
Carpe momento!
-Crane, 2002; 165

Topics: What do coaches do? What skills do coaches need?

Learning objectives:
- Coaching skills:
  - Coaching techniques
  - Community development approaches and diagnostics
- Ethics/principles of coaching for community change
- Finding, creating, and making the most of coachable moments
- Introduction to the RCCI case study

Session 2 materials include the following:
- Coaching: an Introduction
- Coaching and Community Initiatives: A Guide for Community Leaders
- San Antonio Notes
- Coaching: Summary Reflections on the ways that coaches feel they add value to groups, organizations, and coalitions
- Base of coaching competencies
- Principles of Good Practice
- You Are Ready to Pitch; Is the Community Ready to Catch: San Antonio Notes
- Coaching and Community Initiatives: A Guide for Community Leaders
- Assessment tool for identifying coaching approaches
- RCCI case study
- Coaching Roundtable Concept paper 2: Is Coaching a Good Fit for Extension? Summary of an Open Space Discussion

Getting ready for Session 3
- Journaling activity: What skills do you rely on in coaching settings?
- Suggested reading for the next session: Appreciative Inquiry introduction
- Community of practice: What do you do as a coach? Share your successes and your conundrums.
Session 2 Activities

In session one we focused on what coaching is and why it can be a useful practice. In this session we will concentrate on what coaches do. In the third session, the clinic, we will look at how coaches do their work.

1. Welcome and recap of Session 1
   - Usefulness of the skills assessment
     **Discussion:** In looking at the coaching skills assessment sheet, what skills areas are you strong in? In which areas would you like to develop stronger skills? Are there important skills that we should add to the assessment? Did you find some skills areas listed that seem to not be strongly connected to the coaching venture?
   - Journaling/community of practice work
     **Discussion:** Describe an idea or activity from Session One that you plan to incorporate into your practice as a coach.
     - Review of the MSDI coaching project
     **Discussion:** In what ways are the Kellogg coaches’ issues similar to your coaching issues? What did you learn that you can apply?

2. Review session objectives

3. What do coaches do?
   **Discussion:** How would you assess the readiness of the community? Where are they located on the grid? What does that location mean for the type of coaching you will need to do?

   Share your examples of successful coaching for readiness, relationships, reflection, reach and resiliency.

4. Principles of Good Practice
   **Discussion:** What principles are important and why?

5. Role Play: If time.

6. Introduction to RCCI Case Study

7. Next session information

**Homework:** Develop a coaching scenario to share with the group and send to Mary by July 30.
Worksheet 2.1:

1. Describe an idea or activity from Session One that you plan to incorporate into your practice as a coach.

2. In what ways are the Kellogg coaches’ issues similar to your coaching issues? What did you learn that you can apply?

3. In looking at the coaching skills assessment sheet, what skills areas are you strong in? In which areas would you like to develop stronger skills?

4. Are there important skills that we should add to the assessment?

5. Did you find some skills areas listed that seem to not be strongly connected to the coaching venture?
Coaching: An introduction

Coaching is a complex process; it is something we almost all do daily, yet the description and philosophy can be elusive. Today, coaching has become very popular, particularly in the world of business where companies are struggling with maintaining moral and creating synergies while at the same time streamlining and downsizing. In some of the literature, the coach is the outsider who facilitates internal processes or coaches personal growth opportunities. In other examples, the coach is the leader who using coaching as an effective leadership tool for creating teams, setting and achieving stretch goals, and nourishing innovation. In community change work the coach is the more ‘the guide on the side;’ a person not directly involved in the process but one who has a commitment to its success. From the observer’s point of view, the coach helps teams work through issues, monitors processes, and offers encouragement. According to Ken Hubbell, former RCCI coach,

Coaching is about the way we walk beside one an other for support when things are difficult, for encouragement when we are overwhelmed, and for nurturing our opportunities to learn and share the wisdom of that learning with others.

Phases of Coaching:

In looking through the current materials on coaching, most authors discuss five different phases related to coaching. These phases might be identified as:

- **Phase 1: Assessment**: assessing the strengths and weakness as well as the opportunities or threats in the situation, searching for a way to understand the frame of reference or structure of interpretation in use
- **Strategizing**: determining what strategies will help coaches work through the process of coaching:
  - a. analyzing the information to find the ‘Opening’ or teachable moment:
  - b. working to find a way to make a connection on meaningful level, creating the ah ha moment
- **Enrolling**: finding commitment to move forward, setting urgent compelling, stretch goals and creating a first success
- **Making things happen**: helping our charges develop new skills and perspectives, and alter or expand the structure of interpretation including the “Break through – moving to the next level”
- **Reflection**: taking the learning and understanding to the next level by continually reflecting on what works and what doesn’t, adding new knowledge and perspectives, and creating opportunity to see and do things differently

The following flow chart might be helpful to thinking about the interactive nature of these domains.

As the chart indicated, coaching is not a simple linear activity, but rather a complex cycle of interactions that feedback upon one another.
Because each phase of coaching requires a different set of skills, we have created a list of skills often associated with coaching. Similarly, effective coaches all subscribe to code of conduct or principles of Good Practice. We have begun to develop these lists and invite you to help us refine them as we work together to create an effective community of practice among community coaches. We will use these preliminary lists as pre-assessment tools and will return to them several times through out the process to assess the lists themselves as well as our coaching skills and experiences.

1. **Important Skills:**
   - Listening: rut and river stories (RH 56, 63)
   - Enrolling
   - Understanding the structure of interpretation/explanation
   - Assessment
   - Identifying and follow up on openings
   - Resource broker
   - Facilitator
   - Understand inclusive planning process
   - Reflection
   - Team building
   - Understands an applies the ladder of inference (RH 251, 78)
   - Observation
   - Constructive feedback (RH 37)
   - Fluid framing (RH 37)

2. **Principles of Good Practice**
   - Add value to:
     - People: support people’s ability to work together successfully (RH 23)
     - Personal opportunities for growth, persona; transformation and reinvention (RH 20)
     - Perception: what people think is important
     - Performance: getting things done (RH 25, 76)
   - Avoids enabling
   - Sets compelling, urgent, and achievable short-term goals
   - Focuses on change
   - Respects relationships
   - Focus on process and relationships not techniques (JF 10)
   - Builds trust
   - Fosters mindfulness
   - Facilitate opportunities for free and informed choice (RH 26)
   - Stewardship (RH 9, 18)
   - Commitment to learning (RH 9) transformation learning (RH 26) and incremental learning (RH 32)
   - Offers opportunities for reflection
   - Honors confidentiality
   - Ask for help
3. **Facilitating Coachable Relationships**
   - willingness to learn
   - willingness to try new things
   - balancing advocacy with inquiry to reduce defensiveness
San Antonio Notes

