

BCS 106

Coaching Leaders



Time allotted	50 minutes
Teaching format	Instructor-led discussion with PowerPoint support, Group activity

Resources

Handouts	<ul style="list-style-type: none">• BCS 106 - Seven Questions for Successful Coaching – 1 per person• BCS 106 - Coaching Scenarios – enough to create teams of 3• BCS 106 - C.O.A.C.H. Feedback Form – 1 per person
Equipment and materials	<ul style="list-style-type: none">• BCS 106 – Coaching Leaders course plan• BCS 106 – Coaching Leaders PowerPoint presentation• Computer and projector• Whiteboard or flipchart, appropriate markers and eraser
Resources for additional participant learning	<ul style="list-style-type: none">• None

Course Connections

Connections to other CCS courses	<ul style="list-style-type: none">• MCS 306 - Mentoring Skills• DCS 506 - Coaching for Administrative Commissioners
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Presentation Outline

Introduction and Course Objectives – 3 minutes

In this course a commissioner will become familiar with the new Coaching model and how to use it to better serve their units.

Introduce the learning objectives, noting that by the end of this session, each participant will be able to...

- **Recognize** the importance of coaching

- **Employ** coaching methods to address different situations
- Evaluate options for resolution

Coaching and Developing Others - 10 minutes

What is coaching?

Instructor - Give class time to come up with answers and write responses on a whiteboard.

What does coaching accomplish?

- Clarifies performance – Seeks information and opinions about an individual's current performance as well as long-term development needs.
- Provides timely feedback – Gives timely, specific and appropriate feedback about performance, development needs, and development progress; reinforces efforts and progress.
- Conveys performance expectations and implications—Communicates high expectations; links performance improvement and skill development to important personal and business goals; checks for understanding of and commitment to performance and development goals as well as follow-up activities.
- Evaluates skill gaps—Diagnoses gaps in knowledge, experience, skills, and behaviors that underlie current and future performance; continually modifies evaluation based on new information.
- Guides development – Provides guidance and positive models to help others develop; seeks suggestions for improving performance; collaboratively creates development plans that include activities targeted to specific goals; leverages environmental supports and removes barriers; advocates for individuals to reach higher levels of management through developmental opportunities.
- Fosters developmental relationships—Helps people feel valued and included in coaching and development discussions by expressing confidence in their ability to excel, maintaining their self-esteem, empathizing, involving them, and disclosing their own position.

Coaching, if.....

Done well, can transfer knowledge on a continuous basis by increasing individual motivation and morale and help individuals/teams deliver outstanding results.

Done poorly, can waste the time of valuable resources, create a hostile environment and create suboptimal teams and organizations.

When to consider coaching

When someone needs to be encouraged, given a jolt of confidence.

When the need for an answer or a solution is not immediately at hand.

Coaching is especially important when an issue is negatively affecting a unit.

[Ask the class if they can think of a particular situation.]

Who can benefit

As a commissioner you will probably have opportunities to coach leaders through situations they may not be capable of handling on their own.

Everyone can benefit from coaching including new leaders, experienced leaders, members of the unit committee and possibly the chartered organization.

The 5 B's of Coaching:

- The first principle is to ***be authentic***. It is important to come to the coaching relationship as an authentic human being versus a remote impersonal advisor. Since the development of trust is critical for a productive coaching relationship, coaches should act with integrity, i.e., keep commitments, “walk the talk,” and tell the truth.
- The second principle is to ***be open***. Being open means being warm, non-judgmental, truthful and empathetic. Openness should characterize face-to-face encounters as well as contacts over the phone, through e-mail, or by other means.
- The next principle is to ***be ongoing***. While coaching usually focuses on specific goals, the process should also enable individuals to continue personal and skills development on an ongoing basis.
- Then, the coach should ***build on strength***. While good coaching helps people address weaknesses, this principle is particularly focused on building upon strengths. Since the coaching relationship is focused on development and not performance management, the emphasis should be on *positive growth*.
- Finally, a good coaching relationship is based on ***confidentiality***. Successful coaching relationships depend on trust. The individual being coached needs to feel safe enough in the relationship to fully explore her/his goals, needs, hopes, fears, and withstand an array of feedback from various sources. A key ingredient in building this safe environment is the guarantee of confidentiality.

