COACHING FOR IMPLEMENTATION

Lessons from Implementation Coaches

camh

Coaching for Implementation Guidebook

Between (year to year), 18 different initiatives were created to improve coordination of services across sectors and better support individuals with mental health and addictions needs. Interventions addressed key transitions between different types of services (such as youth and adult) and sectors (such as health and justice). The Centre for Addiction and Mental Health's (CAMH) Provincial System Support Program (PSSP) sponsored the initiative with support from six Ontario government ministries.

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THIS GUIDE

ABOUT THIS GUIDE

This guide collects some of the most important lessons learned from the collective experiences of implementation coaches during the roll-out of the 18 initiatives. It does not represent a comprehensive overview of the coaching literature, but highlights important aspects of coaching practice from the perspective of implementation coaches.

This guide is intended for people who:

♦ work in the mental health, addictions, and social service sectors;
♦ have leadership capacity of any kind;
♦ are involved in implementing programs or initiatives.

The goal of this guide is to:

♦ outline the general role of coaching within organizations;
♦ explain the specific role of coaching during implementation;
♦ help users describe the value of coaching for implementation within their workplace;
♦ help users identify how coaching for implementation could contribute to new initiatives, programs, or practices.

HOW WE GOT HERE

This guide draws on a collective definition of 'evidence,' which recognizes that many forms of knowledge (i.e. research, professional expertise, lived experience of people and families, and cultural and traditional knowledge) make up a body of evidence (EENet, n.d.). Although this guide doesn't include all these forms of knowledge, it builds on some key perspectives:

Professional Experience: This guide was created by implementation coaches, with the intent of turning their experience into useful information. Directed by a survey of 5 implementation coaches, this hands-on approach gathered their perspective about what matters and what works.

Literature: Implementation coaches recommended their most consulted resources and practice tools. Most of these documents are professional guides that define coaching practice or outline crucial aspects of implementation. A reference list is available at the end of this guide.

User Needs: A survey of 11 community partners connected to the projects across Ontario was conducted to determine existing capacity and need related to coaching for implementation. The results helped to tailor this guide to meet the expressed goals of potential users.

COACHING

Coaching is a guided process that facilitates change or growth for the purpose of achieving a specific goal. The coaching process will differ depending on personal styles and the organization where it is being used, but it is usually associated with support, mentorship, consultation, and supervision. Coaching can be used in any organization that needs support implementing a new way of working and ensuring its sustainability (Ennis, Goodman, Hodgetts, Hunt, Mansfield, Otto, & Stern, 2005; Fixsen, Naoom, Blase, Friedman, & Wallace, 2005; Moore, 2009).

The skills, tools, and strategies associated with coaching can be used wherever there is an identified need for:

♦ the adoption of a new way of thinking;
♦ skills development;
♦ rapid change;
♦ sustainable change.

Sometimes an organization will experience different kinds of changes at the same time. But even straightforward changes are rarely easy. Factors such as comfort in the status quo, change fatigue, fear, and scarcity of resources can lead to challenges. However, it is often in the face of these challenges that the role of the coach can be most useful.

Coaching for implementation should not be confused with *executive coaching*, although the two do share many similarities. Executive coaches tend to coach managers as they lead difficult organizational change initiatives. Because implementation is concerned with the process of putting a new program or initiative into practice, implementation coaches ensure that an evidence-informed intervention is delivered to end users in a sustainable manner. Reaching this goal typically involves coaching support at different organizational levels.

THREE LEVELS OF COACHING
See sidebar on next page for more information.

In many ways, whenever a new program is implemented, practitioners *are* the intervention. They bring the intervention to life through their words and actions in each interaction with clients. Coaching at all levels must continuously reinforce the notion that practitioners (and therefore the intervention) have direct impact on the experiences and lives of clients. Coaching can provide practitioners with the support needed to be as effective as possible when serving clients (Fixsen, Naoom, Blase, Friedman, & Wallace, 2005).

Coaches are best able to reinforce learning and support when their skills are used at every level.

Working from the system level down to the individual enhances the success of the change initiative and has all partners working towards common goals.

Coaching during implementation extends beyond one-on-one relationships and should connect individuals with strategic planning and implementation goals. Individual and group coaching can provide insights on agency processes, struggles, or achievements that may not be readily recognized at the leadership level. Coaching relationships offer the opportunity to collect and examine shared information in the context of individual, group, and agency action.

THE BASIC SKILLS OF COACHING
Adapted from Ennis, Goodman, Hodgetts, & Hunt, Mansfield, Otto, & Stern, 2005.

Although coaches sometimes appear to possess a natural set of qualities that make them well suited to their work, coaching often follows a few predictable phases that each involve a different set of tasks or skills, as outlined below.

Building and Maintaining Relationships: A relationship of mutual trust must be built and maintained in order for coaching to proceed successfully. This relationship extends past friendship or mentorship, and should allow the coachee to be challenged on their perspectives and daily practices.

Contracting: This process involves assessing readiness to participate in coaching. Factors that affect readiness may include change fatigue, performance issues, and change skepticism. Because the purpose of all coaching is goal attainment, contracting outlines the process of setting goals that are both challenging and realistic. Contracting also

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THREE LEVELS OF COACHING
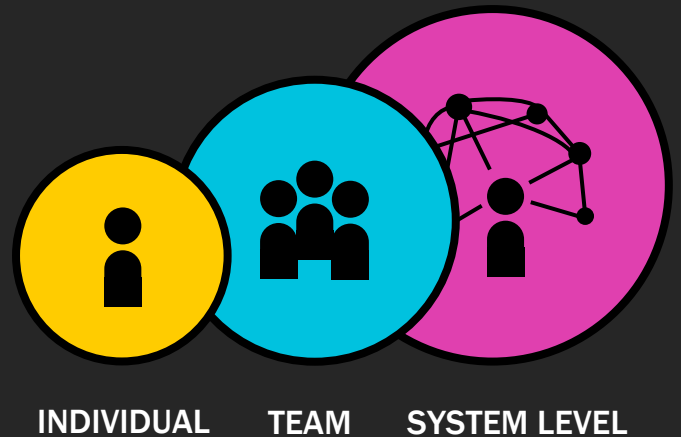
INDIVIDUAL   TEAM   SYSTEM LEVEL

Adapted from Fixsen et al., 2005.

