



# Using a Coaching Approach to Improve Results

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National Association for State  
Community Services Programs

*Thank you for joining us!*

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# TODAY'S OBJECTIVES

- Introduce NASCSP's new guide: *Using a Coaching Approach to Improve Results* (Draft)
- Introduce the CSBG Network Coaching Model to Improve Results
- Demonstrate how coaching can be adopted by CSBG Offices in different roles and contexts
- Preview future sessions—save the dates

# TODAY'S AGENDA

- Introductions
- Context Setting
- Leadership & Coaching
- CSBG Network Coaching Model
- Coaching in Practice—When, How
- Relationships
- Questions
- Wrap-up



*Let's  
acknowledge . . .*

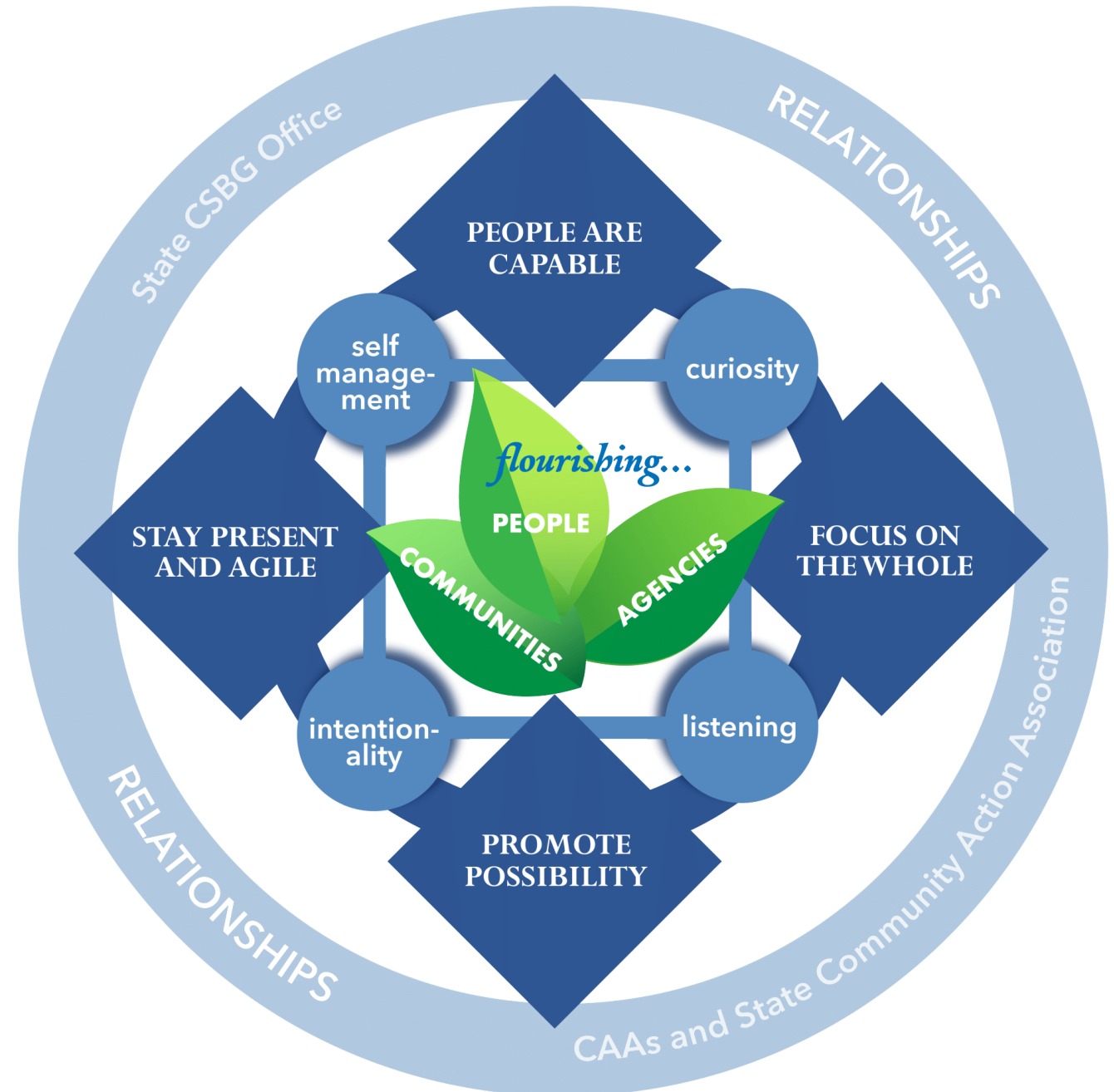


**There is a lot on your plate!**

# A LEGACY MOMENT

- We face unprecedented change: e.g., pandemic, racial reckoning, workforce challenges, fatigue
- Community Services Block Grant (CSBG) State Administrators can use this moment to work in novel ways with their State Community Action Association (State Association) and Community Action Agency (CAA) colleagues to explore untapped potential

# The CSBG Network Coaching Model





## Grounding Exercise Part 1

*Consider the following scenario. Write down your reflections on a piece of paper:*

Think about a time when you received coaching that helped you to learn a new skill, improve an existing skill, or solve a problem you were facing. What mindset or personal point of view might the person coaching you have brought to the conversation? What was your relationship with that person like?