Why are coaching skills important?

Coaching is an effective strategy for developing someone's skills, knowledge, and abilities while boosting their confidence and performance. Effective coaching can help manage challenges and issues before they evolve into problems. Coaching is not corrective action. Coaching is designed to engage people with solutions which they have identified, rather than those imposed by another. It is a proven approach to the identification and achievement of goals through accountability, empowerment, and engagement.

Through the development of coaching skills, leaders can:

- Provide timely guidance and feedback to help others strengthen specific knowledge/skill areas needed to accomplish a task or solve a problem.
- Guide and support others to excel in their current role and move into higher skills and levels.

Coaching Methods - 20 minutes

Note: Before slide 10, distribute *Seven Questions for Successful Coaching* – 1 per person

For virtual presentation, consider whether to distribute this handout (a) prior to class, (b) during class via the chat line, if available, or email, (c) after class, or (d) a combination.

COACHING SEVEN ESSENTIAL QUESTIONS:

1. The Kickstart Question - *What's on your mind?*
2. The AWE Question - *And what else?*
3. The Focus Question - *What's the real challenge here for you?*
4. The Foundation Question - *What do you want?*
5. The Hands-off Question - *How can I help?*
6. The Strategic Question - *If you're saying Yes to this, what are you saying No to?*
7. The Learning Question - *What was most useful for you?*

The AWE Question - *And what else?* Three simple words, not one longer than 4 letters. With seemingly no effort, this question creates more - more wisdom, more insights, more self-awareness, more possibilities—out of thin air.

There are three reasons it has the impact that it does:

- more options can lead to better decisions; quickest and easiest way to uncover and create new possibilities
- you rein yourself in; It's to see what ideas that person already has (while effectively stopping you from leaping in with your own ideas)
- you buy yourself time

You do want to remember that the first answer someone gives you is almost never the only answer, and it's rarely the best answer. You may think that's obvious, but it's less so than you realize.

This is **Key**. As a commissioner you may be contacted to visit with members of a unit or a specific issue. When you get there the "Coaching 7 Essentials Questions" are a great way to get a good baseline of the issue. BUT when you ask the AWE Question more underlying information may bring forward other issues and hopefully the root of the issues with the unit.

When you use “And what else?” you’ll get more options and often better options. Better options lead to better decisions. Better decisions lead to greater success.

Four Practical Tips for Asking “And What Else?”

1. Stay curious, stay genuine

Just because you’ve now got a fabulous question to use, that doesn’t mean you can slip into a bored groove when asking it.

2. Ask it one more time

As a general rule, people tend to ask this question too few times rather than too many. And the way to master this habit is to try it out and experiment and see what works. As a general guideline, ask the question 3 times and rarely more than five.

3. Recognize success

At some stage of the conversation, someone’s going to say to you, “There is nothing else.” When that happens, a perfectly reasonable reaction is a rapid heartbeat and slight panic. Reframe that reaction as success. “There is nothing else” is a response you should be seeking. It means you’ve reached the end of this line of inquiry.

4. Move on when it’s time

If you can feel the energy going out of the conversation, you know it’s time to move on from this angle. A strong “wrap it up” variation of “And what else?” is “Is there anything else?” It invites closure, while still leaving the door open for whatever else needs to be said.

If you get three to five answers, then you’ve made great progress. And what else?” is such a useful question that you can add it into almost every exchange.

For example:

-When someone has told you about a course of action she intends to take, challenge her with “And what else could you do?”

-When you’re trying to find the heart of the issue, and you ask, “What’s the real challenge here for you?” and he offers up a timid or vague answer, push deeper by asking, “And what else is a challenge here for you?”

The reason for the lighthouse is the following: Coaches help individuals steer away from danger just like a lighthouse. The foundation of the lighthouse is based on the “relationship”.