Coaching for Individual Change: At the individual level, coaching focuses on the development of essential skills, guidance, and goal-specific performance feedback.

There is an important distinction here between staff management and staff coaching. Coaching focuses very specifically on achieving an identified goal, so performance feedback is directly related to that goal. Coaching does not use authority to encourage change; it is supportive and directed towards improving staff confidence and capacity.

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involves an ability to modify coaching approaches to meet the needs of the individual and organization.

Assessment: Coaching involves an ability to observe individuals and groups in their daily

work environment in a way that is unobtrusive and informs existing coaching plans.

Development Planning: One of the defining features of coaching is the direct work that is done with a coachee that transforms planning into action. Making time for feedback and debriefing embeds professional development opportunities within the coaching relationship.

Facilitating Development and Change: Coaching involves the use of skills such as active listening, reflection, mobilizing discussion to action, and the use of powerful questions. For coaching to be effective, organizations should reserve time for goal-oriented relationship building. The time spent facilitating change is the difference between, for example, receiving training and practicing training on the job.

Ending Formal Coaching: The coaching relationship is finite. Once goals have been met or the coachee has developed the skills required to pursue the goal on their own, the relationship should end. Coaching practice often begins by acknowledging the limited length of the relationship and planning for goals that can be attained within the available time.

In short, coaching prepares staff for change and helps to embed learning in everyday practice. When an organization invests in coaching, they have the advantage of recognizing the connections between process and staffing issues more quickly. This allows for a more successful focus on continuous quality improvement, and appropriate investment in staff through professional development.

Coaching also offers support to staff when changes are met with opposition. The earlier and more skillfully new learning is embedded in the clinical environment, the more successful both staff and the organization will be (Fixsen, Naoom, Blase, Friedman, & Wallace, 2005).

Coaching for Team or Group Change: The same principles of individual coaching apply here, with the added focus of encouraging group dynamics that contribute to reaching the desired goal.
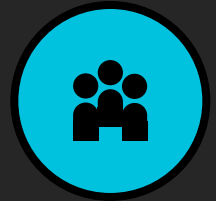
When a group of staff are learning and implementing a new skill, coaching directly supports embedding the new skill into daily practice.

Coaching for System-Level Change: Coaching can also occur at the system level. A system can be an agency undergoing significant change or a network of partners who share common goals and clientele. At this level coaches become system change agents, focusing on individual and group skills in addition to agency and network structures.
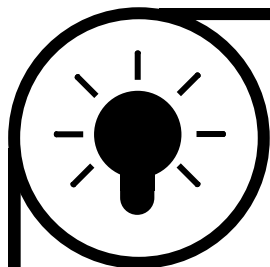
CASE STUDY: GUIDING CHANGE

Intersections is an evidence-informed early intervention program that helps children and youth (age 8-17) access appropriate supports and services before they become involved in the justice system. It was created by over 150 cross-sector partners in the Champlain Youth Justice initiative. The initiative developed Intersections by adapting the Youth Justice Liaison and Diversion Model out of the United Kingdom with hopes that the approach would direct children and youth to the right services and reduce future police contact (Haines et al., 2012).

Coaching was offered to police, Intersections workers, and community partners to support their efforts to work together as they implemented the model to fidelity. This occurred in different settings including advisory committee meetings, Community of Practice meetings, and one-on-one meetings with Intersections workers and their managers. Together, they developed the internal coaching capacity of Intersections workers to coach police and community partners.

Implementation coaches find different ways to support the success and sustainability of a project. After challenges about working with a particular community agency were raised during an advisory committee meeting, the coach supported the Intersections worker and the agency implementation lead. They noted that it was challenging to receive feedback and follow-up information from this agency, and that when they were receiving referrals, agency staff would request additional reasons or rationale about why and how clients were being supported.

These concerns were explored more fully during one-on-one coaching meetings. Possible solutions were brainstormed, assessed, and applied during Plan Do Study Act (PDSA, see page 41) cycles, which fed into further advisory committee meetings and one-on-coaching sessions with staff from the community agency in question.

A strong part of coaching is helping people feel more comfortable with the changes to practice and service that an agency has agreed to make. System change is never easy, which is why a coach can help agency workers to understand how changes to service delivery will impact their practice. After exploring many options, it was determined that enhancing existing relationships with the community agency would help to reduce barriers for clients by building trust between partners.

IMPLEMENTATION

Implementation refers to the set of plans, processes, and other supporting activities needed to put a program or initiative (also called an *intervention*) into practice. It is common for organizations to focus on the benefits of a new program or service without considering the steps and resources needed to get it up and running. In contrast, Implementation Science encourages a deliberate implementation process of administrative change that can be reasonably observed and measured by a third party. This is accompanied by a parallel process of observing and measuring the effects of the implementation itself (Fixsen, Naoom, Blase, Freidman, & Wallace, 2005).

According to Fixsen, Naoom, Blase, Freidman, & Wallace (2005), the critical outcomes of any implementation process in a human service organization are reflected in the following 3 components:

Changes in Professional Practice: Practitioners are using the newly implemented intervention. A visible and documented change in behaviour is present.

