Coaching – A bridge to Academic Success

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A definition

- Coach: to convey a valued person from where he or she was to where he or she wants to be.

Coaching defined

• Academic coaching is an interactive process that focuses on the personal relationship created between the student and the coach.

• The coach challenges the student to think about his or her personal and/or professional goals in order to relate them to his or her academic/educational goals.
Terms and Definitions

Coaching

Mentoring

Counseling
Coaching

- Non-directive and non-judgemental
- Focuses on solutions
- Advice is not given
- Belief that the coachee has the answers
- Focuses on the coachee’s strengths
- Commits the coachee to specific action
- Promotes a high degree of independence
- Uses the skills of questioning, clarifying, reflecting, and giving feedback
Counselling

• Looks backwards and at the present
• Non-directive
• Advice is not given
• Tends to enable the client to understand emotions and their source. (Why do I feel as I do?)
• Belief that the client has the answers
• May promote a degree of dependence
• May use the skills of questioning, clarifying, reflecting and observing
Mentoring

- Mentor has ‘expert’ knowledge or experience
- Specific advice (and direction) given
- Focuses on solutions
- Mentor has the ‘real answers’
- May lead to a degree of dependence.
Principles of Coaching

- Positive Engagement
- Discover
- Listen and Clarify
- Review the need for Skills Building
- Goals - Design a vision and plan
- Design a plan
- Deliver
  Observe, college data, and reflect
Asking Effective Questions

What (Situation): Situation questions such as: who, what, where, when, how. Gather facts about the situation from every angle.

Why (Motivation): Motivation questions discover what is going on: why they behave the way they do.

What If (Implications): Help the coachee explore the impacts and consequences of a course of action or behavior for themselves.
Process of Coaching: GROW Model

- Establish **G**oal
- Examine **R**eality
- Establish **W**ill
- Explore **O**ptions

The STRIDE model

Coaching sessions focus on:

- **S**trengths – awareness of the student’s strengths
- **T**argets – agree a focus and challenge to work on
- **R**eality – agree the present reality and what things need to change
- **I**deas and options – help the student to weigh up the options
- **D**ecide which is best and commit to action
- **E**valuate:
  - is this the best place to start?
  - what has happened, over time, as the result of the commitment?
A place to start - sample exercise

IDENTIFY

2 personal goals (not academic)
&
2 professional goals (academic)

What do you want to attain?
Why Coaching for Success?

- Coaching is an effective tool for university students because:
  - It is action-oriented
  - It focuses on the positive
  - It draws on students strengths
What is Success

What students think success looks like
What is Success

What success actually looks like!
How We See Our Students
Based on Milton Erickson’s Five Principles

1. People are okay as they are
   • Not a deficit or remediation model
   • Gives the power back to the student

2. People **already** have the resources within them to achieve what they want
   • Coach’s role is to help create awareness of these resources
   • Help students learn how to access these resources
How We See Our Students
Based on Milton Erickson’s Five Principles

3. People try to make the best choice available to them at that time
   • Focuses on the here and now
   • Encourages students to see that regret and hindsight are not always helpful

4. Every behavior has a positive intention
   • Helps students understand the deeper meaning/value behind their behaviors
   • Helps separate the person from their behavior
How We See Our Students
Based on Milton Erickson’s Five Principles

5. Change is **inevitable**
   - Encourages students to embrace and celebrate change
   - Provides hope that change WILL happen, one must simply decide the course of change
### Why does Success Coaching Matter?

<table>
<thead>
<tr>
<th>Student</th>
<th>Success Coaching</th>
<th>Student Success</th>
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</thead>
<tbody>
<tr>
<td>• Academic Issues</td>
<td>• Collaboration / Alliance</td>
<td>• Social Integration</td>
</tr>
<tr>
<td>• Doing poorly</td>
<td>• Relationship Building</td>
<td>• Skills Building</td>
</tr>
<tr>
<td>• Does not know how to study</td>
<td>• Trust</td>
<td>• Self-efficacy</td>
</tr>
<tr>
<td>• Did well in HS</td>
<td>• Education</td>
<td>• Commitment to the institution &amp; their success</td>
</tr>
<tr>
<td>• Many come to campus with socio-economic and personal issues</td>
<td>• Refer</td>
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# Stages of Change matching interventions

<table>
<thead>
<tr>
<th>STAGE</th>
<th>INTERVENTION</th>
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</thead>
<tbody>
<tr>
<td>Precontemplation</td>
<td>• Empathy / Understanding</td>
</tr>
<tr>
<td>Contemplation</td>
<td>• Explore and amplify Ambivalence</td>
</tr>
<tr>
<td>Preparation</td>
<td>• Clarify focus, plan and set goals</td>
</tr>
<tr>
<td>Action</td>
<td>• Support self-efficacy</td>
</tr>
<tr>
<td>Maintenance</td>
<td>• Monitor relapse triggers</td>
</tr>
<tr>
<td>Relapse</td>
<td>• Reassess and Revise</td>
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Theoretical Underpinnings
Cognitive Behaviorism

