Coaching for Competence and Competent Coaching

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• How do we distinguish competencies for systems coaching and instructional coaching?
• How do we develop foundational or “soft skills” for coaching?
• How do we train coaches to provide feedback?
• How do we provide feedback to coaches?
Formula for Success

Effective Interventions  ×  Effective Implementation Methods  ×  Enabling Contexts = Socially Significant Outcomes
Implementation Drivers

Reliable Benefits

Consistent and Optimal Uses of Innovation

Fidelity

Coaching

Systems Intervention

Facilitative Administration

Decision Support Data System

Integration & Compensatory

Leadership Drivers

Technical

Adaptive

Competency Drivers

Training

Selection

Organization Drivers

"Coaching"
Coaching for Competence

- Acquiring Innovation Fluency
- Developing Coaching Competency
- Developing the Coaching System
Coaching for Competence

Innovation Fluency

• Systems Coaching – coaching to develop the capacity of the school district to effectively implement a program, practice, or approach to enhance student outcomes
  • How do we achieve “innovation fluency” for systems coaches? What are the core elements of capacity development?

• Instructional Coaching – “content coaching” to help teachers improve instruction in a particular discipline to improve student outcomes.
  • How do we achieve “innovation fluency” for instructional coaches? What are the core elements of the instructional practice?
Developing Competent Systems Coaches

Acquiring Innovation Fluency
Practice Profiles

What Are They?

- Describe the essential functions that allow a model to be teachable, learnable, and doable in typical human service settings
- Promote consistency across practitioners at the level of actual service delivery
- Consist of measurable and/or observable, behaviorally-based indicators for each essential function

Metz, Bartley, Blase and Fixsen, 2011
**Systems Coaching**

**Competencies**

- Implementation Team Development
- Team-Based Project Management

- Relationship Development
- Leadership Engagement & Guidance

- Diagnosis and Strategic Analysis
- Data-Informed Decision Making

**Engagement and Collaboration**

- Engagement and Collaboration

**Team Development**

- Change Facilitation

- Implementation Instruction
- Implementation Facilitation
- Intervention Development
- Coaching

**Discovery and Diagnosis**

- Discovery and Diagnosis
… to develop and enhance individual, organizational, community, and system capacity to achieve socially significant change.
Active Implementation

- Relationship Development
- Leadership Engagement & Guidance
- Diagnosis and Strategic Analysis
- Data-Informed Decision Making

Effect Interventions

- Implementation Instruction
- Implementation Facilitation
- Intervention Development
- Coaching

Competencies

- Implementation Team Development
- Team-Based Project Management

Engagement and Diagnosis

Facilitating Change

Enabling Contexts

Socially Significant Outcomes

Effective Implementation Methods
<table>
<thead>
<tr>
<th>Core Components</th>
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<tbody>
<tr>
<td>Engagement and Collaboration</td>
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<tr>
<td><strong>Relationship Development</strong></td>
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<tr>
<td><strong>Leadership Engagement and Guidance</strong></td>
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<tr>
<td><strong>Effective Team Development</strong></td>
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<tr>
<td><strong>Implementation Team Development</strong></td>
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</tbody>
</table>
Competencies

- Relationship Development – develop and maintain relationships
- Leadership Engagement and Guidance - engage and motivate leaders to support the work of others
- Implementation Team Development – develop functional teams
- Team-based Project Management – tasks and decisions are shared
Competencies

• Implementation Instruction- directly teaching and sharing implementation content
• Implementation Facilitation – plan and actively support implementation using Active Implementation Frameworks
• Innovation Operationalization – identify and strengthen core components of the innovation
• Coaching – build the capacity of others to use the science and practice of implementation
Active Implementation

Competencies

• Data informed decision-making – intentional problem solving and improvement processes
• Strategic analysis to support change – strategic analysis such as testing theories of change, conducting needs assessments, assessing infrastructure
5 Steps for Practice Profiles

Methodology

- Document Review – Is there documentation of how capacity relates to effective delivery of innovations?
- Semi-structured stakeholder interviews - How do systems coaches define the necessary competencies for their work?
- Systematic Scoping Review - What does the literature say about systems coaching?
- Vetting and Consensus Building- How can we facilitate consensus among implementation teams?
- Usability Testing and Refinement – What PDSA processes can we put in place?
Supporting New Ways of Work

Systems Coaching Competencies

In order to promote innovation fluency among systems coaches, systems capacity needs to be fully operationalized.

What are systems coaches coaching on?
• Is systems capacity fully defined?
• What aspects of the 5 step methodology would be helpful to consider?
Developing Competent Systems Coaches

Acquiring Coaching Skills
Foundation Skills

- Getting and Giving Information: Observation and Reporting Skills – observe and behaviorally describe activities, elicit clear descriptions of events from others to foster clear communication.

