

PATH TO

S.U.C.C.E.S.S.

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Adapted from the Hudson Coaching Methodology, Nova
Southeastern University Success Model, Appreciative
Inquiry 4-D Cycle Model

PATH TO S.U.C.C.E.S.S.

Bepko Learning Center Adapted Coaching Methodology

Identify Strengths and Potential Obstacles → Understand Preliminary Goals and Desired Outcomes

Fully Develop Aspiration and Behavioral Goals → Design Inner and Outer Work

Work the Coaching Goals → Recalibrate Goals

(S)et the Stage for Success

Pre-Contract → Establish Coaching Relationship → Confirm Coaching Agreement → Collect Data

(U)NCOVER STUDENT needs



Assess Coaching Readiness → Evaluate Commitment

(C)reate Self-Awareness



(C)onstruct a Collaborative Plan



Discover and Determine Helpful Resources and Referrals

(E)valuate Available Resources



(S)ummariZe Individual Progress



Measure and Examine Effectiveness → Develop a Long Range Plan → Provide Follow Up and Support

(S)ustain Success Outcomes



SET THE STAGE FOR SUCCESS

1. PRECONTRACTING STAGE

2. ESTABLISH A COACHING RELATIONSHIP

3. CONFIRM COACHING AGREEMENT

4. COLLECT DATA

SET THE STAGE FOR SUCCESS

1. PRECONTRACTING STAGE

WHEN?

Before Meeting 1

WHAT IS THIS?

The Pre-contracting stage is all about providing critical information to your student about how you work as a coach, explaining what your experience and background bring to the work, and seeking to fully understand the student's expectations for coaching. During this time, the student should gain a better understanding of what coaching is, the coaching process and protocol, and of you as a coach. Steps within this stage may include: your initial outreach to the student via email or text; setting up the initial meeting; beginning the coaching contract; and early rapport-building during the first meeting.

STRENGTH-BASED APPLICATION

This is part of the **Discovery phase** of the Strength Based 4-D Model. While not much rapport is built during this stage, it is important to keep in mind that you, as a Success Coach, need to establish a positive connection with your student that will lead to a more empowering mentality and encourage a helpful coaching relationship.



SET THE STAGE FOR SUCCESS

QUESTIONS TO ASK YOURSELF

- Have I clearly outlined what coaching is and isn't, what sorts of issues are well suited for coaching, and what the student needs to bring to the work (motivation, time, some clarity) in order to reach success? Have I done this in my materials and via email communication with my student?
- Have I gained a general sense of the coachable targets and issues and believe these are well within my area of expertise and comfort?
- Have I given the student an overview of myself as a coach, and have I invited the student to ask any questions about me, my coaching experience, approach, background, and so on?
- Have I adequately explained the generalities of how I work by phone, email, or in person – such matters as frequency of meetings, assessments, and tools?
- Have I discussed issues of confidentiality, boundaries, and ethical guidelines?
- Have I outlined missed appointment protocol?
- Have I carefully examined any potential ethical issues?

QUESTIONS TO ASK YOUR STUDENT

- Do you understand what coaching is?
- Do you have any questions about coaching or the coaching process?
- Do you have any questions about me as a coach?
- Do you understand how to contact me?
- Do you understand the missed appointment protocol?



SET THE STAGE FOR SUCCESS

2. ESTABLISH A COACHING RELATIONSHIP

WHEN?

Meeting 1

WHAT IS THIS?

During the Establish a Coaching Relationship stage, you should begin to get an understanding of what situation brings the student to coaching. For Academic Success Coaches, we often understand this in two ways:

- (1) Identify the student's population (many students are required to come due to a program they are in, i.e., STAR/SPAN students, Athletes, financial aid students, etc., Honors Probation, etc.)
- (2) Identify specific areas in which the student might benefit the most from coaching. This requires an early perspective on what's most important to the student and what challenges bring this individual to you for coaching.

Remember, there will be ample opportunity later to make necessary adjustments to aspirations and goals once you've completed the work of gathering relevant information and built a complete picture of their current situation.

STRENGTH-BASED APPLICATION

This is a part of the **Discovery phase** of the Strength Based 4-D Model. First, it is important to build rapport with the student. The student will not want to engage and be given feedback by someone they do not trust or respect. Second, make sure that you are framing open ended questions, so that the student is given a chance to really open up. Third, Make sure to focus in on how the student defines their success; this will set the stage for more stimulating and holistic conversations.



SET THE STAGE FOR SUCCESS

QUESTIONS TO ASK YOURSELF

- Do you know what population your student is a part of?
- Do you know of any specific issues that bring them to coaching?
- Has the student mentioned any particular areas of improvement they want to work on?
- Have you built enough rapport with them to begin talking about these issues?
- How can you better build rapport with your student?
- What open ended questions have you asked your student in regards to their Intake Session?

QUESTIONS TO ASK YOUR STUDENT

- What brings you to coaching?
- [Questions about themselves as a student or person.] *This is helpful in building rapport.*
- Are there any areas of improvement that you feel you want to focus on in coaching?
- What do you feel are your academic strengths (and weaknesses)?
- What about the ASA, LASSI, MAI surprises you? Do you agree with? Do you disagree with?



SET THE STAGE FOR SUCCESS

3. CONFIRM COACHING AGREEMENT

WHEN?

Meeting 1

WHAT IS THIS?