Approaches we use as coaching:

Readiness
- Starting build relationships with leadership group
  - Find an open honorable way to share your expertise
  - Be clear about collaborative ground rules (permission, style, between them intention, experience)
- Work on clear scope of coaching services, convert that so the team understand and shares

Reflection
- Talk listen to full range of perspectives, seeking to surface “red flags” and other dynamics
  - Reframe back to them the synthesis
- Formal, informal focus groups to provide additional feedback to the team about its view of current reality
- Share examples of change processes from other groups
- Provide guided questions: framing what is achievable – where is your expertise

Relationships
- Spend time with each team member, especially quiet, new where perceived power differentials
- Guide teams so they connect to others
  - Look to bring out the skills that people have
  - Intercultural development assessment, network map, conflict styles
- Identify learning agendas and be transparent about these issues.

Results
- Introduce asset mapping exercises pkg multiple assets, examine it with community capitals framework
- Help team narrow and focus intensely their work on change goals
- Identify other resources that they can tap into – coaches current knowledge net
- Help teams consider all little details that convey positive intent to community and participation

Reach
- Provide instruments, data, websites, to help teams get started
  - Appreciative inquiry
  - Rapid rural appraisal
  - Visioning process
  - Planning “road maps”
  - Sector wheel
  - Mapping connections/network analysis.
- Look for ways to describe change work using metaphor
General skills

- Distinguish best roles for coach as opposed to other assistance
  - Recommendations + coaching
  - Dealing with personal breakdowns = counseling
  - Development employee handbook = consulting
- Use physical hats to reinforce multiple roles we’re playing

What it takes to launch a new thing…

- Attaining lift
- Getting interested people at the table
- Time to build something sturdy
- Locating, convincing the potential market
- Developing a powerful vision

Positive core of coaching:

- Builds trust and confidence
- Encourages risk taking ad initiative and know how
- Builds reflective practice and proactive evaluation
- Helps groups chart a new career
- Continues to sustainable outcomes, approaches
- Opening up, discovering place of possibility
- Encourages patience and commitment to let new things “bubble up”
- Created holding space for deeper dialogue around hard issues
- Metrics/measures are non negotiable – must come from the people
- Neutrality – not part of the power struggle
- Not neutral – work towards democratic practice, inclusion, social justice
- Upfront about investment – skin in the game
- Drumming and dancing
- Power of silence
- Balancing what we know and not giving info or stealing the learning
- Setting ground rules
- Time for relationships
- Failure/floundering as success – badge of honor – opportunity for learning for all
- Ability to reflect back – celebrate progress
- Coaching to establish ground rules; frame the relationship in advance, negotiate with funders and institutions
- Importance of respect – culture, people around the table, can’t respect if we don’t know
- Managing our expectations and their expectations of us
- Transformational learning
- Not to Not for, with

How am I stretching my development as a coach?
• Storytelling and metaphor approaches
• Work with a life coach
• Trying to coach and learn by doing it and reflecting on it, come to gatherings
• Examining capitals, community psychology, collaboration
• Looking into hi-performing teams
• Reading Blink
• Learning about partnership development
• Explore new community technologies: U tube, etc. digital storytelling
• Participating in my own community
• Further continuous reading (counseling, mediation, neuron science)
• Return to journaling and exchanging insights with other colleagues
• Coming to convenings
• Continuous personal development
• Health consciousness approaches
• Linking the community capitals, integrated frameworks
• Regularly checking in with a group of coaches
• Connecting with colleagues to exchange ideas
• Developing new tools each time I coach
• Reading intensely about change

Create and sustain a national association of community change
• Affiliate with other groups – NACDEP
• WIKI on community change that we can update constantly
• Complex adaptive systems
• Way to register and identify their focus
• E-news
• And email
• What will improve the coach practice
• Participate in/join international coaching federation.

Short list of coaching activities
• Assessment activity, establishing baselines for planning
• Build committees
• Establish new relationships
• Accountability frames
• Manage conflict – tough love, straight talk
• Resource identification
• Understand governance – roles and responsibilities
• Guide strategic perspectives, hierarchies
• Listing, learning, reframing
• Keeping team on track
• Helping teams think, create, holding space
• Develop trust and roles as outsider
• Facilitate community dialogues
• Help create reshape principles
• Establish ground rules
• Connecting and networking
• Facilitate collaborations
• Seeing assets
• Cheerleading
• Creating inclusive environment

Coaching 101 +practicum/mentoring maybe with 501 participants
• What is coaching
• How is coaching different
• What needs to be place for coaching to work? Community readiness
• Listening skills, group dynamics, mediation
• Story boxes – stories from coaches and the communities they coach
• What not to do
• Cultural competencies – doing our own work
• How do you know when you are successful? Self evaluate – doing no harm
• Stages of coaching – when to leave to take vacation
• Resources available – books to buy
  • Where to find the tools and how and where to use them.
• Skill development/skills transfer
• Understanding community, community processes, and CCF
• Get expectations clear – negotiate scope of work
• What are the gold standard values related to good coaching?
• Grid to see where you are in the process – what is good enough
  • Range from one workshop to 10 years of work
• Experience under your belt – being in the mud and getting a coach yourself
• Co-coaching and other ways to be supported
• Not everyone can be a coach
• How to price your work and get started.

Coaching 501
• Student of pop culture
• Using maps, images, story telling, metaphors
• How to get community feedback on how are you doing – self assessment
  • Building reflection/mutual reflection with group
• Creating a research base
• Evaluate strengths and assets
• Developing other coaches
• Helping to build the field – writing, networking
• Renewing process – tear down knowledge base every 7 years
  • What works in the current reality – don’t believe everything youthink
• Actualizing of principles – balancing approaches
• How to sustain yourself in the field
• How do you transfer skills to the community
• Being the coach you can be
  o Introspective, service to the people
  o Customize – who are you in the work
• Deepening work around race, class, and culture.
Coaching: Summary Reflections on the Ways that Coaches Feel They Add Value to Groups, Organizations, and Coalitions

Coaches add value to the teams’ work by:

1. Helping groups see the “bigger picture” by continually enlarging and clarifying the “frame” of reference
2. Identifying, modeling, and illuminating collaborative practices and the value of collaboration
3. Helping teams understand groups that might be potential partners and tying these to the teams’ strategic focus
4. Asking clarifying questions about how opportunities relate the teams’ core purpose and current priorities
5. Helping the teams see, discuss and determine “what is doable” at the intersection of projects, resources, budgets, etc.
6. Defining, consolidating, and communicating strategic considerations for the teams
7. Identifying and highlighting key learning opportunities for the teams, for example:
   - How to develop or manage a new collective “culture of work and relationships”
   - How to relate successfully across geography, race, education, and income differences or preferences

Robert Hargrove, in his book *Masterful Coaching*, identified several related features of what he called “Transformational Coaching”:

1. Altering the underlying context that shapes, limits, defines the way people think and act.
2. Showing people how to transform or stretch their vision, values, abilities.
3. Helping groups learn how to elicit greater commitment, creativity, and flexibility.
4. Providing the organization’s vision or direction while leaving plenty of room for people to pursue their own passions, personal interests and projects.
5. Unleashing the human spirit and expanding people’s capacity to achieve stretch goals and bring about a real change.
<table>
<thead>
<tr>
<th>Base of Coaching Competencies:</th>
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<tbody>
<tr>
<td>• How groups operate</td>
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<td>• How non-profits operate</td>
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<tr>
<td>• Community development process/systems &amp; language</td>
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<td>• Art of strategic thinking</td>
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<td>• Project engineering &amp; implementation</td>
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<td>• Cultural competency</td>
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<td>• Accountability &amp; assessment</td>
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<tr>
<th>Additional Tools Coaches Might Employ or Adapt:</th>
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<tbody>
<tr>
<td>• Community Capitals/Assets focus</td>
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<tr>
<td>• Appreciative Inquiry</td>
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<td>• System Thinking</td>
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<td>• Scenario Building, Patterns &amp; Trends</td>
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<td>• Inner Leadership Dimension – Faith, Intention, Vision</td>
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<td>• Theory of Change</td>
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<td>• Paradigms/Mental Models</td>
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<td>• Managing Complex Action</td>
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<td>• Gracious Space or community dialogues</td>
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<td>• Metaphors/Mapping</td>
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<td>• Other:</td>
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Principles of Good Practice – do No Harm

We have included two examples of perspectives on doing this kind of work: one from an MDC project and the second from the Community Development Society.

An example from MDC practice:

NC COMMUNITY SOLUTIONS NETWORK

Values for Work in Communities

These are values that should guide any work in communities that is carried out by the NC Community Solutions Network.

1. Communities can best solve complex problems and create futures of equity and justice when they:

   • are inclusive, meaningfully involve all stakeholders in the privileged work of community building.
   • build relationships of trust and respect across lines of race, class, power differences.
     • seek to build on all of their assets—physical, organizational, cultural or historic, human (particularly across a continuum of ages).
     • embrace a paradox: that the most crucial knowledge, wisdom, and perspective reside within the communities themselves, and that often a helpful catalyst for unleashing such latent potential comes from people outside of the community.

2. People or organizations who live outside of a community, and who wish to help that community solve complex problems and create futures of equity and justice, can best do so when they:

   • participate in the work of the community with an explicit commitment to expand the community’s capacities to solve its own problems and create its own future.
   • engage with the community in a spirit of partnership and learning for all parties.
   • ensure that some kind of institutional base of support remains for the work of ongoing collaborative change to continue.
   • recognize that some relationship between the community and an outside provider in the future may be useful, given the ongoing dynamic of community change, but do all possible to build community capacity and systems for ongoing learning.

3. Processes designed to assist communities solve complex problems and create futures
of equity and justice are most effective when they:

- combine reflection and action, so that concrete changes in the community begin to occur even during the process of planning and so that concrete action occurs as a result of any deliberative “problem-solving” process.
- take into account the cultural and historic context of the community, drawing on both the strengths and the barriers created by that culture and history.
- integrate leadership development into all phases of the work in the community;
- provide enough time—often years—for true change.

**CDS Principles of Good Practice**

- Promote active and representative participation toward enabling all community members to meaningfully influence the decisions that affect their lives.
- Engage community members in learning about and understanding community issues, and the economic, social, environmental, political, psychological, and other impacts associated with alternative courses of action.
- Incorporate the diverse interests and cultures of the community in the community development process; and disengage from support of any effort that is likely to adversely affect the disadvantaged members of a community.
- Work actively to enhance the leadership capacity of community members, leaders, and groups within the community.
- Be open to using the full range of action strategies to work toward the long term sustainability and well being of the community.

(Revised, July 2000)
You Are Ready to Pitch; Is the Community Ready to Catch
San Antonio Notes

Readiness issues for the community
- Who is at the table
- Leadership
- Skill sets
- Context
- Finding the reset button
- Coach is outside
- Community comes together around a vested interest
- When the coach comes – a process starts regardless
- Grassroots vs outside force
- Past history influence
- Fidelity to community ownership
- Coaching thru transition readiness to planning to action
- Recognize stakes are higher for the community
- Interaction, give and take with coach – people have to have some say
Coaching and Community Initiatives: A Guide for Community Leaders

A coach for a community? Now how does that work?

You may have a knee-jerk reaction to the notion of a coach based on your experience on a sports team. You may look back on how a coach challenged you to grow and celebrated your successes with you. You may also remember experiences that were less than ideal. Today coaches work with everything from business development to operatic singing to spiritual growth. Many of these coaching roles focus on helping individuals achieve their goals while others focus on helping teams become more effective and innovative. Today, you would also have the opportunity to work with a different sort of coach, one whose focus is on working beside you and other community members as you strive toward vibrancy and sustainability in achieving your vision for the future – a community coach.

Coaching for communities is new for many of us. We prepared this working paper to help you think about how you can make the best use of your coach as a growing number of foundations and organizations are investing in coaching as way to support sustainable change in communities, rural and urban.

Why coaching for community development?

Many community groups have great opportunities to attend conferences and training that offer strategies that can build capacity and best practices for putting that strategy into action. Sometimes, community leaders hear about similar communities whose leaders have successfully transformed their community to succeed in the 21st century and wonder how they could do something like that in their own communities. Attending great conferences, hearing inspiring stories, or participating in excellent training alone, however, are often not enough to instigate change at home. Colleagues have mentioned three things that serve to put the brake on the great plans we have to make things different once we get home.

1. **Loss of momentum:** Often people come home from a training all jazzed to get started and two things happen. First the virtual pile of email is toppling off your virtual desks and the list of things that need to be done now has doubled since you left for the conference or training. At the same time, your co-workers/leaders who did not attend the event are definitely not as excited as you are about doing something new; they want you to get back to the tasks at hand.

