

APPENDIX H: INVITATION TO OMC TO PARTICIPATE IN COACHING PILOT

I would like to invite you to be part of the next phase of the research project I am conducting. This project is part of the requirement for a Master of Arts in Leadership Degree at Royal Roads University. You may recall, the research examines how the implementation of a coaching pilot can help the Omineca Managers Committee (OMC) collaborate across natural resource agencies, within the Resource Management Coordination Project (RMCP).

This is an invitation to participate in **the coaching pilot**. As you may recall, I sent an invitation in early August for the first portion of the study involving the **needs analysis**. Details about the pilot including time requirements are provided in the attached document.

Your participation would be voluntary and you will have the right to withdraw at any time in the study. If you choose not to participate in this research project, this information will also be maintained in confidence. If you choose to withdraw, any records or notes of your involvement will be destroyed. After reviewing the attached pilot design, if you agree to participate further in this study I would ask you to respond to this email with a “yes” response. Responses are requested by **September 29, 2009** as your selection of a coach is on a first-come-first-serve basis and the pilot start date is October 2, 2009.

Since I am conducting this research in my own organization (MFR), some research participants will be fellow employees. As a researcher, I view my relationship between me (the researcher) and you (the project participant) as one of peers and colleagues. I will strive to foster an open, trusting, and supportive environment where all participants feel comfortable to express their thoughts. I believe the relationships I have already formed with most of the project participants will help to create a safe environment. Also, the information provided will be treated with utmost privacy and confidentiality.

If you would like to learn more about my research or have any questions, please contact me at xxx-xxx-xxx or Dxxxxxxxxxxxx@xxxxx.xx.

Thank you for your interest and support in this project!

<< File: OMC Coaching Pilot Design_Sept 25 2009.docx >>

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APPENDIX I: COACHING PILOT DESIGN

The Coaching Pilot will involve 4-6 sessions individual (one-on-one) coaching with a MoFR coach.

Timelines: The one-on-one coaching sessions will take place between October 1, 2009 to November 16, 2009. The duration of each session is to be agreed on between coach and coachee. They can range from a half hour to forty-five minutes. The recommended number of sessions is between 4 to 6 sessions.

What is involved? Time commitment for all individual sessions will be a minimum of 4 hours to maximum 7 hours, depending on the duration of each session. This time includes the various components of individual coaching as described below (i.e. selecting a coach, email responses, etc.)

What does this look like? OMC members (coachees) will self-select a coach they feel would work best for them based on coaching bios of each coaching practitioner (to be provided). Selection of a coach will be based on a first-come-first-serve concept. OMC members are encouraged to contact potential coaches via email or phone to assist your selection decisions. Your coaching experience will be enhanced by good coach-coachee relationships. Your coaching agreement (to be provided) will outline roles, responsibilities and expectations as well as an exit strategy should you feel the coaching relationship is not working for you.

OMC members are asked to finalize their individual coach selection by October 1, 2009. Coaches and coachees will work together to establish a mutually agreeable schedule for the coaching sessions that will plan to end by November 16, 2009.

The researcher will send each coach and coachee journal prompts that will help capture the learnings of the coaching sessions. Over the course of the pilot, there will be 3 prompts in total. It is expected that a response will not require more than 10 minutes for each prompt.

There will also be a mid point check-in by the researcher in late October to gauge how the individual coaching experience is working for both the coachees and the coaches. This check-in is expected to be a 10-15 minute time commitment.

Background and Objectives: The needs analysis provided a clear indication that OMC members have a range of different interpretations and exposure to coaching. We also learned that 45% would like to see improved team effectiveness and 36% would like to learn coaching skills

and techniques. Individual coaching is a first step towards providing these various coaching solutions. By establishing a solid coaching foundation with OMC members, we can work towards effectively progressing to other coaching tools such as peer coaching and team coaching.

