



## Coaching phases

The following coaching phases apply the same principle/procedure for team and individual sessions. The only difference is the outcome, since for the team, the end goal is a team product, and for the individuals, it is reaching the personal learning goals. This handout provides guidance on structuring the coaching sessions.

### 1. Identifying the current state and setting the next steps

During the first meeting with the coachees, the main goal is for the coachees to reflect on and define the current state of the learning process and formulate their desired end goal. In order to do that, the coach starts with **questions** directed to the coachees. The initial questions can refer to what the students have already thought of/made/done until this point. The coach can inform coachees of implicit learning activities during the course and help them verbalise their **learning experience and goals**. This awareness and reflection on experiences, then, can be used to improve their process and make deliberate decisions. These decisions will be translated into action points for the upcoming period and will be discussed with the coach during the next meeting.

### 2. Self-regulation

The following meeting(s) focus firstly on **reflecting** upon what the coachees have experienced so far during the program and on empowering and stimulating coachees to learn how to act independently. Coachees are expected to be self-driven, be aware of their progress, and **regulate their approach**. The coach is present to challenge coachees to develop metacognitive knowledge of their current state based on actions that have been taken so far and have been proved (un)successful and afterwards regulate their own design process and take decisions for upcoming steps/iterations. All of which need to be discussed during the meetings with the coach. Coaching sessions are constructed in a way that coachees can articulate where they are in the designing/personal development process, where they would like to go and how they will get there. Coachees are asked to prepare these questions before the meeting and, in the ideal scenario, can answer them themselves without the support of the coach.

*Source*

*Diggelen, M.R. van and Doulougeri, K.: Coaching students working on complex design challenges of a multidisciplinary nature*