

EVALUATING COACHING EVENTS

How Do We Know We Got There?



December 6, 2012

Presenters: Sally Fitch & Holly Hatton

About Us



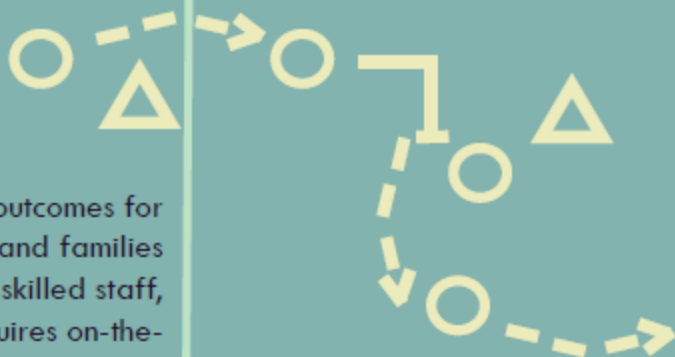
- Our involvement in coaching
- About our programs

Coaching

The Keystone for Building Skill

Research is clear - Coaching helps staff transfer skills learned in training to actual practice in the field.

Good outcomes for children and families require skilled staff, which requires on-the-job coaching.



Coaches are selected when their expertise matches a specific coaching need identified by a PCSA. Since the first Training for Coaches in 2010, OCWTP has prepared:

5 Executive Coaches



49

Staff and Caregiver Coaches



2011 Coaching Hours

OCWTP coaches work in the field with PCSA directors, staff, and caregivers to help develop priority skills.

