

16th Oct 2024

Enhancing Program Quality & Safety Through The Field Coaching Process

Prepared by Nathan & Syafiq



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SPEAKER PROFILE



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Nathan Lim

Outward Bound Singapore

- Team Manager (2023 - Present)
- Senior Instructor (2020 - 2022)
- Instructor (2017 - 2019)

Personal Accreditations

- Institution of Occupational Safety and Health
 - Student member (2024)
- Workplace Safety & Health, Level A
- Viristar Risk Management for outdoor programs
- BSc Human Factors in Safety (2022 – Present)
- Singapore Sports Climbing & Mountaineering Federation (SCCMF)
 - Cat 1 Climbing Instructor
 - APC 3 Abseil Instructor
- Singapore Canoe Federation (SCF)
 - L1 Kayak Coach
- Academy of Surfing instructors
 - L2 Open water Stand Up Paddle coach (2021 – 2022)



SPEAKER PROFILE



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Muhammad Syafiq

Outward Bound Singapore

- Team Manager (2022 - Present)
- Senior Instructor (2020 - 2021)
- Instructor (2017 - 2019)

Personal Accreditations

- Singapore Canoe Federation (SCF)
 - L1 Kayak Coach
- Singapore Sports Climbing & Mountaineering Federation (SCCMF)
 - APC 3 Abseil Instructor
- Viristar Risk Management for outdoor programs



VISION & MISSION



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VISION

Inspired Individuals.
Transformed Communities.

MISSION

Developing physically and mentally
rugged youths
to be active citizens inspired to
serve the community.

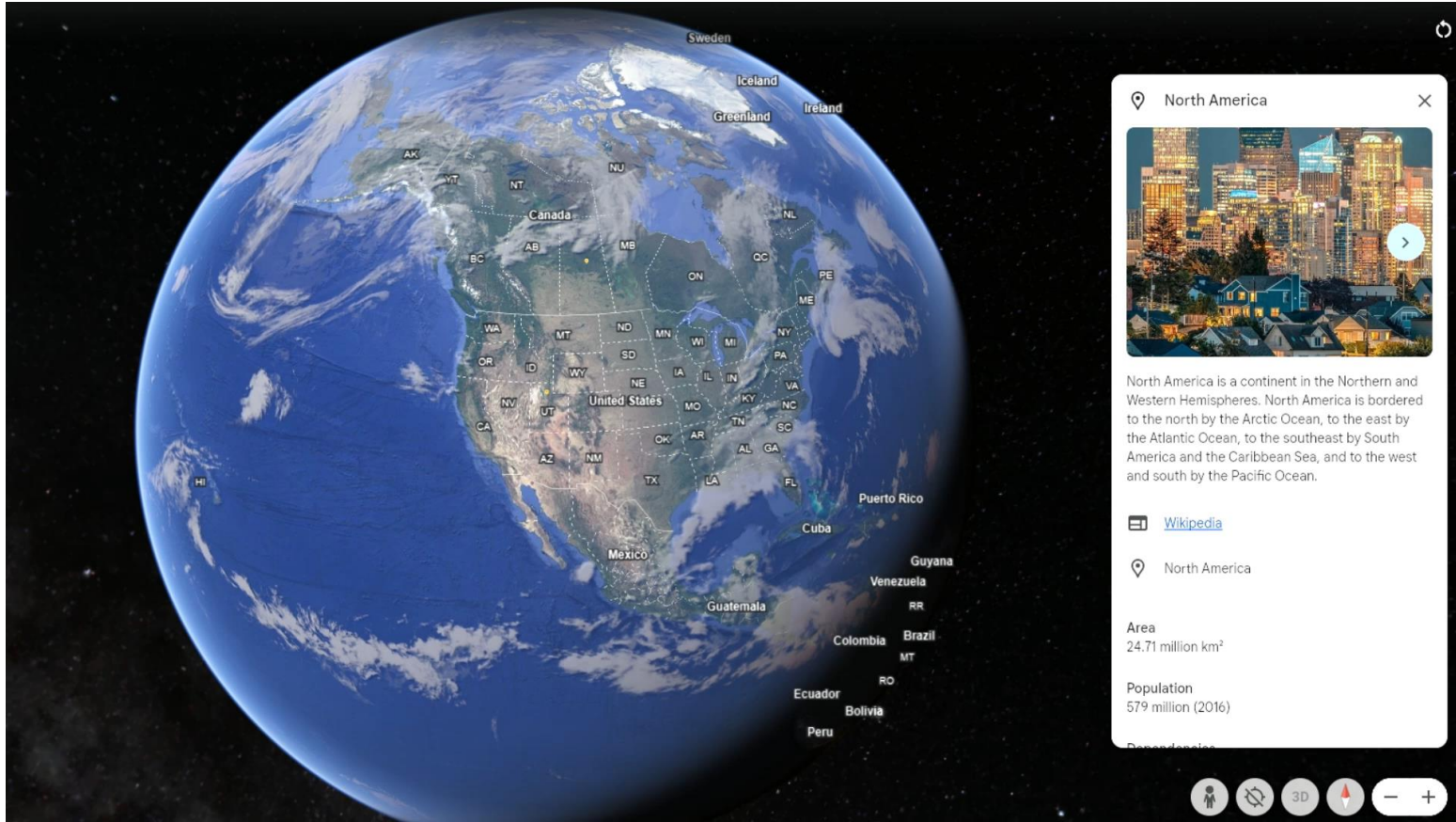


WHERE IS OBS



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North America



North America is a continent in the Northern and Western Hemispheres. North America is bordered to the north by the Arctic Ocean, to the east by the Atlantic Ocean, to the southeast by South America and the Caribbean Sea, and to the west and south by the Pacific Ocean.

[Wikipedia](#)

North America

Area
24.71 million km²

Population
579 million (2016)

Dependencies

BEFORE WE START...



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- . Talk to the person on your left & right
- . How does your organization coach and manage staff competency?

