

Leadership Academy for Middle Managers (LAMM)

COACHING MANUAL



National Child Welfare Workforce Institute
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I. Introduction to the LAMM Coaching Manual

A. Background and Purpose

Welcome to the LAMM Coaching Manual. The Leadership Academy for Middle Managers (LAMM) seeks to develop leadership skills for sustainable systems change to improve outcomes for children, youth, and families. Funded by the Children's Bureau and part of the National Child Welfare Workforce Institute (NCWWI), the LAMM facilitates leadership development of child welfare middle managers across the country who work in public and tribal child welfare systems and in private agencies that provide services traditionally provided by state child welfare agencies.

Early on in the implementation of the LAMM, it became evident through experience and participant feedback that the addition of a full coaching component to the LAMM was critical for program effectiveness. In order for middle managers to be apply the leadership skills they learn during the week-long residential LAMM when they return to the workplace, they need the support that coaching provides. Training is an important competency driver, but even effective training does not stand alone. Evidence has documented the added impact of training on transfer of learning when coupled with coaching (Chaffin, Hecht, Bard, Silovsky & Beasley, 2012; Joyce & Showers, 2002; Miller, Yahne, Moyers, Martinez & Pirritano, 2004).

In Spring, 2011 the LAMM initiated a comprehensive coaching program for LAMM participants, consisting of three components: Readiness Coaching, Residential Coaching, and Post-Residential Coaching. This coaching program was designed to help middle managers develop, improve, and sustain a Change Initiative (CI) that could be a program-, organization-, or community-focused intervention benefitting children and families. Additionally, coaching was implemented in order to facilitate the transfer of learning and leadership skills associated with the LAMM curriculum.

The intent of the LAMM Coaching Manual is to describe the elements of a successful and effective LAMM coaching program [This approach could readily be adapted as an executive coaching program]. This **Introduction** includes a review of the literature on coaching. **Coaching Principles and Assumptions**, in section two, are the standards of effective coaching practices for LAMM, and their related assumptions or beliefs. There are specific and necessary **Attributes and Skills of an Effective LAMM Coach**, which are depicted in the manual's third section. The fourth section details the **Framework for Coaching**, or the actions and steps associated with each stage of the three types of LAMM coaching. The fifth section is the **Evaluation Process**, which describes how the coaching program will be evaluated. The **Toolkit**, in the manual's final section, is a collection of useful guides, checklists, and questions that LAMM coaches will find valuable for developing and deepening their coaching skills.

B. Coaching Literature Review

Successful implementation of effective child welfare interventions requires behavior change on the part of the child welfare workforce. Training is essential, but not sufficient to effect these behavior changes. And some researchers stress that coaching alone does not bring about desired changes in behavior, either. Joyce and Showers (2002), as described by Fixsen, Naoom, Blasé, Friedman, & Wallace (2005), contend that training and coaching are part of a continuum of activities that produce and support behavior change. The authors describe three attributes of the learning process in support of the need for this continuum of training and coaching activities. Their arguments resonate with, and are reflected in the LAMM approach to professional development which includes training and coaching.

- I. **Moving from new learner to master practitioner.** The LAMM introduces middle managers to essential components of leadership knowledge and skills. While participants practice the skills during the residential LAMM, their newly learned behaviors may feel awkward and forced, similar to a person learning to play tennis who struggles to put the pieces together into a complex activity called “playing tennis.” Coaching helps participants deepen their knowledge and sharpen their skills in real settings until their new leadership skills become a natural part of their repertoire of behaviors.
- II. **Shoring up skills in the face of pressures.** LAMM participants often return to an agency or state that may not support their new knowledge and skills. These negative or unsupportive reactions may cause the participant to give up trying to influence change. Effective residential coaching prepares the participant for these potential negative reactions, and ongoing post-coaching supports the participant through the early stages of the implementation of change while the participant becomes more skilled—and more determined.
- III. **Linking learning and skills to the participant’s context.** The residential LAMM offers activities and exercises to help each participant practice the learning as it may apply in the workplace. A post-coaching relationship can help the participant translate and apply knowledge and skills from training in the day-to-day reality of their work, congruent with the organizational context.

In their literature synthesis of implementation research, Fixsen and his colleagues (2005), draw on studies from a cross-section of human services settings, including health, education, and mental health to describe components of staff coaching and discuss factors that may affect coaching outcomes. David Peterson (2011) reviews the business literature to discuss executive coaching and its definition, processes, and effectiveness. Following is a synopsis of these reviews and their implications for LAMM coaching.

C. Definition of Coaching

Fixsen and colleagues (2005) do not specifically define what coaching is, but present its characteristics as being work-based and readily available. Peterson (2011) presents two definitions which together fit with the LAMM approach, indicating that coaching is a relationship that facilitates a participant becoming a more skilled and effective leader.

In particular, LAMM coaching is a structured process in which a coach uses specific strategies to help managers become more skilled and effective leaders and better able to implement sustained change through self-awareness, assessment, and practice.

D. Coaching Roles

While some programs describe supervision and teaching as coaching roles (Spouse, 2001), the LAMM coach does not have supervisory responsibility and is engaged in teaching only during the residential LAMM. During post-coaching, the LAMM content is one resource that a coach uses with a participant to facilitate transfer of learning to the work setting, but the coach is not teaching or training the content during this time. Other roles that Spouse (2001) identifies— assessment, feedback, and provision of emotional support, do apply to LAMM coaches. Schoenwald, Sheidow, and Letourneau (2004) caution however that an overemphasis on emotional support may work against the effectiveness of coaching.

E. Components of Coaching

While research has shown that coaching is important (Fixsen et al., 2005), there has been no evidence of the effectiveness of specific coaching components and techniques. Nonetheless, it's important to document characteristics of coaching programs. The following criteria of executive coaching (Peterson, 2011) also apply to the LAMM coaching process.

- **One-on-one.** While there are LAMM group coaching opportunities, the focus of this manual is on one-to-one coaching activities.
- **Relationship-based.** LAMM coaching that is based on trust, reciprocity, and rapport leads to a coach-participant relationship through which change occurs.
- **Methodology-based.** As shown in this coaching manual, LAMM coaching draws on specific actions, tools, and techniques as part of a structured coaching process. Core to this approach is reinforcing the participant's evidence-based skill development (Fixsen et al., 2005).
- **Provided by a professional coach.** This component speaks to the distinction between internal coaching provided by supervisors, peers, or human resources staff, as compared with coaching provided by an outside consultant as in the LAMM coaching model. External coaches more effectively provide confidential support and objective help with transfer of learning and skills-based leadership behaviors.
- **Scheduled in multiple sessions over time.** This kind of coaching over time allows for implementation of action steps and accountability for follow-through. Post-coaching with LAMM participants will typically occur for an hour once or twice a month.
- **Goal-oriented for both organizational and individual benefit.** Peterson (2011) states that the "goals, values, and expectations of both the participant and the organization are central to the process" (Peterson, 2011, p. 529). The goal of LAMM coaching is for the participant to be able to transfer learning back to the organization and apply leadership skills to implementation of a change initiative. Each participant's change initiative is part of the organization's plan for systems change, so that when the coaching is successful, the organization and the participant benefit.

- ***Customized to the person.*** A variety of tools and techniques are part of the LAMM coaching process. The LAMM coach chooses among those tools and techniques, as well as style of coaching, in order to meet specific needs of the participant at any given time.
- ***Intended to facilitate self-directed learning by the participant.*** This aspect of managerial coaching is a fundamental principle of the LAMM coaching approach. As Whitmore (2009) notes, “Coaching is unlocking a person’s potential to maximize their own performance” (p.8-9).

Coaching has been growing in use and significance over the last decade at a pace that is faster than that of research on its effectiveness. The LAMM coaching program includes evaluation to assess its impact on the perceived ability of LAMM participants to improve their ability to transfer learning and leadership skills from the residential LAMM to their work, and to implement more successfully the change initiatives that are intended to improve outcomes for children, youth, and families. The latest LAMM evaluation (NCWWI, 2013) found that managers who received coaching and communicated with LAMM peers reported significantly higher competency gains and were more likely to implement their change initiative when compared to managers without coaching or peer-support.

II. Principles & Assumptions of Effective LAMM Coaching

The following principles of effective coaching underpin the LAMM coaching program. Assumptions which support each principle and guide the formation of the LAMM coaching structure are included.

I. Effective coaching is driven by the person being coached: self-directed change lasts longer and is often superior to change designed by others. LAMM coaching:

- Models deep respect for each individual's own experiences and development.
- Helps individuals see their own assumptions and blind spots so they can choose how to respond to situations.
- Helps participants recognize that they have the expertise and resources to solve many of their own challenges.
- Models and supports regenerating practices such as self-care, reflection, and centering.
- Produces a trusting relationship through which meaningful and lasting reflection, learning, and change can occur.
- Supports self-efficacy and self-determination.

II. Effective coaching facilitates the growth and leadership development of the LAMM participant. LAMM coaching:

- Creates a partnership for learning and change.
- Integrates the participant's leadership development with real experiences.
- Encourages participants to take risks and experiment with bold ideas and strategies designed to meet the whitewater challenges intrinsic to child welfare.
- Provides participants time to deepen new knowledge and apply their learning to the work.
- Provides participants the chance to "get on the balcony" to see possibilities for change from multiple perspectives.
- Provides a space for reflection that, in and of itself, is beneficial to the participant's learning and development.

III. Effective LAMM coaching supports the development, implementation, and sustainability of change initiatives to serve children, families, and communities. LAMM Coaching:

- Focuses on proven implementation principles and strategies that promote sustainability of the participant's CI.
- Promotes adaptability and responsiveness on the part of participants so they can navigate the whitewater of change and guide their initiative forward within the reactive and often crisis-driven context of child welfare.

- Promotes consideration and inclusion of diverse perspectives, ideas, and people to inform successful implementation of the CI.
- Helps participants identify ways they can move to action after diverse voices are heard.
- Enables participants to focus on the change initiative and leadership tasks in service of the greater mission of improving overall system response to children, youth, and families.

IV. Effective LAMM coaching facilitates participants' application of leadership principles and competencies. LAMM coaching:

- Helps participants apply the NCWWI Leadership Model to leadership challenges.
- Supports participants in a unique and valuable way to practice and employ adaptive strategies for leading change, leading in context, leading people, and leading for results.
- Provides a safe and trusting 'holding environment', where the political realities of the day-to-day work can be set aside, allowing the experimentation and risk-taking that is often necessary for competent leaders.
- Represents an opportunity for middle managers to most freely and without censorship express thoughts and feelings about him/herself, the organization, and the larger community.
- Helps participants identify and apply leadership competencies to real-life situations in their work experience.

Summary

These coaching principles and assumptions can foster the development of trust, hope, compassion, and stability through the coaching relationship. The 'holding environment' provided by effective coaching helps to foster reflective capacity and growth in the participant. Individuals who attend to their own growth, development, and centering are, in turn, more able to guide organizations to meet new challenges in child welfare.

