Course Objectives

Coaching Your Team

✓ Define “coaching”.
✓ Determine the steps involved in effective coaching.
✓ Identify the typical needs and coaching implications for each stage of worker development.
✓ Assess a worker’s stage of development.
✓ Identify whether or not effective coaching has been given.
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**The Coaching Investment**

Effective Coaching...

- Facilitates the work of the unit
- Increases job satisfaction
- Avoids performance problems
- Benefits families
- Reduces supervisor's workload
- Prepares workers for advancement
- Upgrades professionalism

**The Coaching Process**

- Let the worker know what is expected.
- Provide a model of performance.
- Provide frequent feedback.
- Provide encouragement and assistance.
- Recognize achievement.
The Coaching Process: Step One

1. Let the caseworker know what is expected (strengths, needs, goals).
2. Provide a model of performance.
3. Provide frequent positive and negative feedback.
4. Provide encouragement and assistance.
5. Recognize achievement.

Step 1 of the Coaching Process: Expectations

Step 1: Let the caseworker know what is expected (strengths, needs, goals)

Definitions

1. Strength – A specific behavior that allows the worker to accomplish assigned performance goals and expectations. Examples: Joe develops life books (observable) for all children on his case-load (measurable). Joe documents assessments thoroughly; Joe demonstrates competent active listening.

2. Need – A specific behavior that is missing or underutilized that must be fully utilized and developed to allow for successful accomplishment of expectations and goals. Needs should be stated in positive terms.

3. Positive terms - What the worker will do differently vs. what the worker will stop doing. For example, “Betty needs to document all contacts with families in objective terms” vs. “Betty needs to stop using subjective conclusions in chronological notes.”

4. Goal – A desired outcome which answers the questions, “What will be accomplished when the need is met?” “What departmental outcome will be achieved when the need is met?” “When can we consider the worker effective at performing the behavior?” “What step or steps can we prescribe that will help to meet the need?”

5. Behavior - As used in strength and need statements, an action that is observable (i.e., you can either see or hear the action) and measurable. For example, Joe will develop Life Books for all children on his case-load.
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**Strengths, Needs and Goals...**

- **Strengths:** A specific behavior that allows the worker to accomplish assigned performance goals and expectations.
- **Needs:** A specific behavior that is missing or underutilized.
- **Goals:** The desired outcome defined.
Identifying Elements of Strengths, Needs, and Goals

Directions: Determine if the strength, need, and goal is correctly stated according to our definitions and why.

Joe

♦ **STRENGTH**: Joe, a new foster care worker, is strong in the area of maintaining compliance.

♦ **NEED**: Joe needs to better assist foster parents in managing their foster children’s needs.

♦ **GOAL**: Joe’s goal is to identify a plan for each family on his caseload that will meet their needs and assure placement stability for children in their home within six months.
Notes

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**Goal Example 1**

- **PROBLEM** - Joe doesn't know the children on his caseload.
- **NEED** - Joe needs to know the placement history of each child on his caseload.
- **GOAL** - Every child on Joe's caseload will have a completed life book that reflects their history and facilitates their transition out of care.

**Goal Example 2**

- **PROBLEM** - A worker has sloppy documentation.
- **NEED** - The worker needs to write legible notes that reflect times, dates, and behaviorally-specific observations.
- **GOAL** - The worker's written case histories have thorough, legible documentation that accurately reflect the chronology of the case.
Identifying Needs and Goals

Directions: Determine if each statement below is a correctly stated need, a correctly stated goal, or neither. Explain why.

1. Do an entire initial child risk assessment.

2. Complete an entire initial child risk assessment form so that all items are complete and the narrative section contains factual, descriptive information as given in training.

3. Stop filing late reports.

4. Make an increasing number of case decisions on her own, based on law and policy, to ensure safety of children and reduce risk.

5. Needs to improve his attitude.

6. Understand compliance policies.

7. Build overall confidence.

8. Justify conclusions with facts in written documentation during every investigation.
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Formal Process of Identifying Strengths, Needs, and Goals

- Step 1—Supervisor Reflection
- Step 2—Worker Reflection
- Step 3—Meeting

The Coaching Process

- Let the worker know what is expected.
- Provide a model of performance.
- Provide frequent feedback.
- Provide encouragement and assistance.
- Recognize achievement.
1. Let the caseworker know what is expected (strengths, needs, goals).
2. Provide a model of performance.
3. Provide frequent positive and negative feedback.
4. Provide encouragement and assistance.
5. Recognize achievement.

