In February 2019 and February 2020, leaders of NACADA’s Academic Coaching Advising Community discussed basic concepts of Incorporating Coaching Conversations into Academic Advising Practice and A Deeper Look at Incorporating Coaching Conversations into Academic Advising Practice. They shared key coaching concepts and research relevant to how to incorporate a coaching way of being into a range of advising contexts and timeframes.

In this webinar, we will hear from three advising teams who shared at the 2019 and 2020 NACADA Annual Conferences about the coaching strategies they have incorporated into their institutions’ advising programs with a high degree of documented success. Although they work with diverse populations (adult and non-traditional students, students facing academic recovery, as well as traditional-age students) in a variety of advising situations (both face to face and virtual), all have found that applying insights and strategies from a coaching approach can help achieve positive results, whatever our institution’s unique model may be.

The presenters will discuss how adding coaching strategies has enhanced their ability to support students’ progress and contributed to a positive environment for all. They will share how learning coaching techniques helped them discover the relational power of advising and move their interactions with students from transactional to holistic and transformational. They will talk through how leadership methods supported the program and contribute to an institutional cultural transformation, while providing insights into the organizational change management that was necessary for effectiveness. They will challenge expectations and ideas of the traditional separation of academic advisors and success coaches and share how adding coaching skills to their “advising toolbox” can help advisors move from informational experts to inquisitive participants in their students’ growth and development journeys.
Suggested Questions for Post-Webinar Discussion

- What might an integrated academic advising and success coaching model look like at your institution?
- How could your students benefit from an integrated academic advising and success coaching model?
- What implementation challenges might you face?
- What is one idea you’ve learned in this session that you could potentially implement?

Putting Coaching into Practice

As you consider how you might positively impact your student population through coaching, we have put together this worksheet to guide you through a series of questions to explore what you learned today.

Review these questions individually or as a group to determine what might be implemented within your advising cultures.

**Students**
- Who is my student?
- What are the unique characteristics of our students?

**Culture**
- How would I define our advising culture?
- What are some of the strengths of our advising culture?
- What are some of our limiting beliefs?
- What would we change to achieve a stronger coaching culture?
- What other departments could benefit?

**Principles**
- Which principles discussed would have the greatest impact on your students and university?
Coaching Conversations at Indiana University

The Coaching Conversations training program provides staff and faculty across IU’s eight campuses with ongoing opportunities to develop their coaching techniques. In addition to coaching workshops, participants can independently access readings, assessments, and video demonstrations through a learning management system.

Examples of workshops completed by advising staff at IU Kokomo include:

Coaching Foundations

In this two-day introductory sequence, which should be taken together, you will understand the core concepts and assumptions of coaching and identify the differences among therapy, advising, mentoring, and coaching. You will learn one specific model for guiding a coaching conversation and practice both generating and asking powerful open-ended questions, listening to and observing your coachee, transitioning in and out of coaching conversations, and applying the core concepts and the coaching model. Finally, you will get to observe coaching demonstrations, practice coaching in several contexts, and learn how to document your coaching conversations in IU systems.

Level 1: Coaching Tools

In this workshop, you’ll continue to develop a Coaching Way of Being, explore the roles of meta-awareness and intuition in coaching, and begin to cultivate the self-management and boundaries necessary to effective coaching. You will deepen your skills in building rapport, listening attentively, finding the themes in a coachee’s intentions and experience, observing a coachee’s responses, and giving clear feedback. You will explore the skills of championing, acknowledging, and challenging the coachee. In addition, you will analyze some coaching demonstrations, develop your capacity to be fully present, and practice coaching.

Level 1: Coaching in Cultural Contexts

In this workshop, you will more fully integrate a Coaching Way of Being as you expand your capacity for meta-awareness, intuition, and self-management. You will learn to identify situations that are not coachable, and practice referrals for coachees who actually need therapy or other mental health support. You will encounter some tools for self-assessment, practice exchanging observation and feedback with other coaches, enhance your skills at challenging a coachee through feedback, and learn how you might conclude a coaching relationship. And, you will analyze coaching demonstrations, practice coaching, and make some decisions about your ongoing development as a coach.

Level 1: Coaching for Career Development

Take coaching techniques into your career-based interactions with students to help them develop confidence in their choices, independence in their professionalization, and their own direction as young professionals. Learn to be more flexible with the coaching arc model by meeting students where they are. Explore change management and risk tolerance.

See [https://ocss.iu.edu/coaching/index.html](https://ocss.iu.edu/coaching/index.html) for a full description of the training program.
References


Indiana University Office of Completion and Student Success. (2020). Coaching conversations at IU [Webpage]. 
https://ocss.iu.edu/coaching/index.html


Typical Role Descriptions

**Academic Advisor:**
- Building academic plans
- Helping explore majors
- Course registration
- Discuss and connect to resources:
  - Academic support
  - Emotional support
  - Financial aid support
  - Social engagement

**Academic Success Coach:**
- More individualized planning for success
- Addressing individual student barriers
- Student motivation and self-reflection
- Address time management
- Focus on student accountability
- Transition assistance

Typical Role Descriptions

- Coaching Informed Advisor
  - Advising as interactive, dynamic activity
  - Start with coaching questions
  - Offer expert information and education
- Academic Counselor
  - Advising: instructing on information, resources, programmatic
  - Coaching: understanding needs, creating space for planning, student ownership

Relational Power of Coaching – Indiana University Kokomo's Story

Impact of Coaching

Reimagining the Advising Relationship as Reciprocal

- Mutual Trust and Empowerment
- Shared Expertise and Information
Opening Questions: Showing Curiosity

• What do you mean when you say _______?
  Tell me more...______?

