



## Coaching to Motivate and Build Solutions

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# Coaching to Motivate and Build Solutions

This workshop provides a framework for interviewing that supports clients in developing a vision of where they are going and strengthens their commitment to get there.

It is based in the belief that you need to meet participants where they are and to work within their frame of reference.



# Review of Workshop #1 – Switching from a Problem-focused to a Strength-based Approach

## • Problem-focused approach

- Helping is focused on problems and their causes.
- The person being helped needs “fixing.”
- The helper is an expert with skills to identify what needs to change and find solutions.
- Individuals are viewed through the “filter” of the agency – its language and requirements.

## • Strength-based approach

- People have the capacity to learn, grow, and change.
- The attention is on strengths rather than deficits.
- The participant is seen as the director of his or her life.
- The partnership between the case manager and the participant is a catalyst for discovering strengths and mobilizing resources.
- All environments, even the most bleak, contain supports and resources.

# We're All in the Business of Affecting Change



Things to keep in mind:

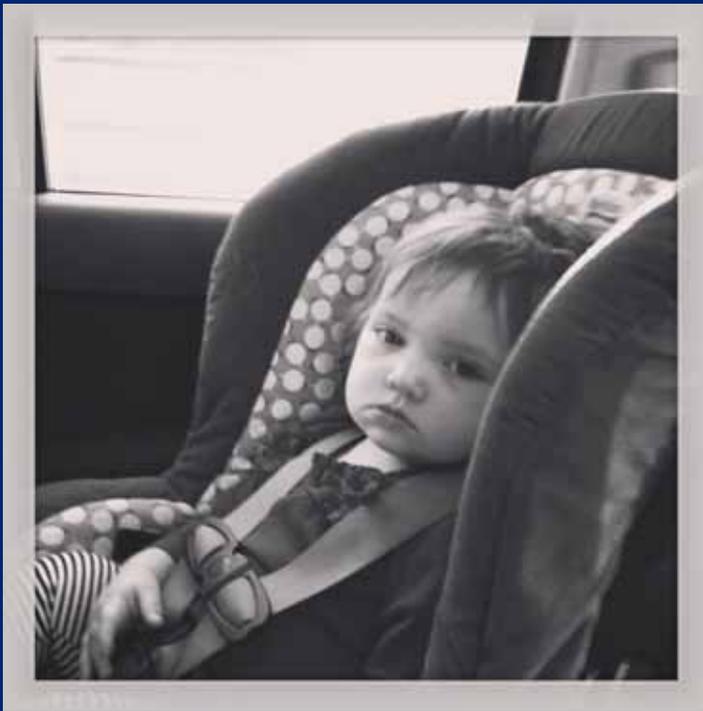
- For many, “buy-in” will only come when the results of the change can be measured as appropriate or successful.
- Each person will only accept change when ready and at his or her own pace.





# Personal Portfolio: Self-Assessment – How do I view and respond to change?

**Ugh! Change...**



**Yeah for change!**



# Building a Framework for Coaching

- The strengths-based approach provides a solid base from which you can coach participants to motivate themselves to build solutions that create change.



# You the Coach



- A key factor in the change process is your relationship with each participant.
- Although the responsibility for changing behavior is the participant's, you become intimately involved in making this happen.

# Principles to Coach By

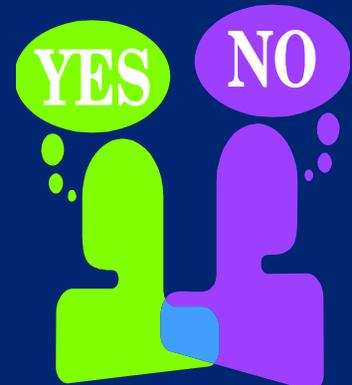


To coach effectively, the following beliefs should be part of your approach:

- The participants I coach have capacity to change and are capable of becoming self-sufficient.
- My role is to support and assist.
- It is necessary to find common ground with participants.