878
hours

Caseworker and Supervisor Coaching

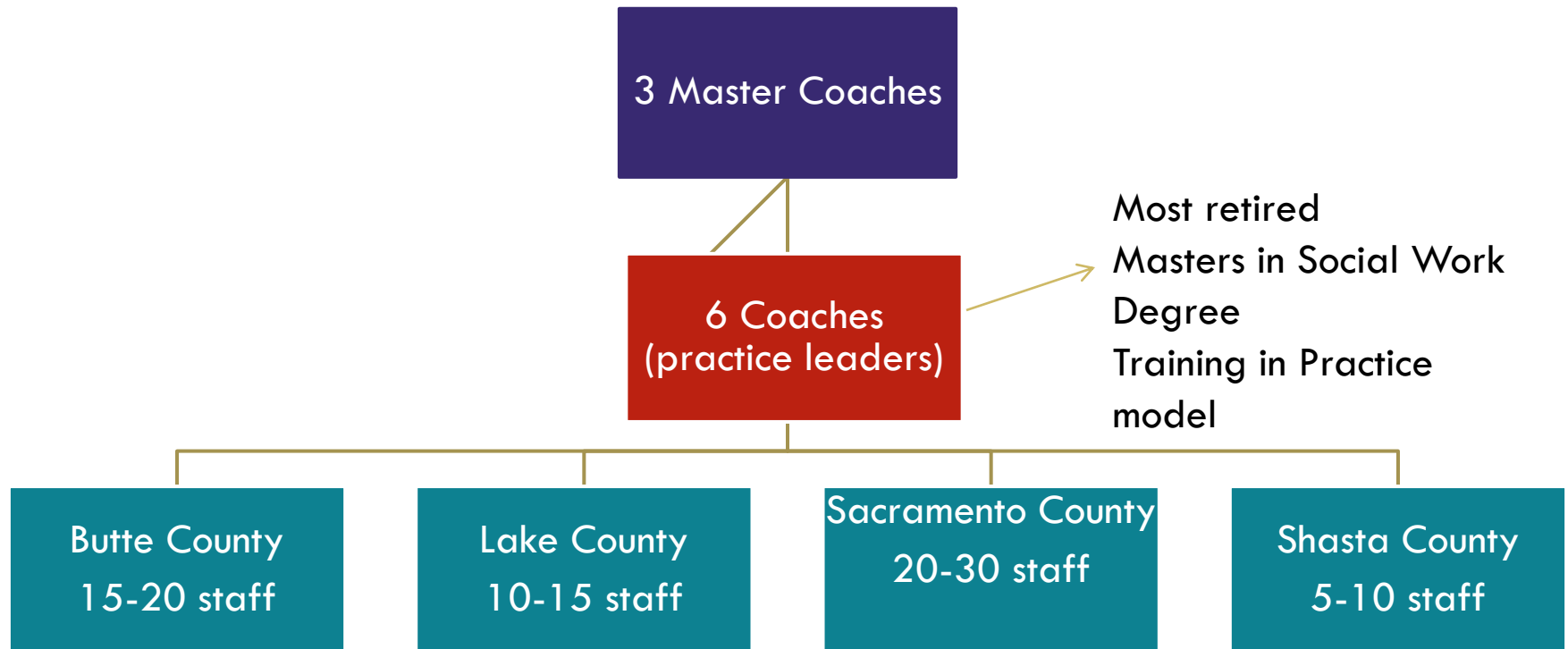
704
hours

174
hours

Executive Director Coaching

Coaching Characteristics in California

Initial Implementation



Session Objectives

- Explore ways to measure the effectiveness of a coaching intervention using empirical methods
- Share two states' attempts to apply Kirkpatrick's four levels of evaluation to coaching
- Discuss ways to assess the fifth level—the return on investment in child welfare
- Share case examples of how to use results of empirical assessments of coaching effectiveness to improve coaching methods and approaches in child welfare

WHAT IS IT?

A Rose By Any Other Name?

- Field mentors
- Practice leaders
- Life coach
- Executive coach
- Supervisor
- Mentor
- Vince Lombardi

... a structured process in which a coach uses specific strategies to help learners improve performance and to contribute to improved agency practice and outcomes.

Tenets of Coaching

- ❖ Voluntary
- ❖ Separated from supervision and/or performance evaluation
- ❖ Ongoing
- ❖ Requires time
- ❖ Individualized
- ❖ Requires trust
- ❖ Grounded in outcomes
- ❖ Evidence based

**WHY
COACH?**

WE Can't Afford Not To...

- ❑ Improves systemic implementation of a practice
- ❑ Changes behavior – practice
- ❑ Embeds professional development