With these points in mind, the objectives for the one-on-one coaching are to:

- Establish a foundation of non-directive coaching philosophy using the GROW model,
- Provide an opportunity for OMC members to learn practice, and experience coaching,
- Implement and maximize the use of internal MoFR coaching practitioners,
- Engage OMC members in coaching conversations that are related to RMCP,
- Better position OMC members for dealing with upcoming changes and other RMCP implementation issues,
- Encourage reflective practice,
- Improve communication, and
- Enhance personal and team effectiveness.

APPENDIX J: OMC COACHING PILOT: GUIDELINES AND COACH/COACHEE

AGREEMENT

Guidelines

Initial Session: The following are important questions the coach and coachee may want to consider individually and discuss together in the first session:

- What factors are key for working together?
- How often will we meet?
- How long will the session be?
- What happens in the event of missed appointments?
- What would be indicators that there may be problems with the coaching relationship?
- What actions will I take and within what time frame will I take them if I am not satisfied with the coaching relationship?

Context: Because of the scope of this research project, coaching conversations must relate to or be in the context of, the Resource Management Coordination Project.

Roles and Responsibilities

As the Coach, I agree to:

- Challenge you
- Provide a confidential setting where the coachee feels safe
- Provide fair and honest feedback
- Negotiate the coaching agreement
- Be prepared to listen, and contribute questions and observations
- Evoke from you, a vision and a plan for taking action

As the Coachee, I agree to:

- Be challenged
- Be committed to my goals
- Manage my own learning
- Be committed to the coaching schedule agreed upon
- Be prepared to be coached with a topic
- Reflect on my work
- Negotiate the coaching agreement

Schedule: I agree to participate in 4-6 coaching sessions between October 2, 2009 and November 16, 2009. We will meet via _____

on the following dates and times:

_____, 2009 at _____

_____, 2009 at _____

_____, 2009 at _____

_____, 2009 at _____

_____, 2009 at _____

_____, 2009 at _____

Procedure: Coach and Coachee will arrange the procedure for the coaching sessions.

Changes: Re-scheduling or cancellations of appointments should be done at least 24 hours before planned date.

Extra Time: You may email or call me between scheduled sessions if you need urgent advice, have a problem or want to share a success with me.

Confidentiality: The coach recognizes that anything the client shares with them is regarded confidential, whether it is business or personal information. The coach undertakes not to, at any time, either directly or indirectly use or disclose any information the client shares with them during their sessions.

Nature of Coaching: The coachee is aware that the coaching is in no way to be construed as psychological counselling or any type of therapy. Coaching results are not guaranteed. The client enters into the coaching with the full understanding that they are responsible for creating their own results.

The coachee has read and agreed to the above.

Coachee _____ Date _____

Coach _____ Date _____

APPENDIX K: INVITATION TO COACHING PILOT PARTICIPANTS FOR ONE-ON-ONE
INTERVIEWS.

I would like to invite you to be part of the next phase of the research project I am conducting. This project is part of the requirement for a Master of Arts in Leadership Degree at Royal Roads University. You may recall, the research examines how the implementation of a coaching pilot can help the Omineca Managers Committee (OMC) collaborate across natural resource agencies, within the Resource Management Coordination Project (RMCP).

Individuals that participated in the coaching pilot are invited to take part in individual interviews with me. Interviews are expected to take between 30 to 60 minutes each and can be scheduled at a mutually convenient time between November 23, 2009 to December 2, 2009. I have suggested a date and time above that may agree with your schedule. If not, please advise another date/time.

Information provided by you will be audio recorded by a primary tape recorder as well as a backup recorder. Any person other than me, who is engaged in the transcription of the audio recording, will be required to sign a confidentiality agreement containing an undertaking to not reveal the identity of participants or otherwise divulge information provided by the participants. Generally, participants will be identified in transcriptions as “participant #1,” etc. unless they specifically approve or wish to have comments attributed to them. Participants may be given a pseudonym in reports that flow from the study, however, all details and identifiers which might reveal the participant’s’ identity will not be included. Data from all sources will be formatted, analyzed, and themed by me. Information provided by you, absent identifiers, may be shared with other project participants, including a research advisory team consisting of the sponsors, my classmates and outside experts.