• What do you already know about _____?

• What have you already done? Discovered? Tried?

• What are your strengths and resources?

• On a scale of 1-10, how important is this?

Diving Deeper: Exploring Student Goals

• What are some possibilities for how you could...?

• In an ideal world, how would you respond to _______?

• Describe what your day looks like in 10 years...

• If you relax the constraints what might be possible?

Next Steps: Encouraging Action

• What challenges do you anticipate? How will you respond?

• How will you acknowledge or recognize success?

• What’s one small step you could take this week toward your goal?

• How are you going to hold yourself accountable?

IU Kokomo: Making Space for Coaching

Critical Changes in New Student Advising

• Advising pre-work
  - Intake survey
  - Individual online college preparation sessions

• Pre-semester advising 1 on 1
  - Conversation about prior successes, resources, and potential obstacles
  - Collaborative review of schedule
  - Assessment of student learning

Student Feedback

• “The experience allowed me to feel more comfortable about coming to IUK in the fall. I appreciate the time and concern that was spent making sure that all of my needs were met. [My advisor] made this experience wonderful.”

• “I really appreciated the attentiveness of the advisory staff. [My advisor] made sure to listen to me and my interests and then helped me to make plans based on that decision...”
**Student Feedback**

• “My advisor was amazing and informed me about opportunities I could have missed if I hadn’t asked questions. I could tell she truly cared about my future education and wanted me to succeed.”

• “[My advisor] was so helpful and cared so much about making sure I’m successful in my future . . . wanted to learn about me personally which I love. Definitely someone I can go to and not be nervous to talk to!”

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**Student Feedback**

• Advisor showed interest in my goals: Definitely yes (96.76%)
• Advisor helped me with a plan to follow through with my choices: Definitely yes (90.5%)
• I feel more confident in my own ability to solve future problems: Definitely yes (82.9%)
• At end of appointment, I knew what my next steps were: Definitely yes (85%)

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**Leadership Involvement**

University of Phoenix

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**Creating a Student Centric Environment Optimal for Coaching**

Innovative methodologies allow for adaptation to student needs:

- Policy Evolution
- Maintain rigor and flexibility
- Increase engagement
- Support during challenges
- Wellbeing and Careers
- Process Evolution
- Use of technology to increase coaching
- Advisor re-design to increase coaching
- Proactive student risk Identification and intervention

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**Cultural Shift: Influence the Advisor First**

<table>
<thead>
<tr>
<th>Advising Culture Before</th>
<th>Coaching Culture After</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resource sharing</td>
<td>Resource planning</td>
</tr>
<tr>
<td>Discovering obstacles</td>
<td>Understanding core needs/values</td>
</tr>
<tr>
<td>Counselor ownership</td>
<td>Student ownership</td>
</tr>
<tr>
<td>Behavior</td>
<td>Knowledge/skills/attitudes/beliefs</td>
</tr>
<tr>
<td>Student readiness</td>
<td>Growth in each interaction</td>
</tr>
<tr>
<td>Supervisor owns development</td>
<td>Counselor owns development</td>
</tr>
</tbody>
</table>

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**Sustaining the Influence**

Manage the change through the PROSCI ADKAR model

Coaching: Creating a Unified Approach
- All student facing departments
- Trained in coaching methods
- Adapted coaching models specific to roles
- Departments learn from each other and adapt based on student needs

Data Supports An Integrated Approach
Northwest Missouri State University

An Integrated Model of Advising & Coaching
- Address strategic objectives
- Avoid duplicative efforts and gain efficiencies
- Reduce confusion for students
- Weekly check-in with at-risk students through 77-150 Academic Success Coaching (1-credit hour)
- Increased focus on student success and retention
- Maximize resources

Who Works With A Success Coach?
- Approximately 10-15% of first-year students
- Students in academic recovery
  - Returning from suspension
  - First-year students that fall on academic probation after their first semester
- Students that wish to optionally enroll 77-150 Academic Success Coaching
- Total number of students is between 200-250 each semester

Success Coaching = TEAM Approach
- Academic advisor serves as the success coach in most cases and is the instructor of record for 77-150 Academic Success Coaching
- Graduate Assistant assists with all aspects of 77-150
- Peer Mentors are present in each class and work with 3-4 students

Success Coaching Structure
- 77-150 Academic Success Coaching class meets once per week
  - 50 minutes
  - 1 credit hour
- Students are placed in pods
  - 3-4 students in each pod
  - Similar major and class schedule
  - Peer Mentors lead discussion in each pod
- Advisor/Coach and Graduate Assistant stop at each pod for individual student check-ins