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IFCELS: PRE-SESSIONAL PROGRAMME CO-ORDINATOR

DEVELOPING A COACHING APPROACH WITH STUDENTS

“WE CANNOT TEACH PEOPLE ANYTHING; WE CAN ONLY HELP THEM DISCOVER IT WITHIN THEMSELVES.”

GALILEO GALILEI
EXPERIENCE IN THE ROOM: COACHING v MENTORING
Stanford study shows college student coaching improves retention and graduation rates

Coaching is one of the more cost effective ways to improve retention and graduation rates, according to a new study by Eric Bettinger and doctoral student Rachel Baker.
WHERE’S IT BEING USED?

The Nuts and Bolts

Academic Success Coaching is a strategic partnership between a coach and student for the purpose of fostering success skills in an educational environment. Coaches individualize their approach with every student by engaging in the processes of reflection, goal-setting, and planning. The Academic Success Coaching Program empowers students by helping them:

- Objectively assess barriers to academic success.
- Establish attainable educational goals.
- Create and maintain positive daily routines.
- Improve time management and organizational skills.
- Balance academic and social demands.
- Develop a positive mindset and self-advocacy skills.
- Study more effectively and efficiently.
- Engage in courses through participation and effective note taking.
- Prepare for exams.
- Build rapport with professors.
- Utilize college resources.

Sourced from: https://www.unlv.edu/asc/coaching
COMMUNICATING THE MESSAGE: WHAT DOES COACHING OFFER?

WHAT IS STUDENT SUCCESS COACHING?

What is coaching?
Coaching is an interactive process that focuses on the personal relationship created between you and your coach. Coaching is future-focused, a goal and action-oriented process that empowers you to bridge the gap between where you are now and where you want to be. Your Coach will introduce you to a set of tools and resources, which will help you create a foundation for success in college and life.

Benefits of Having a Coach?

Your Coach:
- Is neutral
- Cares
- Will listen with your agenda in mind
- Is invested in your success
- Will connect you to resources
- Will help you explore your career and academic opportunities

How does coaching work?

Meetings are held weekly and last 15 to 30 minutes. You and your coach will determine the time and location of your meetings.

What students are saying
Coaching for doctoral students

The PhD Academy offers one to one or group coaching sessions for doctoral students. Coaching can be a particularly effective part of the PhD experience, especially for social scientists whose work is often done in isolation.

A two-way process designed to raise awareness through group feedback and offer questions. It involves the coach drawing out on-point, pertinent, constructive insights and processes that assist doctoral students to achieve their desired outcome.

There are four coaching programmes offered through the PhD Academy's Academic and Professional Development Programme:

Writing Coaching Group

The Writing Coaching Group, especially useful for Year 2 students, links 4 or 5 students from various disciplines into groups to read and comment on one another's work following an initial 'rough cut' on writing etiquette.

The groups meet regularly, over the course of a year, and can work in preference necessary with former Royal Literary Fund Fellow Marina Bemrose, who co-delivers the programme with the PhD Academy.

"It sounds obvious, but the group gives you concrete readers that you enjoy speaking with and writing for!"

Coaching for Completion Group - available from the Summer Term 2016

The Coaching for Completion Group is a five-session programme designed for students who are around a year away from submitting.

Contact

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Email: acadcoaching@lse.ac.uk
Follow us on Twitter: @LSEPDP
WHO’S RESPONSIBLE?

Locus of Control
Rotter, 1966

Internal
I control the consequences of my behavior

- better academic achievement
- better interpersonal relations
- greater efforts to learn
- positive attitudes to exercise
- lower cigarette smoking
- lower hypertension & heart attacks

External
The consequences of my behavior are outside my control

- more resigned to conditions "as they are"
- lower efforts to deal with health
- lower levels of psych adjustment

BUT
IN NONRESPONSIVE ENVIRONMENTS

- greater sense of satisfaction

coaching to give to a potential coachee, and an example of the kind of notes you might keep to accelerate your learning. You are free to use this content as part of your own personal practice and I request
that you do not charge others for it.

All content, plus additional items, is also available to download (free of charge) from the online Toolkit area of my website at www.steveanderson.co.uk.

What is coaching?
An effective coaching conversation influences someone’s understanding, learning, behaviour and progress.

Put simply, coaching is a conversation, or series of conversations, that one person has with another. What makes the conversation different from others is the impact the conversation has on the person being coached (the coachee). An effective coaching conversation influences someone’s understanding, learning, behaviour and progress. Coaching conversations can happen over different timescales and in different environments. For example, you might have a coaching conversation during a face-to-face session that lasts two hours, or alternatively you could have a ten-minute telephone call which might also constitute coaching. This is because coaching is more defined by the impact of your conversation rather than the duration of it.

Most often, the best person to judge if a conversation was a coaching conversation (or not) is the person being coached. If someone finds the following (to be true after a conversation, then they would probably accept that it was coaching:

- The focus of the conversation was primarily upon them and their situation.
- Their thinking, actions and learning benefited notably from the conversation.
- If the conversation hadn’t happened, they were unlikely to have had those benefits in thinking or learning within that timeframe.

