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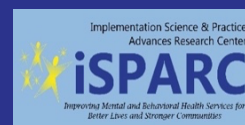
Adult Community Clinical Services (ACCS) Coaching: A Strengths-Based Approach

Prepared by iSPARC Technical Assistance Team:

**Valerie Perkoski, Marsha Langer Ellison, Mary Ann Preskul-Ricca,
Gina Vincent, Marianne Farkas, Morgan Rao, & Alexis Kirkland**



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Adult Community Clinical Services (ACCS) is DMH's primary community service model for adults. ACCS is a comprehensive, clinically focused service that provides clinical interventions and peer and family support to facilitate engagement, support functioning, and maximize symptom stabilization and self-management of individuals residing in all community-based residential settings. In addition, ACCS provides a range of provider-based housing options as treatment settings to assist individuals in developing skills, establishing natural supports and resources to live successfully in the community.

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Marsha Langer Ellison, Ph.D.

Marianne Farkas, Sc.D.

Alexis Kirkland, B.A.

Valerie Perkoski, Ph.D., RD

Mary Ann Preskul-Ricca, M.P.P

Morgan Rao, B.A.

Gina Vincent, Ph.D.

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For More Information

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Table of Contents

Section I: Development of the Coaching Model	1
Background	1
Defining Coaching	2
Section II: Coaching as a Strengths-Based Approach	4
Personal Strengths.....	4
Connecting Strengths to the GROW Coaching Framework.....	4
Example Utilization of the GROW Coaching Framework in ACCS Settings.....	6
Section III: Coaching Measures via Goal Attainment Scaling.	9
Examples of Goal Attainment Scaling in the ACCS Setting	9
Goal Attainment Scale Delivery and Scoring.....	11
References	12
Appendix	14

Section I: Development of the Coaching Model

Background

The Implementation Science & Practice Advances Research Center (iSPARC) at UMASS Chan Medical School developed a coaching model for the Massachusetts State Department of Mental Health's (DMH's) Adult Community Clinical Services (ACCS) provider agencies. As part of an active implementation framework, selection, training, and coaching are competency drivers that help develop, improve, and sustain the ability of individuals to practice an intervention with fidelity (Fixsen et al., 2019). iSPARC previously developed and implemented the ACCS Hiring Packet and Foundational Training Curriculum to address the selection and training competency drivers, respectively. This report is focused specifically on the coaching competency driver. It is the goal of the coaching competency driver to support staff learning as they use innovations such as evidenced-based practices with fidelity when working with persons served.

To inform the development of a recommended coaching model for ACCS agencies, iSPARC conducted a survey on coaching practices among ACCS agencies (December 2023 to January 2024) and gathered input from the ACCS Statewide Implementation Team (SIT). Findings suggested that there were inconsistencies in the use of coaching methods across agencies. Most agencies incorporated some form of coaching, and agency providers used supervision, coaching, or a combination of these to improve staff skills. Supervision and training were often used interchangeably as coaching methods. Coaching was used by individuals in a variety of occupational titles and responsibilities. Further, there was an absence of quantifiable measures to assist in staff development and tracking progress. Hence, this report was prepared to address these findings, and provide guidance to ACCS agencies on how to incorporate coaching methods to improve and sustain delivery of evidence-based practices in ACCS agencies.

This document is divided into 3 parts: Section I defines coaching processes, Section II discusses strengths-based approaches utilizing personal strengths and the GROW coaching framework, and Section III focuses on measurement via goal scaling. Examples are provided demonstrating how this strengths-based coaching approach may be incorporated within ACCS provider agencies to help support staff in achieving individual and organizational goals.

This coaching framework was specifically designed for a variety of ACCS settings including in-person, virtual, and hybrid environments and one-on-one or group settings. Coaching topics and goals may take many forms including individual-based skills and evidenced-based practices based on the needs and discretion of the individual being coached and each provider agency. Coaches may have a variety of occupational titles and responsibilities depending on the structure of the agency. The person coached can likewise hold a variety of titles and responsibilities including all members of the ACCS integrated team.

Defining Coaching

What Coaching Is:

The International Coaching Federation (2020) defines coaching as “partnering with clients in a thought-provoking and creative process that inspires them to maximize their personal and professional potential.” As defined within the ACCS provider coaching survey, coaching is also a process for helping support staff as they hone their skills working with the people they serve. Coaching can be delivered by anyone assigned by the agency who has the expertise in the intervention, skill, or process in question. The outcome is that the staff person is more competent and confident than they were before. Additionally, coaching involves short meetings in which there is a non-directive form of development. High-performing individuals obtain support to perform even better (International City/County Management Organization [ICMA], 2024).

