

Developmental Coaching

Planting Seeds for Success

Friday June 18th 9am-12pm

Humber & Seneca College Advising Teams

Facilitated by:

Dr. Heather Drummond, EdD, C.Psyc.



Outline



Introduction (30 minutes) 9-9:30am

- *What is Developmental Coaching*

The Coach (50 minutes) 9:30am-10:20am

Your Coaching Lens

- Your Mindset
- Your Values
- Your Personality
- Your Emotional Intelligence

10 Minute Break

The Student (30 minutes) 10:30am-11:00am

- Stages of Change
- The Whole Student
- Brain Development (PFC)

The Strategies (50 minutes) 11:00-11:50 pm

The Coaching Lens in Action

- How to Have a Coaching Conversation
- Directive vs Non-Directive Coaching
- Productive Boundaries in Coaching
- GROW: Goal, Reality, Options, Way Forward
- GRIT & Mindset
- Tips from Behaviour Activation Therapy
- Tips from Solution Focused Therapy
- Tips from Career Development: Pride Exercise & Planned Happenstance

Wrap Up: Going Forward 11:50 – 12pm

Developmental Coaching

Developmental Coaching is an *intentional process* of *increasing awareness* and *perspective* in college students, by helping them to *foster their mindset* on the road to becoming increasingly able to *meet their own goals* and live the life they want to live.

- **teaching the skills**, and sharing the tools, that help students in shifting their mindset to take on life challenges
- **working with the whole person** rather than only career/academic-related goals alone
- **focusing on increasing** the broader human capacities of students
- **it is a non-directive**, strength based, student centred approach
- **aiming to understand** the WHAT, the WHY, and the HOW of an individual; by considering/exploring the lived experience/context of the student (sociological, psychological, biological factors)
- **incorporating the factors** associated with life transitions in the design of interventions; and helping support students through these significant lifespan transitions (such as high school to college to work, adolescence to young adult to adult, etc.)

Why Coaching is Important



Unlocking student potential is the most important purpose of coaching.

- **Early Identification of Barriers to Success**
- **Interactive Communication**
- **Career Development**
- **Learning New Strategies and Skills**
 - Fostering an attitude of lifelong learning
 - Goal-setting & motivation
 - Problem Solving
 - Developing action plans
 - Academic skill enhancement
 - Increasing ability to adapt and react



How is Developmental Coaching Different?

Performance Coaching, Developmental Coaching and Career Coaching, have different purpose and outcome focus.

- **Developmental Coaching** is the process in which coaches assist students in developing *certain competencies* needed to navigate their personal and academic lives successfully.
- **Performance Coaching** assists students to *perform better* in their current situation.
- **Career Coaching:** assisting students *in navigating their career options* thought guiding them through a process of Self-Understanding, Exploration of Options, Decision-Making, Preparation for the career next steps and Getting Experience.

Comparison

Through the 6 A's Coaching Framework:

Aim

Assess

Affirm

Advance

Act

Achieve

	Performance Coaching	Developmental Coaching	Career Coaching
AIM	Performance Goal	Desired Competencies	Career Goal
ASSESS	Areas of Current Performance	Current Competencies	Potential & Limitations
AFIRM	Areas of Strength	Areas of Strength	Areas of Strength
ADVANCE	Options to improve performance	Options to develop competencies	Options to achieve career goals
ACT	Action plans to improve performance	Action plans to improve capability	Action plans to meet career goals
ACHIEVE	Progress in implementation of performance action plans	Progress in implementation of development plans	Progress in implementation of career development plans

A small green plant with several leaves is growing out of a crack in a grey concrete surface. The background is a blurred, light-colored wall with some brown stains. The entire scene is framed by a white, hand-drawn style border.

The Coach

What You Bring

Part #1

WHAT THE NEW SCIENCE OF CHILD
DEVELOPMENT TELLS US ABOUT THE RELATIONSHIP
BETWEEN PARENTS AND CHILDREN

THE GARDENER AND THE CARPENTER

PICADOR



ALISON GOPNIK

"This lovely book, and the life's work that animates it,
will only deepen that bond [between caregiver and child], helping our
children to flourish." —Erika Christakis, *The Washington Post*

Carpenter vs Gardener

- The "**carpenter**" thinks that people can be molded. "The idea is that if people just do the right things, get the right skills, take the right classes, they can be shaped into a particular kind of adult."
- The "**gardener**," on the other hand, is less concerned about controlling who the person will become and instead provides a protected space to explore. The style is all about "creating a rich, nurturant but also variable, diverse, dynamic ecosystem."