Organizational Structures and Culture that Support the Intervention: The organization is supporting practitioners to use the intervention as a result of assessments and changes to

THREE DEGREES OF IMPLEMENTATION
Adapted from Fixsen, et al. (2005).

Paper Implementation: Focuses on putting policies and practices in place with the intention of adopting an innovation. Paper Implementation produces proof of implementation change through documented evidence of its existence, which is often valued by funders or accreditors.
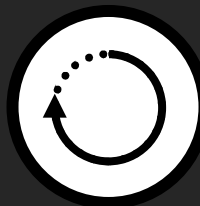
Process Implementation: Centers on the "expressed or active theory of change." Training, supervision, and reporting mechanisms are enacted within the organization to support the change initiative.

Performance Implementation: Focuses on the outcomes of the intervention where paper and process implementation focus on the administrative supports needed to establish and maintain the intervention. Coaching is particularly useful here as it embeds new learning and policies in practice. This involves measuring how much the implemented intervention resembles its ideal.

organizational standards, policies, and procedures. These changes encourage the highest level of service while aligning with the needs of practitioners and clients.

Enhanced Relationships with Clients, Stakeholders, and System Partners that Reflect the Intervention: A higher degree of consistency in approach is present with relevant partners and clients.

CORE COMPONENTS OF IMPLEMENTATION

Human service agencies are increasingly expected to provide evidence-based or evidence-informed services. Understanding the critical elements that make an intervention successful versus those that can be changed without breaching fidelity is imperative. These critical elements make up the non-negotiable components of a process or intervention (US Department of Health and Human Services, 2013).

According to the National Implementation Research Network (Fixsen, Naoom, Blase, Friedman, & Wallace, 2005) the core components of implementation include:

- practitioner training;
- on-the-job practitioner coaching;
- fidelity assessments;
- use of fidelity outcomes to improve practitioner or system performance.

These components relate most closely to *Performance Implementation* and directly support coaching and the effectiveness of the intervention itself. Direct support to practitioners in assessing and monitoring the use of the intervention contributes significantly to successful implementation. Typical implementation efforts often end with training, but what happens after training to embed new

learning into daily practice?

STAGES OF IMPLEMENTATION
Adapted from Fixsen, Naoom, Blase, Friedman, & Wallace, 2005; Fixsen, Blase, Naoom, Wallace, 2005

Implementation shouldn't be thought of as an event that happens once and is then complete. It is a process that unfolds in complex ways that will differ from one context to another. To help stay on track throughout this ambiguity, Implementation Science outlines a few general stages that can help individuals, teams, and organizations to quickly and effectively address general issues that will arise.

Exploration: To begin the implementation process an intervention must first be chosen. Exploration is focused on intervention selection, readiness assessment, and preparation. Evidence-based interventions must be tested against agency need, fit, and readiness to move forward in implementation. When agencies are not quite ready to begin implementing, coaches can play an integral role in helping the agency to build readiness.

Installation (implementation planning): Once an intervention has been chosen, engagement and planning within the organization must begin to prepare staff to use the intervention. Implementation plans must consider a holistic view of how organizational processes and staff will be affected by the change. Coaching and training plans may also be developed to complement and enhance implementation plans.

Central questions that come up in this phase include:

- what staff/departments will be affected by this change?
- how might their roles or jobs change?

THE 4 STAGES OF IMPLEMENTATION

Adapted from Fixsen et al., 2005

EXPLORATION

Exploration is focused on identifying a problem, selecting an appropriate intervention, assessing readiness to implement the intervention, and preparing for implementation.

Coaches meet with stakeholders and key decision-makers to build lasting relationships, guide readiness assessment processes, support capacity building to encourage readiness, and help articulate the value of the new intervention.

INSTALLATION

Installation involves adapting structures and processes to support program implementation. This includes securing adequate funding and staff resources, or establishing new service expectations. It often requires careful planning to engage partners in different ways.
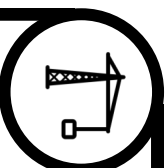
Coaches develop coaching plans that support the creation of needed organizational structures, identify key considerations for long-term sustainability, and support required trainings.

INITIAL IMPLEMENTATION

During *Initial Implementation*, the technical challenges of introducing new ways of working meet the psychological challenges of managing and coping with change.

Coaches support the monitoring of implementation plans (i.e. through the use of PDSA cycles or quality improvement tools), guide the refinement of implementation plans, and promote opportunities for learning, experimentation, and reflection.

FULL IMPLEMENTATION

Full Implementation occurs when a newly implemented program becomes fully operational. The focus shifts to sustaining long-term sustainability, as organizational or community contexts evolve.

Coaches support transition from short-term implementation plans to long-term sustainability plans and monitor their effectiveness (i.e. through the use of PDSA cycles or quality improvement tools).

- what internal processes are currently in place that support or hinder the change?
- What else will need to change as a result?
- what messages about the change will be shared with internal and external partners?

When preparing for the change, one must consider stakeholders at all levels, including external funders, internal leadership, clinical practitioners, and administrative staff. Installation provides an opportunity to identify internal intervention champions and coaches – practitioners who can help support and embed the change. If these individuals are not specifically identified, support for the intervention may be unclear and practitioners may falter.

Initial Implementation: In this stage the intervention and necessary organizational changes are tested in real time. Early results from the intervention are compared against information from implementation, coaching, and training plans, as well as other quality improvement and outcome measures (see page 45). Changes should be made and their impact evaluated as necessary. Even the most rigorous planning cannot predict every possible intended and unintended impact of a change, especially when human behaviour is involved. Coaching creates a safe learning environment for staff to test new skills with support and guidance. Coaching relationships can further enhance the impact of the intervention through practitioner support, modeling important skills, or informing changes to the implementation process itself.

