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 Verbal One (Person-Centered)
  - Coaching Verbal Two (Relationship Centered)
  - How and when to utilize Powerful Questions
  - Coaching Verbal 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 Career Development Coaching, Certified in Motivational Interviewing
  - Focused areas: facilitation, training, coaching, curriculum design, program design, process improvement, capacity building, and organizational performance
  - Bachelor of Science in Business, a minor in Organizational Management and Leadership

- **Peta Booth; Public Consulting Group – Consultant & Trainer**
  - Certified in Motivational Interviewing
  - 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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Image of a survey with the word "SURVEY" pinned to a cork board.

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Text: Ramsey County System Change

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Text: Coaching is part of our systems change effort

Diagram: Ramsey County MFIP/DWP Systems Change
- Essential Skills
- Life Long Learning
- GAP Tool
- Unleashing Power
- My Bridge of Strength
- Coaching
- Motivational Interviewing
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Why Ramsey County Selected a Coaching Approach

<table>
<thead>
<tr>
<th>Focus of Past System</th>
<th>Focus of the Current and Future System</th>
</tr>
</thead>
<tbody>
<tr>
<td>Process driven measures</td>
<td>Outcome driven measures</td>
</tr>
<tr>
<td>Staff driven goal development</td>
<td>Participant driven goal development</td>
</tr>
<tr>
<td>Support inability</td>
<td>Unleash ability</td>
</tr>
<tr>
<td>One-size-fits-all</td>
<td>Individuality &amp; Choice</td>
</tr>
</tbody>
</table>

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How Coaching leads to improved participant and organizational outcomes

- Applied Coaching Techniques
- Essential Skills Development
- Reduced Stress
- Goal Attainment
- Increased WTH and TSS Outcomes
- Participant Independence and Self-Sufficiency

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 Direct3 & Care
### Slide 11

**What is Coaching?**

### Slide 12

**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 Merzari~

### Slide 13

**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.
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Coaching Framework

- Coaching
  - Person Centered
  - Relationship Based
  - Goal Driven

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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

<table>
<thead>
<tr>
<th>Mindset (essential attitude)</th>
<th>Toolkit (techniques)</th>
<th>Coaching Relationship</th>
</tr>
</thead>
<tbody>
<tr>
<td>Partnership of Equals</td>
<td>Active Listening</td>
<td>Authentic</td>
</tr>
<tr>
<td>Choice</td>
<td>Powerful Questions</td>
<td>Empathetic</td>
</tr>
<tr>
<td>Patience</td>
<td>Constructive Feedback</td>
<td>Professional</td>
</tr>
<tr>
<td>Self-awareness</td>
<td>Affirmation</td>
<td>Productive</td>
</tr>
</tbody>
</table>

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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

<table>
<thead>
<tr>
<th>Original Field</th>
<th>&quot;Borrowed Theory&quot;</th>
<th>Evidence</th>
<th>Coaching Application</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychotherapy:</td>
<td>Carl Rogers</td>
<td>&quot;Person-centered approach and “Learner-centered teaching”</td>
<td>1941 – first study showing effectiveness. Non-directive, non-threatening, facilitator of learning</td>
</tr>
<tr>
<td>Cognitive-Behavioral Field:</td>
<td></td>
<td></td>
<td>Goal setting techniques</td>
</tr>
<tr>
<td>&quot;Correspondence Training&quot;: verbal commitment to engage in behavior</td>
<td>Roter and Hart (1963) and Flesch (1972)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Education: Vygotsky’s notion of the zone of proximal development</td>
<td>&quot;Scaffolding&quot;: the gradual use of questions to support students without giving them answers</td>
<td>A foundational teaching technique used nationally</td>
<td></td>
</tr>
<tr>
<td>Goal attainment technique</td>
<td>Guane and Davison, 2012; Rogers, 2012</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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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 PTS San Diego WTW Program

Crittenton Women’s Union has seen an increase in wages from **$3.36/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: Motivational Interviewing (MI) Review

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

See activity worksheet on page 24.

Development, Research and Application: MI vs. Coaching

<table>
<thead>
<tr>
<th>MI</th>
<th>Coaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Addiction Counseling</td>
<td>• Multiple “helping” professions</td>
</tr>
<tr>
<td>• Born in the 1960s</td>
<td>• Currently Emerging</td>
</tr>
<tr>
<td>• Clinical Psychologists: Miller and Rollnick</td>
<td>• Multiple Leaders</td>
</tr>
<tr>
<td>• 1854 studies on MI effectiveness in treatment, retention, engagement and outcome</td>
<td>• Evidence-based finding are promising, spurring further research</td>
</tr>
</tbody>
</table>
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If we were training on MI... it would be 1989

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MI vs. Coaching Tenet One
MI Spirit vs. Coaching Mindset

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Complementary Mental Attitudes...

