Effective Coaching Strategies for Students and Colleagues
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Let me tell you about this student issue…

- 2nd year AuD student, Ethel, who is embarking on second career path – previously worked as an aide in a private school for children with learning disabilities.

- In 1st year coursework, often arrived late to class (e.g., slept through alarm), including 15 minutes late for final exam. Sometimes missed class entirely and received a zero on a quiz due to unexcused absence. Advising team has consulted with the student.

- Now that the student has begun clinic in 2nd year, professional issues have arisen (late reports, arriving late for clinical appointments).

- The student’s conduct related to coursework and clinic are putting her in danger of program dismissal, but the student feels that she was able to succeed in her prior school position, so she believes she will succeed here.

My colleague comes to me with a problem…

- A newer SLP in your school district, Harvey, has approached you because of challenges with a more senior colleague, Gertrude, who is closely allied with the Special Education Director in the district.

- Harvey, as a CFY, works in the district’s middle and high school. Parents have gone to his colleague Gertrude, who was the SLP in the prior elementary school, to complain about how Harvey provides services.

- Gertrude has approached Harvey about these complaints to provide advice. This has left Harvey feeling threatened.

What are your stories?

- Take 5 minutes to write out your own scenario of someone coming to you for guidance – a student, a colleague, a boss.

- You will use this scenario in a role play with a partner during this seminar, so feel free to edit details according to your comfort level for sharing.
Coaching: What it is

- “A collaborative, helping relationship, where coach and client (‘coachee’) engage in a systematic process of setting goals and developing solutions with the aim of facilitating goal attainment, self-directed learning, and personal growth of the coachee.” Following the coachee’s agenda.

- Prompts goal setting in coachee – setting agreements (a “contract”) and serving as an accountability partner related to goal progress.

- Evoking solutions from the coachee through active listening and asking key questions.

- Encourage coachee to reframe issues or consider them from a different perspective.

- Provide inspirational motivation – encourage an optimistic view of the future and an authentic sense of self efficacy.

(Losch, Traut-Mattausch, Mulhberger, & Jonas, 2016)

Coaching: What it’s not

- Setting the agenda for the coachee

- Solving the problem for the coachee

- Providing instruction

- Psychotherapy or expert counseling

(Losch, Traut-Mattausch, Mulhberger, & Jonas, 2016)

Evidence indicates better coaching outcomes when…

- The relationship and related responsibilities are well defined (e.g., coachee is actively engaged)

- Coaches preceded their sessions with self-reported, positive, friendly moods

- Coaches were more dominant (e.g., assertive) in behavior during the session, and positive observer scores for affiliation between coach and coachee.

- Empathic behavior was observed (must be more than just felt by the coach).
• The coaching team perceives there is promise they can improve.
• The coach uses intuition to come up with fresh observations (e.g., language the coachee uses).
• The coach is able to put things in perspective or “reframe”.

Evidence reviewed in Erik de Haan’s 2019 book “Critical Moments in Executive Coaching: Understanding the Coaching Process through Research and Evidence-Based Theory”

Coaching Skills
• Acknowledging
• Validating
• Noticing subtleties in language/behavior
• Sharing insightful observations
• Reframing
• Asking questions
• Accountability

The Seven Questions
• The kickstart question: What’s on your mind?
• The AWE question: And what else?
• The focus question: What about this situation is the biggest challenge for you?
• The foundation question: What do you want?
• The lazy question: How can I help?
• The strategic question: If you are saying yes to this, what are you saying no to?
• The learning question: What was most useful to you? What are three take homes you got from our meeting?
Videos

- Coaching with a student
- Coaching with a colleague
  - What coaching skills can you identify in these videos?

Role Play

- Use the student scenario used at the beginning of the presentation with one partner role plays the student coachee and the other person role plays the coach.
- Let’s self assess using score cards and discuss.
- Next switch to the colleague scenario and reverse roles so that the coach is now the coachee.
- Let’s self assess again and discuss.
- Switch to own, personal scenario, completing the score card again, then switch roles again.

Coaching self assessment

- How many of the 7 questions did you use? Which ones? (What’s on mind, and what else, etc.)
- Did you acknowledge and validate the coachee’s issues?
- Were you assertive in moving the coachee toward finding his/her own solutions and establishing goals?
- Did you give advice? (Beware of the “hidden” advice in the form of a question)

Questions?

References

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