

The Center for Secondary School Redesign, Inc.
West Warwick, Rhode Island

*Changing the Culture Using a
School Change Coach*





CSSR: COACH ROLE OPTIONS

As a school change coach, we believe that everyone working with CSSR must always be asking the question, “What is required of me at this point in time - what role will best address the current circumstances?” It is important to also assess what role the coach is being asked to play by the client, and to determine if it is in the best interest of the project/client to do so. We must always clarify client expectations of me/my role/s at the beginning of the project and at regular intervals along the way.

COACH ROLE DESCRIPTIONS	When to Use It	When Not to Use It
A. <u>ADVISOR/EXPERT</u>: <i>Is a content guru; presents information; imparts specific knowledge in line with project requirements; presents alternative courses of action to meet project goals</i>		
B. <u>FACILITATOR</u>: <i>Insures ownership of learning and goal attainment Is on the client; focuses on the process of enabling effective team functioning; employs multiple techniques to foster communication and effective group process</i>		
C. <u>DESIGNER</u>: <i>Leads and/or assists in the design of processes, procedures, and/or practices to drive solutions that assist in meeting project goals</i>		
D. <u>EVALUATOR</u>: <i>Is a sponge for information to understand the client situation and identify potential solutions; listens intently; uses effective interview and observation techniques and tools to identify and gather high quality data; presents data/info effectively</i>		
E. <u>BLACK HAT</u>: <i>Is the bearer of bad news; leads processes or projects with the likely outcome that certain people will be negatively impacted; is prepared to deal with the outfall of negative feedback and conflict</i>		
F. <u>COACH</u>: <i>Is a skill developer; provides candid and constructive feedback; motivates; provides specific advice on how to improve performance; challenges individuals and teams to stretch outside their comfort zone</i>		
G. <u>MENTOR</u>: <i>Role models specific behaviors, skills, talents, and/or roles for the purpose of changing others behaviors, and/or to increase their capacity to meet project goals; provides guidance and direction through the sharing of experiences</i>		

<p>H. COUNSELOR: <i>Helps seek solutions to intra and interpersonal emotional problems; assists with conflict resolution and “acting out” related issues; provides; provides counsel on personal issues</i></p>		
<p>I. ADVOCATE: <i>Stands up for specific individuals or teams; assists individuals or teams to deal with adversity; is a defender; assists others to plead their case; touts others’ achievements</i></p>		
<p>J. PARENT: <i>Goes above and beyond to insure a client’s success; takes a deep and personal interest in all aspects of the client’s life; directs behavior; sets limits; is a protector</i></p>		
<p>K. FRIEND: <i>Is a trusted confidant of personal information; is non-judgmental; shares own needs, fears and concerns with individual clients; is a personal supporter and sympathizer</i></p>		
<p>L. DISCIPLINARIAN: <i>Administers discipline for specific infractions of agreed upon operating norms; insures rules and regulations are upheld; insures that others recognize the potential downside of their actions/inappropriate behavior</i></p>		
<p>M. LEADER: <i>Directs the action/behavior of clients - individuals and/or teams: is in charge of meeting specific project goals</i></p>		
<p>N. EXTRA HANDS: <i>Does work the client is capable of and is too busy to handle, or doesn’t have the stomach for</i></p>		
<p>O. POLITICIAN/MEDIATOR: <i>Works to insure different/opposing parties work well together; works to establish trust & credibility to be persuasive (have clout) to deal with conflict and difficult situations</i></p>		
<p>P. ADMINISTRATOR: <i>Manages the logistics of the project; budgets, resource allocation, etc.</i></p>		



CSSR: COACH SKILLS & TALENTS MODEL

Background

This model was developed for the purpose of defining the behavioral qualifications/standards required for CSSR coaches to be successful in a number of roles, to include: Lead Coach, School Change Coach, Principal/Leader Mentor & Coach, Teacher Team Coach, Expert/Specialist (educational and culture change best practices). The coach model was developed with the following in mind:

- The coach model should reinforce the understanding and application of the Turnaround Principal Skills & Talents Model (please contact CSSR to learn more about this model), since the coach model skill/talent groupings, sequence, and labels are parallel to those of the principal/change leader model. However, the definitions and behavioral indicators for the coach model differ to reflect the difference between the school leader and coach roles. Given that behavioral indicators differ, in some cases there are also differences in the level of “trainability” of each skill/talent, i.e., the level of effort to acquire or enhance particular skills/talents differs between the models.
- The need to have a valid set of coach qualifications that can be used to create the best job fit when making CSSR work assignments.
- The need to have a coach model with enough detail for coaches to identify skill/talent development areas.

