



# IN MY COACHING ERA

Upskilling Through Coaching + Feedback

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When you hear the word “feedback”  
what do you think of?



# Dealing with a *difficult customer*

! Strong language



I'd like to check in, please.

# FEEDBACK BLOCKERS





# CHEMISTRY AND THE BRAIN

# MENTAL STORIES



Person



Personal



Packaging

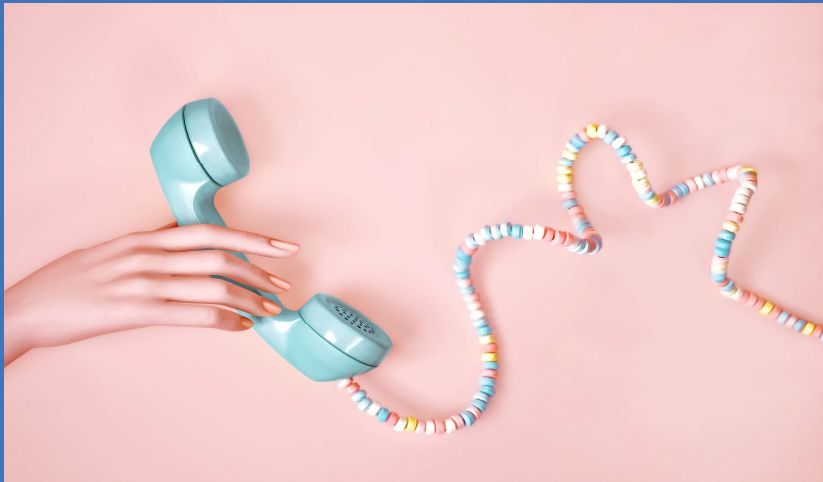


Talk about a time you got feedback  
*you didn't like in the moment,* but later  
you realized it helped you **grow.**





# RECEIVE IT BETTER



- Make a habit of asking for feedback
- Mentally prepare for feedback
- Commit to a growth mindset
- Listen deeply and wait to respond
- Find the nugget of truth
- Follow up

# CONSTRUCTIVE FEEDBACK



- Be specific, clear, and timely
- Specific skills = clumping
- Take a neutral approach and avoid assumptions
- Offer suggestions for improvement
- Anchor your feedback to a model



