

Using solution-focused coaching with students

Transforming student learning through coaching building upon:

- Practice in Further Education
- Experience of United States Higher Education
- The empowered university and clinical practice learning environment at the University of Salford.

Webinar presenters



Ben W Walker
Host & presenter



Dave Lochtie
Presenter



Dr Jacqueline Leigh
Presenter



Today's webinar helps you to:

- Understand solution-focused coaching (through the use of a case study and building upon experience in the NHS, FE and the US);
- Develop strategies to transform student learning (through the example of the empowered University of Salford and clinical practice learning environment);
- Apply solution-focused coaching tools and techniques by exploring:



Student Success Coaching in the US

- University of New Orleans, 1st Year Experience, Enrolment Services
- Retention specialists who also work on early-alert programme, centralised induction & compulsory student success module

- Advising ≠ Coaching but Coaching can be a tool for Advising
- Worked alongside Academic Advisors
- Links to ICF, NACADA
- Built upon the principles of coaching
- 1-1 work with students across all faculties
- 30 min, fortnightly meetings for a semester
- Coach and student sign a contractual agreement on entry
- Some data to show increased retention and success

- Ralston, N C and Hoffshire, M (2017) *An Individualized Approach to Student Transition: Developing a Success Coaching Model*. In Cintron, R, Samuel, J and Hinson, J (eds) *Accelerated Opportunity Education Models and Practices* (pp 34– 50). Hershey, PA: IGI Global.
- Referenced heavily in...



Effective Personal Tutoring in HE

- “An impressive blend of scholarly thinking about personal tutoring and related issues, drawing on leading research and models in the field, and practical guidance.”

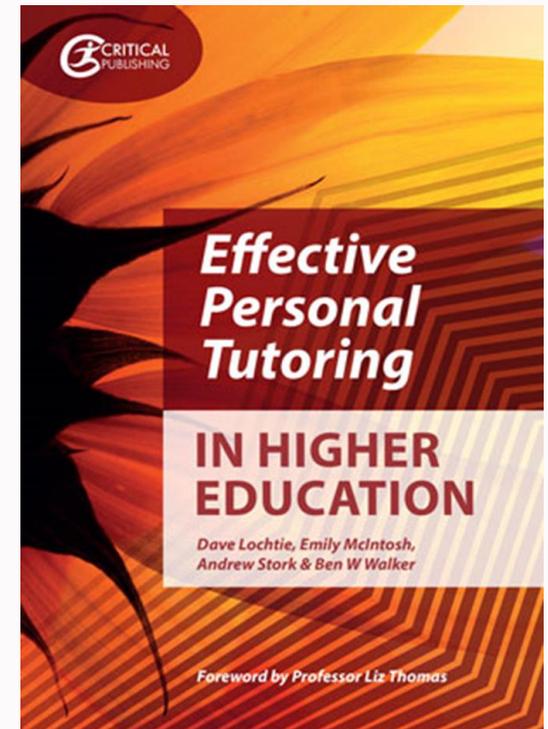
Professor Liz Thomas, Edgehill University

- “A priority read for all academics joining our university’s teacher training provision.”

Dr. Daniella Ryding, University of Manchester

- “Should be on the bookshelves of all those that work with students in Higher Education”.

Yvonne Halden, NACADA Regional Chair



Chapter 6 – Using Solution Focused Coaching with Students

What is Solution Focused Coaching?