**Positive
Outcomes**



Skill



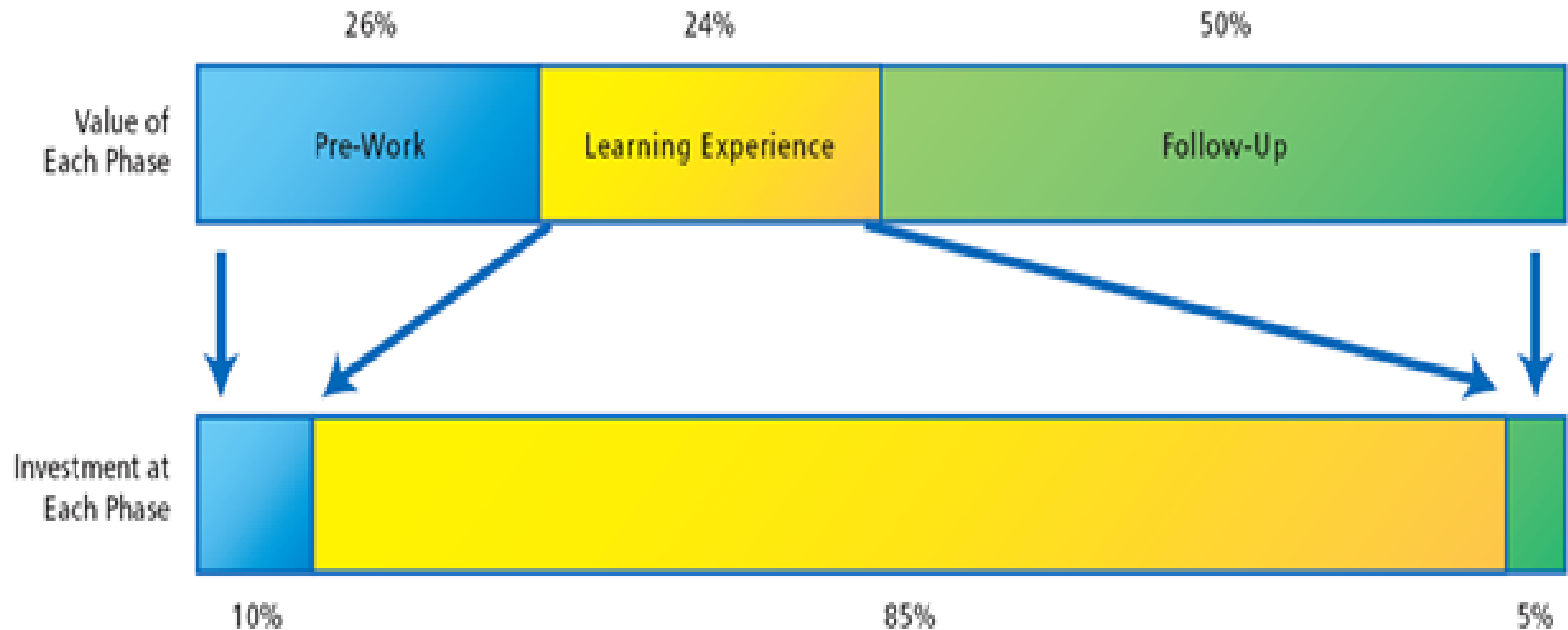
Coaching



(Jarvis, 2004)

TRAINING COMPONENTS	Knowledge	Skill Demonstration	Use in the Field
Theory and Discussion	10%	5%	0%
Demonstration in Training	30%	20%	0%
Practice & Feedback in Training	60%	60%	5%
Coaching	95%	95%	95%

Investment Does Not Match Value



Source: The Promise of Phase 3 by Jack Zenger, Joe Folkman and Robert Sherwin, T+D Magazine, January 2005

Implementation Science and Organizational Readiness

Exploration and Adoption
Program Installation
Initial Implementation
Full Operation
Innovation
Sustainability

} 2–4 Years

Fixsen, Naoom, Blase, Friedman, & Wallace, (2005)

**WHY AND HOW
DO WE
EVALUATE?**

Sheldon
2007, as cited
in Grant &
Cavanaugh,
2007


The single most important thing for coaching is the necessity of collecting rigorous empirical evidence.

What are your experiences?



How many of you:

- ▣ Have tried to measure coaching effectiveness?
- ▣ Believe that you can determine if coaching is worthwhile, based on these kinds of measures?
- ▣ Believe your measures were valid and accurate?



“If I had an hour to solve a problem
and my life depended on the
solution, I would spend the first 55
minutes determining the proper
questions to ask...”