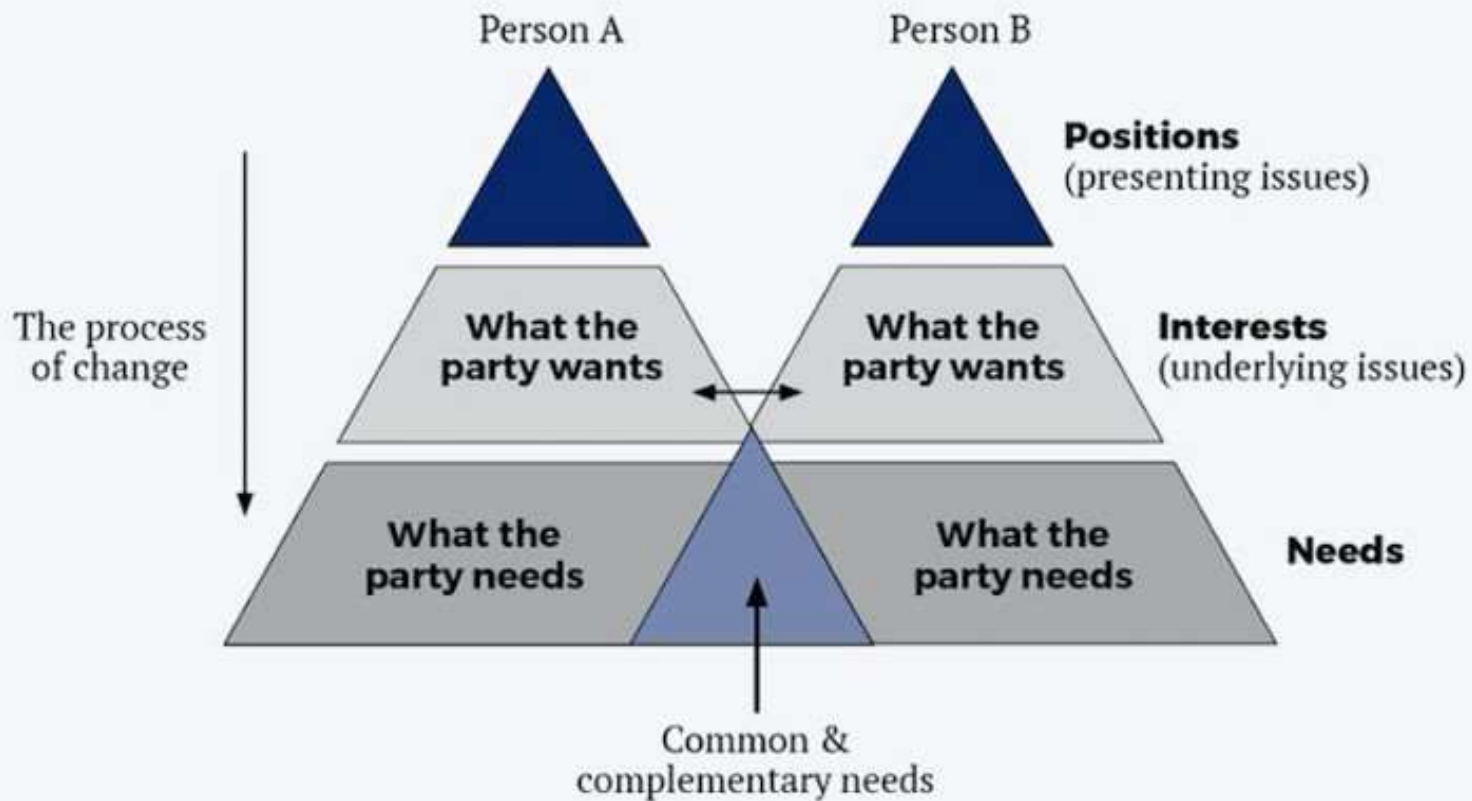
Who is someone you can hear feedback from?  
Why?



# But what happens when they disagree or resist?



Tell me more...



# POSITIONS vs. INTERESTS

<b>Positions</b>	<b>Interests</b>
<b>What they say they want</b>	<b>Why they want it</b>
Positions are surface statements of where a person or organization stands, and rarely provide insight into underlying motivations, values or incentives.	Interests are a party's underlying reasons, values or motivations. Interests explain why someone takes a certain position.
Position Example: Union demands a five-year contract.	Interest Example: Union wants time for workers to retool their skills before plant closings are implemented.

# CONFLICT HOOKS



*Perceived* threat to something that is very important to your identity – how you see yourself and how you want others to see you!



# CONFLICT HOOKS

- **Competence** – when you perceive that someone is questioning your intelligence or skills.
- **Inclusion (FOMO)**– when someone appears to be excluding you in some way (from a group, an event, a committee, etc.) or implies you’re not a good companion.
- **Autonomy** – when someone appears to be trying to control you, imposing on you, or threatening your self-reliance.
- **Status** – when you perceive that someone is threatening or dissing your tangible and intangible assets, including power, position, economic worth, and attractiveness.
- **Reliability** – when you perceive that someone is questioning your trustworthiness or dependability.
- **Integrity** – when someone appears to be questioning your moral values or integrity.



## YOU'VE BEEN HOOKED!

When you are hooked, you cannot listen to the "interest" or need. You are focused on the "perceived threat." Conflict magnifies.



# THE COACH APPROACH





# Implementation Science on Coaching



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# FIXED MINDSET

I WANT TO  
AVOID MAKING  
MISTAKES.

I'LL NEVER BE  
THAT SMART.

I GIVE UP.

I KNOW  
BEST.

THIS IS  
GOOD  
ENOUGH.



# GROWTH MINDSET

FEEDBACK IS  
VALUABLE.

I IMPROVE  
WITH  
PRACTICE.

IS THIS  
MY BEST  
WORK?

I WON'T  
GIVE UP.

MISTAKES  
HELP ME  
LEARN.



