Coaching Conversations in Meetings with Students
Today’s Agenda

- What is Coaching – in academia – and why is it Valuable?
- What’s at the Heart of Coaching with college students?

**Sample Coaching Conversation**

- What shapes a Coaching Conversation?
- Case Study – Indiana University-Kokomo
- Q&A and Resources
What is COACHING in an Academic Setting?

An opportunity for students to deepen their learning, take responsibility for their actions, improve their effectiveness and consciously create their outcomes in life.

LifeBound Academic Training and Certification
Q: **What’s the Value of Coaching, right now?**

A: **Employers Want these skills and Coaching can help students develop them**

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<td>1</td>
<td>Writing</td>
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<td>2</td>
<td>Computational Skills</td>
<td>Problem Solving</td>
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<td>3</td>
<td>Reading</td>
<td>Interpersonal Skills</td>
<td>Decision Making</td>
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<td>Oral Communication</td>
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<td>5</td>
<td>Listening Skills</td>
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<td>Plan, Organize, &amp; Prioritize Work</td>
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<td>6</td>
<td>Personal Career Development</td>
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<td>Obtain &amp; Process Information</td>
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<td>7</td>
<td>Creative Thinking</td>
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<td>Analyze Quantitative Data</td>
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<td>8</td>
<td>Leadership</td>
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<td>Technical Knowledge Related to Job</td>
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<td>9</td>
<td>Goal Setting/Motivation</td>
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<td>Proficiency with Computer Software</td>
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<td>10</td>
<td>Teamwork</td>
<td>Writing</td>
<td>Ability to Create/Edit Written Reports</td>
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<td>11</td>
<td>Organizational Effectiveness</td>
<td>Organizational Effectiveness</td>
<td>Ability to Sell and Influence Others</td>
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<td>Interpersonal Skills</td>
<td>Reading Skills</td>
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Why is coaching so valuable right now?

A student story . . .
What’s at the Heart of a Coaching Conversation with a College Student?

An Assumption that the STUDENTS are the EXPERTS in their lives

Questions that lead to a Balance of Insight & Action

Curiosity!

An Assumption of Basic WELLNESS
What characterizes Coaching Conversations?

- May be short
- May be incorporated into regular meetings with students
- May allow the meetings to be more meaningful and useful
- Are NOT a default for every situation!
SAMPLE COACHING CONVERSATION
What are some Coaching Tools?

Genuine Attentiveness
Listening
Observing
Acknowledging

Asking Powerful Questions
Leveraging Three Dimensions of a Student’s Intelligence
Powerful Questions

Are open-ended

Trigger self-reflection

Reveal choices

Elicit a different idea of what’s possible

Weigh costs and benefits of a choice or action

Establish the level of importance (scale of 1-10)

Encourage shifts in perspective

Unpack assumptions or limiting beliefs

Incite action

Promote accountability & follow through
The Dimensions of Intelligence used in Coaching Conversations

- Analytical Thinking
- Creative Thinking
- Practical Thinking
Powerful Questions + Successful Intelligence = The ARC of a Coaching Conversation

Elicit CREATIVE Thinking
WHAT CAN YOU IMAGINE?
WHAT WOULD IT BE LIKE TO HAVE WHAT YOU WANT?
IN AN IDEAL WORLD . . .?

Elicit ANALYTICAL Thinking
WHAT DOES ______ MEAN TO YOU?
WHAT’S IMPORTANT ABOUT ______?
WHAT DO YOU KNOW ABOUT WHAT YOU WANT?

Elicit PRACTICAL Thinking
WHEN AND HOW WILL YOU TAKE ACTION?
HOW WILL YOU HANDLE CHALLENGES?
HOW/WHEN WILL YOU CHECK IN?
HOW WILL YOU CELEBRATE?
Remember . . .

Coach the PERSON, not the problem
 Powerful Questions for triggering ANALYTICAL Intelligence

What does _____ mean to you?
What’s important about _____?
What do you already know about what you want?

- What do you already know about this?
- On a scale of 1-10, how important is this?
- What’s important about this?
- What might be the cost associated with having this? What good thing might you lose?
- What might be the benefit of having this? What might you gain?
- What’s the impact of doing/having this? Of not doing/having it?
- Tell me about a time when you’ve successfully . . .
Powerful Questions to trigger Creative Intelligence

WHAT DO YOU IMAGINE?
WHAT WOULD IT BE LIKE TO HAVE WHAT YOU WANT?
IN AN IDEAL WORLD . . . ?

- If you could wave a magic wand . . . ?
- What might be the result immediately? In 1 (or 5 or 20) years?
- If you could, just for a minute, put the restrictions aside, what would you want?
- How would it LOOK if you had this?
- How would it FEEL if you had this?
- What would it be like if you could HARMONIZE _____ and _____?
- What might you be saying to yourself? To others?
- What’s the best result that could occur?
- If money were no object, and the world was your dream, what would you do?
Remember . . .
Ask a question and . . .

Why
Am
I
Talking
Sample Powerful Questions for Practical Intelligence

WHEN AND HOW WILL YOU TAKE ACTION?
HOW WILL YOU HANDLE THE CHALLENGES?
WHEN AND HOW WILL YOU CHECK IN?
HOW WILL YOU CELEBRATE?