Coaching May Have Numerous Benefits Including:

- Helping staff become less overwhelmed by workloads
- Developing strategies to deal with frustrations
- Quantifying measures of success that may lead to an improved work environment
- Developing skills that may promote career advancement (ICMA, 2024)
- Increases in motivation and morale
- Ensuring evidence-based practices are delivered as intended (Fixsen et al., 2018)

What Coaching *is Not*:

- Training
- Teaching
- Consulting
- Managing
- Intended to “fix” someone
- Discipline (ICMA, 2024)

Coaching Characteristics

Each ACCS provider agency has varying levels of staffing and coaching needs. Based on SIT feedback, iSPARC recommends that coaching *not be* limited to a specific title or role (i.e., lead clinician or trainer). To support skill acquisition, pairing someone experienced with a specific skill with someone unexperienced may provide the most positive outcomes (i.e., group home manager coaching a new residential counselor). Of greatest importance is identifying those staff who might be most suitable as coaches. Traits of successful coaches as defined by Gunderson et al. (2018) and the SIT include those who are:

- Experienced with the specific coachable skill

- Committed to continuous learning and improvement
- Available
- Accessible
- Skilled at building rapport
- Assertive yet not “pushy”

Coaching Environment

Both face-to-face and virtual coaching have reported similar positive results. Additionally, an increased frequency of sessions and the number of coaching hours have not been linked to greater outcomes (Cannon-Bowers et al., 2023). As such, sessions with ACCS staff may include a variety of in-person, virtual, or hybrid formats as deemed most feasible by the provider agency, and a time-limited framework such as one month, six weeks, or quarterly is recommended for consistency and efficiency. Although coaching may be provided one-on-one or in a group-based setting, personal strengths, person-centered goals, and scaling measures (Section III) are typically individualized and may not completely correspond with a singular group goal. However, eliciting group feedback and encouragement may help assist members in the coaching process.

Provider agencies have varying dynamics and coaching needs that may differ between organizations and among different provider agency locations. The iSPARC team recommends that a coaching practice be implemented based on the individual needs of the provider agency. For example, a provider agency might include coaching as part of skill development during the onboarding process, when skill deficits are identified, or at the request of an ACCS staff.

Section II: Coaching as a Strengths-Based Approach

Personal Strengths

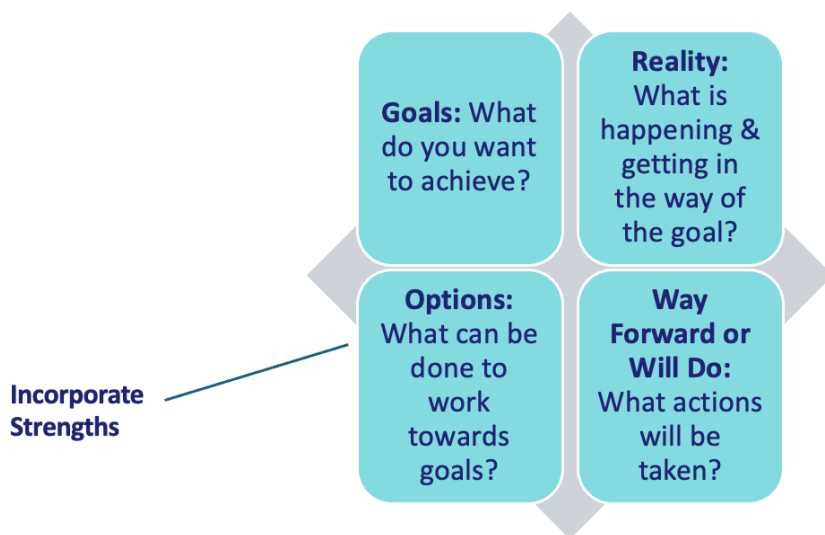
Strengths-based coaching is a solution-focused psychological approach aimed at facilitating goal achievement, well-being, and positive changes (Madden et al., 2011). Research indicates that this approach leads to multiple positive outcomes for both the individual (i.e., improved performance, self-efficacy, life satisfaction, self-confidence) and the organization (i.e., talent retention, employee engagement, customer satisfaction, financial) (Peláez et al., 2020).