NOAE MASTER PLAN

National Outdoor Adventure Education



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Ministry of Education
SINGAPORE

Mixed School OBS 5-day Course

Objectives of OBS 5-Day course

Confidence

Resilience

Social Cohesion

Concerned
Citizen

A shared OBS experience
for all 15 years old students
to strengthen resilience &
social cohesion



SCALE & VOLUME OF MOC



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40-44

Program
Weeks Per
Year



100-120

Groups
Per Week



1,200 – 1,500

Youths
Per Week



4

Program
Operations
Zones

MOE-OBS Challenge Programme

**Row Boats, Coastal
Paddling**



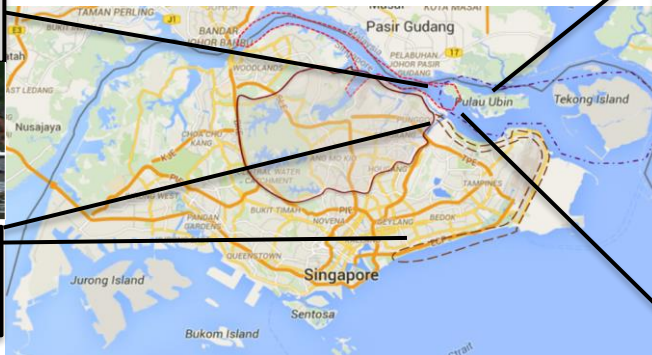
**Urban trekking,
Placed-based learning**



Kayaking, Rafting



**Sailing, rowboats & sea-
kayaking**



Social mixing & bond through shared experience
Teamwork experience & peer leadership
opportunities
Expeditions strengthen ruggedness & resilience

SAFETY SYSTEMS & GOVERNANCE



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Structured Risk Management Framework For OBS Operations

OBS Executive Committee

- OBS Risk Management & Ops Policies
- Standards & Accreditation
- Quality & Safety Audit

OBS Safety Committee

- Training Safety Regulations, Directives, Circulars
- Continuous Safety & Medical Education, TTx & GDx
- Operations Management & Internal Compliance

Dedicated Units and Specialist Posts for Safety & Risk Management

- Internal Safety Audits & Incident Investigation
- Management of OAE Training Facilities



Guidance from External Committees & Technical Expertise on Industry Standards

- OBS Advisory Committee and Medical Advisory Panel
- Multi-Agency OAE Steering & Workstreams Committees

Compliance, Reference & Adaptation from Relevant Standards



WSH COUNCIL



Supporting the Risk Management Framework:

1. Safety Awareness
2. Risk Management Dashboard
3. Benchmark & Research
4. AI & Technology Innovations
5. Advisory & Resource
6. Audit & Review

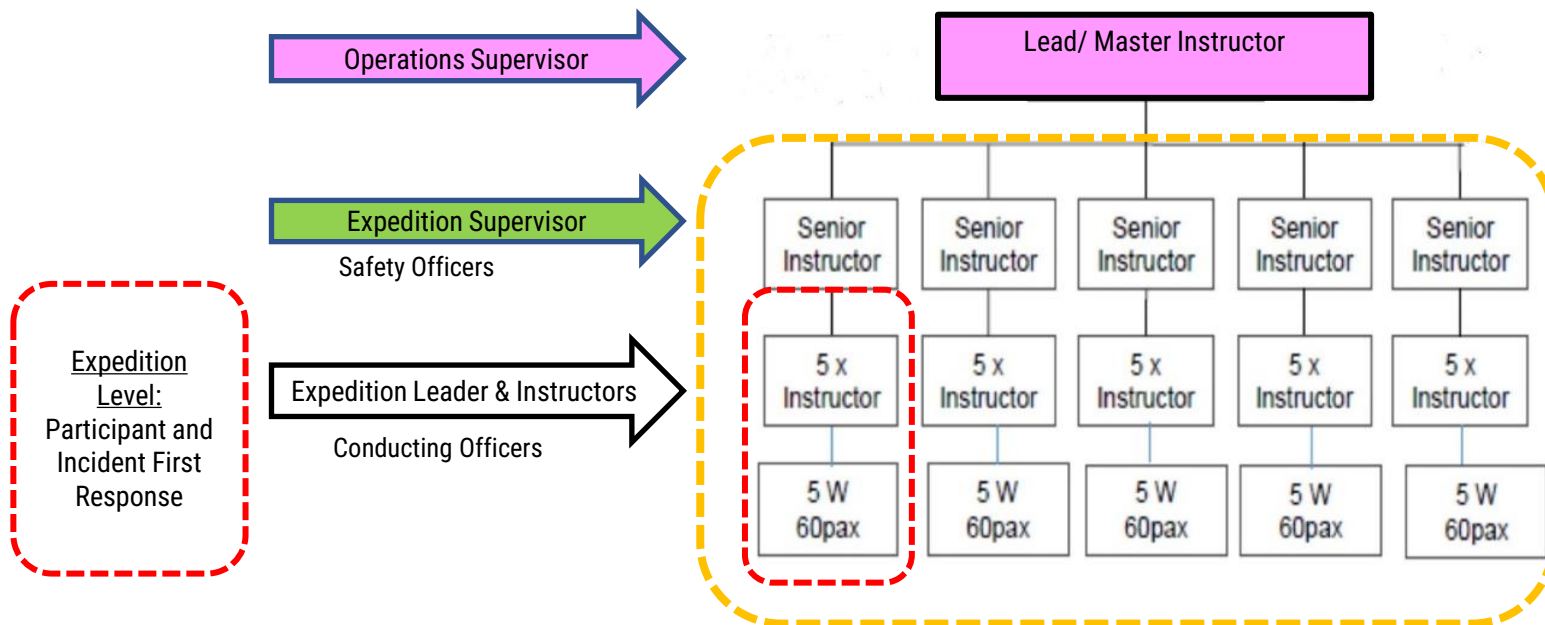
ENHANCED FIELD SAFETY STRUCTURE



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FOR BETTER GROUND SUPERVISION





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CONTEXT

ACTIVITY/ DEVELOPMENTAL COACHING (ACDC)