- What’s the first small step you could take to make this happen?
- What kind of support can you find?
- What resources do you need? Where can you get them?
- How will you maintain the mindset of ______?
- How will you remember to ______?
- What are the challenges or roadblocks that might arise?
- How will you meet those challenges and stay on track?
- How and when – and with whom – will you check in along the way?
- How will you celebrate?
When coaching through the full Arc, what comes before and after it?

Transition to a Coaching Conversation

Gain Rapport

Elicit CREATIVe Thinking

Elicit PRACTICAL Thinking

Elicit ANALYTICAL Thinking

May I Make a Suggestion?

Offer a Resource?
Case Study

IU Kokomo: Cultivating a Coaching Culture
Opportunities for Culture Shift

- Small campus size
- Student demographics
  - 100% commuter
  - 75% full time, 72% traditional age
  - Most balancing school & ______
- Centralized advising and student success
- Redesigned new student orientation
Training & Practice
Coaching Workshops

Don't belong
- What does "not belonging" mean to you?
- Give me an example about a time you felt you belonged. How does that compare to now?
- What are steps you can take to change how you feel in this situation?
- Name one thing you can do within the next week...
- How do others feel when they belong? What does that look like?
Coaching Highlights
March 2017

Can you share a time when you were engaged in research? Set interpersonal communication goals.

What did it look like when you were motivated?

What research have you done on (this topic)?
- "None" - How do you feel about coming back after research since this is very important?
- Where could you start? Where could you look?

What do you see yourself doing in Spring 2019 (junior year)?
Now, let’s go forward to 2025. Where are you?

Production: Golden Ride - Pick Two:
1) Good / 2) Fast / 3) Cheap
Because you can’t have all three. Why?

This is what I thought advising would be! Powerful.
If you were unable to work and support yourself, where (or with whom) would you reside? What are you willing to sacrifice?

What did you learn from that experience? (time to degree, summer, # of classes per term)

What are your parameters? You want to be an art therapist. What does that mean to you?

What has changed since ______?
Preparing to Coach New Students
# Intake Survey

<table>
<thead>
<tr>
<th>Question</th>
<th>Definitely Yes</th>
<th>Mostly Yes</th>
<th>Mostly No</th>
<th>Definitely No</th>
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<tbody>
<tr>
<td>Are you excited to start college because you have a strong desire to further your education now?</td>
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<td>Are you ready to motivate yourself through a challenging workload in order to earn your degree?</td>
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<td>Are the people closest to you ready to provide you the support you need to focus on your studies and succeed?</td>
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<td>Have you selected an academic major that you understand well, feel committed to, and are excited about?</td>
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<tr>
<td>If you are currently Undecided/Exploratory, select Definitely No.</td>
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<td>Do you have reliable transportation to and from campus every day for class?</td>
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<td>Do you have access to a computer and high-speed Internet where you live, anytime you need it?</td>
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<td>Do you enjoy academic work?</td>
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<td>That is, do you enjoy reading, writing, hearing lectures by experts, discussing ideas, doing projects, or any other activity that people usually do in college?</td>
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<td>Do you do a good job recognizing when you don’t know something, or don’t understand something, and ask for help when you need it?</td>
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Observations of Coaching

Advisors showed curiosity:

• “Tell me what you find ‘boring’ about the sciences?”

• “I want to know more. Where were you at when you made that choice?”

• “What do we need to do to help you get you there? We can do this together.”
<table>
<thead>
<tr>
<th>Statement</th>
<th>Definitely yes</th>
<th>Mostly yes</th>
<th>Mostly no</th>
<th>Definitely no</th>
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<tr>
<td>My check-in experience was positive.</td>
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<td>The wait time before seeing the advisor was reasonable.</td>
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<td>The advisor listened actively to my needs and concerns.</td>
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<td>The advisor showed interest in my goals.</td>
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<td>The advisor was eager to learn how I meet challenges and solve problems.</td>
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<td>The advisor offered me information that was relevant and helpful to my situation.</td>
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<td>The advisor helped me to assess my options and make a choice I was comfortable with.</td>
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<td>The advisor helped me come up with a plan for follow-through on my choices.</td>
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<td>I feel more confidence in my own ability to solve future problems.</td>
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<td>All staff in the Advising office treated me with respect.</td>
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Student Feedback

- Advisor helped me make *a choice I was comfortable with*: Definitely yes (97.7%)
- Advisor helped me with a plan to *follow through with my choices*: Definitely yes (96%)
- Advisor was eager to learn *how I meet challenges and solve problems*: Definitely yes (91%)
- I feel more *confident in my own ability* to solve future problems: Definitely yes (87.4%)
Student Feedback

• “My advisor made me feel very *comfortable and more confident* with my test scores when meeting. She made me feel like *I'm ready to go to college*.”

• “I had a great experience that really *calmed my nerves* about my first year here at IUK.”

• “I *had fun* talking with my advisor and she really helped me *understand what I needed to do*.”
New Directions
Interested in Training?  
Interested in Certification?  
Contact LifeBound  

Toll free: 1-877-737-8510  
Email: contact@lifebound.com  

Visit Carol’s educational blog @ www.caroljcarter.com  
& our website at www.lifebound.com
Wrap-up and Q&A

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