



NCWWI Leadership Academy Coaching Phases

Below is an outline of the unique phases of coaching in the context of the NCWWI Workforce Excellence projects. The coaching begins with a “pre-work” phase, which is more coach driven and focuses on training readiness, and moves into coaching using the elements of the online and in-person modules of the Leadership Academy. In addition to focusing on these elements, NCWWI coaches will focus on their coachee’s self-awareness in professional and leadership development.

Phase 1: Pre-Work Calls

- The coach sets the agenda for the pre-work calls, and is thus this phase is more coach-led than coachee-led.
 - Use the first pre-work call for introductions and a discussion about the Leadership Academy Foundational Modules 1 & 2.
 - Focus the second pre-work call on the Change Project Worksheet.
 - Use the third pre-work call to review and discuss the coachee's strengths-assessment and 360 feedback assessment.
 - These calls provide opportunities for the coach to learn indirectly about values, beliefs, etc. of the participant.
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Phase 2: Leadership Academy and Post-Coaching Sessions

Transition to self-directed, coachee-led sessions happens when the coachee begins the Leadership Academy online and in-person modules:

- Models deep respect for each coachee's own experiences and development.
 - Helps coachees see their own assumptions and blind spots so they can choose how to respond to situations.
 - Helps coachees recognize 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.
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- Produces a trusting relationship through which meaningful and lasting reflection, learning, and change can occur.
 - Supports self-efficacy and self-determination.

Focuses on facilitating growth and leadership development:

- Creates a partnership for learning and change.
- Integrates the coachee's leadership development with real experiences.
- Encourages the coachee to take risks and experiment with bold ideas and strategies designed to meet the whitewater challenges intrinsic to child welfare.
- Provides coachees time to deepen new knowledge and apply their learning to the work.
- Provides coachees 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 coachee's learning and development.

Supports the development, implementation and sustainability of change projects:

- Focuses on proven implementation principles and strategies that promote sustainability of change.
- Promotes adaptability and responsiveness on the part of coachees so they can navigate the whitewater of change and guide an effective and sustainable change effort 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 change implementation.
- Helps coachees identify ways they can move to action after diverse voices are heard.
- Enables coachees to focus on a change initiative and leadership tasks in service of the greater mission of improving overall system response to children, youth, and families.

Facilitates application of leadership principles and competencies:

- Helps coachees apply the NCWWI Leadership Model to leadership challenges.
 - Supports coachees 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 coachees to express thoughts and feelings about him/herself, the organization, and the larger community freely and without censorship.
 - Helps coachees identify and apply leadership competencies to real-life situations in their work experience.
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