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This workshop will:

- ❖ Introduce **Peer Coaching**
- ❖ Investigate **skills** involved in coaching such as:
 - effective listening
 - paraphrasing
 - building rapport & trust
 - asking good questions
- ❖ Explore the coaching **cycle** and your role within it



“Dreams don’t come true, goals do and goals without plans are just dreams.”

- Drew Dudley (2010)

- ❖ What are your goals for your involvement in this role?
- ❖ What is “MUG Leading”?



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MUG Leading Beyond Imagine

September – December

Who's Involved?

- ❖ New-to-Arts First Year Students (FY)
- ❖ MUG Leaders (YOU!)
- ❖ Arts Student Development (Tracey, Courtney, Brendan/Laura)

What Changes?

- ❖ Squad Leaders complete their role at end of September ☹️
- ❖ After Imagine, Arts Student Development becomes YOUR FIRST POINT OF CONTACT



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MUG Leading Beyond Imagine

September – December

MUG Leaders (YOU!) ...

- ❖ Learn (*Training – Sept. 4, 5*)
- ❖ Coordinate (*2 Gatherings*)
- ❖ Coach (*One on Ones with each FY in MUG*)

Date	Time	Activity
Sept 4	10am-4pm	Development Day
Sept 5	9:30am-4:30pm	Imagine Run-Through Day
Sept 7-Oct 24	7 weeks	One on Ones: Learning Plan
Oct 24-Oct 29	1 week	Gathering #1: CLASS
Nov	4 weeks	Gathering #2: Your Choice



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“When the deepest part of you becomes engaged in what you are doing, you are doing what you were meant to be doing.”

- Gary Zukaf (1989)

❖ Think about a positive experience in which you were coached/mentored/learning ... what made it positive?



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Coaching: *What is it?*

Coaching Definition:

Provoking thought to facilitate *action*,
fine-tune a *skill*, OR achieve a *goal*.

(Debbie Payne & Erna Hagge)

Connects. Inquires. Collaborates. Engages. Supports.



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You Are:

A Mentor & A Coach

A Mentor...

- part consultant/part coach
- **shares specific expertise** with an individual,
while at the same time,
- supports the development of the individual's own capacity and abilities in that area.

A Coach...

- helps a well-functioning person reach higher levels of personal or professional success, based on **individual's own experiences**
- focuses on development & enhancing individual's effectiveness → self-discovery.



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Types of Coaching

- ❖ Academic Coaching
- ❖ Wellness Coaching
- ❖ Involvement Coaching
- ❖ Transition to University Coaching



YOU



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Academic Coaching

- ❖ Peer supported guidance to develop or hone personalized academic goals
- ❖ Support in action plan for academic success
- ❖ Process of referral to resources for academic and resource exploration

"Success isn't something that just happens - success is learned, success is practiced and then it is shared."

Sparky Anderson



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Wellness Coaching

❖ Raised awareness of students needs and possible referrals regarding:

- Sleep habits
- Healthy eating
- Managing stress
- Physical activities
- Mental wellbeing



Involvement Coaching

- ❖ Peers assist student exploration of involvement opportunities which best suit the individual
- ❖ Helps students find answers versus giving them the answer
- ❖ Referral of students to appropriate campus resources for involvement and resource exploration



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Transition to University Coaching

❖ Providing empathetic and normalizing support of possible transition experiences:

- Finding social networks
- Autonomy , and the responsibility that results from it
- Engaging with professors and teaching assistants
- Time management
- etc



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Why Coach?

Positive effects on a students' experience at University:

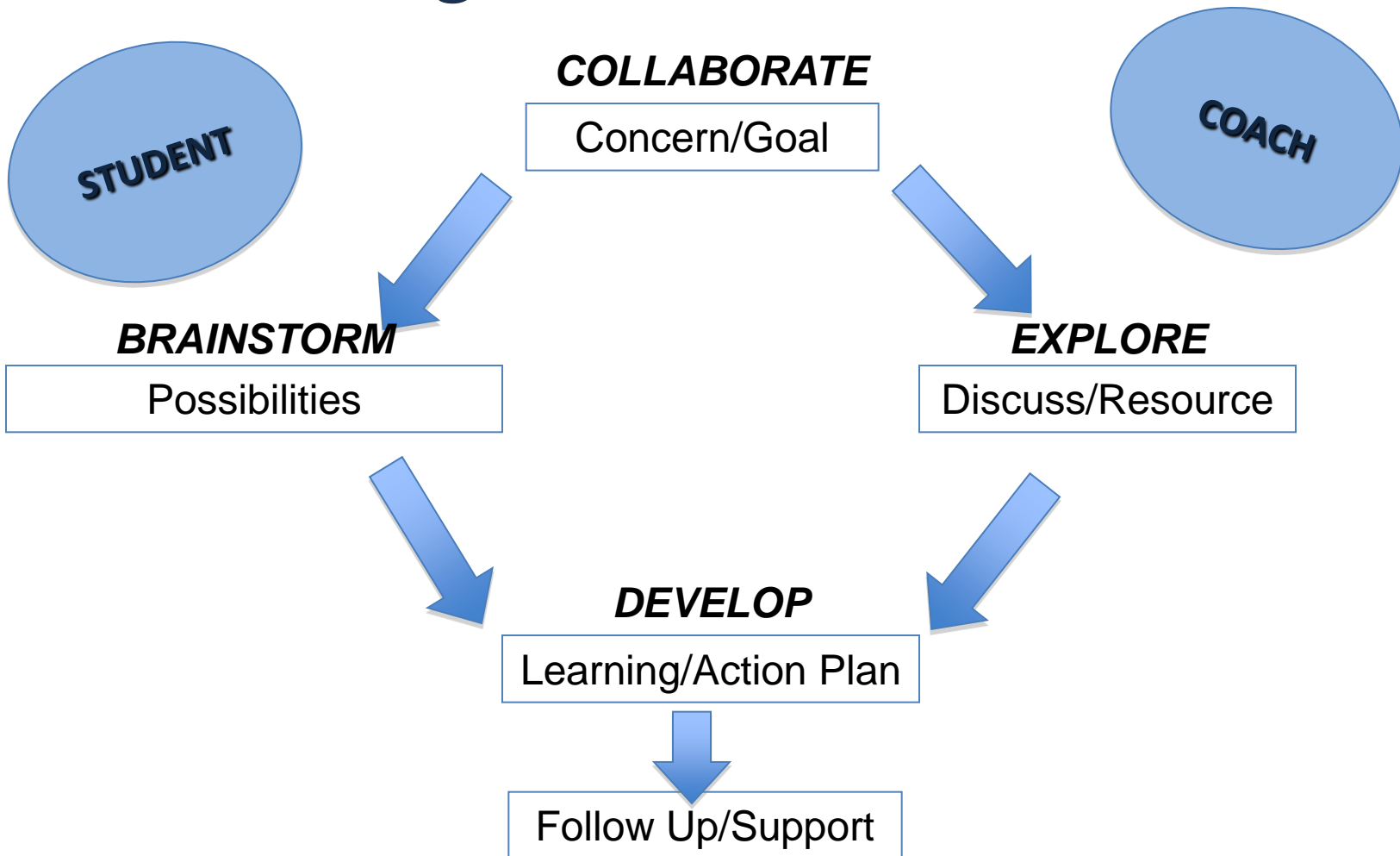
- ❖ Academic performance
- ❖ Community: social engagement
- ❖ Career exploration



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The Coaching Process



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The Coaching Process

1 COLLABORATE with the student to understand the issue. Ask a lot of open ended questions such as those starting with “WHAT...”

BRAINSTORM possibilities with the students to learn what they have done before, what their interests, strengths and passions are. **2**



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The Coaching Process

3 EXPLORING resources and opportunities together. You get to share with them, what you wish you had known. *Be mindful of your limitations*

Help them **DEVELOP** an action plan.
Share your process, but own it. Ask, “What is **your** first step?”