Full Implementation: In Full Implementation, the new practices have become 'business as usual.' Once an organization has reached this stage, a sustainable plan for continued learning, improvement, and training for new staff should be in place.
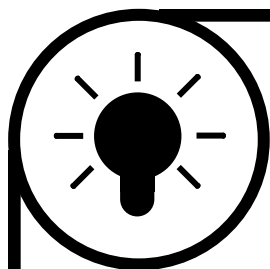
CASE STUDY: COACHING & PDSAs

The Sudbury-Manitoulin Service initiative was a cross-sector group of service providers who came together to develop and implement a protocol that supports the transition of youth with mental health and addictions needs from youth to adult services. The protocol establishes a supported transition process for youth so that they are connected directly to adult mental health and addictions services before they turn 18, instead of falling through the cracks by 'aging out' or waiting for traditional referrals.

Coaching is an instrumental part of implementation because it supports the direct translation of theory and training into practice. An important responsibility of the implementation coach is to support and facilitate the use of quality improvement mechanisms. In Sudbury-Manitoulin, implementation of the protocol was first piloted for a 6-month period with a small group of programs and staff. Community leads met regularly with the implementation coach and used Plan Do Study Act (PDSA) cycles to review both accompanying resources and the actual process of supporting youth transitions to adult services.

One of the resources created was a Protocol Roadmap, which provides a one page, step-by-step overview of important milestones during the transition from youth to adult services. Using PDSA cycles, providers tested the effectiveness and usefulness of the roadmap when working with youth. It was noted during the piloting phase that the roadmap didn't provide direction to clinicians when a youth decided not to seek adult services. To address this issue, the implementation coach worked with community leads to add a 'detour' to the roadmap which outlined the clinician's role in this situation. Testing of the detour proved very effective. It highlighted the importance of equipping all 16-18 year old youth with a basic knowledge of adult mental health and addictions services, recognizing that transitions will sometimes happen later in the youth's journey. As a result, both the roadmap and protocol changed to outline the clinician's role as a resource and support for all transition aged youth receiving services.

USEFULNESS

There is a growing incentive to effectively implement evidence-based practice in health and allied healthcare settings with the goal of improving client care experiences. At the end of the day, the full and effective implementation of such practices is rooted in behaviour change at the level of the individual.

Coaching provides an opportunity to align professional and personal staff development with the goals of the organization in a meaningful way. It supports the integration of change processes, big and small, that balance leadership expectations with the needs of those directly implicated in the proposed change (Ennis, Goodman, Hodgetts, Hunt, Mansfield, Otto, & Stern, 2005). Many process changes and innovations are not sustained as a result of lack of inclusion, support, and learning for those implementing the change (Fixsen, Naoom, Blase, Friedman, & Wallace, 2005).

Implementation coaches aim to support organizations as they work to sustainably bring best practices from theory to practice. Coaches are often viewed as representatives of a new initiative and work to help individuals develop their skill set and increase their professional capacity. Integrating coaching into a change plan is key to ensuring successful, measurable, and sustainable implementation.

SUPPORTING THE CHANGE PROCESS

Evidence-based practices dictate how staff interact with clients, the paperwork to be completed, and how data are recorded and analyzed, but it is individual staff members who deliver the intervention through their words, actions, and decisions (Fixsen, Naoom, Blase, Friedman, & Wallace, 2005). The process of introducing change, whether it is a new target to reach, a new form to complete, or a new approach to treatment is at its core a very personal and human experience. Successfully bringing new processes into a workplace requires individuals to change their behaviour and must be supported in ways that take emotional reactions into consideration.

The foundation for successfully supporting implementation through coaching is laid before the process of change is even introduced. To some, coaches are seen as consultants who show up when things are not going as planned, which can heighten anxiety and undermine trust. These feelings are real and, without anticipation and planning, the coach's effectiveness may be compromised. Preparations can involve introducing the coach to the coachees and their work a few weeks before the proposed change formally begins, allowing time for relationships to develop.

Levels of commitment, buy-in, and involvement will naturally vary for each stakeholder involved in a change process (Ennis, Goodman, Hodgetts, Hunt, Mansfield, Otto, & Stern, 2005). In order to optimize the implementation of a change process it is important for all stakeholders to see themselves as partners, a sentiment that coaches play a substantial role in fostering. Face to face time between direct service staff, stakeholders, and coaches is key in the development of relationships, issue identification, and establishing a common set of expectations (NIRN, n.d. (8)).

CAPITALIZE ON TEACHABLE MOMENTS

Organizations spend a tremendous amount of money sending staff to trainings, workshops, and conferences to learn about the most innovative and effective ways of working, and expect them to return to their jobs with practical expertise. Coaching offers the potential for generating and using on-site, hands-on teachable moments to provide staff with the opportunity to practice new skills within a realistic setting.

To be effective, coaching needs to be work-based, opportunistic, readily available, and reflective (Fixsen, Naoom, Blase, Friedman, & Wallace, 2005). The coach can facilitate debriefing sessions between staff members, between staff teams implicated in a change process, and function as a conduit for recommendations to organizational leadership.

## IMPROVE SERVICE QUALITY AND ASSESS ORGANIZATION CULTURE

Regardless of the sector or industry, ensuring that high-quality services are made available to clients or customers is key to any organization's success. As a staff team achieves a level of emotional "buy-in" and confidence in their

understanding of the change being implemented, it is important to ensure that impacts are measured, that the change is being implemented with fidelity, and that staff have opportunities to provide continuous feedback.