Many organizations are deficit-based, focusing on what needs to be fixed. However, this strengths-based framework focuses on positive attributes and assists individuals in recognizing and exploring these qualities. Strengths and competencies are developed, and staff are empowered to reframe challenges and problems from a strengths-based perspective (Stander, 2016).

Connecting Strengths to the GROW Coaching Framework

A coaching framework is a structured process designed to guide coaching processes. Coaching frameworks ensure efficiency and consistency when coaching individuals (Co-Active Training Institute, 2022). There are numerous coaching frameworks, each with its strengths and weaknesses. For example, the FUEL Coaching Model requires that the coach assist the person coached to *Frame* the situation, *Understand* their current state, *Explore* their desired state, and *Lay out* a successful plan. Some strengths include providing a foundation for the conversation and putting the responsibility on the employee to act, while some weaknesses include the absence of self-reflection and review (Zenger & Stinnett, 2010). Another example of a coaching model is the OSKAR. The OSKAR requires that the person coached establishes long and medium-term goals as *Outcomes*, provides *Scaling* on a level of 1-10 to determine where they are in relation to their desired goals, understands the skills required and ways to obtain resources (Know-How), receives positive reinforcement to guide them in understanding necessary actions (*Affirm and Action*), and *Reviews* the entire process against desired actions. Some advantages of this model include its focus on solutions and collaboration, and some disadvantages include its lack of focus on root causes and the necessity of the coach to be flexible (Jackson & McKergow, 2007).

To achieve a particular goal, strengths exploration and identification should be followed by an action plan (Linley, 2008). One coaching model that may be applied to these strengths-based practices in the development of an action plan is the GROW coaching framework (Wong, 2006). The GROW coaching framework was developed in England in the mid-1980s and is part of corporate coaching with executives and leaders. It was first published in the 1992 book “Coaching for Performance” by Sir John Whitmore and is currently in its 5th edition (Whitmore, 2017). GROW is an acronym that stands for: Goals, Reality, Options, and Way Forward/Will Do. As seen in the figure below, each component of the GROW model has a specific function that may be utilized within an action plan:



The GROW coaching framework can be used for either one-on-one or group-based settings. It is structured, task-oriented, and focuses on setting S.M.A.R.T. (i.e., Specific, Measurable, Attainable, Relevant, and Time-bound) goals. The coach guides the conversation. One disadvantage of this model is that action may be over-emphasized and may not place enough focus on awareness and understanding. However, this is where incorporating personal strengths may be best utilized, for self-reflection. Focusing on their strengths, the person coached may use these strengths to understand their situations to develop options to achieve goals. As the GROW model does not have a prescribed scaling measure, this lends itself to combining its use with the more detailed goal attainment scale described in Section III.

Many individuals are fully aware of their strengths. However, for those that may need assistance with this, there are several approaches to determining strengths such as StrengthsFinder, Strengthscope, and Values in Action Inventory of Strengths (VIA-IS). The StrengthsFinder’s questionnaire evaluates where the user falls within a list of 24 ‘talent themes’ to develop strengths. Strengthscope identifies where an individual rates within 24 strengths, divided into four categories: emotional, relational, execution, and thinking strategies. (Burke & Passmore, 2019). The VIA-IS for adults (viewable online as the VIA) is a free questionnaire that aims to measure the use of 24 strengths, with those most frequently used identified as ‘signature strengths.’ These signature strengths are divided into six virtues (VIA Institute on Character, 2024). Examples of VIA character strengths and virtues are listed in Table 1 within the Appendix. It should also be noted that there are a variety of personality tests available, such as the Meyers-Briggs Type Indicator (MBTI), which may help a person identify their specific “psychological type” (The Meyers-Briggs Company, 2024). iSPARC does not recommend one specific tool. However, agencies may wish to explore these various strength-focused surveys to assist individuals in better understanding their most prominent strengths as well as ones that can be further developed, and how these can be capitalized on in their work with persons served.