The Confirm Coaching Agreement stage precedes the heart of the coaching work: the development of goals. It sets the stage for clear understandings and expectations of the coaching arrangement. During this stage, you as the coach outline meeting logistics – meeting arrangements, timing, length of meetings, issues of confidentiality, ethics, etc. In Academic Success Coaching, much of this is covered when the coach and student fill out the Coaching Agreement form. It is important to do this, as it sets a more binding agreement between the coach and student on meeting arrangements, conduct, and mode of communication.

STRENGTH-BASED APPLICATION

This is a part of the **Discovery phase** of the Strength Based 4-D Model. The first two meetings are very structured with signing agreements and collecting data, so it may be hard to see how that can help your student grow. However, while outlining the coaching arrangement your student can become self-aware of initial areas of improvement and come to an understanding of the level of commitment and the work needed to accomplish their aspirations. Just remember that while you are confirming this coaching agreement, you should continue to ask open-ended reflective questions to learn as much about your student as possible. The more rapport you build, even in the more boring parts of coaching, the better the relationship can be.



SET THE STAGE FOR SUCCESS

QUESTIONS TO ASK YOURSELF

- ***Have we completed the Coaching Agreement?***
- Have I outlined for the student all of the following details regarding our coaching meetings:
 - What coaching is and isn't
 - Confidentiality
 - Frequency of meetings
 - Length of coaching arrangement
 - Length of each meeting
 - Cancellation of meeting policies
 - Modality (in person, by phone, or via internet)
 - Location
 - Assessments and other relevant data
 - Measures of success and outcomes
 - Feedback and observation styles and preferences
 - Expectations for student conduct during meetings (e.g. no cell phones, arrive on time, do not leave early, stay focused, etc.)
 - Explanation of the coach's approach (for example, direct or transparent)
- Do I know how the student prefers to be contacted (text, call, or email)?
- Does the arrangement work well for my student?

QUESTIONS TO ASK YOUR STUDENT

- What are your expectations for coaching/What do you hope to get out of it?
- What are your expectations for me as your coach?
- How do you think we can best stay focused and productive?
- [Details of times to meet, place to meet, session length, email/phone communication]?
- How do you prefer to receive feedback, get challenged by your coach, be held accountable, etc.?



SET THE STAGE FOR SUCCESS

4. COLLECT DATA

WHEN?

Meeting 1 - "Intake Session"

WHAT IS THIS?

The Collect Data stage is about assessing your student and understanding where their strengths and weaknesses lie, as well as aspirations and passions. This is done through the completion of the ASA, LASSI, and MAI with your student. These intake tools are designed to help you, as a coach, and your student understand the needs of that student. Remember though that this is based off of what the student feels they need help with; you can guide them, but ultimately they need to get what they want out of coaching, not what you as a coach think they need. Also note that not every intake tool will accurately reflect what the student may have been trying to convey. These intake tools may be confusing to a student, and they may have trouble understanding what the question or survey is asking of them, or they may have interpreted a question entirely different from the true meaning. This is why it is important to reflect and discuss each of the intake tools with the student during the next meeting.

STRENGTH-BASED APPLICATION

Collecting data is part of the **Discovery phase**. Students will be able to become self-aware of some of their strengths and weaknesses through self-reflection of these intake tools. This data collection stage is important in determining what skills the student needs to develop and the skills that they already have. This will make it easier for you as a coach to put these skills into play when designing an action plan as well as identifying obstacles.



SET THE STAGE FOR SUCCESS

QUESTIONS TO ASK YOURSELF

- Have I gained a sense of what the student may need from me during coaching?
- Have I thoroughly explained the intake tools to the student?
 - What are the ASA, LASSI, and MAI
 - What will they be used for?
 - What kind of information can I get from the intake tools?
- Have I examined the student's results and highlighted potential issues that the student can work on?
- Have I kept these intake tools and information confidential?

QUESTIONS TO ASK YOUR STUDENT

- Do you have any questions about how to take these intake assessments?
- Do you understand what the questions are asking?



UNCOVER STUDENT **NEEDS**

- 1. IDENTIFY STRENGTHS**
- 2. IDENTIFY OBSTACLES**
- 3. UNDERSTAND PRELIMINARY GOALS AND DESIRED OUTCOMES**

UNCOVER STUDENT NEEDS

1. IDENTIFY STRENGTHS

WHEN?

Meeting 2

WHAT IS THIS?

During the Identify Strengths stage, you and your student can reflect back and incorporate the intake assessments they took during Meeting 1. Identifying their strengths creates a sense of positivity and hope for the student. A student may be blind to some of their strengths and it is the coach's job to help the student become self-aware of their strengths. Utilize the LASSI and MAI to see what categories the student may have scored high in, rather than low, then discuss how those identified strengths will play into their academic success. This stage occurs after establishing preliminary goals, but before fully developing a SMART goal with the student.

STRENGTH-BASED APPLICATION

Identifying strengths is part of the **Dream phase**. The student should become aware of their strengths and how those strengths will help them develop and accomplish their goals. Often, identifying their strengths can help the student to further define success in their own terms, which is an essential part of the **Dream phase**. After discussing preliminary goals and potential obstacles, it can be overwhelming for a student to believe that they can make a change for the better. The identifying strengths stage is a great time to reassure your student that they can do it, and you will be there to help them along the way! It also provides some concrete proof that they do have the abilities to complete this task on their own.



UNCOVER STUDENT **NEEDS**

QUESTIONS TO ASK YOURSELF

- Have I helped my student identify their strengths?
- Is my student self-aware that they possess strengths that can help them in their academic success?
- Have I reflected back on the LASSI and MAI to help my student understand their strengths if he/she had not known?
- How can I use my student's strength to help them build an action plan?
- How can I use my student's strengths to help he/she overcome obstacles?

