Ramsey County
Introduction to Coaching Training

TRAINER'S GUIDE

July 13 – 16, 2015

PCG | *Human Services*
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Coaching Training General Course Information

Coaching Training Course - Description

In this training, participants will learn the fundamentals of coaching and how to appropriately and effectively use Coaching as a case management technique with other techniques, such as Motivational Interviewing (MI).

Coaching Training Course - Learning Goal

Participants who participate in this training series will be introduced to coaching theory and practice and apply both to their daily work for the purpose of better serving families. Participants will have clear understanding on how coaching technique complements MI technique.

Coaching Training Course - Learning Objectives

Using coaching techniques, participants will:

- Understand key coaching concepts,
- Demonstrate acquired knowledge of coaching techniques,
- Demonstrate a shift in mindset toward coaching, and
- Understand when to use coaching techniques.

Length of Training

Approximate length of each module in the series is 3 hours.

Training Modality & Delivery Format

This facilitated, workshop style training will be delivered using a variety of techniques that include lecture, interactive discussion, group work, and pre and post-knowledge assessments.

Adult learning principles will be applied heavily here: Trainers will recognize participant's expertise and experience, provide reasons why the training is occurring, immediately encourage a connection to individuals' practical experience and show application to daily work.

Training room should be arranged with round or rectangular tables that seat approximately 8 participants. This type of seating arrangement promotes interactive learning and discussion, a method preferred by adult learners.

Learning Materials

- Trainer Lesson Guide & accompanying PowerPoint presentation
- Participant Learning Guide (including all activities, materials and worksheets)
- Projector
- Name tags or table tents

Assessments & Evaluations

- Pre-Learning Assessment
- Post-Learning Assessment
- Course Evaluation

1   Introductory Coaching Training

Introductory Coaching Module - Description

In the Introductory Training, Trainers will train Employment Counselors and Employment Counselor aides, trainers and other staff members working with Employment Services, including administration, on the basics of Coaching, couching all concepts into existing context and knowledge. Administrative staff will be in a separate cohort from supervisors and direct services staff. Supervisors, data specialists and direct services staff will be organized in their own cohorts.

Introductory Coaching Module - Learning Goal

The goal of this training module is for participants to obtain the knowledge and skills needed to appropriately apply basic coaching concepts in their daily work in order for participants to realize their power and achieve their self-identified goals.

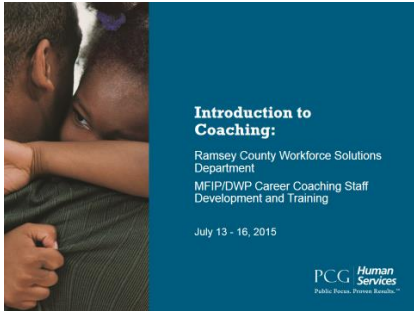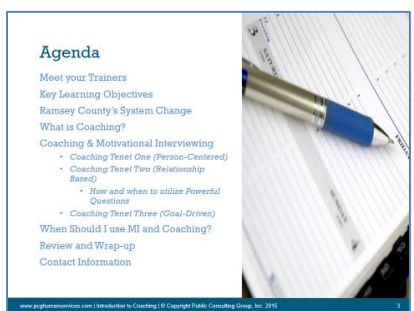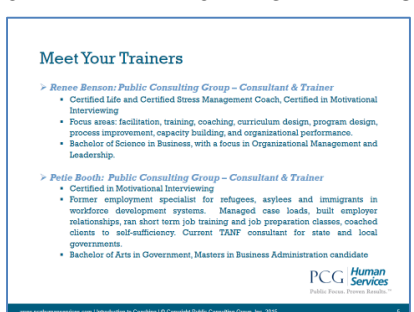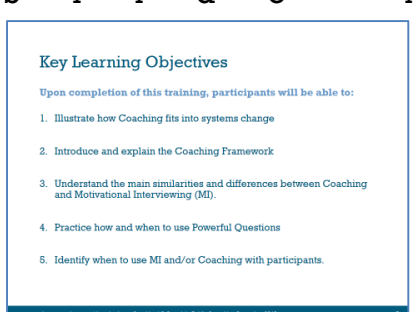### Introductory Coaching Module - Learning Objectives

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

- Illustrate how Coaching fits into Ramsey County systems change
- Introduce and explain the Coaching Framework
- Understand the main similarities and differences between Coaching and Motivational Interviewing (MI)
- Identify when to use MI and/or Coaching with participants
- Practice using of Powerful Questions

Assessment(s)
- Coaching Mindset Survey
- Pre-Training Assessment
- Post-Training Assessment

Introductory Coaching Training Module - Lesson Plan

|	
S l i d e 1	**Cover Slide** **Welcome & Introductions** *In this segment, trainers will introduce the main topic of the training and thank everyone for their time.*
S l i d e 2	**Agenda & Housekeeping** *The Trainers will:* ▪ *provide an overview of the training agenda and schedule for the session;* ▪ *briefly discuss the types of activities that participants can expect to engage in;* ▪ *share some basic housekeeping rules to put everyone on the same page (for example: respect other's views etc.); and* ▪ *hand out participant guides.*
S l i d e 3	**Meet Your Trainers** ▪ *Provide participants with brief bio on trainers. The primary purpose is to build rapport with participants and show Trainer's understanding of the TANF program and the populations served. Staff should clearly see trainer's understanding of the daily challenges faced by staff, and most importantly, staff need to see Trainers as knowledgeable with MI and coaching concepts.* ▪ *Depending on the size of the group and their familiarity with each other, other kinds of introduction activities may be included.*
S l i d e 4	**Learning Objectives** *Trainer review the training learning objectives with participants.*

