



**E Ho'ā I Ka Lama (Igniting the Torch)**  
**Student Success Coaching Training Manual**

**Prepared for the University of Hawaii Community Colleges by C3T Hawai'i**



UNIVERSITY  
*of* HAWAII  
COMMUNITY COLLEGES  
**C3T HAWAII**

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## E Ho‘ā I Ka Lama (Igniting the Torch) Student Success Coaching

The UHCC On-Campus Coaching program was established as part of a TACCCT grant in June of 2013. Eight UHCC staff from seven different campuses served in the role of On-Campus Coach and participated in on-going development and training through September of 2014. During that period the Coaches met weekly as a team by video conference and also individually for weekly 1:1 sessions with a coach manager from the grant sponsored organization- Inside Track.

An extension year of the grant began in October of 2014 through September of 2015. The On-Campus team continued to explore academic coaching throughout the final year, fine-tuning coaching skills and presentation abilities with the intent of sharing the coaching style that proved to be most effective for our student population in Hawai‘i.

Through our two years together the team evolved what came to be called "Mindset Coaching" based partly on the work of Carol Dweck. While, as a group, we came from various backgrounds and different styles of coaching, the Mindset materials brought coaching to a new level, whether in groups, classrooms or individually. We were inspired to create our own materials based on our experiences and to name our group and coaching style with the hope of fostering a sustainable program for our students.

Our journey was inspiring and we hope this manual, workshop outline and other supporting materials will be beneficial.

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## Mission Statement

*The Ho'A Student Success Coaching Program, through the University of Hawaii Community College's (UHCC) and their community partners, strives to deepen a student's commitment to their educational goals by instilling confidence, encouraging hope and supporting students to become self-directed learners as they continue their life's journey!*

### What is a Ho'A Coach?

Coaches work with students to clearly articulate a vision for their educational and professional journey and to break this vision into smaller steps, goals and priorities based upon opportunities accessible to them while enrolled in the UHCC system.

Coaches operate to increase each individual's satisfaction, motivation, and focus by connecting daily activities to long-term goals and by building skills, attitudes, and knowledge as appropriate. Consistent coaching sessions and contact encourages accountability that assists students to move forward with intended action.

Coaches are able to connect the student to school resources, programs, and support as needed to facilitate a richer, more rewarding experience. Coaches realize that even a fully satisfied student may withdraw from school for reasons unrelated to their campus. In order to move toward a brighter future, coaches work with students to pinpoint and overcome perseverance to obstacles.

Every coaching session follows a philosophical approach that focuses on building the coach and student relationship, and assessing various aspects of a student's life that may contribute to their success.

### Philosophy of a coaching Session:

This is the philosophical approach to coaching.

- Connection
- Intention
- Reflection
- Action

### Structure of the Meeting: (R.A.R.A.)

The objective is to set a structure with clear intentions in order to maximize time at each session.

- Rapport Building
- Agenda Setting
- Realigning Priorities
- Action Formation

### The Five Focal Points:

This allows the coach to assess main areas in the students' life that can make an impact in their success.

- Academic Skills for Excellence
- Health and Wellness
- Balancing Life
- Community
- Finances





# Coaching Theory

## Ho'A Coaching and Student Development Theories

The objective of the Ho'A Coaching Program is to support students in getting the most from their education, persist in college, graduate and find a rewarding career. In order to assist the individual in achieving this, we've drawn on the best practices of the coaching industry and tailored them to focus on the individual's life in a way that is aligned with the theories and practices of some of the leading thinkers on student engagement, development, and retention.

### Carol Dweck

Years of research on success and achievement, the world-renowned psychologist from Stanford University has revealed an innovative idea—the power of our mindset.