III. Attributes and Skills of an Effective LAMM Coach

Effective LAMM coaches should: possess attributes and skills that enable them to engage LAMM participants in the three types of LAMM coaching; help participants apply newly-learned leadership behaviors to their working environment and change initiatives; and provide emotional and practical support and professional resources for participants' system-change efforts.

Background

In order to provide effective coaching in the unique and complex environment of child welfare and support the transfer of learning from the LAMM, LAMM coaches should possess a graduate social work degree and have experience in child welfare. The necessary areas of child welfare expertise and experience are:

- Current knowledge of the child welfare policy and program context
- Knowledge of Federal, State, and Tribal systems
- Child welfare workforce development experience
- Child welfare management experience
- LAMM curriculum content knowledge:
 - NCWWI Leadership Model
 - Adaptive Leadership
 - Implementation science
 - Strengths-based leadership

In addition, LAMM coaches must possess and demonstrate a range of coaching skills. Coaching skills in the context of child welfare leadership include:

- Meet ethical standards of coaching
 - Is transparent when developing and implementing coaching agreement.
 - Accurately represents scope of and limits of own expertise.
 - Knows and takes responsibility for dealing with own biases.
 - Maintains confidentiality.
- Offer content and context knowledge
 - Reinforces the leadership competencies identified in the LAMM.
 - Links participant experiences and skills to outcomes for children, youth, families, and communities.
 - Provides evidence-based and evidence-informed practice resources relevant to change initiative.
 - Uses LAMM, Child Welfare Information Gateway, and other resources to add subject-matter expertise when appropriate.
- Provide professional development support
 - Assists participants in identifying professional development goals.
 - Assists managers in using leadership skills, while distributing responsibility and empowering others.

- Supports self-reflection and cultural-humility.
- Combines focus on Change Initiative attainment and goals for professional and organizational growth.
- Manage progress and share accountability
 - Attends to what is important for the participant.
 - Holds participant responsible to develop and implement action plan.
 - Follows up on coaching discussion and action plan to track participant progress.
 - Models accountability and responsibility by keeping commitments made during coaching process.

Attributes & Skills

Coaching Intervention Skills

- Communicate skillfully
 - Clearly conveys information needed for optimal participation in the LAMM and checks for understanding.
 - Uses verbal and nonverbal language for the greatest possible impact on the participant.
- Ask powerful questions
 - Is able to ask questions necessary for maximum benefit for the coaching relationship and the participant.
 - Uses solution-focused questions to create reflection and self-awareness.
 - Links questions to the goals of the coaching process.
- Seek clarity
 - Checks assumptions.
 - Paraphrases and reflects to increase understanding.
 - Seeks to understand the context in which the participant operates.
- Give advice when requested
 - Gives advice that invites consideration, not compliance.
 - Gives advice sparingly and in order to meet the long-term goals and interests of the participant.
- Offer feedback
 - Links feedback to both the process of the work and its outcomes.
 - Gives feedback that is timely, specific, and linked to behavior and its consequences.
- Use reflective practice
 - Helps participants see gaps between intentions, actions, and results.
 - Helps participants reflect on connections between actions, meanings, and purposes.
 - Promotes cultural responsiveness, sensitivity, and humility.

Interpersonal Competencies

- Use empathy and rapport to develop effective coaching relationships
 - Employs language and approaches that convey respect and encouragement.
 - Help participants develop strengths in their own contexts.
- Display different levels of listening
 - Uses active listening skills to attend to and show respect for participants.
 - Listens for patterns in thinking and behaving relevant to leadership efficacy.
 - Listens to hear vision, possibility, emerging patterns, and purpose.
- Respect individualization
 - Responds to individual learning styles, cultures, and experiences.
 - Matches questions and actions to the timing and pacing of participants.
 - Is flexible in coaching style and structure to meet the needs of participants.
- Maintain professional demeanor
 - Models the skills being trained and coached through LAMM.
 - Prepares for coaching sessions by reviewing change initiative, previous notes, and action plan.
 - Demonstrates commitment by following through on agreements and insuring that coaching needs are met.

IV. The LAMM Coaching Framework

The Leadership Academy for Middle Managers has created a continuum of learning and transfer-support activities, beginning with each participant's initial contacts with the LAMM project staff and faculty, and continuing through the professional development process and implementation of a sustainable change initiative. These activities form the LAMM coach framework.

A. Readiness Coaching for LAMM

State, agency, and tribal leaders nominate LAMM participants and identify specific change initiatives which each participant will use in application activities during the residential LAMM. In submitting the change initiative (CI) description, each participant begins the process of preparing for development of leadership skills. At the same time, LAMM coaches use the CI and feedback from the Children's Bureau about each initiative to help participants prepare for the residential LAMM, determine the stage of implementation for each initiative, and assess their agency's investment in leadership development and support for implementation of the CI.

This careful review of each CI supports participants in the readiness process and ensures that the CI is appropriate for use in the LAMM. These CI reviews also inform the initial coaching intervention. For example, one participant may be coached on ways to develop more focus related to a broad initiative, while another may be encouraged to consider his or her role in implementation of the CI.

First Readiness Coaching Call

The LAMM coach's first contact with a participant involves two primary tasks: (a) introduction to the residential LAMM and (b) initial contracting for the readiness coaching work. Following an introductory email, LAMM coaches engage managers on a phone call with a brief welcome and orientation. (See *Toolkit* for outline.)

During this first call, relationships begin to form between participants and coaches, as expectations for the residential LAMM are clarified and strengthened. Coaches also provide each participant with an overview of the residential LAMM, describing the NCWWI Leadership Model as the framework for participants' development as leaders. The first readiness coaching call helps participants to envision themselves at the residential LAMM and mentally plan for that week away from jobs and families. Importantly, the conversation invites participants to think of themselves as leaders.

Second Readiness Coaching Call

The content of the second call is more substantive than that of the first call. By this time, participants should have completed the following activities:

- View the online *Introductory Module*.
- Complete the pre-test self-assessment from the NCWWI Evaluation Team.

- Receive the book *Strengths-Based Leadership* and complete the **StrengthsFinder Inventory**.
- Complete the **Change Initiative Worksheet**.
- Download the training handouts and PowerPoint files to a laptop to bring to the LAMM training.

The **Change Initiative Worksheet** prompts discussion between coach and participants about the current state of the initiative and gives the participants a chance to identify any additional information they may need to bring to the residential LAMM. This can include clarification of expectations from their state or tribal leadership, information from their implementation team, data and outcomes, or simply the chance to understand more deeply their own role in the process. The worksheet is also designed to give the participants and their coach a way to discuss how organizational and community readiness can be deepened during the CI implementation phase.

Readiness Coaching Steps: First and Second Calls

	First Readiness Coaching Call	Second Readiness Coaching Call
Step 1	Shared introductions of person, context, and roles; Check in regarding logistics.	Centering together: Reconnection.
Step 2	Introduction to LAMM: <ul style="list-style-type: none"> • Verbal description of process, including the two calls, residential portion, and available post-training coaching. 	Review Action Plan: <ul style="list-style-type: none"> • Readiness checklist. • Discuss and resolve any concerns or questions related to the checklist and readiness. • Resolve any pressing logistics questions.
Step 3	Discuss expectations prior to residential LAMM: <ul style="list-style-type: none"> • Online Introductory Module. • Strengths-Based Leadership. • Optional: University of Kansas Data Course. • Worksheet due to coach prior to second call. • Materials to download for residential training. Contacts with PSU team for logistics.	Review CI Worksheet: <ul style="list-style-type: none"> • Discuss responses. • Identify areas that participant wants to deepen and link to relevant modules in the LAMM. • Identify areas for potential onsite coaching and link to onsite Subject Matter Experts. • Discuss the residential week with a focus on building the CI and preparing for the presentation work.

<p>Step 4</p>	<p>Action Planning:</p> <ul style="list-style-type: none"> • Seek additional information or clarity from agency in order to complete CI worksheet. • Use any feedback from Children’s Bureau to help prepare worksheet. • Set time for second call. • Set deadline for sending worksheet before second call. 	<p>Action Planning:</p> <ul style="list-style-type: none"> • Identify any lingering work to be completed prior to the residential LAMM. • Discuss plan for dinner the night of arrival. • Share contact information should any barriers or questions arise.
<p>Step 5</p>	<p>Reflect and see if there are any additional needs.</p>	<p>Reflect and see if there are any additional needs.</p>

The Coaching Bridge to Readiness for Residential Learning

Throughout the readiness coaching, participants begin to anticipate particular topics and sessions that will help them with some of the challenges they are likely to face as they develop and implement their CI. Helping participants anchor their questions in specific LAMM content also prepares them for the work ahead, both during the residential LAMM and afterwards when they return to their organizations.

The coaching team’s commitment to share the first evening’s meal with their coaching group provides participants a structured way to network with each other, setting up a positive group interaction and providing a sense of community, which are some of the goals for the residential LAMM. Coaches may also encourage participants to seek coaching ahead of time, particularly in specific subject matter that may be relevant and useful to an individual or team. This prompt to use onsite coaching encourages the expectation that participants will access some individual or small-group time outside of the set curriculum.

Coaches meet prior to the opening residential session and share information about the group’s themes, strengths, and needs. Because all the trainers are residential coaches, this sharing process helps anchor the curriculum in real life examples. The sharing also promotes strategic planning regarding how best to work with a given cohort. For example, each individual CI captures current child welfare information about the array of implementation stages across all the CIs. There will likely be themes that lend themselves to extra attention and coaching support during the week. It is common, for example, for several initiatives to be challenged to incorporate family and community voices. It is also common that several systems--including states, private agencies, and tribes--are grappling with how to gain buy-in and support from new leadership or from external resources.

In sum, the readiness coaching phase of the LAMM coaching continuum serves a critical purpose in preparing LAMM participants and their agencies for the work ahead, a pre-training preparation process that has been shown to promote transfer of learning back on the job (Franke, 2008). LAMM trainer-coaches benefit as well, since the information they

learn from participants informs the training content and promotes early engagement with participants. The fortunate result is a more open, collaborative, and productive learning environment for coaches and participants alike.

B. Residential Coaching

The primary purpose of coaching during the residential LAMM is to provide support for learning and applying specific LAMM skills to practice in the field and to plan for CI implementation. Residential coaching also helps participants prepare for the end-of-the-week presentations to small groups. The following are features of the LAMM onsite coaching:

Subject matter coaching. Onsite coaches include experts with specific subject matter expertise and experience, including family voice trainers, Tribal child welfare coaches, representatives from the National Child Welfare Workforce Institute, and other LAMM project staff. In the introductory session, all available coaches are introduced, and participants are strongly encouraged to sign up for or seek out coaching with them throughout the week.

Coaching related to units within the curriculum. Trainer-coaches help participants think through applications of the curriculum to their CIs and next steps for their work.

Small group and team coaching. Any small group can request team coaching. Examples include teams who are sent by agencies to work collaboratively on their initiatives. Other groups are sent by organizations and tribes to work together, although they have different initiatives.

Presentation consultation and technical assistance. Coaching is available in an ‘open house’ approach one evening during the academy to assist participants in developing their presentations, practicing their presentations, and using technology.