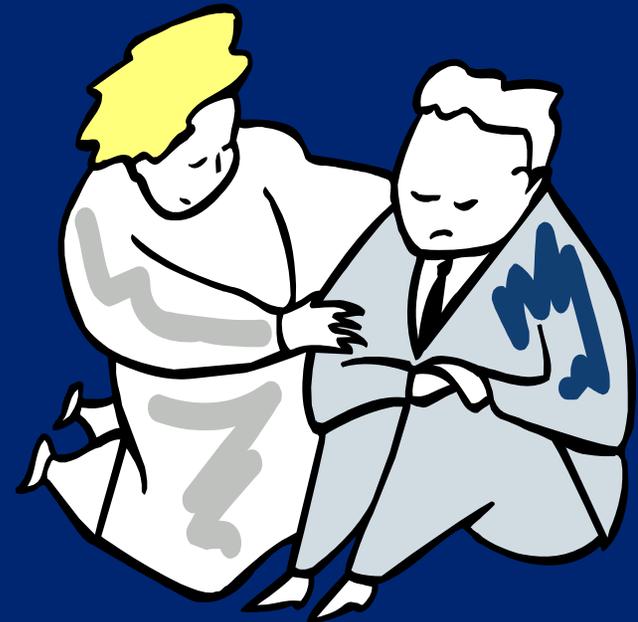
# Guiding Principles of Coaching Through Change

- Express empathy
- Develop discrepancy
- Roll with resistance
- Support self-efficacy



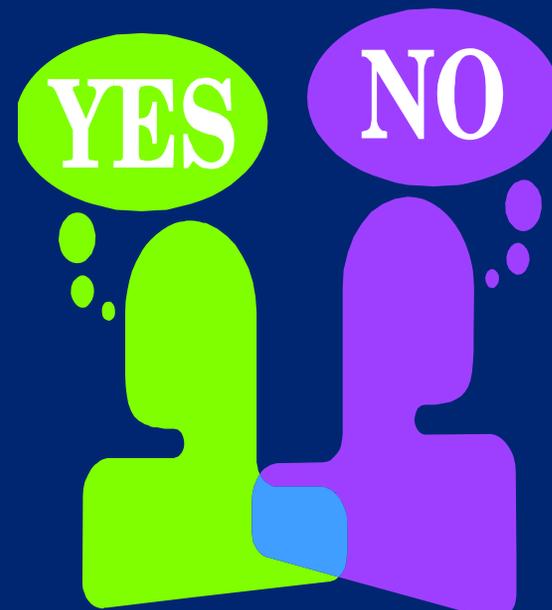
# Express Empathy

- It is fundamental to have an empathic approach, convey acceptance, respect and understanding
- Empathy contributes to the trust you build to facilitate the change process.



# Develop Discrepancy

- Coaching participants to see the gap between their current situation and their broader goals and values can move them forward.
- When the present situation is seen as conflicting with important personal goals, change is more likely to occur.



# Roll with Resistance

- Reluctance and ambivalence toward making a change are understandable and need not be opposed.
- Use resistance to help participants reframe the issues that are causing them to stay in one place.

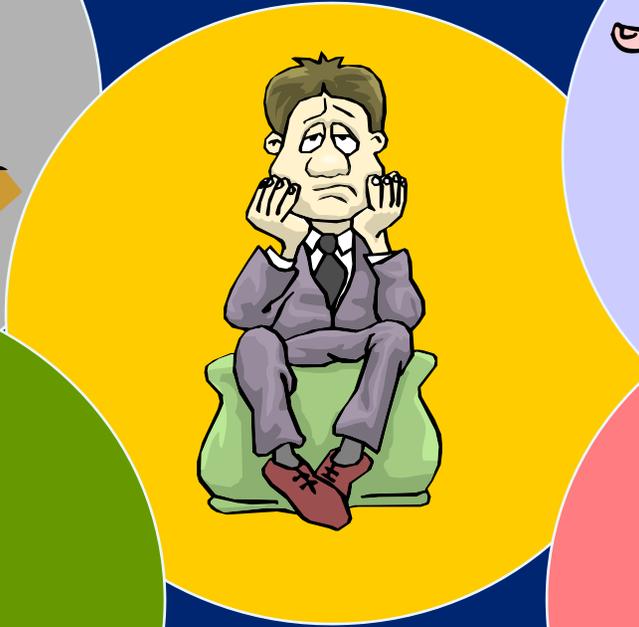


# Support Self-efficacy

- When you convey your belief to participants that they are capable of change, it can become a self-fulfilling prophecy.
- A person with high self-efficacy is more likely to take control of oneself and change.



# Behaviors that Signal Resistance



# Resistance "101"

- Almost always present in complex change efforts
- Natural and normal response – not a bad thing
- **Knowing how to work with it leads to increased (positive) results**
- Use it constructively
- Meet your participant where they are at



# Types of Resistance Behaviors

- Arguing
  - Directly challenging what you say
  - Question your authority
- Interrupting
  - Speaking while you are still talking
- Negating
  - Blaming you for problems
  - Making excuses
  - Minimizing risks
- Ignoring
  - Giving no response



# Activity: Responding to Resistance

- How do you feel when a participant responds to you with these resistant behaviors? Share an example....
- How might you respond?



