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## Opening note

*You cannot be what you cannot see.*

*Marian Wright Edelman*

This Resource Kit is the practical engine of the STEAM Coach Methodology. It translates a bold, identity-affirming methodology into concrete, coach-facing tools that can be used in diverse learning environments — from classrooms and workshops to coaching schemes and non-formal settings. It is grounded in a gender-sensitive approach that acknowledges not only the barriers girls and women face in STEM, but also the transformative potential of personalised, reflective, and strengths-based coaching.

Future STEAM Coaches using this kit will be equipped to guide coachees through each of the model's five phases — **Start with Self**, **Trace Strengths**, **Explore STEAM**, **Activate Agency**, and **Move Forward** — with clarity, confidence, and relevance. But more than that, this kit supports coaches in creating inclusive spaces where girls and women are empowered to rewrite internalised narratives, explore interdisciplinary futures, and build authentic identities in technical fields.

The pages that follow offer a complete practice framework for real-world implementation: coaching questions, learner journeys, tools, templates, and progress tracking mechanisms. Together, they form a dynamic and developmental resource that supports relational coaching, cultural change, and systemic inclusion across STEM-TVET ecosystems.

In a world where women and girls remain chronically underrepresented in STEM-related technical and vocational careers, visibility, voice, and validation matter more than ever. Coaching, when done inclusively and intentionally, becomes a transformative act — not just of guidance, but of empowerment and systemic change.

# Section 1. How do I apply the STEAM Coach methodology in practice?



**STEAM  
COACH**  
WOMEN  
IN STEM

This section introduces the foundations of the STEAM Coaching approach and guides you in bringing it to life across real coaching contexts. Rooted in identity, agency, and inclusion, the methodology empowers coaches to support girls and young women in STEM-TVET with presence, purpose, and relational insight. You'll explore the origins of the model, its core phases, and the mindset shifts that distinguish gender-sensitive coaching from traditional career guidance.

## 1.1. What Is the STEAM Coaching methodology and where does it come from?

The STEAM Coaching model is built around five guiding phases.

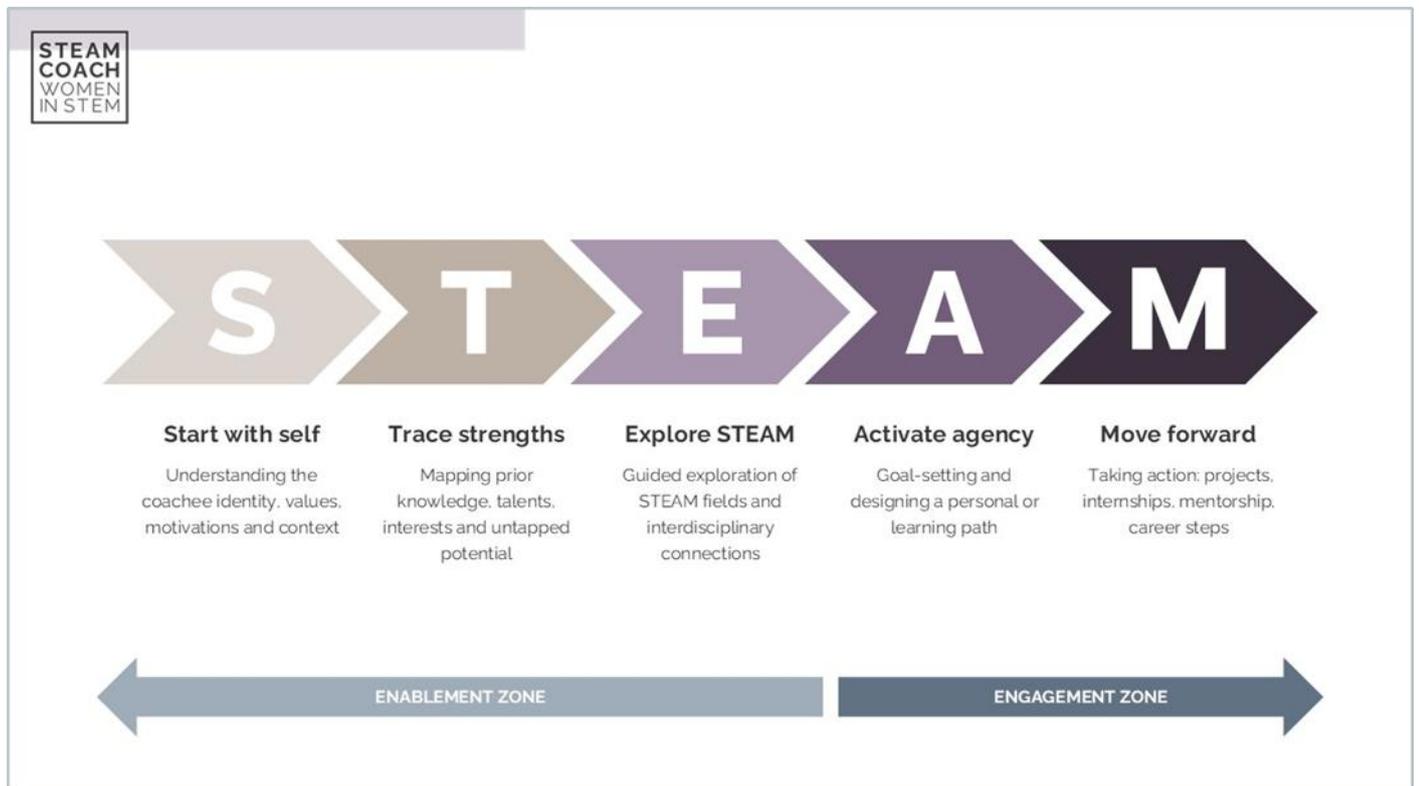


Figure 1 - The STEAM Coach model scheme

Each phase of the STEAM Coaching model marks a distinct step in the coachees development – not only toward a technical career but toward a more confident, self-directed identity within STEM. For many girls and women, this journey involves unlearning limiting narratives and discovering their unique value in spaces where they may have previously felt invisible or excluded.

Visually, the model progresses left to right – a clear path from Enablement to Engagement. But in practice, this pathway is not strictly linear. Coachees may circle back to earlier phases as their confidence deepens, contexts shift, or new insights emerge. The coach's role is not to push forward at all costs, but to support meaningful, responsive movement – walking alongside each coachee as they build strength, agency, and vision in their own time and way.

The Enablement Zone (S–T–E) and the Engagement Zone (A–M) are more than conceptual groupings — they are developmental environments that call for different coaching energies, postures, and interventions. Each zone invites the coach to shift focus in how they support girls and women navigating the often-invisible weight of exclusion, stereotype, and internalised doubt in STEM-TVET pathways.

### The Enablement Zone (Start with self – Trace strengths – Explore STEAM)

In this first half of the journey, the coachee is invited to pause and look inward. These phases are about unlocking self-knowledge and discovering possibility before there is any pressure to “perform” or “decide.” As a coach in this zone, your role is to:



Hold space for reflection, making room for silence, uncertainty, and storytelling.



Name and affirm strengths that may be overlooked, particularly when shaped by gendered experiences of underestimation or invisibility.



Gently challenge limiting beliefs that stem from culture, education, or social norms — not by offering answers, but by asking questions that reframe what's possible.



Introduce interdisciplinary visions of STEAM, where creativity, social impact, and relational skills are valued — this often unlocks connection for girls who have not “seen themselves” in traditional STEM narratives.

It's in this zone that trust is built, and coachees begin to see themselves as agents of potential, not just recipients of advice. There is no rush to move forward; this space is about becoming ready — emotionally, cognitively, and imaginatively.

## The Engagement Zone (Activate Agency – Move Forward)

By the time a coachee enters this zone, the coaching relationship shifts. Here, the focus turns toward decision-making, planning, and action — but always with reflection embedded. It is not enough to move; the movement must feel meaningful and owned. As a coach in this zone, your role becomes more strategic and scaffolding:



Support goal-setting that is realistic, values-aligned, and responsive to the coachee's lived reality.



Encourage experimentation — trying out internships, shadowing, tech events, or even small-scale projects — as a way to learn by doing.



Prepare for resistance and relapses: when coachees push into spaces that weren't built for them, they may face microaggressions, self-doubt, or fatigue. Coaching must remain a space where they can regroup and re-clarify.



Celebrate progress visibly and purposefully, helping the coachee build a narrative of capability and momentum — essential for retention in STEM.

This zone is about activating what was uncovered in the Enablement Zone — putting insight into motion. But the movement is never detached from reflection. The loop back is intentional; reflection remains the fuel for action.

Though visually sequential, in reality coachees may move fluidly between these zones — returning to explore identity when goals feel misaligned or leaping forward when new confidence propels them into action. As a coach, your sensitivity to these shifts - especially when working with girls and women whose journeys have rarely been straightforward - is critical.

Coaching in the STEAM model is not about pushing coachees to "complete the journey". It is about supporting them to become authors of their own journey, knowing that empowerment comes not just from reaching the destination, but from realising that they have the right and capacity to choose it.

### 1.1. What are the key phases of the model and how do they work?

The STEAM Coach model consists of five phases that follow a developmental and identity-focused path. Together, they reflect the coachee's evolving relationship with self and STEM - from initial self-reflection to long-term action. These phases are not linear steps, but fluid coaching spaces that respond to each coachee's readiness, confidence and lived experience. The table below summarises the key focus areas and coaching priorities in each phase.

		Core content	Coaching mindset	Key tools (example)
S	Start with self	Build trust, surface identity & lived story	Empathy, active listening	Self-mapping tools, storytelling prompts
T	Trace strengths	Identify capacities & emerging confidence	Strengths-based, affirming	Strength cards, value discovery worksheets
E	Explore STEAM	Expand horizons & challenge stereotypes	Curiosity, critical inquiry	STEM role model profiles, exploration guides
A	Activate agency	Support decision-making & self-authorship	Collaborative, empowering	Goal-setting templates, decision maps
M	Move forward	Plan for sustainability & celebrate growth	Vision-driven, validating	Transition plans, feedback tools

Table 1 - Coaching across the STEAM phases

The following STEAM Coach framework cards offer a concise summary of each coaching phase, linking practice to the key theories that underpin the methodology. Use them as a quick-reference resource whenever you need to reconnect with the model's intent and approach.