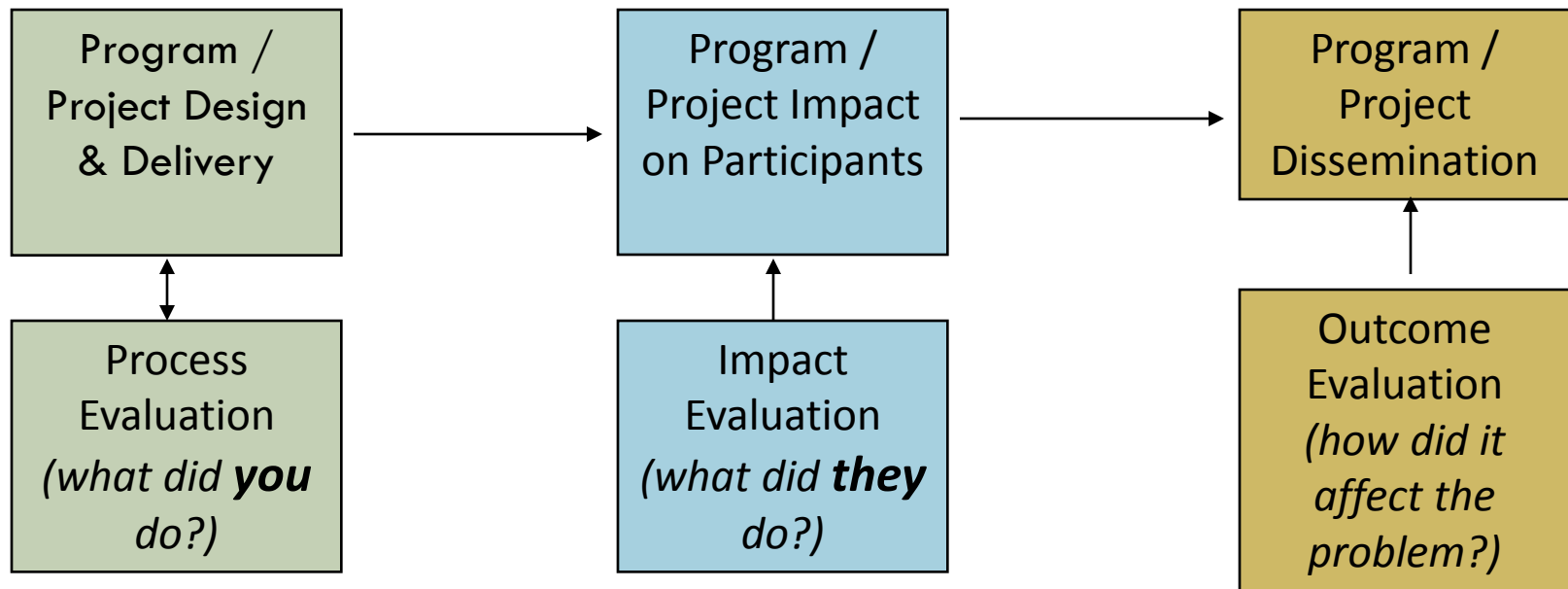
~ Albert Einstein

TWO QUESTIONS

1. What will be different?
2. What will improve?

Project / Program Evaluation

Thinking about evaluation (benchmarks) as you develop a project



BOTTOM LINE: Effective coaching is coaching that creates the desired behavioral changes that lead to improvement in the practitioner's ability to impact practice

Levels of Evaluation

Levels	Measurement Focus	Typical Measures
0 Inputs & Indicators	Program input in terms of scope, volume, costs	Number of participants, hours, cost, time
1 Reactions & Perceived Value	Reaction to program including perceived value	Relevance, importance, usefulness, intent to use
2 Learning & Confidence	Learned skills and gained confidence to use skills	Skill, knowledge, capacity confidence
3 Application & Implementation	Use of skills in work environment	Extent of use, task completion, frequency of use
4 Impact & Consequences	Consequence of use of skills expressed as impact measures	Productivity, time efficiency, quality of work, client satisfaction
5 ROI	Comparison of benefits to program costs	Benefit-Cost Ratio