At this point, the model is not based on empirical data specific to the services provided by CSSR coaches. It is based on the following:

- An analysis of the activities that must be accomplished proficiently, as reflected in the role of school change coach.
- CSSR knowledge of the coaching role from resources that focus on what it takes to be a successful consultant/coach the creation of coach/consultant competency models for organizations in other sectors.
- The Turnaround Principal Skills & Talents Model.



Model Labels and “Trainability”

The chart below provides the names of all the skills and talents in the model. Next to each, you will see an L (low), M (moderate), or H (high), that reflects the level of effort required to acquire or enhance that particular skill/talent.

A. STAKEHOLDER ENGAGEMENT	B. INFLUENCING
1. Client Focused(M-H)	8. Compelling Project Vision(M-H)
2. Coach Self-Image(M-H)	9. High Expectations(M-H)
3. Courage(H)	10. Sense of Urgency(H)
4. Accurate Empathy(M-H)	11. Political Savvy(H)
5. Communication (M-H)	12. Motivating/Influencing(M- H)
6. Role Clarity (L-M)	13. Strategic Relationship Building(M-H)
7. Team Builder & Player (M-H)	
C. ORGANIZATION MANAGEMENT	D. SELF-MANAGEMENT
14. Penetrating Insight(H)	21. Accurate Self-Assessment(M-H)
15. Results Driven(H)	22. Work Ethic(H)
16. Data Driven(M)	23. Professionalism(M-H)
17. Pragmatic(M-H)	24. Objectivity(H)
18. Systems Orientation(M)	25. Self-Confidence(M-H)
19. Talent Management(M)	26. Adaptability(H)
20. Technical Skills(L-H)	

Red Number = Influence driven. Blue Number = Task driven. L/M/H = Level of effort to enhance or acquire. This coding is also applied in the model below.

A. STAKEHOLDER ENGAGEMENT
1. CLIENT FOCUSED: Is vigilant in tuning into and appropriately responding to the client’s needs and requests.
a. Accurately identifies and prioritizes client needs
b. Provides services that are clearly aligned with client needs - readily matches the right services with client needs
c. Actively positions self to be a trusted advisor - makes self easily accessible
d. Goes the extra mile to insure client needs are met and promises are kept
e. While committed to meeting clients needs and requests, only does so if client needs/requests reflect best practice, i.e., are in the best interests of students and their families.
f. Ensures that client feedback on own and CSSR performance is gathered on a regular basis - conducts heart-to-heart chats

2. COACH SELF-IMAGE: Embraces being an enabler of positive change without having the formal authority to do so.
a. Understands what it means to be a change agent with only informal influence at his/her disposal
b. Is comfortable playing a supportive versus leader role - can put aside needs to be in charge
c. Takes on difficult situations with relish, e.g., high conflict and high resistance environments
d. Recognizes importance of how to facilitate the change process through the effective orchestration of resources and application of informal influence strategies
3. COURAGE: Demonstrates the ability to work comfortably in difficult situations.
a. Maintains appropriate values, positive demeanor, and good coaching practices in the face of strong opposition/resistance
b. Knows what's right for students and staff, and sticks to that when challenged - stays the course
c. Does not personalize negative feedback - has thick skin
d. Demonstrates the ability to be a provocateur when required
e. Is appropriately assertive when required
4. ACCURATE EMPATHY: Reads individuals and groups very well, and uses that understanding to employ effective influence strategies.
a. Understands what makes self and others tick
b. Understands own and others' strengths and limitations
c. Accurately predicts how individuals will react to specific situations and influence strategies
d. Accurately predicts how groups and whole organizations will react to specific influence strategies
5. COMMUNICATION: Communicates well for influence and task accomplishment purposes in both the written and spoken word.
a. Tailors communications to reflect the importance and needs of stakeholders.
b. Times communications for best impact.
c. Facilitates the implementation of communication vehicles to ensure key stakeholders are always in the loop, particularly during change.
d. Demonstrates expertise in designing an using multiple communication vehicles.
e. Keeps CSSR management informed of both progress and problems in a timely fashion.

