A coaching approach for enhanced student engagement, outcomes and institutional change

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• The Coaching Network within Greenwich
• Coaching University Students
• Next Steps
• Sustainability
Background to the creation of the Coaching Network
Internal Coaching Network

- Role Change
- Promotion
- Returning to work
- Confidence / Assertiveness
- Service Improvement
- Decision Making & Problem Solving
- Support Change

Returning to work

Decision Making & Problem Solving
The Coaches within the Coaching Network

Application form and group interview
6-8 months development programme
CMI level 5/7 in Coaching & Mentoring
Coaches within the Coaching Network
Coaching University Students
Role of coaching for undergrads - why important

Student Profile

• 18-22 year olds ‘emerging adulthood’ (Arnett, 2000)
  • Issues associated
• Students as ‘consumers’
• High drop out rates
• Managing full time work/caring for others
• = Universities develop strategies that can offer more
Prior Studies

Postgrad Students

Grant (2003) – outcomes of student coaching incl. goal achievement; self-reflection

But.... Latham (2004) – goal achievement greater when coached by a professional (££££)
Prior Research

Undergrads

*Early focus on certain populations*

- Disadvantaged backgrounds;
- Obese females;
- Failing/underperforming
- ADHD
Prior Research

Undergrads

*Early focus on certain populations*

- Disadvantaged backgrounds - \(\rightarrow\) self-perception & mental health
- Obese females – healthier lifestyles & self-acceptance
- Failing/underperforming – retention
- ADHD - \(\rightarrow\) organisation & behaviour change
Previous Research

General population?

- Lack of research – mostly quantitative

Qualitative – Academic

1. Performance (e.g. Franklin & Doran, 2009)
2. Stress management (e.g. Irwin, 2016)

Far less qual, looking at wider benefits
General population?

- Lack of research – mostly quantitative
  - Academic performance (e.g. Franklin & Doran, 2009)
  - Stress management (e.g. Irwin, 2016)
Why coaching?
Lancer & Eatough, 2018
For example, found coaching to be effective:

**Year 1/level 4**
- Confidence
- Making tasks more manageable
- < Procrastination

**Year 3/Level 6**
- > sense of balance
- > Planning
- Confidence

*Also developed relationship with coach*
Processes?

• Breaking issues down & setting of small goals (productivity)
• Strategies to finish tasks (procrastination)
• Intro of strategies to handle stress
• Looking at issues from different angles (e.g. + experience/handle stress & anxiety)
• Giving a voice, discussing what has and has not worked (confidence)
Recommendations

- Coaching component within courses;
- Seminars or workshops on specific issues;
- Group coaching;
- Universities should invest in one-to-one training;
- Training of staff.
Pilot project

- Incorporating coaching techniques into academic and personal tutorials
- Build confidence & engagement (studies and Uni)
- Time/space to reflect/refocus
- Develop resilience
- Support transition
Quant & Qual Outcomes

- degree classification
- retention

- Work through alternatives
- Change perceptions, → self-belief etc.
- relationship (& engagement)
Questions & Issues
How we move forward – what would we like to do & what can we do?
Current Situation

• Coaching Network is becoming more popular (using a Systematic approach - *Clutterbuck and Megginson 2005*)
• Coaching Network members have a strong affinity to the Network
• Expansion of Coaching Network for academic colleagues to use coaching skills with students (using a Systemic approach – *Clutterbuck and Megginson 2005*)
Next Steps

- Academic Research coaches
- Lead tutor coaches
- Continued expansion of Coaching Network

Linking to Institutional KPIs
Sustainability of Coaching in theory

- Using both Systematic (Coaching Network) and Systemic approaches (coaching with students and staff)

Coaching Culture
Sustainability of Coaching in practice

- Senior champion
- Budget
- BAW point allocation
- Incorporate coaching strategy \( (\text{Hawkins, 2012}) \)
- Operational resources
Thank you