Example Utilization of the GROW Coaching Framework in ACCS Settings

Case 1

John, an ACCS housing coordinator, is struggling to assist persons served with determining their barriers to housing to develop appropriate planning. John is quiet, prefers written versus oral communication, and would like to develop his ability to successfully engage in motivational interviewing with clients. John’s supervisor, Tom, recommended that he participate in coaching sessions with an experienced housing coordinator, Jim. John recognizes that he has many strengths, such as self-regulation of his emotions, the ability to understand the perspectives of others, and he is always curious about ways that he can best meet the needs of everyone he works with. He used these strengths along with his coach to develop an action plan via the GROW coaching framework below:

<p>1. Goal(s) (using S.M.A.R.T. format): I will apply motivational interviewing skills during interactions with at least 50% of persons served within one month.</p>	<p>2. Reality: John typically meets with persons served in a group-based setting, reducing the amount of time he speaks. As a result, he infrequently asks open-ended questions, often relying on others to set the pace for meetings.</p>
<p>3. Options (Include Strengths & How They Might Influence Success): John recognizes that his ability to self-regulate his emotions facilitates his calmness during stressful discussions. He can understand how others feel by easily re-stating what persons served mentioned during housing conversations and demonstrating a level of empathy and understanding. His curiosity helps him ask questions that others might not even consider. John feels that he must improve his ability to verbally ask questions by focusing on these strengths.</p>	<p>4. Way Forward/Will Do: John has decided that, with the assistance of his coach, he will lead meetings/questioning regarding barriers to housing for persons served to practice elicitation of open-ended questions and establish better communication practices as part of motivational interviewing.</p>

Case 2

As an ACCS licensed practitioner of the healing arts (LPHA), Mary is prescriptive and rigid in developing goals in treatment plans, not giving persons served the opportunity to explore their individual needs. Mary realizes that she may need a better understanding of how to engage in person-centered planning. Mary has always looked up to the way her co-worker, Jean, a registered nurse, engages persons served in person-centered planning regarding medication usage and administration. Mary asked Jean if she would coach her on improving her ability to engage with persons served in the person-centered planning process. Mary acknowledges that she has many personal strengths such as honesty, a sense of responsibility, and focus. She used

these strengths along with her coach to develop an action plan via the GROW coaching framework below:

<p>1. Goal(s) (using S.M.A.R.T. format): I will engage in person-centered planning 85% of the time with persons served over the next three months.</p>	<p>2. Reality: Mary wants to ensure that all tasks are completed every day. She takes pride in “checking things off of her list.” This means that her interactions with persons served are limited and quick, often providing her own ideas instead of encouraging persons served to share their ideas, needs, and experiences.</p>
<p>3. Options (Include Strengths & How They Might Influence Success): Mary recognizes that she has a sense of responsibility to ensure that persons served are given enough time to express their desires and needs. Her honesty allows her to be direct during conversations. She has the ability to focus for long periods. Knowing that persons served need to have their input recognized, Mary realizes that she needs to improve her person-centered approach. If she does not, she might upset others. Mary chooses to utilize her ability to focus, by focusing on persons served.</p>	<p>4. Way Forward/Will Do: Throughout all meetings with persons served, Mary decides that she will open and close each conversation with dedicated time spent for persons served to speak about their goals, barriers, and facilitators to treatment. She will elicit feedback from persons-served throughout meetings as well. She will also structure the meeting agenda and process to ensure all team members are aware.</p>

Case 3

José is a new community supports specialist working in a Group Living Environment (GLE). He discovers that one of the individuals who resides in the home, Freddie, appears to be intoxicated. José is surprised and concerned. He does not know how to approach Freddie, nor how to address this situation. José communicates his concerns to his GLE Manager, Roger. Rogers helps guide José in ensuring Freddie’s safety, meets with Freddie and his integrated treatment team to discuss the incident, ensures proper documentation, and discusses how to better address this in the future. Roger recommends that José receive Screening, Brief Intervention, and Referral to Treatment (SBIRT) training. Roger also offers to coach José with this process to help him feel more comfortable in working with someone at risk for or who has a substance use disorder. José decided this would be a great idea to help him increase his confidence should he encounter intoxication by a person served in the future. José’s strengths include honesty regarding his feelings and his ability to look toward the future to drive today’s successes.