Dweck's study (2006) looks at why it's not just an individual's abilities and talent that brings him/her success—but whether the individual moves toward them with a fixed or growth mindset. She makes it apparent why praising intelligence and ability does not encourage self-esteem and lead to achievement, but may actually hinder success. With the right mindset, students can motivate themselves to reach their own goals—personal and professional. Her research links developmental psychology, social psychology, and personality psychology, and considers the self-conceptions (or mindsets) students use to structure the self and guide their behavior. Her findings look at the beginning of these mindsets, their role in motivation and self-regulation, and their influence on interpersonal processes and achievement.

Dweck's major contribution to social psychology relates to implicit theories of intelligence, per her 2000 book, *Mindset: The New Psychology of Success*, she believes that students can be placed on a continuum according to their inherent views from where ability comes (Glenn, 2010). Students may not essentially be conscious of their own mindset, but their mindset can still be determined based on their behavior. It is especially evident in their response to failure. Fixed-mindset students dread failure because it is a negative statement on their basic abilities, while growth mindset students are not fearful of failure as much because they understand that learning comes from failure and their performance can eventually be improved. These two mindsets play a significant role in all areas of a person's life. Dweck acknowledges that having growth mindset will encourage an individual to live a less stressful and more successful life. Dweck's explanation of fixed and growth mindsets from a 2012 interview:

*"In a fixed mindset students believe their basic abilities, their intelligence, their talents, are just fixed traits. They have a certain amount and that's that, and then their goal becomes to look smart all the time and never look dumb. In a growth mindset students understand that their talents and abilities can be developed through effort, good teaching and persistence. They don't necessarily think everyone's the same or anyone can be Einstein, but they believe everyone can get smarter if they work at it."*

This is important because (1) students with a growth mindset are more likely to persist despite major obstacles and (2) students' theories of intelligence can be influenced by minor environmental cues. For example, children given praise such as "good job, you're very smart" are much more likely to develop a fixed mindset, whereas if given compliments like "good job, you worked very hard" they are likely to develop a growth mindset. In other words, it is possible to encourage students, for example, to persist despite failure by encouraging them to think about learning in a certain way (Glenn, 2010).

## Steve de Shazer & Insoo Kim Berg

Developed in the late 1970 by colleagues Steve de Shazer and Insoo Kim Berg, the Solution-Focused Approach is future-focused, goal-directed, and focuses on solutions, rather than on the problems brought by the individual (Corcoran, 2004). Described as an effective, goal-driven model, the Solution-Focused Approach places emphasis on clear, concise, realistic goal negotiations. The SF approach acknowledges that all individuals have some expertise as to what would make his or her life better, even though they may need some (at times, considerable) assistance and direction describing the details of his or her better life and that everyone who seeks help already possesses at least the minimal skills necessary to create solutions.

### Why Solution-Focused?

*“In the beginner’s mind there are many possibilities; in the expert’s mind there are few.”*

~Anonymous

- Focuses on people’s competence rather than deficits, strengths rather than weaknesses, possibilities rather than limitations.
- Change is viewed as a process that is inevitable and constant. Coach helps the student to identify circumstances and behaviors that encourage desired change.
- The process is essentially the negotiation of meaning of language between coach and student with the intent to increase possibilities and solutions to problems.
- “Hope is the expectation of good.” Hope plays a significant role in the successful attainment of desired outcomes.

### Assessment

- Looking for motivation.
- Solvable problems. Problems are discussed in terms of solution.
- What has worked in the past?
- Exceptions. Identifying exceptions involves answering the question, “When is the problem not a problem?”
- Strengths and resources.

### Techniques

- Miracle Question

EX.: “I am going to ask you a rather strange question [pause]. The strange question is this: [pause] After we talk, you will go back to your work (home, school) and you will do whatever you need to do the rest of today, cooking dinner, watching TV, and so on. It will become time to go to bed. Everybody in your household is quiet, and you are sleeping in peace. In the middle of the night, a miracle happens and the problem that prompted you to talk to me today is solved! But because this happens while you are sleeping, you have no way of knowing that there was an overnight miracle that solved the problem. [pause] So, when you wake up tomorrow morning, what might be the small change that will make you say to yourself, ‘Wow, something must have happened—the problem is gone!’”