- ‘Coaching is **unlocking a person’s potential** to maximise their own performance. It is helping them to learn rather than teaching them’ (Whitmore, 2002).
- Solution-focused coaching
 - grew out of **techniques from the world of therapy** in the 1980s
 - trying to make greater progress with a student by focusing on **where they want to get to** and understanding what **skills and knowledge they need** to get there, **rather than exploring the issue** excessively

Solution Focused Coaching - characteristics

Key characteristic	Explanation
Positive change can occur	The assumption positive change can occur quickly .
Clear goals & self-directed action	Work with the students to define specific goals (Gurbutt and Gurbutt, 2015). The impact doesn't stop when coaching stops. Clear expectation that students must be self-directed & take the responsibility to implement actions to achieve goals.
Develop solutions & focus on the future; not dwelling on problems within the past or present	Listen to issues or problems, communicate empathy and develop rapport . Quickly move to future goals , past successes, and skills, knowledge and abilities they have.
Students' experience, expertise and resources (Gurbutt and Gurbutt, 2015)	Enable & facilitate . Students may already have the answers & ability to take themselves forward, you help them notice. If they are empowered , they will coach themselves in future . You are invisible.
Reframe the students' perspective and help them to notice positives	Look at it another way , explore through dialogue how a problem can be an opportunity , a distant possibility a near possibility, a weakness a strength to support positivity .

Coaching Benefits.....

Coachee, improved:

- Performance
- Motivation
- Commitment
- Personal growth
- Quality of life
- Work/life balance
- Sense of purpose
- Satisfaction
- Communication
- Relationships

Coach, improved:

- Self-awareness
- Listening
- Satisfaction (due to making a difference)
- Intellectual challenge
- Skills (e.g. questioning)
- Issue awareness
- Management of people & teams



The Greater Manchester (GM)- Synergy Project combined with University of Salford Personal Tutoring

Coaching acknowledgements: Dr Emma Gillaspy, Dr Rachel Cowan, Howard Barringer, Jo Lopus da Silva