## 01 - START WITH SELF

This phase focuses on building self-awareness and personal grounding. The coach invites the coachee to explore who they are, what they value, and how they perceive their place in learning and working environments. This includes identity and gender beliefs; motivation, goals and fears; cultural and personal background. This creates psychological safety and supports the coachee to express themselves authentically — often for the first time in a STEM-related context.

**Coaching here is non-directive and reflective, drawing on humanistic approaches, like Carl Rogers (1951), who saw growth as beginning with unconditional positive regard and personal meaning-making.** Key theories:

- Rogers (1951) – Client-centred theory
- Edmondson (1999) – Psychological safety
- Drake (2015) – Narrative coaching

**We're asking: "Who am I in relation to STEM, and who told me that?"**



# ENABLEMENT ZONE

Focusing on reflection, identity, potential and discovery

## 02 – TRACE STRENGTHS

This phase helps the coachee identify and own their strengths, experiences and hidden skills. Many girls in technical or male-dominated environments underestimate their capabilities or haven't received meaningful feedback on their unique talents. The coach helps surface past achievements and informal knowledge; learning preferences and creative approaches, interpersonal, technical or artistic strengths.

**This stage draws on Positive Psychology Coaching and Appreciative Inquiry, helping girls see themselves as capable, resourceful and resilient.** Key theories:

- Linley & Harrington (2006) – Strength's coaching
- Bandura (1997) – Self-belief as a driver of action
- Kauffman (2006) – Positive psychology in coaching

**We're asking: "What do I already know how to do — and why haven't I recognised it as valuable before?"**



# ENABLEMENT ZONE

Focusing on reflection, identity, potential and discovery

### 03 – EXPLORE STEAM

In this stage, the coach facilitates open, curiosity-driven exploration of the full breadth of STEAM fields. Crucially, this includes interdisciplinary pathways, hands-on experiences, and the creative or artistic dimensions of science, technology and engineering. Coachees should connect their interests to STEAM opportunities; discover fields or roles they may never have considered; break down assumptions about what STEAM “is” or “isn’t”

**This phase allows learners to re-imagine what is possible, fostering future-oriented thinking and disrupting internalised limitations.** Key theories:

- Craft (2002) – Possibility thinking
- Beers et al (2008) – Interdisciplinary learning
- Stober & Grant (2006) – Constructivist coaching

**It’s where we expand the vision of what’s possible — moving from “Do I belong?” to “What could I become?”. We’re asking: “What could STEM look like if it reflected people like me?”**



## ENABLEMENT ZONE

Focusing on reflection, identity, potential and discovery

## 04 – ACTIVATE AGENCY

At this stage, the coachee begins to make intentional choices. Coaching here becomes more structured: the focus is on goal-setting, planning, and empowering the learner to define their own path. Coaches help the learner to clarify long-term and short-term objectives; break goals into achievable steps; overcome hesitation or fear of failure. This is where transformative coaching occurs — not just building skills, but reshaping beliefs about what the coachee can do and become.

**This phase allows the coachee to take ownership of their path. It's where we shift from self-exploration to intentional action.**

We use techniques from solution-focused coaching, the GROW model, and transformative learning theory::

- Whitmore (2002) – GROW model
- Mezirow (1991) – Transformative learning
- Locke & Latham (2002) – Goal-setting theory

**We're asking: "What do I want to achieve — and what's the first move I can own?"**



# ENGAGEMENT ZONE

Focusing on goals, decision-making, action and reflection

## 05 – MOVE FORWARD

Finally, the coachee enters a phase of action, experimentation and consolidation. The coach continues to offer support, but the emphasis is now on taking concrete steps: internships, projects, applications; navigating setbacks or moments of doubt; reflecting and adjusting goals with resilience. This phase often includes career coaching elements, and helps solidify an internal narrative of success, progress and personal capability.

**Coaches continue to offer structured reflection, celebration of success, and adaptive strategies. This aligns with emotional intelligence coaching and growth mindset thinking.** Key theories:

- Boyatzis (2006) – Intentional change theory
- Dweck (2006) – Growth mindset
- Schön (1983) – Reflective practice

**We're asking: "What's working? What do I need to adapt — and who am I becoming in the process?"**



# ENGAGEMENT ZONE

Focusing on goals, decision-making, action and reflection

## 1.2. How do I coach with a gender lens in STEM-TVET settings?

To coach with impact is to coach with awareness. In the context of STEM TVET, coaching through a gender lens means more than addressing inequalities. It means intentionally designing coaching relationships, conversations and environments that actively challenge exclusion, surface invisible barriers and affirm the full humanity and potential of every girl and woman.

Where traditional coaching might focus on achievement or pathways, gender-responsive coaching focuses on perception, power and possibility. It recognises that underrepresentation is not simply a pipeline issue - it is a systemic and psychological issue rooted in norms, expectations and histories that shape how coachees see themselves and what they believe they are allowed to pursue.

### Why it matters?

Girls and women in STEM-TVET often carry invisible burdens:

- ☑ Self-doubt that masks competence
- ☑ Stereotype threat that limits voice or risk-taking
- ☑ A lack of role models that reinforces the belief: people like me don't belong here
- ☑ Unspoken cultural codes in technical fields that reward detachment over empathy, conformity over creativity

A coach who works through a gender lens sees these burdens — and refuses to normalise them. Instead, coaching becomes a liberatory practice that restores agency, honours difference and opens new narratives of who belongs in STEM.

### What this looks like in practice?

#### Challenging assumptions with care

Coachees may express beliefs shaped by their environment:

- "I'm just not technical."
- "I want to be in STEM, but I don't want to be the only girl in the room."
- "That job feels too competitive for me."

**Rather than correcting or dismissing, respond with curiosity:**

- ☑ "Where do you think that belief comes from?"
- ☑ "What might change if you had one person in your corner?"
- ☑ "What would it take to feel like you belong in that space?"

The goal is not to override the coachee's perspective but to help her see how it may have been socially constructed — and how it might be reimaged.

### Use identity-affirming language

Your words as a coach carry power. Use them to:

- ☑ Reflect strengths you observe ("You ask really thoughtful questions — that's a great STEM skill.")
- ☑ Expand what STEM can be ("That project blends creativity and tech beautifully — that's design thinking.")
- ☑ Reinforce that she doesn't need to "fit in" to succeed — STEM needs her unique lens.

### Integrate role models and stories that reflect her

Curate and share real-life examples of:

- Women who entered STEM through unexpected paths
- Girls who struggled before they succeeded
- Professionals who combine technical skills with social values, activism, or creativity."

Invite coachees to reflect:

- ☑ "Which parts of her story felt familiar to you?"
- ☑ "What did she overcome that you're also facing?"
- ☑ "What might be your version of that journey?"

### Coach the whole person, not just the learner

A gender-sensitive coach sees that career decisions are deeply entangled with identity, emotion, safety, and belonging. They:

- Hold space for emotional complexity (fear, shame, excitement, ambition)
- Respect cultural, familial, and personal contexts that shape decisions
- Support boundary-setting and resilience — especially when coachees face resistance from peers, educators, or family

- ☑ "What parts of yourself do you feel most comfortable bringing into this space — and which parts do you hold back?"
- ☑ "How do your family, community, or culture influence the choices you're considering?"
- ☑ "When you think about pursuing this path, what emotions come up for you — and how do you make space for those?"
- ☑ "What boundaries would help protect your energy, your values, or your sense of safety as you move forward?"

- ☑ "Who do you want in your corner — and what kind of support do you need from them right now?"

### 1.3. What is my role as a STEAM Coach supporting girls and women?

As a STEAM Coach working with girls and women in STEM-TVET, your role is both relational and transformational. You are not simply a source of advice or technical guidance. You are a facilitator of growth, a reflective partner, and often, a first mirror of possibility in spaces where your coachees may have never seen themselves represented or welcomed.

Coaching in this context requires a mindshift: from solving problems to creating space, from guiding choices to honouring identity, and from planning steps to empowering voice. You walk alongside coachees not to show them a predefined path, but to help them build their own, grounded in confidence, clarity, and connection.

#### *You Are a builder of trust and safety*

Many girls and women arrive in STEM-TVET settings with stories of exclusion — spoken or unspoken. These might include:

- Being the only girl in the room
- Feeling their questions were unwelcome
- Internalising beliefs that "STEM is not for people like me"

*Before she can believe she belongs in STEM, she must first believe she belongs in the coaching space*

#### *You are a reflective partner in identity work*

STEAM coaching is identity coaching. You support coachees in:

- Exploring how gender, culture, and experience have shaped their self-image
- Challenging limiting narratives and fixed roles
- Re-authoring a sense of self that includes technical confidence, curiosity, and voice

You do this not through direct instruction, but through questions that open, stories that resonate, and reflections that empower.

*Who are you becoming — and what stories are you ready to rewrite?*

*You are an activator of agency*

In a gender-sensitive approach, agency is not assumed — it is developed. Your role is to:

- Help coachees set goals aligned with their values and lived reality
- Explore fears, trade-offs, and contextual barriers honestly
- Break big aspirations into actionable steps that feel within reach
- Celebrate every step forward — no matter how small — as evidence of growth.

*This is particularly powerful for coachees who have learned to silence their ambitions or settle for "safe" choices.*

*You are a change agent within the system*

Your role is not limited to the one-to-one relationship. You model equity, inclusion, and curiosity in every space you enter:

- In your language, you make room for different voices.
- In your interactions, you challenge bias with respect and courage.
- In your feedback, you centre care, growth, and humanity.