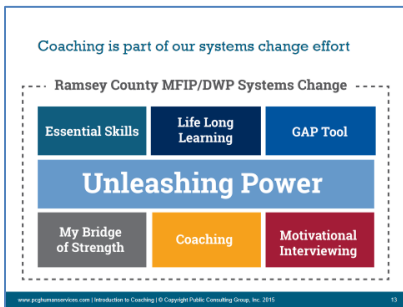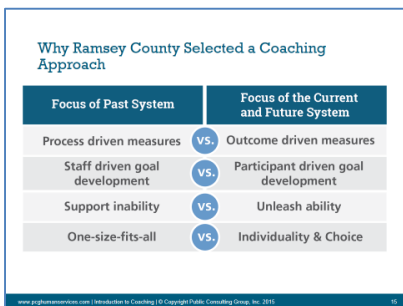|	

S l i d e 5	**Pre-Assessment: Coaching Mindset Survey**
	▪ *In this activity, participants take a pre-training survey evaluating their mindset towards coaching.*
	   o *Explain that that this is a survey that will be given today and at the end of the training series.*
	   o *Explain that we want to see how individuals and groups respond to the trainings but that discrete information about individual results won't be shared with the county.*
	▪ *Trainer administer the survey and collect them when they are finished.*
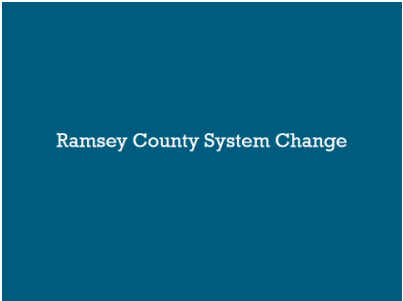
S l i d e 6	▪ ▪ ***Section Break: Ramsey County' System Change***
S l i d e 7	**Coaching is Part of Ramsey's Systems Change Effort** ▪ *Convey that coaching is one part of Ramsey County's systems change.* ▪ *Coaching links to other elements of the system change in which staff will experience and receive training.*
S l i d e 8	**Why Ramsey County Selected a Coaching Approach** ▪ *Review the slide and discuss the findings in the system wide assessment that led to the systems change effort.*
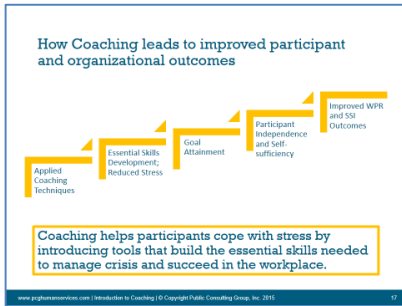
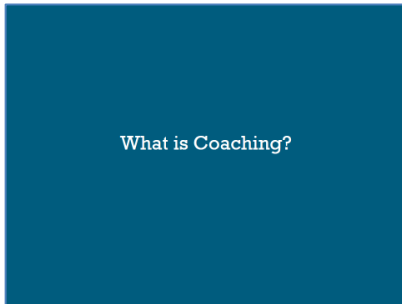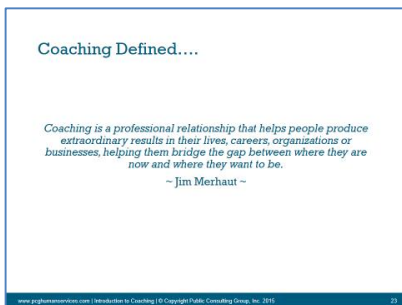| Slide	Content
Slide 9 How Coaching leads to improved participant and organizational outcomes Coaching helps participants cope with stress by introducing tools that build the essential skills needed to manage crisis and succeed in the workplace.	**How Coaching Leads to Improved Participant and Organizational Outcomes** *Trainer will explain:* ▪ *How coaching helps participants cope with stress, by introducing tools that build the essential skills needed to manage crisis and succeed in the workplace.* ▪ *Managing crisis and stress, coupled with goal directed behaviors leads to goal attainment on a small and large scale.* ▪ *When successful, coaching relationships and applied coaching techniques lead to improved WPR and SSI outcomes.*
Slide 10 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 & Guare*	**Coaching supports essential skills needed by employers because it…** ▪ *Trainer will use this slide to further explain in greater detail how coaching techniques supports essential skills that participants need in order to find and keep a job, grow their career and reach their goals.*
Slide 11 What is Coaching?	*Section Break: 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 Merhaut ~*	**Coaching Defined** ▪ *Review the definition of coaching with participants and ask them to take a few minutes to reflect on the definition.* ▪ *Engage participants in a brief discussion about their perception of coaching compared to the definition.* **Note to Trainer:** *This discussion will provide insight into the attitudes and mindset of your audience.*

