

Modeling, Coaching, and Mentoring

Engagement

Talk about what has been working for you as you meet with families. What are your needs? If you are ready to improve your skills in modeling, coaching, and mentoring, this guide can support you as you assess and plan.

Explore:

When you think about modeling, coaching, and mentoring what are your strengths? What improvements would you like to make in your use of modeling, coaching, and mentoring?

Assessment

Scaling:

On a scale of 1 (need to learn) to 10 (can mentor), where would you place yourself? (Record on the Functional Assessment.)



Scaling Continuum:

<u>Learning</u> Learning the Skills	<u>Working</u> Using the Skills with Families	<u>Mentoring</u> Using the Skills to Mentor
1. Participate in the mentoring process.	1. Establish trusting relationship with families.	1. Has proficient ability to demonstrate skill for caseworker while being shadowed.
2. Ask questions to clarify and enrich shadowing and coaching experience and ask for help when needed.	2. Encourage families to ask questions, seek out resources, and ask for help as needed.	2. Set clear expectations with families and caseworker for demonstrating their skills and stating their needs.
3. Demonstrate knowledge of coaching steps.	3. Model skills for families.	3. Answer questions and is available for caseworker to ask questions.
4. Establish relationships of trust with mentor.	4. Respectfully coach families as they begin using new skills and tools.	4. Assist caseworker in their practice as they utilize skills with co-workers and families.

<u>Learning</u> Learning the Skills	<u>Working</u> Using the Skills with Families	<u>Mentoring</u> Using the Skills to Mentor
5. State clear expectations of needs during modeling, shadowing, mentoring, and coaching.	5. State clear expectations for families.	5. Prompt employee, when needed, to guide them through use of new skill.
	6. Accept mentoring from families.	6. Accept mentoring from caseworker.

Planning

1. What will it look like when you use modeling, coaching, and mentoring as you would wish?
2. What steps can you take that will lead to the desired result?

Practice Opportunities

Mentor with Caseworker	Caseworker with Family	Family with Family
Teach caseworker how to use skills by modeling those particular skills as unplanned learning opportunities arise.	Model appropriate behavior and responses for families before going to court.	Teach families to coach children through completing their homework without doing the homework for them.
Be a co-caseworker on a case with a new worker and begin a skill process, then let them complete that process, and vice versa.	Demonstrate for families how to coach their children through a task that has previously created conflict.	Teach families to model behavior changes that they want children to make.
When a caseworker is struggling with a family, demonstrate different ways to resolving the struggle.	Coach a family through changing a behavior and support their learning opportunity.	Teach families to mentor children through the process of learning new skills by guiding them, but not telling them exactly what to do.

Knowledge Base

Concept:

Using modeling to improve coaching and mentoring.

Basic Elements:

Modeling
Coaching
Mentoring
Shadowing
Steps in mentoring and coaching

Definitions:**Modeling:**

Modeling implies a knowledge or skill that may be shared with others by acting it out so that it may be observed and reproduced. Examples of modeling might be the sharing of a case example in a staff meeting or having someone “shadow” you in the field to observe positive ways of interacting with a family. Modeling is happening all around us all of the time. People are using the Practice Model in their work, in their relationships, and in the parallel process.

Coaching:

To direct, instruct, demonstrate, assist in practice, train, model, provide feedback, and prompt.

Mentoring:

A relationship that focuses on the development of one of the parties through modeling, coaching, listening, exploring, and guiding the other party.

Shadowing:

Shadowing is following an experienced worker and observing the way they practice skills and utilize tools.

Steps in mentoring and coaching are:

- Establish a relationship of trust.
- Set clear expectations.
- Help participants assess strengths and needs.
- Demonstrate skills that participants will practice and use.
- Track the progress of individuals and the team in meeting expectations.
- Provide effective development feedback.
- Help participants evaluate accomplishments of goals and set new goals.