

Closure: “Everybody can be great because everybody can serve.” Dr. Martin Luther King, Jr.

SUGGESTED ACTIVITIES

Note to the instructor: Every informal discussion should be followed by one or more hands-on activities that reinforce one or more of the concepts being discussed. These activities should last 25-30 minutes, giving about one hour total block of time for the leadership session at a typical CAP meeting (25-30 minutes for the informal discussion, plus 25-30 minutes for the activities).

Along with any questions found in the activities themselves, you should be sure to ask, “**How does this activity tie in with our discussion?**”

CAP recommends activities from the *Learn to Lead Activity Guide* by Rob Smith (published by the Civil Air Patrol). You are free to substitute another activity, or create your own, as long as you tie in with one or more concepts of the informal discussion.

Main concepts for this lesson: **Caring for others; helping others to succeed.**

3 – COACHING & MENTORING (CHAPTER 4)

Overview Statement: Coaching is the process through which leaders try to solve performance problems and develop their people. Coaching requires a bond of trust. If it’s not positive and helpful, it’s not coaching.

Connection to the Curriculum: Ties in with a central theme of chapter four in *Learn to Lead*, Team Leadership.

Estimated Time: 25-30 Minutes

Resources Required: *Learn to Lead*, Module Two; Whiteboard (or chalkboard, butcher paper or easel pad).

Key Terms:

Inexperience – “Lack of the experience that would lead to an increase in knowledge or skill.”
Encarta Dictionary

Coaching – “The process through which leaders try to solve performance problems and develop their people.” *Learn to Lead*, Module Two

INTRODUCTION

Attention: Everyone take off a shoe. Now pick a partner and one of you teach the other how you tie your shoes. Put your shoe back on. {Allow no more than three minutes for this exercise.}

Motivation: Notice that in this exercise you did not order anyone to do anything, nor did you talk about how to tie a tie. You were focused on coaching another on how you tie your shoes. You demonstrated coaching without much effort!

Overview: In this lesson, we will prepare you to become a better mentor by discussing elements of successful coaching.

Your role in this discussion is to be an active participant. You are free to share your views with each other. Please be involved and considerate of one another. My role will be to take notes on what you say, and I may occasionally ask a question or two. There are no right or wrong answers to the questions. I am simply interested in what you have to say.

MAIN POINT 1: THE NEED FOR COACHING

Anytime a leader identifies a need to help someone reach a higher level of effectiveness, the need for coaching arises. Perhaps a cadet is having problems shining his/her shoes, or another NCO is seen as being too bossy. When someone struggles to reach a new level of excellence, it's time for coaching.

Question: How would you define coaching? {Write answers on the board.}

Question: Why is coaching always a one-to-one relationship?

Question: Give some examples of effective coaching.

MAIN POINT 2: ELEMENTS OF SUCCESSFUL COACHING

Coaching is marked by dialog, a two-way conversation between the coach and the coached. Coaches resist the urge to jump in and fix someone's problem, even if they know the answer. Instead, coaches guide others to discover the solution on their own – thereby empowering others.

The coach's goal is to get the other person to act. Coaching is successful if there is some sign of improvement or progress.

Coaching requires creative thinking and begins with observation. Coaches develop a specific plan of action even before dialoging with others. Coaches ask themselves, "Which issues are the most important?" For example, when helping a cadet with poorly shined shoes, the coach identifies that the most important issue is that the cadet is not maintaining his/her normally high standard.

Once a coach identifies the important issues, he/she is free to discuss why the cadet's normally high standards have not been met. The insight will help the coach to better guide the cadet. Finally, the coach is responsible for providing direct feedback and to follow-up on how well the one who is coached is doing.

Question: Why is it important to first identify the most important issues before coaching another?

Question: How does creative thinking help a coach?

Question: Describe why following-up is a critical step in coaching.

CONCLUSION

Summary: Coaching is a person-to-person experience, a relationship between an experienced person and an inexperienced person. Coaches solve problems and develop their people.

Remotivation: You will become a better mentor of others when you master the skill of coaching.

Closure: If it's not positive and helpful, it's not coaching.

SUGGESTED ACTIVITIES

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Along with any questions found in the activities themselves, you should be sure to ask, "**How does this activity tie in with our discussion?**"

CAP recommends activities from the *Learn to Lead Activity Guide* by Rob Smith (published by the Civil Air Patrol). You are free to substitute another activity, or create your own, as long as you tie in with one or more concepts of the informal discussion.

Main concepts for this lesson: **Coaching; mentoring; helping others; two-way communications.**

4 – SUPERVISION & DISCIPLINE (CHAPTER 4)

Overview Statement: One duty of a leader is to supervise the team, to ensure that its members meet the standards. Leaders know that supervising others requires a disciplined approach.

Connection to the Curriculum: Ties in with a central theme of chapter four in *Learn to Lead*, Team Leadership.

Estimated Time: 25-30 Minutes

Resources Required: *Learn to Lead*, Module Two; Whiteboard (or chalkboard, butcher paper or easel pad).

Key Terms:

Discipline – “Training to ensure proper behavior.” Encarta Dictionary

Supervise – “To observe and direct people in fulfillment of the mission.” *Learn to Lead*, Module Two

INTRODUCTION

Attention: Raise your hands if you ever heard the expression, “Who said life is fair?”

Motivation: It appears that many of you are familiar with the phrase. Fortunately, the reality is that you can choose to be fair when supervising and disciplining others.

Overview: Leading small teams is a big responsibility. The leader is the person most responsible for the team’s success or failure. Supervising others requires a disciplined approach. Today’s lesson will discuss how to be a disciplined leader that others will want to follow.