How does personal coaching happen?
A personal coach normally works within arranged coaching sessions over a period of time (often called an assignment) in conversation, the coach facilitates a process of enquiry and discussion, for example by facilitating, questioning and offering summaries, observations and feedback. Through this distinct focus on them and their situation, the person being coached gains increased clarity regarding a situation or topic, which enables them to make progress in some way. A coach will also support an individual to decide on ways forward, for example, by facilitating their decision-making process or by encouraging them to get into action and make change happen. In addition to coaching, immediate challenges and opportunities, over time the individual will often experience broader benefits, such as improved confidence, resilience and emotional maturity.

The person being coached gains increased clarity regarding a situation or topic, which enables them to make progress in some way.

Other coaching conversations might easily happen outside a formal coaching session. For example, a casual chat around a challenge, issue or goal might create a conversation which the individual views as having had a coaching impact upon them, such as ‘she really made me think’ or ‘That’s it, I’m really clear on what I need to do now’. You have probably experienced this type of conversation yourself, where an informal discussion on a topic gave you unexpected insight or learning which helped you in some way.

A specific focus with a broader impact and benefit
Coaching helps people to develop and learn in ways that enable them to have or achieve what they really want. This is because a coach focuses on an individual’s situation with the kind of attention and commitment that the individual will rarely

Published April 2016;
2 e-chapters available free from link
Figure 2.1  Less directive versus directive style

Table 2.1 Directive and less directive style

<table>
<thead>
<tr>
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<th>Less directive style</th>
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<td>‘How are you going to respond to the feedback?’</td>
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<td>‘What seems more important to focus on first, what’s been happening with Joanna or the changes in direction on the project?’</td>
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<td>‘What do you think is causing this?’</td>
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<td>‘I know, try a dating site on the internet – they’re really good.’</td>
<td>‘What other ideas have you had around this?’ or ‘What other options are there?’</td>
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<td>‘I think you need to revisit your original commitment to make the calls and act from that.’</td>
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Collaborative coaching

What does collaborative coaching mean?

A collaborative coach facilitates someone through a process of enquiry, learning and action. Like any form of coaching, our aim is to help someone towards a desirable outcome, such as help them achieve an objective. For the person being coached, the relationship feels like a partnership of equals, rather than anything parental or advisory.

A collaborative coach believes in the ability of the individual to create ideas, decide for themselves and move their situation forward. They use advanced skills of listening, questioning and reflection to create a highly effective conversation and experience for the individual.

As you adopt this less directive approach, you are required to operate consistently from certain principles, for example, that it’s often more effective to help someone gain their own insights into a situation than it is to tell them what they should think or do. A less directive, collaborative coach does not ‘fix’ someone, solve their problems or assume any position of superiority or higher knowledge. Although problems may be resolved during the process, our goal is always to help someone to reveal their own ability to do that.

While the term ‘collaborative coaching’ is less important than the principles that underpin it, we do need to distinguish this as a particular form of coaching. The word ‘coach’ can mean different things, depending on the situation. For example, a vocal coach typically develops different strengths and skills, blending instruction, advice and guidance based on a distinct method of training.

Less directive versus directive style

As a collaborative coach your language and style is most often less directive, as opposed to directive. In Figure 2.1 you’ll see this illustrated, while Table 2.1 shows how these two styles affect our language and approach in conversations.

Figure 2.1 Less directive versus directive style

<table>
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<th>Directed</th>
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<td>I know how</td>
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</tr>
<tr>
<td>I tell you</td>
<td>I ask you</td>
</tr>
<tr>
<td>You follow instruction</td>
<td>You decide</td>
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It’s often more effective to help someone gain their own insights into a situation than it is to tell them what they should think or do.

sourced from: https://issuu.com/pearsonprofessional/docs/coaching_manual_4e_echapter/1
Discussion: From Directive to Non-Directive

- Paraphrasing
- Asking questions that raise awareness
- Giving advice
- Instructing
- Giving feedback
- Reflecting
- Summarising
- Making suggestions
- Listening to understand
coaching

• Coachee is the expert
• usually happens for a defined number of sessions
• formal arrangement ie number of sessions and length of session
• coach uses questioning skills not giving advice

mentoring

• Mentor selected as expert
• can be on-going
• can be on-demand / time specific eg during probationary period
• will often give advice
Directive style of conversation

COACH: So, you say you need to stop procrastinating. What are you procrastinating about?

COACHEE: Well, I guess you’d call it administration. I mean generally. I don’t like paperwork, you know, filling in forms, sending stuff off – I’ve a desk full of paper and an inbox full of e-mails, it’s all a bit out of control.

COACH: Right – and so you need to get it back under control quickly then?

COACHEE: I guess I should.

COACH: So there’s a number of different ways you could do that. I’d suggest that first you sit down and make an action list of all the things that need doing, everything you’re avoiding, and give each one a priority rating of high, medium and low. I can help with that. Then schedule a specific time in your day to review and work through the list. ‘Just do it!’ as they say.