# Solution Oriented Strategies

- Reflection (simple, amplified, double-sided)
- Shifting focus
- Reframing
- Agreeing with a twist
- Emphasizing personal choice and control
- Acknowledge fears and concerns



# Simple Reflection

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Acknowledge the difficulty and reflect it back.

Participant: *Who are you to be giving me advice? I bet you've never been on welfare!*

Case manager: *It's hard to imagine I could understand what it's like.*



# Simple Reflection



✂ Exercise:

Write a simple reflection in response to the next statement.

# Simple Reflection

*I'm trying! I finally get a job and my car breaks down, and on top of that my babysitter quit on me!*



*You're working hard and it feels like everything is working against you.*

# Amplified Reflection

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- Used to bring out the other side of ambivalence
- Paraphrase and slightly exaggerate or overstate

Participant: *My boss was exaggerating when he told you I got in a fight with a customer.*

Case manager: *You think he fired you for no reason.*

# Amplified Reflection

*I could never go to work; I could never place my child in daycare.*



*It feels too dangerous for kids to be in daycare*

# Double-sided Reflection

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Acknowledges what the participant has said *and* adds the other side to it.

Participant: *“I really don’t want to put my daughter in child care. She’s only three and I should be taking care of her, not a stranger!”*

Case Manager: *“Taking care of your daughter is important to you and something you see as your responsibility, not someone else’s...you also want to get a job because you’re behind in your bills and have an eviction notice from your landlord.”*

# Double-sided Reflection

*I hated school, so I dropped out. All of the teachers were rude to me and made me feel like I was stupid. I don't need to deal with that.*



*Academically you do well and you need that GED to be able to work in child care but you want to do it in a place that treats you with respect.*

# Shifting Focus

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Shift away from “problem-talk” and focus on a solution.

**Participant:** *I can't deal with all this. This is too much for one person. You tell me how to take care of my kids, bring them to visit their father in jail, keep up with the housework, and find a job!*

**Case manager:** *Let's take one step at a time. Today you came in to work on your resume and you brought a rough draft – great! Let's take a look at what you've written so far. Let's make sure we get all your skills and experience on this.*

# Shifting Focus

*This is ridiculous! They're going to terminate my lease because my stupid neighbors couldn't keep their mouths shut? That sucks!*



*Let's talk about the apartments that are on this vacancy list and make a plan for securing a new housing deposit.*

# Reframing

- Help participants change their view and place the problem or event in a different frame.
- Redefine a negative to a positive, such as a difficult behavior to an asset.
- Consider future actions and possibilities.

*Participant: I've applied everywhere I can think of for a job, and no one will hire me. Looks like I'll end up homeless again!*

*Case manager: You're very persistent, even though you haven't been hired yet. Getting a job does seem important to you.*

# Reframing

*I don't want to use child care because I don't want to leave my kids with strangers.*



*You want to know your kids are in a safe happy place. What would a place like that look like?*

# Agreeing with a Twist

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A reflection with a reframe!

**Participant:** *Why are you and my wife ganging up on me about my drinking? You'd drink too if your family was nagging you all the time?*

**Case manager:** *You have a good point there. It's not as simple as one person's drinking. Drinking problems usually do involve the whole family.*

# Agreeing with a Twist

*No one hires a felon, so why should I have to get a job when you know no one will hire me?!”*



*You're right; there are jobs that will be off limits. You and I can sort that out. How you market yourself is going to really make the difference*

# Emphasizing Personal Choice and Control

- When participants perceive that freedom of choice is being threatened, they may resist.
- Assure them they are ultimately the one who determines what will happen.



# Emphasizing Personal Choice and Control Example



Participant: *Why are you referring me to the child Care Resource and Referral? Are you telling me I have to use them to find child care for my kids?*

Case manager: *No, it's just a resource that really helps some people in this process. Who you hire to watch your kids is completely your decision.*

# Emphasizing Personal Choice and Control

***Nobody can tell me how to raise my kids. You don't live in my house. You don't know how it is!***



***You are in the best position to know what ideas are likely to work and which aren't, and it doesn't make sense for me to just tell you what to do. You do need to be a full partner in this process.***

# The Core Value of Respect

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## The importance of Values

- Generate feelings about what is important to us.
- Shape our assumptions of right or wrong.
- Help us form judgments about how the world should be.
- Are very hard to change.
- Directly influence our beliefs, attitudes and behaviors.

# The Importance of Respect

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The value you place on respect and your ability to demonstrate it may be the most powerful determinant of how others accept your power and authority.



