*This coaching document from Tennessee was developed collaboratively by a large team of Social Work Practice Specialists at the Tennessee Center for Child Welfare, led by Barbara Middleton and Carolyn Biggers, including Gail Seymour and Susan Lee.*



Dear \_\_\_\_\_\_\_\_\_\_\_\_\_,

Congratulations on your promotion as a new Supervisor! I would like to introduce myself as your assigned Professional Development Coach. I will assist you to meet your professional development goals as you improve your supervisory skills.

Either you have registered for or are in the process of registering for the online portion of the Child Welfare Supervision Certification Program. **Once you have completed the first module of the online** **portion of the training, please contact me so that we can begin the Coaching phase of the Child Welfare Supervision Training.**

My contact information is (phone number and office location and email address)

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Phone Number \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Email \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Office Location \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The expectation is that you and I will be participating in \_\_\_\_ hours of coaching, to be completed within the agreed time frames. The initial contact will be a meeting between you (learner), your Supervisor (TC) and me (Coach) to establish:

* Coaching agreement
* Discuss online, web-conference and assessment requirements
* Explain the DCS Change Initiatives.

To ensure that we maintain an open communication with your Supervisor, please reply to this email and copy your Team Coordinator.

I am looking forward to our professional relationship of learning and growth.

Sincerely,

**Coaching Agreement for Child Welfare Supervision Training**

Coaching is a way to empower the TL and to show the organization’s (DCS) commitment to the Team Leader’s success.

The purpose of this agreement between \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Team Coordinator/Team Leader, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Team Leader (Learner)/CM3, and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Coach is to establish the standards and boundaries of our relationship. The specific coaching agreement covers the Job Performance Plan (JPP), Professional Development Assessment (PDA), and the Performance and Professional Development Plan (PPDP**). Coaching of the content of the individual modules will occur if the PDA and PPDP have not been completed at the beginning of the coaching phase.**

The six domains of the coaching activities are:

1. Communication
2. Technical Knowledge/Skills
3. Decision Making/Problem Solving
4. Guiding and Developing Staff
5. Coaching
6. Team Leadership

The goal-based coaching to be provided during the certification program will consist of (weekly, biweekly, monthly) coaching sessions of \_\_\_\_ hours. Coaching sessions may vary in their method. Coaching sessions can be face-to-face or by telephone, webcam, email, gotomeeting, or observation of various supervisory activities with an opportunity to debrief afterward.

I, as a **Coach,** agree to the following:

1. Communication will be honest and straightforward, asking questions and making requests.
2. I will listen attentively during our time together.
3. My role will be to serve as an awareness raiser, a facilitator, and as a champion for your success as a learner.
4. An approach will be used, where you, as Learner, are assumed to have the answers and to be accountable for yourself.
5. I will notify you in advance if an unavoidable conflict arises so that we can reschedule.
6. My coaching role will be to ensure that our interactions stay focused on improving quality supervision.
7. I will give you regular feedback on your performance.
8. Goals and progress will be shared with your Team Coordinator (Supervisor)
9. Goal development, progress reports, attendance, and recommendations will be made in collaboration with regional leadership. Written reports will be given to the team leader and direct supervisor upon completion of the coaching agreement.

You, as a **Learner**, are requested to do the following as we begin our coaching relationship:

1. Work to achieve the learning goals agreed upon by you and your Team Coordinator. My job is to support you in goal achievement.
2. Be genuine in your communication with me. You can say anything to me, positive or negative. Be honest in your responses to my questions, letting me know if something makes you feel uncomfortable or if you would prefer not to respond to a question I may have asked.
3. Make all appointments on time or call at least the day before to reschedule if an unavoidable conflict arises for you (I will give you 10 minute window so don’t stress about being on the dot).
4. Sometimes I may ask questions that may seem too probing. Think about this right now and decide if you can give me full permission to be bold and forthright in all our interactions.
5. Tell me what works and what doesn’t work in having someone support you. If I ever say something that upsets you or doesn’t feel right, bring it up.
6. Affirm that you are fully responsible for the choices and casework decisions in your role as supervisor.
7. LAS Students: If you are participating in the web conferencing, you will do them in order.

You, as a **Team Coordinator or Team Leader**, agree to do the following in support of your Team Leader’s field learning experience.

1. Work with your Team Leader to complete the initial Professional Development Assessment (PDA) and the Performance and Professional Development Plan (PPDP) timely.
2. Determine which areas of the PPDP the coaching plan needs to address.
3. Work with the Team Leader and Coach in the development of learning goals and action steps to be included in the Coaching Plan and to be accomplished by the Team Leader during the certification process.
4. Support the Team Leader in achievement of learning goals through weekly debriefing sessions with the Team Leader and the Coach and through ongoing, active, supportive supervision.

