

Building HPOG Participant Resilience

Participant Guide

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Kansas City, MO

Seattle, WA

Dallas, TX



PUBLIC
CONSULTING GROUP



GROUP DISCUSSION: FOSTERING RESILIENCE

An ability to recover from or adjust easily to misfortune or change.

-Webster's Dictionary

Discussion Topics:

1. Why is fostering resilience important at the end of the grant period?

2. Why is it important for your participants as they are right at the cusp of completing their training or who are working hard to achieve employment goals?

TIPS ON HOW TO TALK ABOUT **RESILIENCE** WITH HPOG PARTICIPANTS

- ✓ In a coaching session or training, ask the participant to talk about how they define resilience and what it means to them.
- ✓ Consider looking up definitions for resilience together and sharing the one that we discussed in training. Is there a better definition that you can craft together that is meaningful for the participant?
- ✓ Ask the participant to talk about their current strategies for living a resilient life.
- ✓
- ✓
- ✓
- ✓

Executive Function and Executive Skills

Executive Function is a term that describes a set of skills and capacities that are controlled by the frontal lobe of the brain. Executive function impacts people's ability to succeed in the workforce, in educational attainment, and in personal relationships.



EXECUTIVE SKILLS

Planning/ Prioritization	Metacognition	Decision- making	Organization
Sustained Attention	Time Management	Working Memory	Goal Directed Response
Response Inhibition	Flexibility	Emotional Control	Task Initiation

Executive Skills Definitions

Adapted from Building Better Programs, a project of the Center on Budget and Policy Priorities, 2016.

How We Organize and Plan Things

Organization: Knowing where I put things

- The ability to create and maintain systems to keep track of information or materials.

Time Management: Knowing about how long a task will take and what the deadline is

- The capacity to estimate how much time you have, how to allocate it, and how to stay within time limits and deadlines. It also involves a sense that time is important.

Planning/Prioritization: Deciding what steps to take

- The ability to create a road map to reach a goal or to complete a task. It also involves being able to make decisions about what is important to focus on and what is not important.

How We React to Things

Response Inhibition: Seeing the consequence before I say or do something

- The capacity to think before you act – this ability to resist the urge to say or do something allows us the time to evaluate a situation and how our behavior might impact it.

Flexibility: Going with the flow, accepting change

- The ability to revise plans in the face of obstacles, setbacks, new information, or mistakes. It relates to an adaptability to changing conditions.

Emotional Control: Keeping my cool when frustrated

- The ability to manage emotions in order to achieve goals, complete tasks, or control and direct behavior.

Metacognition: Evaluating how I'm doing

- The ability to stand back and take a bird's eye view of yourself in a situation, to observe how you problem-solve. It also includes self-monitoring and self-evaluative skills (for example, asking yourself "How am I doing?" or "How did I do?").

How We Get Things Done

Task Initiation: Getting started without a delay

- The ability to begin projects without undue procrastination, in an efficient or timely fashion.

Sustained Attention: Paying attention, even when I don't feel like it

- The capacity to maintain attention to a situation or task in spite of distractibility, fatigue, or boredom.

Goal-Directed Persistence: Sticking with your goal

- The capacity to have a goal, follow through to the completion of that goal, and not be put off or distracted by competing interests.

Stress Tolerance: Managing your stress

- The ability to work in stressful situations and to cope with uncertainty, change, and performance demands.

Working Memory: Remembering what I did and what I need to do

- The ability to hold information in memory while performing complex tasks. It incorporates the ability to draw on past learning or experience to apply to the situation at hand or to project into the future.



MY EXECUTIVE SKILLS PROFILE

Developed by the Center on Budget and Policy Priorities

My Executive Skill Strengths	My Opportunities for Improvement

TIPS ON HOW TO TALK ABOUT **EXECUTIVE FUNCTION** WITH HPOG PARTICIPANTS

- ✓ Focus on stress and how it impacts our behavior and our skills, not on brain development.
- ✓ In a coaching session, have them complete the Executive Skills Profile - http://apps.cbpp.org/ef_questionnaire/
- ✓ Give the analogy of how Executive Function is the air traffic controller of the brain.
- ✓ Remind participants that executive function can be developed – our brains have an amazing capacity to change, reorganize, and learn skills throughout life.
- ✓ Everyone has strengths and weaknesses in the different Executive Skills. Ask the participant to talk about a skill that's a strength. What makes it a strength? How did they build it up?
- ✓ Talk with the participant about how stress can impact our executive skills and develop some strategies to identify when they are stressed (e.g. tunneling) and what to do in those situations.
- ✓ In a coaching session, share with the participant the ideas of tunneling and the bandwidth tax and how those impact everyone. Brainstorm ideas on what those two concepts look like and fill in any blanks with what you learned in the training.
- ✓
- ✓
- ✓
- ✓
- ✓



DISCUSSION: TRAUMA INFORMED CARE PRINCIPLES

Principle

Peer Agency Strengths

Safety



Trustworthiness and Transparency



Collaboration and Mutuality



Empowerment, Voice and Choice



Culture, Historical, and Gender Issues



Peer Support



Coaching



COACHING FRAMEWORK

PCG Human Services Coaching Framework™



**Person
Centered**



**Relationship
Based**



**Goal
Driven**

Sustainable Change Monitoring & Evaluation

Coaching is a person-centered, strength-based way of working with others that helps them direct the changes they want to make in their own lives.