## Grounding Exercise Part 2

*Now think of the statewide CSBG network you work with.*

- Do you view the agencies you work with as capable of improving?
- Do you believe the agencies themselves have the answers to their challenges?
- Do you view yourself as the expert?
- Do you feel you need to “fix” the agencies?

*Reflect/Discuss together*

# EVOLUTIONS IN LEADERSHIP

- Leadership is more dispersed, less hierarchical—and is often situational
- Leadership is an event that occurs between leader and follower—it is a process, not a trait
- Move from telling to asking questions
- Understand your natural leadership style, and strengthen your ability to adopt the right style for the moment
- Coaching is an important tool in your leadership and management toolbox

# WHAT IS COACHING? (AND WHAT IS IT NOT)

**“Coaching is chiefly about discovery, awareness, and choice. It is a way of effectively empowering people to find their own answer, encouraging and supporting them on the path as they continue to make important choices.”**

**—Henry Kimesy-House**

**In other words—coaching is about unlocking people’s potential to maximize their own performance.**

# WHAT IS COACHING? (AND WHAT IS IT NOT)

**Performance = potential – interference**

$$P = p - i$$

*—Coaching for Performance, Sir John Whitmore*

# WHAT IS COACHING? (AND WHAT IS IT NOT)

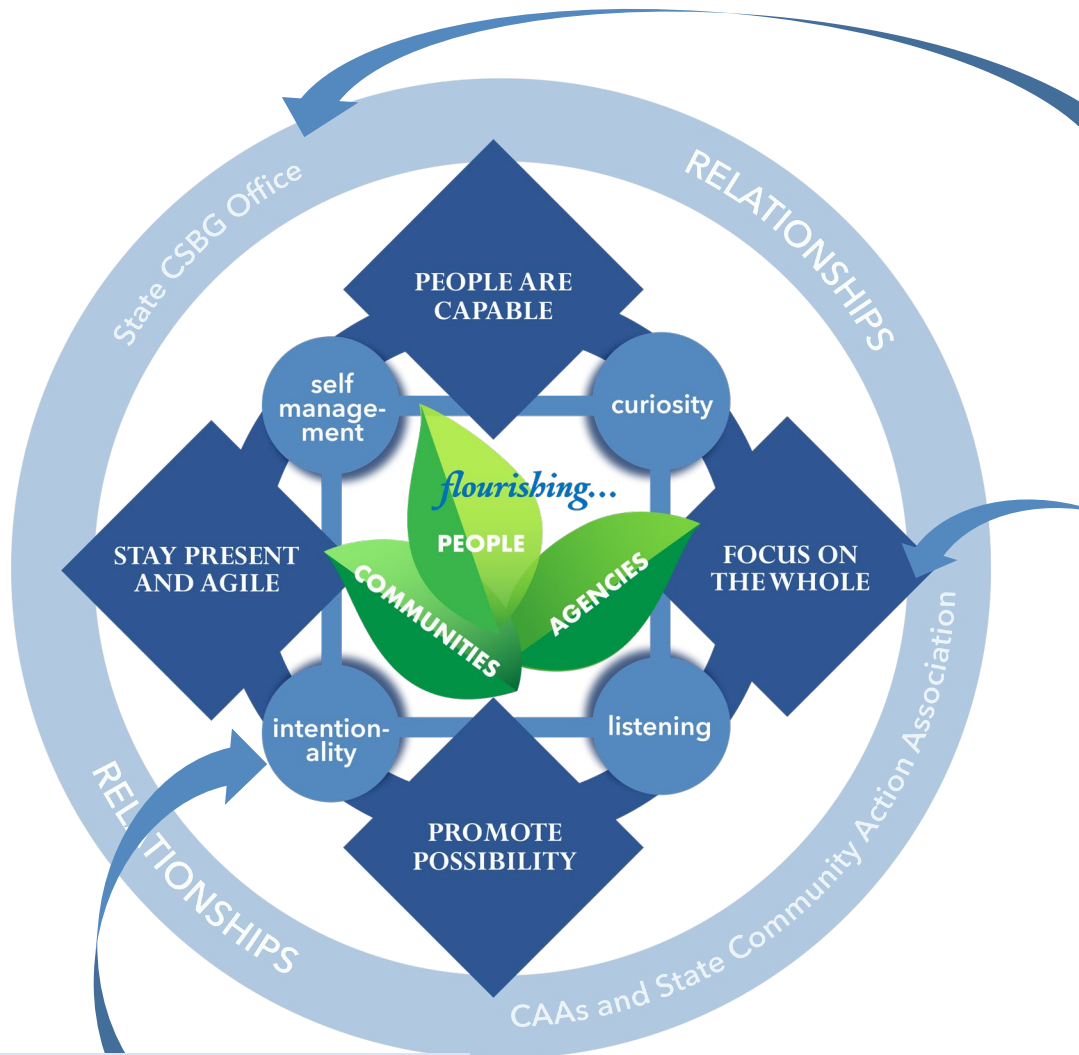
- Coaching is *NOT* telling folks what to do
- Coaching is *NOT* counseling
- Coaching is *NOT* steering or driving the conversation, meeting, relationship in the direction you want to go
- Coaching is *NOT* about you knowing what is best