LAMM residential coaching occurs throughout the training day, at mealtimes, during breaks, and in the evening. The hour-long sessions generally follow a similar progression, although with vastly different content. Since there is not necessarily an action-planning component to residential coaching, the coaching more often resembles consultation than other LAMM coaching options.

Steps for Residential Coaching Session	
Step 1	Shared introductions, person, context, and roles.
Step 2	Participant-led framing of the coaching consultation <ul style="list-style-type: none"> • Why this coach may be helpful. • What this coach may offer. • Which aspect of the CI will be the focus.
Step 3	Discussion of topic and context of the CI <ul style="list-style-type: none"> • Questions to identify relevant drivers and stage of implementation. • Questions to identify patterns and help participants ‘get on the balcony’.

	<ul style="list-style-type: none"> • Questions and brainstorming to generate application of LAMM course material and subject matter to the CI. • Referrals to other resources to assist with moving forward.
Step 4	Reflect and see if there are any additional needs.

As in the readiness coaching, trainer-coaches often consult with each other and share themes or trends noted during their coaching sessions. A daily debrief provides opportunities to anchor the training examples within the group's experience, if there is permission from participants to share these examples within the training context.

C. Post-Residential Coaching

Post-residential coaching supports the transfer of leadership competencies from the residential academy to the work setting. Further, it facilitates the successful implementation of participants' change initiatives. Ongoing post-residential coaching is optional and is available for participants through telephone interactions.

Small-group coaching by phone or webinar is offered periodically. LAMM staff, trainers, coaches, and participants determine topics of interest. Groups of peers from across multiple LAMM cohorts discuss topics with a coach or trainer.

All post-residential coaching is self-directed and anchored in the tenets of the NCWWI Leadership Model.

Post-Residential Coaching Approach

When a LAMM coach and participant consider working together, they determine parameters, principles, and assumptions about the coaching process prior to making an agreement to work together. The parameters include:

- Time and duration of the coaching sessions
- Methods for contacting each other and scheduling sessions
- Documentation and evaluation components

The documentation and evaluation components of coaching elicit information from participants and coaches to enhance the effectiveness of LAMM coaching, not to evaluate the managers' work. Specifically, the coach documents when coaching occurs and identifies the implementation stage of the CI. In addition, coaches may identify trends or themes in facilitators of change and in barriers to implementation that LAMM participants may face. This information, along with participant assessments, will help to evaluate whether coaching helps LAMM participants apply their knowledge and skills from training to implementation of their CIs and to their leadership behaviors at work.

The LAMM coach emphasizes that the coaching content will be determined by the participant, reflecting a fundamental principle of self-directed learning referenced earlier. Also important is the coach's commitment to confidentiality.

As the working agreement for coaching proceeds, a natural rhythm develops between coach and participant, which then takes into account any unique variations as they arise. For that reason, while the following description provides a typical picture of coaching conversations over time, specific sessions may incorporate elements from any other phase of coaching as needed.

Beginning Phase of Coaching: Initial Engagement

Step I. The initial engagement work of coaching begins with shared introductions by the coach and participant, covering information about themselves and hopes for their work together. At this step, the participant uses experiences from the residential LAMM and their return from the classroom to the workplace as the context for coaching. This conversation includes a review of the work accomplished in the residential LAMM and a transparent and open conversation about what role coaching could play in supporting the participant's application of the learning to implementation of the CI and strengthening of leadership skills.

Step II. The participant and coach develop their working agreement, which establishes the parameters of the coaching process, with an emphasis on making the sessions useful and participant-driven. The coach may clarify how coaching differs from mentoring, therapy, or supervision. The coach may also share the LAMM Coaching Philosophy and Assumptions, as well as the Coaching Framework. The coach and participant also agree on how work will be done in the coming months, such as the timing, duration, and content of the coaching calls. Some coaches and participants, for example, may schedule all of their appointments in that initial call, while others prefer to make those plans month-by-month.

The coach sets the tone and pace of the coaching work to be done. In developing the working agreement, the coach may offer suggestions for making sure the environment is conducive to reflection and planning. Suggestions may include: having doors closed in both offices, turning off phones and computers, and spending a minute in the beginning of each call to acknowledge being present together and ready to focus on the coaching conversation. The coach will also acknowledge taking notes during the coaching conversations in order to maintain focus and continuity between sessions. These, together with participant suggestions, become the working agreement.

The coach will describe the evaluation process and assure the confidentiality of their coaching conversations.

This engagement stage will be most effective when the coach and the participant have considered how coaching could specifically benefit the participant. It is helpful for the participant to review their LAMM work prior to the first session and for the coach to prepare by reviewing the participant's CI. It can also be helpful for each one to review the participant's presentation documents or slides from the LAMM session.

Step III. The process at this point is one of beginning the work, so this part of the first coaching session may involve reflections by the participant on their transition home, with a shorter discussion of the actual work that will occur in future sessions. The coach may ask

for an update on the participant's CI. Participants often use the first session to prepare for meetings or assignments that are related to their CI, while the coach explores implementation stages and drivers and Adaptive Leadership skills that may be helpful in these activities. A discussion of the participant's strengths might be helpful, as might talking about which quadrants of the NCWWI Leadership Model are most important to the participant at this beginning coaching stage. Focusing on specific LAMM content that might be useful for current responsibilities helps the participant reflect on their experiences in the residential LAMM and identify specific skills the participant could transfer to the workplace at this time.

The coach should ask simple, basic questions to help the participant set the context of their work and the challenges they face. For example, the coach may ask the participant for an organizational chart or a verbal description of the current organizational environment. Understanding the participant's work environment informs the coaching work.

Step IV. The next step in coaching is for the participant to develop an action plan that will guide the work during the coming month. In assisting with the development of the action plan, the coach restates the goal of the coaching, whether it is help with implementation of the CI or with challenges that arise in the participant's leadership roles. With that understanding, the participant is asked what specific and measurable actions she or he can take toward reaching this goal. The participant will then specify the action step(s) he or she will take over time and what will be completed before the second coaching call.

Step V. The coach gains the commitment of the participant to work on the action plan by asking some of the following questions:

- What action(s) are you willing to commit to?
- When will you start? For how long?
- How can I hold you accountable?
- When can we follow up on your progress?
- How will we measure your progress?
- Who can give you feedback on how you are doing with your plan?

Step VI. At the end of the coaching session, the coaching pair reflects on the session, reviewing both their work together and the action plan. The evaluation of the training process occurs through the following specific questions, which are also listed in the *Toolkit* and *Evaluation* sections of this manual:

- What worked and what could be done differently related to the coaching relationship?
- What worked and what could be done differently related to the coaching results?
- What worked and what could be done differently related to the process of coaching?

Throughout the coaching process, the effective coach employs critical skills of deep listening, reflection, powerful questioning, and appropriate feedback in order to engage the participant's active involvement in the process. Deep and intentional listening includes being able to completely focus on the participant, listen for what isn't being said, and allow room for emotions and silence. The *Toolkit* contains examples of these skills. During the

engagement phase especially, the coach's ability to hear, and truly listen to, the participant's world view and experiences as a leader helps to build a trusting relationship through which change can occur over time.

Middle Phase of Coaching: Productive Coaching

Productive Coaching can last from a few weeks to several months. Although regular ongoing sessions are scheduled, the coach may also be available to the participant for crisis consultation or updates. The focus during this phase is on the cycle of planning, doing, assessing, and revising the action plan for CI implementation and leadership skills reinforcement. Coaches are sounding boards, resources, and witnesses to the evolution of the leader as well as the CI.

Coaches would do well to constantly integrate the language and competencies of the NCWWI Leadership Model into their work with participants in order to be consistent with the leadership skills and change initiatives that are the primary focus of the coaching. In addition, self-care becomes an important value the coach can add to the conversation.

Step I. At the beginning of each session, the coach and the participant take a moment to center together, closing office doors, turning off computers, taking a deep breath, and beginning to focus on the coaching session at hand. Effective coaches use pacing, breathing, and questions to create a relaxed and open environment.

Step II. Moving from Centering to Reflection is a critical skill to model across all sessions. Reflection is a necessary antidote to the crisis-driven and reactive world of child welfare. In this step of the coaching process, the coaching skill of reflection is used to begin the evaluative process of sharing what has worked and what has not been effective during previous coaching sessions. Often, at the end of coaching, the participant may not want to give the coach constructive feedback about what could have been different. Checking in early during each session, however, can provide insight into the coaching needs of each individual.

Step III. Coach and participant go over the action step(s) accomplished, or not, since the last session. Usually the focus is on the CI, or other actions when a political, organizational, or community crisis has occurred. Helping Middle Managers thrive in the whitewater of their work is one of the most important components of coaching. The coaching role at this point is to help the participant 'step off the dance floor' and evaluate their experiences from multiple perspectives.

Step IV. After looking backwards, the coaching focus turns to current challenges and opportunities brought up by the participant. The process of using past learning to develop the next plan is a thoughtful and effective approach to leading change. In addition to reviewing skills from the NCWWI Leadership Model, the coach may review implementation models to offer drivers that can best support the CI, or update the logic model to fit the reality to which the participant returned after the residential LAMM. Often the challenges of managing up, down, and sideways will fill up the coaching conversation and lead to an action plan building on the strengths of the participant.

The value of this ‘productive’ phase of coaching is to help an emerging leader develop his or her own process for working through CI implementation and other leadership challenges.

Step V. The coaching process must be results- as well as process-driven. For this reason, near the end of each coaching session, the coach should summarize the session’s content and help the participant identify action steps and expected outcomes that will occur before the next coaching session. Reflective listening, summarizing, and using open-ended questions will help the participant focus on what is achievable during the interim period. An action plan can include actions that relate to leading change and implementing the CI, as well as personal development. For example, a participant may identify an upcoming meeting whose goal is to increase the family voice. There will be tasks involved in this meeting that call for the participant’s leadership skills, such as bringing individuals representing family voice into the building, introducing them to professional team members, and creating an open, respectful, and structured environment that will equalize power differentials and increase the likelihood that family voice will be heard. The leadership skills required for this meeting may be the target of this coaching session, including deciding when to orchestrate conflict and how to regulate distress.

Coaching during this productive phase, when the coach and participant know each other well, allows the exploration not only of implementing change and sustaining the CI but also the planning of self-care, the regenerative aspect of coaching which creates the energy required to move forward.

Step VI. The coaching session closes with reflection on the current session and commitment by the participant to work on the chosen action steps. This verbal commitment increases the probability that the participant will accomplish these actions. Coaching questions to gain commitment include:

- What are you willing to commit to? Starting when? For what duration?
- How will you track your progress?
- How will you hold yourself accountable to work on this action?
- Who can give you feedback on how you are doing with this action step?