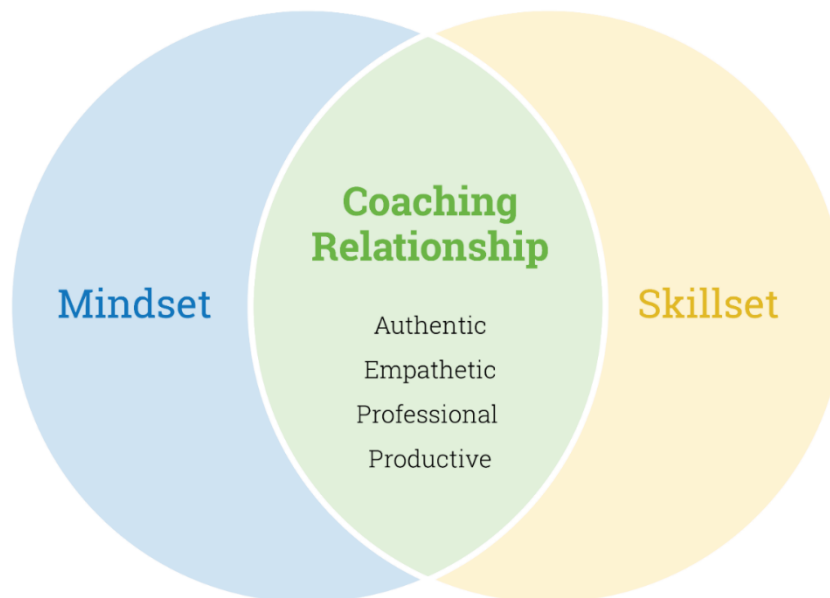
Coaching is:

- An applied mindset and a set of techniques.
- Just one of many tools you will use when working with participants.
- Best used in conversations regarding areas where participants are engaged and want to make steps forward.

Person-Centered

- Seek to recognize the participant's unique dreams, resources, and strengths.
- Unleash the power in others - power exists within the participant.
- Progress is made when participants own their choices, decisions and goals.
- Encourage progress, even if it is slow and takes place over time.
- Maintain patience in the presence of setbacks.

Relationship-Based



Goal Driven

- Action-Oriented.
- Future Focused.
 - Attention is on moving forward, not looking backward.
- Participant's Responsibility.
 - Goal identification.
 - Goal achievement.
- Coach's Responsibility.
 - Goal guidance.
 - Encouragement.
 - Accountability.



A PERSON-CENTERED APPROACH:

- Considers the complex environment and needs of the HPOG participant.
- Sees the participant as the hero.
- Develops the participant's sense of ownership.
- Recognizes barriers but leverages strengths to overcome them.





COACHING RELATIONSHIP

- Authentic
- Empathetic
- Professional
- Productive



DISCUSSION: MAINTAINING AUTHENTIC RELATIONSHIPS THROUGH STAFF CHANGES

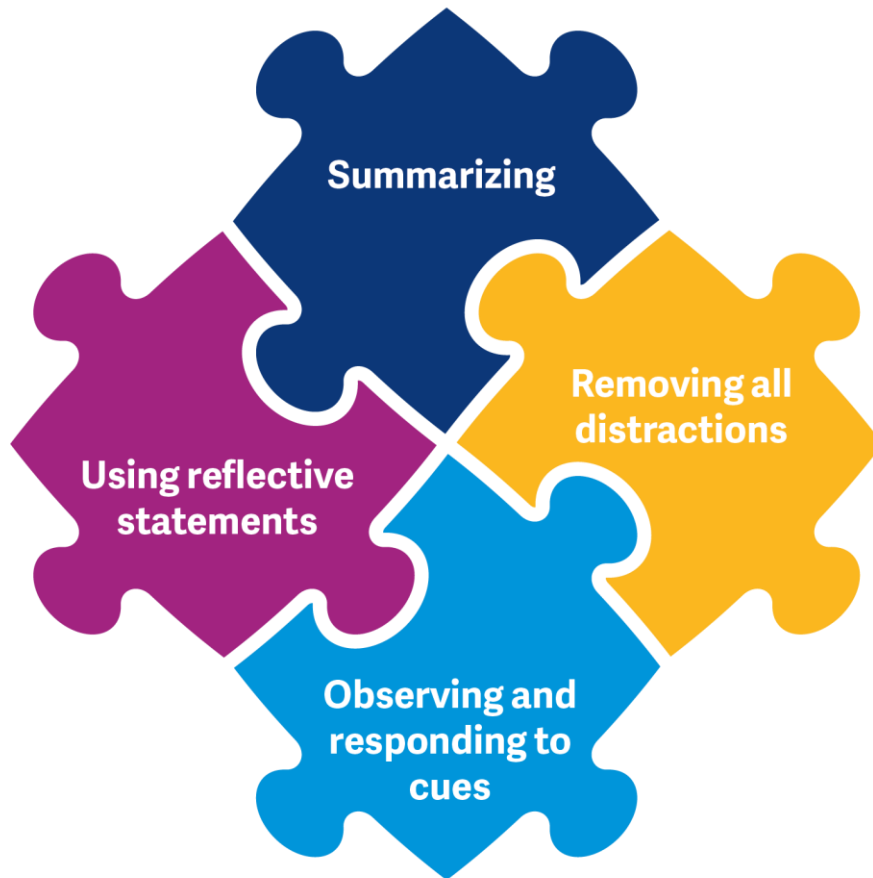
Discussion Topics:

1. What strategies do you employ to maintain coaching relationships when staff changes?

2. How do you help participants to feel supported and not abandoned during staff changes?



ACTIVE LISTENING





REMOVING ALL DISTRACTIONS

Where possible, create the conditions to be able to pay undivided attention to the participant:

Where:

- Away from the “day to day”, from where you and/or the person routinely multitask.
- Not across a desk or other physical barrier.

What:

- Silence cellphones and ignore landlines (that’s why you have voicemail!).
- Close laptops or turn/walk/sit away from computer screens.
- Politely decline “drop-by’s.”

When:

- Not when double booked, up against deadlines, expecting a call.
- Not when naturally tired or distracted (end of day or week, during “post lunch dip in energy”).
- Early in the day or week, over lunch, during dedicated, scheduled time.

Do what you need to do to make the other person feel in that moment like *the only other person in the world*.



MIRRORING

By paying attention to and “mirroring” a speaker’s signs and sounds, you can build rapport. Rapport helps create a feeling of connection that allows people to let down their guard, be open with their thoughts and feelings, and be inclined toward joint problem solving rather than defensiveness, denial, or other withholding behaviors.

