

## **EDU Support Programme – ENT301TC**

### **Self-evaluation of Coaching**

#### **Guidelines**

#### **Version 3.0 (Friday 5<sup>th</sup> May)**

### **Why self-evaluate your coaching in ENT301TC ?**

Effective evaluation of your coaching practice in ENT301TC is important for :

1. Helping to overcome biases and make good decisions about needed programmatic or coaching relationship change in next rounds of fieldtrip sessions (weeks 12-13-14)
2. Enables appropriate allocation of EDU resources and efforts towards supporting coaches
3. Allows sharing of best practices within stakeholders in ENT301TC and within XJTLU community
4. Review coaching practices for improvement and standardization by module leader and at department level
5. Assess curriculum changes for ENT301TC for next academic year

### **The process for evaluation**

- The self-evaluation is completed through online questionnaire to benchmark against best practices and coaching roles. Please note that the criteria proposed in the questionnaire may or may not apply depending on context and coaching styles.
- The self-evaluation can be complemented by post-evaluation reviews and discussions with module leader with or without the support from EDU or with EDU in one-to-one consultations

### **When to evaluate?**

- Align with the calendar of the fourth meeting with students for Capstone (weeks 12-13-14)
- Ideally, identify pre-and-post actions if possible before and after the self-evaluation. Please contact with EDU if any support needed

### **Evaluating from student's perspective:**

It could be useful to collect information not just from the coaches, but also from the students (coachee's) whenever possible on case-by case basis. Please contact with

EDU if any support needed No survey will be administered towards students in ENT301TC.

## **Confidentiality**

All information collected from individuals will be anonymous or confidential. Your answers to the survey will be kept confidential and serve as a basis for discussion.

The questionnaires can also be used for individual self-reflection. A copy of your answers to the survey can be obtained by sending an email to:

[jeanyves.lecorre@xjtu.edu.cn](mailto:jeanyves.lecorre@xjtu.edu.cn)

## **XJTLU Reference Documents**

XJTLU mentor's charter can be found here:

<https://careers.xjtu.edu.cn/Register/MentorClause>

## Questionnaire (online) for self-evaluation

### **Part 1. Your past experience as a coach in ENT301TC (fieldwork 1, 2 & 3 rounds of coaching sessions)**

How would you rate your performance as a coach in ENT301TC overall?

What challenges have you met in coaching your students' teams?

- Misunderstanding of the role of the coach by students
- Not having a clear objective & expected outcome
- Communication gap between the coach and coachee
- Lack of accountability by students
- Coaching not being seen as useful by students
- Time management
- Others

Which solutions have you implemented or experimented to overcome those challenges?

How effective was the implementation of those solutions overall ?

### **Part 2. Planning for your next coaching session**

In planning for your next coaching session

I will start by asking students about which activities they have completed and their feelings before reviewing their drafts

Yes/No

I will ask students to prepare some documents in advance to quickly grasp the data they have collected, their main assumptions and the business problem(s) they want to solve for their project

Yes/No

I will guide students in the use of library resources or other source of information and data available in the public domain

Here below is a list of best practices that have been identified previously in ENT301TC, which you may be willing to consider applying to your coaching practice. Which of the following would you be likely to consider applying to your coaching practice?

- Assigning roles in the team
- Using mindtools
- Discussing student's feelings
- Using subjective feedbacks vs. objective feedbacks
- Making students focused in their business problem

- Making students aware of skills gap in the team (soft skills)
- Helping students on searching skills

### **Part 3. Cognitive Learning**

The EDU Support team has provided a range of templates and guidelines to assist coaches in helping students develop, test and refine their assumptions for their business plan. Which tools have you applied in your coaching process and would like to consider to apply in the next coaching sessions? More information can be found on <https://connect.xjtu.edu.cn/user/jeanyves-lecorre/edu-support-ent301tc-for-coaches>

or you may contact with EDU educational developer at: [jeanyves.lecorre@xjtu.edu.cn](mailto:jeanyves.lecorre@xjtu.edu.cn)

- 'Situated Cognition'- example,
- Guidelines for Exploration – Integration – Resolution
- Conversational Moves - Grid,
- Guest Lecture – Feedback Questionnaire
- Model - ladder of inference
- Inductive reasoning versus deductive reasoning

What other suggestions would you have to enhance student's performance in cognitive learning along coaching process ?

**Part 4. If you like to book a consultation with EDU Support to discuss the findings of this questionnaire, please contact us and fill in the request form below:**

(request form)