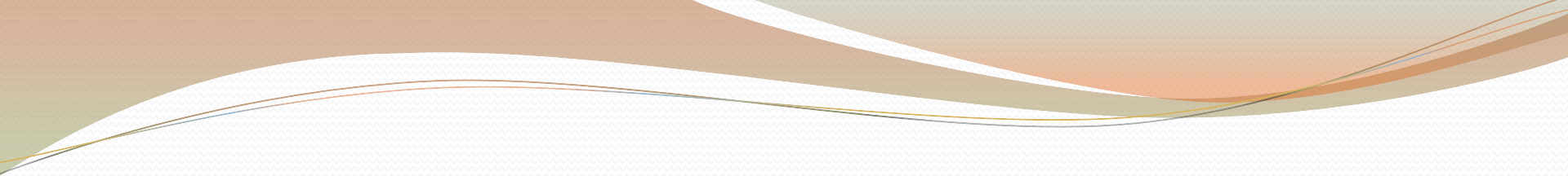


# Coaching for Solutions: Getting Great Outcomes from Supervision

National Association of Case Management Conference

October 24, 2012

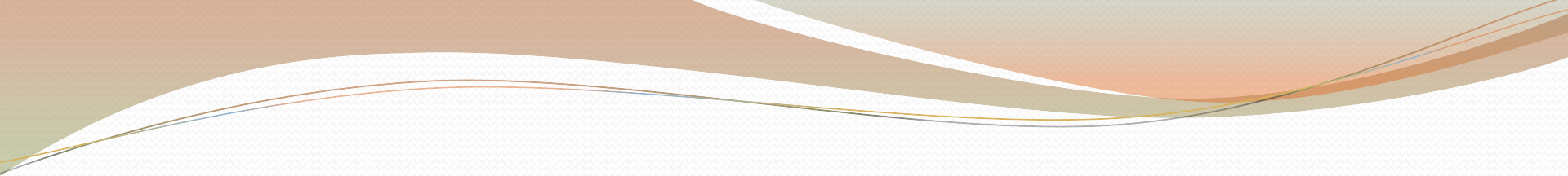
Robin G. Teitelbaum, MBA



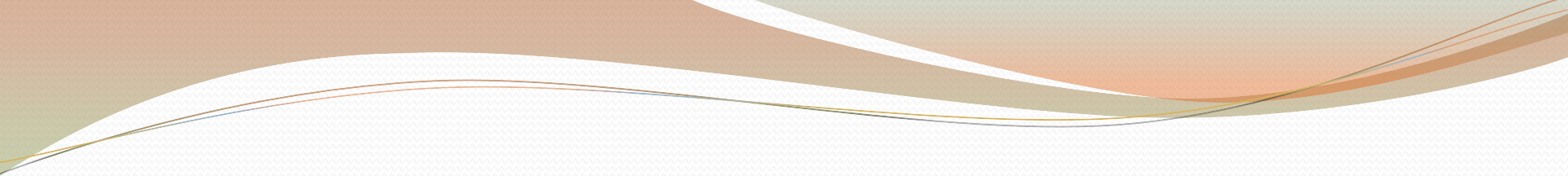
Do you recall a time when you left a training and you said, “Wow, I am really glad I attended that training?”



What was it about that training  
that made you feel like it was  
beneficial?



On a scale of 1 to 10, with 10 being you were so excited to come to this training that you spent the night here so you could get the best seat and 1 being you were dragged in here today, what number are you regarding being here today?



For anyone who is not a 10, what would you need to increase your number by 1 or 2?

# Objectives

- Identify the focus of coaching/supervision for both supervisor and case manager.
- Connect the solution-focused/strength based approach with day to day supervisory responsibilities by identifying key strategies to utilize in the context of supervision models.
- Identify opportunities to implement these strategies

# Welcome Activity

- Introduce yourself.
- Identify one strength you have in performing your job.
- Share one thing you have built in the past.

# A Coach .....

- One who instructs or trains <an acting *coach*>;  
*especially*
- One who instructs players in the fundamentals [of a sport and directs team strategy]



# Coaching .....

- Is a healthy, positive and enabling process
- Develops the capacity of people to solve problems
- Creates a performance focused, feedback rich organization

# Why Coaching?

"Coaching focuses on future possibilities, not past mistakes". ~ Sir John Whitmore

*Coaching for Performance: GROWing Human Potential and Purpose – The Principles and Practice of Coaching and Leadership, 4<sup>th</sup> Edition*

# Why Coaching?

“To create a high performance team, we must replace typical management activities like supervising, checking, monitoring and controlling with new behaviors like coaching and communicating.”

~ Ray Smith, CEO, Bell Atlantic

# A Strengths Based Approach

- Identifying Strengths

- Roles
- Practices
- Principles

# A Strengths Based Approach

- Foundation of strengths based practice:
  - Begin with a focus on the strengths
  - Use those strengths to address concerns and needs

# How Do You See Yourself?

## **Manger:**

Boss

Decision Maker

Supervisor

Traffic Cop

Delegator

## **Leader:**

Coach

Facilitator

Servant

Role Model

Visionary

# Core Skills

## **Shift from:**

Telling

Directing

Controlling

## **To:**

Questioning

Influencing

Role Modeling

# Practices

- Solution focused practices developed by Steve de Shazer and Insoo Kim Berg.
- They used an inductive process of observing clients looking for support and guidance ...
- And sought to determine what activities were most helpful to them.