*By holding these values consistently, you help shape the culture of your institution or organisation — contributing to broader change, one coaching moment at a time.*

## Section 2. How can I guide my coachees through each STEAM phase effectively?



**STEAM  
COACH**  
WOMEN  
IN STEM

This section offers a phase-by-phase coaching framework that helps you apply the STEAM methodology with clarity and confidence. Each phase is unpacked with practical guidance, reflecting on how to support girls and young women as they navigate identity, challenge assumptions, and move toward self-authored futures in STEM-TVET. You'll find coaching intentions, strategies, and considerations to help you respond to each coachee's context — while staying grounded in the model's gender-sensitive and relational ethos

## 2.1. Start with self

### Coaching goals

This phase is about anchoring the coaching relationship in trust, self-awareness, and identity exploration. For many girls and women in STEM-TVET, this is the first time they've been asked who they are — beyond grades and career goals. The goal is to create a space where the coachee can safely surface her story, reflect on her context, and begin untangling internalised narratives about her abilities and belonging in technical fields.

- ☑ To help the coachee gain distance from limiting beliefs and reshape their internal dialogue toward one of possibility and potential.
- ☑ To reduce emotional risk, so the learner can experiment, ask questions, and confront internal fears without self-censorship.
- ☑ To reduce emotional risk, so the learner can experiment, ask questions, and confront internal fears without self-censorship.

### Coaching posture and competence

Embody unconditional positive regard (Rogers)

Offer listening without judgment or correction



Apply narrative coaching techniques

Help the coachee externalise limiting beliefs ("STEM isn't for people like me")



Use curiosity over evaluation

Don't interpret; reflect and invite insight



Centre psychological safety

Affirm that discomfort or doubt is welcome in the coaching space

### Practical application

**Start with self stage** reflects a 3–4 session coaching arc, designed to establish trust, begin identity exploration, and surface early strengths or internal narratives. It's flexible and can be revisited later as needed.

#### Session 1: building the foundation

**Focus:** psychological safety & rapport-building

**Coach posture:** attentive listening, minimal questioning, high affirmation

##### Objectives

- ☑ Establish boundaries and confidentiality
- ☑ Introduce the purpose and flow of coaching
- ☑ Begin self-mapping through a light-touch activity (e.g., "Who am I beyond school/career?")

##### Tools

- ☑ Self-mapping tool (identity web or lifeline)
- ☑ Icebreaker prompts like: "Tell me one moment that shaped who you are"
- ☑ Coaching question catalogue for stage 1

#### Session 2: story and reflection

**Focus:** exploring formative experiences and identity stories

**Coach posture:** narrative reflection, mirror metaphors, draw out meaning from story

## Objectives

- ☑ Encourage narrative expression around confidence, school experiences, and STEM moments
- ☑ Begin identifying internalised beliefs or inherited messages

## Tools

- ☑ Storytelling Prompts ("A time I felt capable... / A time I felt invisible...")
- ☑ Reflective Journaling (written or audio)
- ☑ Coaching question catalogue for stage 1

## Session 3: exploring values and strengths

**Focus:** surfacing internal motivators

**Coach posture:** Gently challenging ("What happens when your values are ignored?"), encourage reframing

## Objectives

- ☑ Clarify what the coachee values most
- ☑ Link values to learning or career hopes
- ☑ Identify early strengths or affirmations

## Tools

- ☑ Value cards or visual sort exercises (e.g., "Which 5 values drive your choices?")
- ☑ Strength spotting via feedback or memory triggers ("What do others say you're good at?")
- ☑ Coaching question catalogue for stage 1

## Session 4 (optional): re-authoring the narrative

**Focus:** naming emerging themes, rewriting limiting beliefs

**Coach posture:** celebratory, reflective, validating. Support closure and momentum.

## Objectives

- ☑ Identify one core insight about identity or belief
- ☑ Co-create a new affirmation or internal script
- ☑ Set intention for next phase (e.g., moving into strengths or STEM exploration)

## Tools

- ☑ Visual Reflection: Draw or write a "future self" statement
- ☑ Re-authoring prompts: "What's a belief you want to update?"
- ☑ Coaching question catalogue for stage 1

## 2.2. Trace strengths

### Coaching goals

This phase supports girls and young women in identifying the personal strengths they already possess — particularly those not typically recognised in male-dominated STEM-TVET fields. It shifts the focus from performance-based competence (grades, certifications) to intrinsic capabilities like persistence, empathy, creativity, or organisation — all of which are crucial in real-world technical environments.

- ☑ Help the coachee recognise her strengths in relational, emotional, and cognitive areas
- ☑ Reframe narrow ideas of "technical talent" by expanding what counts as STEM-relevant skills
- ☑ Increase self-efficacy through validation of past actions, even outside formal STEM learning

### Coaching posture and competence

Affirm strengths beyond performance

Validate skills that are relational, emotional, or overlooked in STEM-TVET



Challenge internalised assumptions about value

Reframe beliefs like "soft skills don't count" or "I'm not technical enough"



Use peer or memory-based feedback loops

Spotlight what others notice as evidence of strength



Centre reflective storytelling

Draw out stories that reveal resilience, curiosity, or leadership

## Practical application

**Trace strengths** reflects a 1–2 session coaching arc, designed to surface internal motivators and affirm identity in non-traditional ways. It's particularly useful in contexts where girls have been under-encouraged or stereotyped as "not suited" for technical learning.

### Session 1: building the foundation

**Focus:** surfacing internal strengths

**Coach posture:** affirming, reflective, identity-sensitive

#### Objectives

- Identify personal traits the coachee is proud of
- Link non-academic strengths to real STEM challenges (e.g., team collaboration, persistence in hands-on work)
- Introduce new language for describing her capabilities

#### Tools

- Peer affirmation prompts
- Strengths spotting from life memory
- Coaching question catalogue for stage 2

### Session 2: linking strengths to STEM-TVET

**Focus:** bridging personal traits with technical pathways

**Coach posture:** reframing, confidence-building

#### Objectives

- Recast "quiet" or "non-technical" traits as professional assets (e.g., systems thinking, precision)
- Build confidence in voice and self-description for STEM spaces
- Prepare coachee to speak about herself in interviews or group settings

#### Tools

- Strength-to-STEM mapping cards
- "When this strength helped me..." activity
- Coaching question catalogue for stage 2

## 2.3. Explore STEAM

### Coaching goals

Explore STEAM expands the learner's sense of what technical futures can look like — across STEM and the broader STEAM ecosystem (including creativity, design, social impact). In STEM-TVET, where fields are often narrowly presented, this phase helps girls see that their values and vision do belong in technical spaces.

- ☑ Challenge the assumption that STEM is “only for the brilliant or boys”
- ☑ Connect the coachee's identity to technical fields through storytelling and real-world examples
- ☑ Introduce non-linear, creative, or blended pathways into technical careers

### Coaching posture and competence

Affirm strengths beyond performance

Use the coachees own interests to enter the STEM conversation



Disrupt stereotypes gently

Present diverse role models, especially women and underrepresented voices



Guide without prescribing

Let exploration feel open, not pressured or predefined



Normalise imagination in decision-making

Affirm that dreaming is part of designing one's future

## Practical application

**Explore STEAM** works best once the learner has started to feel safe and self-aware (post S-T). It typically unfolds over 1–2 sessions, with tools that visualise connections between identity and innovation.

### Session 1: linking identity to possibility

**Focus:** connecting STEM pathways to personal meaning

**Coach posture:** creative, open-ended, values-driven

#### Objectives

- Expand understanding of what technical careers can be
- Explore alignment between interests (e.g., nature, justice, design) and tech fields
- Reflect on emotional reactions to role models and STEM possibilities

#### Tools

- STEM role model profiles
- Creative STEM mapping
- Coaching question catalogue for stage 3

### Session 2: imagining “my version of STEM”

**Focus:** designing personal entry points into STEM-TVET

**Coach posture:** exploratory, validating, vision-oriented

#### Objectives

- Define what kind of technical learning feels motivating
- Reimagine barriers as design challenges
- Begin linking learning paths to long-term impact

#### Tools

- STEM-adjacent dreams journal
- Vision board / “A future day in my life” prompt
- Coaching question catalogue for stage 3

## 2.4. Activate agency

### Coaching goals

Activate Agency moves the coachee from imagining to acting. This phase supports decision-making, self-direction, and resilience, all vital for navigating STEM-TVET environments where girls may face microaggressions, gender norms, or uncertainty.

- ☑ Enable girls to make confident, value-aligned decisions about their next steps
- ☑ Equip them with planning skills that match their life context and emotional readiness
- ☑ Build resilience by reframing doubt or hesitation as part of growth

### Coaching posture and competence

Empower action through alignment

Decisions should emerge from identity, not pressure



Break big moves into small steps

Use micro-goals to build momentum and reduce overwhelm



Hold space for hesitation

Normalise second-guessing and revisit values when needed



Celebrate choice-making, not just achievement

Honour each coachee decision as meaningful progress

## Practical application

**Activate agency** typically happens once a learner has identified possible directions. It works best with 1–2 sessions that translate insight into action while respecting the learner's pace.

### Session 1: planning the next small step

**Focus:** turning insight into choice and movement

**Coach posture:** collaborative, future-facing, realistic

#### Objectives

- Name one clear next step aligned with identity
- Support small commitments (e.g., join a robotics club, visit a makerspace)
- Address uncertainty as part of authentic decision-making

#### Tools

- Goal-setting templates
- Choice navigation map
- Coaching question catalogue for stage 4

### Session 2: sustaining agency and energy

**Focus:** anticipating barriers and planning for resilience

**Coach posture:** scaffolding, supportive, boundary-aware

#### Objectives

- Surface what might disrupt momentum (e.g., fear, family pressure)
- Co-develop a confidence-building plan
- Reinforce that they can pause, rechoose, or change direction

#### Tools

- "What would it take?" scale
- Confidence tracker
- Coaching question catalogue for stage 4

## 2.5. Move forward

### Coaching goals

This phase affirms the coachees's growth and prepares her for future steps — not just in STEM learning, but in self-authorship. It helps her internalise a new narrative of identity, capability, and voice within STEM-TVET spaces.