<p>1. Goal(s) (using S.M.A.R.T. format): I will increase my confidence level from a “3” to a “7” in identifying and responding appropriately to persons served who have a substance use disorder or are at risk of developing a substance use disorder.</p>	<p>2. Reality: José was honest about his uncertainty in identifying and responding to persons served who are at risk for or who have a substance use disorder. He realizes that seeing Freddie in an intoxicated state made him worried about how to act and how to best help him. He feels that working with Roger as part of a coaching process would be beneficial.</p>
<p>3. Options (Include Strengths & How They Might Influence Success): José expressed his honesty about how he was feeling. He knows that he needs to develop a plan of how to respond to this type of situation. Because of his strength in planning for the future, José knows that he can either do nothing and risk putting himself in a potentially fearful situation once again or he can learn how to conquer his fear and develop a plan of action of how to respond. José feels that Roger can assist him with developing his confidence to address his barriers and facilitators in responding to a person served who is intoxicated.</p>	<p>4. Way Forward/Will Do: José decides to attend SBIRT training. He also works with Roger to develop strategies regarding how to successfully respond to persons served who are intoxicated.</p>

**Please refer to the Appendix for Form A for additional blank copies of this tool.*

Section III: Coaching Measures via Goal Attainment Scaling

The Goal Attainment Scaling approach requires the delineation of specific skill-development goals for the individual (Kiresuk & Sherman, 1968). Each area of skill development is measured on a 5-point scale to operationalize progress. Per recommendations by DMH and the SIT, it was recommended to adapt this scaling tool to include scoring levels from “1” (for the least favorable outcome) to “5” (for the most favorable outcome), with “2” as the baseline score.

Skill-development goal setting works best when the staff person sets goals collaboratively with a coach to ensure goals are meaningful, valid, and S.M.A.R.T.

Progress can be measured monthly, every 6 weeks, quarterly, or at a specific timeframe agreed upon by the individual and their coach.

Level	Descriptor	Impact
5	Much higher/much more than anticipated outcome	Strong Impact
4	Higher/somewhat more than anticipated outcome	Moderate impact
3	Projected level of performance	Mild impact
2	Somewhat less than anticipated outcome	Baseline
1	Much less that than anticipated outcome	No impact

Examples of Goal Attainment Scaling in the ACCS Setting

Statement: *I want to improve my ability to utilize motivational interviewing when working with persons served.*

Level	Descriptor	S.M.A.R.T. Goal Format	Impact
5	Much more than anticipated outcome	I will/currently apply motivational interviewing skills during interactions with 90-95% of persons served within one month.	High Impact
4	Somewhat more than anticipated outcome	I will/currently apply motivational interviewing skills during interactions with 70-89% of persons served within one month.	Moderate Impact
3	Projected level of performance	I will/currently apply motivational interviewing skills during interactions with at least 50% of persons served within one month.	Mild Impact

2	Somewhat less than anticipated outcome	I will/currently apply motivational interviewing skills during interactions with less than 50% of persons served within one month.	Baseline
1	Much less than anticipated outcome	I am not willing/not able to apply motivational interviewing skills during any interactions.	No Progress

Statement: *I want to improve my ability to apply trauma-informed care when working with persons served.*

Level	Descriptor	S.M.A.R.T. Goal Format	Impact
5	Much more than anticipated outcome	I will/currently promote a sense of safety and trustworthiness by being respectful, honest, clear, and responsive to persons served and I use these skills 90-95% of the time as evidenced by my supervisor.	High Impact
4	Somewhat more than anticipated outcome	I will/currently promote a sense of safety and trustworthiness by being respectful, honest, clear, and responsive to persons served and I use these skills 70-89% of the time as evidenced by my supervisor.	Moderate Impact
3	Projected level of performance	I will/currently promote a sense of safety and trustworthiness by being respectful, honest, clear, and responsive to persons served and I use these skills at least 50% of the time as evidenced by my supervisor.	Mild Impact
2	Somewhat less than anticipated outcome	I am not demonstrating the ability to promote a sense of safety and trustworthiness by being respectful, honest, clear, and responsive to persons served and I am using these skills less than 50% of the time as evidenced by my supervisor.	Baseline
1	Much less than anticipated outcome	I am not willing/not able to promote a sense of safety and trustworthiness by being respectful, honest, clear, and responsive to persons served as evidenced by my supervisor.	No Progress