# COACHING MINDSET

- Centers on a belief that people are capable, know their strengths, challenges and what they need
- Focuses on building awareness, responsibility and self-belief
- Listens, is curious and asks powerful questions
- Creates safe conditions for learning and growing



# THE CSBG NETWORK COACHING MODEL



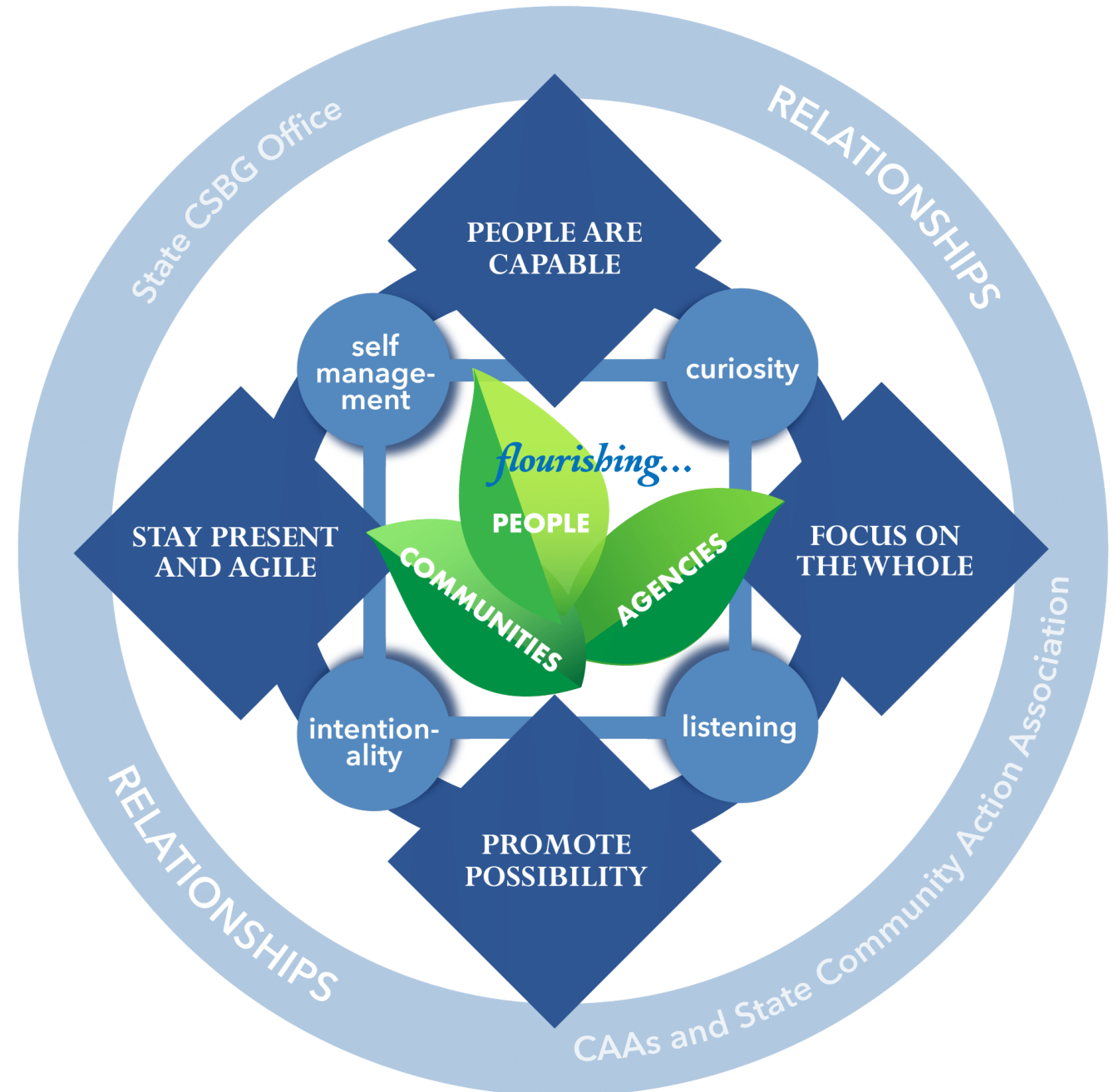
Relationships between the CSBG State Office and CAAs and the State Association frames and supports the space for coaching to exist and for learning to take place.