- ☑ Celebrate growth and progress in a visible, meaningful way
- ☑ Reinforce agency by anchoring new beliefs or identity shifts
- ☑ Offer closure that empowers continuation beyond the coaching space

### Coaching posture and competence

Name the transformation

Reflect and affirm how the learner has changed



Anchor confidence in experience

"You did this. You found this. You decided this."



Reinforce new internal narratives

Shift language from "maybe I can" to "I already did"



Encourage future-facing reflection

Support momentum through future self-connection

## Practical application

**Move forward** often closes the coaching arc and can be adapted into graduation, reflection, or self-assessment sessions. Typically 1 session, it offers narrative closure and continuity.

### Session 1: affirming and projecting identity

**Focus:** consolidating growth and supporting continuity

**Coach posture:** celebratory, reflective, future-aligned

#### Objectives

- Help the coachee name how she's changed — and own it
- Reinforce a personal script of belonging and capability in STEM
- Set up self-anchoring strategies (e.g., journaling, reminders)

#### Tools

- Future-self letter
- "What belief do you want to keep?" question
- Coaching question catalogue for stage 4

## Section 3. How does the STEAM Coaching model support real girls and women in STEM-TVET?



**STEAM  
COACH**  
WOMEN  
IN STEM

This section presents a series of coaching journeys based on diverse, real-world personas. Each one illustrates how the STEAM phases can be adapted to support girls and young women at different points of readiness, challenge, and potential — offering a practical, relational perspective on inclusive coaching in action.

### 3.1 Who are the coachees represented in these journeys?

The following composite personas<sup>1</sup> reflect the diversity of identities, life contexts and starting points that girls and women can bring to STEM TVET environments. They are not case studies, but illustrative examples drawn from real patterns across partner contexts. The age range has been widened to represent the broader span of coaching impact, from early adolescence to adulthood, recognising that STEM transitions and re-engagement can occur at different life stages .

Each journey mirrors the structure of the coaching process outlined in Section 2. By following a consistent approach — from trust-building to re-authoring — these narratives show not just how the STEAM model is applied, but why its coaching posture matters. Each profile is structured to reflect the deeper coaching process, including session dynamics, mindset work, and the coachee's emerging voice.

Each case reinforces the relational, non-linear nature of coaching in the STEAM methodology where small narrative shifts and identity-based reflections can unlock significant, sustained action.

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<sup>1</sup> OpenAI. (2025). *AI-generated image of fictional STEM learner using DALL-E via ChatGPT*. Retrieved from <https://chat.openai.com/>

Sara, 15, is a rural learner with limited exposure to STEM and no visible role models in technical education. Although naturally curious and drawn to science and environmental topics, she struggles with low confidence and holds internalized beliefs that STEM "isn't for girls like her." Motivated by a desire to make a difference in her community, Sara is particularly interested in nature-based problem-solving and real-world applications of science that benefit her surroundings.



	Coach posture	Coaching objectives	Sessions number & focus	Tools	Application in Sara's journey
S	Attentive listening, narrative reflection, unconditional positive regard	Build trust, surface lived experiences, begin narrative shift from "not for me" to possibility	2-3 Psychological safety & self-story exploration	Lifeline reflection, Identity web, Storytelling prompts, Reflective journaling	Sara shared a dismissed science fair memory that became a new entry point for confidence
T	Strengths-affirming, reframing "what counts," values-driven	Help recognize strengths (e.g., curiosity, persistence) and validate overlooked competencies	1-2 Surfacing internal motivators & revaluing strengths	Values sort cards, Strength-spotting prompts, Peer affirmation	Reframed "being quiet" as a STEM asset; identified persistence as problem-solving strength
E	Expansive, stereotype-challenging, possibility-focused	Expand sense of belonging in STEM through real-life connections and reflective tools	1-2 Linking interests to real-world STEM applications	STEM role model profiles, Creative STEM mapping, Vision journals	Related to role models who were quiet but impactful; saw herself in green tech paths
A	Collaborative, goal-focused, scaffolded	Translate self-insight into low-risk, identity-aligned decisions	1-2 Making a first STEM-aligned decision	Choice navigation map, Goal-setting prompts, Small-step planning sheets	Enrolled in robotics elective and began using STEM-related language to describe herself
M	Reflective, narrative-based, affirming	Solidify identity transformation and affirm internal momentum	1 Naming growth and internal script update	Future-self message, Re-authoring prompt, Progress tracking journal	Wrote: "You don't have to act like anyone else to do something great."

Carla, 14, is a high-achieving student whose drive for perfection leaves her fearful of failure and hesitant to take creative risks in STEM. Though she excels academically and enjoys science competitions and health-related tech, her confidence falters when outcomes are uncertain. Carla is motivated by a deep need for recognition and reassurance of her worth, often tying her identity closely to performance.



	Coach posture	Coaching objectives	Sessions number & focus	Tools	Application in Carla's journey
S	Gentle, affirming, shame-sensitive	Reduce fear of failure; create emotional safety to be imperfect	2 Addressing fear of failure and identity tied to grades	Lifeline mapping, Emotional thermometer, Failure narrative prompts	Carla opened up about avoiding new STEM challenges due to fear of "not being the best."
T	Strengths-focused, de-shaming, reflective	Help recognise non-performance strengths like resilience and curiosity	1 Differentiating effort from perfection	Strength spotting via past experiences, Peer validation, Reframing language	She acknowledged persistence and how she mentors others under pressure
E	Relatable, values-driven, imagination-based	Broaden definition of success in STEM; show diversity of thought and contribution	1-2 Redefining success in STEM	Creativity-STEM blend activities, Role model case studies, Redefining "smart" journaling	Inspired by STEM figures who valued creativity and perseverance over grades
A					
M					

Joana, 16, is currently enrolled in an ICT track but feels disconnected from her long-term goals. While she is capable and interested in digital learning, she struggles to see how her studies align with her values. Driven by a desire to do meaningful work, Joana is searching for ways to connect her technical skills with social impact, entrepreneurship, and real-world problem-solving.



	Coach posture	Coaching objectives	Sessions number & focus	Tools	Application in Joana's journey
S	Curious, purpose-oriented, values-seeking	Surface what drives her choices; explore disconnect between study track and meaning	2 Connecting learning to personal values	Identity mapping, Storytelling prompts, Value clarification cards	Joana reflected on moments where she felt energized by social outcomes, not code itself
T	Empowering, peer-based, clarifying	Name what comes easily or energizes her; differentiate skills from internal drivers	1 Recognising natural talents & intrinsic motivators	Peer feedback collection, Strength cards, Reflection journals	Found a strength in systems thinking and ability to explain tech to others
E	Open-ended, identity-bridging	Show her that STEAM can align with ethics, community impact, and empathy	1-2 Mapping STEAM applications to social values	STEM relevance map, Interdisciplinary case studies, Career stories	Realized interest in tech for social good and started mapping careers in assistive design
A					
M					

Lina, 17, is a migrant student with strong maths skills and a deep creative streak. She feels caught between two worlds—her technical strengths and her artistic passions. Lina is seeking a future path that reflects both and is motivated by a need for identity alignment and a sense of purpose in her choices. Her interests blend art, architecture, and design with emerging technologies.



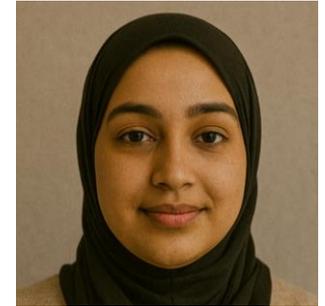
	Coach posture	Coaching objectives	Sessions number & focus	Tools	Application in Lina's journey
S	Identity-centred, metaphor-rich, exploratory	Surface complexity of interests, validate inner conflict between disciplines	2- Narrating multidimensional identity	Storytelling prompts, Visual metaphors, Lifeline reflection	Lina shared feeling split between two paths — art and science — and began re-authoring integration
T					
E	Vision-driven, creativity-embracing	Reimagine STEAM through creativity and design; validate her artistic lens in tech	1-2 Designing a hybrid future path	STEAM vision board, STEM-adjacent dreams journal, Role model reflections	Created a vision board integrating design, community, and tech; saw herself in social design coding
A	Values-aligned planning, open-ended exploration	Create an action plan that honours all parts of her identity	1-2 Future-oriented decision-making	Choice navigation map, Future-back planning tools, Prioritisation chart	Proposed a dual-major path and created a school project that blended tech and art
M	Celebratory, self-directed, reflective	Articulate self-authored identity and reinforce autonomy over her choices	1 Empowerment through self-definition	Future-self message, Public sharing of vision, Progress tracker	Lina wrote: "I can choose without cutting myself in half."

Nia, 18, recently dropped out of a TVET programme after struggling with self-doubt and direction. Now motivated to re-enter education, she's looking to rebuild trust in herself and find a career that fits her strengths and lived experience. Nia thrives in hands-on, caregiving roles and is particularly interested in practical innovations in healthcare.