QUESTIONS TO ASK YOUR STUDENT

- Do you feel that the LASSI and MAI accurately reflected your strengths?
- Are you aware of any other strengths that you feel would be important to discuss?
- How can these strengths help you overcome obstacles in the present and future?
- How will these strengths help you to develop your aspirations and complete your long-term goals?
- How can these strengths help you in your academics/potential career?



UNCOVER STUDENT **NEEDS**

2. IDENTIFY OBSTACLES

WHEN?

Meeting 2

WHAT IS THIS?

The Identify Obstacles stage is about investigating what challenges may be present for the student and might keep them from achieving academic success. This stage occurs after establishing preliminary goals, but before fully developing a SMART goal with the student. The goal of this stage is to help the student uncover predictable obstacles and ways to 1) avoid them 2) prepare for them and 3) deal with them. Students may try to retreat back to their normal tendencies, but remind the student that they are making a change for better. If a coach is to ignore this factor, the time spent coaching the student will have been wasted and the coach will have most likely failed in helping the student succeed. The obstacles that will be identified are important for the coach and student in building a plan for change.

This is also the time to begin doing the reflection practices for the intake tools. This includes doing the reflection surveys for the LASSI and MAI, as well as talking through any clarification you need from their ASA results.



UNCOVER STUDENT NEEDS

Levels of Resistance (p. 149 Hudson)

The Resistance	Strategies for Coaches
Level 1: I don't know. I lack the information needed in order to take a step forward.	Recommend links to needed resources.
Level 2: I don't like it. I understand I need to make a change; I just don't like the thought of making the change.	Join with the student and work to surface the underlying resistance early in the coaching work.
Level 3: I don't like you. I understand you want me to make the change, and I don't like you because of that!	Lead from behind so you, as a coach, do not become the force the client is resisting.

Every coach will experience at least the first level of Maurer's levels of resistance with each of their students, but this level of resistance is quick and easy to overcome for the coach and will most likely be resolved during the early coaching stages. The student just may not have any idea as to what is being asked of him. Level 2 is rooted in the student's sense of who they are and how they see themselves. To overcome this, the coach will need to practice patience and work diligently with the student. Level 3 can be taken as a sign that you, as a coach, are leading from ahead and have established yourself as an authoritative figure (at least in the student's mind).



UNCOVER STUDENT NEEDS

Remember that students may have personal obstacles, but you as a coach can also become an obstacle in this way. At this level, your student has now decided to resist you rather than the change itself. Essentially, it is important to identify your student's level of resistance because his/her resistance in itself may become an obstacle for them on his/her path to success. ***(The Resistance chart is also useful for evaluating student's commitment, which is talked about in the Create Self Awareness stage.)***

STRENGTH-BASED APPLICATION

Identifying obstacles is a part of the **Dream phase**. In this phase, student should be identifying potential obstacles that may keep them from accomplishing or achieving their aspirations. When identifying obstacles with a student, it is key to incorporate their strengths by determining if their strengths can help them overcome these obstacles. Discuss with the student how applying their current strengths can help them achieve these desired skills, behaviors, attitudes, and goals.



UNCOVER STUDENT NEEDS

QUESTIONS TO ASK YOURSELF

- Have I helped the student reflect on all of the intake tools?
- Have I asked all the clarifying questions I need to ask about their LASSI, ASA, and MAI results?
- Have I helped the student become aware of their potential obstacles?
- Will I be able to use these obstacles when developing their action plan?
- Have I evaluated the level of resistance of my student?
- How did my student's strengths correlate with the obstacles they may face?
- Will their strengths help them overcome those obstacles?
- Am I leading from behind? Leading from ahead?

QUESTIONS TO ASK YOUR STUDENT

- Do you understand what the intake tools are and why we use them?
- What are your thoughts about your results?
- Do you think these results accurately reflect your needs, strengths, and weaknesses?
- (For LASSI or MAI specifically) Which of these categories concerns you the most regarding your academic success?
- (For LASSI and MAI) Can you give me a specific example of when this was an issue for you?
- What are some obstacles that you may face when trying to change your behavior?
- How can you overcome these obstacles? (and how can you do this by using your strengths?)
- What is the likeliness of these obstacles occurring?
- How might you prepare or avoid these obstacles in the future?
- Are you aware and willing to make a change?
- What are your normal tendencies and how do you think we can change those tendencies?



UNCOVER STUDENT NEEDS

3. UNDERSTAND PRELIMINARY GOALS AND DESIRED OUTCOMES

WHEN?

Meeting 2

WHAT IS THIS?

The Preliminary Goals and Outcomes stage is when you come to an initial understanding of what you and the student believe the broadest goals will be in the coaching engagement. This first articulation of goals will naturally become more complex and nuanced as time goes on, but this is a crucial platform for the important steps ahead. Your student could have long term or short term goals. Their goals may be academic or personal and their level of motivation can vary depending on each goal. During this stage you need to ask open ended questions and build stronger rapport to figure out what your student wants to accomplish. This could be anything from getting into grad school to getting a new PR for Track and Field. As a coach you need to acknowledge and appreciate their aspirations and their motivation to complete which ever goal they set. Let them know you support them and are an ally to them in this process.