## MANAGER

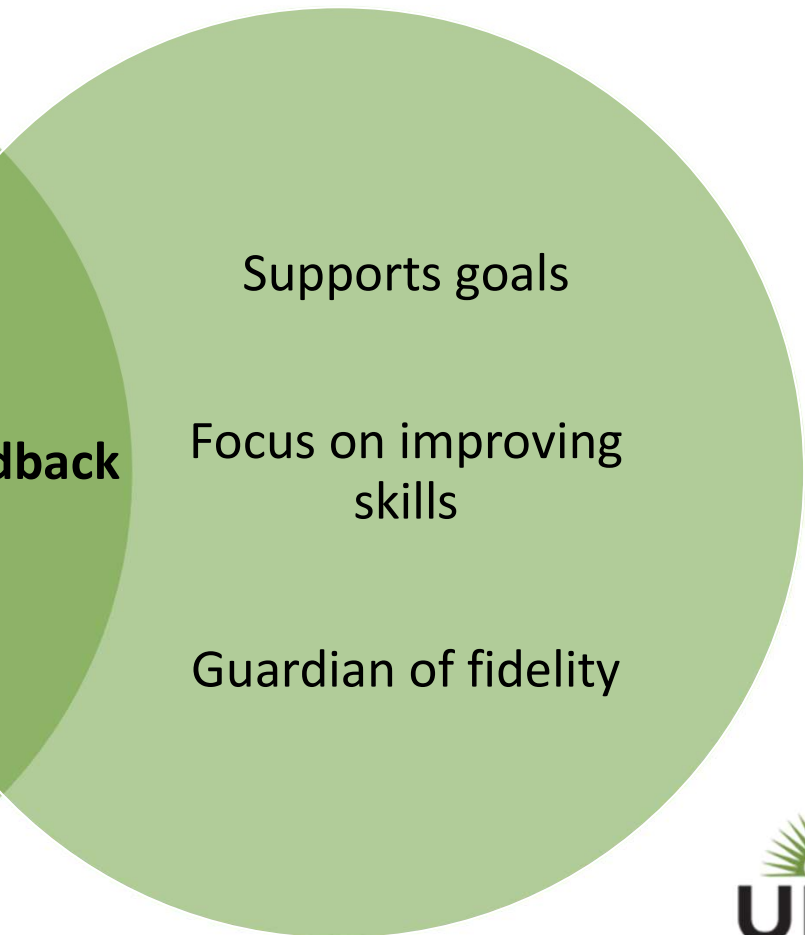


Directs tasks

Focus on meeting  
organizational needs

Sets performance  
expectations

## COACH



Supports goals

Focus on improving  
skills

Guardian of fidelity

**Feedback**



# SKILLS OF A COACH

- Set clear expectations, goals, and follow-up
- Active Listening
- Purposeful Questioning
- Provide Feedback



# TYPES OF COACHING



General Coaching



Skills Coaching



Peer-to-Peer Coaching



# COACHING TOOLS

# PROFESSIONAL DEVELOPMENT PLAN

1. What is the employee good at (strengths)?
2. What are some accomplishments they've had (celebration)?
3. What do they want to get better at (goal)?
4. Action steps towards the goal (include due dates)
5. How will the supervisor help them improve?
6. How will we know when the goal is achieved? (measurement)



# GROW MODEL

Goal

Reality

Options

Way  
Forward

# BREAKOUTS

Pick your favorite GROW question and talk to your partner about how it would change the conversation from supervision to coaching.