6. ROLE CLARITY: <i>Pushes for role clarity for all key stakeholders impacted by the project/s he/she is responsible for.</i>
a. Recognizes the importance of role clarity to project success, and makes it a project priority from the start
b. Effectively sells the need for role clarity to clients, resulting in proactive role development activities
c. Effectively employs appropriate CSSR role clarity tools to design or redesign key roles

7. TEAM BUILDER & PLAYER: <i>Recognizes the value of teams, and develops them as an integral part of the school change process.</i>
a. Understands the value of teams in the process of redesigning schools, i.e., they are the primary engine of change
b. Recognizes when and how to create teams to get a specific task done - and when a team is not the appropriate solution
c. Demonstrates the ability to build high-performing teams - understands and applies all the elements of team functioning required for high performance
d. Is skilled in utilizing CSSR team building tools and processes
e. Ensures the client is aware of the what is required to provide support for/appropriately resource a team to facilitate team success

B. INFLUENCING
8. COMPELLING PROJECT VISION: <i>Assists clients to create a clear and compelling project vision that both focuses and motivates key stakeholders</i>
a. Recognizes the value of having a clear and compelling project vision - to include a vision for own role as the service provider
b. Facilitates the process by which a compelling project vision is created
c. Assists clients to recognize the value of having a clear project vision/purpose and school guiding statements, i.e., values, vision, mission, and educational philosophy
d. Employs the CSSR process of creating the value, vision, mission, and educational philosophy statements
e. Effectively uses the project vision and the school's values, vision, mission, and educational philosophy to motivate stakeholders, and to keep them focused on meeting project goals and objectives

9. HIGH EXPECTATIONS: <i>Maintains high standards and a focus on positive results regardless of the nature of the project/assignment</i>
a. Models high positive expectations for those he/she works with
b. Is not discouraged by others lack of high expectations - works to change people's minds and attitudes re: what is possible
c. Uses appropriate influence strategies to create an atmosphere of high expectations for whatever project being worked on
d. Does not accept the status quo in any fashion when it interferes with meeting project goals

10. SENSE OF URGENCY: <i>Demands of self and others the need to continually push for better results now.</i>
a. Is never satisfied with current levels of performance, and employs strategies that assists others to share that dissatisfaction (without engendering resistance)
b. Is persistent and energetic in continually modeling a high level of commitment to meeting project goals
c. Continually keeps the issue of what's best for students on the front burner for all stakeholders - as a motivator in keeping things moving
d. While having a strong need to keep people moving and on track, is acutely aware of the need to "go slow to go fast," i.e., the need to have a solid foundation in place before jumping to implementation
11. POLITICAL SAVVY: <i>Understands the role that power and influence play in making a successful coach, and employs that knowledge to influence effectively.</i>
a. Understands the formal and informal power structures in schools/districts - accurately identifies those in power and uses that knowledge to create effective influence goals and plans
b. Understands the need for and employs coalitions and strategic political relationships to assist in meeting project goals
c. Recognizes when it makes more sense to back off and fight another day; has an acute sense of timing with regard to the use of specific influence activities
d. Recognizes and acts on the fact that the ability to leverage is based on one's ability to create trust and credibility
12. MOTIVATING/INFLUENCING: <i>Employs a sophisticated array of influence strategies designed to inspire, energize, and direct the thoughts and behaviors of others towards goal accomplishment.</i>
a. Creates influence goals and plans for every client interaction
b. Takes time to connect with people on a regular basis - is intentional in building relationships for the purpose of motivating others' performance to meet project goals
c. Is effective in building a case to convince others of a point of view to change their behavior
d. Is street smart - knows the limits of own influence, and adjusts message and influence style and strategies to meet situational requirements
13. STRATEGIC RELATIONSHIP BUILDING: <i>Creates and sustains relationships that foster goal attainment.</i>
a. Builds effective strategic relationships and coalitions with influential people, i.e., those who have an impact on project success, for the purpose of attaining project goals.
b. Joins existing groups/coalitions b. Joins or creates coalitions that will foster the attainment of project goals

