

Case Studies and Exercises

You will be using the following case studies to practice your new coaching skills. Law school coaches will practice with Lee, law firm coaches with Betty.

Law School Case Study: “Sleepless in Seattle”

Lee is in the first semester of the second year of law school. Lee has come to talk with you about the job search for next summer. As you talk with Lee, you learn that Lee is in the middle of the class, currently taking a full-load of courses including a clinic, has written on to a journal, and is active in SBA. Lee is feeling overwhelmed, isn’t sleeping, and doesn’t seem to have a clear career path in mind. As the conversation progresses, it is clear that just discussing the job search won’t be fruitful. Lee needs coaching on dealing with this heavy-load, while figuring out a career path.

Law Firm Case Study: “Burnout Betty”

Betty is a 5th year litigation associate at a large firm. She has reached out to you because she is looking for help and advice with the overwhelm she is feeling from all the competing demands on her time. She is on a large case that has been going on for a couple of years that consumes the majority of her time and often requires evening and weekend work... and there doesn’t look to be much relief in sight. Though her evaluations are consistently strong, she is starting to feel burned out and worried that the quality of her work might suffer. She feels the situation is also starting to negatively affect her home life and relationship with her husband. How can you help?

Exercise 1: Assess (15 minutes)

Assess

- Where Is Client Now? (Strengths? Areas for development?)
- Gather feedback

Instructions: In your triads, choose a coach, a coachee, and an observer. You will have 5 minutes to coach and 5 minutes for the observer/facilitator to share feedback and discuss as a triad (observer will keep the time).

Coach: This is your first meeting. Areas to cover: confidentiality, differences between coaching/therapy, parameters of coaching relationship (how many sessions over how long,

length of sessions, scheduling, updates given to others), expectations for the coaching relationship.

Coachee: Show strong emotions about the situation, play “overwhelm” -- body language closed, not sure how to reach goals, can’t see beyond the present.

Observer: What worked? What didn’t work? Use the checklist to take notes of what you observe and then share with the coach. It is also your job to watch the time and let the coach know when 5 minutes are up.

~

Exercise 2: Co-Create Goals/Action Steps – ACTIVE LISTENING – (15 minutes)



- Where Does Client Want/Need to Get?
- Goal Setting and Action Planning

Instructions: In your triads, choose a coach, a coachee, and an observer. For this exercise, you will each have 2 minutes to ask only questions. You will switch places 3 times so each of you gets a chance to play all 3 roles.

Coach: Pick up where last coaching session left off or just start wherever it feels natural for you. For two minutes you are going to ask only questions of the coachee.

Coachee: Put yourself in the coachee’s shoes and play the part!

Observer: Keep time (2 minutes) and use your checklist to note observations – what worked? What didn’t?

Switch places 3 times so all of you assume the role of coach.

~

Exercise 3: Co-Create Goals/Action Steps – (10 minutes)



- Where Does Client Want/Need to Get?
- Goal Setting and Action Planning

Instructions: In your triads, choose a coach, a coachee, and an observer. For this exercise, one of you as coach will have 5 minutes to work with the client to set 1 clear goal and action steps to achieve that goal. Then discuss as a triad.

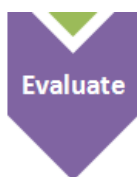
Coach: Pick up where last coaching session left off or just start wherever it feels natural for you. Inquire about or clarify 1 clear goal and 1 to 2 clear **ACTION STEPS** coachee can take to achieve that goal with a **TIMELINE**. Consider discussion of **ACTION STEPS** taken in the past. Why or why not have those steps worked? (Remember to practice active listening and powerful questions).

Coachee: Put yourself in the coachee's shoes and play the part! What have you tried before that worked to help you meet your goals? What didn't work? Why?

Observer: Keep time (5 minutes) and make note of observations – what worked? What didn't?



Exercise 4: Follow up and Evaluate Action Plans (15 minutes)



- What's working?
- What's not working?

Instructions: In your triads, choose a coach, a coachee, and an observer. For this exercise, you will have 5 minutes to work with the client to follow-up and see how the coachee has been progressing with goals and action steps.

Coach: Have a follow-up conversation with your coachee after the timeline you set for her to take her action steps. Did she take the action steps she had planned toward her **GOAL**? If so, how did it go (**EVALUATE**)? If not, what happened? What happens between now and the next time you talk (**ACTION STEPS**)?

Coachee: What are possible obstacles you might have encountered in trying to take your action steps? Why did those crop up? How did others play a role?

Observer: Take notes of what you observe to share.