4 core beliefs

Together, these build the scaffolding needed to achieve change and allow flourishing, leading to greater impact.

4 coaching skills

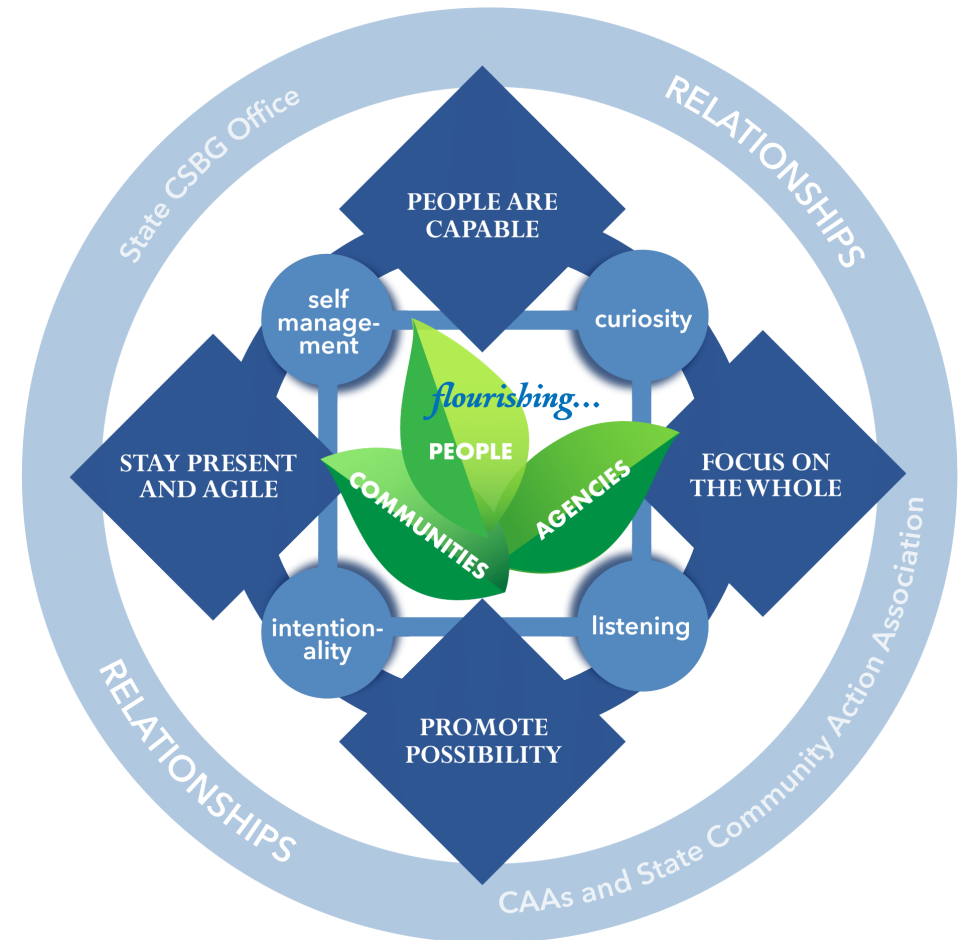
# The CSBG Network Coaching Model



# STRONG RELATIONSHIPS ARE FOUNDATIONAL

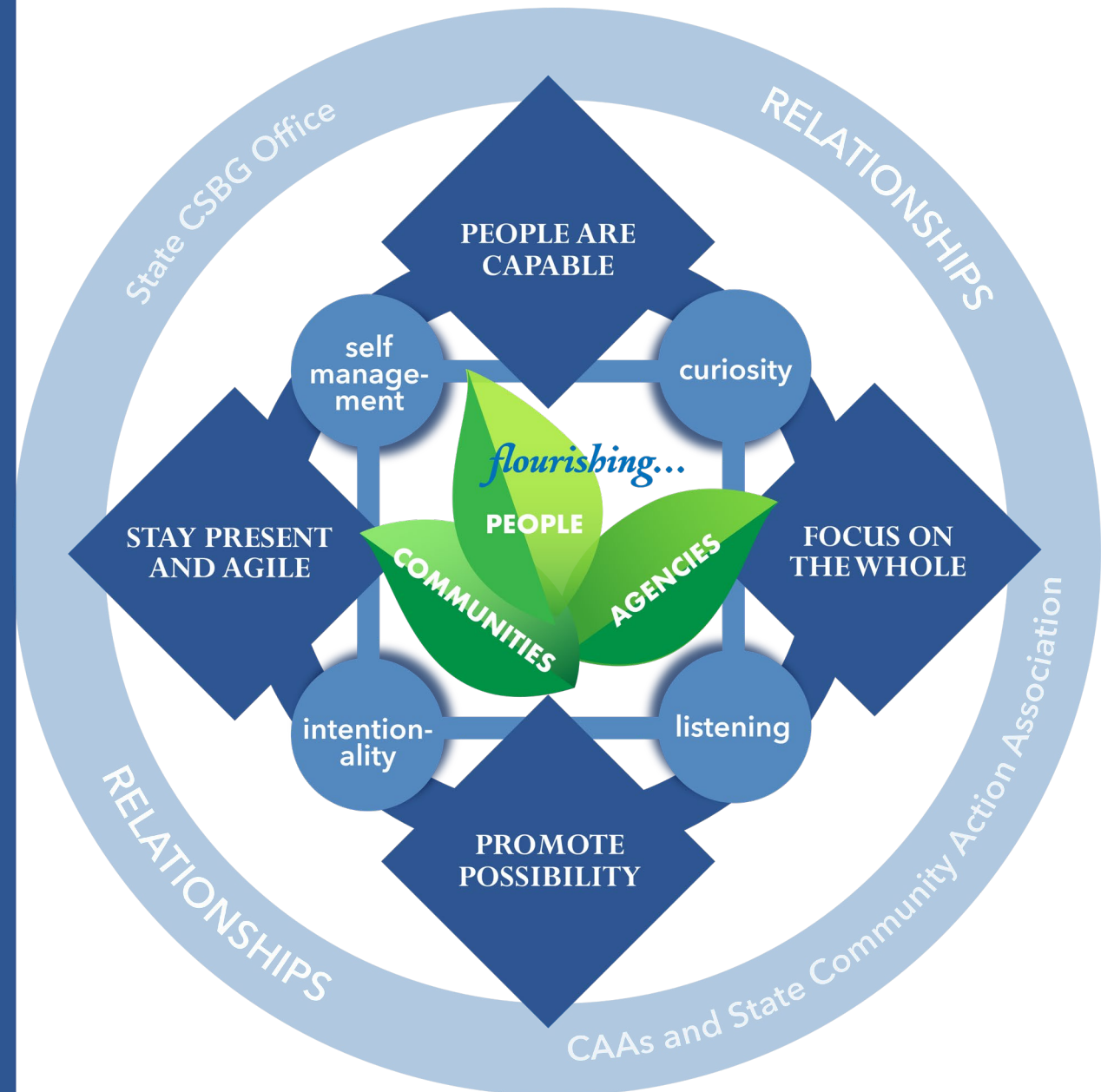
When CSBG State Offices work with local CAAs and State Associations, the following steps can be supportive of strong relationships:

- 1 Identify your primary customer
- 2 Adopt and follow guiding principles



# 4 Core Beliefs

1. People are capable
2. Focus on the whole
3. Promote possibility
4. Stay present and agile

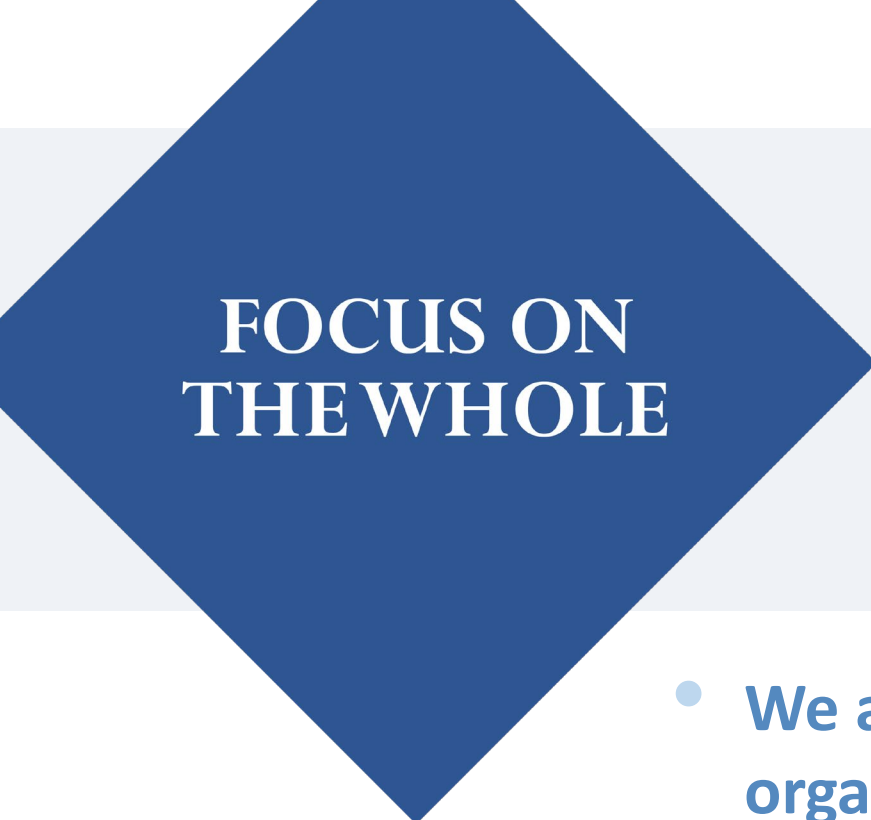




## PEOPLE ARE CAPABLE

*This core belief goes beyond the strengths perspective in that it asserts that people are naturally capable and know what is best for them.*

- People can grow, expand, evolve, and change and naturally have the capacity to achieve their full potential and flourish
- Internal obstacles can be worse than external
- Requires a coach to believe people possess more capability than they are currently expressing, and they are capable of more than their past performance



## FOCUS ON THE WHOLE

*This core belief encourages stepping back and looking at the whole person, the whole agency—even the whole Community Action Network.*

- We are not engaging in coaching to help people or organizations solve a particular problem but rather to pursue learning, create a learning culture, and build capacity so agencies, people, and communities can flourish
- Coaching seeks to create learning, resources, processes, and capacities that will stay well after the presenting problem or conversation is over



## PROMOTE POSSIBILITY

*This core belief involves coaches holding a vision of what is possible and a commitment to a transformative experience for the coachee.*

- The coach holds a broader vision for what is possible while supporting the coachee in overcoming immediate interference, incrementally building the self-belief and self-motivation of the coachee
- This can be transformational, helping the coachee access new levels of performance and potential