- Exception Questions

EX.: “When is the problem not a problem or when was it not as much of a problem?” “What do you do that is different during these times?”

- Compliments. Coach reflects back to the student what they have already done to begin to solve the problem.
- Scaling Questions. From 0-10 or from 1-10, where 0 means when the initial meeting was arranged and 10 means the day after the miracle, where are things now? This supports and solidifies the changes, and leads to the obvious nudge to “do more of the same.” If things “stay the same,” again, the students can be complimented on maintaining their changes, or for not letting things get worse. “How did you keep it from going down?” the coach might ask. It is interesting how often that will lead to a description of changes that they have made, in which case again the coach can complement and support and encourage more of that change.
- “On Track.” A technique for opening new meaning where students are stuck in thinking of their goal as an endpoint or in some either/or fashion. It provides coach and student with the opportunity to terminate sessions with the student’s perception that he/she has the ability to reach or maintain the solution without the assistance of the coach.

### Vincent Tinto

Professor of Sociology at Syracuse University and education theorist, Tinto theorizes that students who socially integrate into the campus community increase their commitment to the institution and are more likely to graduate. Deemed the Student Development Theory, Tinto (believed that in order for the student to retain and succeed at their institution will depend on their interactions within the academic and social structures. This means that students need to integrate into a formal (academic performance) and an informal (faculty/staff interactions) academic systems and a formal (extracurricular activities) and an informal (peer-group interactions) social systems.

### Tinto’s Stages of Retention

- Recruitment and Admission to College
  - putting practical expectations in place so that the potential student can select the appropriate school
- Orientation: Bridging the Gap to College
  - offering prospective new students with a plethora of information about the atmosphere of campus life and about the requisites of the institution that they are entering
- Pre-entry Assessment and Placement: Identifying Student Needs
  - placing students in appropriate first year courses
  - assessing students for coaching, counseling and advising purposes
- The First Year: Making the Transition to College
  - assisting students in making the social and academic transition to the new and probably much more challenging life of the college first-year experience course (Tucker, 1999).



## Alexander Astin

A 2010 study in the *Journal of Higher Education* recognized Alexander Astin as the author most cited by others in the field of higher learning. In 1985 readers of *Change* magazine selected Dr. Astin as the individual "most admired for creative, insightful thinking" in the higher education field. He is presently the Allan M. Carter Distinguished Professor Emeritus of Higher Education and Organizational Change, at the University of California, Los Angeles.

Astin's theory expresses the significance of student engagement in college. The main view of the theory is centered on three elements of inputs, environments, and outcomes, in conjunction with five basic postulates about involvement. The primary concepts of the theory are comprised of three elements. The first is a student's "inputs" such as their demographics, their personal history, and any previous experiences. The second is the student's "environment", which accounts for all of the experiences a student would have during college. Finally, there are "outcomes" which include a student's characteristics, knowledge, attitudes, beliefs, and values that last after a student has graduated college (Student Development Theory, 2007).

According to Astin's Student Development Theory (2007), the five basic assumptions about involvement require an investment of psychosocial and physical energy. Secondly, involvement is constant, and that the amount of energy spent differs from student to student. Thirdly, aspects of involvement may be qualitative and quantitative. Then, what a student benefits from being involved (or their development) is precisely relational to the extent to which were involved (in both aspects of quality and quantity). Lastly, academic performance is connected with the student involvement. This theory has many applications in the world of higher education, and is one of the greatest pieces of indication for co-curricular student involvement. (Student Development Theory, 2007).

## Laura Rendon

Professor of Higher Education in the College of Education and Human Development at the University of Texas-San Antonio, Laura Rendon is best known for the development of the Validation Theory. Rendón is an active scholar whose research has been published in key education research journals. Rendon believed that "when validation is present, students feel capable of learning and have a sense of self-worth" (Linares & Munoz, 2011).