2. **Change processes are messy:** Working on community change initiatives, you often feel like you take one step back for every two steps forward as new players, partners, and leaders come forward. It is easy to get discouraged when you are stepping back.

3. **Power of naysayers:** For every reason you have about why it is important to see things differently or try something new, naysayers can give 3 or 4 reasons why it won’t work. Once the naysayers gain an audience the pressure to cave gets stronger. People are especially resistant to change when they feel someone else is imposing their idea of change.
Coaching for community change is a strategy that can help community leaders plan for and overcome these barriers. Coaching offers a hand to keep focused on the goal despite the steps back. Coaching can help communities be purposeful and strategic about initiating, implementing and sustaining change.

What is community coaching?

Sometimes it is easier to list what community coaching is not. It is not facilitating, counseling, or providing technical assistance although your coach may play one of these roles if necessary. It is about providing a guide on the side. The coach’s role is not to do things for the community, but rather learn with you about how you can build your capacity to do things more effectively.

Coaching can occur at three levels. We like to think of it in terms of a map. At the simplest level a coach can help you shape your itinerary and identify resources. At the second level, the coach may help you identify alternative routes, strategies to avoid construction and add to the journey’s value. At the third level, transformational coaching, you and your coach may discover new destinations, destinations that fit better with your vision of the possible. Transformational coaching helps communities address the elephants in their community living rooms, see above the ruts that confine our vision and conversation, and create the aha moments when new possibilities appear.

How Does Coaching Work? The 6 Rs of Community Coaching

Community coaches work with the whole group/team, the leaders, and sometimes on an one-on-one basis. They assist as community leaders assess their readiness to participate in the project. They coach for results as they help the team get unstuck and moving forward. Coaches help leaders develop strong trusting relationships within the team and across the community, and they help create relationships that link leaders to resources, information, and potential partners. Coaches play a key role in crafting opportunities for leaders to learn from their experiences by creating space for reflection. Coaches also encourage leaders to reach out to the whole community, to stretch beyond the first glance of what is possible, and reach out for a more vibrant and sustainable community. Finally, coaching can assist leaders in developing and monitoring sustainable and resilient strategies for change.

How Can You Get the Most From Your Coaching Partner?

Both you and the coach want this process to be as successful as possible. We suggest:

1. Have a conversation among leaders and the coach about what you see are the opportunities and challenges. Ask the coach what skills and expertise s/he has in relation to these challenges and opportunities.
2. Make a plan of how often you will connect: by email, on the phone, and in person. How will the coach engage with those leading meetings and with the group itself?
3. Make a written agreement with your coach about your expectations. It is likely that initially, these expectations will be a bit vague, so write into the agreement a time to revisit and revise the agreement.

4. If you feel uncomfortable about the relationship, act sooner rather than later by expressing your concerns first to the coach and then to the funder or intermediary. Like marriages, some coaching relationships are meant to be and others are not. Coaches have told us that it easiest to work with communities that have certain things in place. We have created a readiness grid for you to consider as you go into a coaching relationship where 1 is not place and 5 is very strong. The results will help you decide how to work with a coach.

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<tr>
<th>Characteristic</th>
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<th>Comments</th>
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<td>1 Open to bringing in outside help</td>
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<td>4 Discovery and appreciation of local assets</td>
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<td>5 Emerging vision for the future on the ground</td>
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<td>6 Local groups are connected and trust each other</td>
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<td>7 Leadership team believes it has the power to make change</td>
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<td>8 Sense of urgency, a big challenge calling people together</td>
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<td>9 Glimmer of hope despite the challenge</td>
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<td>10 Game plan is in process</td>
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<td>11 People who keep the flame – spark plugs</td>
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<td>12 Time and energy committed to the work</td>
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<td>13 Cultural brokering across community differences</td>
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<td>14 Willingness to be coached</td>
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<td>15 Local champion</td>
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<td>16 People will to take risks</td>
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<td>17 Match between coach’s skills and personality and the community’s interests and personality</td>
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<td>18 Understanding or how the coach works for and with the community.</td>
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**Strategies to find the best coach – becoming smart consumers of community coaching**

- Get recommendations, referrals, and credentials; find out about his/her experiences, the processes s/he uses and his/her skills
- Make sure multiple groups/stakeholders are involved and participate in the interview
- Understand that the coach works for the community and with the community
• Learn about the values and principles that underlie coaching for community change
• Assess potential coaches communication and cultural competency skills. Are they good listeners?
• Don’t be reluctant to ask for references/referrals on any recommendations coaches make
• Expect/demand transparency
• One coach cannot address every possible issue; find out what the options are for accessing other coaches with different skills and interests?
• Develop an understanding of time and resources needed and time and resources available
Assessment tool for determining coaching approaches
(Ken Hubbell Associates)

Quadrant A
High-Broad Scenario

Quadrant B
Low-Broad Scenario

Quadrant C
Low-Narrow Scenario

Quadrant D
High-Narrow Scenario

BROAD
Comprehensive community change, social and systemic transformation

LOW
Limited levels of experience, trust among actors, limited formal partnerships and collaborative experience, not very inclusive

HIGH
Strong levels of collaboration, social and leadership capital, formal partnerships, common values and inclusion

Scope and focus or intention of the change initiative

Readiness and capacity levels of the community and the change agents

NARROW
Targeted, small change or improvement strategy—workforce, or housing or leadership or just a single institutional focus
Worksheet 2.2 Analyzing Community Readiness

1. Where would you locate your community on the grid?

2. What does that location tell you about your future coaching work in regard to:
   - Readiness
   - Results
   - Relationships
   - Reflection
   - Reach
   - Resiliency

3. How might you use this assessment in your work?
RCCI Case Study

- The Role of Coaching in the New Phase of RCCI
- RCCI Coaching Lessons
- Monthly Report Format
- Background: RCCI application
- MDC Staff Development
- Job Description: Important Responsibilities, Skills, and Experiences of RCCI Coaches: Guidelines for Identifying Candidates from LGUs in the Targeted States
- Coaching College Planning Efforts: Some Strategies from Round One Coaches
The Role of Coaching in the New Phase of RCCI

In the initial phase of RCCI, community college teams worked with outside coaches who assisted them in successfully working through the process. In the new phase of RCCI, coaches from land grant systems have taken on the role of coach. Coaches help team leaders better understand how the planning process is working; assist in identifying resources and challenges, and offer suggest on what strategies might address any barriers to making the process a success. They are ‘guides on the side’ rather than facilitators, teachers, or consultants. Coaching is intended to help colleges build their own capacity to do community-based planning and to implement strategies for civic engagement.

