



Coaching is a competency driver for the implementation of a defined evidence-based practice. A competency driver is defined as “a mechanism to develop, improve and sustain one’s ability to implement an intervention as intended in order to benefit children, families and communities.” (Implementation Drivers: Assessing Best Practices, 2015) Coaching within Family Services is therefore, a way to develop, improve and sustain Supervisor and Social Worker competence in areas of practice such as utilizing Structured Decision Making and other assessment tools to inform decision-making; development of critical thinking skills that enhance ability to address the safety and well being needs of children and families; and self-examination of skill areas that increase family engagement, among others.

Coaching is the development of an ongoing relationship between a coach (FSD Supervisor and/or CWTP Training Coordinator) and an individual learner (FSD Social Worker or FSD team), which follows a process of inquiry and personal discovery. This structure is used to build an individual’s level of awareness and responsibility for his/her work performance by providing support and feedback so the individual can take action toward the realization of his/her professional goals. By meeting individual goals, the goals of the Division- specifically, outcomes generated by way of the Practice Model, are met. (Vermont FSD Coaching program, 2015)

Coaching Model

Coaching Model: **CLEAR** Steps

Contracting: Creating learning contracts sets the stage for the coaching process by discussing the goal of coaching, setting ground rules, discussing boundaries, accountability, expectations and evaluation.

- How will we use our time?
- What do you need to achieve in this session?
- How could I be most valuable to you?
- What would make this session a success for you and the organization?
- What do you want to have achieved or shifted before leaving here?

Listening: Facilitation learners’ personal insight into the identified subject of coaching.

- Let us see if I can summarize the issue
- What I am hearing from what you said is...
- What I am sensing from listening to you is...
- The connections I am making between what you have been sharing are...

Exploring: Helping learners to understand personal impact of current situation and challenging learners to create new possibilities for future action in resolving the situation.

- Who might be of help to you that you have not yet consulted?
- Who has the information you need?
- Who has the skills you need?
- Who has the power to effect change in this situation?
- Can you think of four different ways of tackling this situation?
- How would someone you admire deal with this situation?

Action: Coaches support learners in committing to moving forward and creating action steps. Change is learner-led. (observation & demonstration may be needed here!)

- What are the pros and cons of each strategy?
- What is your long-term objective?
- What is the first step you need to take?
- When precisely are you going to do that?
- Who needs to be involved, consulted or informed?
- Is your plan realistic? What is the chance of your plan succeeding?

Review: Review the process and how it could be improved. Reinforce progress, improvements and commitments made.

- What have you learned from this session?
- In what ways have you increased your own ability to handle similar situations?
- What would you like to improve or do differently in the next coaching session?