### Validation Theory

Validation, as initially conceived, refers to "the intentional, proactive affirmation of students by in- and out-of-class agents" (Linares & Munoz, 2011). Rendon indicated that this comes from faculty, student, academic affairs staff, family members and peers in order to validate the student as the creator of knowledge and as a valued member of the learning community and encourage personal development and social adjustment.

According to Linares & Munoz (2011), validating experiences included instances when:

- Faculty made the effort to learn their student's names and refer to them as such.
- Faculty encouraged accountability thus allowing the student to witness themselves as successful learners.
- Faculty ensured that the curriculum was pertinent to the student's life.
- Faculty shared knowledge with students and reassured the students that learning is collaborative.



- Faculty told students, “You can do this, and I am going to assist you every step of the way.”
- Academic coaches took the time to explore with students the appropriate courses that would impact their future, thus leading them towards a rewarding career.
- Family of the student supported the individual’s quest to earn a college degree.
- Faculty urged students to support one another (i.e., form friendships, develop peer networks, share assignments, provide positive reinforcement).
- Faculty and staff acted as mentors for students and made an attempt to meet with them outside of the classroom such as in patio areas, in cafeterias, and/or in the library.

Furthermore, reflecting thoroughly on what students were discussing at the time was most important to them as they navigated the transition to collegiate life; the word “validation” seemed to make the most sense (Linares & Munoz, 2011).

### **Nevitt Sanford**

Nevitt Sanford, professor of psychology at the University of California at Berkeley, studied the interactions between social systems and personality. Sanford (1962) discovered that students in college go through momentous personal growth and development, much of which is affected by the college setting itself (that includes what goes on in the classroom as well as what goes on outside of the classroom). He believed that for growth and personal development to take place, a student needs to have a challenge/support balance.

According to Sanford (1966), the central point of this theory is that for growth to occur, an individual needs a balanced amount of challenge and support as suitable for the task. “Too much support, the student will never really learn what they need to grow and develop...too much challenge, the student will become frustrated and possibly quit trying” (1966, p. 24).

A third factor of this model that Sanford added is the element of readiness. An individual cannot grow until he or she is physically or psychologically ready to grow. For example, introducing the theory of relativity to a first grader is probably not a great idea...he/she is simply not ready for it. Relating it back to the student, Sanford (1966) poses the question: “How does all of this relate to the real world?” For the student, the college experience is one of the greatest periods of growth in one’s life. For growth to occur, students need to be challenged (and supported) appropriately through a variety of experiences, both inside and out of the classroom. Of course, some of these experiences may be unpleasant, like a failing grade in a class. Challenge and support does not imply that the student will never experience failure or negative consequences, but what it does imply is that when those consequences take place, there will be individuals and processes in place to support the student as they learn from the experience.

Sanford (1966) adds that support comes from a lot of places, including faculty, school administrators, peers, and families. A major component of that support comes from the encouragement we all give to the student to keep trying and to ask for assistance.

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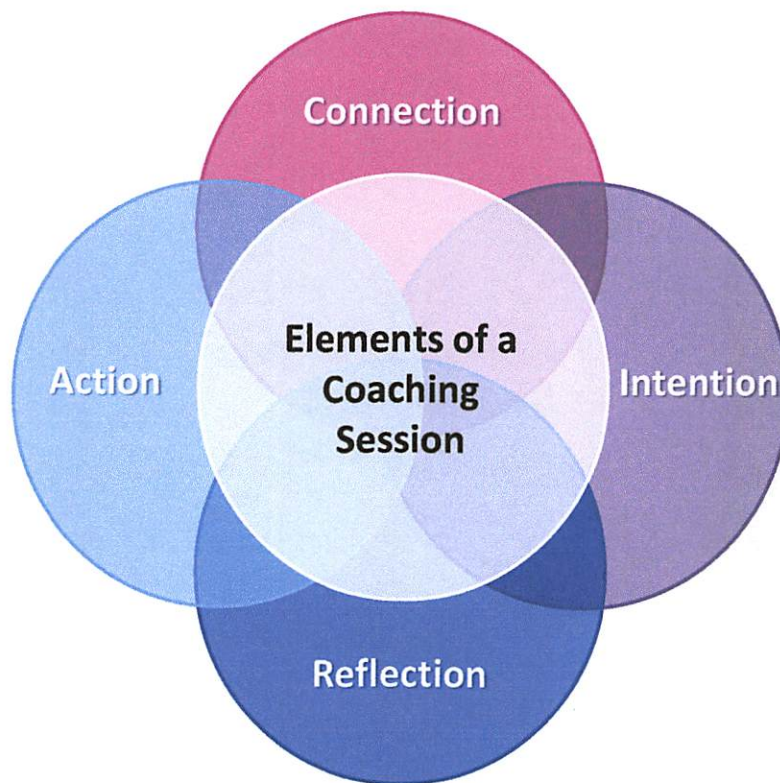
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## Ho'A Coaching Philosophy

