

## Alignment Chart for Assistant Coach Training

### Brief description of proposed project:

This will be an online, self-paced eLearning module for assistant coaches at a technical college. The purpose will be to train them on soft skills and diversity in order to improve student satisfaction with the coaching department's services. It will use mainly branching scenarios to provide practice and reinforcement of desired behavior.

### Terminal Objective:

Demonstrate appropriate use of soft skills, such as active listening, effective communication, and empathy.

Enabling Objectives	Assessment Idea	Absorb Activity	Do Activity	Connect Activity
At the beginning of a coaching session, apply at least two relationship building techniques to establish a connection with students.	Completion of the <b>pick-multiple question</b> from the Connect activity.	<b>Reading</b> Read about different types of relationship building techniques through a click-reveal interactive module.	Complete the <b>click-reveal interactive module</b> from the Absorb activity.	Complete a <b>pick-multiple question</b> on appropriate responses that show use of relationship building in a common coaching scenario.
While coaching, recognize their own role and boundaries as coaches and be able to identify that a student needs to be referred to another department when it is	Completion of the <b>matching activity</b> from the Do category.	<b>Reading</b> Read about the different departments at the college and how they help students by completing a	<b>Matching</b> tasks to role of coaches, instructors, advisors, counselors, and other student support personnel.	None

not an academic coaching issue.		click-reveal interactive module.	
When presented with students in need of academic assistance, ask clarifying questions and apply several techniques to explain concepts and help students become self-directed learners.	<b>Branching scenarios activity</b> with feedback.	<b>Video</b> Watch a video on coaching techniques and questions to ask students.	<b>Branching scenarios activity</b> with feedback on how the learner did selecting the types of questions and coaching techniques to use based on the particular student in the scenario presented to them.
Given students who may not feel comfortable sharing their barriers and underlying issues, analyze body language and facial expressions to interpret.	<b>Branching scenarios activity</b> with feedback.	<b>Reading</b> Read about emotional intelligence and signs to look for in students who are experiencing stress, anxiety, and other underlying issues.	<b>Branching scenarios activity</b> for the learner to practice and apply emotional intelligence and demonstrate what they were able to pick up on in the student's body language, facial expressions, and words from the scenario as well as how the learner then used listening, empathy, and coaching strategies to de-escalate and refer the student to other departments based on the student's particular needs. The learner's choices in the branching scenario will demonstrate his or her competency in these three related enabling objectives.
With students who have barriers to success or who are frustrated or experiencing high stress and anxiety over class work, demonstrate active			

listening and empathy.			
Given challenging students in coaching situations, be able to either modify coaching strategies to de-escalate, seek help, or make referrals to other departments.		<b>Reading</b> Read about de-escalation strategies and information about other departments at the college and the ways they may be able to assist students.	
Before students leave, state at least one positive word of encouragement.	<b>Drag-and-drop activity</b> with feedback on appropriate/inappropriate ways to end coaching session.	<b>Reading</b> Read about different types of relationship building techniques through a click-reveal interactive module.	<b>Drag-and-drop activity</b> on appropriate/inappropriate ways to end coaching session.

**Terminal Objective:** Conduct themselves in accordance with the college’s non-discrimination and anti-harassment policies.

<b>Enabling Objectives</b>	<b>Assessment Idea</b>	<b>Absorb Activity</b>	<b>Do Activity</b>	<b>Connect Activity</b>
With the use of reference materials if needed, be able to recall the college’s non-discrimination	<b>Drag-and-drop activity</b> from the Do activity.	<b>Video</b> Watch a video on the college’s policy on non-discrimination and anti-harassment.	<b>Drag-and-drop activity</b> connecting various words/phrases together to form a paraphrased version of the policy.	Complete a <b>written reflection</b> on examples in which you’ve noticed the department or college acting in accordance with this policy.

and anti-harassment policy.				
Given the various needs and diversity of the student population, examine personal biases and explain how they may consciously or unconsciously impact one's work with different people.	<b>Short answer response</b> in relation to the Connect activity.	<b>Reading</b> Read through diversity terms and definitions.	Complete a <b>drag-and-drop activity</b> as a knowledge check on the terms.	Complete a <b>written response</b> about one or two personal biases that may interfere (consciously or unconsciously) with how you might coach a student.
While working with diverse learners, intentionally interact using words that are inclusive and promote belonging.	<b>Branching scenarios activity</b> with feedback.	None	Complete a <b>branching scenarios activity</b> to practice responding properly to students of all backgrounds.	