• Self-instructional training. Helps students become more aware of their self-talk

• Train students to modify the instructions they give themselves. Emphasis on acquiring practical coping skills for problematic situations. Using this approach, setting goals should be:
  • Self set rather than other set
  • Flexible rather than fixed, and
  • Time based rather than distance based

References:
Solution-Focused Brief Therapy

• It is so focused on what is possible, that it has little or no interest in gaining an understanding of the problem.
• Positive: assumes that people are healthy and competent and have the ability to construct solutions and enhance their lives.

1. Build rapport, then identify the area to work on
2. Develop Goals or Action Steps
3. Explore what students have done well in the past and how they did it
4. Give feedback, encouragement, and next steps

Follow up
• Evaluate progress

Positive Psychology

• Promising approach for coaching students toward self-directed learning

• Involves coaching students to apply principles of positive psychology—cultivating positive emotion, character traits, and resilience—to strengthen their learning experiences.
Appreciative Coaching

“Appreciative is the intentional collaborative practice of asking positive, open-ended questions that help students optimize their educational experiences and achieve their dreams, goals, and potentials.”
The Student
Coaching Generation Z

Generation Z

• Was born in 1995 or later and the first true digital natives.
• This generation makes up 25.9% of the US population.
• Less focused
• Better at multi-tasking
• Look for bargains – use coupons
• More entrepreneurial and have higher expectations
• More global

Coaching Implications

• Generation Z grew up in the recession, so they are aware of adversity.
• Help them understand that getting better or success is a long-term process.
• Help students fight their own battles. (rather than parents fighting their battles)
• Seem addicted to digital devices

The ACHIEVE Program

• Less than a 2.0
• Required program to continue financial aid
• 2016 Flexible (options)
  – D2L only
  – Meet a coach
  – Appreciative Workshop
• 2017 Option
  – Peer Coach
Recruit Student Coaches

• Coaches are students from Psychology, Social Work, Education and Student Affairs were recruited.
• Students commit to a 10 hour training program (in handout).
  – Coaching Defined
  – Theoretical foundations of coaching
  – The Role of a Coach and the Coaching Process
  – Strategies in working with diverse populations
  – Skill Building
    • Locus of control, Fixed vs Growth mindset, Self-efficacy
    • Learning Strategies, Time management & Procrastination
Achieve

- Consists of 134 below 2.0 student.
- Work with a peer coach and 2 people
  - Success Coach and Faculty member
- Coach’s are trained
- Notes taken
- A process is followed
The Program
Basic structure of the meeting

- Relationship building
- It is based on communication, inquiry, goal setting and accountability
- Focused conversation
- Motivational
- Success plan development
- Emails and follow up
Academic Skill Building

Module 1 - Expectations

• Student will be able to identify academic skills that are working well for them
• Student will be able to identify academic skills that may need improvement
• Students will learn strategies and techniques to improve in appropriate areas.
Academic Skill Building

Module 1 – Sample Activities

• Homework:
  – VARK- Learning Styles Inventory
  – Hourly Planner
  – LASSI

• Sample Discussion Prompts
  – The student should set academic their academic goals.
    • In what class are you most confident? In what classes are you struggling?
    • How do you study?
Coaching Agreement

• Coachee are provided a coaching agreement

• The Peer coach received peer training.
  – 10 hours
  – Foundation information
  – Forms
Powerful Questions

• Do you see yourself graduating from ESU in 4 years?
• What do you want to gain from your college experience?
• How do you feel I can best support you as you progress throughout the semester?
• Tell me about how you typically study? What is your typical routine
• Of all of your courses, which are you most worried about? Why?
• Of all of your courses, which are you least worried about? Why?
Wheel of life

This exercise will help clarify priorities for goal-setting, to plan so that their life is closer to their definition of balance.

Balance is personal and unique to each individual – what may be balance for some may be stressful or boring for others.
Review the 8 areas on the Wheel of Life. The Wheel must, when put together, create a view of a balanced life. Label an area so that it is more meaningful for you. Options include:

1. Family/Friends
2. Partner/Significant Other/Romance
3. Career
4. Finances
5. Health (emotional/physical/fitness/nutrition/wellbeing)
6. Physical Environment/Home
7. Fun/Recreation/Leisure
8. Learning or Self-development
9. Spiritual wellbeing (not necessarily religion – can be sense of self)
10. Others could include security, service, leadership, integrity, achievement or community.
Questions!