The best approach to help establish relationships with the leaders in your assigned units is to use this C.O.A.C.H. mindset:

- **Clarify**
- **Observe**

- Ask
- Collaborate
- Help

Let's discuss each one.

Clarify: Clarify expectations. Clarify needs. Establish a level of trust. When expectations and needs are understood by both parties, trust is built.

Be clear on what you want to achieve for yourself and those you coach.

Observe: Through evaluation and inspection, through conversations and through direct observation (ride-alongs, listening). Don't just look at results or outcomes but at the steps or conditions that lead to desired results.

Ask: Be present by using active listening. Ask questions about effective *Status* (history), *Issue* (discovery), and *Impact* (present state). Allow for self-discovery. Allow the person being coached to discover or identify the root cause. Talk about how to move forward.

Collaborate: Have trusted and engaging conversations. Continue to ask *Ideal* (future state) and *Intention* (going forward) questions. Allow the person being coached to generate and develop a plan.

Help: This is foundational to the coaching process. Be positive. Be supportive. Be authentic. Be consistent. Keep confidences. 'Walk the Talk.' Provide resources. Give appreciative and constructive feedback. *Always* follow up. This is key to coaching.

Provide feedback that is supportive and constructive.

We have talked about what Coaching is. Now what is a Mindset? A MINDSET is...

- A set of assumptions, methods or notions held by one or more people.
- Someone's worldview or philosophy of life.
- A mindset may be so firmly established that it creates a powerful incentive within people or groups to continue to adopt or accept prior behaviors, choices, or tools.

Thinking about the C.O.A.C.H. Mindset, let's talk briefly about four types of coaching scenarios

- Behavior
- Performance
- Development
- Situational

Behavior Coaching

Consistently late

Missed deadlines

Easily distracted

Uniform – *not wearing uniform therefore not setting a good example to others*

“Can we talk about.....?”

“It has been brought to my attention that....?”

Performance Coaching

- High performer who is highly motivated – *highly motivated but sometimes at the risk of distancing other leaders*
- Ascending performer – *was a high performer but now is lacking*
- Inconsistent or under performer – *up and down performance and starting to affect unit*
- Someone who is no longer successful – *is no longer performing well as a leader in the unit and is affecting the other leaders and youth*

“Something is going on with your performance (ie: Cubmaster, Scoutmaster, committee chair, other leader) that I do not understand and I am hoping we can talk about it.”

Development Coaching

- New unit and or leader
- Through change in leadership
- Evaluating skill ability – leadership might need changing
- Unit growth or possibly a Chartered Partner change

“What are your personal goals in Scouting?”

“What would you like to be doing in 3 to 5 years?”

Situational Coaching

- Impromptu – happens at any time. Casual conversation can be used to reinforce or redirect.
- Focuses on timely, more reactive needs, questions, objectives, or challenges.
- Typically, shorter conversations. Schedule additional time if needed.
- Happens in practically every conversation.

Ask questions to encourage a more in-depth conversation:

“Is now a good time to talk or would tomorrow be better?”

“Well done on achieving your JTE goal by _____ (date).”

“How do you think your year is going?”

“What are your unit challenges?”

“Would you do anything differently next year.”

“When would be a good time to visit?”

Coaching Scenarios - 10 minutes

Prior to role play, distribute the *COACH Feedback Form* - 1 per person

Coaching Scenarios

Print copies of pages 1 and 2 of scenarios (from course materials) – cut into strips. Be sure to cut off these instructions before handing out to teams. Do not hand out Solution sheets but use for debriefing talking points only.

Print Coaching Feedback form – 1 per person.

Divide group into teams and have them role play scenarios. Each team will have a coach, coachee and observer.

Have them complete their observations on the coaching feedback form and the debrief with the whole group.

For virtual presentation, consider the following alternatives:

- Use breakout rooms with pre-assigned moderators to lead discussion and report out.
- Ask one or more small groups to role play in front of the entire class.

Summary/Conclusion – 2 minutes

- Commissioners need to be able to recognize situations that need coaching
- Employing coaching methods to address the situation help leaders resolve their issues
- Evaluate options by using the C.O.A.C.H. Mindset

Questions? – 5 minutes