Evaluating the Effectiveness of Coaching

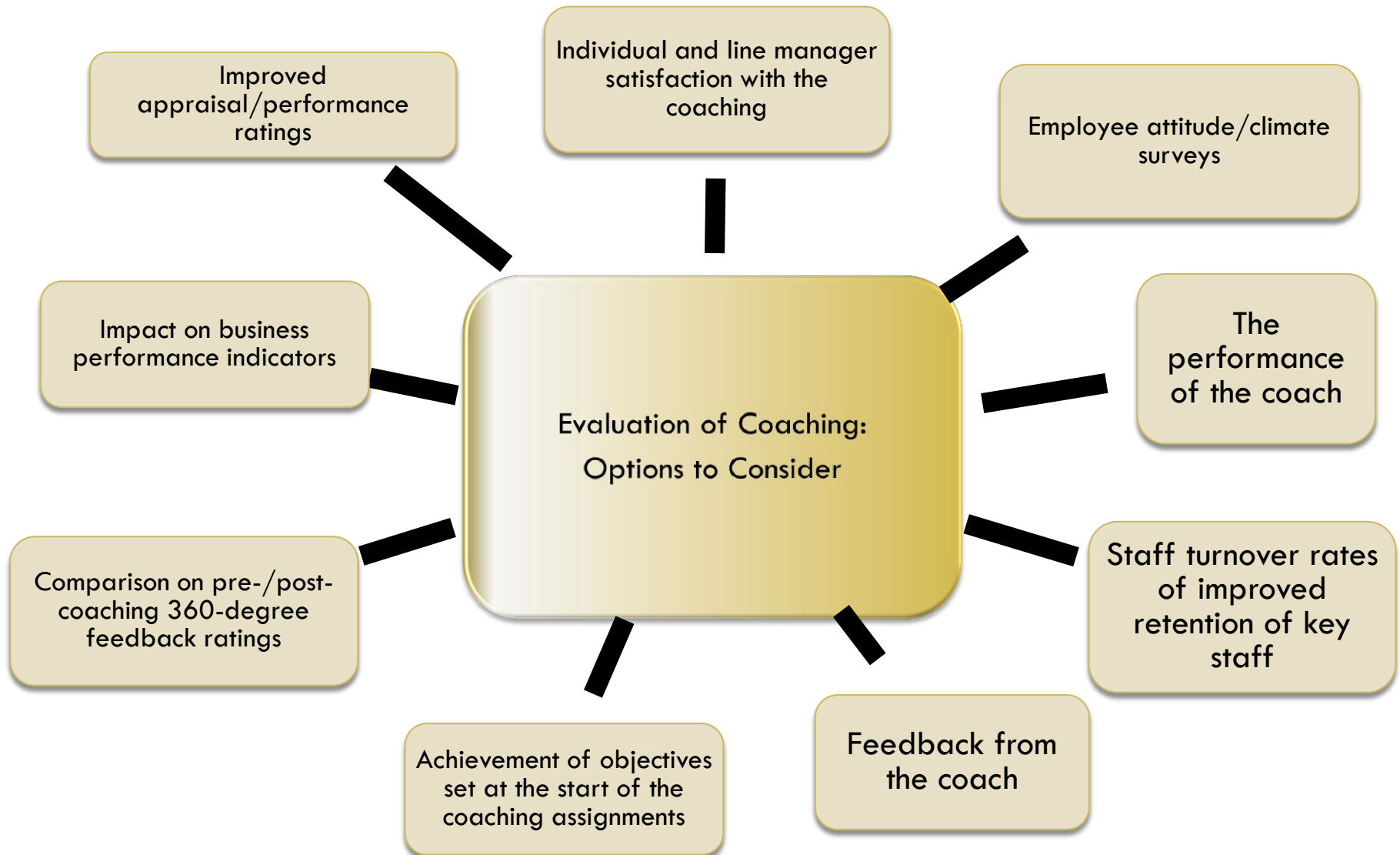


Figure 1. Evaluating Effectiveness Diagram, source: Jarvis, J. (2004). *Coaching and buying coaching services*. Chartered Institute of Personnel and Development. London: CIPD, pg. 67.

Level 0: Inputs and Indicators

☐ Coaching Log

Coaching Log

Coach Name:		RTC:	Choose an item.
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Date	Number of Hours	County	Learner(s) Name	Learner(s) Position	Content Coached	Coaching took place	Type of Coaching	Type of Activity
Click here to enter a date.		Choose an item.		Choose an item.		Choose an item.	Choose an item.	Choose an item.
Click here to enter a date.		Choose an item.		Choose an item.		Choose an item.	Choose an item.	Choose an item.

Instructions: Please complete this form after each session with either an individual learner or a group. This form must be submitted with your timesheet, on either a monthly or bi-monthly basis.

