Trainer's Notes

Engage with Ease: W-2 Case Management Fundamentals

Purpose
To develop the interpersonal skills W-2 Case Managers need to foster successful collaborations with participants.

Objectives
Upon completion of this course, you will be able to:

- Discuss the significance of self-awareness when interacting with participants.
- Define the concept of professional boundaries in the context of W-2 case management.
- Determine ways to establish and maintain professional boundaries.
- Demonstrate coaching conversation strategies.
- Describe the key elements of effective appointment facilitation, including preparation and participant engagement.

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Materials

- Computer, LCD projector, and portable speakers
- Clicker
- PPT (need the internet for the Emotional Intelligence video on day 1)
- Class sign-in x2
- Cardstock for name tents
- Course evaluations
- Tabletop supplies
- Flipchart paper and markers
  - Prepared flipchart for Skills Showdown
  - Prepared flipcharts for Coaching Strategies
- Printed Coaching Strategies from the TN Appendix
- White board markers
- Dry erase paddles and markers (one per learner)
- Four Buzzers
- Zone of Helpfulness signs (one of each)
  - Zone of Helpfulness
  - Under-Involved
  - Over-Involved
- Black, blue, and red colored pencils or pens (at least 5 of each)
- Coaching Conversations folders (8 of each)
  - Jesse
  - Delaney
  - Leezah
- Small sticky notes (at least 100)
- Painter's Tape
- Trading Phrases cards

Suggested Pace

This is a 12-hour course. The following agenda is the suggested pace for each day.

Day One:

9:00 – 9:10	**Introduction**
9:10 – 9:25	Self-Awareness; Self-Awareness Self-Assessment
9:25 – 10:30	Emotional Intelligence; Self-Awareness and Participant Interactions; What is your Reaction Reflex? – Part One; Reflect and React; What is your Reaction Reflex? – Part Two; Self-Awareness Skills Showdown; Action Plan
10:30 – 10:45	Break
10:45 – 11:05	Professional Boundaries and W-2 Case Management; Importance of Boundaries; Boundaries and Case Management; Boundaries and the Big Picture
11:05 – 11:30	Zone of Helpfulness; What Do You Think?
11:30 – 12:00	Coaching Conversations
12:00 – 1:00	Lunch
1:00 – 1:30	Strategies for Guiding Conversations; Coaching Strategies
1:30 – 1:45	Addressing Issues and Providing Constructive Feedback; What is Coachability?
1:45 – 2:10	Feedback; SAR Method; SAR Activity; Following Up on Feedback
2:10 – 2:25	Break
2:25 – 4:00	Common Conversations; Day One Wrap up

Day Two:

9:00 – 9:15	Welcome back; Coaching Skills Showdown; Action Plan
9:15 – 9:50	Importance of Boundaries revisiter; Boundaries and You; Types of Boundaries; Best Practices for Setting and Maintaining Boundaries
9:50 – 10:15	Professional Boundaries in Practice
10:15 – 10:30	Break
10:30 – 11:05	Broken Boundaries; Awareness; Analysis; Action
11:05 – 11:35	Applying Triple A; One Simple Question
11:35 – 12:00	Boundaries Skills Showdown; Action Plan
12:00 – 1:00	Lunch
1:00 – 1:50	Appointment Facilitation; Key Elements; Trading Phrases
1:50 – 2:20	Enhancing Participant Partnership; Ask First, Don't Tell
2:20 – 2:35	Break
2:35 – 3:00	Low-risk Conversations; High Five for Low-risk Conversations; Motivational Interviewing
3:00 – 3:20	Engaging Reluctant Participants; Appointment Facilitation Skills Showdown; Action Plan
3:20 – 3:50	Final Skills Showdown; Final Action Plan
3:50 – 4:00	Wrap-up Day Two

Introduction

☼ PPT 1

PG 4

Welcome to Engage with Ease: W-2 Case Management Fundamentals! As you begin this journey, it's important to take a moment to reflect on what brought you here. What made you choose this role? What is your "why"?

Whether it's a deep desire to help others or a commitment to making a difference in your community, your reason for stepping into the world of case management is a powerful motivator that guides your actions and decisions.

☼ PPT 2

We'll begin by watching a brief video that encourages us to see the world through someone else's eyes. This idea of empathy, understanding how others feel and see the world, is vital in case management. As you watch, keep this in mind, as it will help you think about how your own self-awareness affects your interactions with the people you support.

Click to play the video

Take a moment to reflect on the video we just watched, and the quote in your Participant Guide. Jot down your thoughts, and answer the questions.

Ask What stood out to you as you watched this video?

Ask How does the quote relate to the work that you do?

Note to Trainer: The quote is, "Could a greater miracle take place than for us to look through each other's eyes for an instant?" – Henry David Thoreau

Look at the prompt in your Participant Guide, then review the learning objectives on the front cover. Complete the sentence, then share your statement with your table group.

Note to Trainer: This is the prompt in the PG:
After watching the video, I want to learn ________________________ so I can better serve families.

PPT 3

This course is designed to help you build the skills you need to work effectively with participants. You'll learn why self-awareness is important in your interactions and how to establish and maintain professional boundaries, which are key to doing your job well. You'll also learn coaching strategies, which will lead to better conversations with participants. And, we'll explore appointment facilitation techniques, including best practices for preparing for appointments and ways to keep participants engaged. Let's start with self-awareness, the foundation for building good relationships.

Self-Awareness

PPT 4

PG 5

Self-awareness is knowing your strengths and weaknesses in terms of your thoughts, emotions, values, and behaviors, and what others think are your strengths and weaknesses. It also is understanding how those strengths and weaknesses might work in your favor or against you, and how your behavior impacts those around you.

Self-Awareness Self-Assessment

PPT 5

PG 36 (Appendix A)

Purpose: For learners to assess their own self-awareness.

Estimated Length: 5 minutes

Directions to Trainer: Have learners complete the Self-Awareness Self-Assessment, and then complete the reflection questions in their Participant Guide. You do not need to discuss the questions as a large group. After you instruct learners on what they need to do, **click** to start the timer. The timer is a box, which will slowly fade out for five minutes. After everyone completes the self-assessment, or five minutes pass, move on.

Questions in the Participant Guide:
What surprised you about your self-awareness assessment?

Which areas do you feel you need to improve on to be a more effective Case Manager?

Trainer Instructions to Learners: We'd like you to complete the Self-Awareness Self-Assessment. Answer the questions as it relates to you as a Case Manager. You won't have to share or discuss your results with anyone. After you complete the assessment, answer the reflection questions in your Participant Guide.

As a Case Manager, self-awareness is crucial, given your direct involvement with participants on a daily basis. Each interaction holds the potential to impact their lives significantly. Use your self-awareness to effectively manage these interactions and your impact.

There are two types of self-awareness: internal and external. Internal self-awareness is how well you know and understand yourself. External self-awareness is how well you know and understand how others see you. Together, these two types form the framework of self-awareness.

☼ PPT 6

If you have low internal self-awareness and low external self-awareness, you're not sure about yourself or how others see you. You may be trying to fit into the mold of what you believe is a good Case Manager without being true to yourself. While you struggle internally, participants may see you as indecisive and not trust you to help them. This leads to both you and participants getting frustrated quickly.

☼ PPT 7

If you have high internal self-awareness and low external self-awareness, you know about yourself and avoid feedback from others. You may see yourself as the expert; knowing how to help participants better than they know how to help themselves. They may feel like your confidence means that you can't relate to their situations. This may lead to participants having a hard time building a relationship with you.

☼ PPT 8

If you have low internal self-awareness and high external self-awareness, you are not sure about yourself and are focused on how others see you. This means you might not challenge participants appropriately to move outside their comfort zone because you're too concerned about what they think about you.

☼ PPT 9

If you have high internal self-awareness and high external self-awareness, you know about yourself and value feedback from others. You're aware of your own strengths,

and you recognize the strengths of each participant.
At the same time, you actively partner with and seek feedback from participants to help them to achieve their goals. This sets you up to be an effective Case Manager.

While you may strive to fall under the high internal and high external quadrant, it's likely you're starting out in a different quadrant, and that's okay! Your first step to high internal and external awareness is to discover your starting point. Think back to the self-assessment you just completed and take a moment to reflect on your results.

Emotional Intelligence

☼ PPT 10

PG 6

Use your assessment results to identify areas where you can grow and improve. Then, start taking steps toward Emotional Intelligence. Emotional Intelligence, or EQ, is one of the most important skills you need as a Case Manager. It refers to understanding and handling your own emotions and the emotions of others. We're going to watch a short video developed by MindTools.com to dig a little deeper into Emotional Intelligence. As you watch, jot down key points and answer the questions on the connection between self-awareness and emotional intelligence from the video in your Participant Guide.

☼ PPT 11

Note to Trainer: The video automatically plays in the PowerPoint when you land on PPT 11. Here is the direct link: https://youtu.be/n9h8fG1DKhA?si=3gfnXaGlJ3qmnfZd. After the video, allow learners one minute to finish recording their thoughts in their Participant Guide.

Ask How does the video define self-awareness in the context of Emotional Intelligence?
Possible Response: Appreciation of strengths and weaknesses and how you come across to others.

Ask What role does empathy play in Emotional Intelligence?
Possible Response: Seeing things from other's perspectives helps you understand their values and beliefs.

Ask How might your own emotions impact your interactions with participants?
Responses will vary.

Emotions impact your interactions with participants. Your emotions come across in your communication through tone, volume, and body language, in both positive and negative ways. Additionally, emotions impact your empathy and decision-making process. That's why it's important to be aware of your emotions and develop strategies for managing them effectively.

Self-Awareness and Participant Interactions

Understanding the impact of your words and actions involves mindfulness and consideration of how they impact yourself and others. This means being aware of the tone, content, and implications of what you say and do. Instinctive reactions, also called gut reactions, are immediate responses triggered by emotions, habits, or ingrained behavior. These types of reactions often occur without conscious thought. Developing self-awareness allows you to manage your reactions better, leading to more intentional and thoughtful interactions with others.

What is Your Reaction Reflex? - Part 1

☼ PPT 12

Purpose: For learners to share their instinctive reaction to common interactions with participants.

Estimated Length: 10 minutes

Materials: Dry erase paddles and dry erase markers with erasers – one for each learner

Directions to Trainer: Place paddles and markers on the tables. Read statement to learners. Give learners one minute to write their answer and hold up their paddles. Trainer reads out loud some of the learner responses.

Trainer Instructions to Learners: Everyone should have a dry erase paddle and a dry erase marker. I'll read a statement. Using five words or less, write on the paddle your instinctive reaction to the statement, then hold it up for me to see. Your reaction might be a feeling, what you'd say, or an action you'd take.

What is your instinctive reaction for each of the following statements?

☼ PPT 13

A participant shows up in your office unannounced and in crisis.
Possible Responses: Concern, empathy, urgency, unexpected, responsible

☼ PPT 14

A participant is angry because they didn't receive their full payment.
Possible Responses: Frustrated, empathy, need to problem solve

☼ PPT 15

A participant completes their job skills training.
Possible Responses: Pride, satisfaction, hopeful

☼ PPT 16

You don't know the answer to a participant's question about W-2 policy.
Possible Responses: Frustrated, be honest, curiosity, need to resolve

☼ PPT 17

A participant's situation is similar to one you've dealt with personally.
Possible Responses: Empathy, personal insight, validation, supportive

☼ PPT 18

A participant's decision doesn't match your values.
Possible Responses: Surprise, disappointment, need to set/identify boundaries, need to focus on support

☼ PPT 19

You think the participant is not telling you the full story.
Possible Responses: Concern, empathy, curiosity, need to build trust

☼ PPT 20

A participant gets a job in their field of interest.
Possible Responses: Gratitude, fulfilled, pride, validation of support of W-2

Reflect and React

☼ PPT 21

PG 7-8

Going against your gut reactions in case management situations can be challenging, but sometimes necessary for making well-informed and rational decisions. There are actions you can take before, during, and after your interactions to help you maintain focus on the participant. Here are some things to consider:

- Reflect and Analyze: Take a step back to reflect on your gut reaction and the reasons behind it. Evaluate whether your reaction is based on emotions, biases, or past experiences, or if it's grounded in objective reasoning.
- Seek Additional Information: Gather more information about the situation, including relevant facts, data, and perspectives. This can help you make a more informed decision rather than relying solely on your initial reaction.
- Consider Alternatives: Explore alternative options and solutions to the situation. Assess the potential risks and benefits of following your instinctive reaction versus considering other approaches while remaining in the Zone of Helpfulness. We'll explore the Zone of Helpfulness shortly.
- Consult with Colleagues or Experts: Discuss the situation with trusted colleagues, supervisors, or subject matter experts. They may offer valuable insights or perspectives that can help you challenge or validate your gut reaction.

☼ PPT 22

- Test Your Assumptions: Are you sure something is correct, or are you guessing based on prior experience? Challenge your assumptions by looking at the facts. This can help you identify any flaws or blind spots in your initial reaction and make a more objective decision.
- Trust in Your Professional Judgment: Ultimately, trust in your professional judgment and expertise, but remain open to feedback and new information. Recognize that going against your gut reaction may be necessary sometimes for achieving the best possible outcome in case management situations.
- Control What You Can Control: Be aware of how the participant may interpret your facial expressions, tone of voice, and other non-verbal communication. It may be helpful to run through possible scenarios and practice your reactions using a camera or a mirror. You also need to consider how your reactions may differ when you are interacting in-person versus when you are meeting with a participant virtually or over the phone.

☼ PPT 23

You may need to consider taking these actions before, during, and/or after an appointment. Let's look at how you may use Reflect and Analyze.

Ask How might you use Reflect and Analyze before an appointment?
Possible Response: Take a look at your appointments for the day and pay attention to what emotions or thoughts come up. Ask why? Make a plan for appointments that may challenge your professionalism.

Ask What about during an appointment?
Possible Response: Pause before responding to check in to see if this is your gut talking.

Ask How could you use Reflect and Analyze after an appointment?
Possible Response: Reflect back on the point, and identify how often you wanted to respond without fully listening to the situation.

Now, in your table groups, take five to ten minutes to discuss how you can use the rest of the steps before, during, and after participant interactions.

By practicing these steps, you can navigate case management situations with greater clarity, objectivity, and effectiveness, even when it means going against your initial gut reaction.

What is Your Reaction Reflex? – Part 2

☼ PPT 24

PG 9

Purpose: For learners to pause and consider their reactions to common interactions with participants.

Estimated Length: 10 minutes

Directions to Trainer: This part of the activity focuses on how learners react to participant interactions when practicing steps to reflect and react. Allow 10 minutes for learners to independently review the participant interaction statements and record their reactions in their guide.

Trainer Instructions to Learners: Earlier, we read several statements aloud, and you shared your instinctive reaction. Now that we've talked about ways to redirect your instinctive reaction when needed, review the statements in your Participant Guide. Using the actions we just discussed, consider how you can reflect on your instinctive reaction and adjust as needed to these common participant interactions. Record this in the space provided.

Ask How might your reaction change after you take the time to reflect?

Self-Awareness Skills Showdown

☼ PPT 25

Purpose: To review the information covered in this section.