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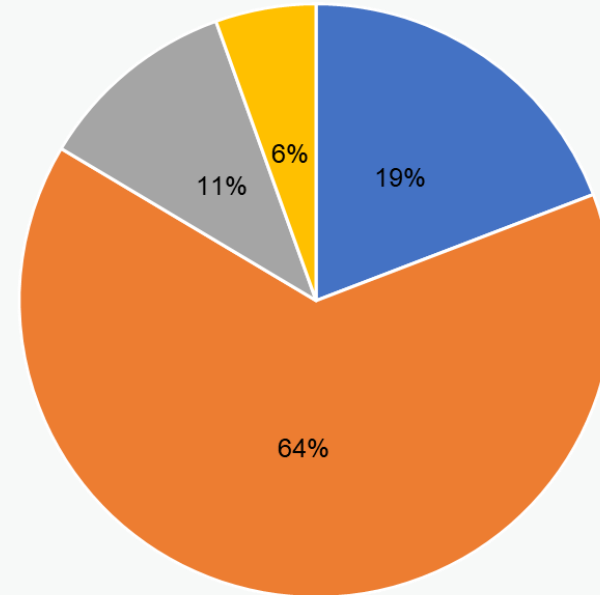
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Background

ACDC was approved to:

- Equip and empower coaches with the relevant field coaching capabilities including knowledge and skills to perform their role effectively and confidently.
- Provide a consistent and congruent coaching approach within OBS.
- Support OBS's 4 Strategic Aims: Effective & Competent Staff.

Field Experience



■ <1 year ■ 1-2 years ■ 2-3 years ■ >3 years



TRAINING UNIT

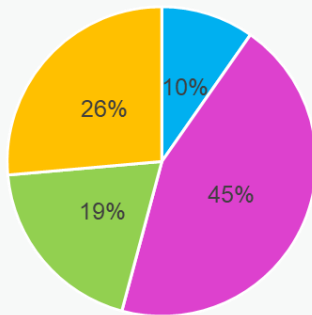
Field Experience

2020-2022: Covid-19 Pandemic

- Cease of 5D MOC programs
- Resumption of 2D MOC programs in the 2nd half of 2022

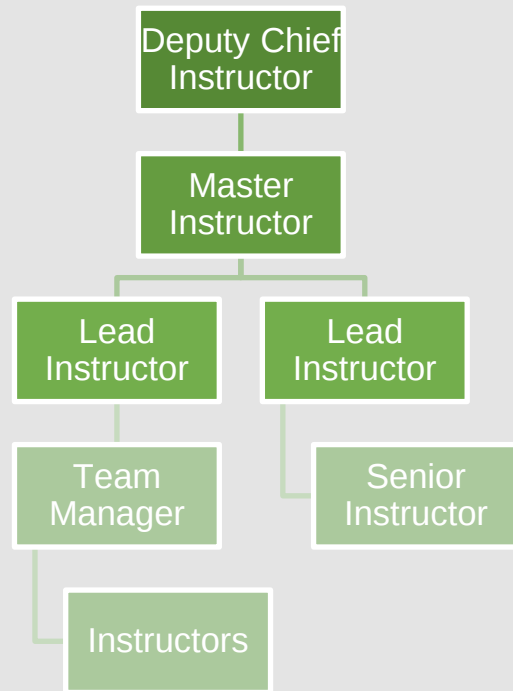
2023: Resumption of 5D MOC

Field Experience Breakdown



■ Y19 ■ Y20 - 22 ■ Y23 and beyond ■ Trainees

Unit Structure



Activity/ Developmental Coaching

1. Preparation
2. Execution
3. Closure
4. Desired outcomes
 - a. Safety
 - b. Quality



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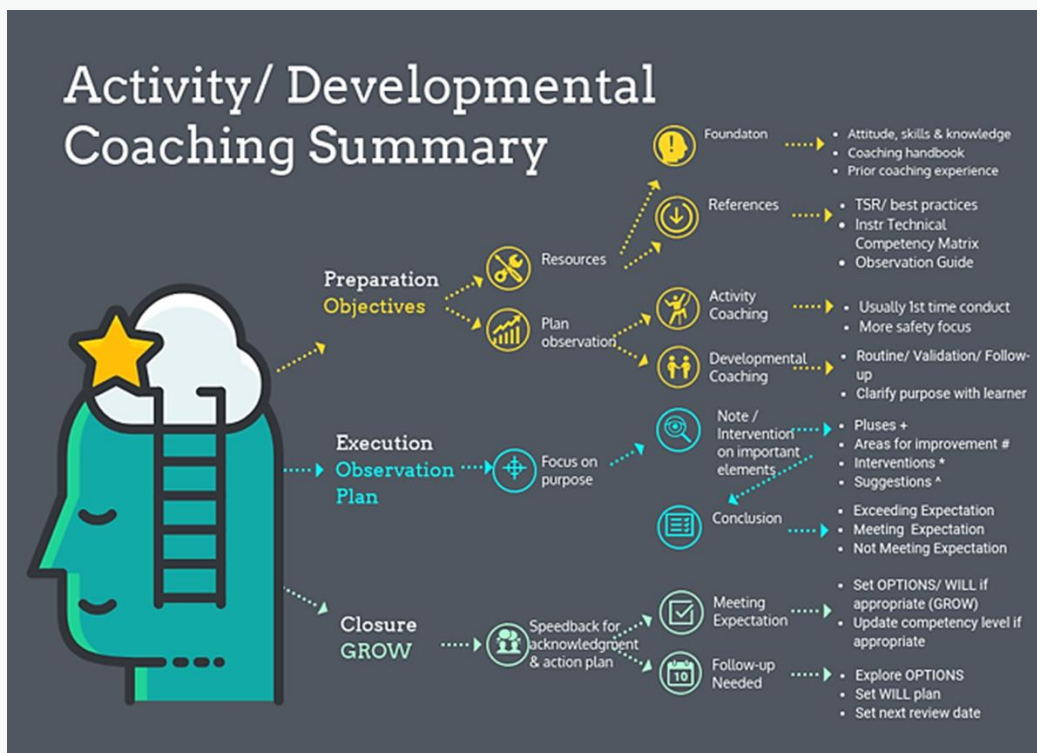
ACTIVITY COACHING/ DEVELOPMENTAL COACHING (ACDC)