Step 2 of the Coaching Process

Step 2: Provide a model of performance

Provide a model of performance before you allow workers to attempt improvement of performance behaviors so that they know what the performance should look like. You can provide a model of performance by either demonstrating an activity or giving a tangible sample of work which represents excellence. Then, you must review with workers what qualities make the work samples excellent.

Example

Minnie Coach identified examples of action steps that Try Harder could take with the family in their areas of greatest risk. She gave him examples and anecdotes to support the action steps. Then, she let Try identify other action points to help the family.
The Coaching Process: Step Three

1. Let the caseworker know what is expected (strengths, needs, goals).
2. Provide a model of performance.
3. Provide frequent positive and negative feedback.
4. Provide encouragement and assistance.
5. Recognize achievement.

Step 3 of the Coaching Process

Step 3: Provide frequent positive and negative feedback

1. When workers are learning or enhancing skills, they need frequent positive and negative feedback which clearly specifies and isolates the behavior to be changed or maintained. Feedback should occur on an ongoing basis.

Example

Over the next two weeks following Try Harder and Minnie Coach’s conference, Minnie continued to meet with Try and reviewed his progress through case reviews. She told Try he had completed three of his assigned tasks with the family and one task of the family was successfully achieved. She continued to provide this type of specific feedback until she saw similar behavior in other cases on his case load.
The Coaching Process: Step Four

1. Let the caseworker know what is expected (strengths, needs, goals).
2. Provide a model of performance.
3. Provide frequent positive and negative feedback.
4. Provide encouragement and assistance.
5. Recognize achievement.

Step 4 of the Coaching Process

Step 4: Provide encouragement and assistance

1. Workers need to feel supported in their jobs. Encouragement is one form of support. Encouragement might mean:
   - Providing reassurance that “they can do it!”
   - Reminding them of their strengths
   - Encouraging workers to share their difficulties and stumbling points so that you can provide assistance
   - Providing developmental feedback (i.e., feedback that identifies progress towards the goal in small incremental steps).

2. Assistance is another form of support. Assistance might mean:
   - Being available
   - Clarifying the need statement to be more specific
   - Developing specific goals to meet needs or enhance strengths
   - Developing a plan for improvement which clearly lists the specific steps the worker must take to meet the goal (such as training, role playing, shadowing, reviewing good examples), especially useful for complex tasks or recurring performance problems
   - Completing a Professional Development Plan
   - Building skills needed to achieve the goals

Example

Minnie Coach referred to Try’s strengths to assure him that he had the skills that would allow him to accomplish the needs identified. Through this type of encouragement, Minnie actually modeled what the worker could do with the family to achieve compliance, success, and instill hope. Minnie and Try also developed a plan for Try’s improvement together. The plan listed activities and completion dates. Some of the activities that were planned included training, partnering with a mentor, and shadowing.
The Coaching Process: Step Five

1. Let the caseworker know what is expected (strengths, needs, goals).
2. Provide a model of performance.
3. Provide frequent positive and negative feedback.
4. Provide encouragement and assistance.
5. Recognize achievement.

Step 5 of the Coaching Process

Step 5: Recognize Achievement

1. Recognition can be given in formal ways, such as announcements at staff meetings, performance reviews, or case reviews. It can also be given informally with a note, email, or acknowledgment in the hallway. A good rule of thumb is to incorporate a combination of both for each individual.

Example

In response to Try Harder’s great achievements, he was recognized by Minnie during a staff meeting and was asked to share his methods of success with peers.
Coaching Pat

Directions: In this exercise, you will practice applying the coaching steps with a partner. Read the short scenario below and answer the questions which follow. You will have 30 minutes to complete this exercise.

Pat recently transferred to protective services from Child protective Investigations. Pat has worked for the agency for two years and felt a need for a change from the rigorous routine of initial investigation.

Pat has been working in the unit now for six weeks. During Pat’s tenure in the unit, Pat has maintained minimal policy requirements on all cases assigned. Pat visits each assigned family at least once per month and some twice a month depending upon the level of risk. Pat has stated on several occasions that this job is much easier than working in Child Protective Investigations because there are fewer forms to complete and increased time limits to complete assigned tasks.