The findings and analysis will be used within my final report, and may be used in subsequent academic and professional discourse through presentations and publications.

Your participation would be voluntary and you will have the right to withdraw at any time in the study. Your identity will be kept confidential and your contributions to the discussion will be used in a general format and will not be traceable back to you. If you choose not to participate in this research project, this information will also be maintained in confidence. If you choose to withdraw, any records or notes of your involvement will be destroyed. If you agree to

participate further in this study I would ask you to respond to this email with a “yes” or “accept” response, which will indicate your consent.

Since I am conducting this research in my own organization (MFR), some research participants will be fellow employees. As a researcher, I view my relationship between me (the researcher) and you (the project participant) as one of peers and colleagues. I will strive to foster an open, trusting, and supportive environment where all participants feel comfortable to express their thoughts. I believe the relationships I have already formed with most of the project participants will help to create a safe environment. Also, the information provided will be treated with utmost privacy and confidentiality.

If you would like to learn more about my research or have any questions, please contact me at (xxx)xxx-xxx or xxxxxxxxxxxxxxxx@xxxxxxxx.xx

Thank you for your interest and support in this project!

Deepa Tolia

APPENDIX L: COACHING PILOT INTERVIEW QUESTIONS FOR OMC MEMBERS

- How long have you been a senior manager with your organization?
- How long have you been in the BC public service?
- How has work within your organization and/or work unit been impacted by the RMCP initiative?
- If you had to describe what RMCP means for you in one word, what would it be?
- On a scale of 1 to 5, with 1 being not beneficial at all and 5 being extremely beneficial, how would you rate your overall experience of being coached?
- What criteria did you use to select your coach? (knowledge, skill, gender, anonymity, task vs. maintenance roles?) Would there be some merit in selecting outside the ministry?
- Can you describe what your coaching experience was like?
 - What was the biggest surprise?
 - When were you most excited?
 - What struggle did you have to deal with?
 - What is the mood or emotions you were experiencing?
 - Were there challenging questions that really helped you? Can you give me an example?
 - What were some of the outcomes?
 - What was most helpful?
 - Can you give me some examples of coaching questions that really helped you?
- What opportunities do you see to improve this experience?

- Based on your experience with the pilot, were there benefits for you in how you work with your peers or with the OMC as a whole?
- From your perspective, what do you think you learned about yourself during the coaching pilot?
- What do you see as the role of coaching practitioners in initiatives such as RMCP?
- You are one of six members on the OMC that have participated in this pilot. If this is a tool you would like to see used by the OMC as a whole, what options exist for the team to embrace this in the future?
- Any thoughts about how tools such as coaching can be honed in a time when demands on our time and priorities are increasing? How do you deal with the busyness?
- What else would you like to tell me that I have not asked you?

APPENDIX M: COACHING PILOT INTERVIEW QUESTIONS FOR COACHING

PRACTITIONERS

- How long have you been a coaching practitioner?
- How long have you been in the BC public service?
- If you had to describe what coaching means to you in one word, what would it be?
- On a scale of 1 to 5, with 1 being not beneficial at all and 5 being extremely beneficial, how would you rate your overall experience of being a coach during the pilot?
- Can you describe what your coaching experience was like?
 - What was the biggest surprise?
 - When were you most excited?
 - What struggle did you have to deal with?
 - What is the mood or emotions you were experiencing?
 - Were there challenging questions that really helped you? Can you give me an example?
 - What were some of the outcomes?
- What opportunities do you see to improve this experience?
- What do you see as the role of coaching practitioners in initiatives such as RMCP? In the public service?
- Is there any experience or learning from the pilot that has been key for your practice?
- What else would you like to tell me that I have not asked you?

