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**ONLINE**

**NESTING MANUAL**

**PART 1 - DAYS AND ACTIVITIES**

* DAY 1

MENTOR DOES A FULL TAKE OVER: This will help new coaches get clear input from core coaches.

* Day 2

THE NEW COACH DOES FULL TAKE OVER IN EVERY CLASS.

* DAY 3

THE NEW COACH DOES FULL TAKE OVER IN EVERY CLASS.

* DAY 4

THE NEW COACH DOES FULL TAKE OVER IN EVERY CLASS.

* DAY 5

THE NEW COACH DOES FULL TAKE OVER IN EVERY CLASS.

* EXCEPTIONS

For COACHING DAY, MOVIE, BOOK, MONTHLY AND WEEKLY EVALUATIONS Core coach takes over to show new coaches how to perform those special activities and start making new coaches do them as they are being supervised.

**PART 2 – HOW TO DELIVER FEEDBACK**

Feedback will be delivered in two ways: On the spot and after the class.

* ON THE SPOT:

Feedback on the spot will be provided when a new coach is making grammar mistakes, failing to apply an important process and mixing up processes. To do so, core coach will send a direct text in the chat or raise the digital hand and take over that part of the class

* AFTER THE CLASS

STEPS:

1. Feedback will be written on the form given by coordinators.
2. Mentors will provide a maximum of 2 aoi’s.
3. Aoi’s must be **specific and measurable**.
4. Mentors will do a mini roleplay to show new coaches what he really wants from them.
5. Once clarity is given, the core coach will provide 2 specific actions the coach will implement on the next takeover and provide feedback on the spot when new coaches are failing to apply feedback.

**PART 3 – MONKEY SEE MONKEY DO**

When new coaches are mixing up processes, making critical mistakes or not applying feedback at all due to lack of clarity, mentors will jump in using the batiseñal so it looks smooth and take over that specific part of the class so that new coaches pay attention and do the same process on the spot or in the next class.

**PART 4 – FORMS**

MENTORS WILL FILL OUT A FORM WITH NEW COACHE’S FEEDBACK AND HAVE THEM SIGN SO THAT WE HAVE PROOF OF THE SHADOWING SESSION.

<https://docs.google.com/forms/d/1Q1AEZ6WL4kBj6bIx7wbLsQHNNb0a807Hw7jCSpbZlno/edit>

FEEDBACK FORMS WILL BE PROVIDED DURING TRAINING.

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| **DIA DE NESTING** | **ACTIVIDAD** | **COACH IN TRAINING** | **CORE COACH (MENTOR)** |
| LUNES | SHADOWING | Tomar notas de clase y llenar el formulario para notas de shadowing. Earn the right with the class. | Dar una clase 5 estrellas; presentar al coach como segundo coach de la clase, pausar para explicar actividades y dar tips de clase. |
| MARTES | TAKE OVER | Estudiar presentacion del día y tomar la clase completa (1.5 hrs) | Llenar formulario de calidad para el coach en training, asegurarse que reciba feedback y detener al coach de ser necesario |
| MIÉRCOLES | TAKE OVER | Estudiar presentacion del día y tomar la clase completa (1.5 hrs) | Llenar formulario de calidad para el coach en training, asegurarse que reciba feedback y detener al coach de ser necesario |
| JUEVES | TAKE OVER | Estudiar presentacion del día y tomar la clase completa (1.5 hrs) | Llenar formulario de calidad para el coach en training, asegurarse que reciba feedback y detener al coach de ser necesario |
| VIERNES | TAKE OVER | Estudiar presentacion del día y tomar la clase completa (1.5 hrs) | Llenar formulario de calidad para el coach en training, asegurarse que reciba feedback y detener al coach de ser necesario |

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| AREA | DESCRIPTION | NOTES | KUDOS | MAIN AOI | SCORE 1-10 |  |
| DYNAMISM AND CONFIDENCE | ENGAGEMENT  TALKING TIME MENTAL TRAINING |  | +Attitude+Mental Training | More Energy / Tone of voice / Sounds tired | 6 |  |
| PUSHING WITH FEEDBACK | CC ORIENTED IDENTIFYING AND CORRECTING MISTAKES (EFFECTIVE FEEDBACK) IS THE COACH GOING TO GET THEM A JOB? | Renato: You don’t think she should save more money?  You said: Do you think... ?  Who was the mean character?  I DIDN’T UNDERSTAND YOU TOO MUCH!  Renato / Good comprehension, but he was speaking Spanish during the class. Address Spanish usage.  Sthefany!  Would you like to visit the United Stated? Yes, I would like to visit the US.  Why do you want to visit Colombia? Because it has many different places.  It was correct |  | Active Listening  Push Renato for posture.  He loves to go to parties with her friends. | 5 | Karen: After that... after that...  Gabriel asking: When she got out, what should she buy?  You didn’t correct Gabriel, instead you translated the question.  Translating the question about the main character. |
| RESULTS ORIENTED | NUMBER OF TRAINEES WHO PASSED TO THE FRONT, NUMBER OF TRAINEES PARTICIPATING IN CLASS AND NUMBER OF TRAINEES WHO WERE CHECKED HW | Speaking Activity 2  Expo 1  AF. 2 |  |  | 5 |  |
| CLASS FLOW AND TIMING | COACH FOLLOWS PREZI IN A TIMELY MANNER AND DEVELOPS ACTIVITIES ACCORDINGLY | They know what exposition is. The movie! No need to make an intro. | + Rappor  + Written Mental Training | - Homework Check 6.40 pm  Grammar started at 6:52  Speaking Activity 6:08 pm | 5 | 5 second timer for Alba to start. You were counting down. |
| COACH PROFILE | COACH´S ENGLISH LEVEL (KNOWLEDGE) COACH´S PRESENCE IN CLASS AUTHORITY AND LEADERSHIP SPANISH USAGE (AND/OR TRAINEES) GRAMMAR EXPLANATION | Fluency  Mafer was not ready for expo. YOU HAD TO PUSH HER!!!! And involve the class! | Coach English Level: Pronunciation: Modals. | No need to translate if the sentences / vocabulary is too obvious.  Easy commands in Spanish!  Por favor/ Disculpa / Bienvenida | 5 |  |