Depending on the individual's situation and immediate needs, coaches follow a certain formula regarding their approach to the sessions. In this section, you will understand the importance of:

- the structure of the meeting.
- the collaborative approach towards developing a vision for the future.
- the coach-student relationship.
- listening to the individual and encouraging them to describe their experiences.
- assisting students in thinking about their lives, and the world, in new ways.
- supporting the individual to discover what needs to be done and to take action toward changing their daily lives.





## Elements of Coaching

### Connection

Ho'A defines connection as building a relationship early on and interweaving it throughout each session. Connection is one of the most active ingredients of a coaching session. More time spent building the coach-student relationship will lead to tremendous results. It is important at the beginning to establish a strong connection with the student.

The approach of the coach is supportive and non-judgmental of the student being coached. The coach attempts to understand where the individual is coming from rather than giving advice or solving the student's problems. The coach is naturally curious, asking open ended questions, actively listening and reserving judgment about the current situation. People tend to trust others who show an interest in them. The reason for this is that individuals tend to feel isolated and cut off from the rest of the world as life becomes more problematical. And when someone shows interest in us, we feel safer and less distant. As a coach, the more you use curious information gathering to build rapport, the more likely it is that the individual will confide in you and be coachable.

Focusing intently on the individual will build connection. It will make them feel important and make it easier for them to trust you. This trust will make them more open to coaching. Be professional. Speak clearly and tailor your communication approach to the individual. Only self-disclose when it is appropriate and beneficial to the student's current situation.

### Intention

Ho'A defines intention as the aim or plan for both the student and the coach in a session. Intention is important to outline and assist in understanding what the student wants out of the session; which in turn allows the coach to guide the process.

During the intention phase of the coaching session, the coach wants to:

- Look for motivation.

*What inspires you to get a degree right now?*

*What is your reason for coming to this particular program?*

*Once you receive your degree, how do you plan to use it?*

*What is your ideal job and how can you benefit from it?*

- Goals are looked at as reachable and achievable.
- Problems are discussed in terms of solution.

*What is keeping you from entering the nursing program right now? How can we work together to continue to reach these goals?*



- Highlight the strengths and resources that the student already possesses for optimal performance.

*Wow, look at everything that you achieved thus far.*

*You have shown great persistence in reaching your goals this week, so what's next for you?*

### **Reflection**

According to Evans, D., Hearn, M., Ivey, A., & Uhlemann, M. (2011), reflection encourages an individual to discuss issues in more detail. It ensures that communication has been understood by student and coach, providing a concise, accurate, and timely overview of an individual's narrative.

Some techniques to encourage reflection in academic coaching sessions are:

- Scaling questions

*From a scale of 1-10, where 10 means that you feel the most confident or best about a particular situation, 1 being the least confident or the worst, what do rate yourself?*

This supports and solidifies the changes, and leads to the obvious nudge to “do more of the same.” If things “stay the same,” again, the students can be complimented on maintaining their changes, or for not letting things get worse.

