

Coaching Contract

March 30, 2022

In the initial session, explore and align on:

- › Role of coach (facilitator, not mentor or instructor) and coachee (ready to commit to self-discovery, change)
- › Coaching program principles (confidentiality; expectations; number, duration and timing of sessions; email/phone communication; program length, etc.)
- › Coachee's needs and interests (e.g., well-being, resilience, stress, communication, academic performance, professional development)
- › General outline of coachee's coaching goals or outcomes (how will we know the coaching program was successful?)
- › Use of assessments and homework assignments for self-awareness and progress or outcomes measurement
- › Support of authentic feedback from coach to coachee and learner to coach; continually evaluate coach/learner fit

Meeting management

- › Schedule sessions
- › Empower coachee to set agendas
- › Initial sessions – debrief assessments; support coachee in developing vision or goals; explore values, motivation, strengths, and action plan
- › Ongoing sessions – coachee identifies area for exploration, explore coachee progress and learning, cultivate self awareness with growth mindset, update action plan
- › Closing session - harvest progress and learning, and explore coachee's next steps without coach
- › Document sessions as needed

Managing process and accountability

- › Help coachee design accountability practices
- › Support coachee in tracking progress
- › Hold coachee accountable
- › Explore how coaching relationship is working and not working, how to improve
- › Discern whether coachee would benefit more from a teaching, mentoring, or counseling role

Adapted from:

Van Nieuwerburgh C. An Introduction to Coaching Skills: A Practical Guide. 3rd ed. Jarrold A, editor. Los Angeles: Sage; 2020.
Wolff M, Deiorio NM, Miller Juve A, Richardson J, Gazelle G, Moore M, et al. Beyond advising and mentoring: Competencies for coaching in medical education. *Medical Teacher*. 2021;43(10):1210–3.

Coaching Contract

Date

Operational

Name Coach

Name Coachee

Phone

Phone

E-mail

E-mail

Other Contact Info

Other Contact Info

Sessions

Number of Sessions

Length of Sessions

Meetings

	Date	Location	Comment
1	<input type="text"/>	<input type="text"/>	<input type="text"/>
2	<input type="text"/>	<input type="text"/>	<input type="text"/>
3	<input type="text"/>	<input type="text"/>	<input type="text"/>
4	<input type="text"/>	<input type="text"/>	<input type="text"/>
5	<input type="text"/>	<input type="text"/>	<input type="text"/>
6	<input type="text"/>	<input type="text"/>	<input type="text"/>
7	<input type="text"/>	<input type="text"/>	<input type="text"/>
8	<input type="text"/>	<input type="text"/>	<input type="text"/>
9	<input type="text"/>	<input type="text"/>	<input type="text"/>
10	<input type="text"/>	<input type="text"/>	<input type="text"/>

Shared understanding of 'coaching'

Check you are both expecting same kind of interaction:

- › Role of coach (facilitator, not mentor or instructor) and coachee (ready to commit to self-discovery, change)
- › Clarify the difference between coach and mentoring

Our Understanding

Role of Coach

Role of the Coachee

Financial arrangements (if appropriate)

Fee

Payment details

When payment is due &
how payments are made

Withdrawal and confidentiality

- Withdrawal** - either coach or coachee may choose to withdraw from coaching with weeks notice.
- Confidentiality** - all discussions within the coaching environment are confidential unless imminent or likely risk of danger to self or to others is identified.

Competence

- › Be explicit about your level of experience
- › Be clear about boundaries

Level of Experience Coach

Level of Experience Coachee

Boundaries

Permissions

Taking Notes

To Challenge

To Interrupt

Other

Notes

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