What is Your Coaching Mindset?

Check this out! <https://www.npr.org/sections/goatsandsoda/2018/05/28/614386847/what-kind-of-parent-are-you-carpenter-or-gardener>

Emotional Intelligence

Emotional intelligence is a set of *emotional* and *social skills* that influence the way we perceive and express ourselves, develop and maintain social relationships, cope with challenges and use **emotional** information in an effective and meaningful way.

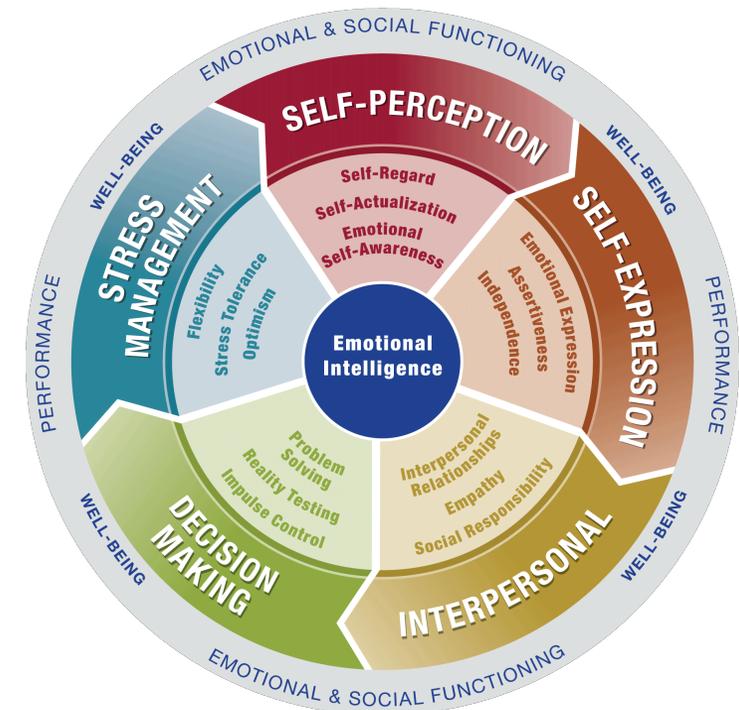
This is the lens we see our students through.

What do you bring to the coaching relationship?

What is enhancing the process for students?

What is getting in the way?