In this new phase of RCCI, we will be working with educators who may not have worked as coaches, but who wish to develop and/or enhance their skills in this arena. Thus, we will be working together to create a new element for RCCI: training in the theory and practice of coaching. In one sense we will be living what we are learning. Indeed, we might look at Hargrove’s Four Steps Breakthrough Technique (RH 266) to see a number of parallels to RCCI.
While Hargrove’s work with coaching lies primarily in the business environment, you can see how the four steps mirror much of the RCCI process. The RCCI provides colleges and the coaches who work with them the opportunity to break through to a new understanding of what is possible and an expanded sense of how to reach those possibilities.

To help lay out this process, we have included the Job Description we are using to help us define the role of coaches in this new phase. Finally, we have added the Draft copy of RCCI Coaching Lessons: What We’ve Done and Lessons We’ve Learned about RCCI and Coaching.
Draft
RCCI Coaching Lessons
What We've Done and Lessons We've Learned about RCCI Coaching

By Sam Scott

What RCCI Coaching Looks Like

RCCI uses seven coaches to provide limited support and guidance to economic development and access to education initiatives being led by 24 community colleges in depressed rural areas across the country. The coaches primarily work with members of local college and community teams that plan and oversee each site's initiative, and with "team leaders" who are usually college faculty or staff who coordinate the work of RCCI teams.

The seven coaches have varied backgrounds, but all have experience in working with community colleges, with economic, workforce, and/or community development, in providing technical assistance, and in delivering training and other supportive services to communities.

In carrying out RCCI responsibilities, each of the coaches has personalized the act of coaching based on his or her skills, interests and specialties and on the situations and conditions he or she has found at each site. (See the attachment on coaching techniques.)

The Work of Coaching

RCCI coaches are limited to roughly 12 days of coaching annually per site. A minimum of two on-site visits of about two days each are conducted to each site annually, generally one in the spring and one in the fall. The purposes of on-site visits vary according to the circumstances at each site, but they generally include:

- Obtaining updates on the general development of a site's rural initiative;
- Coaching (in all its forms) aimed at building local capacity, supporting project development and increasing the potential for project sustainability;
- Providing specifically requested technical assistance and support; and
- Acting as liaison between the sites and MDC, manager of the RCCI.

In addition to on-site visits, coaching involves being "on call" to assigned sites via telephone and e-mail to answer administrative and operational questions regarding RCCI events, activities, and requirements; to consult on developing projects and problems; to assist with day-to-day issues that arise; and to offer vocal encouragement and support.

For the most part, RCCI coaching has been focused on two primary areas:

1. Helping establish the college and community team structure required for local RCCI activities; and
2. Strengthening the ability of local RCCI teams to plan, implement, and sustain rural economic development and access to education initiatives.

At its basic level, RCCI coaching has been about observing, explaining, advising,
encouraging, and supporting. But it has often gone beyond those basics. For example:

To increase the potential of RCCI at one college, one coach reported having to "force" a team he worked with to stop and reflect on project proposals rather than leap directly from idea to action. To ensure follow-through, the coach facilitated the team's first reflection meetings. The team adopted the reflection process as a standard operating procedure, and the coach made the reflection process a key ingredient of his coaching at other sites to accomplish different objectives.

Another made coaching a largely a hands-on activity. Close enough to see her sites frequently, she uses her presence to keep teams focused and motivated to pursue what she describes as "the work of the team and the philosophical aspects of RCCI." And to raise the success level of RCCI sites in planning and carrying out initiatives, she uses direct technical assistance and staff support as primary coaching techniques.

Other techniques often used by RCCI coaches include facilitating RCCI team and other meetings, consultation, acting as sounding boards for team leaders, members, and at times college presidents, and as team advisors and guides.

Differing circumstances that exist at RCCI sites have a great influence on the impact coaching can have, and on the selection of coaching techniques to be used. One example of this is the different use made of coaching by "pilot" sites (nine sites that were first involved and believe they helped birth the RCCI) and the use made by "expansion" sites (those 15 sites added some two years later when coaching resources became available). Coaches have found pilot sites to be less ready to take advantage of coaching resources due to their "founding" status that predates RCCI coaching, while the expansion sites have taken full advantage of coaching. To pilot sites, coaching is an addition to the original; to expansion sites, it is a key part of the RCCI support package.

In another example, as noted by a coach below, in Indian Country, culture and long-held perceptions challenge RCCI principles and affect the influence and process of coaching:

"The tribal colleges have always been convinced that their raison d'ètre is educational access. Therefore, coaching's influence in that area is probably be viewed as incidental at best. On the other hand, they view economic development as somewhat tangential to their core missions if not their values and visions. This is because economic development in Indian Country has traditionally been viewed as a series of discrete events, policy statements, and business ventures at the tribal level. Collapsing it back to the college level has introduced a new role for them. It is a role they have approached cautiously because it deals with turf and political issues they would just as soon avoid if possible. But they buy into the RCCI philosophy community colleges are uniquely positioned to be catalysts for increasing economic and educational opportunity in their communities."  
Perry Horse, Albuquerque, NM

This tribal college coach has also noted that the process of coaching tribal college sites must be based on a respect for local culture, including an understanding of the difference that language makes in discussing "western" concepts such as economic development with Indian people. Against the backdrop of non-materialistic Indian culture, the subject of economic development can take on a pejorative connotation. Coaching tribal colleges to embrace western views of economic development – and to be assertively inclusive in doing so – can be interpreted as an affront to Indian culture. To do so requires coaching
sensitivity and awareness. The coach has found activities that promote a view of coaching as "having an extra, albeit part-time, person to advise and guide them in their RCCI work" to be effective. Thus, his coaching repertoire includes activities such as facilitating meetings, teaching, and tutoring along with the use of processes (such as the Vision-to-Action planning model) that enable tribal colleges and Indian communities to construct visions of their economic future in a cultural context.

**Lessons Learned from RCCI Coaching**

**General**

1. There's never enough time. To use the time that is available most effectively, coaching goals and tasks must be strategically prioritized and aligned with RCCI site conditions and activities.

**Building Relationships**

1. Coaching involves developing personal, trusting relationships built on shared experiences, struggles, and accomplishment.
2. Inclusive, collaborative intervention strategies are a must for dealing with situational/hierarchical coaching barriers at the college/community level.
3. Teams should be viewed as change agents, not clients.
4. Coaches must understand the nature, historical context, and culture of communities with which they work.