STRENGTH-BASED APPLICATION

This is a part of the ***Dream phase*** of the Strength Based 4-D Model. During this phase, rapport-building, open-ended questions, and student-defined success is more crucial than ever. While you as a coach can and should give suggestions on what you see as areas of improvement, having the student lead the conversation, by being self-reflective, is the best plan of action. Remember to lead from behind and help guide them in self-discovery.



UNCOVER STUDENT NEEDS

QUESTIONS TO ASK YOURSELF

- Have I made a good connection with this student and conveyed my respect, my interest in working with the student, and my sense of service in moving forward with coaching?
- Do we jointly have a sense of the general coaching goals at this early stage of our work, knowing these goals will be adjusted and refined as we move forward?
- Have we examined how the student's strengths may aid the student in overcoming any obstacles in the way of their goals?
- Have I allowed ample time and access for this student to ask any questions of me?
- What are some key motivators that my student has?
- Am I looking to see how their preliminary goals can be developed further?
- Can I challenge my student to think differently and self-reflect more?

QUESTIONS TO ASK YOUR STUDENT

- What are general goals that you have heading into the semester; both academic and personal?
- What strengths do you feel you will be able to bring to the table when accomplishing these goals?
- Why do you want to accomplish these goals? What motivates you?
- What are some ways achieving these goals might impact you?
- Do you feel that you are capable of working on these changes outside of our coaching meetings?



CREATE **SELF-AWARENESS**

- 1. ASSESS COACHING READINESS**
- 2. EVALUATE COMMITMENT**

CREATE SELF-AWARENESS

1. ASSESS COACHING READINESS

WHEN?

Meeting 3

WHAT IS THIS?

During the Assess Coaching Readiness stage, you should assess the student's ability to effectively engage in coaching. Being coached requires true motivation, willingness to engage in self-reflective practices, an ability to invite and entertain feedback on a regular basis, and an innate interest in one's own development as a human being. You will have a variety of students with different levels of motivation. Some students may volunteer for coaching and have a higher motivation to grow, whereas students who are required to come to coaching may show initial resistance to the coaching arrangement (see Levels of Resistance discussed in the Identify Obstacles stage). It is your job as a coach to help motivate each of your students regardless of their level of coachability. You will have to figure out how to connect with your student, utilize their strengths and challenge them to grow as much as possible. The chart below outlines different levels of coachability that your students may exhibit.



CREATE SELF-AWARENESS

Level of Coachability	Characteristics
Very Low Coachability	Resists or Defies Feedback
Low Coachability	Complacent/Unmotivated to Change
Fair Coachability	Assessment Comes as a Wake Up Call
High Coachability	Active and Serious Desire to Improve
Very High Coachability	Has intrinsic desire to grow

STRENGTH-BASED APPLICATION

This is a part of the **Dream phase** of the Strength Based 4-D Model. Coaches must use this time to focus on encouraging students to create images of possibilities, voice their preferred future, and affirm their individual dreams. You as the coach must emphasize that in order for the student to achieve their goals, they must first be willing and open to take the necessary steps to do so. This realization is a key component of the **Dream phase** for the student.



CREATE SELF-AWARENESS

QUESTIONS TO ASK YOURSELF

- Do I think this student is willing to engage with me?
- Does the student seem open to changing?
- How can I interest this student in self-evaluation, reflection, and self-improvement?
- What are the student's goals and how do they plan on achieving them?
- Am I comfortable giving feedback and/or challenging this student to push themselves in order to achieve their goals?

QUESTIONS TO ASK YOUR STUDENT

- Are you in a place in your life to carve out the time that is required to make these changes?
- How open and comfortable are you in seeking regular feedback?
- How prepared are you to explore your own behaviors and motivations?
- What strengths do you feel you have when it comes to invoking personal change?
- What motivates you to make new changes?



CREATE SELF-AWARENESS

2. EVALUATE COMMITMENT

WHEN?

Meeting 3

WHAT IS THIS?

The Evaluate Commitment stage is about discussing and determining how important the change is to the student. During the Confirm Coaching Agreement stage, you will discuss what coaching is and may enlighten the student as to what this journey through academic success coaching will be like for him/her; however, don't forget to discuss the student's personal motivation and commitment to their academic success. This commitment step is crucial to the student's success, and must be discussed before SMART goals have become fully developed. Discuss with the student the costs of doing nothing and the potential benefits if he/she decides to move forward with success coaching. Assure the student that this change is important, but it will take time and patience along with commitment to make changes in habitual behaviors that have been around for years. When discussing commitment, it is important to evaluate these points:

- Understanding of clear and important benefits of completing their goal/s
 - A deep commitment even in the face of hard choices and hard work
- A clear commitment to make the time that will be required to address the change
 - A sense of urgency to complete their goal/s



CREATE SELF-AWARENESS

Overall, two important factors will be the outcome of this step in the coaching process.

The first is that the student will gain clarity about his/her willingness to complete the success coaching journey, and his/her commitment to make time and space for the goals that are about to be developed. The second is that you as the coach are figuring out how successful this coaching process with your student will be based on the depth of the student's commitment.

STRENGTH-BASED APPLICATION

Commitment is part of the ***Dream phase***. For commitment to be established with the student, you must discuss their dreams and aspirations. You want to reiterate that their commitment to the coaching process is necessary for them to achieve their goals, which should contribute to their overall life aspirations. The degree of commitment to coaching and the change will determine the success of the coaching process, and should relate to the priority of their preliminary goals.

This stage will lead the student to defining success in their own terms and how important it is to them. At this point the student will also need to become aware of his/her attitudes about coaching and whether or not they need to change.