The **EQ-i^{2.0}** Model



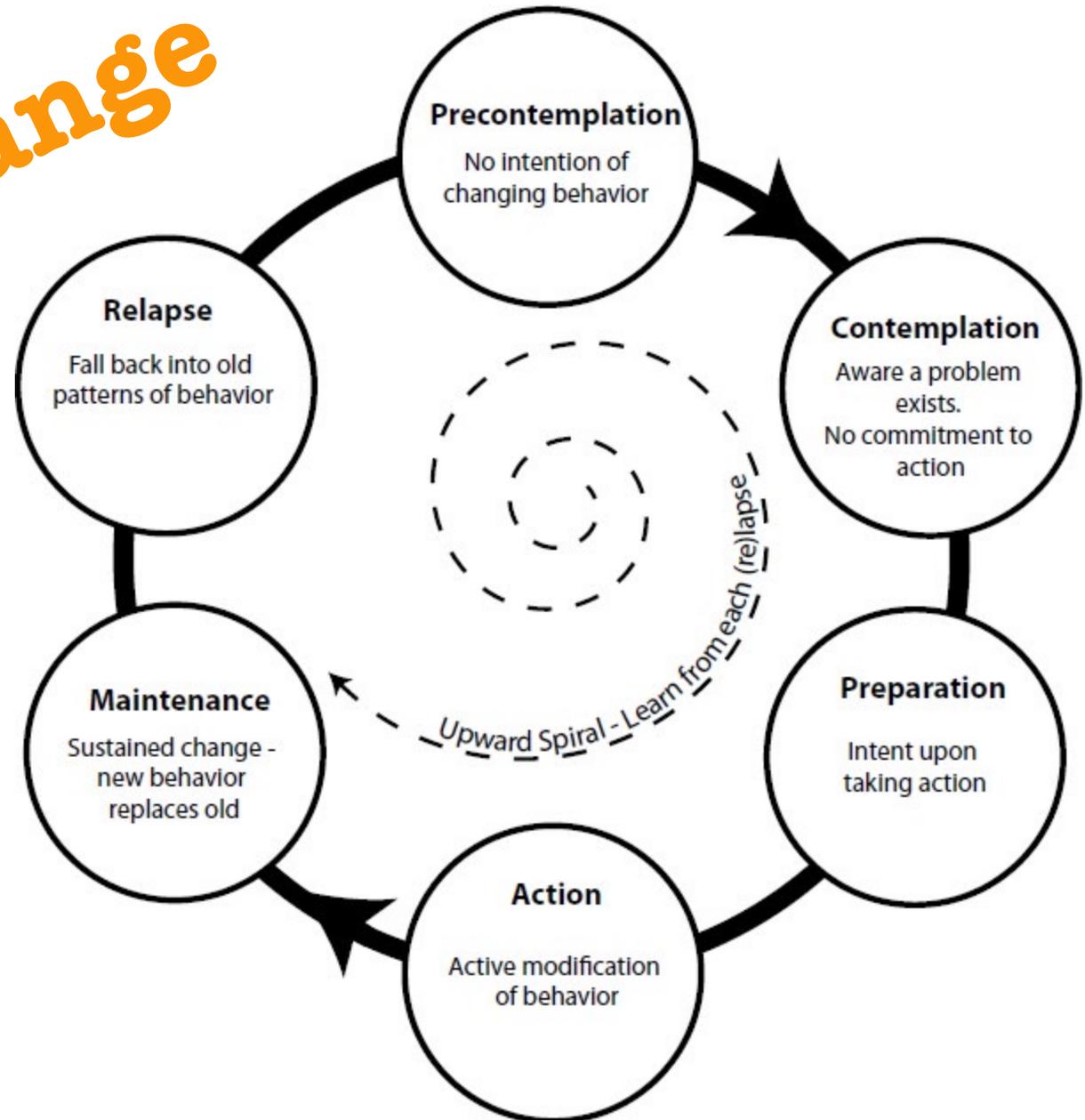
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The Students

The What, Why & How

Part #2

Stages of Change



The Transtheoretical Model (Stages of Change) of behavior change is an integrative theory of therapy that assesses an individual's readiness to act on a new healthier behavior, and provides strategies, or processes of change to guide the individual. Prochaska, J.O., DiClemente, C.C., & Norcross, J.C. (1992 - Present)