A coach helps to support the implementation process by facilitating quality assurance checks with the organization to determine if the change process is being implemented as expected, where bottlenecks or refinements may need to be considered, and if duplications are present. Organizations should aim for a high level of fidelity during implementation, which means that the core components of the intervention are in place and that a consumer or client will predictably receive its benefits (NIRN, n.d. (8)).

Staff evaluations of a process are a key source of information that supports the continued delivery of high quality services and coaches play a key role in integrating performance assessments with staff feedback surveys. Drawing on information from multiple sources provides a balanced view of how well the change is being implemented, which includes the perspectives of those responsible for doing the work itself. Once rapport has been established, coaches are positioned to assist in measuring overall organizational culture, team communication, organizational trust, employee satisfaction, and efficiency.

These components can be related directly to the change process being implemented and reflected back to the organization as a whole. Coaches are well equipped to not only identify areas of concern within an organization but also to help effect change at an individual, team, or organization level.
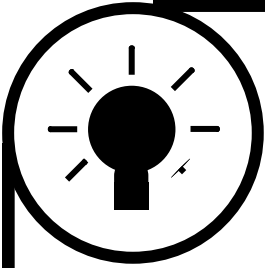
CASE STUDY: COACHING & TOOLS

The Reintegration Centre is a multi-service hub in Toronto that opened across the road from Ontario's largest provincial detention centre in May 2015. It is led by the John Howard Society of Toronto, but is supported by multiple organizations, including the Toronto Justice Collaborative's Implementation Team from CAMH. Men who have been released from detention can visit the Reintegration Centre to improve their access to medication, income supports, housing, safe injection kits, detox support, mental health case management, primary health care, and peer support.

One of the most important and innovative aspects of the Reintegration Centre is the inclusion of Peer Support Workers as front-line service providers for clients immediately following their release from detention. These Peer Support Workers have lived experience of the justice system, substance use, and/or homelessness, and can immediately relate to the experiences of their clients. This relatability helps to quickly establish trust and rapport, which enhances the service delivery process. However, many of the peers struggled to complete the paperwork required to document important demographic information needed to inform future planning of the Reintegration Centre's services, policies, and structures.

This challenge was identified by the Implementation Coach through consistent observation and conversation over the course of several visits to the Reintegration Centre, and served as a starting point for the development of a conversation guide with the Peer Support Workers. This guide includes suggested questions or prompts, and tips on how to ask some of the more challenging questions regarding identity and past offences in a way that is respectful and natural. While the guide drew its content from academic journals and best practices, it was written in a manner that was accessible and relatable for the Peer Support Workers. In the following weeks, the coach reviewed the guide with the staff, sat in on intake meetings, and worked with the Peer Support Workers to make relevant changes to the guide.

As support from the Implementation Coach began winding down, a final meeting was held with the Peer Support Workers to debrief their experience of the implementation coaching support that was provided. The Peer Support Workers shared that they found the experience of using the conversation guide to be very eye opening: it helped them to feel more empowered in their roles, and the clients they served were able to get better access to the services and supports because the Peer Support Workers were asking better questions.

COACHES

A good coach needs to have a strong understanding of how to connect with, teach, and mentor individuals at a direct service or senior leadership level, balancing individual learning needs with broader expectations or pressures. Coaches are able to effectively communicate complex ideas in simple, relatable ways. The ability to authentically communicate both the forest and the trees is based on a coach possessing solid practice credibility and an understanding of their own limitations (Ennis, Goodman, Hodgetts, & Hunt, Mansfield, Otto, & Stern, 2005). The best coaches look to be coached and taught themselves.

Organizations can promote internal capacity for coaching by looking for the following qualities.

The following traits are adapted from Ennis, Goodman, Hodgetts, & Hunt, Mansfield, Otto, & Stern (2005).

MATURE SELF-CONFIDENCE

- Appears comfortable with themselves;
- demonstrates growth and wisdom based on personal and professional experience;
- shows confidence;
- shows humility.

During a presentation, the coach is asked a question regarding content that they don't know the answer to. The coach identifies a participant in the presentation, who has the knowledge, to help respond to the question.

POSITIVE ENERGY

- Shows energy and optimism;
- effectively manages emotions;
- demonstrates resilience, especially after mistakes or failures;
- good sense of humour;
- helps others to appreciate their ability to overcome challenges and imagine new possibilities.

When working with a team to integrate a process change, the coach admits that they really struggled with understanding the change at first but once they viewed the change "this way" it became understandable.

ASSERTIVENESS

- Knows how to set appropriate limits;
- can hold people accountable to their commitments in a productive manner;
- speaks directly to others, even during difficult conversations;

♦ able to challenge senior leaders in productive ways.

An organization's directors committed to including direct service staff when new policy was being developed, but this commitment was not fulfilled. The coach books a meeting with the directors to ask about this issue to remind them about their commitment and its importance to the change being implemented.

INTERPERSONAL SENSITIVITY

♦ Is sensitive to how their coaching style impacts others;
♦ demonstrates an interest in others;
♦ shows compassion and concern for the wellbeing of others;
♦ demonstrates tact;
♦ uses active listening techniques.

During a meeting, the coach notices that one of the participants, who is normally very engaged, is quiet and reserved. The coach takes time during the break to check-in with the participant to see if anything could be changed about the meeting to better support them.

OPENNESS AND FLEXIBILITY

♦ Tailors their approach to the needs and preferences of the coachee;
♦ demonstrates flexibility;
♦ understands and relates to an array of different people;
♦ seeks out and uses feedback.

Based on verbal and written feedback from a previous meeting, the coach hears that the group would like more opportunities to understand how a change will impact their jobs in concrete terms. The coach designs a series of activities that allow each participant to better conceptualize how the new process will be

integrated into their routine. They work in small groups to practice with the tools and debrief about the process afterwards.