# Practices

- Focus on strengths, then use those strengths to address concerns and needs
- Address behavior, but not “quirks”.
- Find out what works best. Let the person determine how it will be implemented for him/herself.
- Individualize!

# Partners in Practice

- Collaboration and communication is key.
- Keep doing what works but be willing to try something new.
- Learn to ask questions in such a way that assists the individual to recognize strengths and successes.
- We may need to help the individual define ONE thing that is positive. Ask the questions in a way that directs him/her there.

# Partners in Practice

- Build on successes.
- People will have success when they see success.
- Empowerment
- Relationship
- Ask questions that assist in recognizing strengths and successes
- LISTEN

# Listen, Listen, Listen

- Listening goes beyond hearing.
- Listening is tuning in and attempting to really understand what is sometimes an underlying message.
- Underlying messages can often put us on the defensive.
- A solution focused strategy will keep us in the “thinking” part of the brain.

# What's the Underlying Message?

- “You People”
- “That Family”
- “Those Providers”
- “Do You Understand?”

# Principles

- If what you are doing doesn't work, STOP doing it and try something else.
- If what you are doing works, DO MORE of it
- LISTEN

# Finding Solutions

- Types of Questions
  - Coping
  - Scaling
  - Past successes
- Practice Strategies

# Coping Questions

- Give people the opportunity to share resources they are using to manage situations.
- Asking coping questions helps people realize how they are managing with specific challenges.
- Coping Questions are not fact based – but are about how someone is managing.
- Coping doesn't fix things



# Coping Questions

- Attempt to help the individual shift focus away from the problem elements and toward “what”, “where”, “when”, and “how” so that there can be a clear identification of coping skills that have been effective.
- Everyone can identify coping skills that have been effective.
- Recognize the coping strategies that people use and implement them.

# Coping Questions

- You have been very busy lately; how do you do it all?
- How do you work effectively with providers?
- How do you get challenging families to work with you?
- How do you manage additional responsibilities that are assigned to you with little or no notice?

# Past Successes

- Focus on person's past success
- Goal is to use what contributed to the success again.
- Past successes can be used to help identify strengths.
- If it worked before ... do it again!

# Past Success Questions

- Can you tell me about successes you have had working with this family?
- Was there a time you had difficulty working with an individual and then you were able to develop a positive working relationship?
- Some days you have a great attitude about your work; what makes those days so good for you?
- Tell me about a time when you were able to attend all of your appointments.

# Scaling Questions

- Can be used to assess how other people perceive a situation.
- A quantitative way to guide individuals to share their perceptions of what's working, what could improve and possible barriers to success.
- Can be used to assess a variety of conditions

# Scaling Questions

- On a scale of 1 to 5, how overwhelmed or stressed are you feeling; 1 being so stressed that you are going to explode; 5 being you are as peaceful as you have ever been?
  - What would you need to make your number increase by one or two?
  - What would make your number lower?

# Resistance and Feedback

- Two forces moving against one another
- Goal is to have forces move in sync or to have one force step aside so the other force may move forward
- Feedback should focus on behavior, not the person.
- Feedback should focus on observations, not inferences.
- Praise should be authentic and content based.



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# Defining Outcomes/Achieving Change

- Outcome:
  - Something that follows as a result or consequence
    - The outcome was achieving the desired performance factor 80% of the time
    - The outcome was the desired performance level that was changed so achievement could occur 80% of the time
    - The outcome determined the individual could not/would not perform the desired outcome

# Defining Outcomes/Achieving Change

- First define the outcome – what do you want it to be?
- Is what you are currently doing getting you what you want?
  - If yes ... keep on doing it
  - If no ... what are you willing to do to get what you want?

# Defining Outcomes/Achieving Change

- Next identify the change
- Change:
  - To become different
  - To undergo transformation, transition or substitution
  - To put on different clothes
- Change is our decision

# Stages of Change

- Unaware
  - Thinking
  - Makes a Plan
  - Makes the Change
  - Maintains the Change
  - Change Becomes a Habit
- 
- Relapse is part of the change process
- Prochaska DiClemente*

# Positive Performance Change Process

- A Collaborative Partnership
  - Outcome: needs to be specific
  - Assess: needs to be concrete
  - Plan: concrete with detail
  - Review: enables the rest of the process to have meaning
- This is a continuous process ...

# Outcome

- Performance Planning
  - Clearly identify the measurable desired outcome
    - What percentage of the time must the outcome be achieved
    - Identify times when outcome may not be achieved

# Assessment

- Develop your baseline
- Begin solution focused collaboration
- Use Scaling Questions
- LISTEN
- Use Past Successes Questions
- LISTEN
- Develop Plan

# Plan

- ASK ... What do you think is needed so you can achieve the desired outcome?
- Be willing to let them try their plan for a period of time prior to saying they must try your method.
- BE SMART:
  - Specific
  - Measureable
  - Achievable
  - Repeatable
  - Timely



# Review & Follow Through

- Develop a consistent schedule to review the plan
  - Collaborative planning
  - Reschedule if a review session is missed
- Conduct the review session
- Addition to review session
  - Add the scaling question

# Transfer of Learning

- On a scale of 1 to 10, with 1 never being and 10 always being every professional interaction you ever have:
  - How often are you going to use a strength-based solution focused question?
- If your number was not an 8 or above, what do you need to increase your number to an 8 or above?

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