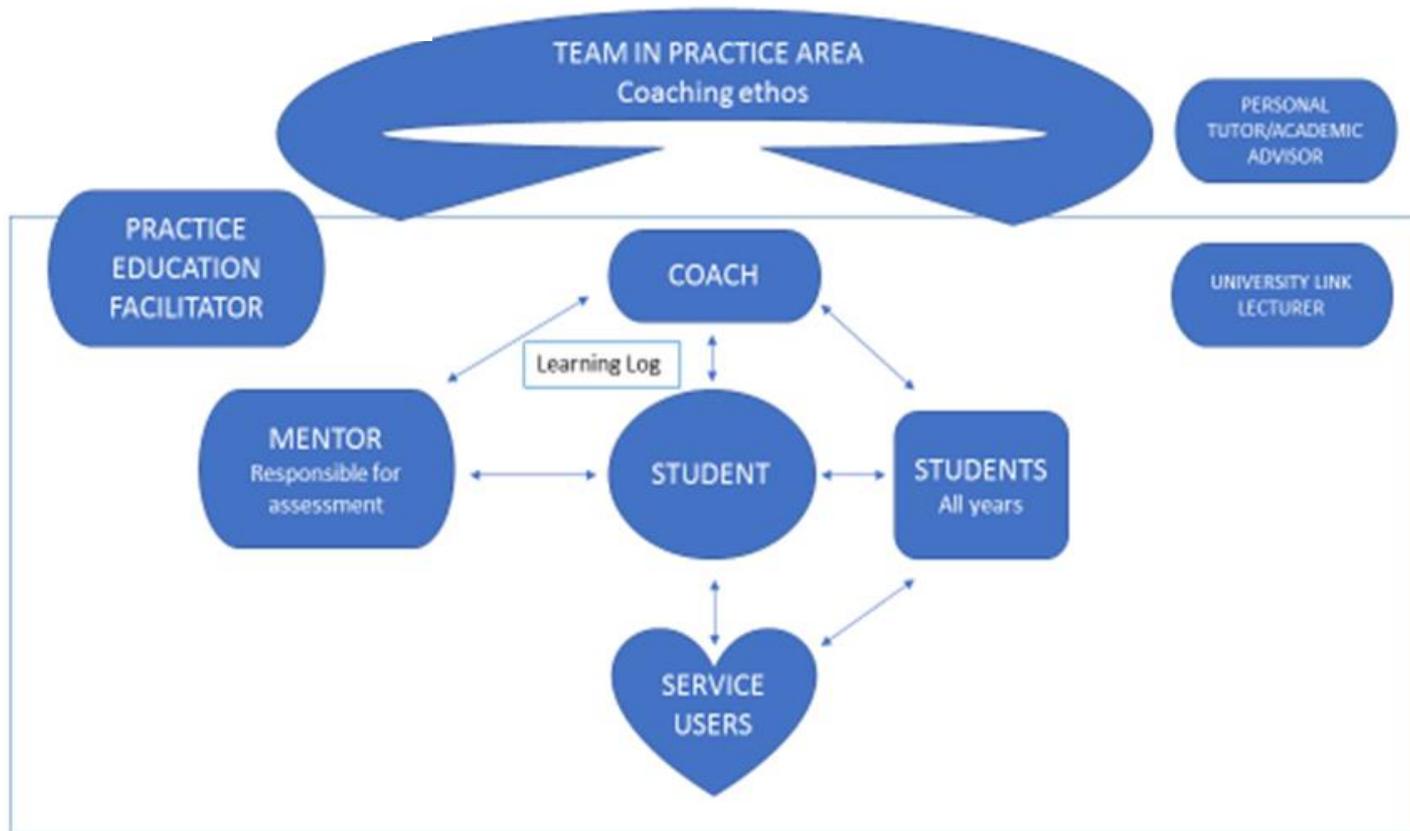
Case Study

- Four Greater Manchester (GM) universities provide undergraduate nursing programmes situated within the Greater Manchester Combined Authority (GMCA). In nursing education, each university has a vision to offer students real-world experiences that prepare them for life
- To meet the Department of Health and the UK Nursing and Midwifery Councils expectations that student nurses provide exceptional and compassionate nursing care to its patients, students split their three-year undergraduate nursing programme equally between the classroom and range of clinical learning environments
- Student support goes beyond the traditional university role of the personal tutor to include clinical educators (mentors and Practice Education Facilitators)
- Unlock our students' potential for learning and clinical leadership development and to maximise student retention, achievement and outcomes