You recently reviewed Pat’s case notes from four separate cases. The first thing you discovered is that Pat does an excellent job of gathering information from the family during each visit. Pat accurately assesses this information to identify risk and safety, but does not seem to relate her service interventions to the designated case plan or document efforts towards case closure and permanence. It appears that Pat assesses well, but has difficulty in identifying and implementing effective services to alleviate identified risks and assure ongoing safety and permanency for children. You have noticed a trend. Pat does not update the case plans after completion of referrals, nor is Pat able to articulate what the family must accomplish in order to assure child safety and stability.

For instance, in the Murray case that Pat was assigned, there are four children with their maternal grandmother. The grandmother is sixty eight years of age and is diagnosed with diabetes, high blood pressure and glaucoma. Pat has stated these issues as facts that pose a threat to the safety and stability of the children. Pat does not articulate a plan of action to assist the grandmother in meeting health needs and childcare, nor is she working with the grandmother to identify an alternate relative caretaker. Pat simply states “this is not a recommended placement as these children are all under age six.”

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You recognize Pat’s strengths and needs and you realize that Pat is proficient in those skills used most as a CPI.

You are going to design a coaching plan for Pat using the coaching steps:

1. Let the caseworker know what is expected (strengths, needs, goals)
2. Provide a model of performance
3. Provide frequent positive and negative feedback
4. Provide encouragement and assistance
5. Recognize achievement

Step 1: Let the caseworker know what is expected.

In order to let Pat know what is expected, you should take three steps: (1) you must reflect on Pat’s strengths and needs; (2) you must ask Pat to reflect on his/her own strengths and needs; (3) you must arrange a meeting to discuss Pat’s strengths and needs and then identify goals together.

You and your partner should carry out these three steps now. Each of you should separately identify Pat’s strengths and needs, then meet to share your viewpoints.

- What are Pat’s strengths?

- What are Pat’s needs?

Next you should identify Pat’s goals. For now, just focus on one of Pat’s needs, specifically: Identify effective services to alleviate identified risks and assure ongoing safety and permanency for children. State a goal for this need:

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Step 2: Provide a model of performance

- How will you model performance and give specific examples to help Pat achieve the above goal?

Step 3: Provide feedback

- How do you plan to give Pat feedback about improvements made toward the goal?

Step 4: Provide encouragement and assistance

- What are at least two different ways you could provide encouragement as Pat tries to improve toward the above goal?

If Pat has trouble meeting the above goal, what are at least two ways you might provide assistance?

- Develop a plan for Pat's improvement. Include steps that will help Pat meet the above goal.

Step 5: Recognize achievement

Give at least two ways you might you recognize Pat's improvements:
Coaching Your Team

***Notes***

PowerPoint Slides

**Four Stages of Worker Development**
- High Anxiety (Day 1 to 6 months)
- Engagement (2nd to 4th week)
- Basic Mastery (3 months to 2 years)
- Independence and Commitment (1 year on)

**Terms**
- **Mastery** relates to the worker’s skills and knowledge. It comes from a worker’s experience, training, and education.
- **Motivation** relates to the worker’s confidence, enthusiasm, and commitment to the job.
Four Stages of Worker Development

Stage One: High Anxiety

Characteristics of Stage One
- This stage may begin on the first day and continue up to the sixth month on the job.
- During stage 1, the worker has low mastery of the job, but high motivation.
- The worker is new to the job, agency, and in some cases, to the child welfare field, and uncertain about his or her ability to perform the job.
- However, while he or she may be anxious, the worker also has energy, enthusiasm, a willingness to learn, and a positive sense of challenge.
- The critical questions workers ask themselves at this point are, “When do I get started?” and “How hard can it be?”

Feelings During Stage One
- Confusion
- Discomfort
- Fear of failure
- Low confidence
- Overwhelmed
- Enthusiasm
- Excitement
- Challenge
- Openness
- Willingness to learn
- Movement and growth

Needs in Stage One
- Complying with time frame requirements for work tasks.
- Use interview techniques.
- Comply with the court process.
- Demonstrate comfort in engaging hostile families.
- Identify critical information to document in case files (e.g., who was present in the home and their relationship to the family and child, the source of income, food available when investigating abuse complaint).
- Schedule visits.
- Manage a visit.
- Write tasks for case plan relative to court order.
- Monitor the case plan and document progress.

