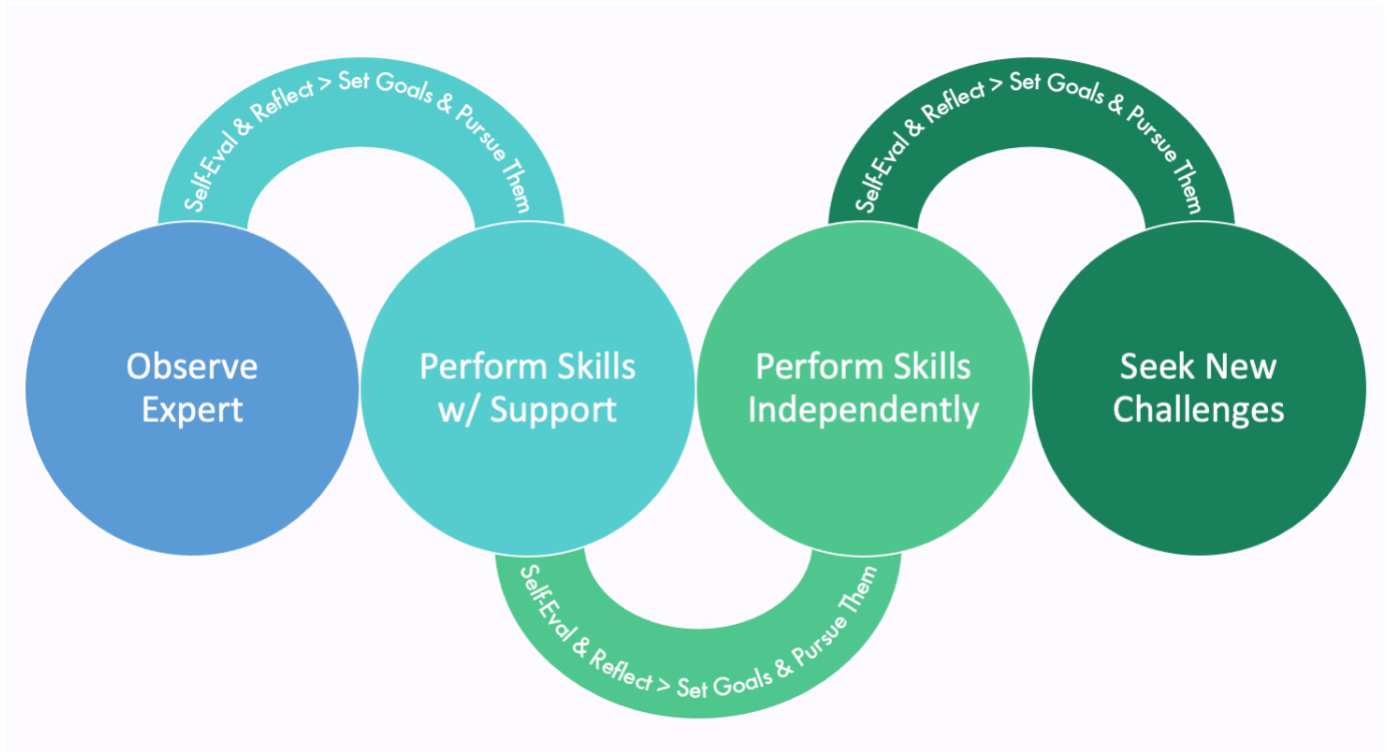


## New Hire Coach — Detail

**Desired Outcome: Skill Development** (Hard skills + Soft Skills)

**Key Opportunities:**

1. Reveal implicit/tacit knowledge (surface knowledge and processes that are stored in the minds of experts, which are not explicitly expressed)
2. Encourage growth and self-determination



### Growing Expertise Model

Intentional Movement from Observation > Practice > Performance (toward Expertise)

**Process:**

1. Observe Expert (where expert reveals insider info)
2. Perform Skills with Support (from expert or other resources)
3. Perform Skills Independently (unassisted)
4. Self-evaluate and reflect (*on-going, throughout*)
5. Set goals and pursue them (*on-going, throughout*)

# New Hire Coach — Detail

## Key Components:

### 1. Cognitive Apprenticeship\* on the Team

- a. Make knowledge explicit/record/write down team standards: time use and management, tools, culture, language, decision-making, processes, attitudes and goals
- b. Make self-eval and coach review regular part of training
- c. New hire participates in goal-setting

### 1. Shadowing Opportunities (supportive observation of the new hire)

- a. Mock/Live Audio Calls
- b. Mock/Live Video Calls
- c. Mock Chats and Case Audits
- d. Email Correspondence
- e. In-person presentations

### 2. Formal Coaching Follow-up after Training Courses – debrief, give context, answer questions, provide clarification, and suggest additional resources (people, tools, or documents)

### 3. Reflection/Discussion (encourage new hire to re-organize new knowledge and experiences to make learning personally meaningful)

- a. Impromptu, as needed
- b. Scheduled: use standard reflection or self-eval questions as a guide, following specified learning events or at regular intervals? (teaching self-eval, continuous improvement)

### 4. Self-determination - highlight opportunities to intentionally encourage \*\*

- a. Autonomy – by giving choice, allowing them to take action, determine direction
- b. Competence – by providing structure/guidance that fades to independence, providing timely feedback
- c. Relatedness – by fostering a sense of belonging and connection

### 5. On-going evaluation

- a. Reflective self-eval + Structured eval (for both Coach and New Hire)
- b. Informal feedback
- c. Continuous improvement (responses to feedback tracked/improvements made as a result of feedback),
- d. Shared feedback

## New Hire Coach — Detail

Note: *Mentor vs. Coach:*

*The terms mentoring and coaching often get used interchangeably, which can be misleading. While similar in their support of someone's development, they involve very different disciplines in practice.*

*Mentoring consists of a long-term relationship focused on supporting the growth and development of the mentee. The mentor becomes a source of wisdom, teaching, and support, but not someone who observes and advises on specific actions or behavioral changes in daily work. The mentee drives the agenda, goals, and progress.*

*Coaching typically involves a relationship of finite duration, with a focus on strengthening or eliminating specific behaviors in the here and now. Coaches help professionals correct behaviors that detract from their performance or strengthen those that support stronger performance around a given set of activities. Coaches evaluate professionals, set the pace and goals, and offer corrective criticism as needed.*

<https://www.digitalhrtech.com/peer-mentoring/>

\* [More about Cognitive Apprenticeship \(the foundational learning theory\) here.](#)

\*\* [More about Self-Determination Theory \(the critical motivational theory\) here.](#)