Evaluating each coaching session gives the participant a chance to reflect on results, relationship, and the process of coaching. Questions about what worked and what could be improved model the coach’s openness to feedback. The coach may reciprocate with feedback on what went well, based on what the participant has done well in the session. Giving the participant positive and behavioral feedback helps to build the participant’s strengths, and it allows the coach to model the type of feedback that would help the coach be more effective. The coach might say, for example, “I asked you about the response you got from your supervisor, but I could also have asked you what you wanted from your supervisor, before asking what you got. I wonder if that would have been more helpful.” By showing that the coach is reflective about his/her coaching practices, the conversation focuses on helpful processes and effective results.

After the call, the coach has a chance to self-assess using the self-evaluation tool found in the *Evaluation* section of this manual. Having a structured way to think about effective

coaching helps each person grow and notice patterns about what is needed within each coaching relationship and across groups of participants.

Ending, Stage I: Preparing for the End of Coaching

Coaching ends when the allotted time for the coaching work is coming to a close, or when the participant feels that the goals of the coaching process have been accomplished. Effective termination strategies apply in coaching as well as in other practices. A good farewell can be the beginning of a new stage for the middle manager.

Once the end of coaching approaches, it is important to begin talking about how to sustain the progress of skill development and change leadership that has been the focus of coaching. It may be helpful for the coach to use implementation drivers to determine resources that can sustain the CI as it moves from innovation to sustainability. The sustainability plan may also be used to identify internal and community supports that will help the middle manager. As in earlier phases, planning for self-care remains important.

The end of coaching is both a celebration and a loss. As a trusted confidant's role comes to an end, the participant may find obvious successors to listen and provide a holding sanctuary for them in the context of their leadership role. As the pair prepares for the final coaching session, a recommended intersession activity is to identify what has been learned during their work together and develop a sustainability plan to ensure that work on the CI and leadership goals can be maintained.

Ending, Stage 2: Completing Coaching

The final coaching session begins like all others: centering and reconnecting in **Step I**, and reflecting on the coaching process during **Step II**, which may continue throughout the session. A final check-in and review of progress in leadership behaviors and with the CI, as well as plans for sustainability during **Steps III and IV**, allow both coach and participant to identify what they have accomplished together.

Coaches should prepare for the final session by identifying specific changes and progress the participant has made. Feedback is most effective when it addresses both personal and organizational progress, linking leadership skills to the results that were identified in coaching sessions.

Coaches may offer their ongoing availability for participants to touch base and learn of resources available through NCWWI and the LAMM. A review of the sustainability plan for the person and the project provides a benchmark for both parties.

In **Step VI**, coach and participant identify closing thoughts and feelings and celebrate the work they accomplished together. Completing a final assessment of the coaching process helps the coach learn and grow as a coach and helps the program learn how the coaching contributed to the important work of change in order to best serve children, youth, families, and communities.

V. Coaching Evaluation Plan

Evaluation of the LAMM coaching program focuses on its effectiveness in helping LAMM participants transfer their learning from the residential LAMM to the workplace and use leadership skills in implementing CIs. Program feedback provides the data necessary for continuous improvement of the coaching process and its outcomes.

LAMM coaches evaluate themselves using the *Self-Evaluation Worksheet* (see *Toolkit*) in an ongoing process to track their development and to identify the relevant skills that are useful to the LAMM coaching process.

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VII. Coaching Toolkit

A. Use of Questions in the Coaching Process

LAMM coaches use powerful questions to elicit problem-solving and critical thinking on the part of participants. The coach employs reflective questioning and exploration to help the participant integrate the principles and competencies of LAMM into their skill sets and CI implementation.

Coaching questions take many forms and often are part of current evidence-based and evidence-informed practices in child welfare, such as solutions-focused interventions (Inslou Kim Berg, 1994), motivational interviewing (Miller and Rollnick, 2002), and self-directed learning (Goleman, 1998, 2004). Coaching practices in executive and life coaching also emphasize questions as the key to developing effective coaching. The sample questions in this toolkit are built around the NCWWI Leadership Model. Because the model is a familiar framework to participants from the residential LAMM, the questions will be familiar to participants and more likely to promote the application of leadership skills to the workplace and the implementation of change initiatives.

In the book, *Coaching Questions: A Coach's Guide to Powerful Asking Skills*, author and coach Tony Stoltzfus (2008 pg. 8-9) answers the relevant question, "Why Ask?" as follows:

1. All the information is with the participant.
2. Asking creates buy in.
3. Asking empowers.
4. Asking develops leadership capacity.
5. Asking creates authenticity.

Types of Questions

The types of questions a LAMM coach will use will depend on the purpose of the coaching moment and include the following:

Open Ended Questions

Open ended questions seek various types of information, such as descriptions, ideas, and opinions. Open ended questions:

- Cannot be answered with 'yes', 'no', a name or number.
- Are designed to expand understanding on the part of the coach and include questions that help the coach understand the initiative, the organization, the community, and the leader.
- Expand understanding on the part of the participant.
- Are answered in ways that convey the perspective, strengths, and analysis of the participant.

Solution Defining Questions

Solution-defining questions are also open-ended but are specifically designed to help participants define patterns. Although the name of these questions may sound as if they refer to solutions that participants have tried, solution-defining questions are as likely to be related to successes as to times when things went wrong. The point of this type of question is to unearth cause and effect patterns so that future strategies can repeat patterns with good results and avert those with negative results. Two opposite-sounding questions that, when combined, get at a solution in coaching include:

- Think of/tell me about a time when you were able to get a group at your organization to try something new.
- Think of/tell me about a time when the organization asked people to try something new, but it didn't work.

Both questions help the coach and the participant identify some markers of successful intervention and build or define elements of good solution building.

Exception Finding Questions

Exception-finding questions are useful when the participant begins to describe a dynamic about which she/he has little optimism. For example, a participant may be coping with a leadership team that rushes to action before considering alternatives, or may be trying to motivate an experienced and possibly entrenched supervisory group. The coach may try to unearth some potential strategies around a seemingly 'dead end' approach through seeking exceptions:

- Think of a time when the leadership group did something around policy implementation that surprised you: what was it, and how might it help you think through this situation?
- Think of a time when the supervisory group got energized about a new opportunity, resource, or practice: what was it, and what happened?

A specific type of solution-defining question, exceptions help participants question their limiting beliefs about 'the way we do things around here' and find a path for innovation.

Past Successes

Building on past successes keeps adaptation moving forward. The tenets of Adaptive Leadership stress using previously successful approaches, adapted to current context, to advance the effectiveness and viability of the organization (Heifetz, Grashow & Linsky, 2009). Past successes anchor coaching in organizational and participant strengths.

Examples of questions about past successes include:

- What was the biggest change you have seen in child welfare practice within your organization, and how did the organization make that change happen?
- Think of a time when you and your organization collaborated well with families and communities. What was that effort, and how did the collaboration get going? What were the important factors that brought people together?

- Think of what your stakeholders would say is similar about this initiative to initiatives in the past. What would they say were successful features of other initiatives, and how can you use that information to further this one?

Scaling Questions

Scaling questions invite people to rate or score their current reality. The real value of the scaling question however, is the follow up questions which promote success. Scaling questions may be particularly useful when participants feel stuck or discouraged. Examples include:

- On a scale of 1 to 10, 1 being 'Not at All' and 10 being 'Extremely', how confident are you that this initiative will continue to go forward in your organization? What would it take to move that number up towards increased confidence on your part?
- Choosing between 'Not at All', 'Somewhat', and 'Extremely', how committed is your workforce to making this initiative work? What do you think they would need from you to improve their rating?

Coping Questions

Coping questions get at past strategies for success in a slightly different way. They are questions designed to build upon the inner resources of the person or the organization that have proved adaptive in the past. For example, most child welfare organizations have experienced years of cutbacks, years when new administrations resulted in a decrease in public advocacy for children and families, and years where economic hardship and political factors put programs in jeopardy. Finding out how individuals and organizations coped or survived can help the participant tailor her/his approach to the current situation. Examples include:

- (Organizationally) How has your agency coped in times of cutbacks before? Are there any strategies you could bring forward to ensure that your initiative survives?
- (Personally) Thinking about other times when you had a new administration and a change in leadership, what did you personally do to join the new team and promote or continue projects? How did others cope?

Future Vision or Miracle Questions

Future vision or miracle questions remind people of the end-goal that is driving the initiative, as well as positioning the participant to look forward to reaching that goal. They focus on ultimate achievement:

- Let's imagine that you are done with this initiative, that this is now the 'way we do things around here' in your organization/community. What does this look like? How would you know?

Or, the question can be focused on a specific timeframe that helps the participant identify the next steps in a foreseeable future:

- Six months from now, let's imagine things are right on track and implementation is going smoothly. What are some of the ways you would know, and what are some of the things that would be different?

Working back from a miracle, whether it be long or midterm, helps the participant identify what would need to change and, by extension, prioritize and identify some helpful steps to take to attain the desired state.

Summary

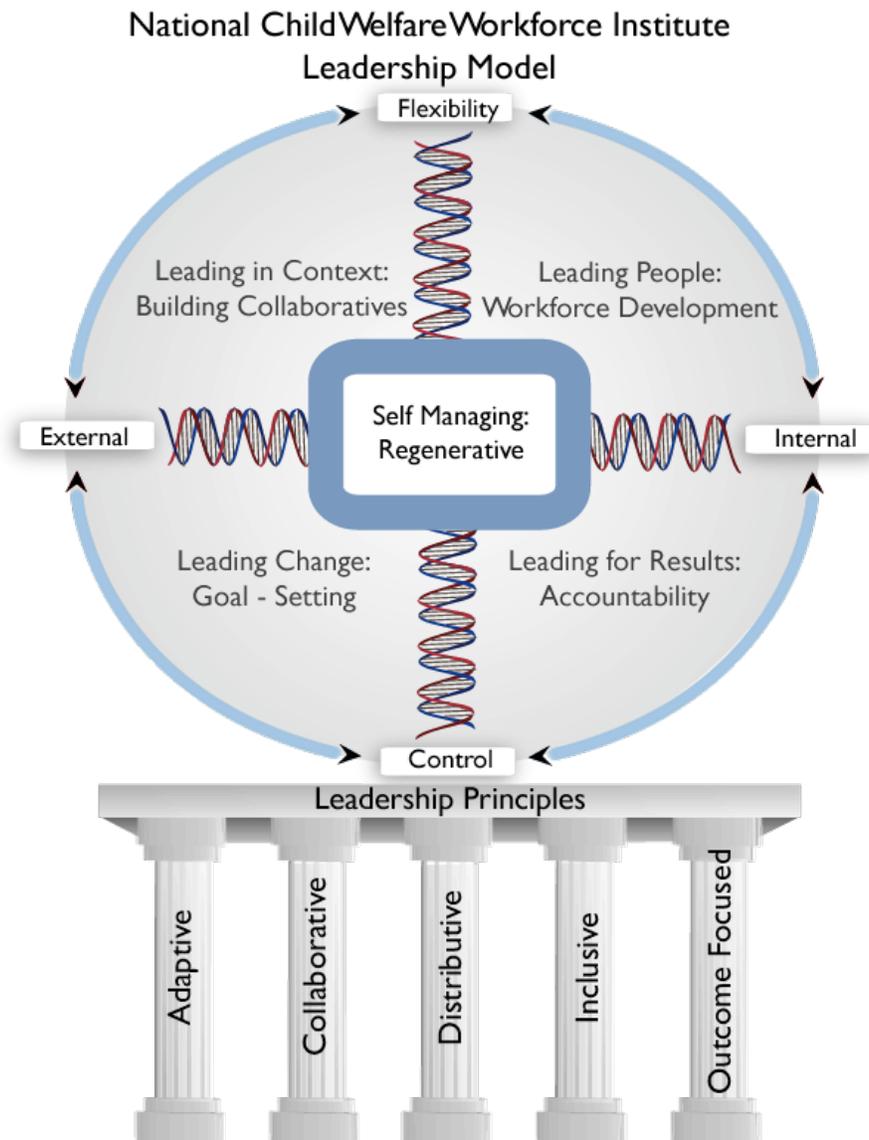
Peter Senge (1994, 1999) described questions as critical for growth and change. In thinking about the work of the military, Senge described the 'After Action Review' process which consists simply of three questions:

1. What happened?
2. What did we do?
3. What did we learn?

Questions are most effective when they arise out of genuine curiosity and are individualized. While this coaching manual toolkit contains examples of useful questions, those questions will be most helpful when they are generated through dialogue and appreciation of the participant's context and reality. These are the kinds of questions that spark insight and reflection and thus guide participant success.