When you are in rapport you will match the other person’s:

- Body, voice, volume, gesture, space.
- Language, pace and energy.

When you “mismatch” someone, you break rapport. Try to “mirror” your participant as much as possible:

- *Volume of speaking*: is your participant speaking quiet and slowly or loudly and energetically?
- *Level of humor*: is he or she making light and cracking jokes or is he or she stressed and solemn?
- *Formality*: Does your participant call you sir or miss? Match their comfort level.

Also pay attention to your non-verbal communication – your body language. For example, consider the following:

- *Maintain good eye contact*: Making eye contact signals to the other person that you are paying attention and that what they are saying is important to you.
- *Use Open Gestures*: Avoid “closed” body language like crossing your arms or putting your hands in your pockets.
- *Be aware of your facial expressions*: Be animated when appropriate. Smile. Signal that the other person is welcome.
- *Be aware of your posture*: Sit or stand up straight, avoid slouching. Maintain personal distance, while generally standing or sitting up straight or leaning slightly toward the person.

Overall – practice “being yourself” and feeling comfortable and relaxed while generally applying these principles. The goal isn’t to make you a robot! It is to signal to the other person that you are glad to be with them, you care about what they are here to discuss with you, and you want them to feel comfortable sharing whatever is on their mind.



REFLECTIVE STATEMENTS

Reflection Helps:

- Build rapport.
- Keep conversations positive and moving forward; unlike questions, they are less likely to heighten resistance.
- Gain a deeper understanding of what the participant is experiencing and why.
- Invites the participant to say more and keep talking.
- Convey respect for the participant's experience.
- Acts as a mirror for the participant.

Examples of Reflections:

Participant: *I've been searching for jobs but haven't had any luck yet. I have sent my application in to a few places but haven't had an interview, and it's been a little over a month. I have done everything you have suggested. What do I do?*

- *Simple reflection 1:* You have tried so hard.
- *Simple reflection 2:* They don't understand your situation.
- *Paraphrase:* You've sent in a lot of applications, but no luck.
- *Reflection of feelings 1:* You're frustrated and angry about this.
- *Reflection of feelings 2:* You are feeling really disappointed.
- *Overstatement:* You've exhausted every option, and there is no way you are going to get a job.
- *Understatement:* It's hard to find a job.

“Reflective listeners work to understand, in an empathic way, whatever the person is saying from the speaker’s viewpoint or internal frame of reference. Beyond empathy, however, the listener accepts what the speaker is saying without agreeing or disagreeing. Responding reflectively means picking up on the *feelings* contained in what the speaker is saying and not just facts or ideas. It means zeroing in on the personal elements of the speaker’s statements, not the interpersonal, and responding with acceptance and empathy rather than indifference or judgment.”

-Dawson & Guare



USEFUL SUMMARIZING PHRASES

Examples of Summarizing Phrases:

- There seem to be three or four main views that you have been putting forward...
- So, what I'm hearing is that...

Note: *Ending on a question often prompts further significant disclosure from the participant. This is because it demonstrates authentic listening and therefore encourages the participant to tell you more.*

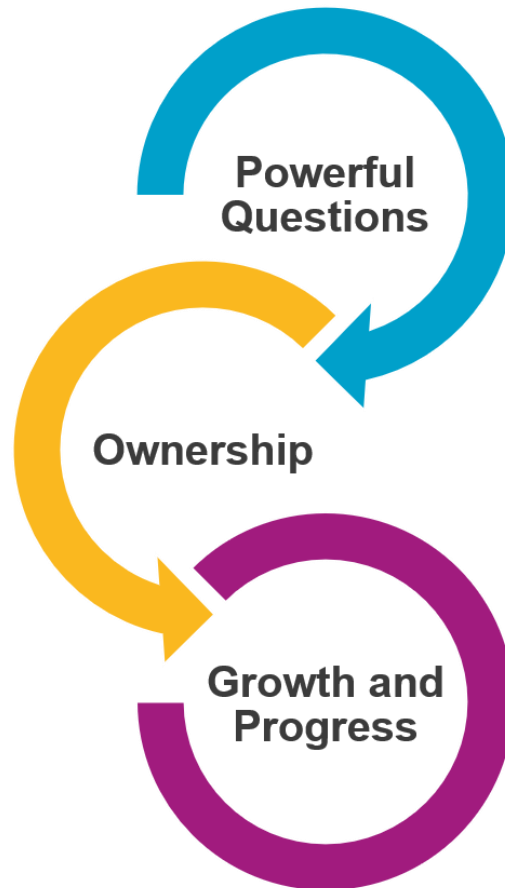
- ... Is that correct?
- ... Did I get that right?

Additional Tips:

- Use the same language. If they call their boss "slimy," use the same word in your summary.
- Summarize tone and emotion you hear as well as content.
- Summarize from the participant's viewpoint.
- Avoid interpreting or adding meaning to the summary.



POWERFUL QUESTIONS



Powerful questions help because they:

- Help participants learn how to problem solve and **find their own solutions.**
- Develop participants' essential skills by encouraging **self-reflection, self-discovery** and **problem ownership.**



EXAMPLES OF POWERFUL QUESTIONS

Open-ended, powerful question can help people you're coaching gain deeper insight and self-direct. Questions like the following can help you better assess a person's strengths and needs and help them to identify, articulate, and develop their goals.

<p>Beginning Discussion</p> <ul style="list-style-type: none"> • What's happened since we last spoke? • What would you like to talk about today? • What would you like to focus on today? 	<p>Clarification/Elaboration</p> <ul style="list-style-type: none"> • What do you mean by that specifically? • Can you tell me a little more about this? • What else? • What are some other thoughts or feelings you have on this?
<p>Evaluation</p> <ul style="list-style-type: none"> • How does this align with your goals? • What is the opportunity/challenge in this situation? • What do you think that means? 	<p>Exploration</p> <ul style="list-style-type: none"> • What are your options? • What other angles can you think of? • What is here that you want to explore? • What other things come to mind?
<p>History</p> <ul style="list-style-type: none"> • What have you tried so far? • What do you think triggered it? • How did it start? • What happened leading up to it? 	<p>Implementation/Planning</p> <ul style="list-style-type: none"> • What will you do to get started? • What is your action plan? • What is next? • How could you improve this plan? • What will you need to do this? • When will be the best time? • What will be the first step?