S l i d e 1 3 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. www.pcghumanservices.com	Introduction to Coaching	© Copyright Public Consulting Group, Inc. 2015 25	**Coaching: One tool in the toolbox** ▪ *Review the slide with participants. Emphasize:* - *Coaching isn't just what you do it is the intention and "mindset" you bring to it* - *There are situations where coaching is less appropriate.* - *Clients in crisis still have areas of strength. Coaching builds on and nudges strength.* - *Coaching is a technique that will be applied to tools Ramsey is implementing*
S l i d e 1 4 Coaching Framework - - - COACHING - - - Person Centered	Relationship Based	Goal Driven www.pcghumanservices.com	Introduction to Coaching	© Copyright Public Consulting Group, Inc. 2015 27	**Coaching Framework:** ▪ *Review each pillar in the coaching foundation.* ▪ *Explain to participants that all coaching relationships, regardless of the "niche" (i.e., executive coaching, weight loss coaching, life coaching, etc.) consists of these core components.* ▪ *Inform learners that we will discuss each pillar in further depth.*
S l i d e 1 5 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. www.pcghumanservices.com	Introduction to Coaching	© Copyright Public Consulting Group, Inc. 2015 29	**Person-Centered:** *The first tenet of coaching is a person-centered approach.* ▪ *This means that the participant - their goals and experiences - directs what you do together more than the rules, regulations, getting your paperwork in or meeting programmatic goals.* ▪ *Example: Instead of looking at what activities meet participation hours and then encouraging participant into them, first, figure out what the participant wants/hopes to achieve. Then look at potential activities together and figure out what the steps toward goal-achievement.*
S l i d e 1 6 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 www.pcghumanservices.com	Introduction to Coaching	© Copyright Public Consulting Group, Inc. 2015 31	**Relationship-Based** *In this slide, talk about how coaching helps us learn to build better relationships with participants that **lead to improved outcomes** and **are also less conflict ridden**.* ▪ *The first column (**Mindset**) speaks to this "internal shift" a different "mindset" or "intention" you bring to your meetings with participants. (Trainers review the list of types of mindset shifts with participants.)* ▪ *The second column (**Toolkit**) speaks to differences in how you outwardly express yourself to participants. These are things you say and do. These are "techniques" or "methods" of coaching.*

- Mindset (mental attitude) shift **coupled** with the use of the Toolkit (techniques) are both necessary in order to create an authentic coaching relationship which is one of:
  - Partnership
  - Rapport
  - Trust
  - Mutual Respect
  - Honesty
  - Empathy
- Outcome, the relationship, is made by a combination of things you can shift to or build on inside yourself and outside yourself.
- We are in the "people" field. Relationships are critical to success.

Slide 17	**Goal-Driven:** *(Coaching, in all its forms, is essentially based on goal setting and achievement)*

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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- Future-focused
  - (unlike therapy, which digs into the past)
- GAP tool and My Bridge of Strength
  - These are tools that are useful in goal setting. When used in combination with coaching mindsets and coaching techniques, these are powerful and can help facilitate coaching.
- Goal Setting, Tracking and Monitoring
  - You can't change what you don't measure

Slide 18

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

"Coaching, by and large, is a pragmatic trade drawing on borrowed theory"
- Rogers, 2012

Original Field	"Borrowed Theory"	Evidence	Coaching Application
Psychotherapy: Carl Rodgers	"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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- Trainer state that in this slide, we give you a brief background of coaching theory. **It will help answer the questions: "So, where do these "pillars of coaching" come from?"** and **"How do we know that coaching works?"**
- Explain that coaching is built from borrowed theory.
- Review the table with participants and state that these are a few examples of the research, evidence, and theory behind the techniques we will be teaching in this training and in subsequent trainings.

Slide 19

Coaching Techniques Showing Promise in Welfare to Work

Coaching Techniques Showing Promise in Welfare to Work

Participants with Job Club instructors who used coaching techniques were **20% more likely** to become employed.
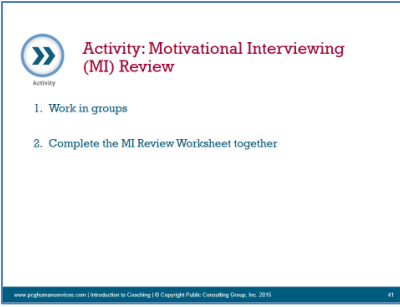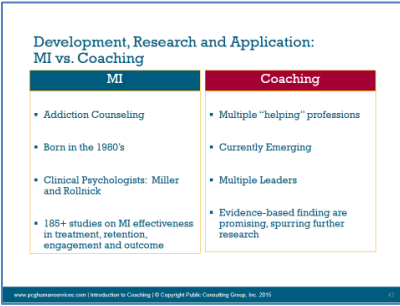*Data from PCG San Diego WTW Program

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.
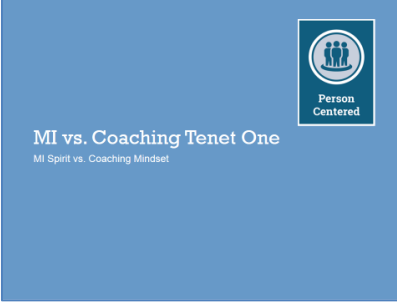*Data provided by Crittenton Women's Union