B. Sample Questions and Domains for Building Leadership Competency through Coaching

The competencies of the NCWWI Leadership Model are useful in the LAMM coaching process. This toolkit offers coaches a wide range of questions related to each of the 'quadrants', or domains within the leadership role, as well as the 'pillars', or leadership principles. Within each of the following sections, coaches will find a definition of each quadrant and pillar, along with related questions to stimulate dialogue about leadership development and implementation of the CI.



Questions Related to Quadrants of the Leadership Model

1. Leading Change: This quadrant reflects the strategic task of the leader to set and realize high standards of organizational performance. Competencies of leading change emphasize an action mind-set, the ability to plan strategically, and the capacity to envision new responses to organizational, political, and social challenges. Questions will help participants explore these skills of leading change.

Competency	Questions
Creativity and Innovation	<ul style="list-style-type: none"> • <i>What are some of the most ‘out of the box’ ideas you have had and heard related to your initiative? How might those ideas be put into practice?</i> • <i>Who are some of the creative people in your organization and community to whom you turn when you need a problem solved? How can they help you think of new solutions?</i>
External Awareness	<ul style="list-style-type: none"> • <i>Thinking about the political context in which you work, are there people or drivers you need to engage in order to move forward? Who/what are they and what would their interest in this work be?</i> • <i>Looking back at the information about LAMM related to [Drivers or Adaptive Leadership principles], what are the important next tasks needed to advance this initiative?</i>
Flexibility	<ul style="list-style-type: none"> • <i>What are some practices or beliefs about practice that you are being asked to give up in order to make this change?</i> • <i>How have you been able to adjust your plan based on emerging realities and unintended consequences?</i>
Strategic Thinking	<ul style="list-style-type: none"> • <i>Based on what you just described, what do you think the best next step should be?</i> • <i>What are some specific next steps that your [leadership, workgroup, staff] could take to further implementation?</i>
Vision	<ul style="list-style-type: none"> • <i>What have you thought about in terms of getting key stakeholders to share in ownership of the vision for this initiative?</i> • <i>How could you include new voices to expand the current thinking on this initiative?</i>

2. Leading in Context (Building Collaboratives): The role of the leader in this quadrant is to build collaborative relationships both internally and externally to achieve common goals. This involves politically-savvy advocacy, partnering with the community, and using influencing and negotiating skills to build consensus to accomplish goals.

Competency	Questions
Partnering	<ul style="list-style-type: none"> • <i>How might you apply the LAMM information about using family voice in your initiative?</i> • <i>Who are some community members with a lot at stake as your initiative moves forward? What are your thoughts about engaging them in the process now?</i> • <i>What community partners could help with resources that you believe could enhance the implementation of this initiative?</i>

	<ul style="list-style-type: none"> Who are the greatest partners within your organization and how can their strengths be deployed for implementation?
Political Savvy	<ul style="list-style-type: none"> What community partners and stakeholders can move this initiative forward with appropriate federal agencies, state and local governments, and tribal organizations? Who are the advocates that seem able to have their voices heard? What is their role in your work on this initiative?
Influencing/ Negotiating	<ul style="list-style-type: none"> What are some of the 'What's In It for Me?' elements to your initiative that you can use to influence the involvement of others? Which other agencies or tribes will you need to persuade in order to accomplish the goals of this initiative? Which businesses or groups outside of Child Welfare may also be trying to influence or reach the same people that you are? Can you negotiate an agreement with them to join with you on this initiative to further both of your goals? Who is your organization 'competing with' for time, attention, and/or resources? Can you influence others to join together on this initiative to maximize joint span of influence and resources?

3. Leading People: The focus of this quadrant is on leading people toward meeting the organization's vision, mission and goals. The process of developing individuals and groups within the organization emphasizes relationships, teamwork, cultural responsiveness, and resolving conflicts.

Competency	Questions
Developing Others	<ul style="list-style-type: none"> What professional development opportunities are available to others related to your initiative? What are the attributes and skills of people who would contribute to the implementation and sustainability of your initiative? How will you use the idea of 'champions' and coaching within the organization to implement your initiative?
Conflict Management	<ul style="list-style-type: none"> How will you bring forward dissenting voices to explore all aspects of the initiative and its implementation? What steps will you take to prevent counter-productive confrontations?
Team Building	<ul style="list-style-type: none"> How have you created a shared vision to build the involvement of organizational teams in the initiative? Which team relationships do you need to strengthen for implementation and sustainability? How will different entities and functions within the organization interact to ensure that the organization is learning from working together?
Cultural Responsiveness	<ul style="list-style-type: none"> What culturally-responsive features are in your initiative? How will you use different worldviews to influence the development and implementation of the initiative? How will the initiative contribute to an agency environment in which cultural and other differences are appreciated?

4. Leading for Results: Meeting organizational goals requires the leadership ability to make decisions that produce high-quality results. Leadership at all levels is needed to encourage evidence-informed practice and to build the capacity to improve system outcomes.

Competency	Questions
Accountability	<ul style="list-style-type: none"> • <i>How have you used your logic model to implement the change initiative and hold yourself and your team accountable for results?</i> • <i>What do the data tell you about this aspect of the work?</i> • <i>How are you measuring the results you think you see? Are those results compatible with your objectives?</i>
Capacity Building	<ul style="list-style-type: none"> • <i>How has your information technology team helped with measurement of the initiative's impact?</i> • <i>What systems are in place to measure the important links between the agency practice and outcomes for children and families? Looking at the drivers for implementation, how are you assessing the ability of the agency's infrastructure to support implementation of the change initiative?</i>
Service Orientation	<ul style="list-style-type: none"> • <i>What are some of the evidence-based/informed practices you have considered?</i> • <i>What mechanism will you use to align the drivers for continuous feedback to support this initiative? How will you engage in quality assurance and fidelity during implementation so the initiative delivers high-quality services?</i>

C. Questions to Explore: Leadership Approaches based on the NCWWI Leadership Model Principles

A central value the coaching process offers is using questions to help people think about and explore their role in leading change. In the NCWWI Leadership Model, five leadership principles form the pillars upon which leaders rely to inform their actions. The following questions are linked to the competencies within each pillar and are designed to spur thinking and actions that may assist the participant in both exploring and applying new perspectives and actions.

A. Adaptive Leadership (Heifetz & Linsky, 2002)

Adaptive Leadership supports the ability of a leader to adapt to and lead change so that organizations can thrive. Adaptation requires that organizations build upon what has worked in the past, while being willing to give up practices that no longer work and adopt promising new practices. Competencies of adaptive leadership practices and related coaching questions include:

1. Challenges own and other people's habits, beliefs, and values

Challenges Self:

- *What are some of the practices and beliefs you hold most dear, and how might this initiative push you to challenge them?*
- *What assumptions and beliefs of yours could hold you back in leading this initiative?*
- *Where do you get support while working through your own internal conflicts or debates about the new initiative?*

Challenges Others:

- *How do you think you can invite your (workgroup, organization, leaders) to question their own habits, beliefs, or values in order to adapt to today's opportunities and challenges?*
- *What might people be afraid of losing during this implementation process and the change it represents?*
- *What are some of the beliefs you think might block adoption of this new initiative? How could you elicit information and dialogue about that?*

2. Emphasizes a strategic/innovation mindset:

- *When you think about getting an organization to change, what has worked best in the past with your organization and workforce?*
- *What would motivate your stakeholders to support this initiative?*
- *What practices do you think the organization would be most willing to change first?*

3. Works with differences:

- *What could do to create an environment where different perspectives are welcomed and heard?*
- *What different viewpoints that you've heard will help you move forward?*

- *How can you use your role to enhance productive sharing of different but legitimate perspectives?*

4. Orchestrates positive conflict:

- *What important debates will you need to facilitate so that change moves forward?*
- *How will you keep the key stakeholders engaged through the difficult conversations about resolving different perspectives when they are so passionate about their points of view?*
- *What has worked to bring the group to a point of honest dialogue in the past?*

5. Inspires others to challenge decision-making processes:

- *How has your organization made decisions in the past? What has worked well?*
- *What are the power differentials and how will you acknowledge and work with those in order to facilitate 'hearing all voices'?*
- *What are some of the assumptions about the 'way things are' that you would like to ask people to question?*

6. Navigates changeable environments:

- *How have things changed since we last talked?*
- *What has surprised you since we last talked, and how did you respond?*
- *What are some of the 'moving parts' impacting your work that you want us to keep in mind during coaching?*

B. Inclusive Leadership (Ryan, 2006)

Inclusive Leadership actively involves all stakeholders in the design and oversight of change. Coaching can assist in promoting inclusive practices at all levels of the organization by reminding leaders to think about who is 'not in the room' or 'at the table' to help move an innovation forward. Competencies and questions to promote inclusive practices include:

1. Advocates for a full range of diverse participation in the process

- *Who are all of the people affected by this initiative, and what could you do to gain their voice, perspective, and support as you move forward?*
- *Who on your team would need persuading in order to include a wider range of participants in development of the initiative?*
- *How can you get the right people around the table to make this work?*

2. Promotes leadership as a collective process

- *How can others step into leadership roles with you?*
- *How can you best use the strengths of those on your team?*

3. Creates a sense of urgency around inclusion

- *On a scale of one-to-ten, how ready is your organization to include family/community voices? How will this become a priority?*
- *What will happen if you develop the program before getting input? How might this impact implementation?*

4. Acknowledges disparities and seeks to mitigate them

- *How could you incorporate strategies to address disparities while implementing your initiative?*

5. Engages in continuous learning about inclusion

- *What does your initiative offer others in terms of ongoing learning about inclusion?*
- *How can you and other leaders use this initiative to keep learning about disparities in power, resources, and voice?*

6. Engages diverse stakeholders

- *Thinking about the groups you have put together, where do you see some 'hot spots' in terms of differing perspectives and potential conflicts? How can you prepare to use that information to make sure different perspectives are respected?*
- *What would it take for the organization to seek more diversity in moving this implementation forward?*
- *What would it take to get diverse stakeholders to participate?*

C. Distributive Leadership (Spillane, 2006)

Distributive Leadership, as discussed by James Spillane in relation to education, proposes that leadership is not equivalent to the role of one person, but rather is an outgrowth of the interaction of different people and functions within an organization.

