

How Can Students and Educators Achieve Their Potential? Don't Tell Them or Advise Them: Coach Them!

IAACE Annual Conference
April 27, 2017

Introductions

- Name
- Affiliation
- Goals, Expectations
- Creating Who You Are

Mission statement creation

Use this with students or clients also – what do they want out of life or their education?

Communication

- “Giving or exchanging of information, signals, or messages as by talk, gestures, or writing”
(Webster's New World College Dictionary, 2000.)
- Other definitions, characteristics
- What is the nature and type of communication with students?

Coaching

What Coaching Is:

- _____
- _____
- _____
- _____
- _____

What Coaching Is Not:

- _____
- _____
- _____
- _____
- _____

Attributes of Effective Coaching

- _____
- _____
- _____
- _____
- _____

Empowering Questions

- _____
- _____
- _____
- _____
- _____

Avoid:

- Yes/No
- “Why”
- Leading

Three Levels of Listening¹

- _____
- _____
- _____

¹ iPEC © 2006

Energetic Listening

Listening	Not Listening
<ul style="list-style-type: none">• New information, perspectives• Acknowledges and validates the client• Foundation for creativity, intuition, wisdom• Intuitive listening• Comfortable with silence	<ul style="list-style-type: none">• Decreases and drains energy for both• Client feels limited, slighted, less important• Listener is distracted• Preoccupied – worried about something else

GAILS² Energy Blocks to Effective Communication

G _____

I _____

A _____

L _____

Practice Exercise:

Typical communication issues or situations you encounter –

Groups of three:

- Client (student, educator) – present scenario, situation
- Coach – using a coach approach, with empowering and other appropriate questions
- Observer – observe and provide feedback

² From iPEC, Life and Leadership Training, © 2006.

Evaluation

- Lessons learned – what might you implement next week?
- Lingered questions
- What went well
- Opportunities for improvement

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Empowering Questions
(Adapted from iPEC © 2016)

- What can you do about that?
- What about that makes it work?
- What other choices can you make?
- What's another way to look at that?
- What's your next step?
- Please remind me of how you were able to do that.
- What did you learn from that?
- What will you do the next time?
- What works well?
- What is really bothering you about this?
- What do you think the main challenge is?
- What is stopping you?
- How will you demonstrate (that/your commitment, etc.)?
- What would that cost you?
- What do you need to get that done?
- How can you find out more about that?
- How do you think it will work out?
- Where will that lead?
- How much time will that take?
- Give me another way to look at that.
- What is your backup plan?
- What are the benefits in that?
- What is your game plan?
- Why is that important to you?
- How can that help you?
- If you could redo that, what would you do differently?
- What do you really mean by that?
- How do you feel about that?
- How does that look/sound to you?
- If that doesn't work, what else could you do?
- How does that idea sound to you?
- How does that fit in to your plan?
- What seems to confuse you?
- What happened next?
- How would trying that feel to you?
- What do you think about that?
- How do you feel about doing that again?
- What are you tolerating?
- Who are you when you do that?
- How did that work for you before?
- What really excites you about that?
- What keeps you going?
- What is it that you are really resisting?
- What are you unwilling to give up?
- What expectations do you have about that scenario?
- How can you stretch yourself there?
- When are you able to "bite the bullet" to get things done?
- What will recharge your batteries?
- Why do you describe that as a need?
- How does that have meaning for you?
- What if you do and what if you don't?
- What do you need to do more of?
- What do you need to do less of?
- What about that fits into your purpose?

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Session Evaluation

Lessons learned – what might you implement next week?

Lingering questions

What went well?

Opportunities for improvement