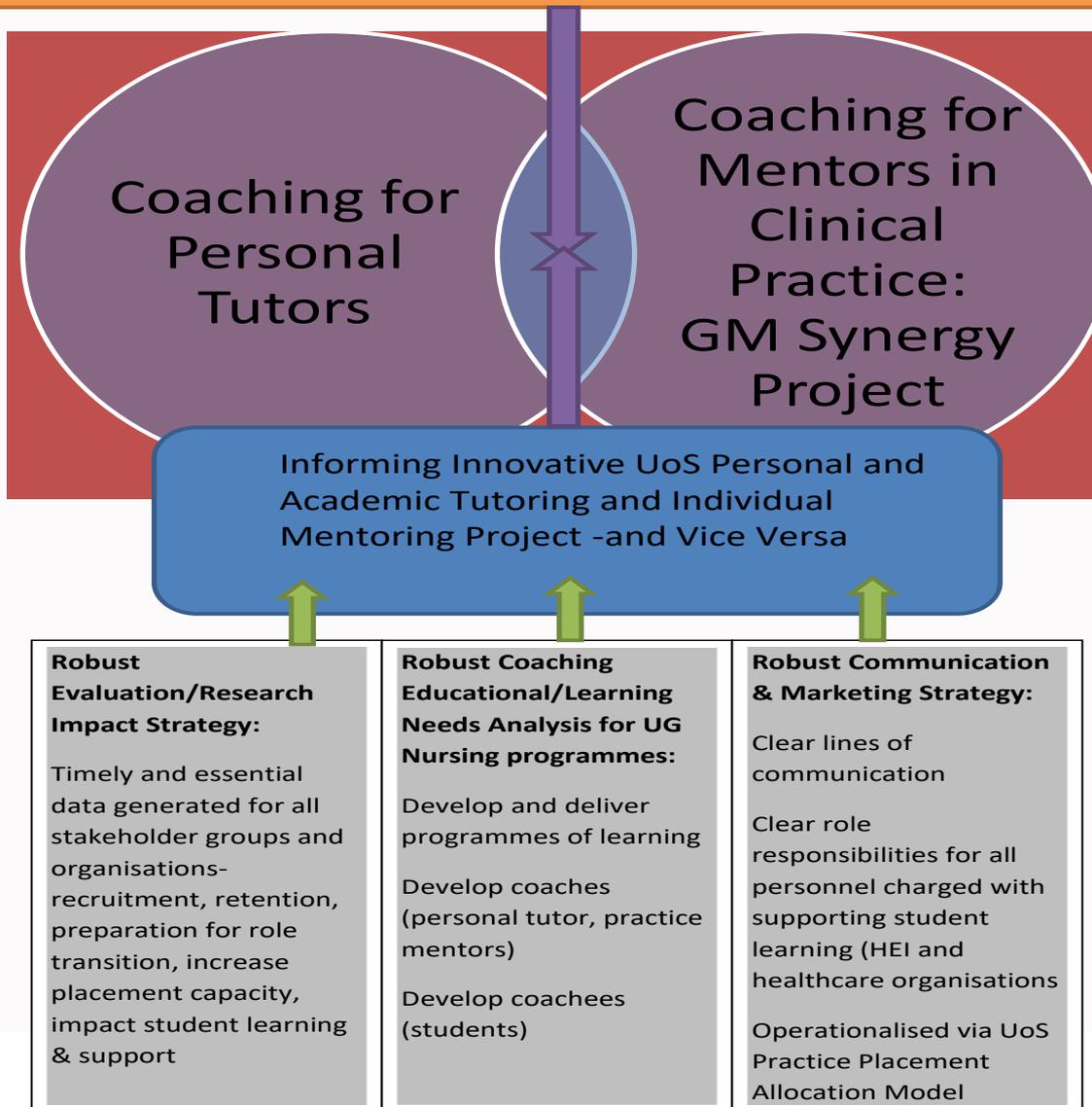
Case Study continued....



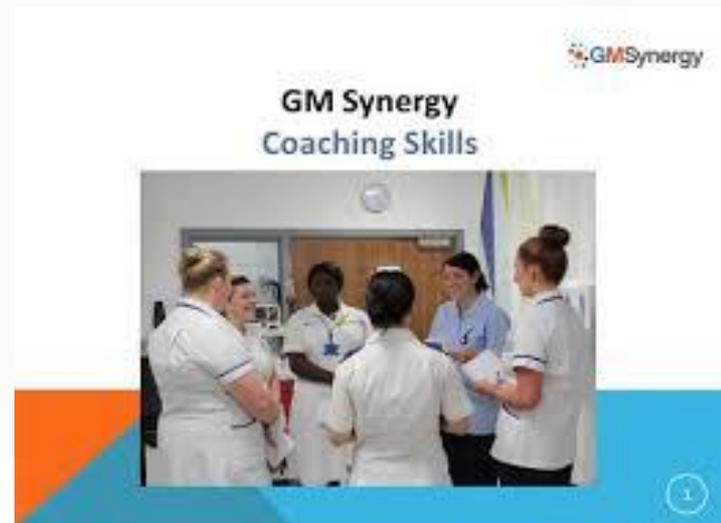
- Collaborative perspective, application storytelling and SWOT analysis to identify multi-stakeholder key issues around existing models of support for undergraduate student nurses.
- Emerged that support in clinical practice was variable; students not consistently encouraged to take ownership of their learning needs.
- Dept of Health 2017 strategy to fund an extra 10,000 student nurses, midwives and allied health professionals by 2020 meant that the system of placements and capacity in clinical learning environments was struggling to cope.
- Lack of clear strategies for smooth transition from student to qualified nurse and for providing the stimulus for student nurses to work within GM hospitals on qualification....perfect storm!!
- 2012 Willis Commission on the future of nursing education, and our own practice, team identified coaching as an effective model for student nurse support in practice.
- Willis advocates the Collaborative Learning in Practice model (CLiP™).
- Developed our bespoke GM Synergy Model