<table>
<thead>
<tr>
<th>MI Spirit</th>
<th>Coaching Mindset</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Collaboration</td>
<td>• Partnership of Equals</td>
</tr>
<tr>
<td>- A partnership that honors the client’s perspective</td>
<td>- A partnership that honors the participant’s experience and expertise</td>
</tr>
<tr>
<td>• Evocation</td>
<td>• Ownership</td>
</tr>
<tr>
<td>- Supports the client to engage in new behaviors</td>
<td>- Progress is made when the participant is the drivers seat of their journey</td>
</tr>
<tr>
<td>• Autonomy</td>
<td>• Choice</td>
</tr>
<tr>
<td>- Affirmation of the client’s right to self-determination</td>
<td>- The participant is empowered and can choose how he/she responds to life</td>
</tr>
</tbody>
</table>
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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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What parts of MI don’t apply to Coaching?
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**MI techniques not prevalent in Coaching**

### MI Technique
- **“Ambivalence to Change”**
  - MI was originally used with clients who had emotional and psychological dependence and resistance.

- **“Develop Discrepancy”**
  - An MI technique wherein the client identifies the gap between their current situation and their desired future state.
  - The coach helps the client explore the reasons for the discrepancy.

- **“Change Talk”**
  - MI technique where the therapist solicits the participant’s arguments for change.

### Coaching Alternative
- Coaching is strength-based, meaning that coaching techniques are used in accordance with the client’s strengths and desires.

- There is no emphasis on creating a formal change plan or goal-setting.
  - Instead, coaching focuses on building and recognizing the client’s existing strengths and weaknesses, which are then built upon.

- Rather than focusing on change, coaching emphasizes positive change and personal growth.

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**MI techniques not prevalent in Coaching**

### MI Technique
- **“Rolling with Resistance”**
  - MI is a technique that helps therapists make progress with at-risk or difficult participants. Resistance is expected.

### Coaching Alternative
- 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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**Where do MI and Coaching Techniques Overlap?**
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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
Belief that the Participant has a Choice
Avoiding Mental Judgments
Optimism: Belief in Personal Control

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Overview of Key Coaching Techniques:

- Active Listening
- Encouragement & Celebration
- Powerful Questions
- Goal Setting
- Constructive Feedback

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The Art of Active Listening

- Removing all distractions
- Using Reflective Statements
- Listening to speaker's signs and sounds
- Summarizing
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Overview of Key Coaching Techniques:

- Archive Listening
- Encouragement & Celebration
- Powerful Questions
- Goal Setting
- Constructive Feedback

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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.
  - TALE AWAY: Less regimented

- Coaching uses 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

<table>
<thead>
<tr>
<th>MI</th>
<th>Coaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>Open-end Questions</td>
<td>Powerful Questions</td>
</tr>
<tr>
<td>Affirmations</td>
<td>Encouragement &amp; Celebration</td>
</tr>
<tr>
<td>Reflective Statements</td>
<td>Archive Listening</td>
</tr>
<tr>
<td>Summaries</td>
<td></td>
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</tbody>
</table>

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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

**Closed-ended questions:**
- Short, simple, answer can be “yes” or “no” or a single word
- Use closed-ended questions when you:
  - Have bad rapport or have not established trust
  - Have not established rapport
  - Want a yes/no answer, or very simple answer

**Open-ended questions:**
- Lives and invites people to talk
- Use open-ended questions when you:
  - In your first three minutes 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

<table>
<thead>
<tr>
<th>Closed-Ended Questions</th>
<th>Open-Ended Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Don’t you want to keep your cash assistance?”</td>
<td>“What are the benefits of participating?”</td>
</tr>
<tr>
<td>“Do you have a car?”</td>
<td>“So, tell me about how you get around town?”</td>
</tr>
<tr>
<td>“Can you just go to ask the school to send me the information?”</td>
<td>“What are some solutions to this problem?”</td>
</tr>
</tbody>
</table>

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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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Not all Open-Ended Questions are “Powerful”

<table>
<thead>
<tr>
<th>Open-Ended Questions</th>
<th>Why it’s not “Powerful”</th>
</tr>
</thead>
<tbody>
<tr>
<td>“What if you bought a planner and wrote your appointments down?”</td>
<td>This question gives advice. It problem solves for the participant, rather than asking the participant to problem solve for themselves.</td>
</tr>
<tr>
<td>“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?”</td>
<td>This might not be judging if the participant showed concern about being at home more. But if they didn’t, this question puts a value judgment on the decision the participant is making.</td>
</tr>
</tbody>
</table>

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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.

See activity worksheet on page 25.