- Connecting People through Rationales- identify systemic and individualized rationales that help communities and individuals “buy into” the change process and recognize diversity of perspectives.
Foundation Skills

- Developing and Maintaining Relationships – Recognition for Colleagues and Stakeholder – positive, descriptive and sincere recognition for leaders, staff, families, stakeholders

- Maximizing Feedback Opportunities – soliciting feedback, accepting and providing positive feedback, accepting and providing constructive feedback
Supporting New Ways of Work

Coaches need to be competent in the innovation, as well as competent coaches. Have you considered both innovation fluency and coaching competency?

• How can you ensure coaches acquire innovation fluency?
• How can ensure coaches develop “soft skills” (foundational skills) to provide coaching?
Developing Competent Systems Coaches

Providing Feedback
Organizing feedback under related to *Principles, Essential Functions, and/or General Abilities and Skills*

“Conceptual Feedback” – states the general concept first then illustrates it with examples from data sources (direct observations, conversations, comments by others, data displays, community observations, written reports, emails)

**Versus**

“Step by Step Feedback” – Review of isolated issues or single interactions to point out instances of effective implementation and/or to provide feedback (reflect together) for improvement – step by step --- interaction by interaction.
Conceptual Feedback

**Practical Benefits**

- Increases the credibility (usefulness) of the feedback.
- Increases the external validity of the feedback (you are focusing on important principles, skills, essential functions).
- Makes it easier to hear critical feedback (it’s about the big idea)
- Naturally moves away from compliance (e.g. “do this”) and toward developing broad competency and understanding of theory of change (e.g. promotes generalization).
- Establishes common definitions and meaning of core components and practices - builds a community of practice.
### Conceptual Feedback

#### Components of Conceptual Feedback

<table>
<thead>
<tr>
<th>Concept Label:</th>
<th>Descriptive and Consistent</th>
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</thead>
<tbody>
<tr>
<td>Definition:</td>
<td>Describes in more detail what is meant by the concept label</td>
</tr>
<tr>
<td>Rationale:</td>
<td>Why is this important, what’s the function (e.g. building leadership skills, developing teams, using data)</td>
</tr>
<tr>
<td>Illustrations:</td>
<td>Specific examples to illustrate the concept from the systems’ coach’s work (observations, staff ratings, documentation)</td>
</tr>
<tr>
<td>Valence:</td>
<td>Can be Strength-based or Improvement Oriented or both</td>
</tr>
<tr>
<td>Directive or Reflective:</td>
<td>Can be either or both</td>
</tr>
</tbody>
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Systems Coaching

- Implementation Instruction
- Implementation Facilitation
- Intervention Development
- Coaching

Competencies

- Team-Based Project Management
- Team Development

Engagement and Collaboration
- Relationship Development
- Leadership Engagement & Guidance

Discovery and Diagnosis
- Diagnosis and Strategic Analysis
- Data-Informed Decision Making

Change Facilitation
- Implementation Team Development
- Implementation Instruction

Leadership Engagement & Guidance
- Team-Based Project Management
Conceptual Feedback – Strengths Based Individual Level

….your skills related to **team development** *(concept)* are so noticeable. Functional teams provide the accountable structure for all of our implementation activities *(definition)*. As I meet with district teams, they consistently point to your commitment and leadership skills in getting the right people to the table and in keeping folks engaged during even the most difficult and frustrating times. When I was connecting with a district team last week, they were very appreciative of your help in creating communication protocols with their leadership team and individual schools *(illustration)*. We all know how critical effective communication is up and down the system and that district teams play a critical role in linking practice and policy *(rationales)*. The district teams appreciate your consistent effort to be sure that their voices were heard during all planning efforts *(positive valence)*. As you consider your ongoing role in developing teams, what additional support might you need? What are some right next steps? *(reflection – directive)*
Components of Conceptual Feedback

Concept Label:

Concept Definition:

Rationale:

Illustrations:

Valence:
Discussion Points

Supporting New Ways of Work

Systems Coaching Competencies

Pair up…
- Practice providing conceptual feedback. If you work together, agree on a concept area. If you don’t work together, share a story and then practice how you might provide feedback to your colleague.

Homework
- Practice Descriptive Praise “That was great…when…why…”
Developing Competent Systems Coaches

Providing Feedback to Coaches
Agency staff assess effectiveness of coaching quarterly through the use of **two or more** of the following data sources:

- Practitioner fidelity – skills and competencies of those being coached (instructional or systems)
- Coach/supervisor fidelity – demonstration of innovation fluency and soft skills and adherence to coaching service delivery plan
- Satisfaction surveys from those being coached
- Observations of coaches conducting coaching activities
Coaching effectiveness data are used to inform improvements in recruitment and selection, training, and other implementation supports.
Supporting New Ways of Work

Discussion Points

Coaching

• What might be your right next steps?
• What additional support will you need?
For More Information

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