4



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The Coaching Skills

- ❖ **build rapport & credibility**

 - empathy & understanding

 - positive encouragement & support

- ❖ **active listening**

 - SOLER

 - paraphrasing & checking your perceptions

- ❖ **thought-provoking questions**

- ❖ **goal setting (SMART)**

- ❖ **offer referrals to resources**



Trust = Rapport + Credibility

“Why should they trust me?”

takes time to build—be patient & consistent

1) Pay attention

5) Smile with confidence

2) Focus on listening well

4) Communicate clearly

3) Be welcoming



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Be An Active Listener: SOLER

**non-verbal listening cues*

Square up to the person

Open posture

Lean forward

Eye Contact

Relaxed body language

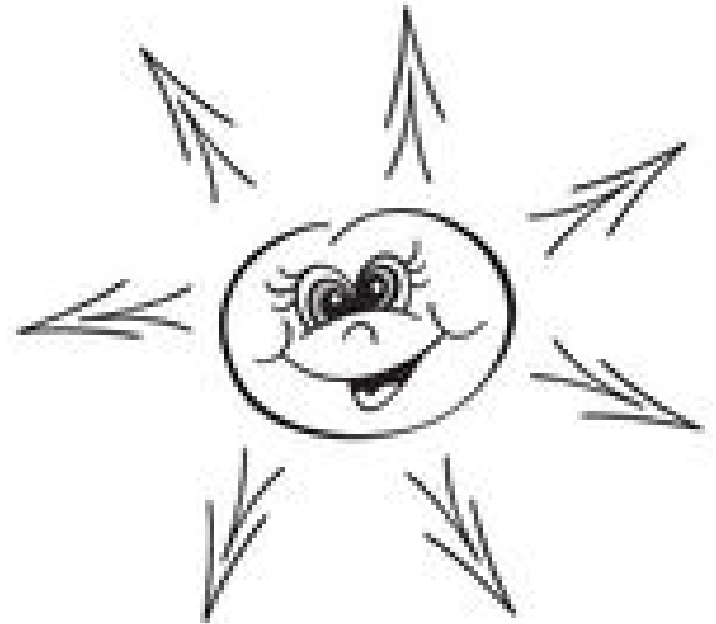


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More on Active Listening...

**verbal listening cues*

Paraphrasing: lets student know the meaning you have heard

“Do you mean...”

“So what you are saying is...”

Perception Check: describes what you perceive student to be feeling.

“I get the impression that...”

“It sounds like you feel...”

Be open & non-judgmental



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Ask Thought-Provoking Questions

- ❖ **Opening** - *What is motivating you? What is the goal? What are the possibilities?*
- ❖ **Probing** - *What does this look like? What would you do differently? What if you do and what if you don't? Give an example?*
- ❖ **Action** – *If you had free choice in the matter, what would you do? What are possible solutions? What is your game plan?*
- ❖ **Block** – *What might get in the way? What habits of yours may slow the process? What else is on your plate?*
- ❖ **Closing** - *What are your “take-aways”? How would you describe what you have learnt? What is next?*



Help Set SMART Goals

S – Specific

M – Measurable

A – Attainable

R – Relevant

T – Timely



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You as a Coach →

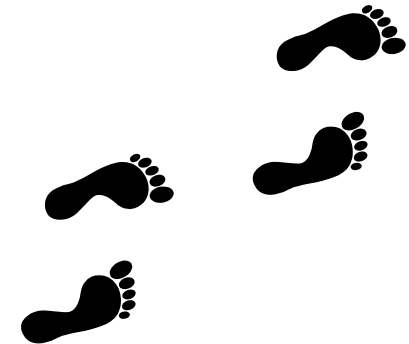
Establish Rapport

Establish Credibility

Encourage, be persistent, be patient

Referrals, where necessary

Encourage **action** through the **learning plan...**



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So what?

... why was this covered today?

... how might this serve you?

***Great coaching** starts with **great caring**—
your **time & presence** is, ultimately, your best gift*



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Practice Makes Perfect

Partner 1 – Student

- Think about a real-life challenge/goal you are currently facing/striving toward

Partner 2 – Coach (YOU)

- Go through a “coaching session”
 - Identify goal/concern – Possibilities – Resources – Action Plan
 - Think about the types of questioning you are going to use
 - Partner 1 develops an action plan through coaching from Partner 2

SWITCH ROLES!



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