Assignment #2: Develop a Leader: Coaching

Coach a person through the ICT process over three one hour sessions, hopefully with a few days or a week in between each session. The first hour should be devoted to the person's Personal Vision, the second hour should be devoted to helping the person develop their own Personal Balance Sheet of strengths and weaknesses. The third hour should be devoted to help the person develop their Learning Agenda and Learning Plan.

In the first coaching session, your objective is to bring the person into the PEA (being open) and get them to articulate their personal vision or ideal self in the future. This is a set of dreams not a set of goals. The best single question to use is, "If your life were perfect in 10-15 years, what would your life and work look like?" If a person has difficulty, you can get them into thinking about their dreams by asking the lottery question, "How would your work or life change if you won $80,000,000 after tax in the lottery?" Keep your questions brief. Ask for specificity, "Can you describe that in more detail? Can you describe a picture of what I would see if I were with you in the future?" Make sure to ask about their family relationships and partners or spouses, ask about their spiritual and physical health, their contributions to the community and helping others, and their work. If the person gets stuck, or begins a negative approach of saying that things are impossible, ask them to suspend reality for a moment to allow themselves to just imagine. Ask the person to write notes about their vision for them to keep.

Your objective in the second session is to have them identify their strengths and weaknesses and create a personal balance sheet. Focus on the strengths at first. Ask what they do well. Ask what others have said they do well or given them positive feedback about at work, at home and in leisure activities. Once you have a list of their strengths, ask them how these strengths might help them move closer to their vision. Spend at least half of the session on strengths, and if possible as much as three quarters of the time on strengths. Then ask about things they don't do well and feel are important to their personal vision. Among the weaknesses, ask which are close to a tipping point in which they can become a strength with some effort or focus. Ask them to select one or two weaknesses on which they would like to work. Ask the person to keep notes on their strengths and weaknesses.

Your objective in the third session is to have your coachee identify 3-4 learning goals and action steps they can enact to achieve each of the goals. Begin the session by asking them to restate their vision to bring it into their consciousness and serve as the purpose for the learning goals and plan. Ask which strengths they have that can be used to help them achieve each learning goal. When they identify action steps, ask if there are things they enjoy doing to attempt to make the actions chosen more likely to occur and fit their learning style and lifestyle. Feasibility of the action steps is important. The actions have to be feasible in their work and life. Ask the person to write down their learning goals and actions steps.

Write a 1,000-1,500 word essay describing the sessions. Please be specific as to what questions you asked and when. Describe as closely as you can the coachee's responses.

Scoring Rubric for Peer Assessment

	YES	NO

1.	Did the Vision coaching session seem more PEA than NEA?	+1	0
2.	Did the Personal Balance Sheet coaching session seem more PEA than NEA?	+1	0
3.	Did the Learning Agenda/Learning Plan coaching session seem more PEA than NEA?	+1	0
4.	Did the coach have three one-hour sessions?	+1	0
5.	Did the coach devote the first session to vision?	+1	0
6.	Did the coach devote the second session to discussion of the Personal Balancer Sheet?	+1	0
7.	Did the coach spend more time on strengths than weaknesses in this session?	+1	0
8.	Did the coach help the person articulate several several goals they would like to work on?	+1	0