# 4 Basic Beliefs about Respect

1. All people have intrinsic worth and dignity
2. All human beings deserve access to resources that they need to deal with life's problems and to develop their potential
3. All people are capable of growth and change
4. People have the right to make their own choices



# Demonstrating Respect

In your job, you show respect when you:

- Provide opportunities for participants to make their own decisions.
- Treat participants as individuals rather than stereotype them.



**R.E.S.P.E.C.T**

# Personal Portfolio: Self Reflection – Identifying Personal Values

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# The Role of Values in Making Change

Change often comes from:

- A vision of something different
- Knowing what you value most



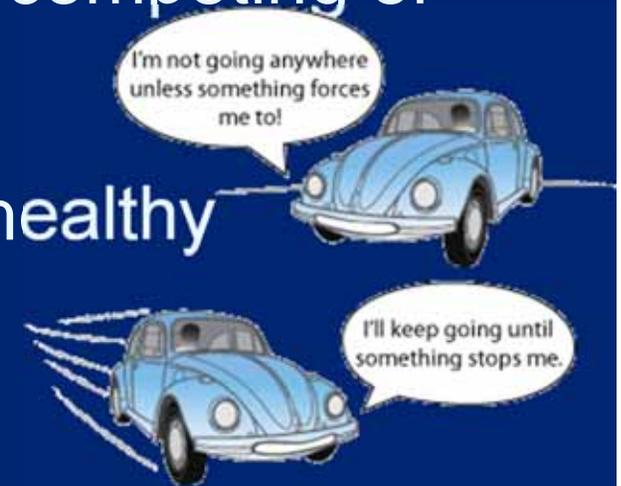
# Defining Values

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- Not morals, not about moral character or ethical behavior
- Not positive or negative
- Not invisible – you can get a sense of what other people value

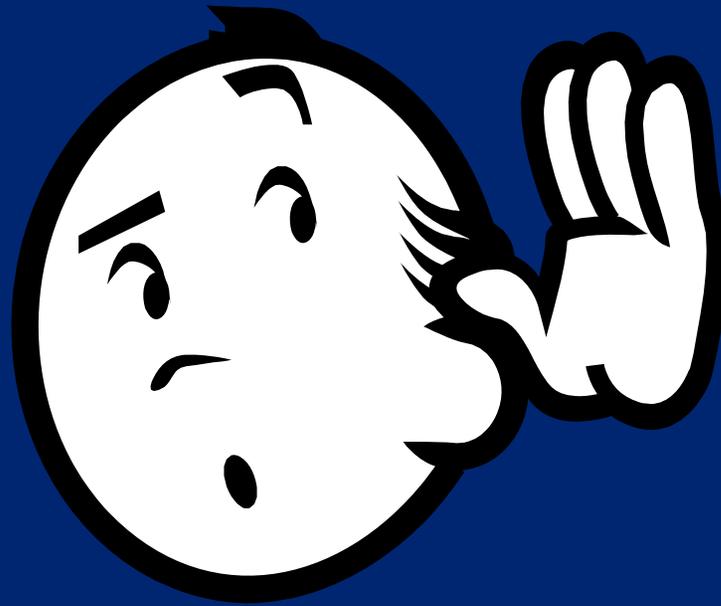
# Using the Guiding Principles

- *Express empathy* by listening for values
- *Develop discrepancy* by pointing out gaps between identified values and current behaviors
- *Roll with resistance* by discussing competing or conflicting values
- *Support self-efficacy* by affirming healthy decisions that support values



# Activity: Listening for Values

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# Scenario A

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Participant: I got my license! I'm so excited! Can I use my IDA to buy a car now?

Case Manager: If you had a car now in great working condition what's the first thing you would do?

Participant: I'd pick up my kids from school.

Case Manager: Then what?

Participant: I'd be able to stop depending on everyone else for rides.

Case Manager: It's important to you that \_\_\_\_\_. Do you really see this as one of your really strong values?

# Scenario B

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- Participant: People treat us different when they know we are on a grant.
- Case Manager: What have you experienced?
- Participant: They are rude and the landlord won't rent to you and that's not fair.
- Case Manager: You feel you should have the same opportunities for housing as everyone else.
- Participant: Yeah, that's right, and I don't need to be snubbed at the grocery store when I use my EBT card.
- Case Manager: It's important to you that \_\_\_\_\_. Do you see this as one of your really strong values?

# Newton's First Law

WITH NO OUTSIDE FORCES  
THIS OBJECT WILL  
NEVER MOVE



WITH NO OUTSIDE FORCES  
THIS OBJECT WILL  
NEVER STOP



Thanks for coming!