<p>Resources</p> <ul style="list-style-type: none"> • What resources are available to you? • What resources do you need in order to make a decision? • What support system do you have? 	<p>Learning</p> <ul style="list-style-type: none"> • What will you take away from this? • What lessons will take with you? • If you could do this over again, how would you handle things? • If it had been you, what would you have done? • If you had the choice what would you do? • What would you do if you could start over?
<p>Reflection</p> <ul style="list-style-type: none"> • What are your thoughts about this? • How do you feel about it? • How does it look to you? 	<p>Taking Action</p> <ul style="list-style-type: none"> • Where do you go from here? • What are your next action steps? • How would you like to move forward?
<p>Obstacles</p> <ul style="list-style-type: none"> • What's holding you back? • What is the greatest challenge? • What are you most concerned about? 	<p>Outcomes</p> <ul style="list-style-type: none"> • What is your desired outcome? • What does success look like? • How will you know you've reached your goal?
<p>Summary</p> <ul style="list-style-type: none"> • How would you describe the results? • How would you summarize things? • What conclusions have you drawn? • How did that go? 	



REFLECT AND PLAN: POWERFUL QUESTIONS

Instructions:

1. Work independently.
2. Pick five different “boxes” from the Examples of Powerful Questions tip sheet.
3. Pick a question from each box.
4. Consider a situation where this question might be useful for you.
5. Share with a partner when you are finished.

Example:

Box: Resources

Question: What resources do you need to help you decide?

Situation: I could use this question when a participant comes to me unsure of at which community service site to volunteer.

Box: _____

Question: _____

Situation: _____

Box: _____

Question: _____

Situation: _____

Box: _____

Question: _____

Situation: _____

Box: _____

Question: _____

Situation: _____

Box: _____

Question: _____

Situation: _____



BEST PRACTICES IN GOAL SETTING

1. Specific goals work better than generalized, “try your best” goals.
2. People should set their own goals.
3. Rewarding progress is more effective than punishing setbacks.
4. Shorter term goals lead to progress – break the goal or task into smaller parts.



STAR GOALS

Specific

What will the goal accomplish? How and why will it be accomplished?

Trackable

How will you track whether or not the goal has been reached?

Achievable

Do you have the necessary skills, knowledge and resource to accomplish the goal without it defeating you?

Relevant

What is the purpose of accomplishing this goal in your life?



GROUP EXERCISE: WRITING SPECIFIC GOALS

Instructions: Work in small groups. Use this worksheet to convert the three generic goals into STAR goals. When your group is finished, share one of the three STAR goal with the class.

1. I want to be more organized.

2. I want to enroll in a training program and complete it.

3. I want to find a job in health care.



DISCUSSION: GOAL SETTING FOR HPOG PARTICIPANTS

Discussion Topics:

1. What are your goal setting best practices?

2. How do you motivate participants to stay the course?

3. How do you motivate participants to share their successes with you?



SCALING

Scaling questions ask participants to consider their **position** on a scale. Scales are **self-anchored** and the numbers in and of themselves aren't important; the descriptions of what the numbers mean to the participant are important. The coach and participant uses that scale to **track progress** toward goals and **monitor incremental change**.



SCALING STEPS

1

Current Position

2

What's Already There

3

Past Success

4

One Step Higher

5

A Small Step Forward



GROUP EXERCISE: SCALING

Instructions:

1. Imagine that the front of the room is a scale with the numbers one through 10.
2. Where would you put yourself prior to this training on the scale? Go and stand around where that number would fall on the wall.
3. Listen to the second question from the facilitator. Go and stand around where that number would fall on the wall.



SCALING STEPS – WHERE ARE YOU ON THE SCALE?

1. Explain the scaling question in your own words.

2. Describe your current position – where are you now?

3. What exists between 0 and where you are today? How did you manage to get to your current position? What worked well? What helped get you there?

4. When have you been higher on the scale? What was different then? What did you do differently? What worked well?

5. What does one step higher on the scale look like? How will you notice when you get there? What will be different then?

6. What's one small step you can take to move up on the scale? In what situation might you take that step?



CORRESPONDENCE TRAINING

Correspondence Training is a strategy in which participants make statements regarding their own behavior and are then provided with reinforcement when their statement and behavior **correspond**.

HOW TO APPLY IT	EXAMPLE
In advance of the behavior, have the participant make a verbal commitment to engaging in the behavior.	<i>"When are you planning on turning in your timesheet and how are you planning on getting here?"</i>
Praise after behavior was exhibited.	<p>Say <i>"Awesome job turning in your timesheet this week! Thank you so much!"</i></p> <p>Rather than, <i>"Awesome! I'll see you on Friday when you will submit your timesheet. Thanks so much!"</i></p>
Involve the participant in selecting the behaviors, either by providing a short list or by letting them choose anything.	<i>"I'm hearing you say that you'd like to work on being more organized. Is that something you'd like to work on now?"</i>



TIPS ON HOW TO TALK ABOUT **GOAL SETTING** WITH HPOG PARTICIPANTS

- ✓ Focus on the HPOG participant's ownership of the goal. What do they want to do? Why do they want to do it? By when do they want to reach their goal?
- ✓ The more motivation a person has to reach their goal, the more likely they are to achieve it. Help the participant articulate WHY they want to reach their goal. Have them envision their life after the goal is realized.
- ✓ Help participants break goals down into bite-size pieces. Those pieces will seem less daunting and allow the person to focus on immediate next steps.
- ✓
- ✓
- ✓
- ✓

Helping HPOG Participants Build Resilience



PRAISE FORMULA

Affirmation is powerful. Research indicates that praise is more effective than punishments at encouraging people to improve and reach their goals.