Leadership, using the distributive model, is encouraged and enacted at all organizational levels. The following competencies and questions can help participants consider ways to distribute leadership across the internal and external stakeholders related to a change initiative or to leading change:

1. Distributes decision-making and leadership responsibilities

- *What are the decisions and leadership opportunities available at each level in your organization during the CI implementation?*
- *What are some empowering practices you and your implementation team can use to increase ownership of the CI process and results in the organization and community?*

2. Manages human, cultural, social, and economic capital

- *Using the 'Strengths Finder' assessment, what are the best roles for people on your leadership team to play?*
- *How can you use your strengths to maximize the resources you have to work with?*

3. Encourages purposeful action

- *What is your step-by-step plan for moving forward with implementation of your change initiative?*
- *How can you work within the organizational and political timeframe and still protect the need to be thoughtful and plan-full?*
- *What are the aspects of this change that require the most thought? Who is paying attention to these factors?*

4. Promotes collective rather than individual action

- *Who else should you include as part of your action team?*
- *What are the benefits of including others at this point?*
- *What group actions will move things forward?*

D. Collaborative Leadership

Collaborative Leadership skills further the emphasis a leader places on community engagement and create a mandate for community ownership of the child welfare challenge. The collaborative approach means working in new ways with community partners, building new partnerships, and creating community readiness to support the ongoing needs of families after the CI is completed. Building relationships, partnerships, and collaborative work outside of the agency can be linked to the following competencies, and is promoted with the following questions:

1. Creates opportunities for collaboration outside the agency

- *How can you collaborate with those outside the agency to advance your goals?*
- *With whom do you already collaborate? Can these collaborations be expanded related to your initiative?*
- *Which advocates outside of your agency can help you advance this process?*

2. Encourages exchange of information and sharing/pooling of resources

- *How can you share information and pool resources with the community?*
- *What are some necessary resources the community can help provide?*
- *Who has information that you want and need to help advance your cause?*

3. Focuses on common purposes

- *What are some common goals that you and other community partners share that are related to your change initiative?*
- *Whose interests are also going to be met by successful implementation? Are these people at the table?*

4. Stresses process rather than product

- *Thinking back to the conversation at LAMM where we discussed power over, power for, and power with, is there anyone you are exercising power 'for' right now who might be more involved if you changed that relationship to 'power with'?*
- *What elements of your implementation process have the most potential to positively impact organizational functioning? How can you build on them?*

5. Has an action orientation

- *What will it take to move your change initiative forward?*
- *What will it take to get your organization to move ahead with this plan?*
- *Where do you think the CI will most likely get stuck? What will you do when that happens?*

E. Outcome-focused Leadership

In order to determine the best implementation and sustainability strategies, leaders must always keep their focus on desired outcomes and results for children, youth, families, and communities. The following outcome-focused competencies and questions for leading change include:

1. Applies technical knowledge

- *What assets do you have in terms of knowledge, skills, and experiences that would help the team solve technical and practical challenges?*
- *What is your role in terms of getting to desired outcomes?*
- *What is the organization's technical ability to achieve the results you want?*

2. Analyzes problems

- *Where are the gaps between current performance and what you want to see in implementation? Are the gaps related to the implementation work we did in the residential LAMM:*
 - *Knowledge to practice gap*
 - *Vision to reality gap*
 - *Fidelity gap*
- *What data will help you identify potential barriers, challenges, or gaps?*
- *How can you use multiple perspectives from the Leadership Model to analyze problems that impact results?*

3. Uses data to inform decisions

- *What data drive the decisions you will make?*
- *Do your current data challenge your deeply held beliefs and values and those within your organization and the community?*
- *How will you find the right data to help you with the decision before you?*

4. Focuses on indicators leading to outcomes of safety, permanency, and well-being

- *How do, staff connect their work to these critical outcomes for children and families?*
- *How will you attend to the data on critical outcomes while the organization is in a period of transition?*
- *Which critical outcomes are you seeking to improve through your CI, and how will you track these outcomes?*

5. Stresses results rather than processes

- *What are the results that matter in your initiative?*
- *How will you move people past processes to focus on results?*
- *What results might move people to let go of favorite but ineffective practices?*

D. Description of the Coaching Agreement and LAMM Sample Post-Residential Coaching Agreement Format

The Coaching agreement is part of post-residential coaching, with some of the same approaches from the pre-residential coaching. For example, the coach will continue to work with the participant on leadership development and the development, implementation, and sustainability of the CI. In addition, the intent of the coaching moves from preparing for best use of LAMM to preparing for application of LAMM in the workplace.

As a result, even if the same coach worked with the same participant before and during LAMM, it is important to develop agreement about the process and outcomes of post-coaching. Below are descriptions of each of the four aspects for building a working agreement related to coaching, along with sample questions or concepts designed to ensure that the coach and participant are in agreement about what they are going to do during their work together.

1. Introduction of the Coach and the Parameters of Coaching

- Number and frequency of coaching sessions: One session per month, for six months, by phone, with the availability of other coaching calls when you want an additional check in.
- Confidentiality: Our conversations are confidential, with the exception that I will report that we had a coaching call and may share general information which helps us enhance the LAMM program.
- Reporting function that the coach provides to LAMM for tracking purposes.
- General Agenda: Describe the agenda based on the phases of coaching.
- It is important that you, as the participant, own the coaching process.
- There will be a period of reflection at the end of each of our calls, when I will ask you what worked and what you would like to see improved related to:
 - Relationship: how we are doing in terms of my ability to provide a supportive and comfortable climate for our conversations.
 - Process: what you think of the coaching process in relation to your goals.
 - Results: how you think we are doing in terms of getting you closer to your goals for the coaching experience.
- There is an evaluation process, where you will be asked for feedback on the program.
- There is room for customization, so that if there are conditions or agreements that you want to add to what I have offered, you may bring those ideas forward for us to consider together.

2. Goal

Questions that elicit the participant's coaching goal(s) include:

- What do you want to accomplish through this coaching relationship?
- What will be different when you've reached this goal?
- How can we measure our progress?
- At the end of our coaching work, what change do you want to have made?

- How can we state your objective so it depends only on what you do and not on the choices or actions of others?
- Now take that and state it in one short sentence: what do you want to accomplish? (Tony Stoltzfus, 2008)
- How do you see your personal goals and your goals for your initiative intertwining in our process?

3. Getting to Results

Sample questions:

- How will we know that things are moving forward as you hoped?
- When we check in at the beginning of each call, what do you think I could ask you to learn about results?
- When we end each call, how would you like to set goals for tracking during the time between calls?

4. Feedback

Sample descriptions about feedback:

- As a coach, I need your input to let me know what I am doing right and where I can be more effective.
- As a program, we also need your feedback on what is and what would be helpful to people following the LAMM residential program.
- I will personally ask you for feedback at the end of each session. You may also be asked to talk with someone from LAMM about what works and what suggestions you would have to make our coaching program stronger.
- I want you to feel free to give me feedback on what works for you and what I could do differently, so that I can be more helpful.

E. Coaching Working Agreement

Coach: _____ Participant: _____

Change Initiative Summary:

Coaching Parameters and Agreement: (Note any specific individualization and agreed upon processes.)

Goal for the Coaching Process: Identify the participant's goals.

Results: Identify desired results and measures related to coaching.

Feedback Process: Note any comments or ideas about the feedback process.

F. Coaching Session Evaluation

The following evaluation model captures three important elements of good coaching: Relationship, Process, and Results. This template is based on work found in ‘Coaching People: Expert Solutions to Everyday Challenges’ (Mcmanus, P, 2006) and adapted to fit the LAMM coaching program goals. The three elements include:

1. **Relationship:** The ability for coach and participant to build trust and have honest, open, supportive dialogue.
2. **Process:** The specific structure of the coaching dialogue, including check in and reflection, updates, discussion, action planning, and preparing for self-care and return to the world of work.
3. **Results:** The perceived results of coaching, which could include new ideas and approaches, new personal and professional goals, and/or accomplishments linked to coaching.

It is important to note that, as a mutual process, coaching and the success of each session rests on both coach and participant being present and working together. The rating and discussion should include mutual reflection and feedback by both parties.

What Worked?	What Could be Improved?
Relationship:	
Process:	
Results:	

Other Reflections:

G. Coaching Self Evaluation Checklist: Coach's Personal Log

This log is adapted from the Coaching Self Evaluation tool in 'Coaching People: Expert Solutions to Everyday Challenges' (McManus, P 2006). The coach uses this tool to guide self-reflection and set personal goals for development and focus in coaching practice. Not all the skills and competencies listed will come into play in each session, but using the full menu helps the coach track progress on her/his work.

In this coaching session, how did I...	Rating and Comments
1. ...create possibility by combining goal attainment, value achievement, and sustainability with new possibilities?	
2. ...provide both support and autonomy?	
3. ...work with the participant to set high yet attainable goals?	
4. ...use transparency to build a trusting relationship?	
5. ...link the participant to the larger network of LAMM and other middle managers in the LAMM network?	
6. ...respond to and adjust based on participant input about what would be useful in the coaching relationship?	
7. ...truly allow the coaching process to be self-directed?	
8. ...use strategic questions to help the participant link vision, intention, actions, and learning for desired results?	
9. ...follow up on previously set action plans?	
10. ...ask powerful questions to build reflection and self-awareness?	
11. ...seek clarity by checking assumptions and using active-listening techniques?	
12. ...promote self-efficacy through identification of strengths and solutions depicted during this coaching session?	
13. ...help the participant generate, ask, and sometimes answer questions to advance thinking and progress?	
14. ...give specific feedback linked to process and outcomes?	
15. ...use my coaching role to support and deepen cultural awareness and humility?	
16. ...listen fully, putting all my attention on the participant?	
17. ...model flexibility and openness in my coaching approach and style?	
18. ...prepare for coaching in advance?	
19. ...support self-care and regenerative activities to help the participant 'stay alive' in the work?	
20. ...end the session with reflection and creation of an action plan?	

We hope that coaches find these tools and the following case study examples valuable for developing and deepening their coaching skills.