*How did you keep it from going down?*

It is interesting how often that will lead to a description of changes that they have made, in which case the coach can complement and support and encourage more of that change.

- Miracle Questions

*While you are sleeping in peace in the middle of the night, a miracle takes place and the challenge that prompted you to talk to me today is solved! But because this happens while you are sleeping, you have no way of knowing that there was an overnight miracle that unblocked this barrier. So, when you wake up tomorrow morning, what might be the small change that will make you say to yourself, 'Wow, something must have happened—the problem is gone!'*

- A Conversation with My Future Self

*10 to 15 years from now, after you have completed school, earned your degree, and found your ideal job, What would that look like for you? What would the conversation between your present self and your future self be like?*

## Action

In the action stage of the coaching session, coach and student have worked together to redefine the student's dreams and vision for the future. Together they will put into place the necessary systems, resources, strategies, and tactics that will allow the student to turn their college experience into one that is successful.

At the end of the session, the goal is a two way street where the individual is:

- Motivated
- Energized
- Committed to the action as well as continuing work with the coach

And that his or her goals are...

- Specific
- Measurable
- Attainable
- Relevant
- Timely

The importance of connection and the powerful coach/student dynamic that established with mutual trust and respect empowers the student toward well-being, efficiency and improving particular aspects of performance. Intention, where the student sets the agenda and the coach provides the structure of the session. The coach is listening attentively and actively to assess the student's level of motivation. Reflection, where the coach continues to go deeper with the student to gain a clear vision for the future while mirroring back all that the individual is saying and providing perspective on connecting immediate actions to both long term and short term goals. Action, where strategies have been formed and goals are set to prepare the student to get the most out of their experience on campus, persist in college and graduate.

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## Ho'A Meeting Structure

The meeting structure is an in-depth technique, based on the Ho'A Coaching Philosophy, to keep a coach-student meeting on track. This structure is important because it allows a coach to...

- form a solid coach-student connection.
- understand student's motivation and relevance for school
- assess key areas and potential obstacles to the student's success
- advance the student in formulating their own action plan

### **R.A.R.A.**

#### Rapport Building

Rapport building is a continuous process of connection between coach and student during each meeting. Through rapport building, a coach and student are able to relate by having things in common; which allows the communication process to be easier and typically more effective. Rapport building contributes to the ease of the student's ability to speak openly and honestly, confide in coach, and willingness to be present in every meeting with coach.

#### Agenda Setting

Agenda setting allows both the coach and student to clearly state the intention for the meeting. The agenda is driven by the student; the coach's job is to clarify the intended outcome for meeting with student. This allows both the coach and the student to focus on the same outcome and put their efforts on the most important topic for the student at that moment.

#### Realigning Priorities

Realigning priorities examines the student's representation of what is currently happening in their own life. The coach's job is to ask open-ended questions, be genuinely curious, and clarify to allow the student to fully capture the reality of what is going on. This also allows the coach and student to start peeling away layers to see the genuine picture of the student's current situation.

#### Action

Action allows the coach to assist in guiding the student to move forward with a plan. The student should be the one in charge of the plan – writing it down, thinking of possible solutions/obstacles, and timeline to execute. The coach's job is to listen to the student, ask if the student would like suggestions, and support the student in their plan. Beware - if meeting with a student continuously, typically a student will already know what is being asked and will have a plan already forming. When the student gets to this point – CONGRATULATIONS! You have just coached the student to be self-empowered. Coaches should know this is not the end of coaching a student; it can be a very great beginning to more effective, efficient meetings.

## Tips for a Successful Meeting

### Open-ended Questions

Ask open-ended questions that are designed to encourage the student to give a more thought out, meaningful answer by using their own knowledge and/or feelings. Open-ended questions cannot be answered with a simple “Yes” or “No.” Open-ended questions often begin with “who”, “what”, “where” and “when.”

### Effective and Active Listening

Use effective and active listening. This is a set of skills that allows the coach to make a conscious effort to understand the student. Through this set of skills the coach will improve their own communication and avoid misunderstanding what the student is trying to state. This type of listening contributes to rapport building, by truly “hearing” your student, building trust, and mutual understanding between coach and student.