Materials: Four buzzers, flipchart score sheet

Estimated Length: 15 minutes

Directions to Trainer: Prior to class, prepare a scoresheet on a piece of flipchart paper. The scoresheet should look something like the example below. Divide the class into four groups. Give each group one buzzer. Start by randomly picking a category and point value. **Click** the corresponding square in the PowerPoint to reveal the question. The first team to buzz in gets to answer first. Learners must answer within ten seconds of buzzing in. If they are incorrect, another team can buzz in to answer the question. The team who correctly answers the questions gets to choose the next category and point value. If nobody knows the answer, tell them the answer and move on. After a team correctly answers, or you tell them the answer, **click** the question to remove it. Learners do not lose points for incorrect answers for this round. Record each team's score on the scoresheet at the end of the round. Post the scores on the flipchart after learners complete the action plan.

	Team 1	**Team 2**	**Team 3**	**Team 4**
Self-Awareness				
Coaching				
Boundaries				
Appointment Facilitation				
Total				
Final Showdown				
Final Score				

Trainer Instructions to Learners: Throughout today and tomorrow, we're going to review sections by doing a Skills Showdown. There are four sections: Self-Awareness, Coaching, Boundaries, and Appointment Facilitation. After the four sections, you will have the chance to score additional points in the Final Showdown.

I'll start by revealing a question. If your team thinks you know the answer, buzz in. You must wait for me to finish reading the question before buzzing in. The first team to buzz in gets ten seconds to respond. If you're correct, your team gets the points. If you're incorrect, the remaining teams will have the chance to buzz in. Feel free to use your Participant Guide and any additional notes that you have.

Ask What can I clarify before we get started?

Types	**Emotional Intelligence**	**Participant Interactions**
What is internal self-awareness? *Answer: Understanding yourself* 100	What is Emotional Intelligence? *Answer: Handling your own emotions and the emotions of others* 100	What type of reactions are immediate responses triggered by emotions, habits, or ingrained behaviors? *Answer: Instinctive or gut* 100
What is external self-awareness? *Answer: Understanding how others see you* 200	The video we watched mentioned several steps you can take to develop your EQ. Name one step. *Answer (accept any of the following): Get to know yourself, learn your triggers, empathize, own your emotions, go with your gut (self-awareness)* 200	Who might you need to consult to challenge or validate your reactions? *Answer (accept any of the following): Colleague, supervisor, or subject matter expert* 200
You may not challenge participants to move outside of their comfort zone if you have ____ internal and _____ external self-awareness. *Answer: Low internal, high external* 300	True or False: EQ is about suppressing emotions. *Answer: False* 300	_______ your assumptions by looking at the facts. *Answer: Challenge or test* 300

Now that we've reviewed self-awareness through the Skills Showdown, let's shift to applying what you've learned to your own case management.

Action Plan: Self-Awareness

PPT 26

PG 38 (Appendix B)

Estimated Length: 5 minutes

Trainer Instructions to Learners: It's time to develop your case management action plan by filling in the self-awareness section on the last page of your Participant Guide. In the first square, write one way you want to further develop your self-awareness to collaborate effectively with participants. In the second square, write specifically what you will need to do to achieve this goal, including any resources or support you may need. And, in the third square, write what outcomes you hope this change will lead to. Be sure to look back at your notes as needed. You'll have about five minutes.

Let's hear from a few of you. You pick the square you want to share.

A key component of self-awareness is setting boundaries. It lays the foundation for you to recognize your needs, values, and limits. Based on this, you set professional boundaries to protect your well-being and relationships.

Professional Boundaries and W-2 Case Management

PPT 27

PG 10

Professional boundaries are guidelines that define appropriate and acceptable behavior. Workers in human services set these boundaries to help maintain respectful and effective working relationships, while avoiding behaviors that could lead to conflicts of interest or breaches of confidentiality.

In the context of W-2, you use professional boundaries as a guide to be consistent in your case management. Think of this as a way to keep your professional life and personal life separate. You won't find strict boundaries in the W-2 Manual. Instead, each Case Manager sets their own personalized boundaries with guidance from their agency.

While some boundaries may be common across all Case Managers, others are unique. Set up your boundaries in a way that allows you to best serve participants, and their families, in achieving their goals while still encouraging them to obtain self-sufficiency. Make sure that your boundaries also set you up to stay at your best so that you can continue to serve participants.

Importance of Boundaries

PPT 28

Boundaries are important because they help you support others while also taking care of yourself. Without boundaries, stress can slowly build up without you even noticing. Imagine that when you step into the role of a Case Manager, you're given an invisible backpack to carry. At first, it's light and barely noticeable. As you work with participants, each time you cross a boundary, you add a pebble or rock to your backpack.

For example, a participant mentions they've been up all night with their baby, and you offer them a cup of coffee. So, you add a pebble to your backpack. You skip a break to finish an urgent report, which adds another pebble. You know a participant is in crisis, so you give out your personal number. By doing so, you add a rock to your backpack. These pebbles and rocks do not seem like much at that time. In fact, you might not even feel the extra weight at first. However, one day in your case management journey, it will feel like your backpack holds boulders. It will seem like an enormous task to even lift the backpack, let alone carry it all day while you work with participants.

We aren't trying to scare you away with this analogy. Instead, we want to prepare you so that you can keep that backpack as light as possible, for as long as possible. The most effective way you can keep your backpack light is to set up boundaries early and continue to use them throughout your case management. Another way to keep your backpack light is to practice self-care. You can learn more about practicing self-care by checking out the Thriving at Work: Self-Care Basics course in the Learning Center.

Boundaries and Case Management

PPT 29

PG 11

Boundaries are essential for building and maintaining trust. Let's look at why boundaries are important to the case management process, Case Managers, and participants.

The Case Management Process:

It is crucial for you to have *clear boundaries* in case management. This helps you do your job well by ensuring you follow ethical guidelines and program rules.

By setting boundaries, you maintain integrity and confidentiality when working with participants.

When you have clear boundaries, you treat everyone *fairly*, no matter their circumstance. It stops you from letting your personal feelings affect how you help participants.

You define *roles* with participants when you set boundaries. Clear roles allow you to build a trusting relationship. It's important for you to set limits to minimize confusion and keep the participant's goals in focus.

You *explain* boundaries to participants as part of your case management. This helps participants know that you're providing professional help. When you teach them about why these boundaries are there and what they are, it helps them know what to expect. This also gives them the power to be more involved when you work with them.

☼ PPT 30

Case Manager:

You create a *safe and trustworthy environment* when you set clear boundaries. This helps participants feel secure and stable. You also help keep the relationship supportive and avoid unintentionally making the situation more difficult.

It's important to stick to boundaries to keep things *professional* between you and participants. This helps you make sure that your interactions lead to helpful and positive results.

Boundaries play a crucial role in protecting you from *burnout*. When you set boundaries, you make sure that you take care of yourself. It also allows you to keep doing your job without getting too tired or stressed.

☼ PPT 31

Participant Outcomes:

Ensure that both you and participants have the *same understanding* when you set boundaries. Boundaries help the participant know the type of support they can expect from you and what you expect from them.

Participants become more *independent* when you set boundaries. Boundaries encourage them to take charge of their own progress. They give participants the power to make choices and take responsibility for their actions.

Boundaries and the Big Picture

PPT 32

PG 12

We've been discussing boundaries in terms of the dynamic between participants and Case Managers. Now, think about the big picture and how those boundaries spread outside of your relationship with the participant. Take a moment to answer the questions in your Participant Guide.

Ask Who else is impacted by the types of boundaries you have with participants?
Possible Responses: Co-workers, other participants, W-2 Agency, income maintenance agencies, worksites, partner organizations, community members

Ask What might be some of those impacts (positive or negative)?
Possible Responses:

- *Negative: Breach of confidentiality, broken trust*
- *Positive: Work/life balance, maintain professionalism, model healthy limits*

Boundaries extend beyond just you and the participant, and are important when collaborating with other professionals, such as Job Developers, worksite supervisors, Education Navigators, and Child Support Liaisons. Clearly defining roles and responsibilities is crucial for coordinating efforts and providing effective case management.

Additionally, boundaries play a big part in keeping you and participants safe. By establishing limits, you can avoid situations that might harm someone physically or emotionally.

One way to uphold professional boundaries in case management is to remain in the Zone of Helpfulness.

Zone of Helpfulness

PPT 33

Staying in the Zone of Helpfulness helps you set healthy boundaries. This means creating a safe, supportive, and respectful environment for participants, which encourages learning and personal growth. You provide participants with enough assistance to get started while empowering them to take control of their own lives.

The Zone of Helpfulness is the best balance between under- and over-involved. If you're under-involved, you run the risk of not listening to participants or not even providing services. Yet if you're over-involved, you may do things for participants rather than helping them help themselves.

Let's practice staying in the Zone of Helpfulness by answering some questions that address situations where Case Managers may be over- or under-involved with participants.

What Do You Think?

Purpose: To generate and guide discussion on professional boundaries related to the Zone of Helpfulness.

Materials: Cardstock or laminated signs (one of each):
- Zone of Helpfulness
- Under-Involved
- Over-Involved

Estimated Length: 20 minutes

Directions to Trainer: Create a continuum on a wall to represent the Zone of Helpfulness. Place the Zone of Helpfulness sign in the middle of the wall. Place the Under-Involved sign to the left and the Over-Involved sign to the right. Read the first statement to learners, and tell them to stand where they believe the statement falls on the continuum. Ask 1-2 learners to share why they chose to stand where they did. Then reveal the answer and read the additional information. Repeat for each statement.

Trainer Instructions to Learners: I will read a series of statements. After I read the first statement, move to the section of the wall to indicate if the statement falls in the Zone of Helpfulness, under-involved, or over-involved.

1. A participant asks what happens if they can't complete an activity on a scheduled day. The Case Manager states they will be sanctioned and moves on.
   Under-involved: The Case Manager could provide information on good cause and make-up hours.

2. A long-standing participant has an interview after-hours. The Case Manager is eager to hear how it goes, and gives the participant their home phone number.
   Over-involved: Case Manager-participant interactions should take place in a work context, which is usually during office hours. (One exception: agency after-hours or on-call policies)

3. A Case Manager is assigned a participant they know socially. They notify their supervisor to discuss how to handle the potential conflict.
   Zone of Helpfulness: The Case Manager is right to let their supervisor know about the potential conflict of interest. Any time a Case Manager is assigned a case involving a friend, the case should be transferred to a Case Manager who does not in any way have social contact with the participant, if possible.

   Ask What other steps may you need to take in this situation to remain in the Zone of Helpfulness?

4. A Case Manager never tells participants about how they handle confidential information unless the participant asks.
   Under-involved. Participants have the right to be informed who will see their information and why those individuals will see the information.

5. A participant starts raising their voice and appears visibly upset. The Case Manager remains calm and uses active listening while offering choices in an attempt to de-escalate the situation.
   Zone of Helpfulness: The Case Manager validates the participant's concerns while offering realistic choices. Any threats that could escalate to physical harm need a higher level of response and should follow agency policy and practice.

6. A Case Manager's friend is hiring for a barista position. They refer one participant they really like to the job, even though this job aligns with several other participants' goals.
   Over-involved and Under-involved: For the participant who received the referral, the Case Manager's position of authority may make it difficult for the participant to refuse the job. For the participants who were not referred, the Case Manager did not refer them to the job, even though it was in their scope of interest. This also shows favoritism or gives advantage to one participant.

These are just some examples of situations you might encounter. At times, it's easy to know what to do. Other times, it's harder to know how to stay in the Zone of Helpfulness.

Ask If you have a question about whether you may be crossing a boundary, to whom would you go for advice?
Possible Responses: Supervisor, co-worker, quality assurance

Now that we've explored the Zone of Helpfulness and how to stay within it, let's look at how coaching conversations with parents can support you in keeping that balance.

Coaching Conversations

☼ PPT 34

PG 13

One of your many roles as a Case Manager is coaching participants. Coaching conversations involve partnering with participants to actively support their growth and development.

☼ PPT 35

Think of it as a dynamic process focused on what is important to the participant - their goals, hopes, and needs. You do this by first assessing and clarifying the participant's strengths, needs, and values. Then, partner with the participant to set specific goal steps to help them move toward achieving their goals. You also assist participants by making referrals and providing information to help them access relevant resources and services within the community. You remain in the coaching role throughout the participant's time in W-2 by providing ongoing guidance, encouragement, and feedback while monitoring their progress and advocating for additional support as needed.

You measure the success of coaching based on the participant's goal attainment. Smaller successes include the completion of goal steps, along with broadening the participant's perspective and their skill development. Coaching taps into the participant's natural curiosity as it draws from their own internal motivation and drives their progress toward achieving their goals.

Think about the purpose of coaching participants. **Ask** How can coaching be beneficial to participants?
Possible Responses:
- *Help participants identify strengths and weaknesses*
- *Increase Emotional Intelligence*
- *Build confidence*

☼ PPT 36

Coaching should:
- *Improve* participant coachability.
- Enhance participant *self-awareness*.

- Uncover *potential* and build participant *skills*.
- Help the participant get *unstuck*.
- Facilitate participant *breakthroughs*.
- Help *create* and *implement* participant plans for action.

Providing effective coaching takes practice and a particular set of skills.

PPT 37

PG 14

Read the list of Important Coaching Skills in your Participant Guide.

Now, put a star next to the skills you are most confident in.

Next, go through the list again, and put a question mark next to the skills you think you could improve on.

Note to Trainer: This is the list of Important Coaching Skills in the PG:

- Listen
- Provide feedback
- Ask open questions
- Brainstorm options
- Create trust
- Facilitate change/transition
- Be curious
- Put aside personal agenda
- Be fully present
- Hold participants accountable
- Hold yourself accountable
- Develop strategies and plans
- Be direct
- Be empathetic
- Assume good intentions
- Provide encouragement
- Draw out the participant's motivation for change or action
- Believe in the participant's ability
- Be nonjudgmental
- Be self-aware
- Increase knowledge of the program

In your table groups, share the skills you are most confident in and the skills you could improve on. If there is a skill you are confident in that someone else says they could improve on, consider offering suggestions on how they could improve. On the other hand, if there is a skill you would like to improve and someone shares they are confident in that skill, ask questions about how they developed that skill.

Ask What are some strategies you can use to improve your coaching skills?

PPT 38

Along with skills, values also are important to coaching. Think of values as guiding principles that help you make decisions that are fair and respectful.

When you show values such as acceptance and honesty, it helps build trust with participants. This makes it easier for participants to open up and work together with you.

In your Participant Guide, there is a list of Values Important to Coaching. In a moment, I will assign 2-3 values to each table group. With your table group, discuss how you can show these values when working with participants. Choose one person from your group to report out to the rest of the class.

Note to Trainer: This is the list of **Values Important to Coaching** in the PG**:**

- Acceptance
- Honesty
- Being Genuine
- Encouragement
- Respect
- Exploration
- Equity
- Courage
- Effectiveness
- Partnership
- Sensitivity
- Whole family orientation

Building trust through values lays the foundation for effective coaching conversations.

Strategies for Guiding Conversations

PPT 39

PG 15

A large part of coaching is having conversations where you guide participants toward a successful outcome. A good coaching conversation occurs when you both talk, listen, and share thoughts with each other. Come into the conversation with a mindset of curiosity and partnership. Avoid telling participants what to do. Instead, promote independent thinking by using terms such as, “you might want to try,” “would you be open to,” and “are you interested in.” Ask questions in a respectful way. Provide options and actively ask participants for their ideas. Remember, participants know themselves best.

You may be wondering, “how do you guide the conversation while giving participants equal ownership?” Here are some strategies you can use.

PPT 40

Ask the Right Questions – Use different types of questions to guide the conversation toward the direction you want to go. Provocative questions inspire conversation and get participants thinking. Use these questions to encourage participants to think about possibilities from a new perspective.