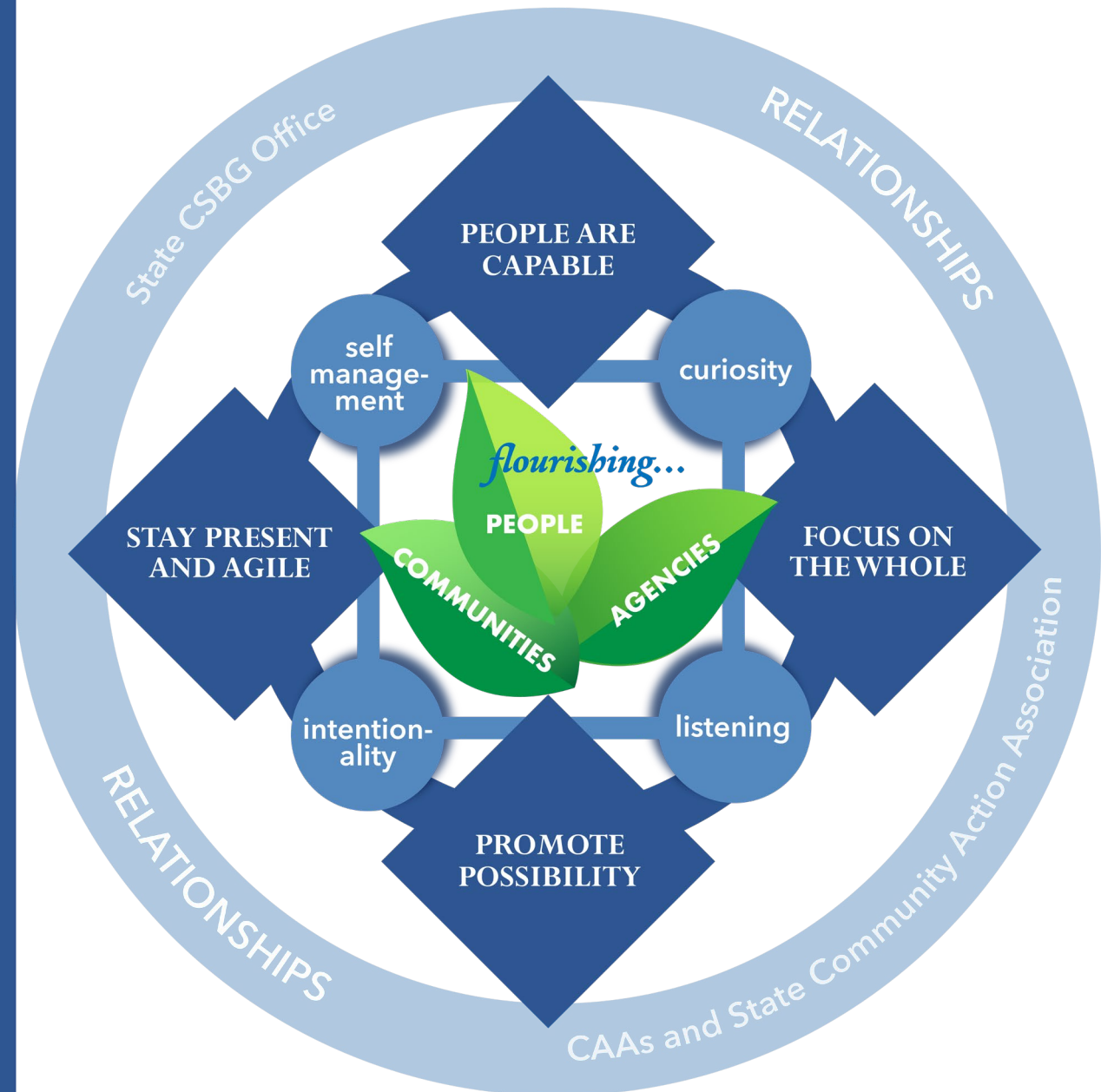
## STAY PRESENT AND AGILE

*This core belief calls on the coach to be present, listening, and attending to all aspects of the conversation—things said, and things not said.*

- While staying fully present and engaged, the coach is willing to adapt to move the relationship with the coachee forward
- Coaching conversations often have fluidity: While at any given moment the leader/coach may be leading and the coachee/follower may be following, in the next moment that may flip to allow the coach's own learning and discovery to advance

# 4 Coaching Skills

1. Self-management
2. Curiosity
3. Listening
4. Intentionality



A blue circle graphic containing the word "Skill" in white serif font.

# Skill

## SELF-MANAGEMENT

- Awareness of self—understanding why you do what you do
- Consider the chaordic leadership model: 50% of time should be spent managing self
- Manage your own distractions—e.g., opinions, assumptions, and inner voices—and redirect attention back to interaction with the coachee
- Emotional Intelligence

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# Skill

## CURIOSITY

- The underlying attribute that enables a coach to ask the powerful questions that lead to the coachee's discovery and learning
- Use open, inviting questions, and create a safe space to probe areas that might be blocking the coachee from moving forward
- Helps establish a partnership and collaboration where discovery and learning can take place
- Very different from judgement, criticism, and correction which put people on the defensive

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# Skill

## LISTENING

- Essential to understanding the entire scope of the information being conveyed, building connection and trust, and helping identify and solve problems
- Many forms: words and tones of voice, body language, reflecting back to confirm understanding, self-awareness of reactions
- Active listening uses open-ended questions and displays empathy
- Requires the coach to hold back on advice and opinion and rather lead with questions
- Often framed as “ask and listen,” not “tell and sell”

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# Skill

## INTENTIONALITY

- Bringing an intention to the coaching approach is essential
- There are many different situations where a coaching approach can be used and intention may look different. It might be a goal for a particular meeting
