

Academic Coaching



So, what is coaching?

Coaching provides a means of finding potential in others. This is in no way discounting the external factors of encouragement and support. However, through academic coaching and these external supports, an individual’s potential can emerge. Coaching is a universal phenomenon. It encompasses not only certain tasks but also how we treat people. Our goal, especially as instructors, should be to encourage and lead others to finding their full potential. This includes having an optimistic outlook on the capability of people, even when it is challenging at times.

The next four pages describe how coaching and effective questioning can be used during any coaching sessions.

How do you define Academic Coaching?

Academic Coaching

When is academic coaching most effective?

- The student speaks about their experiences in a non-judgmental environment.
- Questions are reflective, more than just yes/no responses.
- Through questioning, coaches gain indirect feedback about a session.

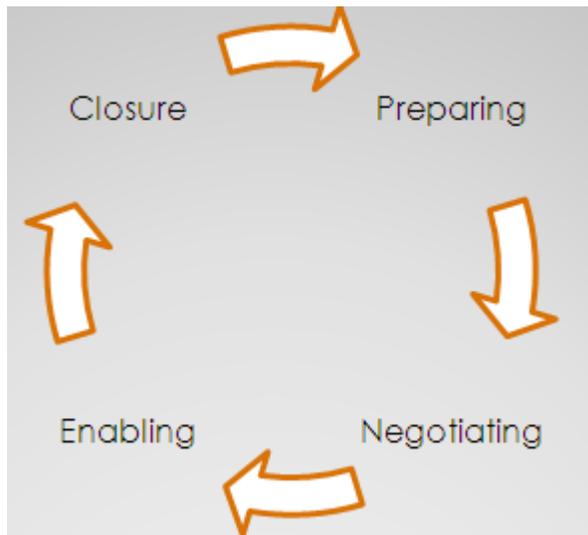
What are the criteria for effective coaching questioning?

- Use of open ended and non-critical questions.
- Leading should come from student, not the coach.
- Listening through student's thoughts.
- Don't be self-centered; use active listening with others.
- Ask for clarification about what is being said.
- Summarize points being made out loud.

“Far better to hear the person through and then pause if necessary while the next appropriate question comes to mind.”

-John Whitmore

The Mentoring Cycle



Below you will find the four steps of the Mentoring Cycle.

Preparing

Each relationship will be unique, and both the coach and student prepare for the relationship in their own ways.

Negotiating

It is the time when you come to agreement on goals for each coaching session and define the relationship. Negotiating

deals with a shared understanding about assumptions, expectations, goals, or needs and involves talking about some of the soft issues in relationship—confidentiality, boundaries, and limits. In many ways, it is the detail phase. This is when you discuss when and how to meet, personal responsibilities, criteria for success, and accountability.

Enabling

This is when the learning relationship is established and in full swing or when most of the contact takes place. Although this phase offers the greatest opportunity of learning, students are also most vulnerable to obstacles that can contribute to the derailment of the relationship. Even when goals are clearly articulated and the processes are well defined, every relationship must find its own path. Your role is to nurture the student's growth by establishing and maintaining an open and affirming learning climate. This type of climate is accomplished by providing thoughtful, timely, candid, and constructive feedback.

Coming to Closure

Closure involves evaluating, acknowledging, and celebrating achievements. Coaches and students should ensure there has been positive learning, no matter what the circumstances.