

The Heart of Coaching



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What Is Coaching?

Coaching in Higher Education Consortium definition:

We define coaching as fostering an individualized relationship with students that promotes their agency, self-understanding, growth, effectiveness, and persistence within the realm of education and across their lifespan.

Hamlin, Ellinger, and Beattie; International Coaching Federation; Kimsey-House, et al., 2017; 2009; Van Nieuwerburgh 2012;

Principles of Coaching

Build Rapport

Evoke Awareness

Clarify and Facilitate Action

Support Accountability

Build Rapport

Attitude: “This is a likeable, competent, whole person before me, with the ability to develop their inner resources to generate independent insight and action.”

Goal: **Successfully promote the belief in this person** that I like them, respect their ability and potential, and whatever they reveal, I will continue to like and respect them. I.e., the student perceives nonjudgmental positive regard.

Actions: Smile into their eyes, nod to encourage more, praise specifics, ask curious questions, ask to know them and what they care about.

Evoked Awareness

Attitude: “This person has the capacity to achieve a higher perspective and create their own solutions better than I can.”

Goal: Get them to reflect on **their values and experiences** that have brought them to where they are today in order to create **their desired outcomes**.

Action: Ask questions that evoke personal insight into their thinking, past actions, immediate action plans, and how they align with their long-term goals. Ask them to get to the core of an issue and explore options that they haven't previously considered.

Yosso, T. J. (2005). Whose culture has capital? A critical race theory discussion of community cultural wealth. *Race ethnicity and education*, 8(1), 69-91.

Evoked Awareness: Powerful Questions

Definition: Powerful questions are open-ended and do not assume to know the answer.

Beyond open-ended, they focus on students' strengths, assume positive intent, and ask students to reflect before answering.

They are simple.

Examples: What is possible? What part of the situation have you not yet explored? What support do you need to accomplish it? If you couldn't fail, what would your goal be?

Facilitating Action Steps and Accountability

Attitude: “They want to leave this meeting with tangible steps that are meaningful and individualized to their needs.”

Goal: Get them to create a list of takeaways and action steps and create a system of accountability. These actions should be doable and align with their values and goals.

Action: Ask questions, ask them to write the answers down, follow up at your next meeting (or by email).

- What is your next best step? What is the most important action you can take now?
- When will you take action?
- How will you make sure it happens?
- Who can you partner with? How can you partner with them?

Curiosity About Coaching

- I'm supposed to teach concrete skills. How does that work with evoking solutions?
- I only have 15–30 minutes for “coaching.” Where's the time?

Call to Action: Take the next few minutes to think about one thing you'll try in your coaching or communications with students.