### Evaluate the Five Focal Points

Gauge where the student stands in the Five Focal Points, will assist in pin-pointing possible obstacles for the student. The Five Focal Points examine where the student believes they are in their academic skills, balancing life, their finances, within their community, and in both their own and family/friends health and wellness.

### Avoid Judgment

A coach wants to stay neutral and keep any personal biases out of the conversation. The student should feel they can tell you anything without hesitating on what you might say or think. It is sometimes difficult to keep our own biases out of the conversation, so the best advice we can give – “just keep it to yourself.”

### Be Transparent

In order to connect with a student, the student needs to know why a coach is doing things. Do not try to hide what you are assessing and why you are doing it. A coach should be honest as to why they are asking certain questions. Being transparent allows the student to see what the coach is doing and why; it also shows the coach’s willingness to be open and honest with the student.

### Self-Disclosure

Self-disclosing can be beneficial to the student when it is applicable. By self-disclosing applicable information to the student, the coach is able to share commonalities with the student.

## Clarify Your Role as a Coach

Clarifying your role as a coach will allow the student to understand how coaching compliments and supports the existing services on and off campus. This clarification will assist the student to understand the coach is not a “one-stop shop.” A coach should be able to direct and prepare a student to existing services on and off campus – when necessary.

## Five Focal Points

The Five Focal Points allows coaches to structure the coaching session using transparency and include coaching expertise and customized activities for the student. The Focal Points assess where the students are in the areas of 1) Academic Skills for Excellence, 2) Balancing Life, 3) Finance, 4) Community and 5) Health and Wellness. Assessing these areas in the coaching session allows the coach and student to discuss barriers that may prevent a student from achieving their goals.

### **Academic Skills for Excellence**



## Assessing individuals using the Focal Points

Focus area assessments take place in one of three ways:

1. Introduce focal points for the first time or as a refresher. Use your expertise as a Coach as context to frame the assessment.

Health and Wellness

*In my experience as a Coach, I've found that many students struggle to continue toward their goal of getting a degree when work/life/school balance becomes overwhelming. It is imperative for us to discuss all your commitments in and out of academics and your plans for maintaining balance.*

2. Expand the assessment to another focal point by utilizing what you know about the individual to identify a new topic.

Finances

*Given that finances are one of the most frequent reasons that students are incapable of staying in school, I would like to use this time to discuss how you are paying for school and make sure that you and I are covering any other concern you might have about that topic.*

3. Revisit an area that has previously been discussed. Use notes from earlier sessions to begin the conversation.

Academic Skills for Excellence

*Last week we discussed a new strategy for studying, how did that impact your last exam?*

**An effective assessment technique is the use of scaling questions. Ask the individual to rate themselves in a given area on a scale of 1-10.**



## Examples of Assessing a Focal Point

### Academic Skills for Excellence

This focal point addresses the individual's commitment towards a brighter future. It encompasses attaining a degree at their chosen college while connecting current actions to long-term goals such as pursuing the profession in their selected pathway. This area looks at the student's performance in the classroom, grades, resume development, mapping a career path, job application, skills and strengths assessment, improving study habits and other available resources that will enhance their academic journey towards a rewarding career.

Sample statement:

*As your coach, it is my job to support you in educational and professional pursuits, let's discuss what obtaining this degree means to you and how you plan to use it once you've completed school.*

Examples of open-ended questions:

*What goals do you have for school?*

*What kind of career do you want to have?*

*What major and degree will lead to that career?*

*How would you rate your communication skills with instructors, classmates, supervisors, counselors, advisors?*

*How do you think you could improve these skills?*

*What is going to keep you motivated to getting this degree?*

*What would an ideal career look like for you?*

*What jobs/responsibilities/experiences do you already have that will allow you to move closer to where you want to be?*

Activity Tips:

- SMART Goal Setting
- GROW
- Stoplight Exercise
- Learning Styles
- Mindset – Choice Map
- GPA Calculator
- Effective Study Techniques



## Balancing Life

Here we look at how well the individual manages and maintains in following through on intended actions. The coach will explore with the individual how he or she is balancing work, family, and extracurricular activities and ways to enhance organizational skills and time management. Coaching topics may include developing confidence, communication skills, increasing levels of awareness and accountability and enhancing the ability to work toward long-term goals.