**Coaching Targets**

1. RCCI Coaching is focused on the local RCCI team leader (and RCCI coordinator where they exist), RCCI team members, and the college president. But significant others – business and community leaders – can be prime targets of coaching.
2. The point of community leverage is the RCCI team. An essential part of coaching is helping leadership envision the role of the team and the importance of team stability, interaction, and inclusiveness in bringing about community change.

**Building RCCI (Team) Capacity**

1. Questions can be more important than answers or solutions when coaching individuals and teams to grow and succeed (coaching-to-grow versus TA-to-resolve).
2. Good communication is essential to team development and team-coaching success.
3. Purposeful activity is crucial to team development and stability.
4. Coaching builds RCCI capacity by promoting the development of knowledge, the establishment of a vision, the initiation of purposeful activity, and reflection on experiences.
5. Plowing old ground (coaching sites in replicating existing models and strategies) produces new findings and builds RCCI team capacity.
6. Effective RCCI team coaching guides individual team members in aligning their individual experiences, skills, and resources to achieve shared economic development and access to education goals.
7. Coaching should enable team members to use their experiences and skills via RCCI to make a positive impact on their communities.
8. Coaches require a repertoire of effective coaching techniques and approaches to build local team capacity to plan, implement, and sustain rural economic development and access to education initiatives. Few coaches enter the process with all they need.

**Honing RCCI Coaching Skills**

1. Documenting coaching activities and results helps coaches stay focused and motivated.
2. Effective coaching requires a coach to play several roles with different coaching targets, but coaches must always be perceived as consistent and accountable.
3. Coaches should strive to assess and understand (a) the actual and perceived influence of RCCI team leaders and members; (b) The commitment of the team, the team leader, and the college president to the RCCI; (c) the assumptions of all about their communities regarding economic development, access to education, and equity; and (d) the actual extent to which they can and will devote attention and influence to the RCCI.
4. Coaching is developmental for both coach and those coached.
5. Coaching should be focused on process, not outcome, and on people, not projects.
6. RCCI coaching should be designed to result in incremental, sustainable changes based on newly developed capacity. Coaching should not strive for change that cannot be sustained.
7. RCCI coaches should be about the what, how, and why of aiding people and institutions toward commitment to community improvement.
8. RCCI coaches have successfully used technical assistance and direct personal support to supplement staff and local capacity. But the primary RCCI coaching emphasis should be on helping team leaders and members build the awareness, capacity, and commitment needed to promote local economic development and access to education initiatives.

Effective techniques for and approaches to establishing a sound local RCCI infrastructure are critical for subsequent successful coaching.
Monthly Coaching Report: Draft Format

Name:  
Date:  
RCCI College:

1. What actions did the Team take during the month? What worked well for them? What were some of the challenges? What did they learn?

2. What coaching assistance did they ask for?

3. What coaching activities did you undertake? How well did they work? What challenges are of concern to you?

4. What actions does the team plan for next month? What coaching assistance do you plan to offer them?

5. What assistance might you or the team need from other coaches or form the RCCI team?

6. What Extension or LGU resources or technical assistance resources have you referred to the team to? What programs, resources, etc. did they use during the month? Report any additional contacts or interactions as well.

7. What concerns do you have at this point?

8. What insights into coaching or the RCCI process can you share with us?
RCCI 2002 Application information:

**Rural America in a Time of Change:**
**The Importance of the RCCI Program**

Rural communities in America are facing some tough challenges. Creating quality jobs, giving kids a shot at a good education, providing opportunities for more people to take an active role in shaping the future of their communities, and creating hope for the future represent just a handful of the key issues facing many rural communities today.

A key to helping rural communities become competitive in the new economy is to work simultaneously on developing the skills of the people who live there and diversifying the economic base that supports the community. Because of their commitment to building both people and places, community and tribal colleges are ideally positioned to become catalysts for regional development.

Over the course of the last seven years, the Ford Foundation has invested in an important demonstration project that involved 24 rural community and tribal colleges across the nation. This initiative was designed to expand the vision and mission of these colleges with regard to their vital role in guiding the strategic investments of the communities that they serve. Projects included working with the community to support economic development, increase access to the resources of the community/tribal colleges, and expand community participation. RCCI is launching a new phase of the program that will continue to embrace these important principles.

**New Partnership with the Regional Rural Development Centers**

A key element being incorporated in the new RCCI program is the inclusion of two Regional Rural Development Centers. The North Central Regional Center for Rural Development and the Southern Rural Development Center will work in partnership in coordinating the expansion of the RCCI program to eight new rural community and tribal colleges in the U.S. Both centers bring nearly three decades of experience working on rural development issues in America. Furthermore, with their strong ties to our nation’s Cooperative Extension Service system, they can facilitate the building of strong, sustained partnerships between community/tribal colleges and the pool of state and locally-based Extension community development educators located in close proximity to community/tribal colleges.

*Eight* additional community and tribal colleges will be selected to join RCCI during 2003. These colleges will be drawn from the following six states: Minnesota, New Mexico, North Carolina, North Dakota, Mississippi, and Texas where opportunities to build strong partnerships between community/tribal colleges and land-grant institutions are especially rich. Colleges selected from these six states will join the existing 24 colleges in becoming part of a national learning network.

**Attributes of Community/Tribal Colleges Selected for Participation in RCCI**
What are key attributes of community/tribal colleges being sought to take part in this Initiative? They must be rural community and tribal colleges that are committed to addressing the needs of the wider community. This includes fostering sustainable economic development, increasing access by underserved populations to educational opportunities, and expanding the involvement of local people in the important affairs of their communities. As such, these colleges must be willing to become catalysts in advancing the long-term health of communities in their service areas. This includes engaging in community-based planning that is committed to strategies that bring hope and high expectations to all people in these communities.

Past experiences indicate that the colleges most likely to succeed in the RCCI program have the following attributes:

- An institutional structure with the flexibility to change as well as one that is supportive of team-based efforts;
- Leadership that believes the college’s future is tied to the well-being of the communities in their service areas;
- A history of successful partnerships with others entities, such as: K-12 systems, regional and four-year post-secondary institutions, the business community, grassroot organizations, or other local community-minded groups.

Successful applicants will also have a strong history of addressing the needs of low-income communities and a commitment to fostering diversity. Colleges accepted into the program must be associate degree granting institutions and regionally accredited. In addition, they must have a stable, healthy governance structure and a stable financial situation. Successful implementation of the RCCI program will require a willingness to commit some college and community resources to support local activities.