Goal Attainment Scale Delivery and Scoring

- Individuals should be provided with a blank coaching measure document so that they, along with their coach, can input their specific goals, utilizing the S.M.A.R.T. goal format, as identified within Section II of this document.
- Typically, 3-4 goals are identified. However, this is dependent on individual needs.
- Once each goal is determined, the coach should ask the individual to describe their current level of performance. This is then written in the corresponding box (typically at baseline), individualized to where the person categorizes themselves. An exception to this would be if there is no worse outcome than their current status. For example, if the individual wants to increase their ability to provide motivational interviewing and they have not engaged in motivational interviewing before, they will start with a score of “1.”
- An important feature of goal attainment scaling is its “a priori” establishment of criteria for a “successful outcome.” Criteria are agreed upon by both the individual and the coach so that everyone has a realistic expectation of what is likely to be achieved. For example, considering an individual’s current baseline level of performance (2), S.M.A.R.T. goals should be written at each level to determine what would reflect both improvements (i.e., “3” or “4”) and lack of progress/regression (“1”).
- Scores for each goal may stand alone (level) or they may be grouped to determine an overall score. *It is important to note that previous literature utilized statistical analysis and weighing when calculating overall GAS scores (Kiresuk & Sherman, 1968). Given the complexity of these methods, for those who wish to calculate an overall score, we recommend using an arithmetic mean (average) and rounding to the nearest whole number as shown in the example below.

Individual 1 has four goals. Scores for each goal include: 1, 3, 3, and 4.

$\frac{1 + 3 + 3 + 4}{4} = 2.75$ -> rounded to nearest whole number = 3 (projected level of performance)
4 (# of goals)

**Please see Form B: Goal Attainment Scale for Individual Goal and Form C: Goal Attainment Scale for Multiple Goals for blank copies to use as part of establishing measures for the coaching process within the Appendix.*

Note: This coaching process, including goal attainment scaling, is designed to be confidential and not shared with others outside of this one-on-one or group coaching environment.

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Appendix

Table 1: VIA Character Strength Examples (VIA Institute on Character, 2024)

Virtues	Character Strength Examples
Wisdom & Knowledge	Creativity
	<p>“Creativity is thinking of new ways to do things. It involves producing ideas or behaviors that are original. However, originality is not enough: whatever is created, whether an idea or a product, must also be useful or adaptable...There are two essential components to Creativity- originality and adaptiveness. A creative individual generates ideas or behaviors that are novel or unusual and these make a positive contribution to the individual's life or the lives of others group.”</p>
	Perspective
	<p>“Perspective means the ability to see the bigger picture in life. Perspective is about being able to see the forest as well as the trees, to avoid getting wrapped up in the small details when there are bigger issues to consider. While listening to others, perspective helps you to simultaneously think about life lessons, proper conduct, and what’s best for the situation being discussed. This ability to look at systems as a whole, or to think in big terms, helps you to offer good advice. Perspective is distinct from intelligence but represents a high level of knowledge, the capacity to give advice and to recognize and weight multiple sides before making decisions.”</p>
Courage	Perseverance
	<p>“Perseverance is sticking with things. It means being hardworking and finishing what is started, despite barriers and obstacles that arise. The pleasure received from completing tasks and projects is very important to those who are high in perseverance. Sometimes he or she must dig deep and muster the will to overcome thoughts of giving up. Perseverance involves organizing oneself to support activities (e.g., scheduling breaks and sticking to them, rewarding in small ways along the way), but when all else fails, this strength helps the person to barrel through until the project is done. This helps build further confidence for future successes and goal accomplishment. Perseverance involves the voluntary continuation of a goal-directed action despite the presence of challenges, difficulties, and discouragement. There are two vectors of perseverance. It requires both effort for a task and duration to keep the task up.”</p>

	<p style="text-align: center;">Honesty</p> <p>“When you are honest, you speak the truth. More broadly, you present yourself in a genuine and sincere way, without pretense, and taking responsibility for your feelings and actions. You are a person of integrity — you are who you say you are — and you act consistently across the domains of your life rather than being one way in the community and a completely different way in your family. As a result, you believe you are being consistently true to yourself.</p> <p>This strength involves accurately representing your internal states, intentions, and commitments, both publicly and privately. The strength of honesty is often linked to self-concordance- the extent to which your goals accurately represent your implicit interests and values. Honesty allows people to take responsibility for their feelings and behaviors, owning them, and reaping benefits by doing so.”</p>
<p style="text-align: center;">Humanity</p>	<p style="text-align: center;">Social Intelligence</p> <p>“When a person knows what makes other people tick, he or she is displaying social intelligence. They’re aware of the motives and feelings of themselves and others, and how to fit into different social situations. They can feel comfortable and say the right thing whether they’re in the boardroom or the janitorial room, in a school setting or at a construction site. Social intelligence involves two general components:</p> <ul style="list-style-type: none"> • Social awareness: what we sense about others • Social facility: what we do with our awareness”
<p style="text-align: center;">Justice</p>	<p style="text-align: center;">Fairness</p> <p>“Fairness is treating people justly, not letting your personal feelings bias your decisions about others. You want to give everyone a fair chance, and believe there should be equal opportunity for all, though you also realize that what is fair for one person might not be fair for another.</p> <p>Fairness is a cognitive judgment capacity that involves reasoning and making judgments. It involves 2 types of reasoning:</p> <ul style="list-style-type: none"> • Justice reasoning which emphasizes logic and weighing principles to determine moral rights and responsibilities. • Care reasoning which includes empathy and compassion; the ability to put yourself in somebody else's shoes.”