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| c. Encourages the project staff (school/district/CSSR) to engage in relationship building that will enhance project goal attainment. |
| d. Works effectively to build a partnership with the client |
| e. Takes action to use current project platforms as vehicles for building relationships that will lead to additional CSSR work. |

C. ORGANIZATION MANAGEMENT

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| 14. PENETRATING INSIGHT: <i>Gets below the surface quickly to fully understand problems and potential solutions.</i> |
| a. Employs models/diagnostic frameworks to understand new data; what works and what doesn't; and to make plans |
| b. Is a quick study - rapidly assimilates new information into existing frameworks |
| c. Sees trends, and makes sense out of disparate pieces of information |
| d. Quickly identifies when a course of action will not succeed and makes appropriate adjustments |
| e. Never misses the human element in the problem solving and decision making process |

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| 15. RESULTS DRIVE: <i>Insists that all activities be tied to relevant and measurable outcomes.</i> |
| a. Employs project management best practices to ensure the optimum use of resources and the attainment of goals |
| b. Demonstrates the ability to assign measures - process or outcome - to all activities |
| c. Keeps project teams focused on appropriate tasks and goals |
| d. Is relentless in pointing out activities that contribute low value and should be taken off the plate in the service of other more productive activities/strategies |
| e. Defers to others' expertise when appropriate; brings in others as necessary to meet project goals |
| f. Confronts non-performance issues immediately and in a fashion that maximizes the chances for future compliance |
| g. Persists to overcome obstacles to goal attainment |

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| 16. DATA DRIVEN: <i>Uses data effectively in all aspects of the coaching role.</i> |
| a. Demonstrates skill in the identification and use of relevant data for understanding needs and/or convincing others of the priority of addressing specific needs |
| b. Convinces others of the need for relevant data to guide their work |
| c. Demonstrates the ability to train others in the effective use of data |
| d. Only makes decisions when sufficient data is available to make a reasoned judgment - no knee jerks |

17. PRAGMATIC: <i>Plans and takes action based on a profound understanding of human nature and immediate circumstances.</i>
a. Is driven by what works, not theory - looks at facts and the probability of attaining desired outcomes before taking action
b. Employs a deep understanding of human nature to employ influence strategies that work
c. Recognizes what it takes for change to occur and stick, and sets appropriate time horizons accordingly when making plans
d. Learns from past experience, and applies that learning in practical ways to deal with current and future demands
18. SYSTEMS ORIENTATION: <i>Recognizes the interrelatedness of all aspects of school functioning, and takes that into account when planning and making decisions; is process oriented.</i>
a. Assists clients to institutes processes and systems to stabilize the organization, set appropriate performance standards and to insure the successful implementation of initiatives over time
b. Understands and maintains the appropriate balance between system/process control and unnecessary bureaucracy/red tape
c. Assists clients to creates processes and systems that provide an ongoing and accurate pulse of the school's climate and performance as it applies to meeting key school goals
d. Recognizes and employs process and structure to direct behavior and to make up for skill deficits
19. TALENT MANAGEMENT: <i>Orchestrates the CSSR talent necessary to meet project goals.</i>
a. Demonstrates the ability to assist the client with talent management/staff capacity building, e.g., designing roles/jobs, determining role/job skill & talent requirements, making good hires, conducting effective PD, performance appraisal, etc.
b. Stays attuned to project requirements re: CSSR talent resources, and uses them effectively to meet project goals
c. Provides CSSR project staff with useful and timely performance feedback
20. TECHNICAL SKILLS: <i>Stays current on and effectively employs student-driven/inquiry learning and teaching best practices in addition to culture change best practices.</i>
a. Takes specific action, e.g., engages in PD activities, to stay up to date on educational best practices
b. Takes action to stay up-to-date on state level (where services are being provided) and federal/national level educational issues and trends
c. Takes specific action, e.g., engages in PD activities, to stay up to date on OD/change leadership best practices
d. Understands the contract and grant on projects he/she is working on.
e. Identifies the technical skills required of a project and insures they are available when required
f. Demonstrates effective project management skills, e.g., planning, organizing, and coordinating