- Intentionality helps set a clear and specific focus that will act as an anchor and a guide
- Intentionality is balanced with making sure the coachee is driving.

# WHEN DO YOU COACH?

**CSBG Offices play many roles—often several at the same time:**

- Enforcing laws & regulations
- Managing contracts
- Providing training & assistance
- Serving as leaders
- Linking & coordination
- Communicating
- Planning
- Coaching

***Fluidity of roles:*** The art is in knowing when to play the right role and staying agile to move from one to the other

# WHEN DO YOU COACH?

Challenges /Opportunities	Possible Role/Function
Review of the CAA Community Action Plan (CAP Plan) with some new services and strategies proposed.	Compliance, Training and Technical Assistance and Coaching
CAA failed to submit agency audit on time for three years.	Compliance
During a mid-year performance meeting it appears the CAA's workforce training program is under-enrolled and outcomes are below targets.	Coaching
CAA submitted CSBG annual report with inaccuracies.	Training and Technical Assistance
CSBG State Office learns a CAA is required to compete for Head Start grant renewal.	Coaching
During a monitoring review CSBG State office staff observe the CAA's board has 2 vacancies in the low income sector and the 2 current members serving in the low income sector represent people living in low-income, but do not have low incomes themselves.	Compliance, Training and Technical Assistance, Coaching
A CAA has excessive amount of unspent CSBG funds at the end of the year and needs to make plans for utilizing the carry over.	Contract Management, Coaching
A CAA executive director is struggling to address staff recruitment and retention at her agency.	Coaching

# WHEN DO YOU COACH?

- Coaching can be used in many different situations, and as part of many different CSBG Administrators roles
- Form or style of coaching can vary—
  - Informal (unplanned) to formal (planned/structured)
  - Low to high touch (intensity/duration)
- May be responsive/in-the-moment or planned
- Situational or proactive

# CREATING A COACHING ENVIRONMENT

Two characteristics of an effective coaching environment:

1. It is safe enough for coachees to take the risks they need to take
2. It is a courageous place where coachees are able to approach their lives/work and the choices they make with motivation, creativity, and commitment

—*Co-Active Coaching*, Kimsey-Houes, et al.

