

***BounceBack* Coaching Suggestions**

“Coaching is usually about change. Seldom do we coach for the maintenance of the status quo. The process of coaching, as we have defined it, is a dynamic process. It is a tool to encourage and facilitate change.”

Resilience Building: Peer Coaching Manual by Ronald Breazeale, PhD and Richard C. Lumb, PhD.

As a coach/teacher your role is to facilitate change on behalf of those you serve. It is not counseling or therapy. The focus is on present goals and dreams of the future. It's about helping individuals define fulfillment, learn balance and build resilience. Asking good questions, being curious, and requesting that the person consider/try new skills is essential to achieving fulfillment. In order to maintain balance in an ever changing world, one must learn to be resilient.

The questions below are designed to help individuals identify Skills & Attitudes that may help to move them towards their self-chosen goals, and, the balance that will allow them to feel fulfilled even as life demands change. At the end of each question you will see the Skills & Attitudes we hope to assess by the asking.

Coaching/Teaching Questions:

- Feelings are an emotional state or reaction. What are the feelings you have as a result of drawing this challenge? (manage feelings, see the big picture)
- On a scale of 1-5 (1 being least strong and 5 being very strong) how strong are each of your feelings? (manage feelings)
- How will your feelings help or hinder your actions given this challenge? (flexibility, problem solve, see the big picture)
- How can you set some feelings aside to allow you to move forward with this challenge? (manage feelings, problem solve)
- An attitude is a settled way of thinking or feeling about someone or something. What attitudes come to mind when you think about this challenge? (manage feelings, problem solve, see the big picture)
- On a scale of 1-5 (1 being not very and 5 being very committed) how committed are you to thinking and/or feeling this way?
- What is another way to think about this challenge that might make it easier to approach/cope with this challenge? (flexibility, manage feelings, problem solve)
- Given the option, would you choose to address this challenge alone or with others? (connect/communicate, flexibility, care for yourself)
- Can you explain your choice? (connect/communicate)
- If you could choose just one person, who would you choose to help you address this challenge? (connect/Communicate, care for self)

- A skill is the ability to do something well. What specific skills do you have that could be used to address this challenge? (self-confidence, see the big picture)
- What specific skills does your chosen contact have that could be used to address this challenge? (care for self, see the big picture)
- Are there skills that you/your chosen contact lack that could be helpful in addressing this challenge? (problem solve, be flexible, see the big picture)
- Could you connect with another who might have those skills? (connect/communicate, flexibility, problem solve)
- What values/beliefs come to mind when you think about this challenge? (Find the purpose, care for self, manage feelings)
- On a scale of 1-5 (1 being least firm and 5 being very firm) how firmly do you hold these values/beliefs? (manage feelings, find the purpose)
- How will these values/beliefs help or hinder your actions given this challenge? (flexibility, problem solve, see the big picture)

Coaching Diverse Pairs:

This approach to the game involves two diverse groups who wish to learn resilience from one another. Some examples of Diverse Pairings might be: police officers and immigrants, healthcare professionals and individuals with disability/chronic disease, or, Baby Boomers and Millennials. The goal of this exercise is for each member of the pair to apply the Skills & Attitudes of resilience to respond to specific challenges (perhaps outside of his/her skill set) with a coaching partner who can offer experience and insight on the issue.

- The group divides into pairs; one from each group represented. Using Baby Boomers and Millennials as an example, the Boomer draws 2 Challenge Cards from the Millennials deck and the Millennial draws 2 Challenge Cards from the Boomers deck. Decide who will first.
- Player A will read the challenge, choose the Skills & Attitudes that he/she thinks would be most helpful in addressing the challenge, and, explain how he/she would apply them. Player B/the coach will share any concerns regarding the effectiveness of the application that may not have been considered by Player A. The goal is to coach one another by sharing knowledge related to each player's unique experience and/or skill set. The pair discusses the issues with the intent of coming to a mutual agreement on how best to apply the Skills & Attitudes chosen. Pairs may want to make notes for later discussion.
- Play continues with Player B reading his/her challenge and proceeding as previously described until all Challenge Cards have been addressed.
- When all pairs have addressed both Challenge cards, the group comes together to share their experiences. The focus of discussion should center on how different perspectives impact the way we approach challenges and the recognition of the Skills & Attitudes applied by the group members in order to get through the exercise.

Academic Exercise:

Review the BounceBack decks and select the one/s that best address the subject matter of your course. Review the Challenge Cards in the deck/s and select the one/s that best address the issues you wish to present to your students. Have students choose from the options you've selected or assign challenges as you see fit. The students could approach the challenge from a proactive, pre-incident perspective and think about how use of the Skills & Attitudes of resilience could have been applied to prevent the challenge from occurring. They could also approach it from a reactive point and apply the Skills & Attitudes of resilience to manage the challenge.