ACTIVITY/ DEVELOPMENTAL COACHING SUMMARY



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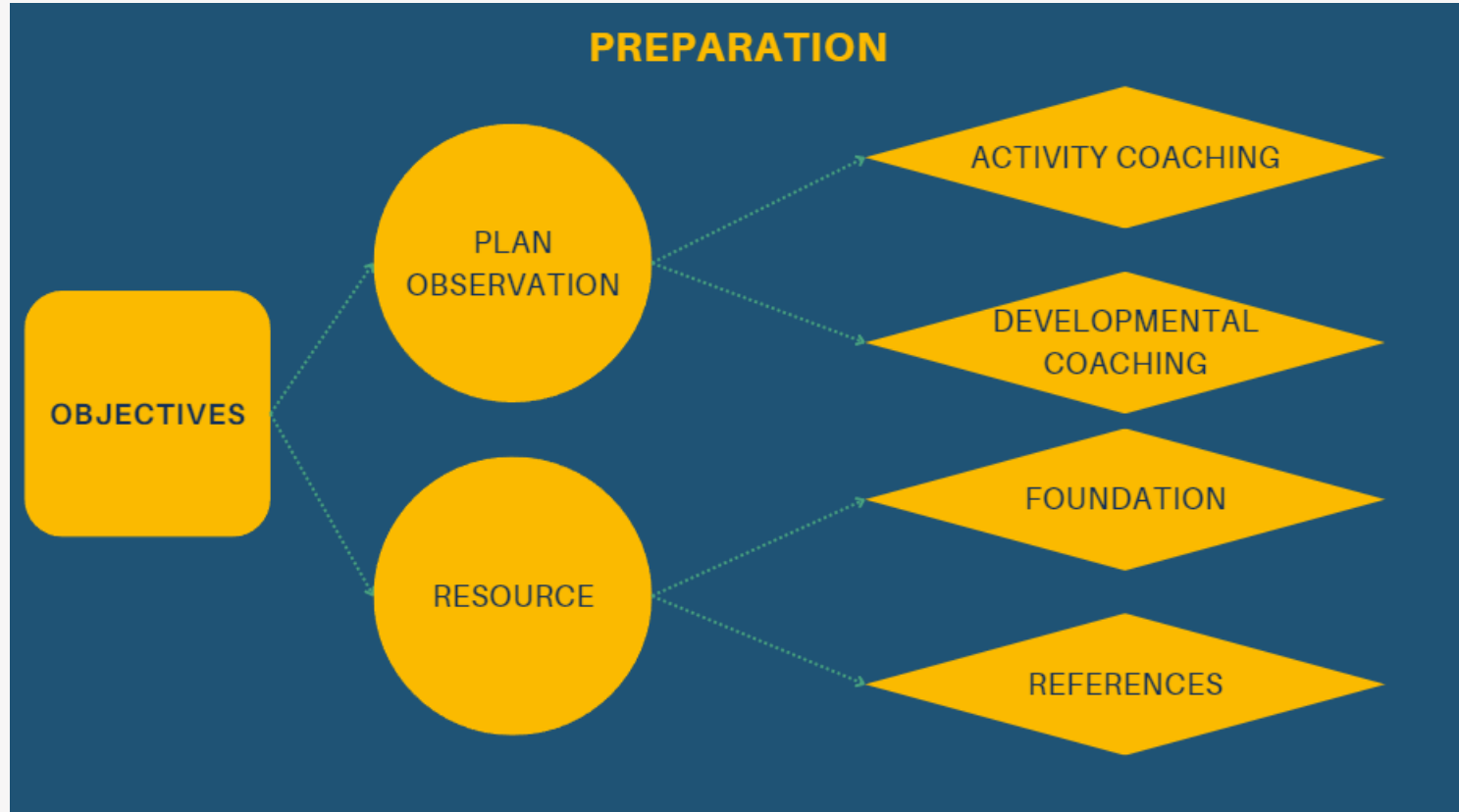
PREPARATION