Some examples of provocative questions include:
- What will happen when you complete that training program?
- What does your ideal job look like?
- How will your life change if you receive SSDI?

Evocative questions pull participants into the conversation a different way by exploring their emotions, thoughts, and ideas. Use these questions as a form of self-exploration with participants. Some examples of evocative questions include:
- What kind of work makes you feel most engaged and satisfied?
- What frustrated you the most in your last job?
- Why did you enroll in the W-2 program?

☼ PPT 41

Give a Hand Up – Empower participants to actively engage in conversations by creating an environment where they feel comfortable sharing their thoughts. One way to do this is to be curious and ask questions to learn more without judgment. This helps participants to feel heard and respected. Be genuine and adjust to what each participant needs. This will help build a trusting relationship that will further empower them to participate in problem solving discussions, moving forward in a positive direction. For example, rather than starting a question with "why," you could use the phrase "tell me more about."

We have some additional strategies posted around the room.

Coaching Strategies

☼ PPT 42

PG 16

☞ TN Appendix A (pages 60-65)

Purpose: Learners brainstorm how to use Coaching Strategies in their role as a Case Manager.

Estimated Length: 20 minutes

Materials: Flip chart paper, flip chart markers, Coaching Strategies printed from the TN

Directions to Trainer: Place five pieces of flip chart paper around the room. Post one Coaching Strategy next to each piece of flip chart paper. Have learners count off by fives. Direct each group to their flip chart paper. Groups will rotate every 3 minutes.

Trainer Instructions to Learners: With your group, read the Coaching Strategy next to your flip chart paper, then brainstorm ideas or examples of how you can use that strategy and record them on the flip chart paper. You'll have three minutes.

PPT 43

Move to the next Coaching Strategy. Read the strategy, along with the ideas and examples already recorded on the flip chart paper. Add any additional ideas or examples on how you can use that strategy.

Note to Trainer: The groups will rotate through each strategy until they are back at their original Coaching Strategy.

PPT 44

Now that you've returned to your original Coaching Strategy, read all the ideas and examples listed. Choose your top three, and designate a spokesperson to report out to the class.

Note to Trainer: Here are the Coaching Strategies.

Make It Relevant *– Participants are more likely to be an equal partner in your conversation when you talk about what is important to them. Always tie the conversation back to how it will help them improve their families, move toward their goals, and, ultimately, make a difference in their lives.*

Share the Stage *– Encourage participants to take ownership of their journey while providing support and guidance. Be sure to emphasize that you see the participant as an equal partner, and you value their thoughts, opinions, and experiences.*

Maintain Connection *– Schedule regular check-ins to maintain ongoing and open communication. Provide follow-up to discussions and commitments either of you made during previous meetings. Encourage and support the participants to dream big, reflect and assess their progress, and celebrate their successes.*

Tune In *– As a Case Manager, it's important to give participants your full attention. Sometimes, you need to take the lead to guide the conversation. Other times, it's better to let the participant lead the conversation. Knowing when to be assertive and when to step back and follow the participant's lead is essential for building trust and fostering productive communication.*

Keep the Good Vibes *–When you bring energy and playfulness into your discussions, it helps participants feel more at ease and willing to open up. This makes it easier to explore ideas and find solutions together as you create a positive atmosphere that encourages participation and moves participants closer toward achieving their goals.*

Addressing Issues and Providing Constructive Feedback

☼ PPT 45

PG 17

As a coach, use feedback as a way to guide, motivate, and hold participants accountable for their progress. Coaching should enhance a participant's receptiveness to feedback by helping to increase their chances of success.

What is Coachability?

Coachability is a state of mind that can be changed. Coachability is an observable, recognizable behavior. Being coachable means one is receptive, is open to feedback, and has a growth mindset. In other words, they are open to coaching.

☼ PPT 46

Work with a partner to fill in the blanks for the eight behaviors and feelings you may see if a person is coachable.

1. Open to ***feedback*** and ready to discuss areas to improve.
2. Reflects on and ***tries*** ideas from others.
3. Looks for ***opportunities*** for learning and development (workshops, job skills trainings, certifications).
4. ***Aware*** of their strengths and weaknesses.
5. Listens to different ***perspectives***.
6. Willing to make ***changes***.
7. Ready to face ***challenges*** and bounce back from setbacks.
8. Has clear ***goals*** in mind.

PPT 47

PG 18

On the other hand, there may be times when a person is less receptive to coaching, and you may observe different behaviors or feelings. Again, work with a partner to fill in the blanks.

1. Doesn't ***listen*** to suggestions or want feedback from others.
2. Needs to be ***right***.
3. Doesn't look for ***self-development*** opportunities.
4. ***Uncomfortable*** acknowledging and discussing weaknesses.
5. Thinks that asking for help is a sign of ***weakness***.
6. ***Stuck*** in their ways.
7. Is ***defensive***.
8. Perceives failure as difficult to ***overcome***.

Ask What are some reasons a W-2 participant may not seem receptive to coaching?
Possible Responses:

- *Uncomfortable discussing weaknesses*
- *Lack of trust in FEP, government programs*
- *Common trauma response*

Being open to coaching can depend on the time of day, situation, activity, topic, and internal or external factors. Someone may not be open to coaching one moment, and be open to coaching the next.

For example, in W-2, a participant may need time to think about a goal before they are open to discussing it. In that moment, they may not be receptive to coaching, but after you thoroughly explain how the goal fits with their employment plans and they have time to process it, they may be open to coaching.

Note to Trainer: If learners question what they should do when a participant is habitually not receptive to coaching, refer to other courses or resources, such as Building the BEST Connections in Case Management, Empowering Change Through Motivational Interviewing, and the Challenging Situations series.

PPT 48

One way you can determine if a participant is open to coaching is by identifying triggers and glimmers. Triggers and glimmers are important concepts in coaching, as they help you and the participant understand what's going on emotionally and mentally. Triggers are things that make someone feel upset, frustrated, or stuck. They could be situations, thoughts, or feelings that bring up strong reactions. When a trigger comes up during coaching, it's an opportunity to explore what's behind it and find ways to move forward. One way to do this is to pause your current conversation, and talk about the trigger in the moment. Or, you can make a note of the trigger and the participant's reaction and bring it up later.

PPT 49

On the flip side, glimmers are moments of insight, clarity, or positive emotions. They're like sparks of inspiration or hope that show progress or potential. When glimmers happen during coaching, they're worth celebrating and building on.

Recognizing triggers and glimmers helps you better understand what's going on. It sets the stage for you to be able to provide participants feedback to address what's causing triggers and encourage glimmers. Feedback is an important part of coachability.

Feedback

PPT 50

PG 19

It's crucial for you to provide participants with feedback on an ongoing basis so that they can move toward their goals. There are two types of feedback: positive and negative. Positive feedback focuses on what participants are doing well. When you provide positive feedback, it boosts participants' confidence and motivates them to continue making progress. Negative feedback focuses on what participants need to work on. Even though we call this type of feedback negative, it isn't always a bad thing. When done right, it gives participants the opportunity to learn how to do something more effectively.

It's best practice to provide both positive and negative feedback with a greater emphasis on the positive. Although there is no universal ratio, most professionals recommend providing three to five pieces of positive feedback for each piece of negative feedback. Participants are more likely to be receptive to the feedback you provide, and trust you, when you use a similar ratio.

No matter which type of feedback you provide, tell participants the purpose of the feedback and how it will help them move toward their goals. Make sure the feedback is clear, specific, and genuine. This helps participants see the feedback is not an attack on their character, and rather, is a way to help them improve.

SAR Method

☼ PPT 51

PG 20

One way you can do this is by using the SAR method. SAR stands for ***Situation***, ***Action***, and ***Result***. Start by explaining the situation that you observed. Then, talk about the participant's action, inaction, or behavior. Finally, provide the participant with a summary of the result of that action, inaction, or behavior. You can use the SAR method to provide both positive and negative feedback in your case management. Let's look at a few examples.

☼ PPT 52

A participant you're working with completed all their assigned activities since their last appointment. This is something they've struggled with in the past, and you want to give them positive feedback.

Start with the Situation. – To prepare for our appointment today, I reviewed all your participation since our last appointment.

Then, move on to the Action. – You completed all your assigned activities each week.

Finally, share a summary of the Result. – Because of this, you'll receive a full W-2 payment at the end of the month. You also completed the Microsoft Office certification you've been working on.

After providing the positive SAR feedback, you may ask the participant how their other activities went, if they need help adding the new certification to their resume, or if they feel they're ready to take on more responsibility.

☼ PPT 53

Now, you're working with a participant who missed Job Club this week. Last time you spoke, you both felt that the attending employer would be the perfect fit for them. So, you want to give them negative feedback.

Again, start with the Situation, move on to their Action, and summarize the Result of their action. The negative SAR feedback could be something like this:

At your last appointment, you told me you really wanted to get a job in a call center as soon as possible. I let you know that a representative from XYZ Call Center would be at Job Club this week, and we both thought they would be a perfect fit for you.

You didn't attend Job Club.

The representative didn't get the chance to meet you, or review your resume. We don't have another call center representative coming to Job Club until next month, and they will be from a different call center.

After providing the negative SAR feedback, you might ask the participant why they couldn't attend Job Club and brainstorm ideas on how to make Job Club a priority next time.

SAR Activity

☼ PPT 54

PG 21

Purpose: For learners to practice identifying the different elements of SAR in situations.

Materials: Black, blue, and red colored pencils or pens

Estimated length: 10 minutes

Directions to Trainer: Learners work in their table groups to identify the elements of SAR in each piece of information. After everyone is done, or after eight minutes, go through the answers.

Trainer Instructions to Learners: To give effective SAR feedback, you first need to identify the three key elements of SAR based on the situation. There are three situations in your Participant Guide. Work with your tablemates to identify the Situation, Action, and Result for each one. Underline or circle the Situation in black, the Action in blue, and the Result in red.

Answers:
Sumaya:
Situation (S): A resident got angry and aggressive while she was completing her work experience.
Action (A): Sumaya de-escalated the situation by moving venues, and followed up with the resident after they calmed down.
Result (R): She impressed her work site supervisor and is able to complete more hours of work experience.

Cameron Part One:
S: An employer completed a mock interview with Cameron. They asked him to tell them about himself.
A: He told them that he was a single father who is still trying to figure things out.
R: The employer believes Cameron might struggle to balance personal issues with work.

Cameron Part Two:
S: An employer completed a mock interview with Cameron. They asked him why he left his last position.
A: He explained that his hours changed from days to nights, which did not work for him. Then, he explained he tried to find a solution with his supervisor, but was unable to.
R: The employer knows that Cameron needs to work days and that he communicates when issues come up.

After you've identified these elements, you can build your SAR conversation to provide feedback to the participant.

Following Up on Feedback

☼ PPT 55

Now, think back to the original SAR examples. In both of them, you did some sort of follow up after you provided the feedback. Follow up is a crucial step in the feedback process. It helps both you and participants check for understanding. It also helps participants process your feedback so that they can continue to move toward their goals.

At times, you may need to follow up on negative feedback at a future appointment. If participants haven't acted on your feedback, don't simply repeat the same feedback as before. This can be frustrating, and even annoying, for everyone involved. Instead, see if you can provide the feedback from a different point of view, or deliver the feedback in a new way, so that it works best for that participant.

☼ PPT 56

The same is true for positive feedback. Don't keep providing the same feedback appointment after appointment. This may cause participants to feel like you don't really care, and the positive feedback will lose its effect. Look for new things participants did well, and provide positive feedback on that. Even if it's small, it'll still have a greater impact.

Common Conversations

☼ PPT 57

☞ TN Appendix B (pages 75-103)

Purpose: For learners to use Coaching Strategies through scripted practice of common conversations they may encounter when working with participants.

Estimated Length: 90 minutes

Materials: Eight sets of three Coaching Conversation Folders in three different colors: green (Jesse), blue (Delaney), and red (Leezah). Each folder needs to contain the following for the designated Coaching Conversation: Setting the Stage for Coaching Conversations, Participant profiles, Case Manager profiles, Opening lines, Observer forms, and Strategies for Guiding Coaching Conversations

Directions to Trainer: Break learners up into groups of three. If there are not enough learners to have three people in each group, have learners work in pairs instead. Provide each group with a set of folders. Tell them not to look at the contents of the folders until they are told to do so. After the first round, ask if any clarification is needed. Then move them onto Delaney, followed by Leezah. After the entire activity is complete, participants will answer questions in their PG. Note that only the first three debrief questions are in their PG.

Trainer Instructions to Learners: We are going to practice using Coaching Strategies in conversations with participants. All of you will have the chance to provide coaching to the participant as a Case Manager. You also will have the opportunity to be the participant and the observer as we rotate through scripted scenarios.

Each folder contains the information you need for your practice conversation. There is a Setting the Stage document, which contains overall background information for your practice conversation, as well as profiles for the participant and Case Manager and opening lines for both.

The Case Manager profiles contain talking points, which you need to bring up during your conversation, along with some suggested Coaching Strategies to use during the conversation.

The participant profiles contain an outline of responses to the Case Manager's talking points, along with notes on how you, as the participant, may feel or act when talking about these topics.

There is also a set of opening lines that the participant and Case Manager will say to help get the conversation started.

Lastly, there is an observer form, which outlines what the observer should be looking for and listening for during the conversation.

PPT 58

We are going to start with the green folder, which contains information for Jesse's conversation. Start by having one person read the Setting the Stage information to your group. Then, decide who will be the Case Manager, the participant, and the observer. After you've decided, read the document specific to your part. Do not share this information with your other group members. You will have about five minutes to review this information, then we will give you instructions for the next steps.

Ask What questions can we answer about these steps at this time?

PPT 59

Before we get started with the conversations, please remember that the purpose of this activity is to keep the conversation going so you can practice using the Coaching Strategies we discussed. The scripted practice is meant to help guide you through the conversation. We encourage you to develop the personas based on what you're given without attempting to become the most difficult version of that person.

This is your safe place to practice. If at any point, anyone in the group feels stuck, you may call a timeout and ask a trainer for assistance. You have 20 minutes to complete this conversation.

Ask What we can clarify for you before we start?

You've now completed your first Coaching Conversation. **Ask** How did it go?

You will be doing this again with a new scenario. You will need to switch who takes which parts. The next participant you'll be working with is Delaney. Delaney's folder contains all the same documents as Jesse. In addition, you will also find a document containing information the Case Manager pulled from O*Net. The Case Manager uses this information during the conversation.

Ask Based on your first practice conversation, what can we clarify before you start your next conversation?

PG 22

Take a moment to answer the questions in your Participant Guide.

Debrief:
What were your initial thoughts and feelings going into this activity when you were the Case Manager?

What moments during the activity were particularly challenging? How did you address these challenges?

What went smoothly for you during this activity?

When you were the observer, what did you notice about the interaction? Which coaching strategies did the Case Manager use when talking with the participant?

How can you integrate the coaching strategies you practiced in your daily work with participants?

Wrap Up – Day 1

This brings us to the end of Day One. Tomorrow, we will dive deeper into boundaries and discuss the key elements of appointment facilitation.

Day Two

☼ PPT 60

Welcome back to Day Two of Engage with Ease – W-2 Case Management Fundamentals!

Coaching Skills Showdown

☼ PPT 61

Purpose: To review the information covered in this section.

Materials: Four buzzers, flipchart score sheet

Estimated Length: 15 minutes

Directions to Trainer: The team with the fewest points picks a category first. Learners do not lose points for incorrect answers for this round. Record each team's score on the scoresheet at the end of the round. Post the scores on the flipchart after learners complete the action plan.