**Benefits to the Community/Tribal Colleges Taking Part in the RCCI**

The benefits to participating colleges include:

- Access to ongoing coaching and to a diverse pool of technical advisors from rural community/tribal colleges and land-grant based Extension educators;
- Participation in the annual RCCI Institute that provides an opportunity for new RCCI participants to learn from the successes of previous RCCI members;
- Access to in-depth training that can strengthen the ability of RCCI teams to facilitate sound community development planning in those communities served by the RCCI colleges;
- Exposure to socially, economically, and culturally diverse rural areas through field trips to communities served by RCCI teams and through working with diverse institutions throughout the U.S.;
- Receipt of RRDC products that offer RCCI teams timely updates on current and emerging rural development policies and programs, as well as information on grants that are available to support innovative community development efforts.
- Access to effective tools and strategies for working with diverse sets of partners
- Opportunities to become active participants in the Rural Community College Alliance professional organization, which is building a national learning network of rural community and tribal colleges.
- Access to the RCCI Toolkit and other materials developed during the seven-year RCCI demonstration phase.

**Expectations for Community/Tribal Colleges**

Participating colleges will be expected to create a core leadership team made up of members of the community and the college. This team will be charged with leading a multi-month planning process that engages a broad spectrum of community and college representatives and focuses on college and community change. With RCCI help and coaching assistance from participating Land Grant Universities, the colleges and their community partners will implement and evaluate the resulting action plan. The president, as well as three other representatives from the community and college, will participate in a weeklong institute designed to deepen their understanding of ways to increase educational/economic opportunities and civic involvement in rural communities. Small grants will be provided to help defray planning expenses and provide limited funds for consultancies by national technical advisors.
MDC Staff Development Process to Expand an Internal Learning Community about Facilitating Change in Organizations, Communities and Regions

Objectives

- Assist various campus staff members in expanding their working knowledge of some basic coaching and development skills that will be helpful in catalyzing and sustaining some of the essential MDC programs and services:
  - strategic thinking, planning, community engagement, facilitation design, and visual mapping
- Work with a small cluster of potential Coaches to help them better understand the work of coaching groups through strategic change (using a resource binder, books on facilitation and leadership, MDC’s *Building Communities by Design*, and various Ken Hubbell and Associates’ conceptual tools)
- Developing a Learning Community among the MDC staff

Below is a useful framework for organizational learning that seems useful for building a learning community within MDC about institutional, community, and individual change. As we understand MDC’s traditional commitment to helping organizations and people create their own futures and strengthening organizations necessary to sustain deep societal and institutional change and leadership, this framework offers a way to organize the training and learning experiences.

![THREE-LEGGED STOOL](image)

The stool represents the interdependence of three core capabilities to support organizational learning: Aspiration, Generative Conversation, and Understanding Complexity. Together, these three capabilities allow us to create our future.

*Source: Society for Organizational Learning*
**Job Description: Important Responsibilities, Skills, and Experiences of RCCI Coaches: Guidelines for Identifying Candidates from LGUs in the Targeted States**

Each RCCI coach will work with a selected rural community or tribal college in a planning and implementation process of about 17 months. This work will offer the coaches the opportunity to assist with both internal college changes and external community changes. Coaches will receive training in coaching techniques, the Moving from Vision to Action planning process, team building, and resource identification. They will also attend the 4-day RCCI Institute with college and community representatives. In addition, coaches may participate in the annual Rural Community College Association Conference. This assignment is estimated to include 10 days of training and one day per month on average in actual coaching activities. RCCI coaches will also have the opportunity to participate in an ongoing learning community to facilitate their work as a coach and to offer additional professional development activities.

For the purposes of this opportunity, we define coaching as a process of helping the college and the college/community planning team “think and work better together.” Good coaches listen well and ask good questions. They are respectful of others and attentive to their own processes. Hargrove* sees coaches as people who are “vision builders and value shapers.” Using Hargrove’s four principles, we see RCCI coaching as:

1. stewardship or the focus on working for a positive future for the college and the community it serves
2. empowering personal transformation and reinvention to create that future
3. facilitating communities of commitment and team collaboration to share in inventing and nurturing that future
4. expanding people's capacity to take effective action and make for themselves that future

**Responsibilities:**

RCCI coaches will work with college/community teams to:

- Assist in establishing a proactive and effective planning and implementation community/college team
- Facilitate the development of leadership and capacity development skills
- Assist in developing and implementing a community engagement and planning process
- Provide assistance in project development
- Assist with facilitation as needed
- Help connect the team to potential funding possibilities and partners
- Help diagnose the technical assistance needs of the team
- Advise on project evaluation strategies
- Help the team develop a culture of reflective learning to advance team goals

**Skills:**

- Facilitation and group process
- Team building
- Strong communication capability
- Assessment
• Project development
• Ability to listen well, ask questions, and provide reflective feedback

**Preferred Experiences:**
• coaching/mentoring
• guiding/facilitating positive community and/or institutional changes
• working with diverse audiences (including Native Americans, Latinos, and African Americans)
• knowledge of and experience working with community and tribal colleges
• strategic visioning and planning processes
• team building
• community asset mapping or other tools that identify local and regional resources
• strategies to better serve non traditional populations, to effect successful outreach, to expand access to educational programs, to foster sustainable economic development, and to facilitate civic engagement leadership development training

Coaching College Planning Efforts: Some Strategies from Round One Coaches
(Selected pages from the Round Two Coaching Notebook)

1. Be patient. Framing the planning process so it not only builds on previous and existing plans, but so it also is inclusive make take more time than you think it will.

2. RCCI coaching can involve several levels:
   1. Working with the team itself:
      • Attending meetings
      • Offering suggestions
      • Observing the meeting processes
      • Asking questions to help them think more broadly
      • Providing encouragement
   2. Working with the team leader. A coach from round one suggested that coaches offer to meet with the team leader before and after the meetings. Working with the team leader may also entail phone or email communications between meetings.
      • Reviewing the agenda with the team leader before the meeting
      • Discussing the meeting and/or the process with team leader to develop strategies for the next session
      • Offering suggestions about planning and meeting processes
      • Suggesting resources
      • Providing encouragement
   3. Working with the president. Some presidents are more active than others in the RCCI process. Again, meeting with them before or after the planning sessions may be useful. Also, staying in contact by phone and/or email may help to keep you in the loop.
      • Providing encouragement
      • Describing efforts of other colleges
      • Discussing options and alternatives
      • Supporting the team leader
Worksheet 2.3

1. In what ways is the RCCI coaching experience similar to your coaching situation?

2. In what ways are their issues different?

3. What was most interesting to you and why?

4. What insights might you take from this to improve your own coaching work?

5. What capacities and indicators impact your work the most?

6. How do you now report on your coaching activities? Is there information in the RCCI coaching report that would be useful to your team?

