CONTRACTING FOR COACHING/MENTORING

STAGES IN THE COACH-MENTORING RELATIONSHIP

1. Initiating the relationship
   - Initial meeting/s to clarify purpose and process
   - Preparing for the end at the beginning
   - Starting to build the relationship

2. Following through the coach-mentoring relationship:
   - identifying where the individual is now and where he/she would like to be
   - clarifying the possibilities and options for progress, deciding on and planning a course of action
   - following through that plan

3. Reviewing progress
   - at the end of each session
   - at designated points within the period of the relationship
   - at the end of the relationship

4. Concluding the relationship
   - What is the next step
   - What further support is available

Four outcomes for first coaching session:

1. Establish the coaching relationship
2. Contract for coaching: expectations from both parties and timescales
3. Ensure mutual understanding of coaching
4. Define the high level goals and success criteria that the learner wants to work on during their coaching

Areas to consider

- Check how comfortable learner is with being coached.
- Find out if they have any concerns.
- What do they understand by the term coaching?
- What are they expecting to happen
- Fully understand the individual’s needs and expectations.
- Ensure learner’s understanding and expectations of coaching fit within what you are able to offer.
- Discuss the joint role of coach and learner to maximise self awareness, and responsibility for own learning and how an individual can get the most from their coaching time.
• Agree on the number, frequency and duration of sessions
• Discuss the importance of keeping to agreed coaching appointments
• Agree who will take notes
• Agree on venue(s) for coaching and method of communication between sessions
• Discuss how you will recognise and communicate with one another should one or other party feel that the coaching relationship is not working at the optimum. In general terms, agree how you will resolve this
• Discuss how you will recognise when it is time to wind down the coaching relationship and broadly how you would intend to approach this
• Define the high level goals and success criteria that the learner wants to work on during their coaching