	Coach posture	Coaching objectives	Sessions number & focus		Tools	Application in Nia's journey
S	Trauma-sensitive, validating, safe	Support emotional recovery; create new meaning from dropout experience	2-3	Processing educational loss	Storytelling prompts, "Letter to past self," Emotion check-in tool	Nia reframed her dropout as a time of reorientation, not failure
T	Reconstructive, memory-based, belief-affirming	Reconnect with real-life skills that transfer to STEM (e.g., organizing, problem-solving)	1-2	Naming strengths from life outside school	Personal skills inventory, Caregiving scenario mapping, "What do others see?" prompts	Identified how she used troubleshooting skills to care for family during illness
E			1-2			
A						
M	Future-focused, scaffolded, incremental	Break down re-entry into manageable, confidence-building actions		Re-entry planning & small action steps	Transition readiness checklist, Realistic planning map, Confidence tracker	Set goal to rejoin TVET part-time and started a personal project in sustainable tech

*Fatima, 21, left university feeling uncertain and ashamed of her academic path. Now exploring vocational routes into applied technologies, she carries a strong desire for autonomy and redemption. Fatima is deeply interested in digital troubleshooting, IT support, and cybersecurity, and is beginning to see how her everyday tech fluency can become a future career.*



	Coach posture	Coaching objectives	Sessions number & focus	Tools	Application in Fatima's journey
S	Nonjudgmental, narrative-healing, reframing	Support emotional healing and rewrite academic failure narrative	2-3 Processing dropout shame and redefining capability	Re-authoring prompts, Shame deconstruction map, Role model comparison	Fatima began seeing her academic exit as the start of a better-aligned path
T	Capability-focused, system-level reframing	Validate existing skills from daily tech use (e.g., cybersecurity habits, troubleshooting)	1 Identifying hidden STEM competencies	Tech-life skill inventory, Digital problem-solving tracker, Peer affirmation activity	Realized she'd been "doing IT" at home for years — now sees it as professional potential
E					
A	Action-planning, re-entry minded	Align program choice with new clarity; explore vocational training confidently	1-2 Pathway discovery and vocational shift	vocational shift STEM transition map, Program match sheet, Confidence milestone planner	Enrolled in applied tech training and shared decision with family with pride
M					

Helena, 21, is employed outside STEM but seeking a more meaningful and flexible career. Curious about coding and sustainability, she is especially inspired by the potential of digital tools to drive social impact. Helena is motivated by a desire for purpose-driven work that aligns with her values and is exploring how to step into green tech from a non-technical background.



	Coach posture	Coaching objectives	Sessions number & focus	Tools	Application in Helena's journey
S	Exploratory, future-focused, identity-validating	Acknowledge discontent and name emerging interests (e.g., coding for purpose)	2 Naming dissatisfaction and new aspirations	"Current vs future self" map, Identity journaling, Dissatisfaction inventory	Helena realized her interest wasn't just tech—it was using it to solve real social problems
T			1-2		
E	Imaginative, digital tools integrated	Explore fields like sustainable tech through a social lens	Understanding green tech and coding pathways	Coding sandbox intro, STEAM role model mapping, Project brainstorm sheets	Created project idea on digital water use tracking for her community
A					
M	Practical, purpose-driven, encouraging	Initiate first step confidently with visible progress	1 First project and skill-building entry point	Digital upskilling plan, Micro-goal checklist, Portfolio building tips	Signed up for intro to coding class and published project online as a showcase

## 3.2 How is the STEAM model applied to each coaching journey?

As stated in section 2.2, coaching is responsive to each coachee's readiness, goals, and emotional context. The phases are meant to be flexible coaching spaces, not rigid steps. Here's why some personas don't cover every phase:

### ➤ Different starting points

Each coachee their journey at a unique emotional or cognitive stage. For example, Carla begins with a need to manage perfectionism and fear, which makes the early phases (S-T-E) most relevant. Fatima enters with strong tech interest but deep shame, so the work centres on re-authoring identity and activating agency (T-A).

### ➤ Coaching contextual, not prescriptive

The goal isn't to "complete the model" but to meet the learner where they are and move meaningfully from that point. Joana didn't need a full "Move Forward" phase because her journey focused more on meaning-making in the "Explore STEAM" phase. Lina skipped "Trace Strengths" because her confidence wasn't the issue, her identity conflict was.

### ➤ Phase depth varies with individual growth

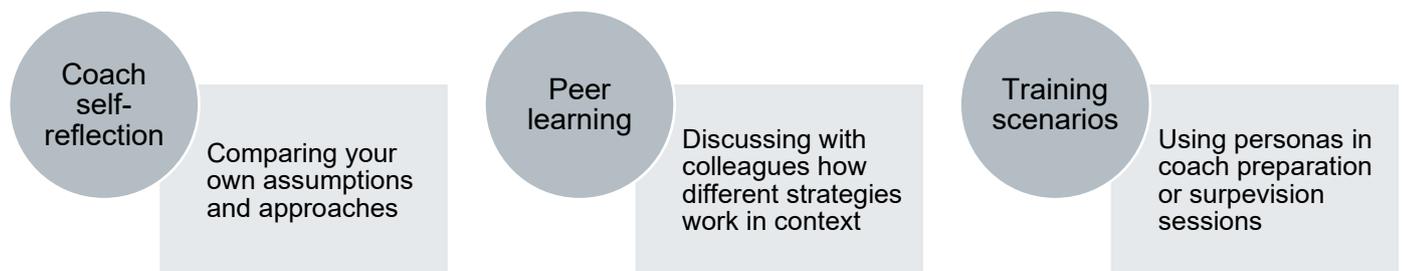
Some coachees may spend more time in one phase (like "Start with self") and only briefly touch another (like "Move Forward"), based on confidence level, prior exposure to STEM, cultural or emotional readiness or urgency of decision-making.

### ➤ Time and sessions constraints

In real coaching scenarios, not all learners go through extended coaching arcs. Some may only complete 3-4 sessions total, meaning coaches focus on the most needed or impactful phases.

### 3.3 How can I use these journeys to deepen my own coaching practice?

These sample coaching journeys are ideal for:



Coaches can use the following reflection questions to deepen their self-awareness, examine the impact of their coaching posture, and adapt their strategies to better support diverse learners navigating STEM pathways.

Which coachee resonates most with the learners you support? Why?

- What aspects of their background, behaviour, or mindset feel familiar?
- Are there specific barriers or motivations that echo your learners' realities?

What might you do similarly or differently in their context?

- Would you prioritize different phases of the STEAM model?
- How would cultural or institutional contexts affect your approach?

How do your own experiences or assumptions shape your coaching strategy?

- Are there moments where you tend to over-direct or under-challenge?
- How do your values influence the way you frame success or belonging in STEM?

Which coaching postures come naturally to you — and which require more intention?

- Are you more comfortable with reflection or action-oriented tools?
- How do you balance holding space with moving the learner forward?

What identities, stories, or mindsets challenge your coaching habits?

- How do you respond when a learner resists reflection or seems disengaged?

- Are there coachee narratives that make you uncomfortable — and why?

How might your biases show up subtly in tools, language, or pacing?

- Do you assume technical interest based on achievement?
- Are you unconsciously more directive with learners who doubt themselves?

What have you learned from coaching someone very different from you?

- What did you adapt or rethink based on that experience?
- How did that change your sense of what "growth" or "success" can look like?

How do you support learners who move slowly, backtrack, or avoid decision-making?

- What strategies help you stay patient and supportive in those phases?
- How do you reframe progress in non-linear journeys?

Section 4. What questions can I use to coach girls and women through each phase?



**STEAM  
COACH**  
WOMEN  
IN STEM

This section offers a practical catalogue of coaching questions aligned with each phase of the STEAM methodology. These questions are designed to spark reflection, surface identity, and support inclusive, gender-sensitive coaching conversations in STEM-TVET contexts.

## 4.1. Start with self

### General reflection

- What makes you feel most like yourself?
- Can you describe a moment you felt proud, not because of results, but effort?
- What story would you share to help someone understand you better?
- When do you feel most focused or absorbed in something?
- What do you enjoy doing alone that makes you feel strong?
- How would you introduce yourself if you didn't have to mention school?

### STEM-TEVET specific contexts

- Have you had a moment where you enjoyed solving a problem or building something?
- What kind of questions do you like asking in class and which ones do you hold back?
- When do you feel curious, even if you're unsure?
- What kind of school tasks make you lose track of time?
- Have you ever fixed or figured something out without anyone telling you how?
- What kind of topics or tools make you curious, even if you haven't tried them yet?

### Gender-sensitive exploration

- When have you felt "out of place" in a learning environment and why?
- What ideas about STEM have you absorbed from others (family, media, teachers)?
- What would it take to feel like you belong in STEM?
- Who do you think STEM is "for"? Where did that idea come from?
- What would need to change to make STEM feel more inviting for girls like you?
- Has anyone ever underestimated you? How did that make you feel?
- What kind of support helps you speak up when you feel unsure?
- What would help you feel seen or understood in a STEM learning space?

## 4.2. Trace strengths

### General reflection

- What are you naturally good at, even if you don't always notice it?
- What kind of compliments do you remember receiving from others?
- What do your friends or family rely on you for?
- What comes easily to you that others sometimes struggle with?
- What makes you feel proud, even when no one else notices?
- What makes you feel "in your element"?

### STEM-TVET specific contexts

- Have you ever helped someone understand something technical?
- What do you notice others struggle with that comes easily to you?
- When have you used persistence to solve a problem?
- Have you ever improved something or made a process easier?
- What technical or practical tasks do you enjoy repeating?
- Do you enjoy explaining how things work? What kind of things?

### Gender-sensitive exploration

- Have your strengths ever been overlooked or dismissed, why?
- Which of your qualities do you think are important in STEM, even if others don't say so?
- How would you describe your strengths if you weren't afraid of being "too much" or "not enough"?
- When do you feel pressure to act a certain way — especially in technical spaces?
- Do you ever hold back ideas because you're unsure how they'll be received?
- How have your strengths helped others, even if you didn't notice at the time?
- What messages have you received about being "too much" or "not enough"?
- What's something about yourself you've only recently begun to value?

## 4.3. Explore STEAM

### General reflection

- What kinds of futures excite you, even if they feel far away?
- What issues or causes matter deeply to you?
- If you could design your dream job, what would be in it?
- What kinds of problems do you wish you could help solve?
- Where do you feel your ideas could make a difference?
- What kind of questions do you enjoy exploring, even outside school?