Our signatures on this agreement demonstrate our intent to fulfill the intentions and requests above and reflect a complete understanding of the services to be provided. However, we recognize that at some point it will be time to end it and agree that we will discontinue the partnership in an honest, open and direct manner. Upon development of this agreement we will determine to the best of our ability a reasonable time frame to address the identified competencies and try to adhere to those timeframes.

As a learner, I understand and agree that I am fully responsible for my well being during my coaching sessions, including my choices and decisions.

Your supervisor’s (TC) involvement in your assessment and planning is critical.

It is critical that your supervisor (TC) is a part of the assessment and plan. Coaching does not take the place of the supervisor’s performance management responsibilities. Coaching will enhance the work between the team leader and his/her supervisor. Coaching will also not take the place of the team leader’s responsibilities of supervision with his/her staff.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Team Leader Date

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Team Coordinator Date

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Coach Date

**Coaching Protocol for the Child Welfare Supervision Training**

1. **Setting the Scene** (engagement, teaming and assessment)
   * Introduction to coaching:

* + - Social Work Practice Specialist (SWPS)/Professional Development Specialist (PDS)\* will send an introduction letter to the Team Leader to whom the Coach has been assigned with a copy to the relevant Team Coordinator.
    - SWPS/PDS will email the TC to arrange a time to meet to review the process and documents with the TC so that the TC can begin thinking about his/her assessment of the Team Leader and possible learning goals and activities.
    - The Team Coordinator will assign expected date of completion of the first module of the online component.
    - The coach will explain that:
      1. Coaching will begin after the completion of the first module of the online course.
      2. The learner will be involved in a Learning Network: TN LASLN/Supervising Child Welfare Caseworkers TCCW Course 1514 courses.
      3. The learner’s training will be grounded in the department’s change initiatives.
      4. The learner will participate in the development of a Personal Learning Plan
    - The Team Coordinator (TC) and the Team leader (TL) will complete the Professional Development Assessment (PDA) and the Performance and Professional Development Plan (PPDP). The TC will make the decision on which areas of performance coaching will address and will meet with the TL and the SWPS/PDS to identify learning goals, action steps and change initiatives to be included in the coaching plan for the TL.
  + Agreeing on communicating ground rules: It is important for all parties to be able to identify needs and goals and a process to successfully attain those goals. SWPS or PDS should work with TC to develop a process for addressing issues that may arise related to a lack of participation/willingness to work on coaching goals.
  + Holding to account: Accountability is one of the most powerful aspects of coaching. Research has indicated that people have a 95% chance of achieving an objective when the supervisor will hold the learner accountable for a change in professional behavior.
  + Developing the plan (Planning)
    - The coach will develop the coaching plan using the web-based Coaching Plan 2.0. A copy must be given to the TL and TC.
    - The coach will scribe and document all coaching sessions on the Coaching Plan 2.0. (Non-negotiable). Coaching plans must be updated during or immediately after each coaching session and updated copies provided to the TL and TC.
    - The Coaching plan will indicate completion of the identified goals.

1. **Centering and Implementing**

SWPS/PDS will use the results of the initial PDA to work with the TC and TL in identifying strengths and needs. Also the coach will provide an ongoing assessment of TL in identifying strengths and needs and assessing the knowledge, skills and learning style of the new TL. These strengths and needs will serve as the focus for the coaching.

1. **Intervening**

* Giving feedback: SWPS/PDS will provide specific feedback to TC and TL in a timely manner.
* Promoting perspective taking: Coaching will involve help/support of looking at issues from different perspectives via the use of effective questions to prompt the learners into exploring issues in depth.
* Developing solutions: Coaching will facilitate meaningful dialog so that the learner can choose those options that are most useful and practical.
* Assigning tasks and exercises: SWPS/PDS will assign meaningful, goal oriented assignments and activities that support the professional development goals.

1. **Monitoring**

* Structuring developments and acquired skills: Evaluate and monitor TL for completion of action steps, providing educative or supportive assistance where needed.
* Give praise for incremental change.
* Use mistakes as tools to coach and learn.
  + Continually assess of learner’s level of satisfaction
  + Document progress regularly on the online Coaching Form 2.0.
  + Re-negotiation of issues and goals: When progress on identified goals is not achieved, a re-negotiation of the goals will be conducted by the coach, the TC, and the learner.

1. **Concluding**

* Evaluation of achievements – reflections session: When all goals have been accomplished successfully, SWPS and/or PDS will meet with TL and the TC to discuss successes and opportunities. The coach elicits feedback on the coaching experience and on his/her coaching approach (an evaluation form will be created for coaching).
* Definitions of future issues: Agree on next steps for continued professional development and revise plan accordingly.