

Coaching Scenarios

Instructions:

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 them for debriefing talking points only. Print Coaching Feedback forms – 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.

*If you are conducting this class on a virtual platform, you can divide the class into separate groups on Zoom. You might also consider selecting one or more small groups and have them role play in front of the entire class. Modifications will depend on the virtual platform you are using and the size of your class.

Scenario #1 -

Read the scenario below and, among your group:

- As the **coach**, provide constructive and purposeful feedback to the team member about the issues.
- As a **team member**, assume an interactive role by questioning and sharing information.
- As the **observer**, watch the interaction between the coach and the team member. Mark your observations on the coaching feedback form.

Kelly, recently accepted the position as Cubmaster in a struggling Cub Scout pack. The previous Cubmaster was well-liked and Kelly knew she might have challenges instituting the much needed changes she wanted to accomplish. With one Webelos den leader in the pack, she immediately realized they had some issues she would have to address through coaching. This particular den leader, Jeff, had been with the pack for a couple of years in a den leader role. He had hoped he would step into the Cubmaster position when the previous Cubmaster moved into a Scouts BSA troop with his son. Shortly after Kelly became the new Cubmaster, Jeff's attitude drastically changed. While previously he had a positive attitude and a willingness to put in the extra effort to accomplish goals set by the pack, Jeff's behavior had changed. He was coming in late to den meetings, not as prepared, addressing other leaders and parents in abrupt tones, and even missing some meetings.

How can you as a unit commissioner coach the pack through this situation?

Is the problem with Kelly or is something else going on with Jeff?

Scenario #2 -

Read the scenario below and, among your group:

- As the **coach**, provide constructive and purposeful feedback to the team member about the issues.
- As a **team member**, assume an interactive role by questioning and sharing information.
- As the **observer**, watch the interaction between the coach and the team member. Mark your observations on the coaching feedback form.

Jason has recently joined a newly formed troop from recently crossed over Webelos scouts and youth that were previously a part of a different troop. As Scoutmaster, Jason sets out to evaluate the skills of the parents and notices that while most of the group shows excitement about the newly formed troop, one parent, Susan, does not appear to take her position as Assistant Scoutmaster seriously. She displays this behavior by consistently missing meetings and presenting a lackadaisical attitude toward the Scouts, parents, and to Jason. Jason has had numerous discussions with Susan about the importance of her position and communicating any issues she may have but has seen little improvement. Susan continues to miss troop meetings and does not communicate with Jason

How can you as a unit commissioner coach the Scoutmaster through this situation?

What is the best method to use to identify the root cause of the problem?

Scenario #3 -

Read the scenario below and, among your group:

- As the **coach**, provide constructive and purposeful feedback to the team member about the issues.
- As a **team member**, assume an interactive role by questioning and sharing information.
- As the **observer**, watch the interaction between the coach and the team member. Mark your observations on the coaching feedback form.

Tom, a Venturing crew advisor, comes to you complaining about a member of the crew, John, who is complaining of another crew member being a "slacker." John says, "Joan makes herself scarce and almost never offers to help her crew mates, even when we see her doing nothing. I've had it!" Tom tried to talk with John and Joan but they completely shut him out.

How can you as a unit commissioner coach the crew Advisor through this situation?

What is the best method to use to determine the cause of the problem?

Scenario #1 – Solution

Kelley could make the assumption that Jeff is upset that she has taken the position he expected to receive. This might be the first assumption we would all make. Assumptions, however, have a way of sometimes being wrong and could mislead our approach. Rather than acting on this assumption, Kelley takes a step back and leverages her relationship with her unit commissioner to discuss the best approach to use with Jeff so she can achieve a performance improvement. By doing so, Kelley learns that Jeff is going through a rough time at home. He understands that his performance has slipped with his focus on home matters. Jeff was previously a very strong den leader. He has shown the desire to lead but due to a personal issue, he has lost focus in other aspects of his life, including scouts. This is a situation where during the coaching session, the issues are revealed. Since their conversation, Jeff's performance has steadily increased and the morale of Kelley's entire pack has seen improvement. This is an example of successful performance coaching.

Scenario #2 – Solution

Jason had already used some of the tools available to him, but had not been able to identify a root cause for the change in Susan's behavior. Susan had made the choice to not be at meetings or communicate with Jason. For this reason, his approach needs to be much different than Kelley's. Jason met with Susan regarding her behavior and their previous discussions around her performance. Utilizing a counseling approach, Jason reinforced the earlier communicated expectations and communicated a direct need for an immediate change and necessary improvement. His next step was to contact his unit commissioner.

In this situation, a progressive performance plan may be utilized. This plan is a multi-step process to allow Jason and Susan to acknowledge the current issue and make immediate changes. If this change is not immediate and consistent, the plan escalates until improvement is made or until Jason is satisfied that Susan will be unable to change. In this situation a change in leadership position may be necessary.

Scenario #3 – Solution

Tom could have assumed there were personality differences between the crew members causing the problem. It is possible Joan is having issues at home or in school or maybe she just has too much on her plate and she uses her time at the crew meetings to "escape" from other issues in her life. Maybe John views teamwork differently and has different expectations than Joan.

In this behavioral situation, a discussion between Tom and Joan would be beneficial to help determine the issue and a plan developed to more fully engage her in crew meetings. In addition, Tom might encourage John to be more understanding and suggest ways to actively include Joan in the meetings.