### STEM-TVET specific contexts

- Do you know anyone who works in STEM? What do you admire (or not) about their path?
- What do you think tech could be used for in your community?
- How would you use your creativity in a science or tech setting?
- If you could shadow someone in STEM, who would it be and why?
- What kind of invention or innovation would you love to be part of?

### Gender-sensitive exploration

- When you imagine a STEM professional, who comes to mind? Where do you fit in that picture?
- How do you feel about being "the only girl" in a room and what support would help?
- What would it take to feel like you belong in STEM?
- Have you ever thought, "People like me don't do that"? Where does that come from?
- What would help you stay true to yourself while pursuing STEM?
- What kind of change would you like to see in STEM spaces?
- Who inspires you — even if they're not in science or tech?
- How can STEM be more inclusive or imaginative?

## 4.4. Activate agency

### General reflection

- What's a small step you could take this week to move forward?
- What decision feels exciting, and which one feels safe?
- When have you done something brave, even if it didn't feel perfect?
- When do you feel most in control of your time or energy?
- What helps you decide when you're stuck?
- What's one thing you've learned about how you work best?

### STEM-TVET specific contexts

- What STEM path or training option sounds interesting and what's holding you back?
- How do you want to grow your skills (hands-on, project-based, academic)?
- Which technical environments make you feel energised, which feel draining?
- Is there a STEM topic or tool you'd like to explore but haven't yet?
- What kind of STEM activity would you like to try, just for fun?
- How could you test out a learning path before fully committing?

### Gender-sensitive exploration

- How would you speak up for what you want in a space where your voice feels new?
- What would it look like to choose a path that isn't expected and how would you protect your decision?
- Who do you want in your corner as you take your next step?
- What part of your identity do you want to carry with you as you move forward?
- What has helped you stay motivated when things feel hard?
- When have you surprised yourself by following your own lead?
- What permission do you need to give yourself?
- What does "making your own path" mean to you?

## 4.5. Move forward

### General reflection

- What have you learned about yourself through this process?
- What's one thing you now believe that you didn't before?
- If your past self could see you now, what would they say?
- What would you tell someone just starting their STEM journey?
- What part of your growth are you most proud of?
- What do you want to remember about yourself on tough days?

### STEM-TVET specific contexts

- How do you talk about your skills or interests now compared to when you started?
- What's one way you're already living your STEM identity?
- What will you keep doing to stay connected to what matters in your learning?
- How do you feel about being seen as a "STEM person" now?
- What STEM strengths or stories would you put on a personal portfolio?
- How can you celebrate your progress in a way that feels meaningful?

### Gender-sensitive exploration

- How has your view of women in STEM shifted?
- What story do you want others to hear when they meet someone like you?
- What part of your identity will help sustain you in spaces where you might still feel underrepresented?
- What advice would you give to your younger self about STEM or confidence?
- What kind of spaces or teams do you want to be part of going forward?
- What would make you feel supported in the next stage of your journey?
- What does success look like for you now?
- How will you keep using your voice — even when it feels risky?

## Section 5. How can I plan and deliver effective STEAM coaching sessions?



**STEAM  
COACH**  
WOMEN  
IN STEM

This section provides the practical backbone of session planning — offering tools, templates, and reflective resources that help coachees move from intention to real-world delivery.

## 5.1. What tools help me plan the coaching sessions in each phase?

Here the coach can find planning tools for each phase of the STEAM coaching journey, helping coaches structure, deliver, and track their sessions. These templates are flexible and should be adapted to the coach's style, the coachee's needs, and the session context:

### Tool 1. Coaching agreement template (Coaching Contract)

Use this tool to establish clear expectations and boundaries with the coachee at the start of a coaching journey. Review this agreement together before the first or second session. Co-create additions as needed. You may adapt tone and language for younger learners or informal settings.

### Tool 2. Coaching session planning template

Use this template to outline a coaching session aligned with a specific phase of the STEAM coaching model. Complete one row per phase to clarify the session's objectives, activities, materials, and anticipated challenges. This tool supports continuity and coherence across coaching arcs.

### Tool 3. Coaching session log

Use this tool to track each session's focus, note learner progress, and reflect on your coaching posture and effectiveness. Complete this log immediately after each session. You can use it to identify coachee patterns, prepare for the next session, and support supervision conversations.

# Coaching agreement between

[Coach Name] and [Coachee Name]

## Purpose of coaching:

To support reflection, personal growth, and informed decision-making in the context of learning and STEM/TVET identity.

## Duration & frequency:

Sessions will take place [X] times over [X] weeks/months.

## What to expect:

The coach will:

- Offer a safe, non-judgemental space
- Use structured tools to support your journey
- Keep discussions confidential (except where safety is at risk)

## The coachee agrees to:

- Engage openly and honestly
- Attend sessions on time
- Reflect between sessions using provided tools

## Confidentiality Clause (optional):

Any shared information will remain confidential unless a concern about safety or harm arises.

## Signatures

Coach: \_\_\_\_\_ Date: \_\_\_\_\_

Coachee: \_\_\_\_\_ Date: \_\_\_\_\_

# Coaching session planning

	Session objective	Activities & tools	Coach notes & adjustments
S			
T			
E			
A			
M			

## Coaching session log

Coach:	Coachee:
Session nº, date:	STEAM phase:

### Key topics discussed

### Notable observations / Behavioural shifts

### Coach reflection

### Planned follow-up / next steps

### Questions / Concerns to monitor

## 5.2. How can I support coachees to reflect on their progress?

This part provides coachee-facing tools that promote reflective learning, emotional insight, and identity development across the STEAM coaching journey. These resources can be used during or between sessions and adapted by age, coaching style, or learning environment.

### ☑ Tool 4: Coachee session log

To help coachees keep track of their sessions, topics explored, key moments, and reflections over time. It supports continuity and self-ownership, especially in longer coaching arcs or when working toward a specific training or learning goal.

### ☑ Tool 5: Coachee reflection worksheet

To help coachees capture key insights, takeaways, and next steps immediately after a coaching session. Supports pause, processing, and self-directed reflection using writing, drawing, or verbal prompts.

### ☑ Tool 6: Coachee action planner

To help coachees break down their goals into manageable steps over time, track their progress, and stay accountable across the STEAM coaching arc.

### ☑ Tool 7: Reflective journaling template

To support deeper personal reflection and emotional processing between sessions. Encourages coachees to explore emerging insights, doubts, or affirmations in their own time and voice.

### ☑ Tool 8: Future self-visualisation prompt

To help coachees imagine and describe the version of themselves they aspire to be in learning or work. Supports identity-building and long-term goal setting.

### ☑ Tool 9: Re-authoring prompts

To support coachees in rewriting limiting beliefs or internal narratives around STEM and identity. Helps shift "I can't" into "I am becoming."

☑ **Tool 10: Traffic light confidence tracker**

To offer a quick self-assessment of confidence, readiness, or doubt using red-yellow-green cues. Encourages emotional awareness and self-regulation.

☑ **Tool 11: Progress timeline sketch**

To help coachees map their journey visually, noting important turning points, setbacks, or shifts in identity. Useful for tracking growth across phases and to plan future action.

☑ **Tool 12: Phase-based self-assessment checklist**

To allow coachees to reflect on their progress, confidence, and mindset at the end of each STEAM phase. Supports transition to the next step with clarity.

☑ **Tool 13: STEM identity snapshot**

To help coachees articulate how they see themselves in relation to STEM at different points in the journey. Tracks changes in self-perception and belonging.

## Coachee section log

Coach:	Coachee:
Session date:	

### Key takeaways

### Challenges faced

### Strategies discussed

### Actions to implement

Take your notes here based on what you want to try, practice, or explore after this session.  
Use the "Coachee action planner" template to sketch when and how you'll take each step.

### Questions for further exploration

## Coachee reflection worksheet

Session date:	Coaching phase (STEAM):
What stood out to me today?	

A challenge I noticed or named:

--

What I'm proud of (big or small):

--

What I want to try or explore next:

--

# Coachee action planner



List your actions (based on session insights or goals), then shade or mark the weeks when you plan to work on each one. Add notes or checkmarks to track completion.

Action step	Week 1 Date:	Week 2 Date:	Week 3 Date:	Status/Notes
Ex: Interview a STEM role model				Scheduled for Week 2
Ex: Journal about confidence				Ongoing

(add more rows)

Tips for coaches	Tips for the coachees
<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Use this during the "Activate Agency" or "Move Forward" phase.</li> <li><input checked="" type="checkbox"/> Co-create the plan based on what matters most to the coachee.</li> <li><input checked="" type="checkbox"/> Allow space to adjust based on pace, life context, or interest shifts.</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> You can shade, tick ✓, or mark with other signs/colours the weeks where you plan to take action. Use "Status / Notes" to reflect on what happened.</li> </ul>

## Reflective journaling



*Use this journal page when something important happens — a discovery, doubt, or decision.*

Today I'm thinking about:

How I felt this week about STEM, learning, or myself:

Something that surprised or challenged me:

What I want to hold on to from this moment:

One question about my future

## Future self-visualization



*Use creative formats — write, draw, mind-map. Begin with imagination, not limitations.*

*Imagine yourself five years from now...*

Where are you?

What are you working on or learning?

How do you feel when you talk about your work?

What's one thing that helped you get here?

What would you tell your younger self now?

What steps are you going to take to achieve this dreamed version of you? Draft concrete actions using the Coachee action planner

## Re-authoring prompts



*Use during early sessions or moments of doubt*

A belief I've held about myself or STEM is:

Where I think this belief came from:

How this belief has held me back:

A new story I want to tell about myself is:

One small action that aligns with my new story:

## Traffic light confidence tracker



*Use before/after sessions or when checking motivation*

*Pick a color that reflects how you feel today:*

Date



Not confident



Unsure, mixed



Confident and ready

What makes you feel this way today?

What would help you move one color forward?