LAMM alumni who seek coaching are leaders in different types of child welfare systems, each with unique challenges for middle managers. We selected several case studies in order to illustrate the coaching process:

H. Coaching Case Study I: Leading Change through Leading for Results

Julie is the Manager of Child Protective Services for a county office which includes a city with a liberal reputation for its diversity, education, and a respect for the health of the environment. Julie attended LAMM a year ago, and her change initiative focused on implementing Permanency Roundtables. An original pilot site, Julie's office, under her leadership, was instrumental not only in testing the model, but also in spreading its practice statewide. Julie came to LAMM thinking about how to jumpstart her office's focus on family engagement and improving outcomes for children and families. Relatively new in her leadership role, Julie was also eager for her own professional development, particularly in supervising former peers, with whom she had competed for her position. Julie was eager to learn effective leadership approaches for changing her agency's practices and not just to gain compliance with a process.

Framing the Coaching Work Together

Julie's stated challenge was her sense that she had not yet fully 'owned' her role. While she felt confident in executing tasks, Julie was less confident in her ability to deal with the more subtle and complex challenges of leading the office in implementation of new practices. This required that she hold the supervisory staff accountable for the implementation outcome and move them into a unified management team. The way in which Julie wanted to grow and develop her leadership voice and her team centered primarily on culture change and effective and timely practice.

The coach's role was to help Julie push herself to try strategies that would be challenging, such as having candid and crucial conversations with agency leaders who had authority over her, with peers from other departments, and most centrally with supervisors on her own leadership team who were the link to practice. Julie wanted to use coaching to give herself assignments and to hold herself accountable to follow through on tasks and approaches that she found intimidating.

The permanency roundtable initiative was a good opening for work with Julie on leading change. Other supportive resources included the presence of a top school of social work, as well as a community of progressive views, and a culture that supports human services. Her agency is clear that they are engaged in social work practice, and hold a culture that values this identity. The staff and the community are consistently responsive and view engagement as central to the work of child welfare. They are committed to safety, as well as preserving and building lifelong connections, family identity, and engaging the community. Julie embraces this approach and identity as well.

Julie was an avid learner during LAMM and continued this approach in coaching. She absorbed information with interest, particularly related to the importance and use of assessing all of the drivers for performance and change. She particularly wanted to find a way to align the agency's data systems and management team strengths as assets in leading for results. One of the most striking aspects of the coaching work that Julie did was challenging herself to lead in a more forthright manner and challenging herself and her management team to realign the system and changing themselves to be increasingly more effective at leading for results.

This view of change leadership was new for Julie:

“The biggest take-away from LAMM for me was the appreciation of the complexity of change and implementation. Although I had worked in my county for decades, I never had a clue that implementation of a practice innovation was so complex: I used to think, “We’ve been given a directive, so we will make it happen.” When it doesn’t happen, the blame begins: Central Office didn’t roll this out right; it’s not a good idea, etc. But now I break it down into all of the components of the change and implementation and recognize all of the adaptive elements that need continuous attention and ongoing adjustment to maintain the forward momentum.”

In addition to her change initiative and the larger issue of performance based on results, Julie was dealing with changes in her leadership role. Specifically, Julie wanted to develop confidence and the necessary skills to provide leadership in the office, agency, and community. Between her awareness of her personal goals and her goal that the agency more fully embrace achieving timely permanency, Julie was anxious to get started and make a difference.

“Learning about leadership and management at LAMM was a real turning point for me. I left the training feeling like a leader and ready to own my position as CPS Manager.”

During LAMM and afterwards when Julie returned home, she realized that she was not using data in her work with her staff and that, in fact, the state and the county struggled to use data at all. She wondered if she was looking at the right data and reports and whether she could distill meaningful information from those reports in an organization where it was the culture to dismiss the use of data and numbers as antithetical to ‘real social work’.

For example, Julie and her team looked at data regarding timely initial assessments. Julie asked the Data Analyst to generate reports that gave her the information she needed to manage performance for the office. Her own review of the data led to the discovery that the delay and backlog of ‘initial assessments’ was significant. This played out in a few ways.

A Leadership Strategy

Julie wanted to accomplish two things in her work with her supervisory staff:

- create a sense of teamwork and collaboration
- help her supervisory staff insist on accountability from their workers

While Julie wanted to use the data about initial assessments in her management meeting, she did not want to create resentment. The conversation she had to have was tough, because the office culture was, at the time, very cynical about the use of data and numbers.

Julie’s use of the implementation drivers and the Adaptive Leadership approach served her well. Julie was able to use and model many of the behaviors that would lead to effective change, such as taking time to diagnose both the system and herself. She started to notice not just that there were barriers to improving on performance and getting closure

(timeframes, permanency) but that some of the underlying issues and root causes were really more about the staff (including herself) than they were about the families or context of the work.

“When we discuss social issues as a leadership team, my Supervisors and I are all on the same page and have lively discussions about the root causes of problems facing the families in our county. When the conversation changes to issues around compliance with performance standards, it’s almost like an invisible wall goes up and the conversation is more strained.

A review of the numbers presented another challenge. Julie saw that a longtime peer of hers- who had once supervised her, had the greatest number of backlogged cases. Julie was concerned that she did not have enough credibility or legitimacy in her role to hold her longtime peer accountable. Julie realized that she needed to step up and be clear and compelling as a leader and that she would never change if her lack of confidence allowed her to fall back on old patterns

Julie tapped into several of the tenets of Adaptive Leadership related to her use of data with the leaders. She was able both to orchestrate conflict and regulate distress in leading the focus on data and using pre-work and her relationships to help the team grapple with the task at hand. Julie also used the tactic of ‘Giving the work back to the People’ by having the group struggle with how to be timely with assessments. As a result of Julie’s approach, which was to name the difficult challenges, the management meeting went well.

As a result of those meetings and other interventions that Julie led at the organizational and administrative levels, the office achieved a 75% reduction in backlog assessments within nine months!

That initial success continues to inform the way that the management team functions and drives performance beyond timeliness, as Julie and her team continue to strive to understand how to use required data to address the adaptive challenges intrinsic in child welfare work. Julie’s approach which exemplified both, distributive leadership by sharing the responsibility for solutions, and her own personal leadership power through her own advocacy role to move administrative drivers, winds up a great model for what she would like to see for families.

A Coaching Strategy

Coaching was an important part of self and organizational development. As a coach, my role was to witness and probe for further diagnosis of the system and of Julie’s strategy. The primary coaching opportunity was to help Julie with her own action planning around the delicate balance of asserting her authority and her right to the role of manager, while also helping her build on her tremendous strength for empathy and teambuilding without getting stuck in either inaction or replicating ineffective patterns.

Julie set difficult tasks for herself, such as asking her ‘boss’ for permission and support in working differently with I.T. or having a tough conversation with a supervisor who was not

fully on board with Julie’s leadership role. Resisting the urge to maintain predictable and comfortable behavior is extremely hard—and sometimes painful—work. Coaching provided a structured and trusting environment for Julie to be vulnerable and strategize new behavior. The fact that Julie brought a focused and clear set of goals to each coaching session supported her clarity, commitment and accountability

There are still aspects of the new practices that Julie hopes to improve. She continues to focus on results and build a work culture of high performance and successful outcomes for children and families. She added the Data Analyst to the advisory group for Permanency Roundtables and is working with that team to identify some key outcomes of permanency. Julie has been able to use data to bring clarity to her work with the management team and with the staff. Her next goal is to develop a team equipped to use data to influence stakeholders, including the court system and the county.

Last month, the Initial Assessment unit reached their critical goal with significant permanency improvements. Julie and the supervisors surprised them with a congratulations party, complete with flowers to signify the coming of spring and the new and fresh work they were doing. She was not sure how this appreciation went over until staff in the various units told her that the initial assessment staff were abuzz with pleasure at being recognized. Julie has continued to plant seeds and is starting to see her office and team flourish as they grow in their ability to work for effective processes that bring great results for children and families.

Coaching Case Study II: The Adaptive Challenge

From the start, Angela was on a mission. She came to LAMM attentive and focused. Her conversations centered on the work she was doing to move her state towards improved trauma-related services and outcomes for children. The initial focus of her change initiative was working with resource family development and training. As the lead for the project, Angela struggled to feel effective and valued by her leadership team. During LAMM Angela worked on how to present her informed views in a way they would be heard and her ideas implemented. Since LAMM focused on the leader's role in implementation and the importance of aligning identified drivers, Angela began to develop new ideas about the ways that understanding trauma could and should transform the system.

Shortly after returning to work from LAMM, Angela learned that the work she was doing was going to be outsourced to a private agency and would furthermore be piloted on the opposite side of the state. She was told she would continue in her lead role; however the logistics of leading from across the state compromised her opportunity to fully participate.

“During the initial phase of the change initiative implementation, it concerned me that the agency could not commit to fully adopting my plan to train staff and resource parents on the impact of trauma that influenced the outcomes for children in foster care and their parents. I was happy to learn that the western half of our state would receive the much needed information, but I was disheartened by what felt like a disconnect between my energy to create the change and the limited focus I could devote to the project, since I obviously couldn't lead it from a distance. I was very concerned that the project would flounder, or result in a very small impact on only a few foster parents, leaving out our staff and relative care providers. I had to work hard to stay involved and active as the project seemed to move away from me. I used coaching to think about leading in a different way.”

Angela had to regroup, but remained strong in her mission. She continued to follow the progress of the initiative related to training and supporting resource families. Meanwhile, some of the coaching Angela utilized concerned her goal to establish her value to the agency during reorganization. She gained increased independence and worked on new programs.

“Really, the hardest part of the reorganization was the long wait, seven months, to figure out where I would eventually land then capturing my footing as I learned new programs and built a new team.”

Months after attending LAMM, Angela and her fellow LAMM attendees were invited to do a presentation to the state leadership about their LAMM experiences and change initiative. There was renewed interest in the initiative, as the Department of Mental Health was encouraging Child and Family Services to become trauma informed, along with a similar emphasis by the ACF. It was a great opportunity but meant that Angela had to face her worst nightmare: public speaking to the agency's executive team.

Angela used coaching to prepare for the presentation. Angela's primary goal was to convey the urgency and importance of addressing trauma and finding resources and kin families who could help children heal while in foster care. Angela's secondary goal was to promote

the ideas and values she learned at LAMM regarding the importance of Leading for Results. She used data and logic models to link the drivers and interventions taking place between the first step (conveying the importance and value of trauma informed practice) and the final goal (serving children who have experienced trauma in a way that provides stability and promotes healing). Just prior to the speaking event, Angela practiced her presentation with her coach.

The presentation was very well received by leadership. Angela garnered validation and kudos from the executive team and a university partner who offered to assist with the data collection following training.

Internal resources were still scarce, but Angela arranged community support for free train-the-trainer for staff, resource development staff and fellow training resource parents. Angela used coaching to identify free technical assistance from the National Child Traumatic Stress, and she focused on developing capacity in court, case management and internal stakeholders, as well as the foster parents and kin providers. Eventually the agency subcontracted with the Children's Advocacy Center to provide training consultation for the workgroup.

One of the topics discussed most often in coaching was Angela's challenge to increase awareness of trauma among staff, foster caregivers, parents and relatives at the same time there were few resources to provide trauma-healing treatment among parents and children. Angela was able to include providers and the School(s) of Social Work on the advisory and participatory boards so that the community could develop a response in addition to the work being done in the agency and in the caregiver community.