# COACHING CIRCUIT

## LEARN ONE

Coach reviews  
the skill

## SEE ONE

Coach models  
the skill

## PRACTICE ONE

Employee  
practices the skill  
in a role play  
with the coach

## DO ONE

Employee  
practices the  
skill for real;  
coach observes

## TEACH ONE

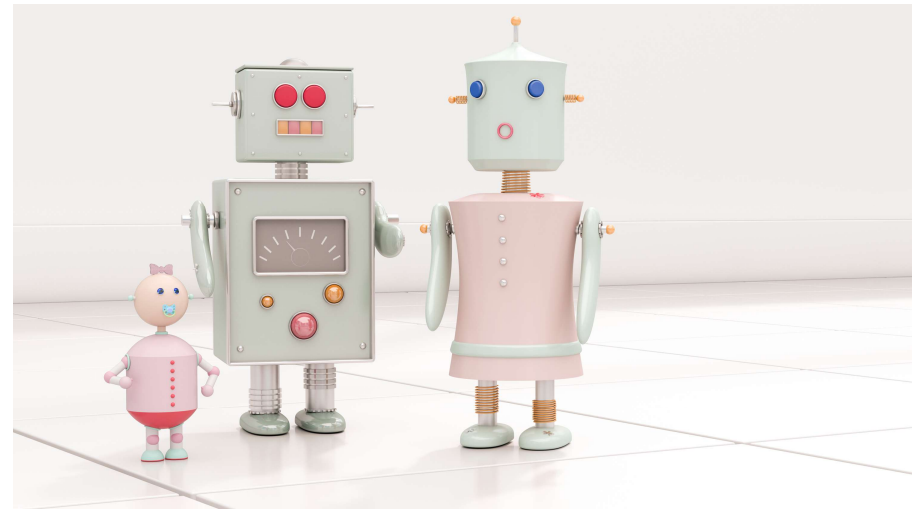
Employee  
teaches the skill  
to a peer

*\*Borrowed from YFTI HFW credentialing process [yftipa.org](http://yftipa.org)*



# FAMILY PRESENTATIONS

- Who is the child and/or family?
- What are their strengths/needs?
- What phase/activity are you working on (model)?
- What are the patterns?
- Where are you stuck?
- What tools have tried?
- What are your coaching needs?

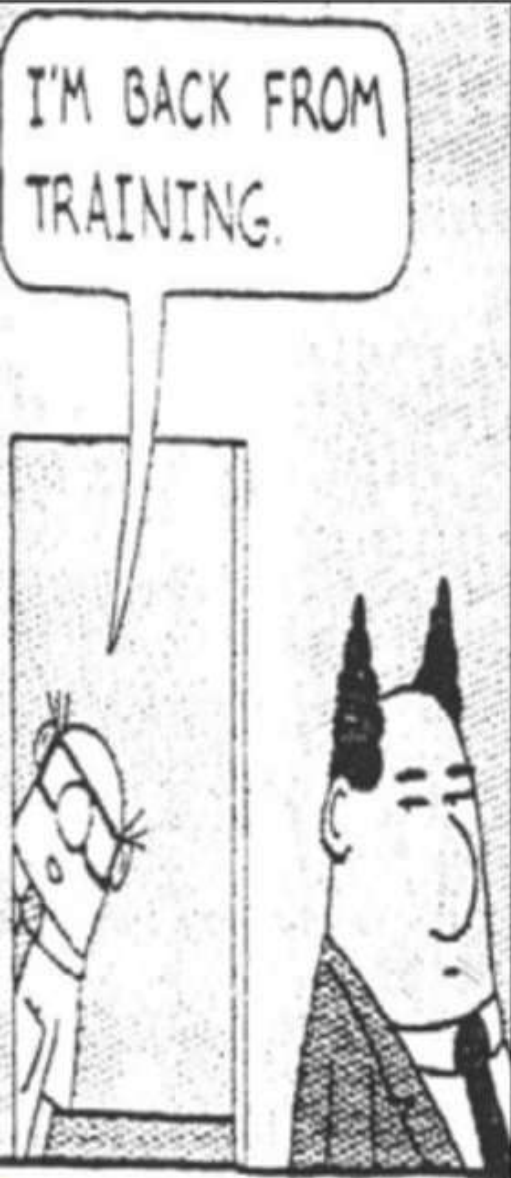




# SHAPING THE PATH

- More training is not always the answer
- Use the tools---bring out those training notes!
- Let no meeting go to waste
- Frequency is your friend
- Rate yourself, your staff – data is important feedback!
- Documentation, documentation, documentation





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♥ IN MY ✨  
COACHING ✨  
ERA ✨ ♥

# THANK YOU!

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