**Mentored Industry Projects**

Coach Future Ready Skills

|  |
| --- |
| **TIPS**So what is *your* role during a Mentored Industry Project? You are the facilitator – the support system for students as they work with their Industry Partner to solve a real problem for them. Your role is *not* to be a co-problem solver with the students. You might be tempted to jump in to explain why the problem is happening or suggest solutions, but that’s the job of the students. Your job as facilitator is to coach students on the *skills* of team-based problem solving. Facilitators help students understand how high-performing teams work – how to plan their time, how to collaborate, how to communicate, and how to break down a tough problem. In other words, your job is to support students in developing NAF’s Future Ready Skills. So how might you coach students on these skills? Here are a few tips from the Lead Coaching team at District C: * *Get Specific.* In your coaching, stay away from high-level abstractions (eg, “collaborate better with your teammates”) and instead model for students an example of what collaboration looks and sounds like when it’s done well (eg, “You can better understand your teammate’s idea by asking a follow up question such as, “Can you say more about that insight you had?”). To develop Future Ready Skills, students need to understand how to use these skills at the level of actionable behavior.
* *Be Consistent.* Provide consistent language when coaching on a skill. A common word or phrase will activate the coaching you’ve done previously and the repetition will help it stick (eg, “Yes! Digging deep! Great job asking a question to dig deeper!”). In this case, the concept of “digging deeper” could be a refrain that you use at various points during the project to encourage curiosity and objectivity as student teams dig for the root of the problem. When students hear you say it, they’ll know exactly what you mean.
* *Focus on the Positive.* As in the example above, reflect students’ good work back to them for encouragement and reinforcement. Hearing what I’m doing well is often just as instructive and motivating, or even more so, than hearing the things I’m not doing well.
 |

|  |
| --- |
| **RESOURCES**In District C’s Teamship, coaches coach students on Mindsets (the *attitudes* we want students to bring to the work) and Tools (what students use to turn those attitudes into *action*). District C’s Mindsets are very similar to NAF’s Future Ready Skills. * [DISTRICT C’s MINDSETS & TOOLS](https://docs.google.com/presentation/d/1tq-qNhH-Wsfz5E5-U3M3s7qC6tIqxczx6UB6WyKUsfA/edit?usp=sharing)

Two of the Tools students learn and practice in Teamship are the Questioning and Take 5 Tools. These are designed to help students ask questions that dig deeper. While we all know how to ask questions, knowing how to ask *powerful* questions that dig deeper takes coaching and practice. Asking powerful questions will help students learn more about their teammates’ perspectives, their Industry Partner’s problem, and the customers’ and stakeholders’ needs and motivations. * [QUESTIONING & TAKE 5 SLIDES](https://docs.google.com/presentation/d/1GHt9XOhVh8KXUA6FhkyYiR0FFfZdbpOqizd0dm7EwQo/template/preview). See how a Teamship Coach introduces the Questioning and Take 5 Tools to help students get to know their teammates. Be sure to look at the slide notes. Feel free to make your own copy of these slides (click on the blue “Use Template” button) and practice this with your own students.
 |