Angela became a *very* public speaker about trauma and its impact on children, youth and families, a demand that continued to cause her stress. Her coaching focused on how to use her strengths to help her work through the rough parts and to use strategies she learned in LAMM to demonstrate her leadership.

"I pushed myself to do more up front advocacy during the process of the project development, and I used coaching to prepare myself and to prepare materials that would support me in a more public role than I would usually choose. At the same time I used coaching to identify ways that I could comfortably and effectively delegate training and other speaking roles to others in the advisory group."

Angela's demonstrated ability to lead with strong commitment to the mission of the work is a model for those directly involved in the initiative and for the agency. Her public advocacy and voice have become stronger and more polished as she has been able to use her commitment to overcome her natural discomfort with public speaking.

"It's frustrating to have experienced two downsizings, two reorganizations, change of leadership/supervision, office locations, staff, programs, etc. in a matter of two years. Staff's morale and focus have been divided between managing their work and struggling to determine if they even have employment, and if so, what it will look like in the future. These circumstances have made it especially hard to ask them to commit and focus on my change

initiative when they are preoccupied with their personal welfare. At the same time, having a trauma-informed and responsive system assists staff and the agency with achieving several of our PIP goals/outcomes. The support of my community partners, my coach and the commitment of the contracted partnerships have kept the work moving forward. Over time I have gathered the tools and developed partnerships needed to convince administration and staff that we need the information to improve our work with children, families and resource providers.”

The following table summarizes the diagnoses of self and the agency and the actions that resulted through coaching.

<p>Self</p>	<p>Diagnosis:</p> <ul style="list-style-type: none"> • Totally committed to what children need: will do what it takes to remain active on this initiative, because she believes it is information that has to inform the way the system and foster, kin, and parents work to heal children • Wants to become more respected and effective as a leader • Hates public speaking and presenting which are required for the leadership role 	<p>Action:</p> <ul style="list-style-type: none"> • Stay involved, even if the project is not a state priority • Push to pilot even if initiative is delayed • Balance commitment within the constraints of newly assigned programs and work • Push self to present • Take risks in public speaking and advocacy
<p>Agency</p>	<p>Diagnosis:</p> <ul style="list-style-type: none"> • Did not have the manpower to devote to this endeavor while focused on meeting CFSR requirements • Working to upgrade Resource Parents’ training, but nothing in the works for all staff • Constant change due to budget, re-organization, and resource shortages means it’s hard to stick with any initiative • Leadership changes to grant: 1) outsourcing the project to a private agency, and 2) piloting in a location several hours from Angela’s home base, both of which changed her ability to directly lead the initiative 	<p>Action:</p> <ul style="list-style-type: none"> • Advocate and ensure that child welfare staffs the service array and caregivers understand and act in ways that are trauma informed • Find and use free resources • Build community supports for the work

Coaching Case Study III

A. State Administered, State Run System: Olivia

In state administered systems, middle managers are often the top tier of administration where they work directly for appointed executives. These middle managers are often under pressure to carry out the administration's plans quickly and achieve fast results and change to support the authority and credibility of state leadership.

Olivia attended LAMM while serving in a specialist position and returned to work following LAMM, newly promoted to deputy director. Olivia had strong analytic and advocacy skills, as well as energy and commitment to work hard in order to get things done. Olivia is also reflective and used LAMM's journaling process as an ongoing practice in her life. Olivia requested ongoing coaching before LAMM ended, and her goal was to be an effective advocate and leader, while staying true to her own convictions about the needs of children and youth in the system.

Olivia brought much strength to her new role as a deputy to a new director. The director came to the agency from another state, while Olivia's extensive knowledge about the state's system and contacts came from her long professional career in the state. Her background complimented the new director's demonstrated success, leading the child welfare system in a different state. Olivia was able to help the new director establish credibility and garner support for tasks that were central to the Governor's plans and were also challenging to implement from a political and practical standpoint. Olivia quickly became a confidante and 'go to' person for the director.

Early coaching focused on helping Olivia move into a political role which involved facilitating several collaborative stakeholder workgroups to tackle complex policy and contracting issues. She won support of judges, providers, and internal staff for her ability to bring people together without compromising the needs of the agency and the interests of children. Olivia's personal goal was to bring all voices forward, even when she represented some 'non-negotiable' positions of the administration.

During this time, coaching focused on two goals:

- To create a holding environment where Olivia could express her thoughts and emotional reactions to the internal teamwork in the agency and recognize her contribution to the situation.
- To strategize and plan for ways to effectively hold true to and advance her personal commitment to children in the system.

With coaching, Olivia was able to stand on the balcony, seeing things from a wide perspective which allowed her to assess and strategize her adjustment into a new role. She also practiced ways to advocate for changes that would help the children in the state's care.

“Coaching was especially useful in providing a “safe” environment in which to process the dynamics regarding my promotion to a position in which I became the supervisor of those who had most recently managed me” (Olivia, 2013).

When the legislature was in session, Olivia used her coaching time to develop ways to move forward politically. Coaching helped Olivia to determine when she should keep advocating and pushing for actions with her own leadership. At other times, she used coaching to consider how to infuse legislation, policy or communications with language and principles that reflected agency goals while maintaining her commitment to meaningful outcomes.

By the end of coaching, two questions would be important: 1) How do the actions you are considering right now impact your long term effectiveness in this work and effort, and 2) How are you taking care of yourself?

Newly promoted managers tend to work extra hours and sacrifice self-care in order to prove their value and competence while they are learning a new set of tasks, roles, and responsibilities. Olivia used coaching to develop and monitor plans for self-care and balance. The coach pointed out times when Olivia was overstretching, particularly in areas where she could delegate to preserve her own calm and centered approach to the work.

“During this time, coaching provided an environment to discuss politically charged issues, while balancing that with the needs of children and families across the state. Coaching also allowed me to discuss why achievement is so important on a personal level, and this enabled me to balance my passion for the work with my life outside of work” (Olivia, 2013).

As the legislative session continued, the level of ‘over performance’ that Olivia demonstrated early on became the norm for her leader and her team. Her gift at working to support and expand the influence of the director evolved into a complex predicament of political tension. Stakeholders increasingly approached and confided in Olivia rather than the director, creating a level of competition with the director, who began to make demeaning demands or disparaging remarks to Olivia in front of other internal and external team members. Coaching interactions provided a safe place to discuss these delicate issues that are hard to manage in the political realm. Olivia also used coaching to balance herself in a holding environment, safe from the political arena.

B. State Supported, County Administered System: Darleen

While federal funding for child welfare services runs through the State, county run systems administer the funds and have some latitude through local leadership, giving the manager the opportunity to impact the service delivery system. Directors are hired and subject to oversight by a local board of commissioners who are publicly elected and held accountable by voters as well as administrative and funding regulations. Child welfare managers in most small counties work directly for the director and often have a stable workforce due to the limited number of available professional jobs.

Darleen was sent to LAMM by an administration eager for her to enhance her role as a trainer and leader on the state’s Differential Response Leadership Council. After 25 years in the field, Darleen was still excited about what she could learn personally and contribute to the field of child welfare. Darleen was also active with the Statewide Implementation

Team which was developing practice profiles and redefining the workforce hiring and development program.

Coaching began with the adaptive challenges underpinning Darleen's change initiative, Differential Response. Darleen was responsible for implementing the new practice with her unit and also assisting her peers in implementation and decision-making among programs.

Darleen and her fellow managers were adjusting to a new leader in the office, as well as trying to understand and implement the significant practice changes represented by Differential Response. Initially, the new director was interested in Darleen's experiences during LAMM training, but there were emerging tensions and stress in the relationship between the new leader and the management team.

"I valued and looked forward to my coaching sessions. Coaching was a place where I could think through what I wanted to propose and where I could identify the ways that what I was asking might seem threatening to a leadership team where trust was a challenge" (Darleen, 2013).

Darleen worked to build leadership in line staff and supervisors, by sharing tasks and work that fit with the strengths of individuals on the team. She focused on building champions for the work.

Implementation of a change initiative is generally a mix of technical and adaptive challenges. Using compliance to achieve technical change includes focusing on whether people are doing what they have been asked to do and doing it well enough to get results. The more complex adaptive level of change requires an organizational culture shift, so that this new behavior becomes 'the way we do things.' Focus is then on values intrinsic to this shift.

Darleen understood that she needed different levels of support and ownership from different stakeholder groups in her agency. She considered the needs and interests of her peers, which centered primarily on personnel issues including hiring. She used existing initiatives and the current hiring process to help her peers think through leadership and practice strategies that would advance the goal of hiring and developing a competent workforce. Darleen was also able to guide her agency supervisors and field staff to think through new approaches with families, balancing engagement and accountability.

Darleen used LAMM coaching to strategize at multiple levels: moving between working the change in practice and working the change in organizational culture, understanding that both adaptive and technical challenges have to be met to achieve sustainable change.

"I spent many hours devoted to evaluation and 'getting on the balcony.' My coach re-affirmed that I was making the best decisions for myself, for my agency, and for the families we serve" (Darleen, 2013).

Following a year of controversy and coaching, the leadership changed. The new director has been committed to and supportive of the work on which Darleen has been focused. With the

director's support, the management team was able to step back, do some healing together and re-commit to a collaborative process that would rebuild trust.

Coaching provided Darleen the opportunity to reflect on practice and use the 'holding environment' of coaching to explore perceptions of her style and effectiveness. Darleen began to work with other teams to promote some team reflection and group consultation. The trust level in the office improved and the managers have formed a team that is willing to take risks together. Darleen's tenure, expertise and credibility have allowed her to successfully build a supportive learning environment.

Summary

In each of these case studies, the challenges faced by middle managers in implementing change required that they apply and integrate the LAMM training to help with leadership challenges in all four of the Leadership Model quadrants: Leading Change, Leading in Context, Leading People and Leading for Results, as well as the inner circle of self-management and regeneration.

Middle managers often move into their positions with limited awareness of the political environment of their work. The ability to operate politically shifts into an important new level of skill for middle managers. The coaching approach promoted self-exploration and conversations about how to advocate effectively for changes. These middle managers often used coaching as a safe place to make ethical decisions about how to carry out their role to serve children most effectively. Coaching also helped to create awareness of the importance of readiness for change and the ability to keep goals on the table, ready for the opportunity to expand collaborative thinking and planning with leadership teams. Other middle managers learned ways to balance engagement and accountability on both personal and systemic levels.

Middle managers also worked on self-management. Since many managers work on multiple projects and are often over-extended, coaching provides the chance to step back and assess commitments and performance and link to personal and professional goals and actions. As one LAMM graduate said:

“Coaching helped me stay focused on what was important to me in terms of helping children, families and staff. In order to drive practice I had to dance on the floor and step away by looking from the balcony long enough to remember that I need to build connections within leadership and advocate for collaboration, time and support within my own leadership team” (Anonymous).

While each of these case studies is unique, they also represent typical and shared challenges faced by middle managers every day. One hour of coaching per month afforded these and other leaders a place to reflect rather than simply to react. Coaching provided a safe environment for self- and systemic- exploration.