Trainer Instructions to Learners: We're going to start today by playing another round of Skills Showdown to review what we discussed yesterday regarding coaching. Remember to buzz in if you think you know the answer.

W-2 Coaching	Strategies	Feedback
True or False: Holding participants accountable is an important coaching skill. *Answer: True* 100	True or False: You should always lead the conversation. *Answer: False* 100	What effect does positive feedback have on participants? *Answer: Boosts their confidence and motivates them to make progress* 100
Coaching is a dynamic process focused on the participant's _____, hopes, and needs. *Answer: Goals* 200	Which strategy involves encouraging participants to take ownership in their journey? *Answer: Share the Stage* 200	What ratio of positive to negative feedback do most professionals recommend? *Answer: 3-5 positive to 1 negative* 200
_______ are sparks of inspiration or hope that show progress or potential. *Answer: Glimmers* 300	Which strategy involves scheduling regular check-ins and providing follow-up? *Answer: Maintain Connection* 300	What does SAR stand for? *Answer: Situation, Action, Result* 300

Now that we've reviewed coaching through the Skills Showdown, let's go back to your case management action plan on the last page of your Participant Guide.

Action Plan: Coaching Conversations

☼ PPT 62

PG 38 (Appendix B)

Estimated Length: 5 minutes

Trainer Instructions to Learners: Fill in the coaching conversations section. In the first square, write one way you want to further develop your coaching skills to have successful conversations with participants. In the second square, write specifically what you will need to do to achieve this goal, including any resources or support you may need. And, in the third square, write what outcomes you hope this change will lead to. Be sure to look back at your notes as needed.

Let's hear from a few of you. You pick the square you want to share.

Importance of Boundaries and W-2 Case Management - Revisiter

PPT 63

Yesterday in class, we spent time discussing the importance of boundaries and W-2 case management. Take a moment to look back in your Participant Guide and review your notes from that section, and choose one takeaway to share with your table group.

Boundaries and You

As a Case Manager, it's important to understand, define, and follow through on your responsibilities while maintaining and respecting boundaries.

PPT 64

PG 22

There are two phrases in your Participant Guide. Think about how those phrases relate to setting boundaries and jot down your thoughts.

Note to Trainer: The two statements listed in the PG are:
- *Know your role.*
- *Understand the scope of your work.*

Ask How do these phrases help you define your boundaries?
Possible Responses:
- *Know the parameters of your job*
- *Focus on your specific responsibilities as a Case Manager*
- *Stay focused on meeting the needs of the participants within your boundaries*
- *Understand your responsibilities as a Case Manager and prioritize them to provide the best care*
- *Focus on what you can do best within your role*

Types of Boundaries

PPT 65

PG 23

In the world of W-2, not all boundaries are created equal. There are some firm boundaries you should always keep. These can include things you never want to do, like having a personal relationship with a participant, discriminating against a participant, and being violent to a participant or tolerating violence from the participant.

PPT 66

Likewise, it includes things you should always do, such as maintaining confidentiality, doing what you say you'll do, and having clear and open communication.

PPT 67

But what about that in between area? It's likely that you'll set boundaries that you might end up crossing in order to best help participants. One example of this is taking appointments during your protected time, such as before nine or after four. Another example is going over on appointment time. **Ask** What other boundaries might you set that may seem okay to cross from time to time? Take five minutes to independently brainstorm and jot them down in your Participant Guide.

Now, discuss with a partner what you came up with.

Ask What examples did you come up with?

Think back to that invisible backpack we talked about earlier. Remember, whenever you cross a boundary, you add weight to that backpack. When you cross the solid line, meaning you crossed a non-negotiable boundary, you add a boulder to your backpack. When you cross the dotted line, meaning you crossed a negotiable boundary, you add a pebble. Although those pebbles might not seem like much in the moment, the weight will add up eventually. Try your best to stick to your boundaries regardless of the situation so the weight doesn't get to be too much to bear.

Best Practices for Setting and Maintaining Boundaries

PPT 68

PG 24

Here are some best practices to keep in mind as you set and maintain boundaries.

Set boundaries *right away* and revisit as needed. It is crucial to set boundaries at the beginning of your partnership with a participant and provide clarification along the way.

Ask How could you start a conversation about boundaries with participants?
Possible Responses:
- *When asking about their preferred method of communication, share your communication boundaries.*
- *When providing transportation assistance, go over the process for requesting transportation assistance in the future.*
- *When going over the confidentiality agreement, talk about confidentiality boundaries if you run into them outside of the office.*

Set boundaries *in* and *out* of the office. In the office, establish clear expectations regarding work hours and availability. With the participant, discuss communication preferences and figure out what works best for both of you. Let them know that communication needs to stay within the office setting. If a participant happens to approach you outside of the office, you cannot discuss any work-related topics in public.

Stay in the *Zone of Helpfulness*. Maintain a clear distinction between personal and professional conversations to keep the focus on the participant. When you share too much personal information, participants start to see you more as a friend than a professional.

Ask How does a participant seeing you as a friend weaken your effectiveness as a Case Manager?
Possible Responses:
- *They may become complacent.*
- *Think you will bend the rules for them.*
- *Don't want to get a job/leave the program.*

Over-sharing also may cause participants to become dependent on you. They may rely on your personal insights rather than their own ideas.

Ask How can you ensure that you don't over-share with participants?
Possible Responses:
- *Listen to understand, not respond.*
- *Ask questions and practice the pause - don't jump in with personal stories.*
- *Let participants come up with ideas before you share.*
- *Practice WAIT – Why Am I Talking*

Avoid *complaining*. You damage your credibility when you complain. Maintain a positive and supportive environment by keeping the focus on participants and their needs. Although your workload demands can be challenging, participants are concerned most about their own experiences.

Set *realistic expectations,* and then meet or exceed them. Give yourself the time you need to complete a task. Return calls when you say you will and keep appointments on time. This builds trust and reliability.

Use *policy* to help back up your boundaries. Familiarize yourself with policies to help you set and maintain boundaries. This includes the W-2 Manual and your agency's Standard Operating Procedures (SOPs). For after-hours communication, follow agency guidelines on work hours.

Be *proactive.* After you initially set boundaries, it can be easy to let them slip. Review and revisit your boundaries with participants regularly. If there are boundary violations, address them right away.

Professional Boundaries in Practice

PG 25

Purpose: For learners to recognize common boundaries and boundary violations and discuss how they may impact their case management.

Estimated Length: 40 minutes

Materials: Videos in the PPT

Directions to Trainer: For each scenario, play the video and then ask the corresponding question(s).

Trainer Instructions to Learners: Throughout this course, we've talked a lot about professional boundaries. Now, we're going to give you the opportunity to see them in action with a series of short videos. As you watch each video, pay attention to what the Case Manager did well in establishing and maintaining boundaries, and where they could improve.

PPT 69

Confidentiality Example
Scene
A Case Manager and participant are sitting in an office.

Script
Participant (P): Hey, I was talking to Kennedy the other day, and she mentioned that her checks are less than $500. Mine is never that low, and she's always at the same workshops as me. I told her I would ask you about it.

Case Manager (CM): Do you remember when you first enrolled in W-2, and we talked about confidentiality?

P: Yeah, what about it? I know you're her worker. She told me.

CM: I can't confirm or deny if someone is or isn't participating in W-2. I would encourage anyone who has a question about their W-2 payment to contact their Case Manager directly.

Question
How might the Case Manager follow up on this with Kennedy without breaking confidentiality?
Possible Responses:
- *Review Participation Calendar with Kennedy at her next appointment.*
- *Ask Kennedy if she has any concerns she'd like to talk about.*
- *Ask Kennedy how she feels about her current activities. (How are they going? Are they beneficial to her? How are they helping her move toward her goals?)*
- *You may not be able to follow up with Kennedy without breaking confidentiality; you may need to let it go.*

☼ PPT 70

Oversharing/Personal Problems Example
Scene
Case Manager returns to her desk holding a cup of coffee. She is meeting with a participant.

Script
Case Manager: Thanks for waiting. I really need this cup of coffee. My daughter was up all night, and my partner isn't much help. I don't know how you do it alone. Any advice on how to get her to sleep through the night?

Question
How is this Case Manager breaking a boundary?
Possible Responses:
- *This situation creates a role reversal where the participant is acting like the Case Manager.*
- *Talking about their problems instead of focusing on the participant.*

What impact might this have on their professional relationship?
Possible Responses:
- *Participant might think they have a personal relationship (friends).*
- *Participant doesn't think they need to worry about being on time for appointments because the Case Manager was late.*

☼ PPT 71

Personal Boundary Example
Scene
A Case Manager is sitting at their desk eating lunch and typing on their computer. A co-worker stops by their desk.

Script
Co-Worker: Hey, are you coming to the break room for lunch? I haven't seen you take a break all day.

Case Manager: No, I really need to finish up these PIN Comments.

Question
How could the co-worker encourage the Case Manager to maintain their self-care boundary?
Possible Responses:
- *Remind them that they deserve a break.*
- *Tell them the PIN Comments will still be there after lunch.*

In what ways could coworkers model maintaining personal boundaries?
Possible Responses:
- *Taking breaks.*
- *Practicing self-care.*
- *Ensuring confidentiality.*

☼ PPT 72

Communication Boundary Examples
Scene
A Case Manager is in Teams meeting with a participant.

Script
Case Manager: If you have any questions, you can give me a call or send me an email. I can't answer the phone when I'm meeting with people, so please make sure you leave a voicemail. I'll always get back to you within 24 hours.

Five minutes later appears on screen.

Participant (off screen): I guess I wouldn't mind working in an office.

Case Manager's phone rings halfway through the participant talking.

Case Manager: Sorry, this is my supervisor. Hang on a second. Hi Derrick. Can I give you a call back? I'm meeting with someone right now. (pause and then hang up)

Sorry about that, where were we?

Question
What kind of a message does this send to the participant?
Possible Responses:
- *That they aren't as important to the Case Manager.*

What could have this Case Manager done differently?
Possible Responses:
- *Put their phone on silent.*
- *Sent the call to voicemail.*
- *Have a conversation with supervisor about expectations for responding to their calls.*

☼ PPT 73

Scene
Teams window on the computer in the voicemail section.

Script
Voicemail Voice: Message received today at 9:41am.

Participant: Hey this is Sherri. Can I stop by the office today for a gas voucher?

Voicemail Voice: Message received today at 10:05am.

Participant: It's Sherri again. I really need that gas voucher. Call me back.

Voicemail Voice: Message received today at 10:22am.

Participant: This is Sherri. I'll be there at 10:30 to pick up my voucher.

Teams message pops up on Case Manager's computer. It is from the front desk and says, "Claire is here for her 10:30 appointment. Also, Sherri is here to pick up her gas voucher." You can see the time is 10:29.

Question
What would you do in this situation?
Possible Responses:
- *Write out the gas voucher quickly because Sherri is already there.*
- *Tell Sherri to come back later because your next appointment is already there, and Sherri did not give enough notice.*
- *Remind Sherri of the process for requesting transportation assistance; let her know it will be ready after a certain time*

How would that decision impact your boundaries?
Possible Responses:
- *Participants see you break the boundary, so they think they do not have to follow it in the future.*
- *The participant you are meeting with may be upset that you took time away from them to tend to Sherri.*
- *Enforcing your boundary may harm your relationship with Sherri; even though she technically broke the boundary, she may think you don't really care and lose trust in you.*

Debrief
Take a few minutes to reflect on the five scenarios we just discussed. Independently, jot down three takeaways in your Participant Guide.

Now, find a partner and discuss your takeaways.

Ask for a few volunteers to share their takeaways.

As you might have noticed, it isn't always obvious when you're crossing a boundary. In fact, most of the time, it's subtle. It can be hard to stick to your boundaries in the moment, and sometimes you might not succeed. That is okay. Take that as an opportunity to reflect and learn from your experience.

Broken Boundaries

☼ PPT 74

Broken boundaries can occur in two different ways. One way this can occur is when a Case Manager crosses the professional line, which can lead to inappropriate relationships or actions that could harm the participant or affect the quality of support you provide. The other way it can occur is if the participant crosses a boundary that you have put in place.

Think back to the scenarios we just discussed.

Ask What might lead to someone breaking a boundary?
Possible Responses:
- *Lack of time*
- *Stress*
- *Miscommunication*
- *Different approaches/personalities*
- *Challenging roles and settings*
- *Accidents happen*

Understanding why broken boundaries happen helps us see the bigger picture.

When talking about or dealing with boundary issues, it's helpful to think of it as a three-step process: Awareness, Analysis, and Action.

Awareness

PPT 75

PG 26

Awareness is about recognizing that you or someone else has crossed a boundary or may be about to cross a boundary. This means more than just knowing a boundary is there; it's about understanding why it matters, what happens if it's crossed, and how it affects everyone involved.

Ask What are some warning signs that could signal a boundary is broken?
Possible Responses:
- *Sessions regularly running late or ending early.*
- *Sharing personal information with a participant.*
- *Sharing work-related worries with a participant.*
- *Treating one participant differently than others.*
- *A participant saying only you understand them.*
- *Your tone changes when communicating with a participant (more casual, using slang, etc.).*

These signs indicate potential issues with professional boundaries that you should monitor and address to maintain a healthy professional relationship with participants.

One of the videos we watched earlier showed a Case Manager asking the participant for advice. Let's apply this awareness step to that situation.

Ask What happened in this situation?
Possible Response: The Case Manager shared personal family challenges and asked the participant for parenting advice.

Ask Why is this a concern?
Possible Response: This shifts the focus away from the participant's needs and creates a role reversal where you're asking the participant to provide support.

Analysis

Analysis is about determining the impact of the broken boundary and looking at the situation closely to identify what went wrong and what needs to change.

Start by figuring out the basic details: What happened? Who was involved, and where and when did it occur?

Next, look into the background of the incident. Consider what factors led up to the incident and the history between the people involved.

Finally, evaluate any immediate harm the incident caused, and try to anticipate any future impacts resulting from the broken boundary to help you address and fix the issue effectively.

Ask What might be the impacts of broken boundaries?
Possible Responses:
- *You become less effective as a Case Manager.*
- *Loss of trust in the Case Manager/participant relationship.*

Let's continue with the previous scenario by applying what we just learned about the Analysis step.

Ask What questions could you ask to further analyze the situation?
Possible Responses:
- *What impact might this have on the participant's view of the Case Manager?*
- *Has this happened before?*

Ask What are the impacts on the Case Manager and the participant?
Possible Responses:
- *Participant: She may begin to see the Case Manager as a peer or friend; feel uncomfortable; may hesitate to bring up serious issues in the future.*
- *Case Manager**:** May be difficult to stay objective and focus on the participant; sign of possible burnout; could be a sign of a broader boundary issue.*

Now that we've analyzed broken boundaries, it's time to take action.

Action

Action is about taking steps to address the issue. This could mean setting or re-establishing clear boundaries and dealing with the consequences of the broken boundary. This could include talking to the people involved, making amends, seeking support from others to fix the problem, and taking steps to prevent it from happening again.

Ask What steps can you take to fix a broken boundary?
Possible Responses:
- *Inform your supervisor. Report the situation to your manager or supervisor.*
- *Communicate with the participant. Talk directly with the participant about the boundaries.*

Ask What can you do to prevent boundary violations?
Possible Responses:
- *Stay vigilant and cautious. Be alert and watchful for any potential issues or problems.*
- *Keep written records. Take notes to document what happens for reference.*
- *Understand the consequences. Be aware of what might happen as a result of the situation.*

Let's take one final look at the scenario involving the Case Manager oversharing with the participant, and apply the Action part of this process.