Bio-Psycho-Social

Lens of Mental Health & Wellbeing



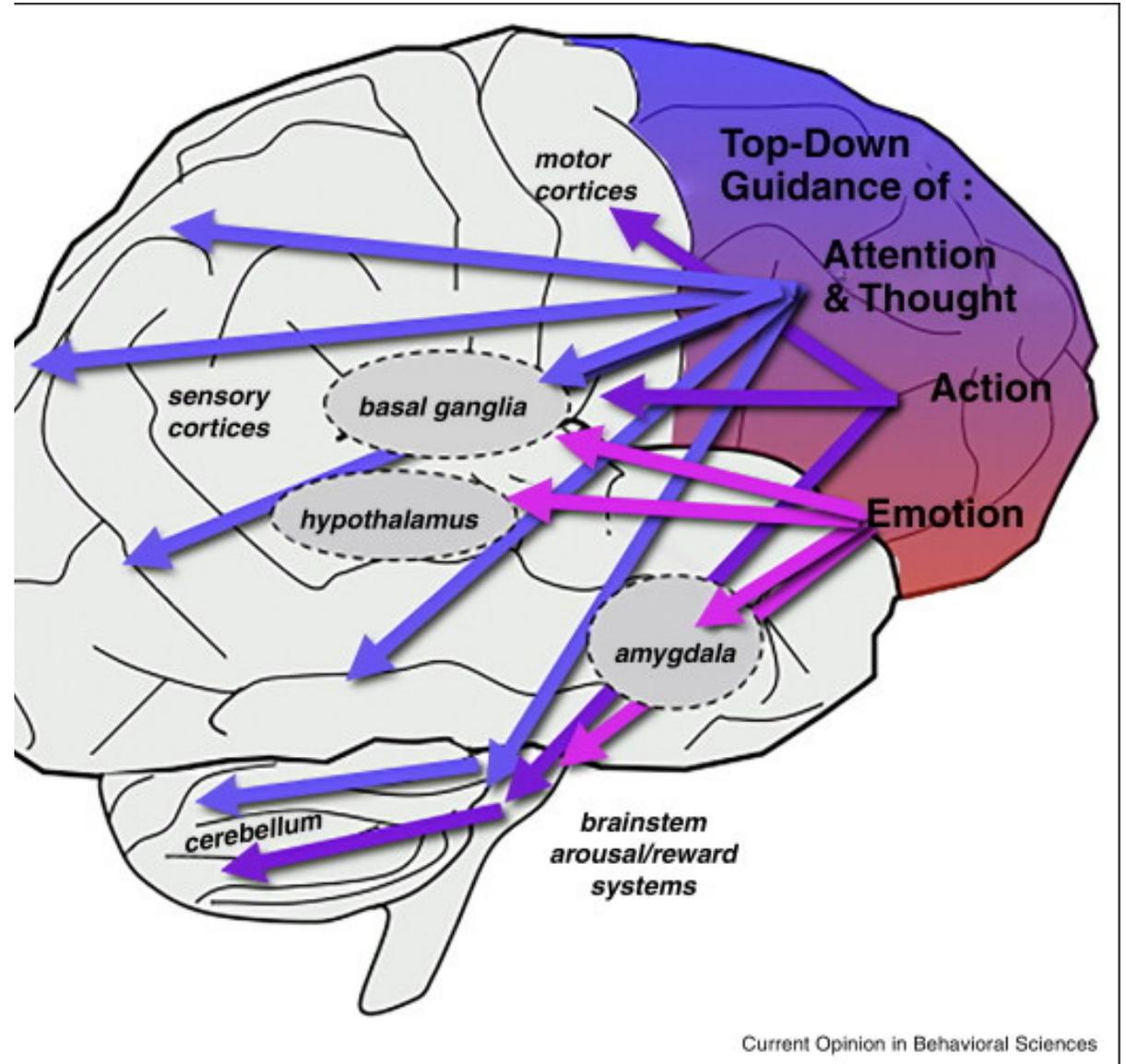
Not everyone has access to *experience* and *information* equally.



9 Functions

Prefrontal Cortex (PFC)

1. Empathy
2. Emotion Regulation
3. Fear Modulation
4. Response Flexibility
5. Body Regulation
6. Insight
7. Morality
8. Intuition
9. Attuned Communication