# HOW DO YOU COACH?

**Tools to support coaching to come in future sessions.**

- *Coaching and Oversight and Administration*
- *Coaching and Performance Management*
- *Coaching and Financial Management*

**Deploying the CSBG Network Coaching Model in your leadership work**

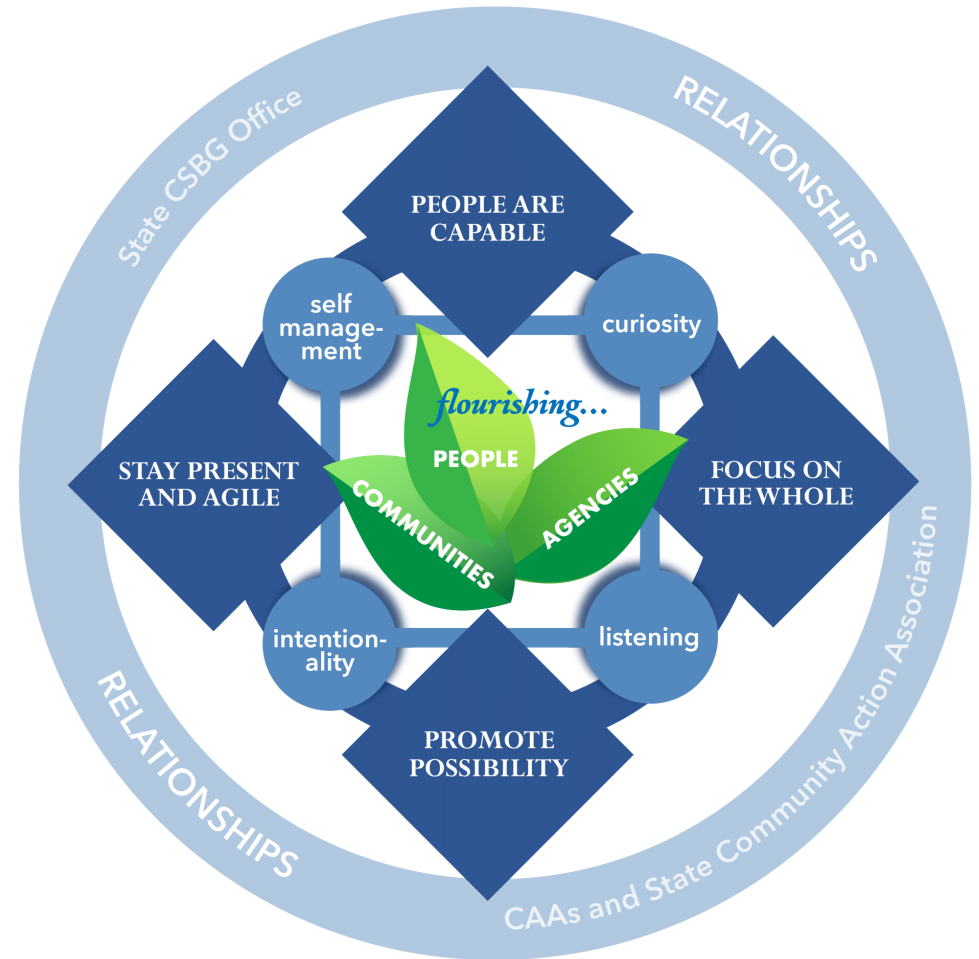
# RELATIONSHIPS ARE KEY!

- **Start where you are**
- **We will go deeper on relationship during the next session**
- **Relationship is the container so we have to build and tend it**

# Questions/Discussion

- Questions
- Discussion
- Feedback

*Or send input/feedback/examples to us*



# Coaching Training—*Register now!*

## **Initial Conference Presentation**

*(See Attendify Conference Platform for Recording)*

## **Series 1: Using a Coaching Approach to Improve Results**

*(Today)*

## **Series 2: Coaching for Performance Management**

*(January 26, 2–3:15pm)*

## **Series 3: Coaching and Financial Management**

*(February 9, 2–3:15 pm)*

## **Peer Coaching Pilot Session at NASCSP Winter Conference**

*(TBA)*

**Using a Coaching  
Approach to  
Improve Results: A  
*Guide for State  
CSBG  
Administrators***

**Coaching Guide  
Coming Soon!**

*This guide and the accompanying tools are under development and will be released as this webinar series progresses.*

# SUPPORTING CONCEPTS AND FRAMEWORK

- **Appreciative Inquiry**
- **Human Services Value Curve**
- **Continuous Quality Improvement**
- **Complex Adaptive Leadership**

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***Thank You for Attending!***