Learning in Stage One
- At this stage, workers are learning about
  - their role
  - the agency
  - unit responsibilities
  - specific job tasks
  - nature of the client population
  - role of the community
  - their personal feelings toward clients and the job
  - their own developmental goals

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Stage Two: Engagement

Characteristics of Stage Two

- Engagement with the job begins anywhere from the second to the fourth week on the job.
- During Stage 2, mastery becomes a more important emphasis than in Stage 1, but motivation becomes less important. Mastery is low to moderate, motivation is low.
- Although the worker has learned new skills and information about the job, he or she begins to feel disillusioned and overwhelmed.
- Enthusiasm may turn into disillusionment. Workers often experience a let down because the job is either more difficult than expected or not what they expected.
- They wonder if they will be able to remember all they have learned so far. They fear they have not learned enough to be effective or handle tough situations. Finally, they are frustrated by all the things they do not know and still must learn in order to be effective.
- At this stage the workers ask themselves critical questions, such as, “Will I be able to learn this entire job?” and “Will I even like it here?”
- For the supervisor, the critical questions are, ‘Is the worker capable of performing this job?’ and “What is his or her potential to develop in the job?”

Feelings During Stage Two

- overwhelmed
- frustrated
- ambivalent
- increased clarity
- greater comfort
- satisfaction
- increased confidence

Learning in Stage Two

- Make case decisions confidently.
- Recognize mistakes on their own.
- Apply information to their casework.
- Carry out job tasks by developing basic job skills.
- Engage clients and resources.
- Use supervision as a resource.
- Work through issues of personal potential versus job demands.
- Identify their own strengths and needs for future development.

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Stage Three: Basic Mastery

Characteristics of Stage Three

- Stage 3 can begin as early as three months into the worker’s employment or as late as two years.
- During Stage 3, workers have moderate to high mastery of skills with variable motivation.
- At this stage, workers are able to perform core job tasks well, identify and analyze problems; and demonstrate an ability to recognize when their methods are not getting results.
- However, they may feel motivated at times, and overwhelmed and uncommitted at other times.
- Workers may begin to experience burnout because they may become stressed,
  - find the job repetitious or tedious, become frustrated with change and uncertainty within the organization,
  - become disillusioned with leadership,
  - feel a lack of control and influence, or assess the return on their personal investment as low,
  - may also still feel insecure about whether or not they can perform the job well on their own.

Feelings During Stage Three

- confident in job abilities
- resistant to authority
- an increased awareness of organizational impact
- some disillusionment, some commitment
- challenged more than overwhelmed

Learning in Stage Three

- Work as a team member within the unit and agency.
- Influence other parts of the organization and community.
- Function independently.
- Use specialized knowledge in casework.

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Four Stages of Worker Development

Stage Four: Independence and Commitment

Characteristics of Stage Four

- Stage 4 generally begins anywhere from one year on.
- Those in Stage 4 are your highest level performers who rely less on you as supervisor to do the job. Mastery is high and motivation is variable.
- Workers in Stage 4 often exhibit strong feelings of autonomy and tend to view supervisory control as a lack of confidence in them.
- Often, Stage 4 workers are highly motivated to carry out their role. However, as with stage three’s, their motivation may vary at times as their sense of challenge diminishes. At this stage, worker’s performance may decline, they can become dissatisfied with the organization, and may feel limited job mobility resulting in burnout.

Feelings During Stage Four

- a strong desire for autonomy
- confidence and competence
- a dislike of control
- constrained
- bored
- abandoned

Learning in Stage Four

- Use advanced or specialized skills.
- Prepare for new roles within the agency.
- Identify professional goals and long term job needs.
- Strive to balance personal and organizational needs.
## Identifying Typical Needs and Coaching Implications

*Directions:* Working in small groups (by program area), identify the typical coaching needs and coaching implications for stages 2, 3, and 4. Record your answers on flip-chart paper.

### Stage 2: Engagement

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<tr>
<th>Typical Needs</th>
<th>Coaching Implications</th>
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### Stage 3: Basic Mastery

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### Stage 4: Independence and Commitment

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