Ask What can the Case Manager do to keep this from going further?
Possible Response: Redirect the conversation to shift the focus back on the participant

Ask What is something the Case Manager can say to get the focus back on the participant?
Possible Response: Thanks for listening, it's been a morning! But let's talk about what's going on with you. What would you like to focus on today?

☼ PPT 76

You can also use the Awareness, Analysis, and Action steps when a participant crosses a boundary that you have put in place. Another scenario we looked at earlier involved a participant, Sherri, leaving three voicemails within an hour, announcing she will arrive at 10:30 AM to pick up a gas voucher. At 10:29 AM, she shows up at the front desk along with another participant (Claire) who has a scheduled appointment.

First, we apply Awareness:
Ask What happened in this situation?
Possible Response: Sherri bypassed the formal process for requesting transportation assistance by showing up unannounced and expecting immediate service.

Ask Why is this a concern?
Possible Response: It sets a precedent that participants can make demands outside of policy and get results, weakening your credibility and disrupting services to others.

Next, we use Analysis to determine the impact.

Ask What questions could you ask to further analyze the situation?
Possible Responses:
- *Did Sherri misunderstand or ignore the process?*
- *Have expectations been clearly and consistently communicated in the past?*
- *Is there a pattern of last-minute demands from participants?*

Ask What are the impacts on the Case Manager, Sherri, and the other participant (Claire)?
Possible Responses:
- *Sherri: She may feel ignored or rejected if told to come back.*
- *Claire: She may feel disrespected if her scheduled time is interrupted.*
- *Case Manager**:** You may feel pressured to "just get it done" and avoid conflict, but doing so weakens boundaries and fairness.*

Lastly, we apply Action.
Ask What can the Case Manager do to keep this from going further?
Possible Response: Tell the front desk to let Sherri know that the voucher will be ready later, according to the proper process. Then, after your current appointment, call Sherri to acknowledge her request and restate the policy clearly: requests must be made ahead of time and will be ready at a designated pickup time.

By moving through these steps (awareness, analysis, and action), you can effectively handle situations where someone crossed a boundary and work toward resolving them. These steps aim to manage and respond to challenging situations effectively while maintaining professionalism and safety. Keep in mind, when someone breaks a boundary, it can have a lasting effect. It takes time to rebuild a professional relationship.

PPT 77

PG 27-28

Purpose: To brainstorm how to apply Awareness, Analysis, and Action to repair a boundary.

Estimated Length: 25 minutes

Directions to Trainer: Divide learners into six groups. Assign each group a different scenario.

Trainer Instructions to Learners: In case management, boundary concerns don't usually show up with flashing red lights. You often notice something subtle and then have to quickly decide what to do next. With your group, read your scenario. Apply what you've learned about Awareness, Analysis, and Action, then discuss what you might say in the conversation with the participant. Designate someone in your group to report out.

Ask groups to share their scenario, how they applied Awareness, Analysis, and Action, and the example response.

Scenario One: A participant starts using very casual nicknames for the Case Manager in meetings. The Case Manager laughs along but starts to feel uncomfortable.
Possible Response:

- ***Awareness****: You feel uncomfortable when the participant uses casual nicknames.*
- ***Analysis****: This may blur professional boundaries, even if it's meant to be friendly.*
- ***Action****: Kindly ask the participant to use your name or title and explain why you're setting that boundary.*
- ***Example Response:*** *I'd appreciate it if you just called me [Name]. It helps me keep things professional for both of us.*

Scenario Two: You realize you've been sharing your own frustrations about agency changes with a participant who "gets it." Now they bring it up regularly.
Possible Response:

- ***Awareness:*** *You've been venting to a participant, and now they regularly bring it up.*
- ***Analysis:*** *This shifts the focus away from them and may make them feel responsible for your feelings.*
- ***Action:*** *Acknowledge the shift, stop sharing frustrations, and redirect conversations back to their goals.*
- ***Example Response:*** *I want to make sure we keep our time focused on your goals—let's shift back to what matters most to you.*

Scenario Three: A participant hugs you at the end of a meeting. You weren't expecting it and aren't sure how to respond.
Possible Response:
- ***Awareness**: You were caught off guard by the hug and unsure how to react.*
- ***Analysis**: Physical contact may cross professional boundaries or be misinterpreted.*
- ***Action**: At the next meeting, clarify your comfort level and agency policy on physical contact, kindly and clearly.*
- ***Example Response**: I see you're a hugger, but I try to keep things professional, so let's stick to handshakes or words of thanks going forward.*

Scenario Four: A participant brings you a small holiday gift, a candle and a thank-you card. You weren't expecting it and aren't sure whether to accept it.
Note to Trainer: Make sure to share the "Action" response.
Possible Response:
- ***Awareness**: You received a small gift and feel unsure whether to accept it.*
- ***Analysis**: Accepting gifts can affect boundaries or create expectations.*
- ***Action**: Know your agency's policy. If not allowed, thank them and explain why you can't accept it. If allowed, accept with a clear note that it's appreciated but not necessary.*
- ***Example Response:** Thank you so much for thinking of me. I really appreciate the gesture, but our policy doesn't allow us to accept gifts.*

Scenario Five: You realize you've started prioritizing one participant's calls and emails over others because they're very polite and appreciative.
Possible Response:
- ***Awareness**: You're giving more time to a participant who is especially polite and appreciative.*
- ***Analysis**: This could unintentionally lead to unequal treatment of others.*
- ***Action**: Reflect on your response patterns and reset your priorities to ensure fairness across all participants.*
- ***Example Response**: (Said internally, then reflected in behavior—no need to address with participant unless asked.) If needed: "I do my best to respond to everyone fairly, so I may not always get back right away, but I will follow up as soon as I can."*

Scenario Six: Conversations with one participant regularly drift off-topic and feel more social than focused on goals. You enjoy these meetings more than others.
Possible Response:
- ***Awareness**: You notice appointments with one participant feel more like a social visit than work.*
- ***Analysis**: It may be straying from goals and becoming too casual.*
- ***Action**: Gently bring focus back to their goals during meetings while keeping a warm, respectful tone.*
- ***Example Response**: I really enjoy talking with you, and also want to make sure we use our time to work on the goals you've set. How are things going with [goal]?*

Using Awareness, Analysis, and Action can help prevent small concerns from becoming bigger problems.

One Simple Question

☼ PPT 78

PG 29

Before we move on from boundaries, when faced with a potential boundary dilemma, ask yourself one simple question: How comfortable would I feel explaining this entire situation to my boss and the rest of my team in full unedited detail?

Boundaries Skills Showdown

☼ PPT 79

Purpose: To review the information covered in this section.

Materials: Four buzzers, flipchart score sheet

Estimated Length: 15 minutes

Directions to Trainer: The team with the fewest points picks a category first. Learners do not lose points for incorrect answers for this round. Record each team's score on the scoresheet at the end of the round. Post the scores on the flipchart after learners complete the action plan.

Trainer Instructions to Learners: It's time for another Skills Showdown. This showdown contains questions from both of the boundaries sections we've discussed.

Types	Professional Boundaries	Boundaries in Action
Name one firm boundary you should never cross. *Answer: Will vary, use your judgment* 100	What are professional boundaries? *Answer: Guidelines that define appropriate and acceptable behavior.* 100	When should you set boundaries? *Answer: Right away* 100
Name one boundary you should always keep. *Answer: Will vary, use your judgment* 200	The _____ ___ _______ is the sweet spot between being under- and over-involved. *Answer: Zone of Helpfulness* 200	______ _________ occur when you cross a professional line. *Answer: Broken boundaries* 200
Name one boundary you may occasionally cross. *Answer: Will vary, use your judgment* 300	Clear boundaries ensure you treat everyone ______. *Answer: Fairly* 300	True or False: While it takes time, it is possible to rebuild a professional relationship with participants. *Answer: True* 300

Action Plan: Setting and Maintaining Boundaries

☼ PPT 80

PG 38 (Appendix B)

Estimated Length: 5 minutes

Trainer Instructions to Learners: It's time to add to your case management action plan by filling in the boundaries section on the last page of your Participant Guide. In the first square, write one way you want to further develop your ability to set and maintain professional boundaries with participants. In the second square, write specifically what you will need to do to achieve this goal, including any resources or support you may need. And, in the third square, write what outcomes you hope this change will lead to. Be sure to look back at your notes as needed.

Let's hear from a few of you. You pick the square you want to share.

Appointment Facilitation

☼ PPT 81

PG 29

Effective appointment facilitation helps build trust and supports participants' success. This starts with taking the time to prepare for each appointment.

To prepare for appointments, here are three best practices: create a safe and welcoming environment, review the case, and know where you want the appointment to go. Let's take a look at each of these areas, starting with creating a safe and welcoming environment.

☼ PPT 82

First, think about the physical space in which you meet with participants. Make sure the meeting area is clean, comfortable, and try to minimize distractions. Arrange the seating to encourage open conversation. This also applies to your virtual space when meeting with participants. If on a video call, be sure to stay in frame and look at the camera. Minimize distractions and be aware of what may be happening in the background or what the participant may be seeing.

Then, consider the emotional space. Be sure to greet participants warmly, using their preferred name. Show empathy and respect to help them feel valued and heard. Remember, small gestures of kindness and understanding can go a long way in building a relationship.

Finally, keep confidentiality in mind, in terms of both the physical and emotional space. Assure participants that you'll keep their information private. This is crucial for building trust, especially when discussing sensitive information.

☼ PPT 83

Next, review the case, including PIN and case comments, their EP, and participation calendar before the appointment. This helps you understand their past interactions, needs, and any ongoing issues. Being informed means you won't need to ask the same questions again. Use PIN comments to identify key points or issues, along with past successes or challenges. This clues you in to any patterns and lets you acknowledge their progress and address any unresolved problems.

This helps create a sense of connection because it shows the participant you remember their past interactions, making them feel valued and not like just another case.

☼ PPT 84

The last piece of appointment preparation we are going to look at is knowing where you want the appointment to go. Be sure to have a clear plan for the appointment, and ask yourself, "What do I want to achieve by the end of the session?" Whether it's updating their Employability Plan, discussing new resources, or addressing specific concerns, having a plan keeps the conversation focused.

One way you can do this is by creating an agenda. Share a brief agenda with the participant prior to or at the beginning of the appointment. This helps manage their expectations and keeps the discussion on track. Be flexible, and allow them to bring up any pressing issues.

It's also helpful to prepare any materials prior to the appointment. Anticipate what you will need, and have all necessary forms, resources, and information ready. This shows professionalism and ensures the appointment can proceed smoothly.

Key Elements

☼ PPT 85

There are a few key elements to keep in mind as you meet with participants.

Manage Appointment Time

☼ PPT 86

One of the most important things you must do during appointments is to manage the time. Think about when you arrived at an appointment on time, only to find that the person you were meeting with wasn't ready. Now, think about the last time a work meeting ran over the scheduled time. How did you feel in that situation? It's likely you were frustrated, and even might have stopped paying attention. Participants feel the same way. So, you need to perform a balancing act of giving participants your full attention while still keeping within your scheduled time. This ensures that each participant gets what they need from you.

Appointment time management starts before you meet with the participant. Be sure to schedule enough time when you make the appointment.

Ask In what instances might you need to schedule a longer appointment with a participant?
Possible Responses:
- *The participant is frequently chatty.*
- *You need to complete a review along with your appointment.*
- *You plan on discussing assessment results, which could bring up emotions.*

Previously, we talked about creating an appointment agenda as part of preparation for an appointment. At the beginning of the appointment, share your appointment agenda with the participant and ask if they have any items to add. Quickly review it and do a brief time estimate. Think to yourself, "Can we get through all of this without rushing?" If the answer is no, prioritize the topics. Follow up with participants via email, text, or phone on the topics you can't get to.

During the appointment, stay on topic and keep the conversation about participants. Remember, you cross a boundary when you make the conversation about you. If participants go off topic, try to re-direct the conversation. We'll talk more about how to re-direct conversations shortly.

Preface and Prime

PPT 87

PG 30

When meeting with participants, preface, or start, every appointment by sharing what you and the participant both hope to get out of the appointment. This is not the same thing as setting an agenda with tasks to complete during the appointment. This is a chance to spend a few minutes discussing needs and expectations, both yours and the participant's.

Ask What expectations might participants have for an appointment?
Possible Responses:
- *Resources and referrals*
- *Program information*
- *Support and guidance*

Ask What expectations might you have?
Possible Responses:
- *Discuss upcoming training opportunities*
- *Address participation*

If you and the participant have different expectations, try to resolve them right away. For example, if a participant is expecting you to get them a job within the first few days on the program, and you are planning to complete an informal assessment to determine activities, it is best to address this early on so you can move forward.

You ask participants a lot of questions during your appointments. Prime them by explaining why you are asking for that information and how you'll use it. That gives participants the background information they need to make an informed decision about whether they are comfortable providing the information. This also helps strengthen the relationship.

For example, during the informal assessment, you ask participants about pending charges. A participant might react in a few different ways. They may think you are just being nosy and become defensive. Or, they may think that if they do have pending charges, they won't be eligible for the program, or that they might lose eligibility. You can avoid both situations by explaining right away why you are asking for this information.

Remember those provocative and evocative questions we talked about earlier in class? Take a moment to look back in your Participant Guide to review your notes. Hold up your Participant Guide after you've reviewed your notes and are ready to move on. Strategically use those types of questions to move the appointment in the direction you want it to go. When participants seem hesitant, unsure, or distant, try using provocative questions to stir your conversation and get participants thinking. For example, you might ask, "How would you feel a year from now, if nothing has changed in your situation?" Pay close attention to how they respond, and reflect back the glimmers of possibility.

Use evocative questions to gain participant buy-in. This helps them connect how they feel with the steps they need to take to achieve their goals. Evocative questions also allow participants to learn more about themselves. For example, you might ask "How might finding a job help you feel more in control of your life?"

Re-Direct Conversations

☼ PPT 88

Either you or participants are bound to go off topic at some point during your appointments. It's the nature of humans working with humans! One of the perks of prefacing every appointment and agreeing on an agenda is that it gives you a bit of leverage when you need to re-direct the conversation.

When participants go off-topic, continue to listen carefully. Just because it wasn't part of the original agenda doesn't mean it's not important. Try not to interrupt participants. Wait for them to take a breath before you step in and gently remind them that you have a set amount of time to meet and several topics to get to. Offer to re-negotiate the agenda if the topic seems more urgent.

At times, you may need to interject while participants are talking. Give participants some sort of visual cue that you're going to interject, such as holding up a finger. Acknowledge what they were saying, and then re-direct the conversation.

But, what about when you go off topic? **Ask** What are some signs that you, as a Case Manager, have gone off topic?
Possible Responses: indicator

- *Participants look like they are zoned out or reading things around the room.*
- *Participants' facial expressions seem off.*
- *Conversation turned to you instead of the participant.*
- *You realize you strayed from the agenda.*

When you get off topic, gently re-direct the conversation. **Ask** What could you say to get back on track?
Possible Responses:

- *"I realize we've drifted from our main focus."*
- *"Let's get back to discussing…"*

Follow up

☼ PPT 89

One way to maintain engagement and ensure continued success is by following up with participants. Regularly checking on progress allows you to address any issues that arise and adjust plans as needed. This includes asking participants for their feedback on activities and assessing whether they have acted on any referrals you provided. By actively seeking their input, you show that their opinions matter and they are a partner in determining future actions.