---

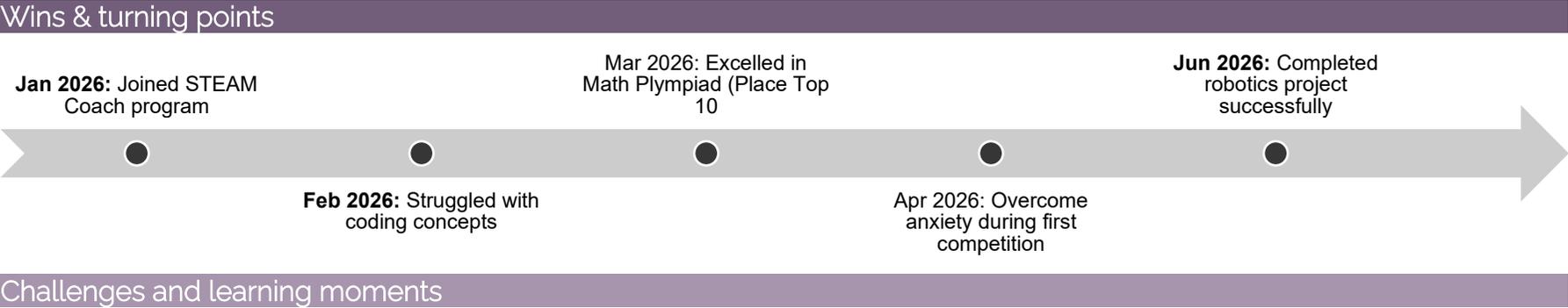
What's one thing that's already working for you?

# Progress timeline sketch



Draw a horizontal line. Mark key turning points, wins, doubts, and learning moments

Example:



**Starting point:**

Where were you at the beginning?

**Milestones along the way:**

What moments, decisions, or reflections stand out?

**Where I Am Now:**

**What I'm proud of in this journey:**

Next step I want to take (use the coachee planner to take concrete steps to reach this)

## Phase-based self-assessment checklists



*Use this checklist together with your coach or independently*

### STEAM phase completed

#### Things I've learned or explored:

- I discovered something new about myself
- I made a small decision or shift
- I faced a challenge and kept going
- I found support or validation
- I tried something outside my comfort zone

#### How ready do I feel to move forward?

- Not yet — I need more time
- Somewhat — I'm still thinking
- Ready — Let's go!

#### One thing I'll carry with me:

## STEM Identity snapshot



*Complete this three times during the coaching process*

Date

Session:

What does STEM mean to me right now?

Do I see myself in STEM? Why or why not?

What kind of work or learning excites me most?

What's changed since the last time I did this?

### 5.3. How can I anticipate and respond to coaching risks effectively?

Here the coach can find a planning tool for identifying and responding to common coaching risks, such as emotional resistance, disengagement, or confidence drops — especially when supporting a girl or woman navigating STEM-TVET settings. This tool helps the coach recognise early signals and apply gender-sensitive mitigation strategies in a structured, thoughtful way.

#### **Tool 14: Coaching risk and mitigation response planner**

Use this tool to identify potential risks (e.g., low confidence, stereotype threat, sudden disengagement) and outline proactive strategies. It helps coaches reflect on the emotional tone of each phase, anticipate coachee needs, and stay responsive rather than reactive. This tool can be filled in before a session or used to debrief when a session felt "off."

## Coaching risk and mitigation response planner

### S Phase 1: Start with self

Risk	Mitigation strategy
Coachee withholds or minimises identity tensions	<ul style="list-style-type: none"><li>☑ Normalise slow starts. Emphasise: "You get to decide how much and when to share"</li><li>☑ Use relational coaching tools</li></ul>
Surface-level beliefs dominate (e.g. "I'm just not a tech person")	<ul style="list-style-type: none"><li>☑ Ask reflective questions: "Where did that belief come from?"</li><li>☑ Introduce alternate narratives through role models or case stories</li></ul>
Coach reinforces binary thinking	<ul style="list-style-type: none"><li>☑ Avoid framing identity as either/or. Affirm blended roles: "You can be logical and creative — STEM needs both."</li></ul>
Emotional withdrawal or avoidance	<ul style="list-style-type: none"><li>☑ Gently validate resistance: "It's okay to feel unsure about this."</li><li>☑ Offer metaphors or non-verbal tools (drawing, timelines, symbols)</li></ul>

### T Phase 2: Trace strengths

Risk	Mitigation strategy
Coachee downplays strengths or redirects praise	<ul style="list-style-type: none"><li>☑ <i>Affirm specific qualities observed</i>: "I noticed you're very persistent — let's explore that."</li><li>☑ <i>Use third-person tools</i>: "What would your best friend say you're great at?"</li></ul>
Only academic strengths are named	<ul style="list-style-type: none"><li>☑ <i>Broaden the definition</i>: "Being a great listener or organiser is also powerful in STEM."</li></ul>
Strengths disconnected from STEM relevance	<ul style="list-style-type: none"><li>☑ <i>Link strengths to technical contexts</i>: "Problem-solving is key in coding, design, and diagnostics."</li></ul>
Coach unintentionally reinforces deficit thinking	<ul style="list-style-type: none"><li>☑ <i>Reframe comparison-based narratives</i>: "Let's look at what's working, not what's missing."</li></ul>

## E Phase 3: Explore STEAM

### Risk

Coachee expresses disinterest in STEM fields

Narrow stereotypes resurface (e.g. "*STEM is just for brainy people*")

Coach over-informs or leads too much

Exploration feels disconnected from identity

### Mitigation strategy

- ☑ Unpack the disinterest: "What does STEM mean to you right now?"
- ☑ Reintroduce STEM through creative or human-centred lenses.
- ☑ Use real-world examples of diverse women in tech, design, and engineering.
- ☑ Let the coachee's curiosity lead. Ask: "What would you like to find out more about?"
- ☑ Link STEM to personal values: "What causes or issues do you care about? How might STEM be part of the solution?"

## A Phase 4: Activate agency

### Risk

Coachee sets overly vague or generic goals

Fear of failure blocks commitment

External pressure influences goals

Coach pushes too fast into action

### Mitigation strategy

- ☑ Use GROW model prompts: "What's one clear thing you'd like to try next?"
- ☑ Name the fear: "What would it mean if it didn't work?"
- ☑ Break goals into micro-steps and build confidence gradually.
- ☑ Redirect to intrinsic motivation: "What part of this goal is really yours?"
- ☑ Pause for reflection: "What support do you need before you act?"

## M Phase 5: Move forward

### Risk

Coachee loses momentum or confidence

Unrealistic expectations about success

Coach over-celebrates milestones without checking sustainability

Coachee detaches from STEM identity after first challenge

### Mitigation strategy

- ☑ Normalise setbacks: "Most people hit a wall — that doesn't undo your progress."
- ☑ Reconnect to earlier successes.
- ☑ Shift focus to learning, not outcomes: "What are you proud of trying, even if it didn't go as planned?"
- ☑ Ask reflective questions: "What's helped you stay motivated? What could get in your way now?"
- ☑ Re-anchor to strengths and purpose: "This doesn't define you — it refines you."
- ☑ Use journaling to process and recommit.

Suggested table for risk planning:

- ☑ Use the "Coachee Signal" column to note subtle cues, not just big reactions.
- ☑ Always pause to ask: *Is this behaviour rooted in safety, identity, or belief?*
- ☑ Revisit your mitigation plan after implementation to see what shifts.
- ☑ If needed, use this form to support peer supervision or coaching conversations.

STEAM phase	Potential risk	Coachee signal (words, tone, body language)	Coach's immediate response	Planned Mitigation Strategy (next session or long term)	Could this link to gendered norms or STEM identity gaps?	Escalation/Follow-up Needed?

(add more rows when needed)

## Section 6. How do I track progress and evaluate impact in STEAM coaching?



**STEAM  
COACH**  
WOMEN  
IN STEM

This section provides tools to support continuous reflection, goal alignment, and developmental feedback in coaching relationships. Designed for both coachee and coach use, these resources help visualise growth, surface mindset shifts, and strengthen accountability throughout the STEAM journey.

## 6.1. How can I check progress across the STEAM phases?

This part of the resource kit provides tools to help coaches monitor development, gather meaningful feedback, and understand coachees' identity shifts — especially as they evolve in confidence, voice, and STEM self-perception.

- ☑ **Tool 15: STEAM phase progress checklist**

To help the coach check coachee progress at the end of each STEAM phase. Encourages a structured review of growth, strengths, and remaining needs, with a focus on confidence, connection, and action-readiness. To be used at the end of each STEAM phase as a reflection and planning tool. The coach and coachee can complete it together or separately and then compare notes. The coach can use this tool together with Tool 13: STEM Identity snapshot ) for a deeper review.

- ☑ **Tool 16: Coachee feedback form**

To gather honest, inclusive feedback from the coachee about the coaching experience. Helps the coach reflect on what worked, what needs improvement, and how supported the coachee felt — using accessible, learner-friendly language.

- ☑ **Tool 17: Identity & mindset reflection tracker**

To help the coach and coachee recognise shifts in identity, self-perception, and emotional confidence throughout the coaching arc. This tool focuses on internal growth, not just visible milestones. Use at 2–3 points during the coaching arc (e.g., start, midpoint, close). Ask coachees to revisit and reflect on their growth over time.