CREATE SELF-AWARENESS

QUESTIONS TO ASK YOURSELF

- Have I gained knowledge about how committed my student is to coaching?
- Have I discussed some preliminary goals prior to discussing commitment?
- Have I established whether or not the change the student is making is important to them?
- Have I reminded my student that the change he/she is making will take time and patience, and will require some work on both of our parts?
- Have I explained coaching well and received his/her input and feelings about coaching regarding interest and importance?

QUESTIONS TO ASK YOUR STUDENT

- How important is this change to you?
- How interested and committed to coaching are you?
- Do you have the time and patience to stay committed to this change?
- Even in the presence of obstacles, are you willing to stay committed to this change?
- What is a possible outcome if you choose to do nothing?
- What are the benefits of making this change? How will it contribute to your long-term goals?
- Do you think there is anything in particular that would cause you to lose commitment to your goal/s?



ONSTRUCT A COLLABORATIVE **PLAN**

- 1. FULLY DEVELOP ASPIRATIONAL
AND BEHAVIOR GOALS**
- 2. DESIGN INNER WORK**
- 3. DESIGN OUTER WORK**

CONSTRUCT A COLLABORATIVE PLAN

1. FULLY DEVELOP ASPIRATIONAL AND BEHAVIOR GOALS

WHEN?

Meeting 4 – SMART goals

WHAT IS THIS?

In the Fully Develop Aspirational and Behavioral Goals stage, the objective is to define and prioritize strategies to accomplish short and long term goals. You will be working with your students on creating S.M.A.R.T. goals (Specific, Measurable, Achievable, Relevant, Time-based). It is important to establish whether your student is setting problem-oriented or future-oriented goals, and to discuss the difference between aspirational goals and behavioral goals. The definitions and differences are given below:

1. Problem Oriented vs. Future Oriented

- Through early steps of the goal setting process, the objective is to shift from a problem orientation – about a specific issue or problem – to an aspirational future orientation focused on the development of the student's capacities.



CONSTRUCT A COLLABORATIVE PLAN

2. Aspirational Goals

• Aspirational goals are the student's highest desires and their want to achieve something great. This is more than the basic goals of "Getting an A in Anatomy" or "Losing 20 pounds." This is a deeper goal that connects to a big idea and ambition your student has in life. Psychologists Edwin Locke and Gary Latham found "a positive linear relationship between goal difficulty and task performance." [i] They proved specific and ambitious goals can lead to a higher level of performance than easy or general goals. Don't be afraid to push your students to think deeper and reach higher for greater goals that can help them grow and develop.

<https://blog.betterworks.com/aspirational-goal-setting-at-work/>

3. Behavioral Goals

• Behavioral goals are the support system of aspirational goals. Once your student determines their aspirational goal, you will work with them to help develop behavioral goals. By accomplishing behavioral goals, it brings your student closer to achieving their aspirational goal. Think of it like a ladder; at the top of the ladder is the aspirational goal and each rung is a behavioral goal. In order to reach the top, you have to climb each rung.

STRENGTH-BASED APPLICATION

This is a part of the **Design phase** of the Strength Based 4-D Model. You as a success coach will assist with bringing your student's dream into focus, affirming the reality of their dream, and supporting mindful choices and actions. Collectively you and your student will begin to design a strategic action-based success plan using the S.M.A.R.T goal technique. While the main goal discussed during the coaching session is to increase academic success, you should not negate the non-academic factors that may impede your student's progress. Students are also encouraged to include non-academic goals which contribute to their academic goals. Another important component of this discussion is to encourage the student to include a goal that requires the student to check in with their Success Coach periodically.



CONSTRUCT A COLLABORATIVE PLAN

QUESTIONS TO ASK YOURSELF

- Is my student's goal a problem oriented or a future oriented goal?
- Is my student's goal aspirational?
- What are some behavioral goals that can help my student achieve their aspirational goal?
- Am I allowing my student to find these goals through self-reflection and discovery?
- What are my student's aspirations?
- What are some non-academic aspects that relate to their goal?

QUESTIONS TO ASK YOUR STUDENT

- What are your aspirations?
- What are the steps to reach your goal?
- Why do you want to accomplish this goal?
- Are you challenging yourself and setting high expectations?
- How might your strengths help you accomplish your goal?



CONSTRUCT A COLLABORATIVE PLAN

2. DESIGN INNER WORK

WHEN?

Meeting 4

WHAT IS THIS?

The Design Inner Work stage is all about building awareness of our own habits and behaviors. We often tend to rush into crafting new behaviors too quickly. Instead, we should be intentional about allowing the student to spend time observing and heightening awareness of the current behavior they want to change. Gestalt theorists often say that awareness is self-correcting, by which they mean that once we create a clear awareness of what we are doing right now, we also increase the possibility that we will try to change ourselves in the future. To build an inner work plan, your student needs to observe and gain intimate knowledge of their current behaviors in order to relinquish any old behaviors and move toward the desired behaviors. For example, you may have a student that wants to reduce procrastination. Every time she studies in her living room, she becomes distracted by her roommates, the television, and the view outside. An inner work would be to take conscious notice of the fact that these are distractors for her and are actually preventing her from studying effectively.

STRENGTH-BASED APPLICATION

This is a part of the **Design phase** of the Strength Based 4-D Model. Inner work is only possible if the student engages in self-reflective and awareness-building practices. During the **Dream phase**, you helped your student define success in their own terms. You determined their strengths and how they can be applied to achieve desired skills, behaviors and attitudes needed to reach their goals. Now, it is your job as a coach to guide them in using the self-discovery from their Inner Work and applying it to their goal plan. Think about their aspirational goal and the obstacles they may face. With those obstacles, remind them of their strengths and how they can use their strengths, determination, and hopes to accomplish their goal.



