b.
2. My child has a developmental disability, so I can't do anything but stay home and take care of her.
 - a.
 - b.
3. I was a surgeon in my home country. I would really like to be a doctor here, too.
 - a.
 - b.



Examples of Powerful Questions

Powerful questions are provocative queries that put a halt to evasion and confusion. By asking the powerful question, the coach invites the client to clarity, action, and discovery at a whole new level. As you can see from the following examples, these generally are open-ended questions that create greater possibility for expanded learning and fresh perspective.

Anticipation What is possible? What if it works out exactly as you want it to? What is the dream? What is exciting to you about this? What is the urge? What does your intuition tell you?	Assessment What do you make of it? What do you think is best? How does it look to you? How do you feel about it? What resonates for you?
Clarification What do you mean? What does it feel like? What is the part that is not yet clear? Can you say more? What do you want?	Elaboration Can you tell me more? What else? What other ideas/thoughts/feelings do you have about it?
Evaluation What is the opportunity here? What is the challenge? How does this fit with your plans/way of life/values? What do you think that means?	Example What is an example? For instance? Like what? Such as? What would it look like?
Exploration What is here that you want to explore? What part of the situation have you not yet explored? What other angles can you think of? What is just one more possibility? What are your other options?	For Instance If you could do it over again, what would you do differently? If it had been you, what would you have done? How else could a person handle this??
Fun as Perspective What does fun mean to you? What was humorous about the situation? How can you make this more fun? If you were to teach people how to have fun, what would you say?	History What caused it? What led up to it? What have you tried so far? What do you make of it all?
Implementation What is the action plan? What will you have to do to get the job done? What support do you need to accomplish it? What will you do? When will you do it?	Integration What will you take away from this? How do you explain this to yourself? What was the lesson? How can you make sure you remember what you have learned? How would you pull all this together?

Learning What would you do, if your life depended on taking action? If you had free choice in the matter, what would you do? What would you do, if the same thing came up again? If we could wipe the slate clean, what would you do? What would you do, if you could do it over?	Options What are the possibilities? If you had your choice, what would you do? What are possible solutions? What will happen if you do, and what will happen if you don't? What options can you create?
Outcomes What do you want? What is your desired outcome? If you got it, what would you have? How will you know you have reached it? What would it look like?	Perspective When you are ninety-five years old, what will you want to say about your life? What will you think about this five years from now? How does this relate to your life purpose? In the bigger scheme of things, how important is this?
Planning What do you plan to do about it? What is your game plan? What kind of plan do you need to create? How do you suppose you could improve the situation? Now what?	Predictions How do you suppose it will all work out? What will that get you? Where will this lead? What are the chances of success? What is your prediction?
Resources What resources do you need to help you decide? How do you suppose you can find out more about it? What kind of picture do you have right now? What resources are available to you?	Starting the Session What's occurred since we last spoke? What would you like to talk about? What's new/the latest/the update? How was your week? Where are you right now?
Substance What seems to be the trouble? What seems to be the main obstacle? What is stopping you? What concerns you the most about . . . ? What do you want?	Summary What is your conclusion? How is this working? How would you describe this? What do you think this all amounts to? How would you summarize the effort so far?
Taking Action What action will you take? And after that? What will you do? When? Is this a time for action? What action? Where do you go from here? When will you do that? What are your next steps? By what date or time will you complete these steps?	

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Coaching or Motivational Interviewing Worksheet

Instructions: Below are five example scenarios a person may face when working with a participant. Answer the following questions for each scenario:

1. *Where is the participant on the continuum? (Column 1, 2, or 3)*
2. *What general techniques might be effective?*
3. *Are these techniques considered Coaching or MI?*

Example:

A participant comes to you and is angry because a benefit she was expecting to receive is late.

1. *Column 1*
2. *Resistance Techniques*
3. *MI or Coaching*

Situation 1:

When a participant first joins the program, she says she really wants to work. A few meetings later, she firmly states she can't because she has young children and wants to explore some training options. A few weeks later she calls in a panic saying she needs money and job right away. Later that day she leaves you a message saying that she can just borrow it from her cousin. You try to tell her that she should work so this doesn't happen, and she firmly states that she will not work until her kids are older.

1. _____
2. _____
3. _____

Situation 2:

A participant is almost always late and never brings the documents that you need. She is engaged and pleasant when she eventually does show up.

1. _____
2. _____
3. _____

Situation 3:

A participant wants to go back to school for something in medical services, but he isn't quite sure which program to choose and asks if you can find one for him.

1. _____
2. _____
3. _____

Situation 4:

A participant has become difficult to reach, and it is very hard to get him to do what you need him to. He is danger of non-compliance and sanction.

1. _____
2. _____
3. _____

Situation 5:

A participant was in school for a year but is struggling to balance her multiple responsibilities. She comes to you in tears, stating she feels overwhelmed and doesn't know what to do.

1. _____
2. _____
3. _____



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