Do it Now

Do it Often

Focus on the Individual

Be Specific

Be Sincere

No Strings Attached



PRAISE FORMULA EXAMPLES

PRAISE FORMULA					
Effective Praise is:	Example:	Why it works:	Less-Effective Praise is:	Example:	Why it is less effective:
Individual	<i>Sara, nice work today.</i>	She knows she is the one receiving the praise.	Group	<i>Thanks everyone.</i>	No one knows if they, personally, are doing well.
Non-Conditional	<i>Well done.</i>	That is that.	Conditional	<i>Make sure you do it again next month.</i>	They are left with a threat that takes away the power of the praise.
Specific	<i>You've improved your test scores in the key improvement area we discussed.</i>	She knows exactly what she did right.	General (Not Self-	<i>Nice job on the test scores.</i>	They don't know what exactly they accomplished.
Self-Affirming	<i>You did a great job and showed significant improvement through your hard work and studying.</i>	Helps them appreciate the specific behavior that led to change.		<i>Great improvement everyone.</i>	They don't know how they contributed to the success or what behaviors they exhibited that contributed to the success.



STORYTELLING STYLE

Degree of Optimism

Degree of Optimism	Optimism / Positive Outlook	<p>"I studied but the teacher didn't tell us what to expect on the test."</p> <p>"I do really good work, but my supervisor has impossible standards that no one can meet."</p>	<p>"I passed the exam because I studied all of the material really well."</p> <p>"I succeed because of my own efforts and abilities."</p> <p>"Good things happen because I tried hard."</p> <p>"Failure in one area doesn't mean I'll fail in other areas."</p>
	Pessimism / Negative Outlook	<p>"I'll never be smart enough to pass this test."</p> <p>"I'm in this situation because someone else made the rules and there's no point in questioning them."</p> <p>"I've been written up once at work so now every supervisor will see that and never promote me."</p>	<p>"I passed the exam because I got the right questions."</p> <p>"I'm in this tough situation because of the choices I made and now I'm stuck."</p> <p>"I fail every time and even if I put more effort in, it won't matter."</p>
		Them	Me

Locus of Control



MOVING TO AN OPTIMISTIC STORYTELLING STYLE

Instructions:

1. Get into groups of 3. Each group will be assigned one of the three scenarios.
2. Read through your assigned scenario and answer the questions below.

Scenario 1:

You are a Certified Nursing Assistant at a nursing home. You have a company credit card because you sometimes need to buy supplies when helping a patient return to their home. You are rushing home one day and trying to pick up your daughter on time from day care. You stop to buy diapers and thankfully make it to day care a few minutes early. The next day, your supervisor calls you into the office and asks why you used the company card to buy your diapers. You are shocked and apologize, you offer to pay back the company. Your supervisor shakes her head and says that company rules require that you be terminated. You are devastated.

You go home and call a friend. You can't believe you were so stupid to do this. You've never done this before and can't believe that there is nothing you can do to correct the mistake. You're terrified that this will be a black mark for every job you'll apply for and you'll never get hired somewhere else.

Scenario 2:

You are getting ready to take your Red Cross certification, which you need to keep for your position as a home health aide. You must answer questions on a written test and also carry out specific actions on a dummy. You don't study too much because you previously were certified a few years ago. You attend the class but don't pay too much attention. There is a new way to do the Heimlich and to treat wounds, but you can't imagine that the old ways don't still work just fine. You are shocked when you find out that you didn't pass and that you can't work until you retake the course and pass.

You go home and vent to a friend. You state that the test was rigged and that there were surprise questions on there. You also argue that the way you were trained for the Heimlich is just as fine as the new way. The dummy was also really hard to use – supposedly it was more life-like, but you can't imagine that it would be that hard to give CPR to a real person. You don't know when you'll fit in the course again and you think you should talk to the teacher about why you should pass.

Scenario 3:

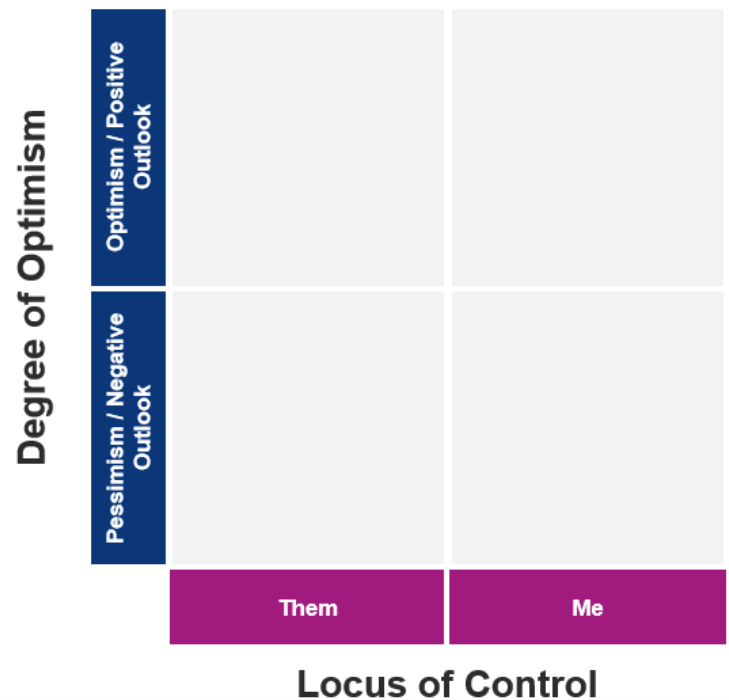
You are in your last semester of your training program. Things have been going well and your grades are good. But one day, you have to miss class because your baby was sick and couldn't go to day care. That same week, your older child got into trouble at school, and you have to attend several meetings at the school. As a result, you are behind on your work and are afraid you can't finish the assignments on time.