CONSTRUCT A COLLABORATIVE PLAN

QUESTIONS TO ASK YOURSELF

- What are some challenges my student may face?
- Am I leading them in self-discovery?
- Is my student practicing self-awareness?
- How can I encourage my student to practice self-reflection?
- What are my student's strengths?
- How can their strengths be applied to overcome their challenges?

QUESTIONS TO ASK YOUR STUDENT

- What do you see as your strengths?
- What do you see as your challenges?
- How can you apply your strengths to overcome your challenges?
- Are you aware of the behaviors you want to change?
- How are you aware of these behaviors and how do you go about monitoring them?
- In what way do these changes help you reach your goals?



CONSTRUCT A COLLABORATIVE PLAN

2. DESIGN OUTER WORK

WHEN?

Meeting 4

WHAT IS THIS?

During the Design Outer Work stage, the student learns how to go about actually changing their behaviors. Inner work is about awareness of behaviors whereas outer work is the building of those new behaviors. Once your student has determined what their challenges are and acknowledges the want and need for a change, the outer work begins. Using the example from before, the inner work was acknowledging your student's triggers for procrastination. After she has acknowledged the problem, her outer work would be her actions to combat it. So, when your student notices that she is distracted when the TV is on in the living room, an outer work practice could be turning off the TV, moving rooms, or putting in headphones to not get distracted by the noise of the show.

STRENGTH-BASED APPLICATION

This is a part of the **Design phase** of the Strength Based 4-D Model. It is important to reassure your student that the goal process takes time. It may be hard for some student's to engage in outer work because it involves a change in their behavior. This can make a lot of people uncomfortable. Without strong commitment, many may not follow through on their goal plan. It is your job to help motivate your student to follow through. Remind them of their strengths and of the reason they want to accomplish their goal. Help them see the reality of accomplishing their dream and support their actions as they go through this process.



CONSTRUCT A COLLABORATIVE PLAN

QUESTIONS TO ASK YOURSELF

- Is my student using their strengths to overcome their challenges?
- Is my student engaging in outer work?
- How can I remind them of their aspirational goal and help them see the importance in following through with their behavior change?
- What tools can I use to motivate my student to change?

QUESTIONS TO ASK YOUR STUDENT

- How do you think you can change your behaviors?
- How do you go about changing these behaviors?
- What motivates you to want to change your behavior?
- How do you feel the progress is going with your behavior change?
- What obstacles are you encountering with behavior change?
- Where do you see yourself having progress? What is causing that?
- How are these changes helping you reach your goal?
- Is this new behavior affecting other aspects of your life other than your goal?



EVALUATE AVAILABLE RESOURCES

**1. DISCOVER AND DETERMINE
HELPFUL RESOURCES AND
REFERRALS**

EVALUATE AVAILABLE RESOURCES

1. DISCOVER AND DETERMINE HELPFUL RESOURCES AND REFERRALS

WHEN?

Any time

WHAT IS THIS?

The Discover and Determine Helpful Resources and Referrals stage is exactly as it sounds: finding resources to help your student accomplish their goal. These resources can take many forms and it is your job as a success coach to help your student discover these resources and refer them to the appropriate ones. These resources could include but are not limited to:

- **Offices**

- o AES, CAPS, MAC, Speaker's Lab, Various Resource Centers (Chemistry, Spanish, Biology, etc.), Advising, Office of the Registrar, Office of the Bursar, International Studies Office, etc.

- **Handouts**

- o Time Management, Study Skills, Discovering Your Learning Style, etc.

- **People**

- o Other Coaches, Coordinators, Professors, Advisors, etc.

- **Outside Resources**

- o Internships, Volunteer Opportunities, Community Outreach



EVALUATE AVAILABLE RESOURCES

Remember, you are a guide to helping your student reach their goals, but you cannot do everything for them. Your role is to be an information expert, but not the expert in teaching them everything they need to help them succeed in their goal. Know when you need to pass the torch and refer your student to the best resource.

STRENGTH-BASED APPLICATION

This is a part of the **Design phase** of the Strength Based 4-D Model. This is a tricky area because by using the resources and referrals your student may need to go outside their comfort zone and admit they have obstacles to overcome. Just because they need to use outside resources, it does not mean they are any less capable or less on track to completing their goal. Reassure them of their strengths and use their strengths to accomplish their goal. Encourage the use of resources and allow your students to discover what works best for them. Highlight the importance of utilizing these resources and help them connect the use of these resources to completing their goal.



EVALUATE AVAILABLE RESOURCES

QUESTIONS TO ASK YOURSELF

- What resources are available to my student?
- What resources are best for my student?
- Are there resources that best fit their strengths and their goal?
- How can I encourage my student to use these resources?

QUESTIONS TO ASK YOUR STUDENT

- What resources have you used before?
- What resources did you find to be most helpful?
- What are you looking for in a resource?
- How would the use of this resource help you accomplish your goal?
- How much time and effort are you willing to put into using these resources?



SUMMARIZE INDIVIDUAL **PROGRESS**

- 1. WORK THE COACHING GOALS**
- 2. RECALIBRATING GOALS**

SUMMARIZE INDIVIDUAL PROGRESS

1. WORK THE COACHING GOALS

WHEN?