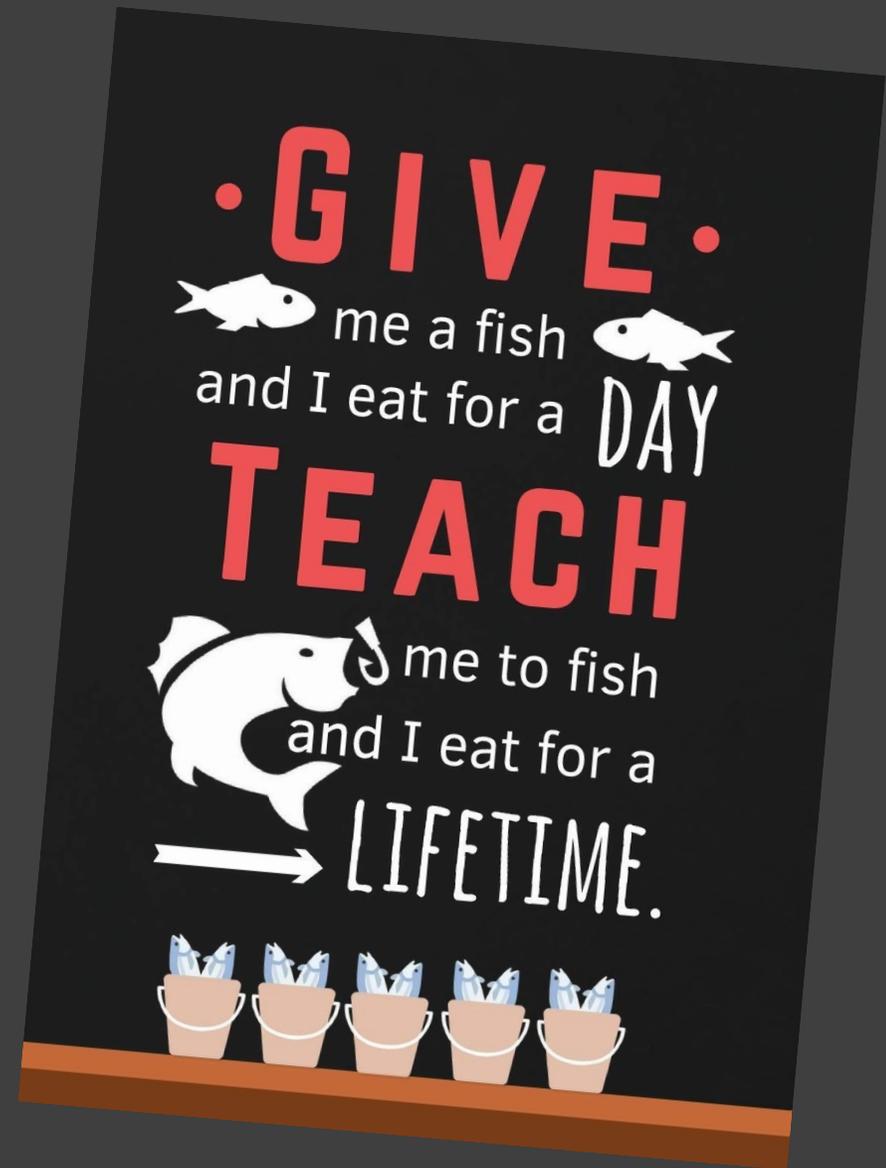
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The Skills & Strategies

Seeds for Success

Part #3

Guiding Mindset



HOW TO HAVE A COACHING CONVERSATION



LISTEN CAREFULLY

Don't assume what the conversation is about or what path it should take.



RESPOND THOUGHTFULLY

Coaching is about uncovering answers through inquiry, openness & exploration.



RESIST IMPOSING YOUR OWN SOLUTION

Shift from the norm of telling, problem-solving & giving advice.

- **Listen & Paraphrase:** “I’m hearing you say”
- **Use tentative language:** “I am wondering about”
- **Empowering the Student:** “Does that fit for you?” “Does that describe...the situation, the experience...? Does that seem doable?”



Productive Boundaries in Coaching

Ask Yourself



- Am I working harder than the student on their issue?
- Am I pushing the student because of my core beliefs?
- Use WAIT (Why Am I Taking?) to add reflection points to the interaction.
- Is the student not ready to change? Should I just “plant seeds” for when they are?
- Am I getting frustrated with the student? How can I view this with a lens of mindful non-judgmental curiosity?

Structuring Coaching Sessions



GROW

(Whitmore, 1992, 2002)

The GROW Model:

Starts with using open-ended questions such as “What goal would you like to focus on in this session?”

Goal

- The coaching session typically starts by setting a specific goal for the coaching session.

Reality

- The coach and student then explore the current reality.

Options

- Co-developing options for action.