Date of Activity:	Program:	Type of Session: Group Individual Other (explain):	Coaching goal or topic of discussion:
Name of Participant(s):			
Describe the coaching meeting and experience:			
Describe coaching strategies you utilized (listening, reflection etc):			
What went well?		What could have been better?	
What would you do differently if you were in the same situation now?			
Describe what you (the coach) learned from this experience:			
Next steps:		Due dates:	

Level 1 – 2: Reactions, Learning, and Confidence

- Learner feedback
- Perception of value
- Learning and confidence

- Learner's Feedback Form
- Supervisor's Feedback Form

Monthly Practice Coaching Survey

Developed by Lauren Morley (2012)

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I was able to identify my goals for professional development with the coach.					
The coach was responsive to my learning style.					
I received clear and effective feedback during the coaching process.					
I gained new insight and skills and/or developed skills relevant to my job during coaching.					
I would recommend coaching to my colleagues.					

- What went well during the coaching process? Please be specific.
- On a scale of 1 to 10 with 1 being equal to an *awful* experience and 10 being equal to the *greatest* experience, how would you rate your coaching sessions? What could make it better next time?

What are your experiences?









How many of you:

- ▣ Believe you can accurately measure performance improvement through coaching?

Level 3: Application and Implementation

- Application; task completion; frequency of use
- Coaching Plan and Summary

Desired Practice Behavior(s) for the Learner (The behavioral statement must be specific enough that its absences or presence can be determined)	Before
Tricia will meet all agency mandates regarding face to face, initiations, waivers, extensions, agency specific letters and assessments. 	3 
Tricia will organize due dates on a monthly calender and or by utilizing a notebook system to identify priorities.	2 
Tricia will learn strategies to enable her to confront clients with difficult topics.	4 
	
Desired Behavior(s) of Learner's Supervisor to Support the Skills	Where I am now
Supervisor and worker will together identify a consistent weekly time for supervision to occur.	4 

Level 3: Application and Implementation



Case Study Review

The case study approach encourages the researcher to draw from *multiple sources* of evidence

- ▣ Employ various methods (e.g., interview, observation, document review, etc.), allowing for triangulation and verification of data.

Case Reviews continued

- Before doing the case file reviews, conduct a brief interview with the worker. Ask the following questions.
 - ▣ How long have you been using ... (skill)?
 - ▣ What is working well for you in using ...?
 - ▣ Do you have any worries about using ...?
 - ▣ On a scale of 1 to 10, with 1 being “beginner” and 10 being “expert”, how would you rate your current use of ...?
 - ▣ On a scale of 1 to 10, with 1 being “rarely” and 10 being “almost always”, how would you rate how frequently you use ...?
 - ▣ What are the next steps you plan to take in using ...?
 - ▣ Where can information about ---- be found in the case files and how do you note parent, child input, or safety network in case notes and other documents.

A LOOK AT A CASE REVIEW TOOL

- Area One: Engagement
- Area Two: Critical Thinking
- Area Three: Increased Safety
 - ▣ See document

Level 3: Application and Implementation

Practice Profiles

- Designed to outline characteristics of skill levels not *frequency* in which tasks associated with the practice are completed.
- To account for gradual nature of skill development, practice level definitions written to showcase what practice would look like at the highest point of each level.
- Workers generally make most progress if they focus on a few key skill aspects at a time, and then reflect on their practice to select the next areas to improve.
- Describe a set of complex and dynamic skills. There is a multidimensional and cumulative relationship to these profiles.

HARM AND DANGER STATEMENTS

Practice Area	Emergent Practice			Accomplished Practice			Distinguished Practice		
Desired Outcomes: The results from incorporating the child's perspective.	A Harm and Danger Statement that uses the reason for referral and available case history to describe: <ol style="list-style-type: none"> 1. What happened 2. The impact to the child 3. What CPS is worried about 			A Harm and Danger Statement that describes the harm, safety threats and worries to the family, their network and other professionals so there is clear understanding of why CPS is involved with the child and family. Harm and Danger Statement becomes the platform for developing the Safety Goals (what it needs to look like for reunification or case closure).			A Harm and Danger Statement that has been developed with the family, network and other professionals that includes a description of the harm that resulted from the caregiver's behaviors and the stakeholders' worries about future harm. The network then collaborates to use the Harm and Danger Statement to co-develop the Safety Goals (what) and the Safety Plan (how).		
	1	2	3	4	5	6	7	8	9