APPENDIX N: QUESTIONS FOR OMC MEMBERS WHO WERE UNABLE TO
PARTICIPATE IN COACHING PILOT

- How long have you been a senior manager with your organization?
- How long have you been in the BC public service?
- How has work within your organization and/or work unit been impacted by the RMCP initiative?
- If you had to describe what RMCP means for you in one word, what would it be?
- When we spoke earlier, you had indicated an interest in participating in the pilot, what changed for you?
- What needed to happen for you in order to fully participate in this pilot?
- In what ways can the barriers and challenges you experienced be overcome?
- What evidence from this pilot would help or convince you to be part of future coaching?
- What do you see as the role of coaching practitioners in change initiatives such as RMCP?

APPENDIX O: FOCUS GROUP QUESTIONS

Question #1

Introduce yourself, your connection to this project, and provide your greatest learning or experience from the pilot.

Question #2

What recommendations do you have for OMC and coaching practitioners in terms of next steps?

What needs to happen now?

Question #3

How are we going to do this and who needs to be involved? What can get in our way?

Question #4

What is the most important message you want to give each other and the rest of the organization with respect to this pilot?

APPENDIX P: INVITATION TO FOCUS GROUP

I would like to invite you to be part of a research project I am conducting. This project is part of the requirement for a Master of Arts in Leadership Degree at Royal Roads University. My credentials with Royal Roads University can be established by calling Dr. Stan Amaladas, Acting Director, School of Leadership Studies, at (xxx) xxx-xxxx or emailing xxxxxxxx@xxx.xx. My sponsoring organization and my employer, The Ministry of Forests and Range (MFR), has granted me permission to contact you to invite you to participate in my research project.

I am researching how the implementation of a coaching pilot can help the Omineca Managers Committee (OMC) to collaborate across natural resource agencies, within the Resource Management Coordination Project (RMCP). I am looking for participants of the OMC coaching pilot to engage in a focus group on December 9, 2009 via conference call from 9:00 am to 10:00 am. The purpose is to generate discussion and ideas as to how your experience in the OMC pilot impacts and informs multi-agency collaboration as well as make suggestions and recommendations for future practice.

Your participation would be voluntary and you will have the right to withdraw at any time in the study. Your identity will be kept confidential in the final report and your contributions to the discussion will be used in a general format and will not be traceable back to you. If you choose not to participate in this research project, this information will also be maintained in confidence.

The findings and analysis will be used within my final report, and may be used in subsequent academic and professional discourse through presentations and publications.

If you agree to participate further in this study I would ask you to respond to this email with a “yes” or “accept” response.

Since I am conducting this research in my own organization (MFR), some research participants will be fellow employees. As a researcher, I view my relationship between me (the researcher) and you (the project participant) as one of peers and colleagues. I will strive to foster an open, trusting, and supportive environment where all participants feel comfortable to express their thoughts. I believe the relationships I have already formed with most of the project participants will help to create a safe environment. Also, the information provided will be treated with utmost privacy and confidentiality.

If you would like to learn more about my research or have any questions, please contact me at (xxx)xxx-xxxx or xxxxxxxx@xxx.xx.

This is an opportunity for you to share your insight, knowledge, experience as well as influence the future direction of coaching practices in informing multi-agency collaboration initiatives such as the RMCP. Thank you for your interest and support in this project!

Deepa

APPENDIX Q: LEADERSHIP DISCIPLINE WORKSHOP OVERVIEW⁵

The Leader's Discipline

Course Overview:

The Leader's Discipline is an intensive two-day introduction to coaching for leaders in complex times. The experience invites experienced leadership practitioners to recognize coaching as a strict and responsible discipline, developed over a leader's lifetime in community.

The experience explores the work of coaching pioneer Tim Gallwey (*The Inner Game of Tennis*, *The Inner Game of Work*) and is guided by experienced executives who have used coaching to transform their own organizations. Both days are experiential rather than purely theoretical and have been designed to focus on the needs of high performance individuals and teams.

Sports Coaching is used to introduce key concepts, where participants come to understand the nature of interference, both their own and those they work with. The coaching relationship is explored in individual and team settings through the themes of awareness, choice and trust. Participants further develop the ability to regain and retain focus while coaching others.