PREPARATION: OBJECTIVES



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PREPARATION: OBJECTIVES



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PREPARATION: OBJECTIVES



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Coaching Categories

Activity Coaching

- 1st time conduct
- Safety focus

Developmental Coaching

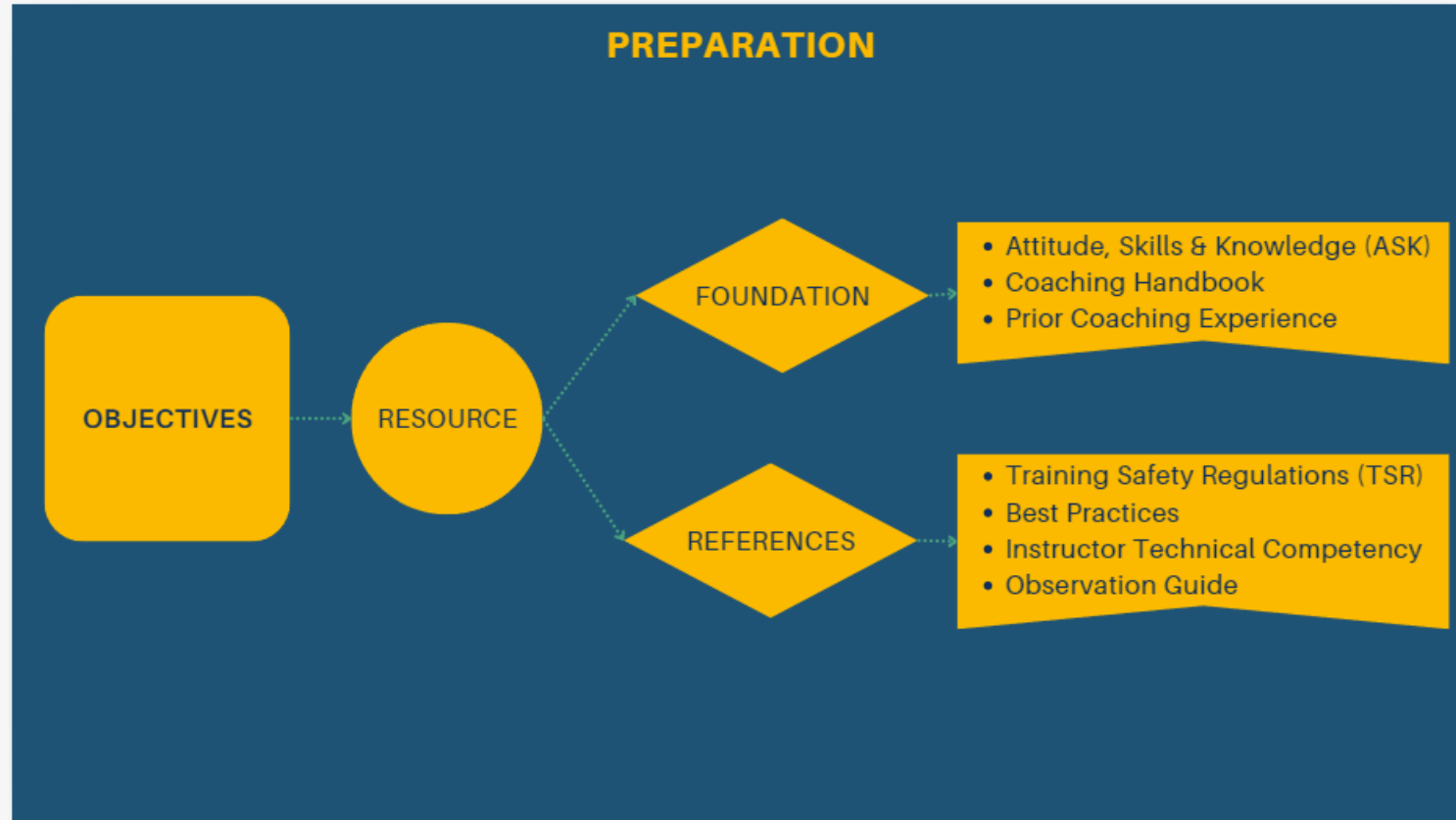
- Routine
- Validation
- Follow – up
- Clarify purpose with learner

PREPARATION: OBJECTIVES



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PREPARATION: OBJECTIVES



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Resources

Foundation

- Attitude, Skills & Knowledge
- Coaching Handbook
- Prior Coaching

References

- Training Safety Regulations
- Instructor Technical Competency Matrix
- Observation Guide

Competency	Levels and Definitions				
E. TECHNICAL	A	B	C	D	E
12. Navigating with Compass, Maps & Charts	Able to confidently locate and proceed to coordinates in the field using map and compass within Ubin and established training areas.	Demonstrates knowledge of advanced map reading and orienteering skills - back-bearing, resection, slope aspect, walking on a bearing, search patterning.	Able to navigate expertly at night and through highly challenging terrain.	Able to train and coach advanced navigation to other trainers.	Able to navigate in unfamiliar environments without the use of compass and maps, relying on the natural surroundings & the elements (eg. sun, stars, wind etc)
*both land and sea	Able to teach the basics and use of map and compass to orienteer/navigate between designated locations on a map.	Able to operate overseas but within established OBS programme areas.	Able to design orienteering courses for use in programs	Able to map out an area of program operations for the organization.	in various modes of travel e.g kayak, sailing, mountaineering.
	Operates within the local OBS programme areas.	Able to teach advanced map reading skills.	Incorporates the use of simple electronic means in navigation.	Demonstrates technical proficiency and experience in other environments e.g tropical jungle, river, high altitude, desert, alpine.	
		Able to navigate confidently within sea programme areas of Singapore using sea charts and other non-electronic navigational aids.	Able to navigate confidently in new and/or unfamiliar geography and locations to reach designated coordinates using map, charts and compass.	Is proficient in the use of electronic means in navigation.	
			Able to operate outside of Singapore in newly-to-be established programme areas.		