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- The "Coaching" discipline is starting to create a significant buzz in the Welfare-to-Work arena, as well as other human service areas. It has also been tested in other "helping" professions, like education and disability services.
- These are some examples of other agencies that have used coaching in working with participants to increase their income and gain self-sufficiency. Crittenton Women's Union, for example, created the "Bridge to Self-Sufficiency" which Ramsey adapted to create "My Bridge of Strength." They use

	coaching with their Bridge tool resulting in significant success as shown on this slide.
S l i d e 2 0 Coaching & Motivational Interviewing (MI)	***Section Break: Coaching and Motivational Interviewing (MI)*** *Trainers inform participants that we will now transition into a review of MI followed by a comparison between Coaching and MI.*
S l i d e 2 1 **>>** Activity: Motivational Interviewing (MI) Review Activity 1. Work in groups 2. Complete the MI Review Worksheet together www.pcghumanservices.com | Introduction to Coaching | © Copyright Public Consulting Group, Inc. 2015 #1	**Activity: Motivational Interviewing (MI) Review** *(See Participant Guide page 24)* ▪ *Trainer ask participants to work together to review the main themes of Motivational Interviewing. Because the audience will be comprised of trainers and MI experts, Trainers will pass responsibility for reviewing content to participants and simply guide the discussion.* ▪ *This will be a group activity and will involve kinesthetic, visual and auditory learning elements.* **This review will take about 10 minutes.** ▪ *After participants have reviewed, the Trainers will ask the group for the answers to the review and write the answers on chart paper or a white board.* ▪ *The goal is for participants to be reminded on the main goals, techniques and uses of MI, so that a good comparison to coaching can be drawn.* ▪ *This activity should be driven predominately by the knowledge in the room.*

S l i d e 2 2
 	
Development, Research and Application: MI vs. Coaching
 	
MI · **Coaching**
▪ Addiction Counseling · ▪ Multiple "helping" professions
▪ Born in the 1980's · ▪ Currently Emerging
▪ Clinical Psychologists: Miller and Rollnick · ▪ Multiple Leaders
▪ 185+ studies on MI effectiveness in treatment, retention, engagement and outcome · ▪ Evidence-based finding are promising, spurring further research
 	
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	Development, Research and Application: MI versus. Coaching
	Now we will talk about the similarities and differences between Coaching and MI. First we will talk about these different techniques as two different fields.
	
	Who developed the fields, when and why?
	Overall message: *MI is older and more extensively researched and codified. State that Petie's MI training in CO sounds like it was the exact same training that case mangers received in MN.*
	➢ **Research on MI vs. Coaching**
	   <u>**MI:**</u>
	   ▪ *Extensive research conducted; possibly most researched intervention model in psychotherapy*
	   ▪ *185+ studies on MI effectiveness in treatment, retention, engagement and outcome*
	   ▪ *Techniques are highly standardized*
	   <u>**Coaching:**</u>

<table>
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- ▪ *Promising early research*
- ▪ *Evidence-based finding are promising, spurring further research*
- ▪ *The method is not regulated*
- ➢ **Application of MI vs. Coaching…***Which professions use these techniques?*
- *MI*
  - ▪ *Therapists: Addiction, Mental Health, Psychiatry*
  - ▪ *Health Care workers: primary care, tobacco cessation and recovery*
  - ▪ *Human Services: Vocational Rehabilitation, housing, criminal justice and employment*
- *Coaching*
  - ▪ *Early Childhood Educators*
  - ▪ *Educators working with at-risk students and youth with ADHD and learning disabilities*
  - ▪ *Executive leadership coaches*
  - ▪ *EMERGING: Human Services Case Management*

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S l i d e   2 3

If we were training on MI… it would be 1989

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If we were training on MI…it would be 1989
- ▪ *In this slide, emphasize that MI was revolutionary when it first came out in the 1980s. The use of this practice has spread allowing for it to be studied, the research, modified, applied, and codified.*
- ▪ *Coaching, which has not been in existence as long has also been researched and studied for "evidence-based" results but it's life-span has not been as long as MI.*

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S l i d e   2 4

Person Centered

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

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Section Break: MI vs. Coaching Tenet One

Now we will go in more depth. We will look at the foundational tenets of coaching and then compare and contrast its similarities and differences to MI.

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Slide 25	**Complementary Mental Attitudes…**

Complementary Mental Attitudes…
 	
MI Spirit / **Coaching Mindset**
 	
- 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
 	
- 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
 	
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	Introduction to Coaching	© Copyright Public Consulting Group, Inc. 2015	- *Trainer review this slide with participants, with focus on the similarities between the "**Spirit**" and "**Mindset**".*
			- *Engage participants in an interactive discussion about **their individual** understanding and perspective regarding the "MI Spirit".*

…but they are different

Review this slide as it is written.