Transforming Student Learning and Support through the Empowered University and Clinical Practice Learning Environment



University of
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Spectrum of Coaching Skills



Taken from: Downey, M. (1999). *Effective coaching* (Orion business toolkit). London: Orion Business

Thinking activity

Think about your last tutoring interaction with a student

- *Where were you on the spectrum of coaching*
- *Facing the same situation again, what other part of the spectrum might you use & why?*

Challenge and support

Support



COMFORTED



EMPOWERED



BORED



STRESSED

Challenge

Thinking activity

Think about another recent tutoring interaction with a student

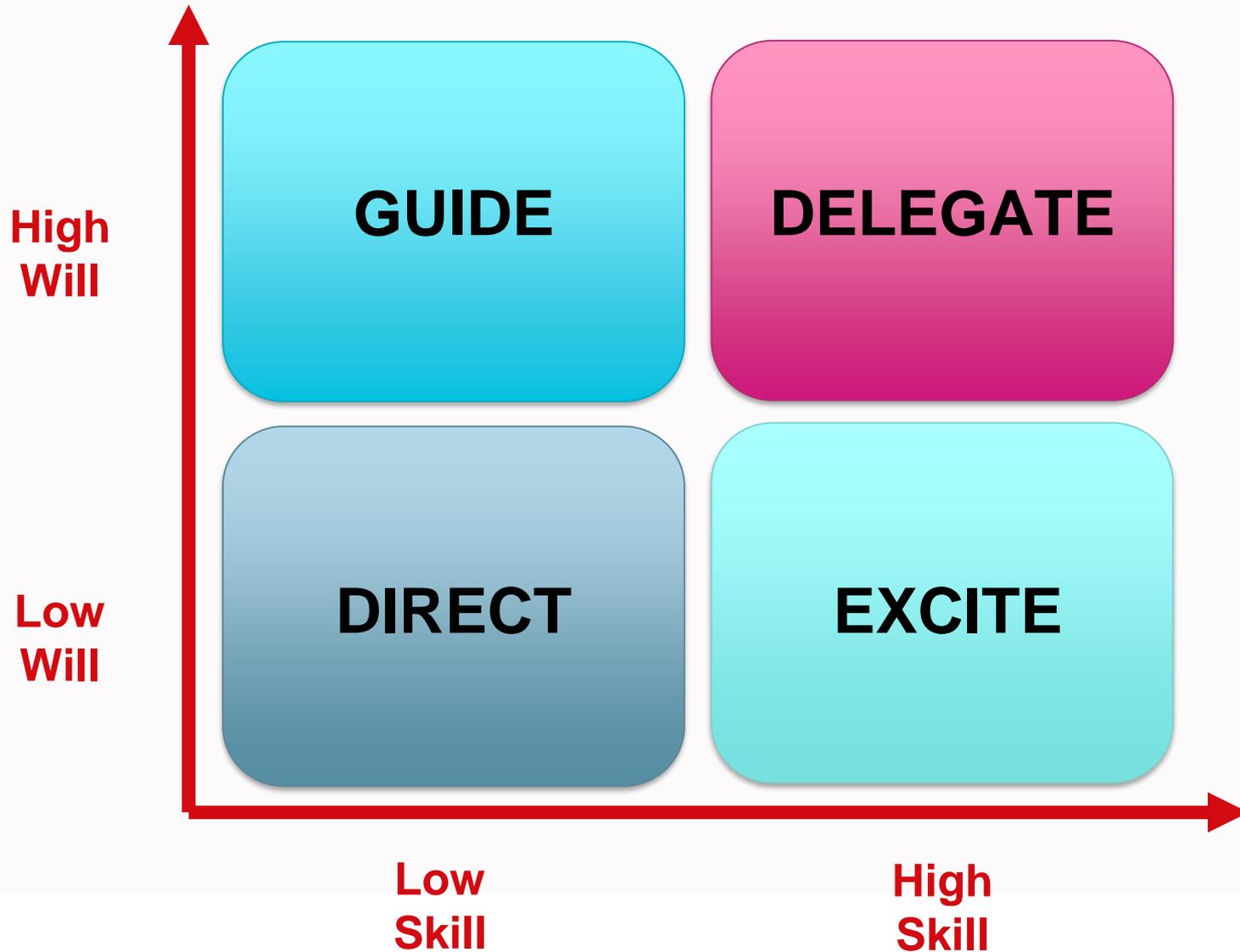
- *Was your approach supportive or challenging?*
- *Within which quadrant do you think the student was located?*
- *Does this make for a good learning environment and could things be more balanced?*