Meeting 5 and after (continuous)

WHAT IS THIS?

During the Work the Coaching Goals stage, you should be guided by the SMART goals you have created with the student. This stage is the bulk of the coaching work, and will help the student step-by-step accomplish their goals. If the plan is simple, it will be easy to stay focused and on track as the student progresses; however if the goal is more complex and requires a very big change in the student's life, the coaching work will require a layering of goals with many steps within the action plan. Working the coaching goals will revolve around the student's progress. For example, the student's goal is to get into dental school. One of the milestones is to get an internship, but the student informs you that the deadline for internships has passed. Now, you need to reassess the goal and design new action steps that will still help the student accomplish the ultimate goal of getting into dental school. Maybe that requires looking for research positions or shadowing opportunities, and these things will require a new deadline amongst the other milestones. Establishing and creating flexibility in the goal is what this stage is all about.

STRENGTH-BASED APPLICATION

Work the Coaching Goals is a part of the ***Destiny phase***. By ensuring the student is taking the right steps to achieve their goals, you are helping enable the student to make positive changes. In turn, using their strengths to take the right steps will hopefully lead to higher overall performance and academic achievement.



SUMMARIZE INDIVIDUAL PROGRESS

QUESTIONS TO ASK YOURSELF

- Do I understand how my student is progressing through the goal?
- Do I understand what my student needs to continue to complete their goal?
- Have I discussed with the student all the potential paths to achieving their goal?
- Have I expressed to my student the importance of completing deadlines?
- Am I remaining flexible with the student and adjusting to the needs of their goal?

QUESTIONS TO ASK YOUR STUDENT

- Are you aware of all the paths you could take to achieve your goal?
- Have you picked the steps you want to follow to achieve your goal?
- How are those steps going?
- Are there any deadlines or tasks you are worried about completing?
- Have you missed any important deadlines, milestones, or tasks?
- Do you feel you're going to have to change the steps you're taking? Why? How?



SUMMARIZE INDIVIDUAL PROGRESS

2. RECALIBRATING GOALS

WHEN?

Meeting 5 and after (make sure to check in at Midterm)

WHAT IS THIS?

The Recalibrating Goals stage is about assessing the student's progress, and readjusting the goal as a whole. Sometimes, it can be hard for the coach to determine how long the goal will take to accomplish or how long it will take the student to make the necessary changes. Throughout the coaching process, you may need to refine the direction of the goal to best fit the needs of your student. Considering the magnitude of the goal is especially important for the coach to note during this phase. For example, The student had a goal to get all A's this semester. However, the student has 17 credit hours and works 25 hours/week and is starting to see that their goal is too challenging for them. If you sense that the student is beginning to feel bogged down and has been falling behind on their deadlines of the goal, it might be time to shave the goal down to something more attainable for the student. Make sure that when addressing this type of situation with a student that it is not something to be ashamed of or have a negative connotation. Also, remind them that this goal may still be attainable at a different time, just not something that can be accomplished right now. Conversely, you may need to expand a goal to more accurately fit the needs of the student.



SUMMARIZE INDIVIDUAL PROGRESS

NOTE: The Work the Coaching Goals stage is all about continuously reassessing and finding alternative steps to the student's current goals. This might be important if they miss deadlines or fail to complete a task in some way. On the other hand, the Recalibrating Goals stage is more about consistently evaluating whether the student's goal is still achievable. If the student realizes they don't have the time or the resources to achieve the original goal, you might need to discuss how to adjust the goal to make it more realistic. (Alternatively, if the student realizes the goal was too achievable, it could be good to make a more difficult goal or add in challenges.) While these stages seem very similar, they have subtle differences that are important to recognize.

STRENGTH-BASED APPLICATION

Recalibrating Goals is a part of the ***Destiny phase***. Again, enabling the student to have challenging yet achievable goals helps the student stay in a positive mindset. The student should feel that they are pushing themselves and their capabilities a bit, but also that their goals are not beyond their reach. As a coach, if you help them establish that balance effectively, you will help strengthen and support the student on their journey to academic success.



SUMMARIZE INDIVIDUAL PROGRESS

QUESTIONS TO ASK YOURSELF

- Do I know how my student feels about the progress of their goal?
- Do I feel my student needs to narrow or expand their goal?
- Do I agree with what my student feels about the progress of their goal?
- How does my student feel about the semester so far?
 - Are they bogged down?
 - Are they still motivated to attain their goal?

QUESTIONS TO ASK YOUR STUDENT

- How are you feeling about the progress of your goal?
- Do you feel we need to narrow/expand your goal in any way?
- Do you still feel this goal is achievable?
- Is this goal too achievable? Do you feel you are being challenged?
- Have any circumstances changed that may prevent you from achieving your goal?
- How are you feeling about the semester as a whole thus far?
- Are you still motivated to be successful this semester?



SUSTAIN SUCCESS OUTCOMES

**1. MEASURE AND
EXAMINE EFFECTIVENESS**

2. DEVELOP A LONG RANGE PLAN

**3. PROVIDE FOLLOW UP AND
SUPPORT**

SUSTAIN SUCCESS OUTCOMES

1. MEASURE AND EXAMINE EFFECTIVENESS

WHEN?

Second to last meeting

WHAT IS THIS?