Before the next class, you approach the teacher about an extension, but she says no. If you don't turn your assignment in on time, you will get a bad grade in the class, which could make it hard to get a job. You start shaking your head and interrupt your teacher. You express your frustration because the teacher seems to have no sympathy. She must not understand what it's like to be a single mom. You get frustrated and storm out.

The next day, you are meeting with your HPOG Coach and tell him the story about how mean and unreasonable your teacher is being. You think you should drop the class and take it again, but that would delay graduation.

Questions:

What is the current story? Where does the participant fall in the Storytelling Style chart? Plot the statements they said on the chart.



What facts does the participant have to support their current story? What can you add?

What facts does the participant have to tell a different story? What can you add?

What is an optimistic story for this scenario?

TIPS ON HOW TO TALK ABOUT AN **OPTIMISTIC STORYTELLING STYLE** WITH HPOG PARTICIPANTS

- ✓ Think of a way to describe storytelling style to the participant. You can use the definition shared in training or find one that works better for you.
- ✓ Have your participant take the Learned Optimism test, available at <https://web.stanford.edu/class/msande271/onlinetools/LearnedOpt.html>. Talk about the results.
- ✓ Complete the activity from this training with the participant, focusing on an event that occurred in either your life or their life (depending on their comfort sharing with you). Work through the questions together.
- ✓ Brainstorm ideas on what optimism and pessimism sound like in the participant's life. Review the examples from the training. Brainstorm new phrases that are specific to their job.
- ✓ Listen to the Gratitude Essay with the participant and discuss their thoughts.
- ✓ Start or end each coaching session by sharing something you're each grateful for – it can be specific to work or broader.
- ✓ Brainstorm with the participant their automatic thoughts when an event they perceive to be negative takes place. Talk about some ways to change that automatic thought and what examples of more optimistic sayings.
- ✓
- ✓
- ✓
- ✓



STRATEGIES TO REDUCE COGNITIVE LOAD

Strategy	Description
 Write it Down	Move the things that you want or need to remember to paper or an electronic format.
 Environmental	Use the environment to remind you of what needs to be done. If you want to remember your umbrella in the morning, put it by the door before you go to bed.
 Single Tracking	Multitasking generally does not work and actually takes more time when you are moving between tasks. You will work better when you focus on a single task and take it one at a time.
 Break it Down	Divide tasks into multiple steps to help avoid mental capacity overload.
 Time your Decisions	Make decisions based on your peaks in the day. If you are a morning person, make your important decisions in the morning when you have more mental capacity.
 Watch for Information Overload	When making a decision, we perform better when we have about 10-12 pieces of information. We ask for more because we think that one extra piece will hold critical information, but it doesn't.
 Remove Distractions	Remove temptations and turn off alerts! It can take several minutes to reorient yourself to what you were originally doing and that time adds up over the day.
 Automate your Less Weighty Everyday Decisions	<p>Set up simple rules that require no thinking:</p> <ol style="list-style-type: none"> 1. Can you do something at the same time or in the same way each day? 2. Can you set yourself a simple response rule, to reduce the amount of time you spend deciding how to react to common, low-important decisions?

Coaching through Setbacks



GROWTH MINDSET ASSESSMENT

Instructions:

1. Read each statement and answer True or False based on your first instinct.
2. Count the number of answers in grey and white boxes to identify your mindset.

Statement	True	False
You are either born smart or not; you cannot change this.		
Every great person has made mistakes.		
My brain is like play-dough: It can change and grow.		
If I make a mistake, it means I am not smart enough.		
Some people are just “sporty”; they are born that way.		
You can improve how smart you are.		
Everybody starts like with the same level of intelligence.		
Getting corrections in my work makes me feel sad, angry, or embarrassed.		
Really smart people don’t have to try hard.		
If I learn how to do something wrong, I cannot learn how to do it right.		
Feedback from my supervisor or colleagues helps me to do better next time and become better.		
If a task sounds too difficult, I will avoid it.		
Nothing is every perfect – things can always be improved.		
Successful people have sometimes failed hundreds of times before achieving success.		
When I see others succeed, I feel threatened.		
If I can’t do something the first time, then I am stupid.		
My attitude towards learning will decide if I succeed.		
If my colleague can do something that I can’t, they are smarter than me.		
It doesn’t matter how many times I have to practice something – as long as I keep going, I will improve.		
Understanding my mistakes means my brain is changing and I am getting smarter.		

SCORING

of grey boxes: _____

1-6 grey boxes → I have more of a **fixed** mindset

of white boxes: _____

7-13 grey boxes → I have a **mixed** mindset

14-20 grey boxes → I have more of a **growth** mindset

Adapted from Ashrays Growth Mindset Quiz. Retrieved from: <https://www.tes.com/teaching-resource/growth-mindset-quiz-12046364>



GROWTH MINDSET

Fixed Mindset

Growth Mindset

Success is the goal	Success is about stretching yourself
Ability needs to be proven	Ability can be changed through learning
Focus is on the outcome	Focus is on development – everyone can change and grow through application and experience
Failure measures and defines you	Failure can be painful, but it does not define you
Effort is for those who can't make it on talent	Effort and attitude determine ability
Success is about being more gifted than others	Find inspiration and lessons in the success of others
Setbacks are derailing and may cause the person to stop trying or try again	Setbacks are motivating because they are confirmation and a wake-up call





CHANGING MY MINDSET ACTION PLAN

Instructions:

1. Identify an area of your life, personal or professional, where you would like to shift to more of a Growth Mindset.
2. Write down what your Fixed Mindset voice says.
3. Now think of what the Growth Mindset voice would say.
4. Identify actions that you can take to move toward that Growth Mindset.
5. Track your progress.