Levels of Listening

What are your personal actions to advance towards Level 3 listening?



Skill and Will



Questioning Skills

Effective Coaching Questions

-
- **Open**
 - (to promote discussion)
 - What, Where, When, How (Why needs to be used carefully to avoid appearing judgemental)
-
- **Probing**
 - (to follow up on what has been said)
 - Can you tell me more about...?
-
- **Focussed**
 - (to establish the real situation and real actions to be taken)
 - What were your feelings at the time?
 - What action will you take?
-
- **Leading Questions**
 - (to be avoided!)
 - Don't you think it would be better if...?
 - Why don't you do the following...?

Coaching in Action

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One-to-one meeting between
Luke and Simon

Take 1

Becoming and Outstanding Personal Tutor

- How would you evaluate the 1 to 1 conversation?

OSKAR Model



OUTCOME • *What would you like to get from meeting..?* • What is the issue...? • What will be better if..? • Are you prepared to take action to...
FUTURE PERFECT (also known as the 'miracle question') *What would success look and feel like?* What will be different?



SCALING • *On a scale from 1-10: 10 is future perfect & 1 is none of this is happening, you have no idea of how to get there, and you have never managed to achieve any goal.* *Where are you now?*



KNOWLEDGE & RESOURCES • What is getting you to (X) on the scale?
• What are you already doing well? • *What skills/resources got you here?*
• *When have you scaled higher? What did that look like?*
• When/how have you overcome this before? What would an expert say?



AFFIRM & ACTION • What's going well/been impressive about the strengths, skills & resources being used?
• *What steps would take you from X to X+1* • What needs to happen?



Review (at next meeting) • *What's better?* • *What helped?* • What's been useful? • How did you manage that? What have been the benefits? • On the scale, where were you and where are you now?
How will you sustain this? • *What have you learned?*

The G.R.O.W model

S.M.A.R.T. Goals

(specific, measurable, achievable, relevant and time bound)

Image from <http://aspirax.com/Blog/2015/01/05/next-steps-for-the-grow-model/>



Goal Setting

Questions

- What would be the **best outcome for you** from this session?
- What would **you like to talk** about?
- What would be useful **short term goals** to identify?
- What is **on your mind**?
- How are you doing?

Questions that lead nowhere:

How are you getting on?
Is everything going ok?

Reality Questions

- What is the **present situation**, in more detail?
- What is your **concern** about it? How great is your concern?
- How much **control** do you have over the **outcome**?
- Does this affect anyone apart from you? **Who**?
- What **actions** have you taken so far?
- What were the **effects** of this?
- What stopped you from going further with this?
- What **barriers** will need to be overcome?
- What really is the issue here?
- What's the **bottom line**?