The bridge is then made to Leadership Coaching - where participants coach each other and teams on real issues shaping their leadership using John Whitmore's GROW Model. The GROW model concentrates on goal setting, reality checking, option generation, and commitment to action. The program includes feedback modeling, stages of community, individual responsibility, and paradigms of education and development.

Over the course of their program - participants:

- experience how mental states influence performance

⁵ From *Leadership Discipline Workshop: Course Overview*, by The Roy Group, 2009, Sydney, BC, Canada: Author. Copyright 2009 by The Roy Group. Reprinted with permission.

- engage a discipline that raises the level of performance
- use this discipline to address a real and current leadership issue they face
- practice and build on their ability to coach emerging leaders
- practice and build on their ability to coach teams of leaders
- increase understanding of the behaviors which develop leadership
- investigate when coaching is most effective
- increase their confidence in giving and receiving honest feedback
- explore possibilities of using this approach to enhance current and potential leadership development projects.

Although often offered as an independent development experience, The Leader's Discipline has also served as a foundation for a variety of wide ranging organizational and community leadership development initiatives including The Gemini Project. It has been delivered to over 500 leaders on three continents. It is currently being proposed as an operating system to a world-class coaching initiative involving professional athletes and coaches, executives from business and government and emerging leaders from "tough" socio-economic realities.

APPENDIX R: COORDINATED NATURAL RESOURCE SERVICE DELIVERY OUTLINE⁶

To lead the ministry in a dedicated/active leadership approach to achieve government's integrated/coordinated natural resource management coordination objectives. Provide improved service delivery, efficiency and effectiveness for the public and business sector.

A. CORE RESPONSIBILITIES

- Coordination and/or delivery of natural resource activities on behalf of both the ministry and other natural resource agencies.
- Ongoing exploration of new opportunities for collaboration to deliver government objectives.

B. PERFORMANCE MEASURES FROM MFR SERVICE PLAN

- Client Satisfaction Survey: Stakeholder satisfaction with ministry supporting a competitive operating environment.

C. GOVERNMENT COMMITMENTS TO BE IMPLEMENTED

- Consistent with government's commitment to efficiency and client service.

D. KEY TRANSFORMATIVE CHANGES

- Formalize ministry efforts to facilitate coordinated service delivery at all levels in the ministry.
- Realign activities to fit government's realigned natural resource administrative boundaries.
- Shift Compliance & Enforcement model: align with 8 RMCP (IAEC) sub-regions, and shift to targeted enforcement over compliance through the development of a true risk tolerance framework for MFR activities. Advance risk tolerance framework with other ministries involved in RMCP.
- Redirect ministry engineering field staff for increased labour mobility opportunities to better support the ministry and other natural resource agencies.
- First Nations Consultation Approach: Reduce decision points, plans, etc., at the front end to find efficiencies in later consultation, as well as achieving efficiencies via bundling consultation activities.
- Natural Resource Authorizations: find interagency/client efficiencies in administration of natural resource authorizations.

⁶ From *The Objectives and Tasks of Functional Change to Realize Our Business Response* (pp. 11–12), by BC Public Service, Ministry of Forests and Range, 2010, Victoria, BC: Author. Copyright 2010 by Government of British Columbia. Reprinted with Permission.

E. CORE FUNCTIONS

Compliance & Enforcement

- Inspections.

First Nations Consultation

- First Nations consultation on behalf of MFR and other ministries.

Front Counter Licensing and Tenuring

- Manage MFR's participation in FrontCounter BC activities.
- Expand the range of tenuring and licensing undertaken through FrontCounter BC.

Engineering

- Manage ministry engineering activities.
- Coordinate engineering activities with other ministries.

F. OTHER BUSINESS RESPONSE CHANGES

- Adjust delivery mechanisms to realize the operational business shift of doing less upfront plan checking and targeted back end checks (for the delivery of natural resource activities both on the behalf the ministry as well as other natural resource agencies).