GOAL ORIENTATION

♦ Helps coachees identify and set realistic and challenging goals;
♦ highly motivated to pursue personal goals;
♦ resourceful;
♦ persistent.

A staff member is very engaged and actively participates in the development of their professional goals. These goals are not limited to individual goals, but also include goals that the staff member has for those they are supporting/managing. Individual goals are clearly linked to the group goals and consider the steps and supports required to help the group members achieve their goals.

PARTNERING AND INFLUENCE

♦ Speaks in ways that achieve desired impact;
♦ presents arguments that address the most pressing concerns;
♦ partners to solve problems and achieve goals;
♦ can relate to the values of those being coached;
♦ demonstrates inclusiveness.

During a workshop, a few participants identify some gaps in the content being discussed and show a collective passion and interest in the work. The coach establishes an action item based on this observation and supports the development of a smaller working group comprised of these participants to work through the gap and present their recommendations back to the broader group.

CONTINUOUS LEARNING AND FEEDBACK

- ♦ Seeks feedback to improve approach;
- ♦ assesses and addresses gaps in knowledge;
- ♦ develops new and useful skills.

Following a workshop the coach provides the opportunity for anonymous feedback of their work and looks to integrate the feedback immediately. During annual performance appraisals, the coach seeks out feedback from those that they don't traditionally "get along with."

INTEGRITY

- ♦ Takes and holds ethical positions, even in the face of pressure;
- ♦ maintains confidentiality;
- ♦ determines courses of action based on consultation and reflection to meet stakeholder goals;
- ♦ walks the talk;
- ♦ makes and keeps commitments.

While meeting with leadership at an organization about a proposed change of practice, the coach becomes concerned about the amount of work and expectations placed on a staff team. The coach feels that the team does not have the training and support required to successfully implement the change. The coach identifies this concern, lays out the supports required, and commits to providing some of the additional training.

Even though these capacities can help coaches to succeed, each coach has their own unique approach to the practice of coaching. Each individual will interpret coaching through previous experiences, both negative and positive, and it is important that those in the

coaching role understand these preconceived notions and prepare for them accordingly.

Establishing successful coaching relationships also depends on identifying coaches who 'fit' with the individual, team, or organizational setting where the coaching will happen. A key component of coaching takes place before the coach even meets the individuals they will be working with. Coaches need to take time to understand the processes, skills, and resources (i.e. clinical, administrative, evaluative) that are available to support an implementation effort.

A deeper understanding of the implementation context can help coaches to plan for how strengths can be best leveraged. It can also outline how areas of improvement can be addressed in a way that fits the realities of the individuals and organizations in a sustainable manner.
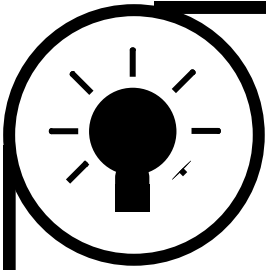
CASE STUDY: AN IMPLEMENTATION COACH ON COACHING

I was the Regional Implementation Coach with the Thunder Bay initiative during the implementation of the Rebuilding for Learning evidence-based practice at a local First Nations high school. We worked to address gaps in crisis prevention and student transitions from remote communities to an urban setting alongside school administrators and representatives from other sectors, such as mental health, substance use, justice, and child welfare.

A major focus of my work was to coach the school's nurse, to build the confidence and community stakeholder relationships she needed to run meetings and arrive at decisions more effectively. These meetings were attended by representatives from First Nations and non-First Nations community agencies, including directors, executive directors, managers, and direct service providers. In the early days, more senior representatives tended to move discussions in directions that didn't reflect the needs of the school or the goals of the initiaitve.

To help the nurse keep the process on track, I scheduled discussions to help her set the agenda and goals before each meeting. We also met immediately after each meeting to discuss what worked well and what didn't. This allowed me to give her feedback while the meeting was still fresh in our minds, always focusing on reinforcing effective behaviour. In this way, we built a relationship that was based on mutual trust and patience.

The moment when my work as the Coach felt 'complete' was when I saw her take ownership of the meetings and extend her confidence into the broader implementation process. I think about this like teaching someone to ride a bike: This is the moment when, while running along holding the back of their seat, you let go, and they keep on pedaling without realizing they're doing it on their own. I felt a lot of pride and accomplishment, but also some sadness that I wasn't going to be needed in the same way anymore. It was a good reminder that the point of coaching is to let go when the time is right. My relationship with the Chair didn't end at that point, but the heavy lifting was done.

TOOLKIT

COACHING PLANS

WHAT IS IT?

Coaching plans can help coaches to break down an individual's workplan into more manageable components that can be acted upon, documented, and measured. They clearly identify roles, responsibilities, and commitments for all parties involved in a coaching relationship.

They can also help to directly connect individual goals and responsibilities to the drivers of organizational change during implementation projects (see page 17).

Coaching plans support planning for sustainable and manageable implementation by mapping the process of coaching against other related or competing activities.

WHEN CAN IT BE USED?

Coaching plans can be used at the beginning of a new implementation project, especially when there are multiple competing needs and a number of partners involved.

They should also be referred to regularly by coaches as a tool for reviewing progress, goals, and outcomes.

RESOURCES NEEDED FOR USE

- Staff time and organizational support;
- clear understanding of the scope of the implementation project's coaching needs;
- clear understanding of timelines for related or competing projects;
- access to other individuals and partners who are connected to the project to ensure clarity of roles and availability of support resources.

HOW DOES IT BUILD COACHING CAPACITY?

Coaching plans help coaches to better manage and plan coaching relationships and use of coaching time, especially when working to produce deliverable outcomes.