7. What are your concerns?

8. What items would you like to negotiate with your team?
Moving into the 21st Century has wrought many changes in Extension just as it has in many other institutions in our society. Organizations are flatter, less hierarchical, more focused on the customer and leaner. As corporations seek to adjust to rapidly changing markets, with just-in-time production, delivery and marketing, community development professionals agree that no one-size-fits-all program can meet the diverse needs of communities and organizations. Yet, even as we agree that every community uniquely is its own, we grapple with strategies flexible enough to work in diverse situations and effectively apply the glut of new tools and best practices currently available.

Coaching for Community offers us a way to help communities find their own path amidst the plethora of resources and solutions. In this context, Extension Educators participating in the Coaching Roundtable in Boise, October, 2005 discussed what they learned from their coaching experiences with the Rural Community College Initiative and the Northwest Area Foundation Horizons Project. They also pondered the implications their discussions might have for broadening Extension’s role in community and economic development work. This brief summarizes the two perspectives on the coaching work in Extension emerging from that discussion: is coaching merely a new twist or something entirely new for Extension? Participants shared their views on whether coaching is a brand new role for Extension Educators and fundamentally different way of working in Extension, or simply a variation on the theme. Additionally, coaches described very different ways of merging the role into their existing community-based work. Finally, coaches shared their diverse experiences in the field. The group saw great possibilities related to coaching, yet acknowledged they have much to learn about the role in the Extension context.

Coaching as a New Twist: Three Experiences from Extension Educators

From this perspective coaching is a kind of Extension expertise. It aligns with other kinds of expertise that Extension staff people have. “Coaching is one kind of education delivery system. It is facilitated learning.” Yet, Extension Educators working as coaches have diverse ways of integrating this skill into their existing educator role.

One Extension Educator serving as a coach feels he has successfully integrated this new role into his work as an educator. He understands now, where he didn’t before, that some groups don’t need experts. Instead they need vision and mission, and then access to related expertise later as they begin to implement their goals. He feels he can step from one role to another, depending on the situation. For him, coaching provides another set of tools to do his work. He does feel, however, that an Extension staff person can get into trouble if he or she doesn’t know when to step back into the educator/expert role.

Another participant commented that 4-H and CRD educators have always asked questions, not served just as experts. For these Extension Educators, coaching is not a brand new tool, just a re-arranged combination of traditional roles.

A third Extension staff person sees it differently. She is careful to wear only one hat with the groups with which she works – either Extension Educator or community coach but
never one and then the other or both at once. If a group needs expertise, she sends them to someone else.

**Coaching as Something Different**

There are several ways in which Extension participants see coaching as something entirely different from what they’ve done before. Among the differences:

- Coaching empowers people to control their destiny. This isn’t a role in which educators have typically seen themselves. It steps beyond the traditional view of extension work at education.

- Coaching involves a kind of facilitation that builds community capacity.

- Coaching doesn’t fit neatly into the program areas and job descriptions (for example, a 4-H agent).

- Coaches are on the side, nudging, supporting, jumpstarting, encouraging inclusivity, helping people “name the elephant,” and be more reflective.

One participant observed that, “If coaching is a new thing, then perhaps the program area best suited to coaching is civic participation.”

Participants also expressed concern about how traditional Extension audiences might perceive this approach to working in community; that some people with whom Extension works would perceive the concept of coaching as being condescending and vague.

**Whether a New Twist or an Entirely New Way of Working with Community and Organizations, Coaching is a Good Role for Extension**

Coaching adds a new dimension to what Extension has done before in so far as it helps staff build relationships first with individuals by bringing them into organizations and teams – in a sense, serving as grassroots community organizers instead of trying to put out brush fires. Second, coaches work with teams by building capacity for developing and implementing projects. Extension Educators who serve as coaches start by learning about the circumstances leading to the coaching opportunity. Among the issues that might emerge in this process are: a declining economic base, a lack of skills and insights about how to work together to figure out how to move forward, a history of being stymied by conflict, the loss of old time residents and youth, and the need to work with diverse populations. Coaching helps in these situations by enabling people to find common ground and a common focus and in so doing, build from the strengths and assets of the group to increase local capacity. Extension coaches at the roundtable described their work as building relationships, empowering people to control their own destiny, and building community and organizational capacity to bring about social change. For these coaches, connecting leaders and teams to external resources, particularly those connected to the land grant system, played a important role in their work. Roundtable participants reported that reflective questioning and
appreciative inquiry are two new skills they learned in RCCI training that aid them in their coaching work.

In our experiences we have found that some educators are very well suited to this role because of their experience and training. Some can learn this approach on their own. Others find it completely foreign, and perhaps coaching may not be a role for them.

**How Does Coaching in Extension Differ from Coaching in Other Circumstances?**

Extension faculty who play a community coach role must meet a different and higher standard than private consultants who do the same thing. They must provide evidence to stakeholders (especially county commissioners) that coaching adds value, has an impact, and produces successful outcomes.

For Extension and the rural development centers, there is an urgency to the question of how coaching is defined and what its outcomes are. RCCI funding runs out in June. There are other funding options but if coaching is to be included in RCCI’s next phase, decisions must be made about what its components and dimensions will be.

**At North Carolina State University**

At least one land grant is beginning to look at coaching as a new way to market what Extension can do for communities. Extension faculty in the school of design are now serving as coaches. This is a tremendous opportunity, if carried out well, to help the university understand what the communities’ needs are and what resources it can / should provide. Thus, coaching is a way to engage the university.

**Are University Administrators and National Program Leaders Aware of Coaching?**

Some administrators are aware of staff successes with coaching. The visible outcomes include better communication, expanded ability of communities to help themselves, increased attention to inclusivity, and more focus on regional thinking. However, most Extension staff know little about coaching in a community context, nor are they aware of current coaching initiatives with community colleges or other partners. We hope this report will encourage Extension directors and National Leaders to learn more about this new way of working with community and organizations.

In summary, Extension participants view coaching a valuable tool, new twist or something entirely new, that can aid them in their work with communities and organizations engaged in a change process. They also see a need to expand the body of knowledge about coaching in Extension to capture key learnings and to explore additional opportunities.