Slide 26

… 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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1. **Power relationship**
   a. *MI was bred from therapists and has also been very successful in health care. MI tends to be more hierarchal in practice; doctors and therapist are considered the "experts".*
   b. *In contrast, coaching emphasizes a "relationship of equals; with the participant being the expert of their life and the Coach serving in a supportive role to help keep the Participant on track toward goal achievement.*
2. **The problem was different**
   a. *Why did these techniques develop? What problem was MI trying to solve? Addiction.*
   b. *Ask participants what they know about addiction: chemical dependency. Some of the responses you'll hear are: "The addict is opposed to change". "They are in denial about their addiction."*
   c. *MI techniques were developed in response to this specific problem. However, MI practitioners found that the <u>techniques work with anyone who is having trouble making a change</u>.*
   d. *Coaching was not developed to work with people who have strong resistance to change. It was developed for people who want to meet goals, but may not have all the skills, tools or resources they need to do it independently.*
3. **Starting point is different**
   a. *As mentioned, MI is about making a choice to change.*
   b. *Coaching is about developing the skills, confidence and ownership around problem solving, planning, and life management.*
   c. *Both MI and Coaching can be used for clients who are in crisis situations. MI evokes desire to address the crisis. Coaching, on the other hand addresses areas of the crisis situation where there is existing desire, motivation, hope or strength and asks "How can we get you where you want to be?"*
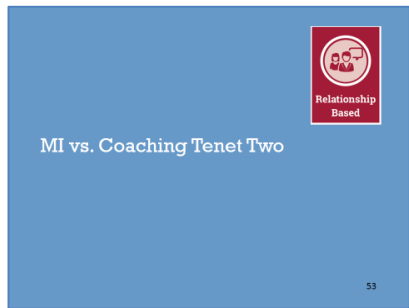
Slide 27 	***Section Break: MI vs. Coaching Tenet Two*** *Here we talk more about how the techniques are similar and different*
Slide 28 	**What parts of MI don't apply to Coaching** *Read this slide and move forward*
Slide 29 	**MI techniques not prevalent in Coaching (slide 1)** *Review this slide as written. For the MI column ask participants to help explain the MI concepts.* ***Trainer: Emphasize that these MI terms are not used in Coaching.***
Slide 30 	**MI techniques not prevalent in Coaching (slide 2)** *Review this slide as written. For the MI column ask participants to help explain the MI concepts.* ***Trainer: Emphasize that these MI terms are not used in Coaching.***
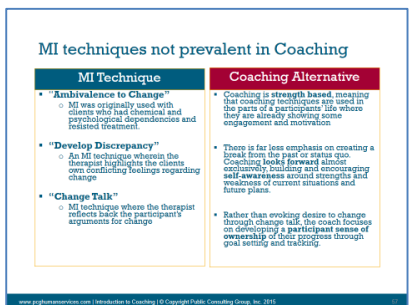
Slide 31 	**Where do MI and Coaching Techniques Overlap** *Read this slide and move forward*
Slide 32 	**They Overlap a Lot** *Read this slide and move forward*
Slide 33 	**Coaching Techniques** ▪ *Trainer explain that this slide shows the key components in the coaching process/toolbox. Explain that the coaching process usually flows in this "back and forth" order however, it can be more fluid. Constructive feedback can be provided at any time that's appropriate.* ▪ *Explain that active listening and powerful questions work hand and hand. Goal-setting, constructive feedback, and encouragement and celebration are often used as complimenting techniques. This doesn't mean that constructive feedback, encouragement or celebration can't also be used with active listening and powerful questions.* ▪ *All of the techniques are valuable and necessary components in the coaching toolbox.*
Slide 34 	**The Art of Active Listening** *Trainer will provide a very high level overview of active listening. Inform participants that "active listening techniques" will be a large part of the intermediate trainings. Here, we simply want to show comparison to MI.* ▪ ***Removing all distractions: (Attentive & In-tune):*** *Briefly explain how internal and external distractions can keep us from being fully attentive to those who are speaking to us.* ▪ ***Listening to Speakers Signs & Sounds (Mirroring):*** *Ask participants, by a show of hands, if they're aware of the importance body language in communication. Trainer inform participants that using the active listening technique called*
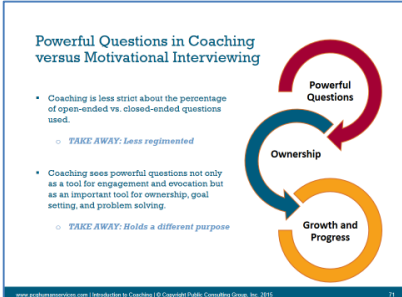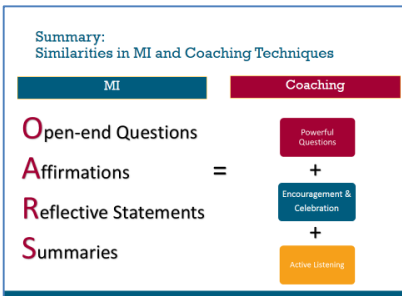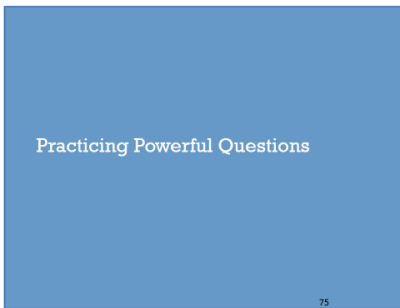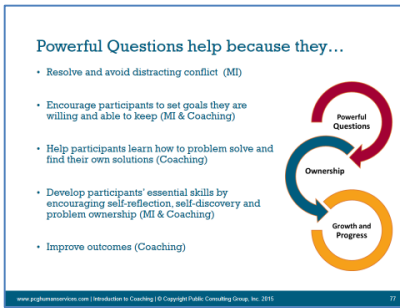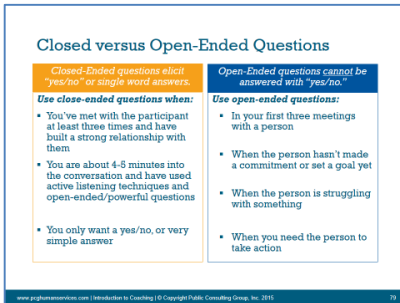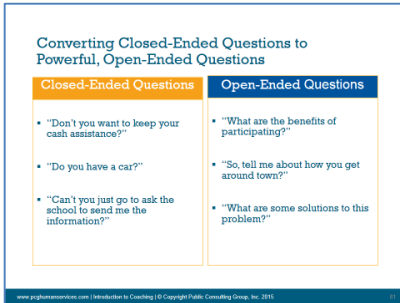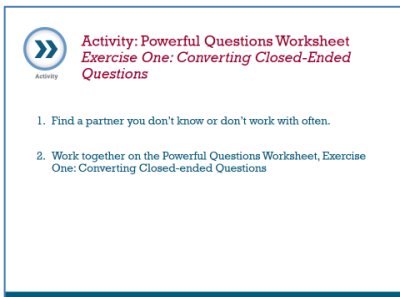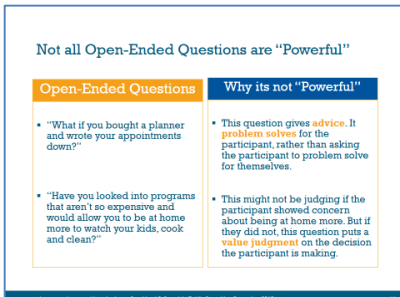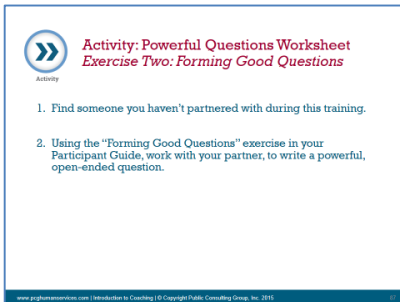
	"mirroring", can help ensure that the foundation is set so that good listening can occur. ▪ **_Reflective Statements (Using reflective Statements):_** Ask the class to define reflective statements. Because it is a part of MI, they should know. ▪ **_Summarizing:_** Ask the class to define summary statements. Because it is a part of MI, they should know.
S l i d e 3 5 Overview of Key Coaching Techniques: Active Listening Encouragement & Celebration — Powerful Questions Goal Setting — Constructive Feedback www.pcghumanservices.com | Introduction to Coaching | © Copyright Public Consulting Group, Inc. 2015	**Key Coaching Technique: Powerful Questions** ▪ *Powerful questions is the next **_key coaching technique_** we will cover as it, along with active listening, is considered one of the "gateway" coaching techniques. Meaning it is used to open the door for focusing on what the participant's wants/needs/dreams, etc. **(person-centered);** helps to build rapport **(relationship-based**) and determine a baseline for what the participant wants to accomplish **(goal-driven).***
S l i d e 3 6 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* Powerful Questions → Ownership → Growth and Progress www.pcghumanservices.com | Introduction to Coaching | © Copyright Public Consulting Group, Inc. 2015 71	**Powerful Questions in Coaching** ▪ *In the coaching relationship, the participant is in the pilot and the coach is the co-pilot. The coach's role is to ask powerful questions that provoke the participant to "dig deeper" or "reconsider" when problem-solving, goal-setting, or envisioning.* ▪ *The use of powerful questions is <u>less about information gathering and more about the activation</u> of the participant's, inner strength and belief in their ability to make thoughtful decisions and take actions for their life.* ▪ *Powerful questions when paired with active listening also opens the door for clarity, discovery and a deeper understanding of the participant: the participant's needs, mindset, and ambition.* *Explain the difference between powerful questions in MI and Coaching, reviewing the slide as written.*
S l i d e 3 7 Summary: Similarities in MI and Coaching Techniques | MI	Coaching | **O**pen-end Questions · Powerful Questions **A**ffirmations = + · Encouragement & Celebration **R**eflective Statements + **S**ummaries · Active Listening www.pcghumanservices.com | Introduction to Coaching | © Copyright Public Consulting Group, Inc. 2015	**Summary: Similarities in MI & Coaching Techniques** ▪ *Now that we've reviewed Active Listening and Powerful Questions, (and Encouragement and Celebration… which we didn't discuss but you all intuitively understand) you can see how these techniques sound a lot like OARS.* ▪ *Ask for questions and discuss this further.*