D. SELF-MANAGEMENT

21. ACCURATE SELF-ASSESSMENT: *Is accurately tuned in to own strengths and limitations as they relate to the coach role.*

a. Continually weighs own capabilities against what is required to get the job done, and doesn't hesitate to ask for help when needed

b. Accurately identifies when he/she is not a good fit with clients - chemistry is not right, and lets CSSR know of this so adjustments can be made quickly

c. Is proactive in evaluating own effectiveness and taking action to close skill gaps - learns from mistakes

d. Recognizes when own skill deficits are not practical to overcome, and insures those skills are provided by someone else on the CSSR staff.

e. Asks for feedback from co-workers on a regular basis to insure he/she receives an accurate picture of his/her proficiency in meeting project requirements

22. WORK ETHIC: *Does everything necessary to get done what he/she has committed to do.*

a. Puts in whatever time is necessary to get the job done - while not burning self out

b. Goes the extra mile - without complaint

c. Models for others what it means to be committed to making things work in the face of obstacles - sees things through to completion

d. Takes on self-development activities as required to get the job done

23. PROFESSIONALISM: *Demonstrates positive values under all circumstances.*

a. Demonstrates integrity in all matters

b. Is authentic/genuine in all interactions - no hidden agendas

c. Intentionally models positive values

d. Puts client's needs before own needs

e. Values people; demonstrates respect regardless of the situation

f. Demonstrates a genuine concern for the well-being of others

g. Keeps his/her cool when under pressure

h. Keeps own ego in check - demonstrates humility - recognizes his/her job is to show clients how smart they are, not how smart he/she is

24. OBJECTIVITY: <i>Evaluates people and issues on their merit without being unduly influenced by emotions and personal biases.</i>
a. Does not let personal biases or agendas get in the way of accurately assessing people and situations
b. Does not let the heat of the moment obscure the facts and impair judgment - collects relevant data before making judgments/decisions
c. Actively models objectivity to influence others to do the same
d. Takes action to keep emotions in check when he/she knows he/she will be walking into a difficult/confrontational situation
25. SELF-CONFIDENCE: <i>Steps up to job requirements and challenges with optimism and without undue trepidation.</i>
a. Is open to and employs criticism/feedback effectively
b. Admits mistakes; takes responsibility for own actions - no finger pointing
c. Expresses feelings openly; is spontaneous
d. Stands up for beliefs in the face of opposition
e. Is comfortable taking calculated risks in the service of achieving important goals
f. Recognizes that demonstrating confidence is essential in building trust and credibility, and actively strives to display self-confidence, particularly in challenging situations
g. Does not avoid making tough decisions, pushing back, or confronting sub-par performance when necessary
26. ADAPTABILITY: <i>Rolls with the punches while maintaining balance and a focus on goal attainment.</i>
a. Responds to problems and multiple demands as challenges rather than obstacles
b. Adjusts priorities and actions on a dime to meet the most pressing needs
c. Demonstrates enthusiasm for managing and leading in a high demand and changing environment.
d. Manages ambiguity without a fuss
e. Changes mind/opinion when faced with data that challenges own beliefs
f. Demonstrates a sense of humor, particularly when under stress

CSSR: COACH GRAVITAS FORMULA

RELATIONSHIPS: BUILD TRUST	+	RIGOR: CREDIBILITY →	GRAVITAS!!!		
<ul style="list-style-type: none"> • Client Focused • Courage • Communication • Work Ethic • Professionalism • Objectivity 	+	<ul style="list-style-type: none"> • Political Savvy • Motivating/Influencing • Strategic Planning • Results Drive • Pragmatic • Technical Skills • Self-Confidence • Adaptability 		10	
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CSSR: School Change Coach Knowledge, Skill & Talent Acquisition & Shaping Process