As the coaching engagement nears conclusion, it's essential to take a step back and closely examine the effectiveness of the coaching work and the impact of the coaching on the student. It's equally important to make a conscious effort with the student to build a bridge for continued growth and support that nurtures and deepens the changes the student has implemented during your coaching relationship. Over the course of the semester they have taken the LASSI and created SMART goals. Now that you have reached the end, it is time to retake the LASSI and evaluate the SMART goals that you created together. With the LASSI, look for the areas that they improved in, especially the ones related to their SMART goals. Have the students reflect on their personal success and how they can take their accomplishments and continue to grow in the future. With SMART goals, examine the progress they have made over time. Look at when and how well they completed their milestones; ask yourself if they have either completed their goal or if they will be continuing to accomplish the goal after your meetings have concluded.

STRENGTH-BASED APPLICATION

Measure and Examine Effectiveness is a part of the ***Destiny phase***. In this phase you will be helping the student monitor their progress. It will set the stage to empower the student to move forward with their goals and progress. In this stage it is crucial for the student to evaluate their progress and what their current and future needs are. By self-reflecting, the student can analyze what worked and how to carry their momentum after the meetings are over.



SUSTAIN SUCCESS OUTCOMES

QUESTIONS TO ASK YOURSELF

- LASSI
 - o Did they improve in any categories? Were those categories related to their SMART goal?
 - o Did they decrease in any categories? What could be a potential cause for this?
 - o Does your student agree with the changes?
 - o Have you filled out a LASSI reflection form for the 2nd time?
- SMART goals
 - o Did you student complete their SMART goals?
 - o If not how much was accomplished and why was is not completed?
 - o If completed – how easy was it? When did they get it accomplished?
 - o Were their adjustments along the way that they can remember in the future?
 - o What steps were taken to create the most success for the student?

QUESTIONS TO ASK YOUR STUDENT

- LASSI
 - o What do you think of the results? Any improvements or decreases?
 - o What do you believe was the cause of these changes?
 - o How do you see yourself using these new skills in the future?
 - o Is there anything you still wish to improve on?
- SMART goals
 - o Did you complete your goals?
 - o If not, do you still see yourself completing the goal in the future?
 - o How difficult was it completing your goal? Why?
 - o What were some of your best practices that helped you accomplish your goal? Do you see yourself using those in the future?
 - o Do you feel confident in setting more goals?



SUSTAIN SUCCESS OUTCOMES

2. DEVELOP A LONG RANGE PLAN

WHEN?

Last meeting

WHAT IS THIS?

It is important to help build a bridge beyond the coaching relationship by developing a long range plan with your student that is self-guided around supporting the changes the student has made and plotting the course for new paths. It may be in the form of an ongoing timeline or a series of future steps accompanied by a clear plan to support the client's new behaviors and perhaps another layer of goals. You have already analyzed their progress and the level of accomplishment through the reflection of the LASSI and their SMART goals. Take that progress and use it to build their plan! Have the student reflect on the semester, think about what worked and what did not. What were they able to accomplish and what still needs to be done?

STRENGTH-BASED APPLICATION

Measure and Examine Effectiveness is a part of the **Destiny phase**. In this phase you will be helping the student monitor their progress. It will set the stage to empower the student to move forward with their goals and progress. In this stage it is crucial for the student to evaluate their progress and what their current and future needs are. By self-reflecting, the student can analyze what worked and how to carry their momentum after the meetings are over.



SUSTAIN SUCCESS OUTCOMES

QUESTIONS TO ASK YOURSELF

- Have you analyzed the LASSI and SMART goals?
- What changes have you seen in the student?
- What future goals do you see your student having?
- What steps would you suggest your student to take?
- What behaviors would you encourage?

QUESTIONS TO ASK YOUR STUDENT

- What changes have you made over this semester?
- What future goals do you have?
- Which behaviors do you want to continue? Which do you want to change?
- What steps do you need to take to reach your goals?
- What tools do you need to help you?
- What resources can you use?
- What strengths will help you reach your goals?



SUSTAIN SUCCESS OUTCOMES

3. PROVIDE FOLLOW UP AND SUPPORT

WHEN?

Last meeting and beyond

WHAT IS THIS?

A follow up process for support is useful to consider. Over time you have learned how to communicate best with your student, whether it was texting, phone calls, e-mails, or face to face, you should know what your student likes the best. Offer to keep that communication line open and available if they need help after the coaching relationship has concluded. You will not need to send weekly messages like you did throughout the semester, but small follow-up gestures provide the student with a sense of connectedness and bridge building. Of course, your level of communication will change, but because you know their future goals, a quick update a month, two months from now will make a great impact on your student. It is important to note, that your student should only be seeking small, specific help from you after your coaching relationship has concluded. The goal at the end of your meetings should be that they can coach themselves, set their own goals, find their own resources and excel on their own. You can always be there for additional help over time, but your follow up and support should not be the same as your coaching.

STRENGTH-BASED APPLICATION

Provide Follow Up and Support is a part of the Destiny phase. By the end of your coaching relationship you should know your student well, especially their strengths and their goals. You as a coach should continue to serve as an advocate for the student. You should encourage the student's successes as well as assist in student dream recognition. Continue to offer support and affirm that their plans and dreams can and will be accomplished if they work hard.



SUSTAIN SUCCESS OUTCOMES

QUESTIONS TO ASK YOURSELF

- What is the best way to contact your student?
- What goals can you check in on in the future?
- What motivates your student?

QUESTIONS TO ASK YOUR STUDENT

- How is your goal progress going?
- What resources, materials and techniques are you using?
- Are you having any road blocks? If so, how do you plan on overcoming those?
- How has your time with our coaching relationship helped you continue to achieve your goals?



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