S l i d e 3 8 Practicing Powerful Questions 75	***Section Break: Practicing Powerful Questions*** *Explain that next we will do some activities around powerful questions, which are core techniques for both MI and Coaching*
S l i d e 3 9 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) Powerful Questions / Ownership / Growth and Progress www.pcghumanservices.com	Introduction to Coaching	© Copyright Public Consulting Group, Inc. 2015 77	**Powerful Questions help because they…** *This slide provides examples of how the use of powerful questions can help participants work with their participants.* ▪ *Using the graphic, the Trainer will explain how powerful questions can lead to improved outcomes for participants.* ▪ *Emphasize that powerful questions are evocative and cause the participant to do their own reflection, problem solving and decision making. This creates a sense of ownership, which frequently motivates the participant to commit, follow-through and complete goal-achievement activities.*
S l i d e 4 0 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 www.pcghumanservices.com	Introduction to Coaching	© Copyright Public Consulting Group, Inc. 2015 79	**Closed versus Open-Ended Questions** *Trainer: This slide defines open-ended and closed-ended questions and provides examples of when to use each type of question.* ▪ *Review the slide and solicit questions from participants, as needed.* ▪ *This slide is animated and should be reviewed bullet by bullet.*
S l i d e 4 1 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?" www.pcghumanservices.com	Introduction to Coaching	© Copyright Public Consulting Group, Inc. 2015 81	**Converting Closed-Ended Questions to Open-Ended Questions** ▪ *This slide provides examples of closed-ended questions and how they can be converted to open-ended questions.* ▪ *The Trainer will go over each example, helping to illustrate why the question falls into that particular category.* ▪ *The Trainer should also point out or ask the participants which questions (the first and third closed ended questions) have elements of judgment, and which questions evoke further thinking or reflection (all open ended questions).*