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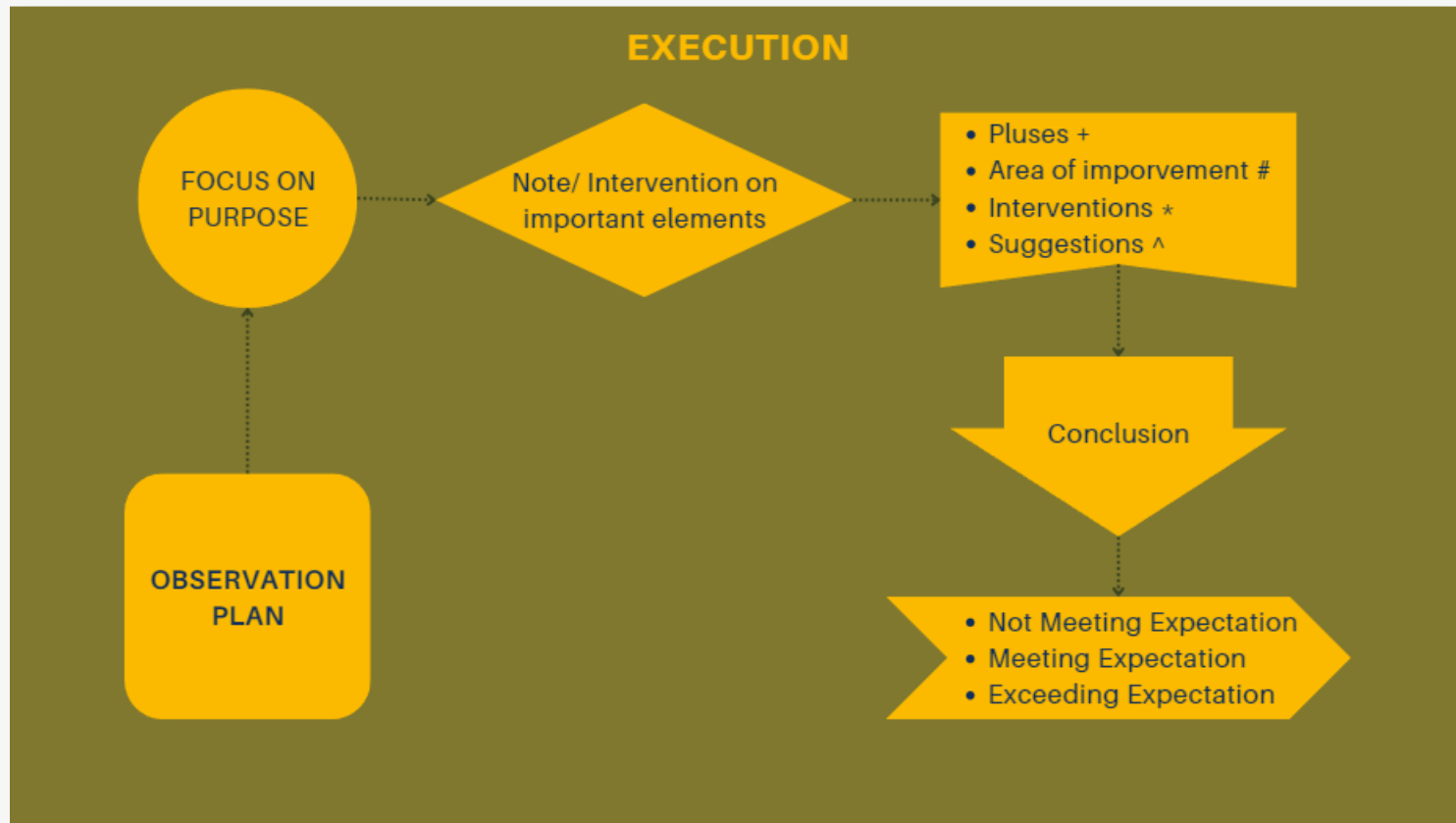
EXECUTION

EXECUTION: OBSERVATION PLAN



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EXECUTION: OBSERVATION PLAN



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Phases

- Dividing conduct into relevant phases
- Easier to spot errors and prevents watching too much at a time and getting confused

Important Elements

- Key actions essential to success of each phase of conduct
- Clearly stated so that they could easily be targeted
- Purpose is to ensure that these elements are present in the phases

Conclusion

- Exceeding Expectation
- Meeting Expectation
- Not Meeting Expectation



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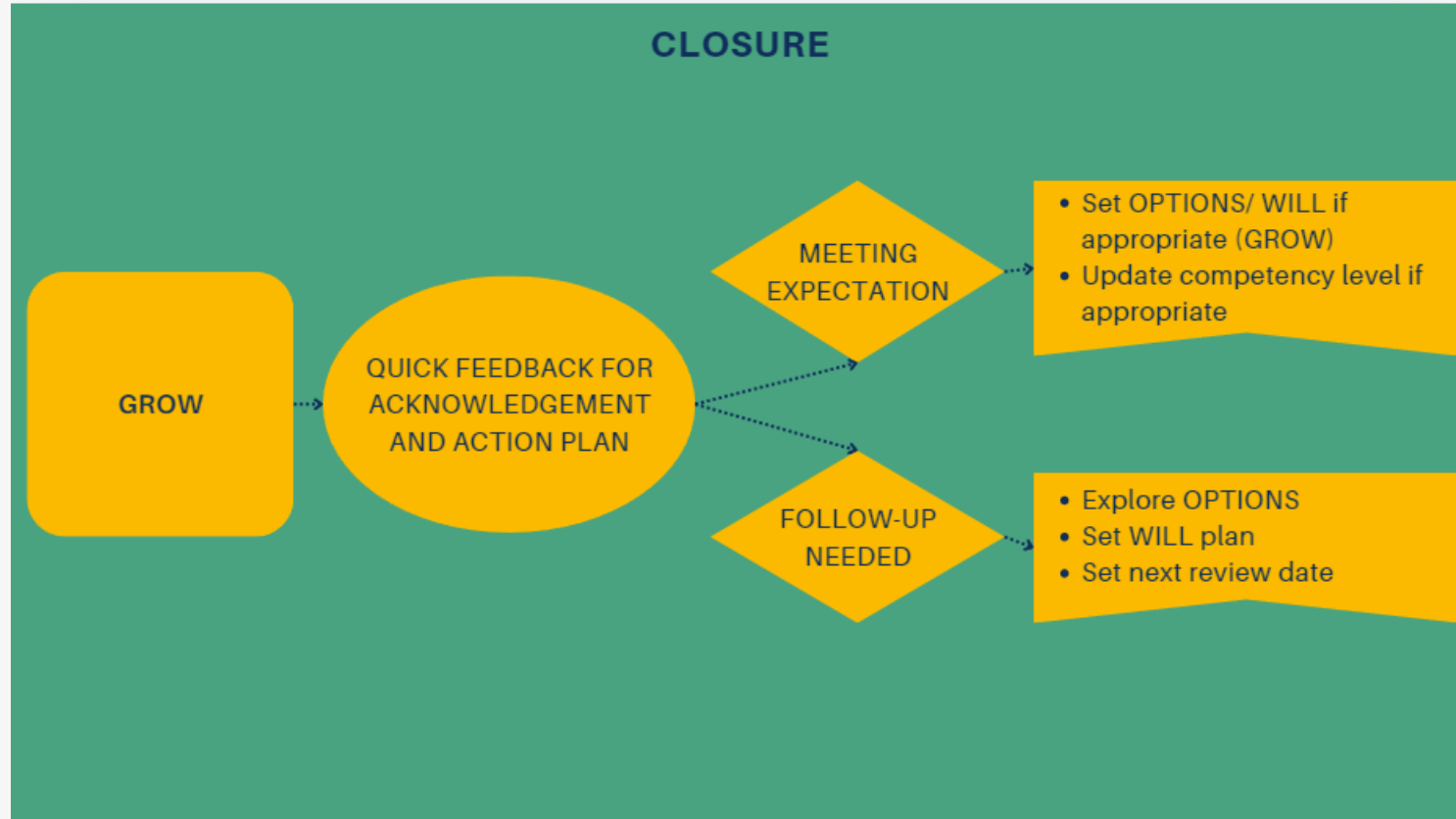
CLOSURE