Way Forward

- Co-establishing specific action steps that help define the way forward

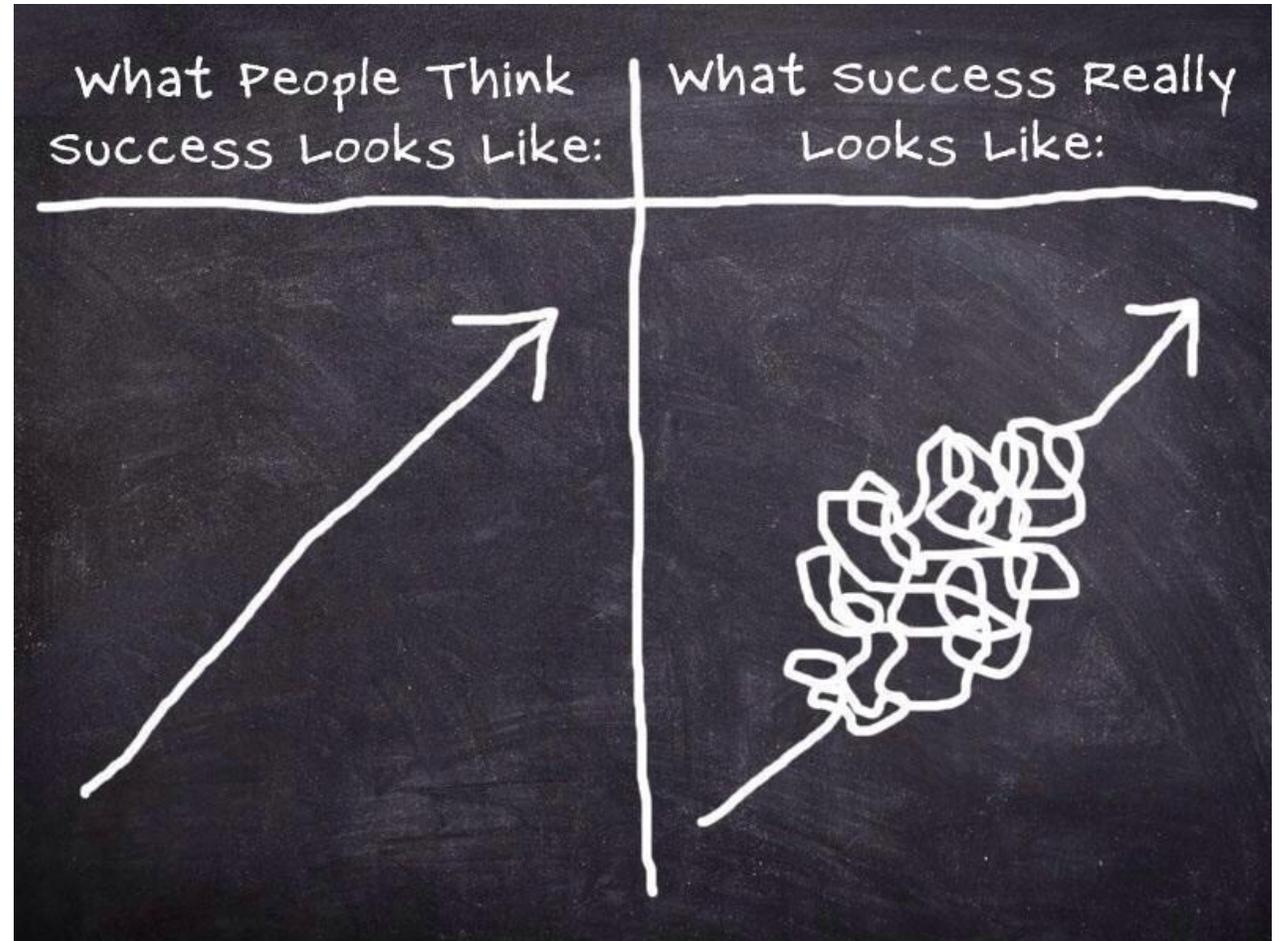
Adapted from:

https://www.researchgate.net/publication/232516238_Developmental_coaching_for_high_school_teachers_Executive_coaching_goes_to_school

GRIT

Grit is a positive, **non-cognitive trait** based on an individual's **perseverance of effort** combined with the **passion** for a particular **long-term goal** or **end state** (a powerful motivation to achieve an objective). This perseverance of effort promotes the **overcoming of obstacles** or challenges that lie on the path to accomplishment and serves as a driving force in achievement realization.

Perseverance + Passion



Developing GRIT

Overcoming Inner Obstacles

Instead of Thinking...

1. I am not good at this.
2. I give up.
3. This is too hard.
4. I can't make this any better.
5. I just can't do math!
6. I made a mistake.
7. They are so smart. I am not that smart.
8. Plan "A" didn't work.
9. It's good enough.

...Try Thinking...