Ask What other things may you need to follow up on with participants?
Possible Responses:

- *Job leads that were provided*
- *Job search*
- *Participation*
- *Progress in training/schooling*

Trading Phrases

☼ PPT 90

PG 31

☞ TN Appendix C (pages 104-107)

Purpose: To associate each key element with possible phrases learners could use during their appointment facilitation.

Materials: Participant Guide, element phrase banks with the phrases cut apart

Estimated Length: 30 minutes

Directions to Trainer: Randomly distribute a phrase card to each learner. Learners will mingle around the room comparing and trading cards until they have found two example phrases for each key element. Trading ends after all learners are seated or 15 minutes have passed. Then, use the PPT to display the phrases for each element and ask the debrief questions.

Suggested Modifications: If you have a smaller class size, you may want to give learners two phrase cards to carry. Or, complete multiple rounds, giving them different phrases from each set. The goal is for each learner to end up with 2 possible phrases for each key element.

Trainer Instructions to Learners: Developing some simple sentences or phrases to help you address these key elements of appointment facilitation can help you keep discussion moving. In your Participant Guide, you have a chart with the five key elements we just covered along with space to write in a phrase you could use to address that element. In a moment, you'll be meeting in various pairs to review phrases and determine which element it fits with. For example, if the phrase says, "It sounds like you want a job referral today. Can I walk you through the steps we'll take to prepare you for job search?", you and your partner would determine that the phrase best fits with the preface element because it is managing expectations.

Your goal is to find two phrases for each element. Grab a phrase card from your table. When I say start, you'll walk around the room and find a partner. Compare phrases and discuss which element you think each phrase addresses. Write the phrase in your guide and trade cards. Then, find a new partner. Continue writing down phrases and trading cards until you have two different phrases for each category. After you complete your chart, sit back down. Others can still trade cards with you to help them complete their charts.

Ask What can I clarify before you start?

☼ PPT 91

Now, I'll display the phrases we determined for each element. In your discussion, you may have determined some phrases could fit under more than one element. Here are the phrases you could use to help manage appointment time.

☼ PPT 92

Next, are phrases to help preface the appointment.

☼ PPT 93

These phrases help frame important or sensitive questions through priming.

☼ PPT 94

Try one of these phrases to re-direct the conversation.

☼ PPT 95

Lastly, show your commitment to following up with these phrases.

Ask Which phrase stood out to you as something you'd actually use in your next appointment and why?
Responses vary.

Ask How can using these key element phrases improve participant engagement during appointments?
Possible Responses:
- *Participants feel heard and respected.*
- *Shows you're organized, prepared, and paying attention.*
- *Keeps appointments focused without feeling rushed.*
- *Prime phrases help avoid miscommunication or defensiveness.*
- *Follow up phrases build accountability on both sides.*

Enhance Participant Engagement

☼ PPT 96

PG 32

Collaborating with participants in decision-making helps them feel like genuine partners rather than just receiving services. When they are part of the process, they are more engaged and invested, leading to a more productive relationship.

Partner with Participants

☼ PPT 97

Purpose: To identify examples of each partnering strategy.

Materials: none

Estimated Length: 10 minutes

Directions to Trainer: Evenly assign Partnering Strategies that are listed in the Participant Guide among the table groups. Have each table group come up with 1-2 examples for each strategy they are assigned. After seven minutes, allow each table group to share the strategy they identified in their group.

Trainer Instructions to Learners: Each of your table groups will be assigned 1-2 Partnering Strategies. Your task is to come up with at least one example for each of the strategies assigned. Read the strategy. Identify ways you can actively involve a participant during an appointment using these strategies. This could be something you might say or ask a participant, or an action you might take. For example, if the Partnership Strategy is following-up with participants, your example could be asking "What's been going well with your job search efforts? What's been challenging?" Determine a spokesperson to report out for your group.

Possible Responses:

1. Recognize and acknowledge their ideas and efforts.
   Your suggestion really helped us to keep moving forward.
2. Be transparent about updates, changes, and progress.
   Clearly identify and seek acknowledgement of updates, changes, and progress.
3. Identify and share both successes and challenges.
   Share with me your highs and lows of the past week.
4. Create opportunities and encourage ways for the participant to actively engage in discussions.
   In group case management, allow participants to share their experiences and impacts of their participation.
5. Invite them to take the lead in a topic or to share their experiences.
   Let's start with you telling me about your experience.
6. Work together to set goals and define outcomes.
   How would you determine if you have met this goal?
7. Allow for opportunities for feedback.
   How can we improve this process to better support your needs?

8. Recognize and celebrate milestones and achievements
   When a participant completes goal steps, take time to acknowledge the completion of each one.

We have identified several strategies on how to partner with participants to enhance engagement. On a scale of 1 to 10, with 10 being easy to do, how easy do you think it is to use these strategies to increase participant engagement? Write down your number on a whiteboard paddle.

Ask What steps do you need to take to maintain or improve your participant engagement skills? Discuss with your table group.

You can take engagement a step further by using certain enhancers.

Ask First, Don't Tell

PPT 98

PG 33

One way to enhance participant engagement is by developing the habit of asking questions before providing guidance or solutions. Asking questions first allows you to understand the participant's perspective and tailor your support to their specific needs.

A key part of effective communication is understanding the participant's past experiences. Asking about what they've tried before and the outcomes can provide valuable insights. Here are some examples of questions or statements you can use with participants:

- Tell me about what you've tried in the past to address this issue.
- What worked well? What didn't work?
- How did you feel about the outcome?

Knowing this information helps identify successful strategies and potential barriers, which can inform how you and the participant approach their next steps toward achieving their goals. This also empowers participants by acknowledging their past efforts, experiences, and expertise.

Low-risk Conversations

Sometimes it can be difficult to know how to approach a conversation, especially if you're in the early stages of working with the participant, or if you need to address a sensitive topic. In these situations, it's helpful to start with low-risk conversations.

A low-risk conversation is a discussion that feels safe and non-threatening to participants. These conversations focus on less sensitive topics, while helping to build

trust and gradually prepare participants for more complex topics. This approach helps participants feel more comfortable and less overwhelmed. Participants are more likely to be fully engaged and willing to share more challenging issues over time.
You also can use low-risk conversations to practice asking open-ended questions. Remember to maintain a non-judgmental and supportive tone, especially as you shift from low-risk conversations to complex topics.

High Five for Low-risk Conversation Ideas

☼ PPT 99

Purpose: To share topic ideas for low-risk conversations with participants.

Materials: Small sticky notes (at least five for each learner)

Estimated Length: 10 minutes

Directions to Trainer: Have small sticky notes on tables. Learners write topics on the sticky notes and then display the notes on their fingers. They walk around the room and read each other's topics, exchanging notes they like with others. Demonstrate what you want learners to do by putting a sticky on your finger and exchanging with your co-trainer.

Trainer Instructions to Learners: *Part One* – Think about topics you can use to have low-risk conversations with participants. Using the small sticky notes on your table, write one topic for a low-risk conversation per sheet. Try to come up with five topics. When you're finished, place your sticky notes on your fingers like this. You have five minutes.

Part Two, after five minutes – Now, walk around, find another person, and review each other's topics. Then take one topic that you really like from the other person's finger, and they will take one of your topics that they like. Place the new topic on your finger, find another person, and repeat the process. Keep going until I say stop.

Click PPT to start music.
Note to Trainer: The music will play for five minutes. Click the PPT if you would like the music to stop before the five minutes is up.

Take a moment to look at the five topics you collected. Choose your favorite topic and share it with your table group.

Ask Let's hear from a few of you. What is your favorite topic suggestion?

☼ PPT 100

Another tool you can use when communicating with participants is Motivational Interviewing (MI). MI is "a particular way of talking with people about change and growth to strengthen their own motivation and commitment." MI focuses on listening, understanding, and guiding participants as they explore their feelings, beliefs, and ambivalence about making changes in their lives.

By using MI, you encourage open dialogue with participants by asking open-ended questions, providing genuine affirmations, and reflecting their responses. MI is particularly useful for participants who are unsure or conflicted about making changes. It helps them weigh the pros and cons of their behaviors and consider the benefits of change. Rather than imposing solutions, MI empowers participants to set their own goals and identify the steps they need to achieve them, increasing their commitment to the process.

There are many resources available regarding MI, including a CBT in Learning Center called Introduction to Motivational Interviewing. PTT also offers a classroom course, Empowering Change through Motivational Interviewing, which your agency can request as an onsite class.

Reluctant Participants

☼ PPT 101

Engaging participants who are reluctant to provide information can be challenging, and requires a thoughtful and welcoming approach. Your personality and demeanor can set the tone for the interaction, making participants feel more comfortable and willing to talk.

One strategy is to adjust your communication style to align with the participant's preferences. Whether they favor a direct approach, a more casual tone, or a specific pace, tailoring your communication helps build trust and rapport.

Active listening also is essential—truly hearing and analyzing what the participant says allows you to understand their concerns more deeply. Taking notes can help you remember important details, and providing verbal and non-verbal feedback demonstrates that you're engaged and value their input.

Starting with small goal steps is another way to encourage openness. By offering encouragement and positive feedback as participants make progress, you build their confidence, making them more likely to share more openly. Remembering their interests and strengths and bringing these up in future interactions shows that you care about them as individuals.

Finally, your attitude plays a crucial role in fostering communication. Participants can sense your energy, so maintaining a positive, open mindset helps create an environment where they feel safe to express themselves. Believing that you can connect with each participant on some level sets the stage for more productive and meaningful conversations.

There may be times when you encounter a participant that is reluctant to provide information, and it has nothing to do with you personally. Perhaps, the participant is having a bad day or has had a negative experience with working with other Case Managers or helping professionals. In those situations, it's especially important for you to have self-awareness. Change your approach and focus on building trust with them. This might include adjusting the tone of your voice or your body language.

Appointment Facilitation Skills Showdown

☼ PPT 102

Purpose: To review the information covered in this section.

Materials: Four buzzers, flipchart score sheet

Estimated Length: 15 minutes

Directions to Trainer: The team with the fewest points picks a category first. Learners do not lose points for incorrect answers for this round. Record each team's score on the scoresheet at the end of the round. Post the scores on the flipchart after learners complete the action plan.

Trainer Instructions to Learners: Let's review what you've learned by playing another round of Skills Showdown. This is your last chance to earn points for your team before the Final Showdown.

Preparation	Key Elements	Engagement
Name one example of material you may need to prepare prior to an appointment. *Answer: Necessary form or a resource* 100	What is it called when you explain to the participant why you are asking a question and how you will use the information? *Answer: Prime* 100	What tool involves asking open-ended questions, providing affirmations, and reflecting responses? *Answer: Motivational Interviewing* 100
Greeting participants with their preferred name is an example of creating a welcoming ______ space. *Answer: Emotional/Safe* 200	What type of question should you ask to gain participant buy-in? *Answer: Evocative* 200	What should you do before you provide guidance or solutions? *Answer: Ask questions* 200
What are the three best practices we provided to prepare for appointments? *Answer: Create a safe and welcoming environment, review PIN Comments, and know where you want the appointment to go.* 300	What should you do if you have to interject while a participant is talking? *Answer: Provide a visual cue.* 300	Name one example of a low-risk conversation topic. *Answer: Will vary, use your judgment* 300

Action Plan: Appointment Facilitation

☼ PPT 103

🗎 PG 38 (Appendix B)

Estimated Length: 5 minutes

Trainer Instructions to Learners: Now, we'll round out your case management action plan by filling in the appointment facilitation section on the last page of your Participant Guide. In the first square, write one way you want to further develop your appointment facilitation skills to lead to more productive appointments with participants. In the second square, write specifically what you will need to do to achieve this goal, including any resources or support you may need. And, in the third square, write what outcomes you hope this change will lead to. Be sure to look back at your notes as needed.

Let's hear from a few of you. You pick the square you want to share.

Final Skills Showdown

☼ PPT 104

Purpose: To review the information covered throughout the course.

Materials: Flipchart score sheet, whiteboard paddles and markers, sticky notes

Estimated Length: 20 minutes

Directions to Trainer Part One: Tally up the total amount of points teams have so far, and add this information to the flipchart score sheet if you haven't already. Then, have learners select how many of their team points they want to wager for each category. The amounts do not need to be the same for each category and they could choose to wage zero points for a category. Ask them for their wagers before you move on.

Trainer Instructions to Learners Part One: It's time for the Final Skills Showdown. For this round, we have one question for each of our four main sections. With your team, decide how many of your points you want to wager for each category. This time, your team will lose points for incorrect answers. Record your wagers on a sticky note for us to collect.

Directions to the Trainer Part Two: Reveal the question for one of the categories. Give teams two minutes to come up with their response and record it on their whiteboard paddles. This time, if a team answers incorrectly, they'll lose points. When time is up, have the teams reveal their answers at the same time. Track the points they earn or lose, and move on to the next question. Repeat until they've answered all the questions. Add their total points (positive or negative) to the score sheet, and tally up the total points to determine the winning team.

Trainer Instructions to Learners Part Two: Let's get started. After I reveal a question, your team will have two minutes to answer. Record your answer on your whiteboard paddle. When I say time is up, reveal your answer by holding up your whiteboard. We'll tally up the points and move on to the next question. The team with the most points at the end, wins.

Self-Awareness	**Boundaries**
Think back to the framework of self-awareness. Give one example of how high internal and high external self-awareness might look in your case management. *Answer: Will vary, use your judgment* *Possible Responses:* • *Listen to the participant, yet still challenge them* • *Partner with and seek feedback with participant*	We gave you one simple question you can ask yourself when you face a boundary dilemma. What is it? *Answer: How comfortable would I feel explaining this entire situation to my boss and the rest of my team in full unedited detail?*
Coaching	**Appointment Facilitation**
What can you use to measure the success of your coaching? *Answer (accept any of the following): Goal attainment, skill development, completion of Goal Steps*	Name all the key elements of appointment facilitation? *Answer: Manage Appointment Time, Preface and Prime, Re-Direct Conversations, and Follow-up*

Wrap-Up

Final Action Plan: Accountability Partner

☼ PPT 105

PG 38

Estimated Length: 15 minutes

Trainer Instructions to Learners: Now that you've developed your case management action plan, it's time to take a final look. Start by reviewing
the different sections you've filled out—self-awareness, coaching conversations, boundaries, and appointment facilitation.

☼ PPT 106

1. **Choose One Focus Area:** From these sections, pick one area that you want to focus on the most. This should be the area where you feel you can make the biggest impact or where you need the most growth.

2. **Find an Accountability Partner:** After you've chosen your focus area, find an accountability partner—someone who can support you in achieving your goals. Share your chosen area with them, and discuss how you'll check in with each other to stay on track.

By focusing on one area and having someone to hold you accountable, you'll be more likely to make real progress. Take this step seriously, and let your action plan guide you as you continue to grow in your role as a Case Manager.

☼ PPT 107

Think back to the video we watched yesterday morning. Everything you've learned over the past two days helps you better serve families in Wisconsin.

As we wrap up, think back to your "why" – the reason you chose to become a Case Manager. Whatever the reason, your "why" is the motivation that drives your work.
As you go back to your office, keep your "why" in mind.

☼ PPT 108

Remember, every interaction you have with families makes an impact. What kind of impact will you make?

TN Appendix A – Coaching Strategies

Make It Relevant

Participants are more likely to be an equal partner in your conversation when you talk about what is important to them. Always tie the conversation back to how it will help them improve their families, move toward their goals, and, ultimately, make a difference in their lives.