CLOSURE: GROW



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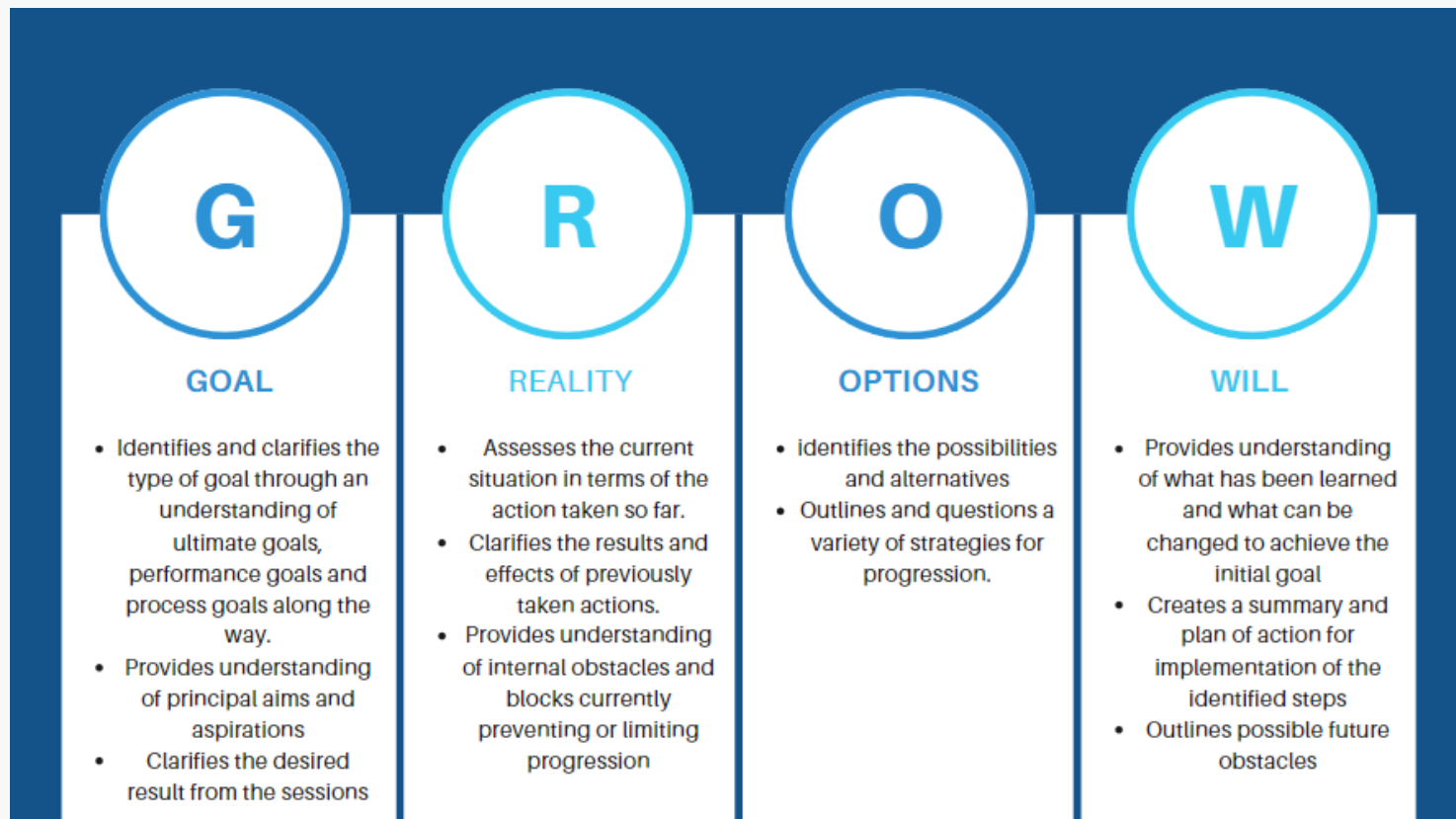


GROW MODEL



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GROW MODEL



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		POSSIBLE QUESTIONS
G	GOAL	• What do you want? • How would you like it to be? • What will enable you to do it?
R	REALITY	• What is happening at this moment? • How do you feel about this? • What impact is this having on you?
O	OPTIONS	• What ideas do you have? • What alternatives can you identify? • Where could you find the relevant information?
W	WILL	• What will you do? • How will you do that? • When will you do it?

Coach-centred Approach

- Controller
 - Complete control in almost all aspects of coaching

Learner-centred approach

- Facilitator
 - Guiding learner to grow and develop their potential in a supportive environment by means of nurturing and allowing space to make decisions on their own

EFFECTIVE CHARACTERISTICS IN COACHING



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- Show genuine interest in the learner's development
- Apply a set of non-negotiable values consistently
- Be positive
- Exemplify conduct as a role model
- Refrain from being negative all the time

UNDERSTANDING THE LEARNER



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- **Attention**
 - Limited capacity
 - Focus on relevant and meaningful aspects
- **Retention**
 - Short-term memory
 - Focus on getting information permanently into learner
- **Decision**
 - Previous experience impact on what learner decide to do
- **Action**
 - To consider individual's ability
 - Previous experiences and habits influence the learning of new skills
- **Motivation**
 - Affects focus and commitment of time and effort



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DESIRED OUTCOMES



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DESIRED OUTCOMES

- SAFETY

DESIRED OUTCOMES



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Safety

- Physical safety
 - Preventive measure
 - An additional pair of eyes observe
 - Early intervention to arrest a potential safety lapse
- Emotional safety
 - Individuals are free to report errors
 - **NO** “blame culture” or “punitive measures”



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DESIRED OUTCOMES - QUALITY

DESIRED OUTCOMES



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Quality

- Allows staff to identify areas for improvement.
- Foresight to plan for the future with actionable steps
- Allows managers to identify staff's competency gaps.