Slide 42	**Powerful Questions Worksheet Exercise One: Converting Closed-Ended Questions** *(See Participant Guide page 25)*
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	▪ *Have participants find someone, who they have not previously worked with, and have them partner with that person to complete the "Powerful Questions Worksheet" in the Participant Guide.* ▪ *This exercise will help them practice converting closed-ended questions into open-ended questions. The Trainer should walk around and help people if they need it, checking answers and making corrections where appropriate.*

Slide 43	**Not all Open-Ended Questions are "Powerful"**
Not all Open-Ended Questions are "Powerful" **Open-Ended Questions** / **Why its not "Powerful"** • "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?" • 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.	▪ *Trainer share with participants that these are a few examples of "open-ended questions that **are not** "powerful".* ▪ *Use the slide (which is animated) to walk through the two examples, and ask the class as you go, "why aren't these questions aren't powerful?"* ▪ *Now make a list (either verbally or on white boards/flip charts) with participants: "<u>What makes an Open-Ended Question Powerful?</u>"* *Responses may vary but should include some of these listed below. If not, be sure to share the list with participants.* • *Raises the participant's self-awareness and encourages reflection* • *Encourages the participant to the come up with their own answer* • *Short* • *More likely to begin with the words "how" or "what"* • *Doesn't provide advice, problem solve, or judge*

Slide 44	**Powerful Questions Worksheet Exercise Two: Forming Good Questions** *(See Participant Guide page 25)*
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.	▪ *This slide will facilitate the second exercise on the Powerful Questions worksheet.* ▪ *Trainer will walk around and observe participants as they work through this exercise. Provide clarification and answer questions as they arise.*

S l i d e 4 5
 	
 MI and Coaching are similar techniques, but are used for different purposes
 	
 Why use MI? / Why use Coaching?
 	
 Why use MI?
 • Build Rapport
 • Overcome Resistance
 • Motivate and Engage
 	
 Why use Coaching?
 • Build Rapport
 • Build on areas of current engagement
 • Develop Essential Skills
 • Assist in Goal Attainment
 	
 Ultimate Goal:
 Participant commits to change
 	
 Ultimate Goal:
 Participant is self-sufficient
	In Summary: Similar Techniques, Different Purposes
	 ▪ *Bring the class out of "powerful questions" and verbally review the techniques discussed in this section:*
	  o *Encouragement and celebration*
	  o *Active listening*
	  o *Powerful questions*
	  o *Feedback*
	  o *Goal Setting*
	 ▪ *Confirm that the class agrees that many MI and Coaching techniques overlap.*
	 ▪ *Review this slide as it is written.*
	 ▪ *Check to see if participants have questions or need clarification before moving forward.*

S l i d e 4 6 MI vs. Coaching Tenet Three	*Section Break: MI vs. Coaching Tenet Three*
S l i d e 4 7 What does Coaching offer that MI does not?	**What does Coaching offer that MI doesn't?** ▪ *We've talked about what MI provides that Coaching doesn't and we've talked about how they have some strong similarities.* ▪ *Now let's talk about what coaching offers that MI does not.*
S l i d e 4 8 Coaching revolves around goals setting and attainment. Why are goals important? Goal Setting → High Levels of Performance	**Coaching revolves around goal setting and attainment. Why are goals important?** ▪ *Coaching in all its forms, is about goal setting.* ▪ *Research shows that goal setting leads to high levels of performance.*

S l i d e 4 9 Goal setting works because it… Directs Behavior / Energizes / Encourages Persistence *Dawson & Guare*	**Goal Setting Works Because it…** *Review this slide as it is written*

S l i d e 5 0
 	
Research on Goal Setting
• SMART goals work better than generalized "try your best" goals.
• Rewarding progress is more effective then 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.
	What the Research Says: Goal Setting
	This slide provides examples of the kind of research that supports the tools and techniques that Ramsey County is implementing, which includes coaching, GAP and My Bridge of Strength.
	
	Discuss the last quote as a group.

S l i d e 5 1 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	**Good Goal Setting Leads to Engagement and Participation in Activities that Matter** ▪ *Go over this slide very briefly.* ▪ *Ultimately, good goal setting can lead to participant's engagement and success with attaining goals that improve their lives.*
S l i d e 5 2 When Should I use MI and/or Coaching?	*Section Break: When Should I?* *We have talked extensively about what coaching is, what MI is, and their similarities and differences. Next, we will talk about how we can apply this information in our daily work with participants.*