Options Questions

- What are the **different approaches** this?
- What could you **do differently**?
- **What would you do if.....?**
- What would you do if you could start with a blank sheet of paper?
- What else?
- Would you like a **suggestion from me**?
- What are the **advantages and disadvantages of...?**
- **Which solution** appeals to you most?
- Which **would give the best result**?

Questions

- **What are you going to do?**
- **Which option(s)** are you going to select?
- **When** are you going to do it?
- Will this option meet your **goal**?
- What **obstacles** might you meet?
- What **support** do you need? **From whom**?
- **How and when** will you get that support?
- What other considerations do you have?
- On a **scale of 1-10, how certain** are you that you will carry out the actions agreed?
- What stops it from being a 10?

Coaching in action

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Take 1

Becoming and Outstanding Personal Tutor

- Think - of the coaching approaches & techniques we've looked at today - how would you evaluate take 2 compared to 1?

'Solution-focus' vs 'problem-focus' approaches to student support

Solution talk questions	Problem talk questions
What are you aiming to achieve?	What's wrong with what you're doing?
How will you know you've achieved it?	What's the main cause of your difficulty?
How did you know how to do that?	Why did you do that?
What might you do differently?	What should you have done?
What have you done before that worked?	Have you done that before?
What did you do to contribute to the outcome?	Is there anything you did that helped?
What could you do to ensure this happens?	What are the obstacles to you achieving this?
How can you make sure this happens again?	Why can't you do that more often?
What was the best you have ever done at this?	What's the main cause of your difficulty?
What else?	Anything else?

In summary

Problem- focus approach	Solution-focus approach
Understand and diagnose the problem.	Recognise what solution or outcome the student would find desirable or is needed.
Know what causes the problem.	Find know- how and resources; in other words, skills or previous experience, which will help the student to work towards the solution or agreed outcome.
Use this information to address and fix the problem.	Taking into account the student's know- how , exploring the solution and agreeing a small action, or actions. Often the problem that the student was facing will either reduce or seem less significant to them and together you may discover a new way to overcome it.

How would you assess yourself & institution?

PERSONAL TUTOR SELF-ASSESSMENT SYSTEM : Chapter 6 Using solution-focused coaching with students					
	Minimum standard 1 star	Beginner level 2 star	Intermediate level 3 star	Advanced level 4 star	Expert level 5 star
Individual	I use open and positively phrased questions to encourage my students to define clear goals and think for themselves. I encourage them to think about what experience, expertise and resources they have to achieve their goals.	I regularly practise the use of solution talk style questions (where appropriate) to support my students.	I regularly receive positive feedback on the impact that my students feel my coaching conversations have on their progress.	I use reflective practice regularly to explore and improve my coaching practice. I regularly use the OSKAR framework (or other) to structure my coaching conversations with students.	I measure the impact of my coaching conversations. I share my experiences of the solution-focused approach and OSKAR framework (or other) with my colleagues and am regularly involved in joint practice development activities to explore new ways to support students through coaching conversations.
Institutional	The culture and policies of my institution clearly encourage all staff to take a positive approach towards students and the issues or problems they bring or encounter.	Deans or Heads of School actively support staff to use coaching conversation techniques (where appropriate) with students through discussion, team meetings and appraisals.	My institution regularly delivers or provides opportunities for staff to undertake training in coaching or supportive conversational techniques with students.	Joint practice development opportunities on coaching students are routinely resourced and encouraged by managers to explore current practice and new ways of working.	There is evidence of a positive correlation between the increase and improvement of coaching conversations and the impact on some key performance indicators.



Video Case Study 1

At this point in the webinar, a video of a coaching session was shown but we cannot reproduce it in this recording for copyright reasons.

You can find a transcript of the video case study on the UKAT website on the page from which you accessed this recording.

Video Case Study 2

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See you next time...

Institutional infrastructure

Thursday 16 May 2019, 14:00

Exploring the vision required to imagine & build an organic and sustainable advising and tutoring infrastructure and culture within modern-day HE institutions.