An area of my life where I need to change to a Growth Mindset:

What does my Fixed Mindset "voice" say?	What does my Growth Mindset "voice" say?	What's the Growth Mindset action I can take?	Status
			<input type="checkbox"/>
			<input type="checkbox"/>
			<input type="checkbox"/>
			<input type="checkbox"/>
			<input type="checkbox"/>
			<input type="checkbox"/>

TIPS ON HOW TO TALK ABOUT THE **GROWTH MINDSET** WITH HPOG PARTICIPANTS

- ✓ Have the participant take a mindset assessment.
- ✓ Talk about what in what situations their fixed and growth mindset shows up (if they are different). What makes the situations different so as to trigger use of a different mindset?
- ✓ Share the different ideas behind the fixed and growth mindset. What thoughts come up when you go over them together?
- ✓ In a coaching session, humanize the problem and normalize both the situation of learning and the discomfort of learning as an adult (health care).
- ✓ Have the participant describe a time when they didn't succeed at something. Do they need help describing the event through a growth mindset lens?
- ✓ Talk with the participant about what their fixed mindset "voice" says. Then have them describe what a growth mindset "voice" would say.
- ✓
- ✓
- ✓
- ✓



SELF-COMPASSION

“By having compassion for yourself, you honor and accept your humanness. Things will not always go the way you want them to... This is the human condition, a reality shared by all of us.”

-Dr. Kristin Neff

3 COMPONENTS OF SELF-COMPASSION

Self-Kindness versus Self-Judgment

- Being warm and understanding toward ourselves when we suffer, fail or feel inadequate.
- Being gentle with ourselves when confronted with painful experiences rather than getting angry.

Common Humanity versus Isolation

- Recognizing that suffering and personal inadequacy is part of the shared human experience.

Mindfulness versus Over-Identification

- Relating personal experiences to those of others who are also suffering, thus putting our own situation into a larger perspective.
- Feelings are neither suppressed or exaggerated.
- Mindfulness – non-judgmental, receptive mind state in which one observes thoughts and feelings as they are, without trying to suppress or deny them.





SELF-TALK

Self-talk is the thoughts and internal conversation we have with ourselves. Self-talk can be positive or negative and either conscious or subconscious. These conversations usually begin in our heads but strongly influence our perceptions and eventually become the words we speak.

Positive

- Productive
- Encouraging
- Provides a sense of control
- Motivating
- Increases self-esteem

Negative

- Unproductive
- Depressive
- Destructive
- Decreases self-esteem

Positive self-talk phrases I can say to myself:

1.

2.

3.

Positive mantras I can say to myself in difficult times or to build myself up:

1.

2.

3.



HOW WOULD YOU TREAT A FRIEND?

Adapted from Dr. Kristin Neff's Self-Compassion Exercises

1. First, think about times when a close friend feels bad about him or herself or is really struggling in some way. How do you respond to your friend in this situation (especially when you're at your best)? Please write down what you typically do, what you say, and note the tone in which you typically talk to your friends.

2. Now think about times when you feel bad about yourself or are struggling. How do you respond to yourself in these situations? Please write down what you typically do, what you say, and note the tone in which you talk to yourself.

3. Did you notice a difference? If so, ask yourself why. What factors or fears come into play that lead you to treat yourself and others so differently?

4. Please write down how you think things might change if you responded to yourself when you're suffering in the same way you typically respond to a close friend in a similar situation.

TIPS ON HOW TO TALK ABOUT SELF-COMPASSION AND SELF-TALK WITH HPOG PARTICIPANTS

- ✓ Have the participant take the self-compassion assessment on Dr. Neff's website:
<https://self-compassion.org/test-how-self-compassionate-you-are/>.
- ✓ If the participant has low self-compassion, suggest having them work through the various self-compassion exercises available on the website.
- ✓ Watch the videos on Dr. Neff's website to review the concept and components with the participant. Debrief their reaction.
- ✓ Brainstorm positive self-talk/self-compassion phrases they can use in tough situations.
- ✓
- ✓
- ✓



COMBATING COMPASSION FATIGUE WORKSHEET

Instructions:

You can help yourself to prevent compassion fatigue and bounce back from it. First, identify whether you are focused on prevention or building resilience. Second, choose one strategy from the appropriate table below and check the box next to the strategy. Third, write a STAR goal that summarizes how you intend to apply that strategy. Fourth, break down what you plan to do into at least two specific action steps to help you achieve the goal. Use this worksheet for as many strategies as you need to effectively combat compassion fatigue.

Prevention Goal: _____

✓	Strategy	Description	Break it Down
	Limit exposure to negativity	Monitor the type and amount of news you read (including social media). Too much negativity can increase depression levels and anxiety.	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>
	Practice gratitude	Practicing gratitude can be as simple as writing down one to three things for which you're grateful. They can be simple and don't have to be accomplishments.	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>

✓	Strategy	Description	Break it Down
	Practice self-compassion	Practice self-compassion's three components: self-kindness, mindfulness, and common humanity.	✓ ✓
	Exercise, eat properly, sleep	Take care of your body by exercising, eating properly, and getting enough sleep helps you show up better in all areas of your life.	✓ ✓
	Build a positive support system	Create a community of colleagues, friends, and others to help you tackle the tough days.	✓ ✓
	Create a self-care plan	A self-care plan can include some of these strategies. How do you need to take care of yourself to make sure your heart, body, and mind are getting what they need to show up for yourself and others?	✓ ✓

✓	Strategy	Description	Break it Down
	Enhance awareness of emotions	Notice your triggers and emotions. Name them to bring awareness to how you're feeling.	✓ ✓
	Express needs	Communicate with your supervisor, partners, or friends on what you need to prevent compassion fatigue.	✓ ✓
	Talk about stress	Have a confidant you can connect with when you have a tough day or tough case. Process your thoughts and reactions with someone else.	✓ ✓
	Reframe the negative impact of the work	Employ your optimistic storytelling style. What did you learn or what are you grateful for, during a tough situation?	✓ ✓