<p>Temperance</p>	<p style="text-align: center;">Prudence</p> <p>“Prudence means being careful about your choices, stopping and thinking before acting. It is a strength of restraint. When you are prudent, you are not taking unnecessary risks, and not saying or doing things that you might later regret. If you are high in prudence, you are able to consider the long-term consequences of your actions. Prudence is a form of practical reasoning, the ability to examine the potential consequences of your actions objectively, and to control yourself based on that examination. Prudence involves far-sighted planning as well as short-term, goal-directed planning. It is often referred to as cautious wisdom, practical wisdom, and practical reason.”</p>
	<p style="text-align: center;">Self-Regulation</p> <p>“Self-Regulation is a complex character strength. It has to do with controlling your appetites and emotions and regulating what you do. Those high in self-regulation have a good level of confidence in their belief that they can be effective in what they pursue and are likely to achieve their goals. They are admired for their ability to control their reactions to disappointment and insecurities. Self-regulation helps keep a sense of balance, order, and progress in life. Self-Regulation can be viewed as a resource that can be depleted and fatigued. A useful metaphor can be that self-regulation acts like a muscle, which can be exhausted through over-exertion or strengthened through regular practice.”</p>
<p>Transcendence</p>	<p style="text-align: center;">Humor</p> <p>“Humor means to recognize what is amusing in situations, and to offer the lighter side to others. Humor is an important lubricant to social interactions, and can contribute to team building or moving toward group goals. Where other strengths are more or less essential for achieving certain types of goals or dealing with certain types of problems, humor is rarely an essential component to positive social interactions, but it is often a desirable one. It is also a valuable method of coping with distressing situations. Humor involves the ability to make other people smile or laugh. It also means having a composed and cheerful view on adversity that allows an individual to see its light side and thereby sustain a good mood.”</p>

Form A: Coaching Model

Name: _____

Date: _____

Instructions

In collaboration with your coach, identify one or more S.M.A.R.T. (i.e., Specific, Measurable, Attainable, Relevant, and Time-bound) goals. Then, describe the reality (what is happening and getting in the way of your goal(s)), options (utilizing personal strengths and how they may influence your success, and what specific steps you will take to move your way forward in achieving your goal(s)). List a few personal strengths that may help guide you in achieving your goals.

My strengths

1. _____
2. _____
3. _____

4. _____
5. _____

1. Goals (using S.M.A.R.T. format):	2. Reality:
3. Options (Include Strengths & How They Might Influence Success):	4. Way Forward/Will Do:

Form B: Goal Attainment Scale for Individual Goal

Name: _____

Date: _____

Statement: I want to _____ .

Level	Descriptor	S.M.A.R.T. Goal Format	Impact
5	Much more than anticipated outcome		High Impact
4	Somewhat more than anticipated outcome		Moderate Impact
3	Projected level of performance		Mild Impact
2	Somewhat less than anticipated outcome		Baseline
1	Much less than anticipated outcome		No Progress

Current Level _____

Form C: Goal Attainment Scale for Multiple Goals

Name: _____

Date: _____

Statement 1: I want to _____ .

Statement 2: I want to _____ .

Statement 3: I want to _____ .

Statement 4: I want to _____ .

Statement 5: I want to _____ .

Level	Descriptor	S.M.A.R.T. Goal 1	S.M.A.R.T. Goal 2	S.M.A.R.T. Goal 3	S.M.A.R.T. Goal 4	S.M.A.R.T. Goal 5	Impact
5	Much more than anticipated outcome						High Impact
4	Somewhat more than anticipated outcome						Moderate Impact
3	Projected level of performance						Mild Impact
2	Somewhat less than anticipated outcome						Baseline
1	Much less than anticipated outcome						No Progress
		Level ____	Level ____	Level ____	Level ____	Level ____	Avg. Score ____