Benefits to Using Practice Profiles

Advantages

- Provides a clearer picture of what the role should look like along the continuum
- Verbiage written within each category can serve as the basis for clear feedback to individuals to help further clarify areas of strength and need

Cautionary Note

- People are not used to practice profiles
- Initial feelings of being overwhelmed may occur

Level 3: Application and Implementation



Goal Attainment Rating Scale

- Identify the broad goal
 - Pre-determined
 - Flexible
- Identify the range of desirable outcomes
 - *Much less than to Much more than expected*
- Monitor progress toward goal
- Celebrate completion; revise if necessary

	Goal 1:	Goal 2:
Scale Value	Description of level Rating	Description of level Rating
Much less than expected		
Somewhat less than expected		
Expected level of outcome		
Somewhat more than expected		
Much more than expected		

What is achieved by GARS?

- Provide information about the types of practice changes that are occurring in counties implementing SOP and how these practice changes are linked to aspects of the coaching program
- GARS achieves an individualized, criterion-referenced measure of change, providing a clear expression of plans and outcomes.
- It is potentially responsive to small changes that might otherwise go unnoticed through anecdotal observation protocols.

Level 3: Application and Implementation

Observation

- To provide substantive feedback on progress, coaches must observe learners practicing new skills.
- The coach must have a rubric for the observation itself. This rubric identifies what discreet skills are to be assessed and the corresponding skill level.
- Can also utilize practice profiles

Skills	Describe how often the learner demonstrated the skills				
	Almost never	Occasionally	Often	Almost always	Examples:
Genuineness, empathy, respect					
Asked questions related to priorities					
Used solution-focused questions					
Family engagement strategy					

Level 4: Impact and Consequences

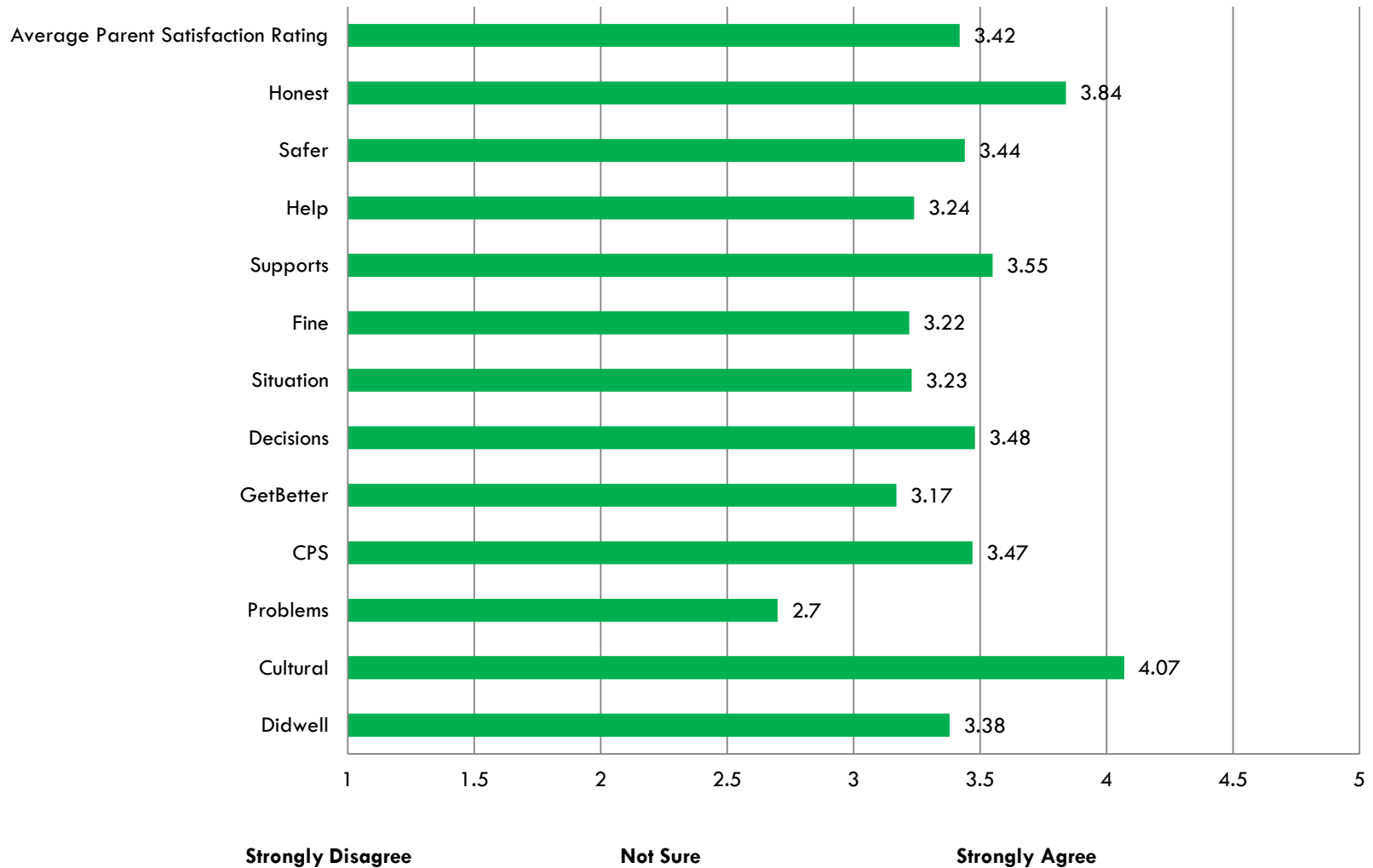
- Productivity, time efficiency, quality of work, client satisfaction

