



USING A COACH
APPROACH TO
ACADEMIC ADVISING

CHRISTINA FABREY, MED, PCC, BCC
DIRECTOR, STUDENT SUCCESS CENTER

APRIL 6, 2022





AGENDA

- What is coaching?
- Coaching demo
- Application to advising
- Practice coaching skills

INTRODUCTIONS

- Preferred Name and Pronouns
- Role in Advising at Virginia Tech
- What is the **BEST** thing that happened to you today?





WHAT IS STUDENT COACHING?

Student coaching embraces the ideals and core competencies of life coaching--a collaborative, solutions-based, result-oriented process that facilitates the attainment of goals in order to improve a person's life experience

In student coaching, we hold our students more accountable and usually have a tighter plan with more frequent contact than in general life coaching.



HOW CAN COACHING BENEFIT YOUR STUDENTS?

Coaching helps you support students to effectively manage academic, social and executive function challenges.

Especially in a time of Covid, many students struggle with learning modality shifts, transition issues, lack of motivation and feelings of isolation. Coaching skills can deepen the connection and improve communications with students.



THE COACHING MINDSET

Belief: Students are creative, whole, and resourceful.

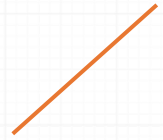
- Student driven agenda
- Open-ended questions
- Genuine curiosity
- Non-judgmental
- Accountability and check-ins

THE COACHING PROCESS



COACHING DEMO

A BRIEF INTERACTION



WHAT DID YOU NOTICE?



KEY COACHING SKILLS

- Accountability
- Acknowledgement
- Active Listening
- Asking Permission
- Brainstorming
- Bottom-Lining
- Offer Positive Feedback
- Powerful Questioning
- Reflecting Back
- Reframing
- Requesting

CONNECTION TO ADVISING

CONNECTION TO ADVISING

Developmental advising: Advisor takes a holistic view of each student to maximize that students' educational experiences in an effort to foster his or her academic, personal, and career goals towards future success.

Appreciative advising: Advisor include components within their advising of: building trust and rapport, uncovering strengths, co-constructing plans, and providing support and accountability.

Strengths based advising: Advisors taking a strengths-based approach to use students' talents, defined as naturally reoccurring patterns of thought, feeling, or behavior that can be productively applied (Clifton and Harter, 2003, p. 111)



LET'S PRACTICE: POWERFUL QUESTIONS



SHIFT TO OPEN ENDED QUESTIONS

- Can you realistically handle that class given your current commitments?
- Are you feeling discouraged?
- Will do you do something to improve your grades?
- Are you studying hard in your classes?
- Do you think you should get extra help in that class?
- Are you getting involved on campus?



EXERCISE 1: DEVELOPING POWERFUL QUESTIONS

In pairs, choose one area of life that students typically struggle with:

- Academic stress
- Organization
- Time management
- Course load
- Self-advocacy
- Roommate concerns
- Motivation
- Others?

LET'S PRACTICE:
ACTION AND
ACCOUNTABILITY

STUDENT DRIVEN ACTION STEPS

RHYMES WITH ORANGE

BY HILARY B. PRICE





ACCOUNTABILITY

What are you going to do?
By when?
How will you be accountable?

* Consider 'do it now' strategies



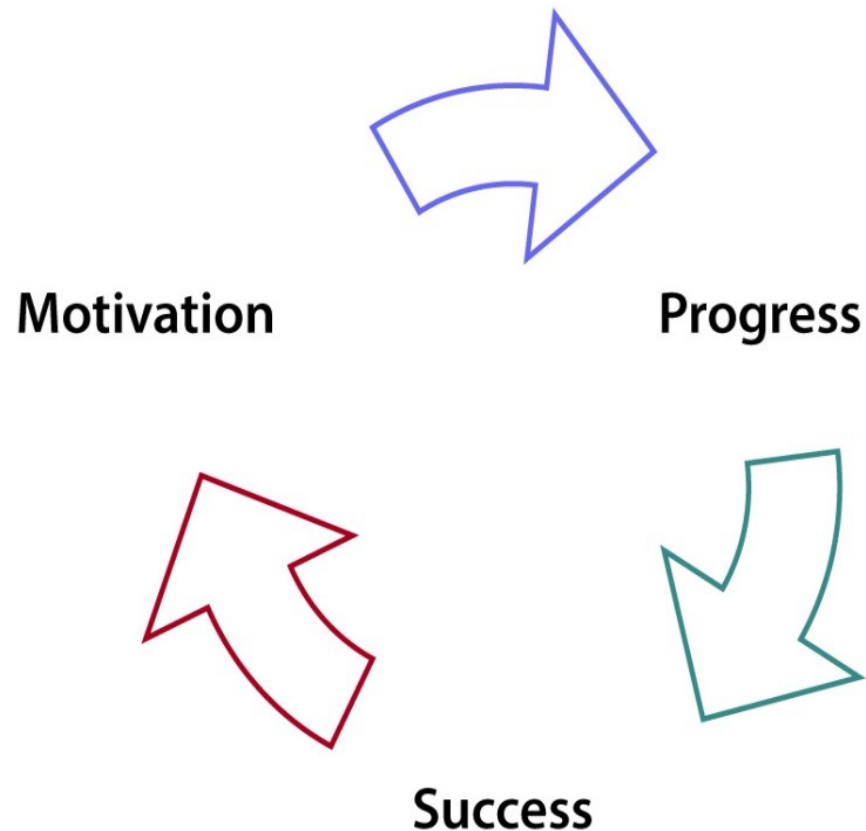
EXERCISE 2: ACTION STEPS AND ACCOUNTABILITY

Divide into groups of two. Decide who will coach first (each of you will get a chance). Use the topic that you chose, role play coaching a student through that topic using open ended powerful questions. If you get stuck, go back to your list of powerful questions and ask you partner that question. Work them to an action plan.

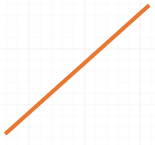
** When inserting your opinion or providing a suggestion, please ask permission: "Would you be interested in hearing other students tackle this issue?"



THE CYCLE OF SUCCESS



Sleeper-Triplett, Jodi. *Empowering Youth With ADHD: Your Guide to Coaching Adolescents and Young Adults for Coaches, Parents and Professionals*. 2010



WHERE, OR HOW, DO YOU
SEE YOURSELF EMPLOYING
SOME OF THESE COACHING
SKILLS WITH STUDENTS?

QUESTIONS