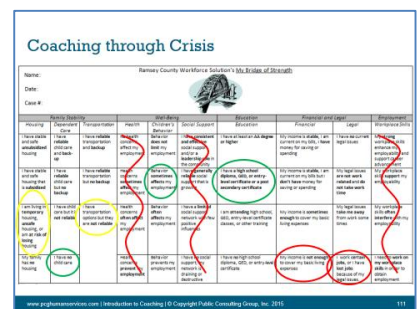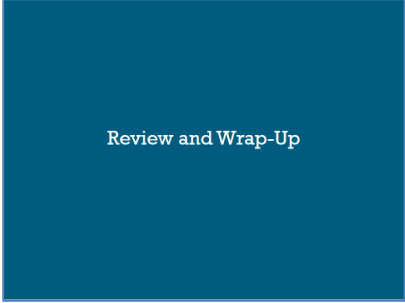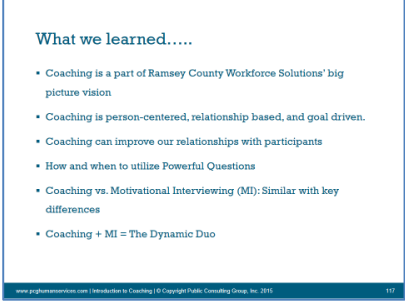|	
S l i d e 5 3	**Motivational Interviewing + Coaching: The Dynamic Duo** *MI and Coaching are complementary techniques that work well together.*
S l i d e 5 4	**Participant Action vs. Our Reaction** ▪ *Ask participants: How do you know when it's best to use MI techniques versus coaching techniques?* ▪ *Answer: Paying attention to the participant, using active listening techniques, will help you "tune-in" to them, guide you in identifying whether to use MI or Coaching.* ▪ *This chart shows what techniques to use when a participant is responding to life in a particular way.* ▪ *Talk through each "column."*
S l i d e 5 5	**Coaching through Crisis** ▪ *Trainer share with participants that many times the individuals and families they work with come in completely overwhelmed by crisis.* ▪ *In some areas of their lives, they may be entirely resistant to change but in other areas, they may be motivated and have a desire to grow or progress.* ▪ *MBS helps to highlight that you can use MI and coaching techniques with the same participant. You may need to use MI regarding a decision around child care. You may be able to use coaching regarding education. You might not need to be involved at all with employment. And it may be outside of what is currently possible to even approach the subject of mental illness.* ***TAKE AWAY:** meet your participant where they are at. Re-assess, nudge with each meeting. These techniques work together.*
S l i d e 5 6	**Activity: Case Studies** *(See Participant Guide page 28)* *This is one of the most important activities in the lesson, because it helps staff apply what they have learned regarding coaching and MI.* ▪ *Staff will work through different scenarios and determine whether they will use MI or Coaching in that scenario with the participant. Staff should work in teams.* ▪ *Review the worksheet as a class.*

Activity: Case Studies Activity 1. Review the situations in your Participant Guide. 2. Follow the Instructions and determine the appropriate technique to use: MI or Coaching. www.pcghumanservices.com | Introduction to Coaching | © Copyright Public Consulting Group, Inc. 2015 113	
S l i d e 5 7 Review and Wrap-Up	*Section Break: Review and Wrap-Up*
S l i d e 5 8 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 www.pcghumanservices.com | Introduction to Coaching | © Copyright Public Consulting Group, Inc. 2015 117	**What we learned…** ▪ *Trainer review the key learning concepts. Ask participants questions about each of the key learning concepts. Make sure to answer any questions or clarify any responses that are incorrect.* ▪ *This lecture based and "serve and return" activity will review the key themes, messages and take-aways from the day. In addition to reviewing, trainers will attempt to praise and encourage participants for incorporating coaching practice. Trainers will tie coaching into broader systems change and discuss follow up efforts and next steps.*
S l i d e 5 9 Questions ? ? ? www.pcghumanservices.com | Introduction to Coaching | © Copyright Public Consulting Group, Inc. 2015 117	**Questions** *Provide participants with a final opportunity to ask questions.*

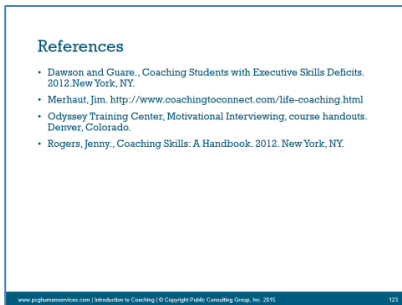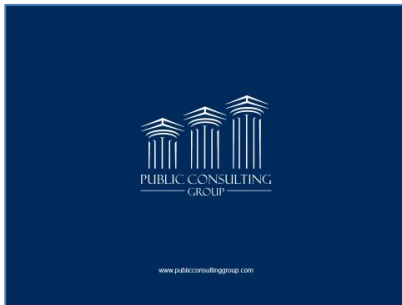|	
S l i d e 6 0	**Mindset and Course Survey:** ▪ *Administer the Post-Training Assessment:* Remind participants that the Post-training assessment is the same one they completed at the beginning of the training. We will compare the pre/post assessments to determine if the training was effective in facilitating a mindset change as it relates to coaching, and 2) if participants gained new/additional knowledge. ▪ *End of Course Survey:* Ask participants to complete the end of course survey. Let them know that the purpose of this survey is to assess 1) whether or not the training met the needs of the participants, and 2) if we need to make adjustments to the training materials or our delivery of the materials for future audiences.
S l i d e 6 1	**Contact Us** *Inform participants that they can use our contact information to email us if additional questions arise letter or if they would like more information regarding coaching.*
S l i d e 6 2	**References** *Inform participants that some of the information used to develop this training was derived from these publications. Those interested in additional information about the content of this training may want to start with the listed publications or other written material by these authors.*
S l i d e 6 3	**Closing Slide** *Trainer thanks attendees for participating and remind them to make sure they have signed the training attendance sign-in sheet.*

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