Coaching plans can also promote sustainability of new intervention by keeping concepts like capacity, skill development, and resource availability at the forefront of conversations.

COACHING PLANS

ACTIVITIES	RATIONALE/GOAL	METHOD/CONTENT	SUSTAINABILITY PLAN
Identify each aspect of the coaching plan that is being created, enhanced, or otherwise supported to guide the successful implementation of the change. *These may include Community of Practice groups, agency implantation teams, one-on-one meetings, or regular training sessions.* *Many change projects will require multiple coaching activities.*	*Explain why each activity is important and/or necessary.* *Goals and rationale should be identified with individuals who are involved with and responsible for the change project.* *Multiple goals can be listed if necessary.*	*Explain how each of the goals will be achieved.* *Consider the following:* ♦ *what are the steps that need to be followed?* ♦ *what roles will need to be included?* ♦ *how do roles complement one another?* ♦ *what timelines will be followed?*	*What resources and supports need to be available and in place to make sure that necessary aspects of the coaching plan can be maintained after the coach steps back from the project.* *Timelines are helpful and should address what happens:* ♦ *when the coach first gets involved;* ♦ *when the coach begins to step back;* ♦ *when the coach steps back completely.*

Template developed by SISC Implementation Coaches.

MOTIVATIONAL INTERVIEWING STRATEGIES

WHAT IS IT?

Motivational Interviewing uses open-ended questions to reach better understandings of how an individual fits into the context of an intervention's implementation.

This approach provides coaches with a concise cheat-sheet of motivational interviewing questions and strategies to support different kinds of conversations with individuals who are at different parts of the change process.

These questions promote individual insight into feelings about a pending or ongoing change, and reveal reasons for resisting or accepting that change.

Motivational Interviewing can also help coachees to identify their own personal goals related to a program's implementation, and to uncover the support they will need to achieve these goals.

WHEN CAN IT BE USED?

Motivational Interviewing techniques can be used across every aspect of coaching during an implementation process. They are particularly useful for use with coachees when developing coaching plans or setting other kinds of goals.

RESOURCES NEEDED FOR USE

- Staff time and support to engage in fruitful conversations;
- organizational and individual willingness to engage in action- and goal-oriented introspection;
- ability to combine themes from multiple conversations to support implementation planning and evaluation efforts.

HOW DOES IT BUILD COACHING CAPACITY?

Motivational Interviewing can help coaches to better determine where their efforts should be focused during implementation by uncovering what is working and what needs more attention.

It can also guide the process of building productive relationships with individuals to aid in the identification and navigation of organizational and individual needs during an implementation process.

WHERE TO FIND IT?

http://www.nova.edu/gsc/forms/
mi_rationale_techniques.pdf

PLAN-DO-STUDY-ACT (PDSA)

WHAT IS IT?

The Plan-Do-Study-Act (PDSA) cycle helps to determine the effectiveness of any aspect of an intervention through rapid observation and testing. This approach can be used to improve intervention elements like tools, implementation plans, processes, and goals.
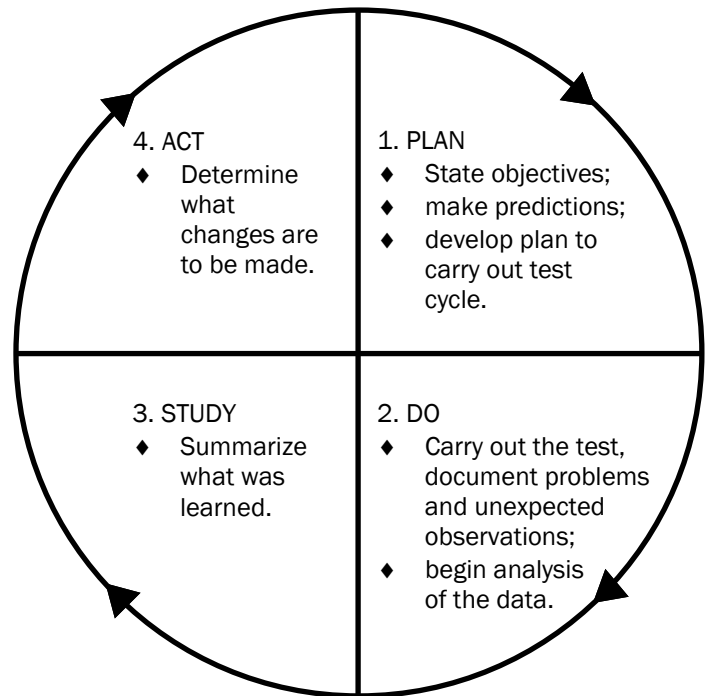
PDSA cycles improve the user's ability to make quick changes and adjustments, as well as tracking the value of previously made changes or adjustments.

WHEN CAN IT BE USED?

PDSA cycles are most effective when they're used in an ongoing way. They can be used to evaluate something that isn't working the way it was intended or expected to work, or as a planning tool to prepare for specific changes that need to take place.

RESOURCES NEEDED FOR USE

♦ Staff time and support;
♦ access to information about outcomes (client feedback, staff feedback, partner feedback, first-hand reports of using new processes, outcome measures).

4. ACT
♦ Determine what changes are to be made.

1. PLAN
♦ State objectives;
♦ make predictions;
♦ develop plan to carry out test cycle.

3. STUDY
♦ Summarize what was learned.

2. DO
♦ Carry out the test, document problems and unexpected observations;
♦ begin analysis of the data.

Adapted from Varkey, Reller, & Resar (2007).

HOW DOES IT BUILD COACHING CAPACITY?

The PDSA cycle can guide coaches in how they should adapt their coaching approach with different individuals, or with an organization as a whole.

