Team Coaching

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Activities Report

Abstract—The main time spent being a Team Coach was spent being the middle man between candidates of activities and the respective promoter of the activity. Following the initial contact with the promoters of the activities, there were some situations that had to be solved, e.g all the positions for a activity were filled and candidates needed to be redirected towards other activities. After making sure the realization of the activities for all students were on track, the only aspect that needed to be done regarding the activity itself was giving a second opinion on some students reports and pre-evaluating of the activity reports and learning reports of the students assigned to our group.

Index Terms—Team Coaching, Candidate, Promoter, Activity, Student, Report, Independent Studies.

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1 INTRODUCTION

THIS report is meant to describe the work executed by us during the team coaching activity of the Independent Studies course. We will start by explaining the process done to start the activity and from there we will explain the decisions made to accomplish our objective. Afterwards, we will summary some of the important events that occurred during the activity.

2 TEAM COACHING

Team coaching is an activity created by the professor of Independent Studies and consists on helping and guiding several students taking the course. In the following sections we are going to describe the tasks that had to be done to accomplish the objectives of a Team Coach.

2.1 Evaluating the self initiative applications

The first task to be performed was the evaluation of the students applications for self initia-

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tive activities. For that, professor of Independent Studies, professor Rui Cruz, provided us with a spreadsheet which contained the list of activities students submitted, and its respective description, objectives, expected results and motivation. To send the results of our evaluation to the professor we used a google form in which we would accept, accept conditional (i.e accept if the student is able to provide us the necessary information that we require to approve the activity) or simply reject.

2.2 Contacting the promoters of the activities

After the evaluation of self initiative activities had been performed, the professor assigned us a few of the students to our team coaching group so as to be responsible the successful realization of the activity they applied for. The first step to accomplish this was to contact the promoters of each activity the students applied for and send the contacts of each candidate as to start the communication between promoter and candidate, and start the promoters assessment of the candidate and with it evaluate if the candidate has the necessary skills/motivation to accomplish the activity.

	ACTIVITY					DOCUMENT						
(1.0) Excelent	Objectives x2	Options x1	Execution x4	S+C x1	**SCORE**	Structure x0.25	Ortogr. x0.25	Gramm. x0,.25	Format x0.25	Title x0.5	Filename x0.5	**SCORE**
(0.8) Very Good												
(0.6) Good												
(0.4) Fair	2	1	3.6	0.9	7.5	0.25	0.2	0.25	0.5	0.5	0.5	1.95
(0.2) Weak												

2.3 Reassign candidates that did not enroll on their first priority activity

Some candidates were not able to enroll to the activity they had applied as first priority, whether it was due to all the positions for the activity being filled or for their schedule not being compatible with the promoters wants. In this cases we had to request the professor of Independent Studies for the students second priority activity as to restart the communication between promoter and candidate. In some cases, we had to execute this task several times until we found a activity that the student was able to enroll.

2.4 Inquire students about the state of their activity

When all students had their activities underway, our task was to keep in touch with the students in order to assess if the activity was being carried out without any issue. Some issues that arose were:

- the difficulty in meeting the person responsible for the activity;
- doubts about the deadline to finish an activity;
- doubts about the group activity reports;
- requests to postpone the deadline of the end of the activity;
- requests to delay the delivery of the reports.

All this issues were solved by contacting the promoter of the activity and with the help of professor Rui Cruz.

assigned

2.5 Review students reports

Near the end of the deadline to deliver the reports, we had to inquire if the students ad-~~dressed~~ to us, had or almost had their reports finished, reminding them that that the deadline was approaching and that they should be already working on their reports. Most students replied, answering positively. Some of the students who replied requested that we reviewed their reports, and give some suggestions if we had any. The other students did not answer for reasons unknown.

2.6 Pre-evaluating students reports

After the students had their reports delivered, our final task was to evaluate those reports according to criteria set by the professor and deliver it. The reports were given to us in two phases (since some of the students assigned to us only delivered the report on the second deadline.

3 PROBLEMS ENCOUNTERED

Throughout the fulfillment of our activity we encountered some problems that had to be solved so we could accomplish our objectives for the team coaching activity. One of the main problems that we had to rectify as much as possible was the delay of the start up of the communication with the promoters of the students activities. Another problem we encountered was answering some of the doubts of the students. This was due to our lack of information regarding some of the rules of the Independent Studies course. Since we had not much more information than other students, most of the doubts had to be simply relayed to the professor of independent studies and therefore increase the time it took to answer. Another problem, although a smaller problem, was, being two of us on the coach team, having to use a single email account to communicate with the students. The problem created by this fact caused a slight chaos when emailing students, not knowing if a person, whether it was to a student or a promoter, had been emailed/answered already by one of us.

4 DECISIONS MADE

To solve the problems encountered with our activity some decisions had to be made so the objectives for our activity.

4.1 Delay of the start up of activities

With this delay the time to start and complete the activities by the students became scarce and for that a decision had to be made to decrease the time assess the students by the promoters, we urged the promoters of the activities to skip the interviews, in order to swift-en the process so the student could start the activity as soon as possible.

4.2 Answering students doubts/requests while uninformed

This was a frustrating problem, because it made helping and guiding the students troublesome. For this, we did the best we could to clear any problem on our own, but always making sure that we were not misleading them into doing or thinking something that was wrong. Some of the questions we could only relay to the professor of the course since we knew as much about the subject as the students themselves.

4.3 Chaos with emailing

Two decisions were made to help solve this problem. The first was to send every email with 1bcc to the email account of our team coaching group, this allowed us to know who contacted who, and therefore avoiding the chaos when contacting people. The second was to divide the activities among ourselves so to have a more effective and less chaotic communication with the promoter.

4.4 Distribution of the evaluation of students reports

When the reports delivered to the students arrived we decided to distribute the work by giving each of us a set of reports to evaluate. The aftermath of this decision was that the students reports were evaluated differently and even though several students made the same mistake, they were evaluated differently because one of us looked at one report and the other person looked at the other report without checking on each others evaluation, making the grading of the reports uneven.

5 CONCLUSION

During the elapse of our activity we faced a few problems we were able to surpass through cooperation among ourselves and the help of the professor of the course. We initially were afraid that the students were not going to be very cooperative since this activity involved being a middleman that could be seen as unnecessary and would frustrate the students, provoking them to refuse to give feedback and pass over the middleman and simply communicate with the entities that surely knew the answers to their questions or approve or disapprove a request they made. But what happened was not the case. Students seemed to reach out to us for information and advise and we were pleased with the cooperation we received by the students by going through the means of communication set by the course giving us a chance to help them in whichever way we could. The only thing that we can say we would change is the evaluation method we decided upon. Instead of distributing the evaluation of the reports like we did, we could have distributed by sections, or we could have communicated more to clear how we would grade the reports. For this activity we think we can consider ourselves successful, having been able to achieve all objective we had set, and most of the students being able to accomplish their activity and we being able to solve any set-back the students may have had.