## STEAM phase progress checklist

Phase	I feel more.... (Coachee)	Yes ✓	Maybe ?	Not yet X	Notes/Evidence
S	aware of who I am and what I care about				
T	confident in describing what I'm good at				
E	open to new STEM futures that reflect who I am				
A	ready to make small, meaningful decisions				
M	aware of how I've changed and where I want to go				

## Coachee feedback form

1. How supported did you feel during coaching sessions?

- Very supported
- Mostly supported
- Neutral
- Not very supported
- Not at all supported

2. Did the coaching help you feel more confident in your learning or career goals?

- Yes, definitely
- A bit
- Not really
- Not at all
- I'm not sure

3. How clearly did you understand the purpose of coaching activities?

- Always
- Most of the time
- Sometimes
- Rarely
- Not at all

4. Were the sessions respectful and inclusive of your identity and values?

- Yes
- Mostly
- Unsure
- Not really

5. Would you recommend coaching to someone in a similar situation?

- Yes
- Maybe
- No

5. Which parts of coaching were most helpful for you?

*(Write your response here)*

6. What would you suggest to make the coaching better?

*(Write your response here)*

7. Three words to describe how you feel after this experience:

*(Write your response here)*

## Identity & mindset reflection tracker

Statement	Start	Midpoint	Final	Notes/Evidence
I believe my voice matters				
I can describe myself using positive traits or strengths				
I see a place for myself in STEM or technical education				
I trust myself to make small, meaningful decisions				
I feel more able to speak up or ask questions				
I've changed the way I think about who I am and what I can do				

Coach tip: use learner language. Allow different forms of response (drawing, storytelling, audio).

Section 7. How do my coaching actions align with professional competences?



STEAM  
COACH  
WOMEN  
IN STEM

This section helps STEAM Coaches connect their practice to the formal competence framework developed in WP2. It supports reflection on readiness, development needs, and next steps — ensuring that coaching is not only impactful, but also professionally grounded.

## 7.1. Which coach competences are activated in each phase of the STEAM Model?

### Competence-to-Phase Matrix

STEAM Coaching Phase	Activated Competence Areas (CA) from the STEAM Coach Profile
<b>S - Start with Self</b>	CA2: Teaching and Communication - build trust, adapt to learners' context
	CA3: Inclusivity and Gender Sensitivity - challenge stereotypes, ensure equity
	CA4: Cultural Competence - respect learner diversity, create belonging
<b>T - Trace Strengths</b>	CA2: Teaching and Communication - affirm through adapted feedback
	CA5: Problem Solving and Critical Thinking - support strength-based reasoning
	CA6: Creativity and Innovation - recognise diverse talents and original thinking
<b>E - Explore STEAM</b>	CA1: STEAM Expertise - support real-world integration
	CA7: Collaboration and Facilitation - consolidate team/project experience
	CA8: Technology and Assessment - monitor outcomes, adapt plans
<b>A - Activate Agency</b>	CA5: Problem Solving and Critical Thinking - support self-directed action
	CA7: Collaboration and Facilitation - scaffold decision-making collaboratively
	CA8: Technology and Assessment - use tools for planning, tracking, feedback
<b>M - Move Forward</b>	CA1: STEAM Expertise - support real-world integration
	CA7: Collaboration and Facilitation - consolidate team/project experience
	CA8: Technology and Assessment - monitor outcomes, adapt plans

#### How to Use the Competence-to-Phase Matrix

This matrix is designed to help STEAM Coaches clearly see how each phase of the coaching process activates specific professional competences from the STEAM Coach profile. It serves as both a guiding tool and a reflective mirror - supporting you not only in planning coaching actions, but also in assessing your own preparedness and growth areas.

*As you review the matrix:*

Look horizontally to explore how your skills and knowledge align with each phase of the coaching journey - from self-exploration to sustained action.

Notice patterns - for example, early phases (S-T) rely more on interpersonal, cultural, and gender-sensitive skills, while later phases (A-M) demand facilitation, decision-making, and technology-supported planning.

Use this tool for self-check-ins: Which competence areas do you feel strongest in? Which ones require further development? This awareness can help you identify appropriate CPD (Continuous Professional Development) opportunities.

Share the matrix with peers or supervisors as a conversation starter for mentoring, supervision, or institutional planning.

Ultimately, this matrix ensures your coaching practice is not only empathetic and inclusive but also professionally grounded in a coherent set of competences. It empowers you to grow alongside your coachees - as a reflective practitioner, inclusive leader, and agent of change in STEM-TVET ecosystems.

## 7.2. How can I assess my readiness to coach across this model?

This tool helps STEAM Coaches reflect on their confidence and preparedness to support coachees through each phase of the model.

Instructions: For each statement, rate your level of confidence:

1 - Not at all confident | 2 - Somewhat confident | 3 - Confident | 4 - Very confident

STEAM COACHING PHASE: SELF-CHECK STATEMENT	RATE FROM 1 TO 4
<b>S – Start with Self</b>	
I can create a psychologically safe space for girls and women to share their stories.	
I can identify internalised gendered beliefs and support critical reflection on them.	
I apply narrative coaching tools to support identity exploration and re-authoring.	
I demonstrate cultural sensitivity and adapt to learners' backgrounds and values.	
I listen actively and without judgement, allowing the coachee to lead the dialogue.	
<b>T – Trace Strengths</b>	
I help coachees uncover personal strengths that may have been overlooked or dismissed.	

I reframe "non-technical" or "soft" skills as valuable assets in STEM fields.	
I integrate feedback, storytelling, or memory-based tools to build confidence.	
I promote self-efficacy by connecting strengths to real-world problem-solving.	
I use creative methods (e.g., visual tools or metaphors) to surface learner assets.	
<b>E – Explore STEAM</b>	
I introduce diverse, gender-inclusive role models in STEAM.	
I challenge stereotypes gently and open possibilities for interdisciplinary futures.	
I connect technical fields with learners' values (e.g., justice, environment, creativity).	
I make STEM content relatable using creative and applied examples.	
I support curiosity-driven exploration and non-linear learning journeys.	
<b>A – Activate Agency</b>	
I support coachees to set clear, values-aligned goals and next steps.	
I guide learners in breaking down long-term aspirations into achievable micro-goals.	
I help coachees identify and manage external pressures (e.g., family, school culture).	
I collaborate with learners to co-create action plans and strategies.	
I use digital tools or templates to scaffold decision-making and monitor progress.	
<b>M – Move Forward</b>	
I support learners to reflect on and celebrate their personal and academic growth.	
I help them anchor new identities and internalise narratives of capability in STEM.	
I prepare them for transition - whether into education, a project, or career path.	
I encourage ongoing self-monitoring and use of feedback to support resilience.	
I understand how to link coaching outcomes to long-term empowerment and sustainability.	

### After Completing the Self-Check: Reflection & Follow-Up

Use your self-ratings as a springboard for deeper reflection and intentional growth. The goal is not perfection - but awareness, curiosity, and continuous improvement.

### *What to Do Next:*

Identify low-scoring areas (rated 1-2):

- These indicate where you may benefit from STEAM Coach CPDP or another program/support.
- Highlight them in your personal CPD map.

Look for patterns:

- Are your strengths clustered in certain phases (e.g., Start with Self)?
- Are there phases or competence areas where you consistently feel less confident?

Plan next steps:

- Based on your priorities, set 1-2 clear CPD goals for the next 3 months.

Share your reflections:

- Use this tool in a peer mentoring session or coaching supervision.
- Invite feedback or exchange resources with fellow STEAM Coaches.

Revisit this tool periodically:

- Use it before and after each CPD cycle to track your development over time.
- Keep a coaching portfolio or reflection journal to document your growth.

## 7.3. What are my next steps for Continuous Professional Development (CPD)?

Becoming a STEAM Coach is not a fixed role - it's an evolving practice. As your coachees develop new confidence, identity, and direction, your own learning journey must grow in parallel. CPD is not just about acquiring techniques; it's about deepening reflection, expanding your impact, and ensuring your coaching remains inclusive, relevant, and empowering.

This section outlines next steps you can take to strengthen your skills and awareness across the STEAM Coach competence areas.

### 1. Engage with the STEAM Coach CPDP Programme:

- If you're just starting out as a coach, or if your self-check highlighted multiple areas of uncertainty, the STEAM Coach CPDP offers a structured way to develop:
- Deepen your understanding of gender and cultural barriers in STEM-TVET.
- Explore inclusive leadership practices and tools for reducing bias in coaching.
- Practice coaching strategies that reflect the lived experiences of diverse learners.
- Access workshops and modules that connect theory with hands-on action.

### 2. Focus on Priority Competences for Development

Based on your readiness self-check, identify one or two areas where you feel least confident and begin targeted learning. Some ideas:

- Expand your STEAM knowledge by attending webinars or following current innovations in science, tech, and green careers.
- Improve your communication by practicing feedback techniques that are strengths-based and culturally responsive.
- Learn more about gender-inclusive coaching by joining a peer learning group or following practitioners in this field.
- Develop cultural competence by reflecting on your own background, assumptions, and how they influence your coaching.
- Try out creative coaching tools - such as metaphors, role models, or visual prompts — to support learner expression.
- Explore coaching technologies, feedback platforms, or digital reflection tools that support inclusive decision-making.

### 3. Use Reflective Prompts for Ongoing Learning

Reflection is a powerful driver of growth. After a coaching session or outreach activity, take a few minutes to explore:

- What did I notice about how the coachee responded to me?
- Where did I feel confident - and where did I feel unsure?
- Did I miss an opportunity to challenge a stereotype or invite deeper reflection?
- Which competence did I use today - and which one would have helped more?
- What's one thing I want to try differently next time?

### 4. Join or Create a Peer Learning Space

- Coaching can sometimes feel solitary, but you don't have to learn alone. Connecting with others helps you stay grounded, inspired, and supported.
- Organise monthly check-ins with fellow STEAM Coaches to share what's working.
- Set up a shared folder of tools, resources, and reflections.
- Invite a peer to observe a session and offer gentle feedback.
- Practice co-coaching or role play to explore new approaches.

### 5. Keep CPD Realistic and Meaningful

- Your time is limited. Focus on actions that feel useful, energising, and connected to your values.
- Start small - even one meaningful shift in your practice can create ripples.
- Be honest with yourself about where you need support - and seek it.
- Revisit your self-check every few months to reflect on what's changed.
- Trust that your growth as a coach directly supports the growth of your learners.

Continuous Professional Development is not a checklist - it's a mindset. It's about staying open to challenge, committed to inclusion, and curious about the kind of coach you are becoming. The more you grow, the more space you create for others to grow too.