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

<table>
<thead>
<tr>
<th>Why use MI?</th>
<th>Why use Coaching?</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Build Rapport</td>
<td>• Build Rapport</td>
</tr>
<tr>
<td>• Overcome Resistance</td>
<td>• Build on areas of current engagement</td>
</tr>
<tr>
<td>• Motivate and Engage</td>
<td>• Develop Essential Skills</td>
</tr>
<tr>
<td><strong>Ultimate Goal:</strong> Participant commits to change</td>
<td>• Assist in Goal Attainment</td>
</tr>
</tbody>
</table>

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MI vs. Coaching Tenet Three
<table>
<thead>
<tr>
<th>Slide 47</th>
<th>What does Coaching offer that MI does not?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<table>
<thead>
<tr>
<th>Slide 48</th>
<th>Coaching revolves around goals setting and attainment. Why are goals important?</th>
</tr>
</thead>
<tbody>
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<thead>
<tr>
<th>Slide 49</th>
<th>Goal setting works because it...</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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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**
  - OED
  - 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

MI → COACHING

PROGRESS IS NOT LINEAR

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Participant Action vs. Our Reaction

<table>
<thead>
<tr>
<th>Column 1</th>
<th>Column 2</th>
<th>Column 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arguing interpersonally Ignoring Denying</td>
<td>Problem recognition Communication Distraction Retention</td>
<td>Seeking solutions Triage to juggle Taking action Facing road blocks</td>
</tr>
</tbody>
</table>

Using resistance strategies

Using accommodation strategies

Using goal setting strategies

Adapted from Miller & Rollnick, 2002

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Coaching through Crisis

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**Activity: Case Studies**

1. Review the situations in your Participant Guide.

2. Follow the Instructions and determine the appropriate techniques to use: MI or Coaching.

See activity worksheet on page 28-29.

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**Review and Wrap-Up**

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*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
### Slide 59

**Questions**

1. ____________________________
2. ____________________________
3. ____________________________
4. ____________________________

### Slide 60

![Survey Image]

### Slide 61

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  - (815) 983-0614

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References

- Dawson and Guine, Coaching Students with Executive Skills Deficits. 2012 New York, NY.
- Odyssey Training Center, Motivational Interviewing, course handouts. Denver, Colorado.
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.**

<table>
<thead>
<tr>
<th>Anticipation</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is possible?</td>
<td>What do you make of it?</td>
</tr>
<tr>
<td>What if it works out exactly as you want it to?</td>
<td>What do you think is best?</td>
</tr>
<tr>
<td>What is the dream?</td>
<td>How does it look to you?</td>
</tr>
<tr>
<td>What is exciting to you about this?</td>
<td>How do you feel about it?</td>
</tr>
<tr>
<td>What is the urge? What does your intuition tell you?</td>
<td>What resonates for you?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Clarification</th>
<th>Elaboration</th>
</tr>
</thead>
<tbody>
<tr>
<td>What do you mean?</td>
<td>Can you tell me more?</td>
</tr>
<tr>
<td>What does it feel like?</td>
<td>What else?</td>
</tr>
<tr>
<td>What is the part that is not yet clear?</td>
<td>What other ideas/thoughts/feelings do you have about it?</td>
</tr>
<tr>
<td>Can you say more?</td>
<td></td>
</tr>
<tr>
<td>What do you want?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Evaluation</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is the opportunity here?</td>
<td>What is an example?</td>
</tr>
<tr>
<td>What is the challenge?</td>
<td>For instance?</td>
</tr>
<tr>
<td>How does this fit with your plans/way of life/values?</td>
<td>Like what?</td>
</tr>
<tr>
<td>What do you think that means?</td>
<td>Such as?</td>
</tr>
<tr>
<td></td>
<td>What would it look like?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Exploration</th>
<th>For Instance</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is here that you want to explore?</td>
<td>If you could do it over again, what would you do differently?</td>
</tr>
<tr>
<td>What part of the situation have you not yet explored?</td>
<td>If it had been you, what would you have done?</td>
</tr>
<tr>
<td>What other angles can you think of?</td>
<td>How else could a person handle this??</td>
</tr>
<tr>
<td>What is just one more possibility?</td>
<td></td>
</tr>
<tr>
<td>What are your other options?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fun as Perspective</th>
<th>History</th>
</tr>
</thead>
<tbody>
<tr>
<td>What does fun mean to you?</td>
<td>What caused it?</td>
</tr>
<tr>
<td>What was humorous about the situation?</td>
<td>What led up to it?</td>
</tr>
<tr>
<td>How can you make this more fun?</td>
<td>What have you tried so far?</td>
</tr>
<tr>
<td>If you were to teach people how to have fun, what would you say?</td>
<td>What do you make of it all?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Implementation</th>
<th>Integration</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is the action plan?</td>
<td>What will you take away from this?</td>
</tr>
<tr>
<td>What will you have to do to get the job done?</td>
<td>How do you explain this to yourself?</td>
</tr>
<tr>
<td>What support do you need to accomplish it?</td>
<td>What was the lesson?</td>
</tr>
<tr>
<td>What will you do?</td>
<td>How can you make sure you remember what you have learned?</td>
</tr>
<tr>
<td>When will you do it?</td>
<td>How would you pull all this together?</td>
</tr>
</tbody>
</table>

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??

History

- What caused it?
- What led up to it?
- What have you tried so far?
- What do you make of it all?
### 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. _____________________________________________________________________