It can also help to develop abilities to engage internal and external partners in gathering honest feedback about what has been working (or what needs improvement).

IMPLEMENTATION DRIVERS ASSESSMENT TOOL

WHAT IS IT?

The Implementation Drivers Assessment Tool provides a comprehensive overview of *implementation drivers* and how they contribute to the likelihood of successfully implementing a new program, practice, or initiative.

It also helps coaches to guide stakeholders through the process of determining the extent to which drivers are in place in their organization and identifying where energy and attention should be focused to encourage success.

WHEN CAN IT BE USED?

The Implementation Drivers Assessment Tool is used to support initial planning after an intervention has been selected.

It can also be revisited by the coach and implementation team to highlight areas where further attention or planning is needed.

RESOURCES NEEDED FOR USE

- Staff time and support;
- useful information about the intervention;
- useful information about the organization's capacity to implement the intervention.

HOW DOES IT BUILD COACHING CAPACITY?

This tool helps coaches focus attention and action on supportive factors that need to be strengthened to encourage success of the intervention.

It can also help coaches to enhance a stakeholder's understanding of the differences and connections between the program (intervention) and the process of getting the program up and running (implementation).

WHERE TO FIND IT?

http://implementation.fpg.unc.edu/resources/implementation-drivers-team-review-and-planning

QUALITY IMPROVEMENT TOOL SELECTOR

WHAT IS IT?

The Quality Improvement Tool Selector helps the user to pick the right Quality Improvement (QI) approach for their specific situation, especially when QI approaches may be unfamiliar.

This tool is something that coaches can leave with their partners and that is flexible enough to be useful in a number of different circumstances.

WHEN CAN IT BE USED?

The Quality Improvement Tool Selector is particularly helpful at the beginning of the *installation* phase of implementation (page 16), when an intervention has been selected but has yet to be put into practice. It can guide action around determining how fidelity will be measured, how outcomes will be met, and where opportunities for adaptation can be expected.

More generally, this tool can be used when an individual or team is uncertain about where to move next during implementation.

RESOURCES NEEDED FOR USE

- Time and staff support;
- ability to use the tools that are identified, including appropriate workplace culture, leadership, and supporting processes.

HOW DOES IT BUILD COACHING CAPACITY?

The Quality Improvement Tool Selector can improve a coach's ability to target their coaching approach for the needs of a specific context.

Selecting the right QI tool for the given situation can help guide stakeholders through the process of discussing and building anticipation for 'future states' that will be brought about by implementation.

When combined with individual or group coaching, it can also help people affected by implementation to identify their roles and responsibilities during a change.

QUALITY IMPROVEMENT TOOL SELECTOR

TOOL NAME	WHEN TO USE	RESOURCES
Fishbone/Cause and Effect Diagrams	When leading a brainstorming session about the main causes of a problem with the quality of a program or service, and identifying the sub-causes leading to each main cause. This tool can also be used to sort ideas into useful categories, particularly when it is used alongside "The 5 Whys". *Example: the referrals being made for the intervention are missing relevant clinical information.*	http://www.youtube.com/watch?v=Kz5Pr8aPKtw http://asq.org/learn-about-quality/cause-analysis-tools/overview/fishbone.html
The 5 Whys	When a deeper understanding of the root cause of a problem is needed, "The 5 Whys" can help a group to drill down further. This tool is based on the idea that by repeating 'why' five times, the nature of a problem, as well as its solution, becomes clearer. *Example: a substantial cultural group in the community is not accessing potentially useful services.*	http://www.youtube.com/watch?v=JmrAkHafwHI http://asq.org/healthcare-use/why-quality/five-whys.html
Process Mapping	When a clear picture of the roles and responsibilities connected to every step of a service process is needed. Process maps include *flow charts* and *swim lane* analyses. *Example: a breakdown in communication has led to important information not being captured in the database.*	http://asq.org/learn-about-quality/process-analysis-tools/overview/flowchart.html

TOOL NAME	WHEN TO USE	RESOURCES
Plan-Do-Study-Act Cycles (PDSA)	When it is necessary to determine if an aspect of the intervention is working the way that it is supposed to. The PDSA process can also guide planning around revisions to the process as needed. *Example: Assessment packages are supposed to be completed and shared with the committee in a weeks time. You need to determine if this is happening.*	http://www.youtube.com/watch?v=xzAp6ZV5ml4 http://nirn.fpg.unc.edu/learn-implementation/improvement-cycles
Usability Testing	When it is possible to test and make relatively rapid revisions to aspects of an intervention. Usability testing is similar to pilot testing, but instead of a single test, multiple tests are simultaneously conducted with at least 5 users each. *Example: The intervention is developed and the process is evaluated after 5 users receive service. The intervention is evaluated, modified, and tested with 5 new users.*	http://nirn.fpg.unc.edu/learn-implementation/improvement-cycles
Practice-Policy Communication Loop	When oversight teams can be established to hear about what is helping or hindering processes at the practice level. Oversight teams can ask questions that uncover otherwise hidden assumptions. These teams should also have the capacity to mitigate identified problems by supporting efforts for improvement. *Example: An oversight committee meets monthly with direct service representatives, who provide updates on goals and targets.*	http://nirn.fpg.unc.edu/learn-implementation/improvement-cycles

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FOR MORE INFORMATION

National Implementation Research Network (NIRN)
NIRN promotes a scientific approach to implementation, organizational change, and system change across health and social service sectors.
(nirn.fpg.unc.edu)

International Coach Federation (ICF)
The ICF establishes professional coaching standards and offers coaching resources and supports.
(coachfederation.org)

Institute of Coaching (IOC)
The IOC advances the practice of coaching by supporting the development of best practices through coaching-focused research.
*(*instituteofcoaching.org*)*