Disclaimer



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1. In the context of OBS operations, our processes are very systematic and stringent.
2. This may or may not apply directly to your application.
3. This serves to provide a reference for staff to monitor their developmental competencies.
4. You may adapt this to your context.

Scenario



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- Luigi has just completed a Developmental Coaching session with you.
- Activity: Rockwall
- Conduct: Meeting expectations
- Context/ Background:

Background	Context
• Luigi has been conducting programs solo for the past 1 year. • This coaching session has been scheduled as a check-in. • Coach was in the role of an observer	• Group of 16 participants • 3 climbing lanes • Participants have learnt how to belay prior to the rock wall activity

Summary Page

Note: Cells are linked to reports

Instructor's
Name:

Luigi

Report No.	Date	Type of Coaching	Visiting Coach	Activity	Hours	Conclusion
SAMPLE	15092024	ROUTINE	Mario	Rock Climbing	1400hrs	MEETING EXPECTATION
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						

ACDC SAMPLE (Report)



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OBS ACTIVITY/ DEVELOPMENTAL COACHING REPORT FORM							
Instructor Name	Luigi	Visiting Coach	Mario	Time of Visit	1400hrs	Team No	2
Activity	Rock Climbing	Date (DDMMYY)	15032024	Duration (Hrs)	1.5	Team Mgr.	Yoshi
Please select coaching focus:					ROUTINE		
Conclusion of session					MEETING EXPECTATION		
Observation							
S/N	PHASE	IMPORTANT ELEMENT (click for notes)	PURPOSE (click for notes)	OBSERVATION/ INTERVENTION (click for notes)			
	Pre During Post	Refer to Field Leadership Competencies for coaching expedition related observations	1. Time Management 2. Safety Management 3. Quality of Program 4. Follow-up on previous report 5. Facilitation 6. Others (specify)	PLUS + AREAS FOR IMPROVEMENT # INTERVENTIONS * SUGGESTIONS *			
1	Wearing of PPE	1. Positioning of group: Participants can observe and listen 2. Provide clear instructions on how to wear PPE	Safety Management	+ Chose a suitable shaded area with enough space for everyone to wear their PPE + Instructions for wearing and handling PPE was clear * To consider choosing a location with less distraction (i.e. Avoiding common areas)			
2	Checking participant's attire	1. Correct attire (Long pants, sleeved top) 2. Hard objects removed 3. PPE worn as instructed	Safety Management	+ PPE worn and checked by instructor correctly as instructed + Participants wore buff provided before wearing helmet # checks to ensure hard objects were removed can be more thorough * coach pointed out that one participant had a watch under his long sleeve top after instructor did his checks on participants attire			
3	Explanation of Height Activity	1. Sharing of purpose of the activity 2. Sharing of equipment used (rope, carabiner & tubular device)	- Safety Management - Quality of Program	+ Frame the activity as a precursor to subsequent heights activity. Shared the importance for participants to learn how to belay. # Could link the previous trust fall activity to belay school as well # Shared the equipment used for belay school. Could also share how to take care of it such as not stepping on the rope when it's on the ground.			
4	Demo before climb	1. Differentiate the different roles 2. Highlight responsibilities of each role 3. Belay calls	Safety Management	+ Positioned participants such that all could watch and listen to the lesson + Pace of speech was good with key points being emphasized + Checked back participant's understanding by asking questions + Using the belay calls board as a visual guide for participants			
5	Demo during climb	1. 4 step belay technique 2. Anchor person in ready position	Safety Management	+ Clear demo of the 4 step belay technique + Got participants to echo the 4 step belay technique as a verbal cue + Anchor person was in position during descend * Could show 4 step belay technique before the demo for the benefit of the climber and anchor person			
6	Dispatch	1. ABCD checks pre dispatch 2. Supervision of belay team's responsibilities	- Safety Management - Time Management	+ ABCD checks were done thoroughly before each dispatch + Controlled dispatch with each lane progressing at the same pace + Controlled descend after permission has been given by the instructor # Instead of controlling each climber by asking them to go up one staple when instructor tells them to, allow climber and belayer to communicate with each other for each lane to have ownership of the pace of the climb. This is especially important when the subsequent heights activity will have climbers going at different paces.			

ACDC SAMPLE (Report)



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Conclusion of session					MEETING EXPECTATION		
Observation							
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ACDC SAMPLE (Report)



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ACDC SAMPLE



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GROW

GROW					
S/N	GOAL IDENTIFIED (click for notes)	REALITY (click for notes)	OPTIONS (click for notes)	WILL/ WAY FORWARD (click for notes)	NEXT REVIEW DATE (click for notes)
1	To be able to supervise multiple lanes concurrently with different climbing pace.	Instructor takes control of the pace of each climber to reduce blindspots that may occur.	1. Give participants the responsibility to manage the pace of the climb, emphasizing the importance of proper belay technique and ensuring the rope stays taut throughout the climb. 2. Remind participants to maintain clear two-way communication between the climber and the belayer, such as the belayer asking the climber to slow down if the rope isn't taut, and vice versa. 3. Enforce the rule that participants must receive permission before ascending or descending.	Moodset the importance of safety and taking ownership by demonstrating proper belay technique and communication between the climber and belay team during the activity.	Next Belay School conduct (22 Sep 24)

MOTIVATIONAL INTERVIEWING PRINCIPLES

(Rollnick & Miller, 1995)



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ADDITIONAL RESOURCES

OARS

- Open-Ended Questions
- Affirmation
- Reflective Listening
- Summarize

DARES

- Develop Discrepancy
- Avoid Arguing
- Roll with Resistance
- Express Empathy
- Support Self-Efficacy

QR Code



Enhancing Program Quality & Safety Through The Field Coaching Process

REFERENCES



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Q&A

Contact Us

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