LeaderCORE™ Coach – A Critical and Multi-Faceted Role

LeaderCORE is primarily a self-managed program, but the Coach plays a vital role in support of the student. Coaches are encouraged to bring their own style to their interactions with students and the following notes are intended to be a resource in planning, managing and reflecting on the coaching process, rather than an exhaustive check list.

Role	Actions/Behaviors	LeaderCORE Applications
1. Role Model *(least directive)*	❖ Manage the coaching session ❖ Be prepared for the meeting ❖ Listen carefully ❖ Emphasize the importance of reflection, learning, logging etc. ❖ Reflect after each session and adapt as needed ❖ Ask for support when necessary	❑ The very fact that you are in a coaching relationship offers an opportunity to influence the student. If you model reflection, if you are as good as your word, if the session is important to you………etc. ❑ Share elements of your own development 'journey'. ❑ The LeaderCORE Team is happy to respond to any requests for support.
2. Coaching Partner	❖ Establish a jointly owned coaching relationship ❖ Mutual commitment to competency outcomes ❖ Seek joint agreement to relevant decisions	❑ Take time to understand and set mutual expectations about the coaching process. ❑ Remind the student from time-to-time about the value of the LeaderCORE competencies in the world of work. ❑ Emphasize the 50:50 ownership of the process.
3. The Artful Questioner	❖ "What do you see as an ideal outcome?" ❖ "What options can you identify?" ❖ "How might others view the situation?"	❑ Try and get the student to identify and own the solution by using questions, rather than defaulting quickly to, "You should……" ❑ "What have you tried so far…Have you talked with other students about how they tackled it……..How might your employer view something like this….etc?"
4. The Reflector	❖ Provide honest, direct, helpful feedback ❖ Encourage self-reflection, awareness ❖ Ensure that strengths are attended to as well as "weaknesses"	❑ Sometimes the most helpful feedback is difficult to take (and to give). If you are not happy with progress, the student needs to be clear about this, and the reasons why. They don't have to agree, just hear and understand. ❑ Equally, take time to acknowledge progress and successes.

5. The Resource	❖ Provide new perspectives, information, resources ❖ Challenge the client to think differently ❖ From time-to-time remind the client about the coaching process, how it works, progress made etc.	❑ What happens in the coaching process is 'eligible' for feedback and dialogue. ❑ Check in on how the coaching is going. ❑ If the student needs additional resources/contacts, feel free to ask the LeaderCORE Team for ideas.
6. The Guide	❖ Encourage the client to choose to take action ❖ Offer options for action by the client ❖ Where appropriate, offer a recommendation	❑ Successful LeaderCORE participation requires decisions, action, and needs "work" as much as any other part of the MBA program. If the student isn't clear about the way forward, despite your prompting questions, then you can offer ideas.
7. The Contractor *(most directive)*	❖ Ensure clarity about proposed actions ❖ Support client commitment to action ❖ Follow-up on commitments	❑ Wrapping-up a session can include securing commitment to actions that are clear and appropriate. Make a note, and follow-up as appropriate.

Adapted from: The Mindful Coach by Doug Silsbee