- EXAMPLE

- Birth parent satisfaction surveys

	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
My social worker asked me about things I did well.					
My social worker respected my family’s cultural, ethnic and religious beliefs and customs.					
My social worker only focused on what they saw as my problems.					
The social worker made it very clear to me and my family what we needed to do to get Child Protective Services out of our lives.					
I think things will get better for my children because of CPS’s involvement.					
The social worker involved me in the decisions made about me and my children.					
My social worker didn’t understand my situation.					
I was fine before CPS got involved. The problem is theirs not mine.					
The social worker helped me to identify family members, friends, neighbors or other community supports that are helpful to me and my family.					
I believe my family received the help we really needed from CPS.					
I think my children will be safer because CPS was involved.					
My social worker was honest with me.					

Average Ratings for Each Item on the Birth Parent Satisfaction Survey (N=70)



Level 4: Impact and Consequences

- Productivity, time efficiency, quality of work, client satisfaction

- EXAMPLE

- Follow-up Surveys or Key Informant interviews
- Focus groups with practitioners and coaches

Testimonies

- ❑ Confidence increased as evidenced by less calls to supervisor
- ❑ Less documentation errors measured by QA unit
- ❑ Changed agency procedure as result of coaching received)

Testimonies

- “I had a client who did not want to work with me, called to complain about me, and was just outright difficult to engage. My coach went out to the clients home with me and we did a Safety Mapping. The client engaged with the process more so than when I went out alone and we were able to come up with an outcome that best served the child” (Social Worker)
- “My coach has been an invaluable resource to me. She provided reality checks, creative coping options I would not have thought of or considered in dilemmas I faced, and guidance in implementing some of these novel (to me) strategies for new, more adaptive ways of functioning within my work environment. Her compassion, thoughtfulness, and strategic insights assisted my professional growth this past year in uncountable ways.” (Social Worker)
- “Starting anything new is a struggle and can be very defeating. Working with a coach challenges you to continue the process. They also can give you feedback from outside your environment and share what others are working on. It is a different way to be accountable.” (Supervisor)
- “I carry on coaching with my individual staff. I listen more and pay attention to what they are saying and allow them to suggest solutions to the issues they are presenting to me.” (Supervisor)

Level 5: ROI

SAY WHAT?



What are your experiences?



How many of you:

- ▣ Believe you can successfully measure ROI on coaching?



THANK YOU

sfitch@ihs-trainet.com

hhatton@ucdavis.edu