COACHEE: [hesitates] Oka-ay ...
Less directive style of conversation

COACH: What kind of things are you procrastinating about?

COACHEE: Well, I guess you’d call it administration, I mean generally. I don’t like paperwork, you know, filling in forms, sending stuff off – I’ve a desk full of paper and an inbox full of e-mails, it’s all a bit out of control.

COACH: What’s the impact of being out of control with this type of stuff?

COACHEE: All sorts, from minor embarrassments when I have to apologise to real dilemmas. I once had three credit cards in a row refused simply because I’d not switched payments over to my new bank account. I was left standing in Rome airport with no way to pay for my return flight home.

COACH: How else does not dealing with this stuff affect you?

COACHEE: Well, to be honest, it makes me feel a bit of a mess. I mean, an adult who can’t even send off a form when I said I would, and then have to request another because I’ve lost the original – I make myself look pretty stupid.

COACH: Okay, we’ve talked a little about consequences; let’s look in a different direction – what stops you from getting this stuff done?

COACHEE: You know I could say I don’t have time, but I don’t think that’s strictly true. I think it’s more to do with the fact that I just begrudge doing it.

COACH: What is it about the paperwork that you begrudge?

COACHEE: Oh, it’s like being controlled, like someone else is making me do homework or something, when I’d rather be doing something else.

COACH: That’s interesting isn’t it? Is that true?

COACHEE: Well no, of course not; in actual fact, the reverse is probably true. If I got this stuff cleared I’d probably feel a whole lot freer and 10 pounds lighter – I could go and do whatever I wanted with a clear conscience.
Less directive style – advantages

When we encourage learning for the individual from the individual, we experience the following benefits:

- The coachee experiences being truly listened to and appreciates the effort the coach makes to understand them.
- The relationship is based on equality, which builds openness and trust. The coach does not claim to have all the answers and the coachee feels their contribution is worthwhile.
- Solutions are developed from the understanding of the person experiencing the situation, so they are normally of much greater relevance and effectiveness.
- The insights, perspectives and ideas that emerge are more relevant to the coachee and so they feel more ownership and responsibility for actions and results.
- If an idea doesn’t get the result the coachee wanted, the coachee still feels ownership of the idea and so will be more willing to persist and get a better result.
- Being supported to think in different ways and to consider other viewpoints provokes ongoing learning in the mind of the coachee. As if the conversation is a pebble being thrown into a pond, questions are the catalyst that sets off a reaction. The ripples of a coaching conversation often reach beyond the actual conversation itself.

truly listened to
coach doesn’t claim to have all the answers
greater relevance/effectiveness
more ownership
more willing to persist

resilience
empowerment

sourced from: https://issuu.com/pearsonprofessional/docs/coaching_manual_4e_echapter/1
Hints and tips

You can’t coach knowledge

Where someone has little or no knowledge in an area and needs to acquire that quickly, then simple instruction or advice works best. This is because basically we can’t coach knowledge. If you don’t know what the capital of Brazil is, it’s pointless me asking you that. To help you maintain a position of responsibility I might ask you how you could find that fact, but that might not serve your immediate need in the situation.

sourced from: https://issuu.com/pearsonprofessional/docs/coaching_manual
GROW MODEL

What will you do?
- Commit to action
- Identify possible obstacles
- Make steps specific
- Define timing
- Agree support

What could you do?
- Cover the full range of options
- Invite suggestions from the coachee
- Ensure choices are made

What do you want to achieve?
- Agree topic for discussion
- Agree specific objectives for the session
- Set long term aim if appropriate

What’s happening now?
- Invite self-assessment
- Offer specific feedback examples
- Discard irrelevant history

http://dplearningzone.the-dp.co.uk/2015/06/18/the-grow-model/
Other models are available.

STRIDE
Attributes of a good coach

Whether you want to develop your coaching skills further, or are thinking of using the services of a coach, you need to know how an effective coach is noticeably distinct from a less effective one. Table 2.2 gives us an idea of what we’re looking for.

To recap, the attributes of a good coach can be highlighted in three key areas:

- Principles or beliefs a coach operates from – for example, ‘we are equal in this conversation’, or ‘I need to understand first’.
- What a coach is able to do – their skills and knowledge.
- What a coach does – their actual behaviour.

From the outside, a skilled coach is able to make the process of coaching look like an easy, natural conversation. Partly that’s because they remain comfortable during the coaching process, but mostly it’s because they’ve learned to coach from effective principles of behaviour.

A good coach will make his players see what they can be rather than what they are.

- Stephen Covey
HOW COULD IT WORK AT SOAS?
IF YOU WANT TO EXPLORE COACHING FURTHER

Free e-chapters:
https://issuu.com/pearsonprofessional/docs/coaching_manual_4e_echapter/1

Free on-line resources including video extracts from coaching sessions
http://studysites.uk.sagepub.com/vannieuerburgh/study/default.htm
REFERENCES


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