Share the Stage

Encourage participants to take ownership of their journey while providing support and guidance. Be sure to emphasize that you see the participant as an equal partner, and you value their thoughts, opinions, and experiences.

Maintain Connection

Schedule regular check-ins to maintain ongoing and open communication. Provide follow-up to discussions and commitments either of you made during previous meetings. Encourage and support the participants to dream big, reflect and assess their progress, and celebrate their successes.

Tune In

As a Case Manager, it’s important to give participants your full attention. Sometimes, you need to take the lead to guide the conversation. Other times, it’s better to let the participant lead the conversation. Knowing when to be assertive and when to step back and follow the participant’s lead is essential for building trust and fostering productive communication.

Keep the Good Vibes

When you bring energy and playfulness into your discussions, it helps participants feel more at ease and willing to open up. This makes it easier to explore ideas and find solutions together as you create a positive atmosphere that encourages participation and moves participants closer toward achieving their goals.

TN Appendix B – Coaching Conversations

The Appendix contains the following materials for the Coaching Conversations activity:

- Scripted practice documents for Jesse, Delaney, and Leezah.
    - Setting the Stage for Coaching Conversation
    - Participant profile and script
    - Case Manager profile and script
    - Observer form

Speakers in the Conversation:

- Case Manager: Practicing coaching strategies
- Participant – Jesse
- Observer: present, but do not speak until after the conversation is done and it's time to discuss. Try to avoid showing any non-verbal reactions. Take notes using the observer form.

Scenario:
Jesse is an ongoing participant placed in the CSJ placement. They are 22 years old, have a 2-year-old daughter, Taylor, and live in Madison. Jesse has 3 years of experience working as a bartender. They were fired due to not having evening childcare. Jesse enrolled in W-2 for assistance getting a job when childcare is more available. Jesse called to report they were hired as a Captioning Assistant at CapTel, and start work on Monday.

This appointment is regarding Jesse's job attainment. One topic the Case Manager plans to bring up with Jesse is dressing appropriately for work. The Case Manager also plans to discuss some observations they made that may indicate Jesse's need for formal assessment.

Jesse and the Case Manager have an overall good relationship. Jesse trusts the Case Manager and is excited to talk about their new job. At times, Jesse will go off topic, and the Case Manager will have to redirect them back to the conversation. Jesse typically responds well to redirection, but at times gets "stuck" on a tangent. The Case Manager has learned that in those instances, it's better to address the "stuck" topic in the moment, and then return to the original conversation.

Jesse and the Case Manager are seated in the Case Manager's office.

Continuing the Conversation Talking Points – Jesse's Case Manager

Case Manager Profile:

- **Concerns:** Jesse being able to maintain employment based on recent observations.

- **Feelings:** Excited for Jesse to start a new job; worried that they may not be able to stay on task and manage the demands of the job

- **Coaching Areas for the Appointment** *(use what you need from this during the conversation)*:
  - Congratulate Jesse on new employment
    - Discuss Job Retention
  - Discuss work appropriate attire
    - Job Developer reports that they dress inappropriately for Job Club when employers attend.
      - Ripped/holey jeans
      - Backwards baseball hats
      - Oversized graphic t-shirts
    - CapTel attended Job Club, and feedback form mentioned Jesse's attire.
  - Recent observations
    - Often arrives late
    - Rarely turns in activity logs on time
    - Activity logs often are missing information
    - Worksite supervisor reports Jesse gets off task frequently due to talking to others
      - Jesse doesn't seem to understand that they are distracting or that they aren't picking up on social cues
    - Jesse has mentioned they have difficulty paying attention and staying on task

- **Coaching Strategies:** Try to use the following strategies:
  - Ask the Right Questions
  - Give a Hand Up
  - Make it Relevant
  - Maintain Connection

Case Manager Talking Points:
Remember the point is to continue the conversation. Do this in your own words, using your concerns, feelings, purpose, attitude, and these talking points to help you.

- Discuss strategies for Jesse to retain their job and stay connected with you
  - **Ask:** How Jesse will stay on task at work.
  - **Ask:** What type of support will Jesse need from you.
  - **Encourage:** Jesse to maintain connection with Case Manager; talk about how Case Manager can continue to offer support to Jesse.

- Discuss dressing appropriately at work
  - **Talk about:** feedback from Job Developer/employer regarding clothing at Job Club.
  - **Ask:** What Jesse thinks a person working at CapTel wears to work.
  - **Offer:** Any support you and the agency are prepared to offer; remind Jesse this is an ongoing offer should they decline it at this time.

- Discuss potential need for mental health assessment based on recent observations so that they are more likely to retain their job
  - **Ask:** How the things that were observed impact Jesse's life.
  - **Ask:** How might these things affect your new job.
  - **Explore:** What Jesse has done in the past to address these issues.
  - **Discuss:** How their life be different if these issues were managed.

Closing Dialogue Options:

- So, what we've agreed is…
- Tell me your next steps.
- What do you need from me to move forward?

Opening Lines for Both Speakers:

Case Manager (CM): Hi, Jesse. How are you doing?

Jesse (J): Not bad, things are totally clicking now.

CM: Tell me more, what's going on?

J: I'm hyped to start my new job. It's like I'm a legit adult now.

CM: Last time we talked, you said you really wanted to find a job with a consistent schedule so it would be easier for you to find stable childcare.

You applied to several different jobs and attended Job Club to meet with employers in person. One of those employers was CapTel, and it paid off!

Congratulations on your new job! It shows how hard you've worked and your determination to get a job that will fit your needs and is in your field of interest.

J: Thanks! It's going to be a big change from bartending, but I bet I can handle it.

CM: What do you think you will need to do to be successful in your new job?

Continue the conversation using talking points.

Jesse's Profile:

- **Feelings:** Excited for new job; Like a "grown up" for the first time
- **Plan for Appointment:**
  - Wants: A bus pass and to talk about receiving a bonus for getting a job
  - Not sure what's next for them – "do I still need W-2?"
- **Attitudes:** Carefree – Chill; "It is what it is, whatever"
- **Values:** Individuality, Independence

Jesse's Talking Points and Responses:

Remember the point is to continue the conversation. Do this in your own words, using your concerns, feelings, purpose, attitude, and these talking points to help you.

When discussing retaining your job and staying connected to your Case Manager:

- You don't see why you wouldn't be able to retain your job.
  - It's first shift, so childcare isn't an issue.
  - The job is on the bus line, so transportation shouldn't be an issue.
  - They provide all the training you need.
- Unsure why still need to be in W-2.
- *Be surprised that your Case Manager is talking about job retention because you don't think it's an issue. Have a moment where you suddenly understand why it is beneficial to stay on W-2 during the discussion.*

When discussing dressing appropriately:

- You think it is your personal style.
- It's never been an issue before.
- You don't see why it will be an issue now.
- *Be slightly resistant/defensive initially. Then, become more receptive.*

Ask about the bus passes and bonus whenever you think about them, even if the Case Manager has moved on to another topic.

When discussing mental health assessment:

- You've always thought that you might have ADHD, but you've never been formally diagnosed.
- You thought you had it under control, and that others didn't notice.
- *You feel a sense of relief and validation.*

Opening Lines for Both Speakers:

Case Manager (CM): Hi, Jesse. How are you doing?

Jesse (J): Not bad, things are totally clicking now.

CM: Tell me more, what's going on?

J: I'm hyped to start my new job. It's like I'm a legit adult now.

CM: Last time we talked, you said you really wanted to find a job with a consistent schedule so it would be easier for you to find stable childcare.

You applied to several different jobs and attended Job Club to meet with employers in person. One of those employers was CapTel, and it paid off!

Congratulations on your new job! It shows how hard you've worked and your determination to get a job that will fit your needs and is in your field of interest.

J: Thanks! It's going to be a big change from bartending, but I bet I can handle it.

CM: What do you think you will need to do to be successful in your new job?

Continue the conversation using talking points.

Coaching Strategies: The Case Manager should try to use the following strategies. Write down examples you hear the Case Manager use during the conversation.

Coaching Strategy	Example
Ask the Right Questions	
Give a Hand Up	
Make it Relevant	
Maintain Connection	
Additional Coaching Strategies:	

Other Observations:

Strategies for Guiding Coaching Conversations

Ask the Right Questions – Use provocative questions to inspire conversation and get participants thinking. Use evocative questions to pull participants into the conversation and as a form of self- exploration.

Give a Hand Up – Empower participants to actively engage in conversations by creating an environment where they feel comfortable sharing their thoughts. This will help build a trusting relationship that will further empower them to participate in problem solving discussions, moving forward in a positive direction.

Make It Relevant – Participants are more likely to be an equal partner in your conversation when you talk about what is important to them. Always tie the conversation back to how it will help them improve their families, move toward their goals, and, ultimately, make a difference in their lives.

Share the Stage – Encourage participants to take ownership of their journey while providing support and guidance. Be sure to emphasize that you see the participant as an equal partner, and you value their thoughts, opinions, and experiences.

Maintain Connection – Schedule regular check-ins to maintain ongoing and open communication. Provide follow-up to discussions and commitments either of you made during previous meetings. Encourage and support the participants to dream big, reflect and assess their progress, and celebrate their successes.

Tune In – As a Case Manager, it's important to give participants your full attention. Sometimes, you need to take the lead to guide the conversation. Other times, it's better to let the participant lead the conversation. Knowing when to be assertive and when to step back and follow the participant's lead is essential for building trust and fostering productive communication.

Keep the Good Vibes –When you bring energy and playfulness into your discussions, it helps participants feel more at ease and willing to open up. This makes it easier to explore ideas and find solutions together as you create a positive atmosphere that encourages participation and moves participants closer toward achieving their goals.

Speakers in the Conversation:

- Case Manager: Practicing coaching strategies
- Participant – Delaney
- Observer: present, but do not speak until after the conversation is done and it's time to discuss. Try to avoid showing any non-verbal reactions. Take notes using the observer form.

Scenario:

Delaney is an ongoing participant in a CSJ placement. She is 34 years old, has two 8-year-old sons, Denver and Dallas, and lives near Barron. Delaney has worked for her family's feed mill for most of her life. She started out doing basic clerical and customer service right out of high school and worked her way up to the HR Manager. The feed mill closed last year. She exhausted all her unemployment benefits and went through her savings three months ago, then enrolled in W-2.

Delaney wants to get another job in human resources because she has a lot of experience and liked that type of work. However, she can only find positions that require a degree. She initially refused to take a career assessment.

Delaney and the Case Manager are seated in the Case Manager's office.

Case Manager Profile:

- **Concerns:** Delaney seems unaware of the education gap; she has experience, but does not have the education required for the type of work she is looking for. Delaney is blunt; she can be stand-offish and unwilling to hear feedback at times.

- **Feelings:** Uneasy about discussing a tough topic.

- **Coaching Areas for the Appointment** *(use what you need from this during the conversation)*:
  - Personal hygiene concerns
  - Recent participation and non-participation
    - She's completing her work experience hours and attending workshops.
    - Was initially completing all of her job search hours, but over the last few weeks she's only been completing about 25%.
  - Education gap
    - Pull-up O*NET to show education requirements for HR positions
    - Offer career assessment again

- **Coaching Strategies:** Try to use the following strategies:
  - Ask the Right Questions
  - Give a Hand Up
  - Share the Stage
  - Keep the Good Vibes

Case Manager Talking Points:
Remember the point is to continue the conversation. Do this in your own words, using your concerns, feelings, purpose, attitude, and these talking points to help you.

- Discuss personal hygiene concerns
  - **Ask:** How would showering before going to your activities impact your schedule?
  - **Ask:** What adjustments could we make to your activity schedule?
  - **Explore:** Options to adjust activity start times, alternative activities, look at the family schedule, etc.

- Discuss recent participation and non-participation
  - **Ask:** How are things going with your current activities?
  - **Discuss:** Recent activity logs and missing employment search hours.
  - **Encourage:** Her to look beyond HR-related jobs.
  - **State:** You previously declined to take a career assessment?

- Discuss education gap
  - **Ask:** Please share with me your understanding of what a career assessment is?
  - **Explain:** How career assessment results are used. Pull up O*NET document to show education requirements for HR positions.
  - **Offer:** For Delaney to take the career assessment again.

Closing Dialogue Options:
- So, what we've agreed is…
- Tell me your next steps.
- What do you need from me to move forward?

Opening Lines for Both Speakers:

Case Manager (CM): I'd like to take a moment to talk about something that may be a little difficult for us to discuss because it is a sensitive topic. Are you open to talking about this?

Delaney (D): You brought it up, might as well. What's up?

CM: After Job Club last week, a few participants told the facilitator that they were uncomfortable due to a strong odor in the room.

She realized this was coming from you and your clothing. We've discussed the importance of personal hygiene before. It affected the others in Job Club, and could impact your interactions with potential employers, hurting your chance of getting a job.

Are you aware that this is an issue?

D: No! Are you serious?! I shower every day and wear clean clothes. Do you think I smell?

CM: Well… if I'm being honest, I do detect a bit of an odor. Did you shower this morning?

D: No, I showered last night. But I did go for a run this morning before I came here.

CM: Do you run every morning?

D: Usually…

CM: Have you considered showering after you run?

D: No, I barely have enough time to get my run in between getting the kids ready and out the door. And we only have one bathroom. It's just easier for me to shower after the kids are in bed at night.

CM: You're a busy mom with lots responsibilities and only so much time in the day.

Continue the conversation using responses to talking points.

O*NET OnLine

Human Resources Managers

Plan, direct, or coordinate human resources activities and staff of an organization.

Tasks

- Serve as a link between management and employees by handling questions, interpreting and administering contracts and helping resolve work-related problems.
- Advise managers on organizational policy matters, such as equal employment opportunity and sexual harassment, and recommend needed changes.
- Analyze and modify compensation and benefits policies to establish competitive programs and ensure compliance with legal requirements.
- Perform difficult staffing duties, including dealing with understaffing, refereeing disputes, firing employees, and administering disciplinary procedures.
- Represent organization at personnel-related hearings and investigations.

Work Activities

- **Communicating with Supervisors, Peers, or Subordinates** — Providing information to supervisors, co-workers, and subordinates by telephone, in written form, e-mail, or in person.
- **Establishing and Maintaining Interpersonal Relationships** — Developing constructive and cooperative working relationships with others, and maintaining them over time.
- **Resolving Conflicts and Negotiating with Others** — Handling complaints, settling disputes, and resolving grievances and conflicts, or otherwise negotiating with others.
- **Staffing Organizational Units** — Recruiting, interviewing, selecting, hiring, and promoting employees in an organization.
- **Making Decisions and Solving Problems** — Analyzing information and evaluating results to choose the best solution and solve problems.

Experience Requirements

- **Education:** Most of these occupations require a four-year bachelor's degree, but some do not.
- **Related Experience:** A considerable amount of work-related skill, knowledge, or experience is needed for these occupations. For example, an accountant must complete four years of college and work for several years in accounting to be considered qualified.
- **Job Training:** Employees in these occupations usually need several years of work-related experience, on-the-job training, and/or vocational training.
- **Job Zone Examples:** Many of these occupations involve coordinating, supervising, managing, or training others. Examples include real estate brokers, sales managers, database administrators, graphic designers, conservation scientists, art directors, and cost estimators.

Skills

- **Active Listening** — Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times.
- **Management of Personnel Resources** — Motivating, developing, and directing people as they work, identifying the best people for the job.
- **Speaking** — Talking to others to convey information effectively.
- **Judgment and Decision Making** — Considering the relative costs and benefits of potential actions to choose the most appropriate one.
- **Reading Comprehension** — Understanding written sentences and paragraphs in work-related documents.