### Sample Statement:

*When work-school-life balance becomes difficult to maintain, it is often difficult to tend to other responsibilities that lead to achieving long term goals. Let's spend some time talking about your plans in managing your commitments to ensure that you are meeting your goals.*

### Examples of open-ended questions:

*Tell me a little about how you stay organized?*

*When you feel overwhelmed by life, what steps do you take to make things manageable for yourself?*

*How satisfied are you with your current strategies?*

*Do they produce the results you want? If so, what do those results look like for you?*

*How well do you meet your deadlines?*

### Activity Tips:

- SMART Goal Setting
- Time Management
- GROW
- Stoplight Exercise
- Weekly Action plan
- Calendar System
- Campus resources
- Back pocket Topics
- GPA calculator
- Procrastination

## Finances

Finances address how the individual effectively manages his or her economic life to reduce stress and increase security. Topics to be explored might include a better understanding of personal/educational finances, gaining more control over their financial conditions and budgeting.



Sample Statement:

*Finances are one of the reasons that individuals are unable to stay on track toward reaching goals. As your Coach, my job is to make sure that you are set up for success, so let's discuss how you are paying for school, rent, bills and whether there are any concerns you have about finances.*

Examples of open-ended questions:

*How are you paying for school?*

*Tell me about what you learned when you met with your financial aid advisor?*

*Were they able to address your concerns about financial aid and students loans?*

*Tuition costs?*

*What are your immediate financial needs?*

*How much money do you need for rent, food, and utilities?*

*What are your long-term financial goals?*

*What kind of lifestyle do you want to have?*

*How much money will you need to live such a lifestyle?*

Activity Tips:

- Financial Aid
- Scholarship sites
- Student Budget Worksheet

Community

Community looks at how the individual connects not only to campus life but also how he or she connects to the community outside of college. The coach may address with the individual such topics like networking, internships, externships, volunteer work, club involvement on and off campus, friends, peers, supervisors, school faculty and staff and other support systems available.

Sample Statement:

*Individuals who are more engaged with their community tend to get more out of his or her educational and professional experience. My job as your Coach is to make sure that you are able access the resources that you want and need. Let's talk about what being what part of your community means to you and what support look like.*

Examples of open-ended questions:

*What kind of relationships do you want? Friends? Business and career contacts?*

*What do you really appreciate about your school?*



*Tell me about your clinical site? How is it working for you while going to school?*

*Tell me about your support system outside of school?*

*Who can you lean on when things get challenging?*

Activity Tips:

- Campus resources
- SECE website
- Community resources
- College website

Health & Wellness

This focal point looks at how the individual makes changes in their lifestyle to optimize their health and wellbeing. The coach may address topics with the individual such as self-care, eating properly, stress management, getting an adequate amount of sleep, physical activity, nutrition, behavior change

Sample Statement:

*We know that individuals who take care of their physical and emotional health and who have a healthy lifestyle tend to be more effective and get the most out of their educational and professional experience. Let's talk about how you maintain your health and wellness.*

Examples of open-ended questions:

*What goals do you have for health and wellness?*

*What does exercising more, eating healthier and feeling more relaxed look like for you?*

*How much sleep are you getting before coming to class?*

*Tell me about the anxiety you get before taking exams?*

*What types of extracurricular activity do you do to manage stress?*

Activity Tips:

- SMART Goal Setting
- Time Management
- GROW
- Stoplight Exercise
- Weekly Action plan
- Calendar System
- Campus resources
- Back pocket Topics