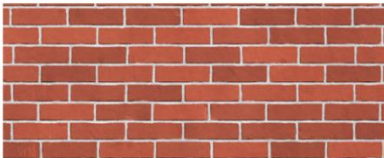






Resilience Goal: _____

✓	Strategy	Description	Break it Down
	Create a “zone of helpfulness”	What are the behaviors that are helpful to producing the environment in which you and your team members do your best work? Agree on team norms and behaviors that create a team “zone of helpfulness”.	✓ ✓
	Create and maintain boundaries	What can/will you tolerate in order to do your best compassionate work? Identify and enforce boundaries in your professional relationships that enable you to express caring without burning yourself out.	✓ ✓
	Avoid seeing crises as insurmountable problems	Employ a growth mindset when you’re tackling a crisis or a tough situation. Even though something may be hard, it is rarely impossible.	✓ ✓
	Nurture a positive view of yourself	Practice self-compassion and use positive self-talk. You’re doing the best you can.	✓ ✓

✓	Strategy	Description	Break it Down
	Keep things in perspective	Pain and suffering are realities of life over which you have little or no control. Try instead to find some meaning in the suffering that you're seeing.	✓ ✓
	Create a self-care plan	A self-care plan can include some of these strategies. How do you need to take care of yourself to make sure your heart, body, and mind are getting what they need to show up for yourself and others?	✓ ✓
	Maintain a hopeful outlook	Practice optimistic storytelling in the stories that you're telling yourself and others. Situations and outcomes are rarely all encompassing and permanent.	✓ ✓
	Build a positive support system	Create a community of colleagues, friends, and others to help you tackle the tough days.	✓ ✓



BOUNDARY SETTING

Type	Flexibility	Size
 Physical	Rigid 	BIG  small
 Spiritual	Permeable 	
 Mental	Flexible 	
 Emotional		

"I am here for you. I am here to protect you. I am here to take you seriously. I am here, and I've got your back."

-You, when you establish boundaries



ESTABLISHING BOUNDARIES WORKSHEET

I have the right to ask for...	To protect my time and energy, it is okay to...	People may not...

My Answers

What is the boundary?	
With whom are you setting	
Is it permeable, rigid, or	
How might it be violated?	
How will you introduce it?	
What can you do to	

If your boundary is violated: how can you strengthen it?

TIPS ON HOW TO TALK ABOUT **COMPASSION FATIGUE AND BOUNDARIES** WITH HPOG PARTICIPANTS

- ✓ Talk about a time that you experienced compassion fatigue and the strategies you used to move through it. Invite the participant to share a time when they experienced it and what strategies they used.
- ✓ Ask the participant to define compassion fatigue and describe how it might show up in their work.
- ✓ Set a prevention or resilience building goal with the participant.
- ✓ Help the participant create a self-care plan.
- ✓ Specifically brainstorm ideas on how to transform the negative impact of working in the health care field.
- ✓ Ask the participant to describe a current boundary they have in place. How did they share that boundary with others? How do they enforce it? If they are struggling to think of one, use an example from the training or one that you have personally (if you're comfortable with sharing).
- ✓ Go over the Creating Boundaries desk aids.
- ✓ Complete the exercise from training on establishing a boundary.
- ✓ Talk with the participant about establishing workplace boundaries. How are these different than personal boundaries? What are some strategies for communicating these with their supervisor and co-workers?
- ✓ Serve as a sounding board for the participant to practice verbalizing and enforcing a boundary.
- ✓
- ✓
- ✓
- ✓

Wrap-Up



REFLECT AND PLAN – HPOG SITE TEAM PLANNING

Individual Reflection:

1. Three new ideas that you learned today are:

2. What does your HPOG Program already do well related to Building Resilience?

3. What key opportunities for improvement does your HPOG program have related to Building Resilience?

Group Reflection:

4. Share your individual responses with your group. What are the top three strengths of your program? What are the top three opportunities for improvement?

Set a Program STAR Goal

5. Choose one area of improvement you would like to implement before the end of the grant cycle.

a. Use **Scaling** to identify where you currently are, and where you want to be?

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

b. What would it look like to advance **one number**?

c. Write a **STAR Goal** associated with advancing one number on the Scale. Remember to make it Specific, Trackable, Achievable, Relevant.

What will you do?	
By when will you do it?	
Who is responsible?	
What will success look like?	
At what frequency will you check in on progress?	

6. Choose another area of improvement you would like to implement before the end of the grant cycle.

a. Use **Scaling** to identify where you currently are, and where you want to be?

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

b. What would it look like to advance **one number**?

c. Write a **STAR Goal** associated with advancing one number on the Scale. Remember to make it Specific, Trackable, Achievable, Relevant.

What will you do?	
By when will you do it?	
Who is responsible?	
What will success look like?	
At what frequency will you check in on progress?	

This image shows a single page of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



MY NOTES

Lined area for taking notes, consisting of multiple horizontal lines.

This image shows a single page of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



MY NOTES

Lined area for taking notes, consisting of multiple horizontal lines.



RESOURCES

Books

- Coaching Skills: A Handbook. 2012. New York, NY. By Jeni Rodgers
- Coaching Students with Executive Skills Deficits. 2012. New York, NY. By Peg Dawson and Richard Guare
- Cultural Intelligence: Individual Interactions across Cultures by P. Christopher Earley and Soon Ang
- Empowering People: Coaching for Mental Health Recovery by Rani Bora
- Leadership That Gets Results by Daniel Goleman
- Daring Greatly by Brene Brown
- The Confidence Code by Katty Kay & Claire Shipman

Online Resources

- The Coaches Training Institute: <http://www.thecoaches.com/>
- Coert Visser: <http://www.progressfocusedapproach.com/the-scaling-question/>
- Counseling Connection: <https://www.counsellingconnection.com/index.php/2009/03/30/solution-focused-techniques/>
- The Health Literacy Manual by Covering Kids and Families: <http://www.coveringkidsandfamilies.org/resources/docs/stylemanual.pdf>
- International Coach Federation Research Portal: <http://www.coachfederation.org/icf-research/icf-research-portal/>
- Jim Merhaut: <http://www.coachingtoconnect.com/life-coaching.html>
- Marshall Goldsmith Library: <http://www.marshallgoldsmithlibrary.com/>
- Dr. Kristin Neff, Self-Compassion: <https://self-compassion.org/>
- WISE Wisconsin: <https://wisewisconsin.org/>

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