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| **Coaching Element** | **Coaching Elements and Example Questions** | **Hit** | **Miss** |
| **Role Clarification of Coach.** | 1. Clarify role of coach and session context.   ***“Today my role, as your MI coach, is to support your MI skill development”***   1. Be transparent around what parameters and/or agenda exist within the conversation.   ***“Here is what is on my agenda…”***   1. Share any uncertainty you may have regarding the conversation or focus.   ***“What I’m not sure about is…”***   1. Share hopes for discretionary space within the conversation.   ***“My personal hope for our time is…”*** |  |  |
| **Role Clarification of Coachee.** | 1. Surface what hopes the coachee has for the outcome of the session.   ***“What do you want to get out of today’s session?”***   1. Determine best possible use for the MISO feedback in the session.   ***“What is the best way I can share feedback with you?”***   1. Uncover willingness of coachee to move out of comfort zone for the sake of growth and activate partnership.   **“What ways are you willing to stretch yourself today?”** |  |  |
| **Engage what’s on the coachee’s mind.** | 1. Surface what’s on the coachee’s mind about MI, based on what was clarified during role clarification.   ***“What’s on your mind right now about… (connect to what was discussed in Role Clarification)?”***   1. Surface coachee’s perspective on the current MI demonstration and reinforce strengths as much as possible.   ***“Overall, how do you think today’s session went?”*** |  |  |
| **Surface a meaningful focus and provide feedback using feedback using the E-P-E method.** | 1. Offer to provide any observations or feedback that might be useful, based on the emergent focus.   ***“Would it be alright if I offered some overall observations based on your MISO that might be useful?”***   1. Provide useful MISO feedback. Focus on strengths, and limit growth opportunities to one or two elements.   ***“Based on your MISO scores, I saw you excelled in these areas…”***  ***“In future sessions, you may want to experiment with increasing/decreasing…”***   1. Elicit and reflect what the coachee wants to improve upon.   ***“What MI skill improvements most interest you right now?”*** |  |  |
| **Evoke motivation for growth.** | 1. Elicit and evoke motivation to enhance MI skills in a certain area.   ***“Why are those improvements important to you?”***  ***“What would be possible if you achieved what you want?”*** |  |  |
| **Test readiness for skill practice.** | 1. Clarify what new skill the coachee is ready to try out.   ***“What would be useful to rehearse right now with me?”*** |  |  |
| **Generate a clear image of the skill practice.** | 1. Puzzle over the best way to practice the skill and ensure both your coachee and you have a clear sense of what to look for.   ***“It’s really up to you, and here is a possibility for how we can go about facilitating a practice…”***  ***“How will we know you are successful?”***   1. Model the skill.   ***“First, I’ll model the skill and then you can tell me what you noticed.”*** |  |  |
| **Activate practice with E-P-E feedback.** | 1. Facilitate skill rehearsal (with the possible option to try more than once.)   ***“Now, you can try, and I will offer you my observations after.”***   1. Use an elicit-provide-elicit format to offer feedback and capture learning from the skill practice.   ***Elicit: “How did you think that went?”***  ***Provide: “Here is what I noticed…”***  ***Elicit: “How does that land?”/ “What was most useful for you?”*** |  |  |
| **Skill Transfer and planning.** | 1. Help coachee imagine using the new skill in daily practice.   ***“How can you bring this practice into daily life?”***   1. Create a context for accountability, with a clear action plan.   ***“How will you hold yourself accountable?”*** |  |  |