Knowledge

- **Personnel and Human Resources** — Knowledge of principles and procedures for personnel recruitment, selection, training, compensation and benefits, labor relations and negotiation, and personnel information systems.
- **Administration and Management** — Knowledge of business and management principles involved in strategic planning, resource allocation, human resources modeling, leadership technique, production methods, and coordination of people and resources.
- **English Language** — Knowledge of the structure and content of the English language including the meaning and spelling of words, rules of composition, and grammar.
- **Law and Government** — Knowledge of laws, legal codes, court procedures, precedents, government regulations, executive orders, agency rules, and the democratic political process.
- **Education and Training** — Knowledge of principles and methods for curriculum and training design, teaching and instruction for individuals and groups, and the measurement of training effects.

Education

How much education does a new hire need to perform a job in this occupation? Respondents said:

- **74%** responded: Bachelor’s degree required
- **9%** responded: Post-baccalaureate certificate requiredmore info
- **9%**responded: Master’s degree required

Abilities

- **Oral Comprehension** — The ability to listen to and understand information and ideas presented through spoken words and sentences.
- **Oral Expression** — The ability to communicate information and ideas in speaking so others will understand.
- **Written Comprehension** — The ability to read and understand information and ideas presented in writing.
- **Deductive Reasoning** — The ability to apply general rules to specific problems to produce answers that make sense.
- **Speech Clarity** — The ability to speak clearly so others can understand you.

Interests

Interest code: **ECS**

- **Enterprising** — Work involves managing, negotiating, marketing, or selling, typically in a business setting, or leading or advising people in political and legal situations. Enterprising occupations are often associated with business initiatives, sales, marketing/advertising, finance, management/administration, professional advising, public speaking, politics, or law.
- **Conventional** — Work involves following procedures and regulations to organize information or data, typically in a business setting. Conventional occupations are often associated with office work, accounting, mathematics/statistics, information technology, finance, or human resources.
- **Social** — Work involves helping, teaching, advising, assisting, or providing service to others. Social occupations are often associated with social, health care, personal service, teaching/education, or religious activities.

Work Values

- **Relationships** — Occupations that satisfy this work value allow employees to provide service to others and work with co-workers in a friendly non-competitive environment. Corresponding needs are Co-workers, Moral Values and Social Service.
- **Recognition** — Occupations that satisfy this work value offer advancement, potential for leadership, and are often considered prestigious. Corresponding needs are Advancement, Authority, Recognition and Social Status.
- **Working Conditions** — Occupations that satisfy this work value offer job security and good working conditions. Corresponding needs are Activity, Compensation, Independence, Security, Variety and Working Conditions.

Work Styles

- **Integrity** — Job requires being honest and ethical.
- **Self-Control** — Job requires maintaining composure, keeping emotions in check, controlling anger, and avoiding aggressive behavior, even in very difficult situations.
- **Leadership** — Job requires a willingness to lead, take charge, and offer opinions and direction.
- **Dependability** — Job requires being reliable, responsible, and dependable, and fulfilling obligations.
- **Cooperation** — Job requires being pleasant with others on the job and displaying a good-natured, cooperative attitude.

Delaney's Profile:

- **Feelings:** Discouraged, frustrated with lack of opportunities

- **Plan for Appointment:**
  - Wants: a gas voucher
  - Request less employment search hours, willing to do something else

- **Attitudes:** Defiant, defensive; not used to having to answer to someone, tunnel vision (wants things her way)

- **Values:** Independence

- **Fears:** Might have to relocate; working for non-family

Delaney's Talking Points and Responses:

Remember the point is to continue the conversation. Do this in your own words, using your concerns, feelings, purpose, attitude, and these talking points to help you.

- When discussing personal hygiene
  - You don't have time to shower before going to your activities. You have a lot to do, and your schedule is already overloaded, especially in the morning.
  - Reluctant to make adjustments. Adamant there's no extra time in the morning.
  - Didn't realize activities could start later; not sure how that will affect the rest of your day. Still skeptical, but willing to give it a try. Doesn't want to make things more difficult for your kids and change their schedule all around.
  - *Embarrassed about the personal hygiene issue; doesn't want the Case Manager to know that. You're stand-offish at first; thinking "will this really make a difference?"*

- When discussing recent participation and non-participation
  - Workshops and stuff are going good; employment search is another story.
  - Very few HR jobs in the area, and all need a degree.
  - You don't know why you should have to look at non-HR jobs because you have so much experience.
  - Don't see the point of career assessment.
  - *You're indifferent about the workshops and other activities; frustrated with employment search.*

- When discussing the education gap and career assessment
  - Career assessment just tells you what jobs you're good at; I already know that.
  - Unaware of the value of a career assessment. Surprised by the education requirements from O*NET.
  - Willing to take the career assessment.
  - *You're enlightened and a little excited.*

Opening Lines for Both Speakers:

Case Manager (CM): I'd like to take a moment to talk about something that may be a little difficult for us to discuss because it is a sensitive topic. Are you open to talking about this?

Delaney (D): You brought it up, might as well. What's up?

CM: After Job Club last week, a few participants told the facilitator that they were uncomfortable due to a strong odor in the room.

She realized this was coming from you and your clothing. We've discussed the importance of personal hygiene before. It affected the others in Job Club, and could impact your interactions with potential employers, hurting your chance of getting a job.

Are you aware that this is an issue?

D: No! Are you serious?! I shower every day and wear clean clothes. Do you think I smell?

CM: Well… if I'm being honest, I do detect a bit of an odor. Did you shower this morning?

D: No, I showered last night. But I did go for a run this morning before I came here.

CM: Do you run every morning?

D: Usually…

CM: Have you considered showering after you run?

D: No, I barely have enough time to get my run in between getting the kids ready and out the door. And we only have one bathroom. It's just easier for me to shower after the kids are in bed at night.

CM: You're a busy mom with lots responsibilities and only so much time in the day.

Continue the conversation using responses to talking points.

Coaching Strategies: The Case Manager should try to use the following strategies. Write down examples you hear the Case Manager use during the conversation.

Coaching Strategy	Example
Ask the Right Questions	
Give a Hand Up	
Share the Stage	
Keep the Good Vibes	
Additional Coaching Strategies:	

Other Observations:

Strategies for Guiding Coaching Conversations

Ask the Right Questions – Use provocative questions to inspire conversation and get participants thinking. Use evocative questions to pull participants into the conversation and as a form of self- exploration.

Give a Hand Up – Empower participants to actively engage in conversations by creating an environment where they feel comfortable sharing their thoughts. This will help build a trusting relationship that will further empower them to participate in problem solving discussions, moving forward in a positive direction.

Make It Relevant – Participants are more likely to be an equal partner in your conversation when you talk about what is important to them. Always tie the conversation back to how it will help them improve their families, move toward their goals, and, ultimately, make a difference in their lives.

Share the Stage – Encourage participants to take ownership of their journey while providing support and guidance. Be sure to emphasize that you see the participant as an equal partner, and you value their thoughts, opinions, and experiences.

Maintain Connection – Schedule regular check-ins to maintain ongoing and open communication. Provide follow-up to discussions and commitments either of you made during previous meetings. Encourage and support the participants to dream big, reflect and assess their progress, and celebrate their successes.

Tune In – As a Case Manager, it's important to give participants your full attention. Sometimes, you need to take the lead to guide the conversation. Other times, it's better to let the participant lead the conversation. Knowing when to be assertive and when to step back and follow the participant's lead is essential for building trust and fostering productive communication.

Keep the Good Vibes –When you bring energy and playfulness into your discussions, it helps participants feel more at ease and willing to open up. This makes it easier to explore ideas and find solutions together as you create a positive atmosphere that encourages participation and moves participants closer toward achieving their goals.

Speakers in the Conversation:

- Case Manager: Practicing coaching strategies
- Participant – Leezah
- Observer: present, but do not speak until after the conversation is done and it's time to discuss. Try to avoid showing any non-verbal reactions. Take notes using the observer form.

Scenario:

Leezah is in a W-2 T placement. She is 46 years old and has a 17-year-old daughter. She lives near Wisconsin Rapids. She has previously worked many years as a cosmetologist; however, she can no longer do this type of work due to back issues. She applied for SSDI and was denied. She is now in an appeal period and is considering working with a lawyer. She has an old, but trusty gas guzzler of a vehicle.

Leezah started a work experience at Goodwill last month. She was skeptical about it at first, as she was not sure what she would be able to do considering her back issues. At her last appointment, she told you that it was going well, and they were understanding about her back issues. She likes the variety of jobs there, especially the ones that allow her to interact with other people.

Leezah and the Case Manager are seated in the Case Manager's office.

Case Manager Profile:

- **Concerns:** Leezah's time on W-2 is limited due to her daughter turning 18, and she is unable to return to her previous type of work due to medical issues; what other viable options are available to her to help her become self-sufficient other than SSDI?

- **Feelings:** Sense of urgency; worried about connecting her with the right resources

- **Coaching Areas for the Appointment** *(use what you need from this during the conversation)*:
  - Worksite evaluation
  - Denial of SSDI application
  - Loss of program eligibility

- **Coaching Strategies:** Try to use the following strategies:
  - Ask the Right Questions
  - Give a Hand Up
  - Tune In
  - Keep the Good Vibes

Case Manager Talking Points:
Remember the point is to continue the conversation. Do this in your own words, using your concerns, feelings, purpose, attitude, and these talking points to help you.

- Discuss worksite evaluation
  - **Ask:** How do you feel about this type of work leading to paid employment?
  - **Encourage:** Leezah to consider alternative options to SSDI.

- Discuss denial of SSDI application; Leezah is considering working with a lawyer
  - **Ask:** How did you feel when your SSDI application was denied?
  - **Ask:** You mentioned that you are thinking about getting a lawyer, why is that?
  - **Share:** SSDI process typically takes several years from initial application and approval is not guaranteed.

- Discuss loss of program eligibility due to daughter turning 18 in a few months
  - **Talk about:** W-2 eligibility ending.
  - **Ask:** What concerns do you have about the limited amount of time you have left on W-2?
  - **Explore:** Financial concerns (rent, utilities, clothing, medical, etc.).
  - **Discuss:** Possible options for education/training programs (workshops, job skills training), DVR, WIOA, career assessments, etc. **Ask:** What options are most appealing to you?
  - **Ask:** Thinking about what you currently do at your worksite, what sort of jobs do you think have similar skills that you could do?

Closing Dialogue Options:
- So, what we've agreed is…
- Tell me your next steps.
- What do you need from me to move forward?

Opening Lines for Both Speakers:

Case Manager (CM): I received your worksite evaluation from your work experience supervisor.

It says that you consistently have a professional and positive attitude, are always on time for your shifts, and make sure tasks are done well. It also says you work well with others and are well liked by the staff, other volunteers, and customers.

Your proactive and professional behavior shows you're ready for the next step. Keep up the excellent work! How do you feel about this evaluation?

Leezah (L): I'm kinda surprised, I didn't know I was doing anything special, just doing what they tell me to do. I really like it there. It's a change of pace from what I'm used to doing.

CM: This evaluation caught you a bit off-guard. What do you enjoy about the work experience?

L: I like the people a lot. Everyone is nice and we can have fun while getting stuff done. And the work keeps me busy, I don't like sitting still for too long. It's not hard work, it doesn't seem to bother my back or anything real bad. Not like when I had to be on my feet all day, that was brutal.

CM: That's great to hear!

Continue the conversation using responses to talking points.

Leezah's Profile:

- **Feelings:** Trusts Case Manager; Open-minded; Appreciates opportunities/support she's received from W-2 so far; Worried about her family's future

- **Plan for Appointment:**
  - Wants: a gas voucher
  - SSDI was denied; wondering "now what?"

- **Attitudes:** Naïve, not fully aware of the urgency of her situation; open-minded

- **Values:** Family, work ethic

Leezah's Talking Points and Responses:
Remember the point is to continue the conversation. Do this in your own words, using your concerns, feelings, purpose, attitude, and these talking points to help you.

- When discussing worksite evaluation
  - Never considered work experience leading to a similar job, thought it was just volunteering. After thinking about it, you could maybe see it as a possibility.
  - *You're surprised and humbled by the positive evaluation.*

- When discussing denial of SSDI application and working with a lawyer
  - Applied for SSDI; was denied, but heard from a friend that's normal the first time.
  - Friend said you should think about hiring a lawyer, as that will increase chance of being approved for SSDI. Friend knows how this works, she and her mom were approved, and they had a lawyer.
  - A little worried about the SSDI denial; confused by the process, but friend says it's okay, so trying not to overthink it.
  - *You feel panicked and overwhelmed when you find out how long the process can take; not sure what you will do.*

Ask about gas voucher.

- When discussing loss of program eligibility due to daughter turning 18 in a few months
  - Knew it was coming up, but didn't realize how fast it's approaching.
  - Not sure what to do or what options are available; wondering how you will pay your bills.
  - Open to education or training, but want to find something fast; don't want to be stuck in school for years, too old for that.
  - Not sure what jobs have similar skills to current worksite; would like to find jobs similar to worksite; concerned about your back issues. Have only really worked as a cosmetologist, not sure what else you can do.
  - *Uncertain about what you will do; start to feel a little relief when talking about options.*

Closing Dialogue Options:
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- Tell me your next steps.
- What do you need from me to move forward?

Opening Lines for Both Speakers:

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Leezah (L): I'm kinda surprised, I didn't know I was doing anything special, just doing what they tell me to do. I really like it there. It's a change of pace from what I'm used to doing.

CM: This evaluation caught you a bit off-guard. What do you enjoy about the work experience?

L: I like the people a lot. Everyone is nice and we can have fun while getting stuff done. And the work keeps me busy, I don't like sitting still for too long. It's not hard work, it doesn't seem to bother my back or anything real bad. Not like when I had to be on my feet all day, that was brutal.

CM: That's great to hear!

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TN Appendix C – Trading Phrases

Manage Appointment Time – Phrase Bank

I want to make sure we allow enough time for your top concerns.	We're getting short on time. What's the most important item you want to discuss?
How about I schedule a quick call for tomorrow to finish talking about this?	Before we get started, let's determine what we can realistically get through on this agenda.
Sounds like this is important to you. Do we need to change what's on our agenda?	

Preface – Phrase Bank

What's one thing you'd like to leave today's appointment with?	Before we jump in, what's on your mind today?
What would make today's meeting feel beneficial for you?	I'd like to talk about… How does that fit with your goal for today's appointment?
What questions have come up since we last met?	

Prime – Phrase Bank

These next questions help us decide which services are a good fit for you.	Next, I'm going to ask a couple questions about your comfort level with applying for jobs.
Knowing more about your home life helps me provide resources for both you and your kids.	Some of these questions are personal. Let me explain how they connect to your goals.
I'm asking about this to determine how I can best support you.	

Re-Direct Conversations – Phrase Bank

We've moved away from our agenda. Let's shift back to your worksite update.	Let's get back to your job goal. We were just getting into that.
That's a helpful point. Can we finish talking about your career assessment, then come back to this?	Let's make sure we get through the priority items before we run out of time.
I want to make sure we have enough time to update your EP. Let's move on.	

Follow Up – Phrase Bank

How did the resource I gave you last time work out?	I'll check in next week to see how things are going.
Let me know how your interview goes. I'll follow up either way.	Let's plan to revisit this at our next appointment.
I know you were nervous about attending a support group. Tell me how it went.	