1. What am I missing?
2. I will use some of the strategies I've learned.
3. This may take more time and effort.
4. I can always improve, so I will keep on trying.
5. I am going to train my brain to do math.
6. Mistakes help me learn.
7. I am going to figure out how they do it.
8. Good thing the alphabet has 25 more letters!
9. Is this really my best work?

The Power of **YET**

TED Ideas worth spreading

WATCH DISCOVER ATTEND PARTICIPATE ABOUT LOG IN 



Carol Dweck:

The power of believing that you can improve

TEDxNorrköping · 10:20 · Filmed Nov 2014

 41 subtitle languages 

 View interactive transcript

 Watch later

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Alison Gopnik: What do babies think? 

https://www.ted.com/talks/carol_dweck_the_power_of_believing_that_you_can_improve?language=en#t-64527

*Carol Dweck researches “growth mindset” — the idea that we can grow our brain's capacity to learn and to solve problems. In this talk, she describes two ways to think about a problem that’s slightly too hard for you to solve. Are you not smart enough to solve it ... or have you just not solved it **yet**?*

This TEDTalk is a great introduction to this influential field.

Tips

From Behaviour Activation

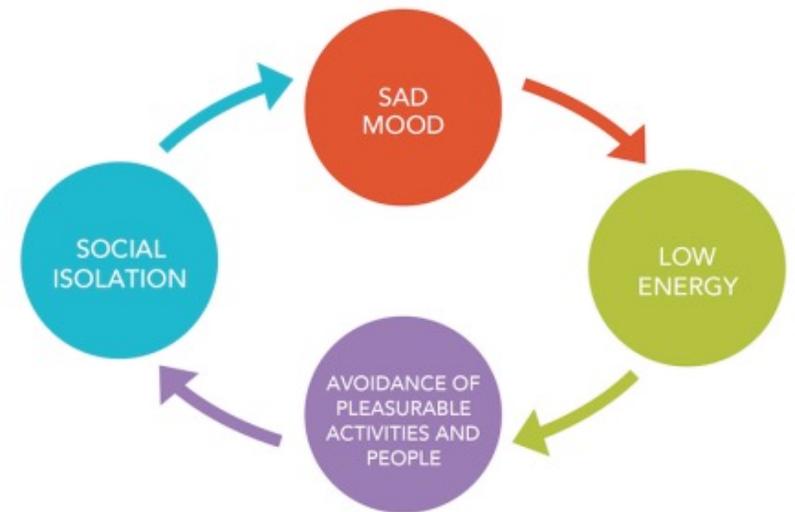
Have you ever noticed that certain things that you do influence your mood?

When you listen to sad music do you ever notice feeling sad for longer periods of time?

Do you ever feel less motivated to solve a problem, learn/try something new, do school-work when you are actively worrying?

Behavioural Activation:

- Step 1: Activity and Mood monitoring
- Step 2: Awareness-relationship between particular activities and your mood
- Step 3: Schedule more of the “better mood” activities over the coming week
- Step 4: Balance pleasant and achievement-based activities
- **Step 5: Action before Motivation**
- Step 6: Rewards



Tip

From Solution Focused Counselling

Miracle Question

“Now, I want to ask you a strange question. Suppose that while you are sleeping tonight and the entire house is quiet, a miracle happens. The miracle is that the problem which brought you here is solved. However, because you are sleeping, you don’t know that the miracle has happened. So, when you wake up tomorrow morning... **What will be different?** What will tell you that a miracle has happened and the problem which brought you here is solved?” (de Shazer, 1988)



Tips

From Career Development

Pride Exercise:

- Students are asked to complete a "significant experiences" exercise, in which they write a 2-3 page narrative describing some accomplishment or experience of which they are proud. (Dr. Kris Magnusson, SFU)
- [CLICK HERE for more information about the Pride Exercise](#)

Planned Happenstance:

- "Planned happenstance" theory was introduced in 1999 by Mitchell, Levin and Krumboltz. They clarified it as "constructing unexpected career opportunities" and purport that students can "plan," be prepared for, and even "construct" or generate "chance" career events in their lives.
- **Five traits students must develop to take advantage of opportunity**
Curiosity, Persistence, Flexibility, Optimism, Risk-Taking
- [CLICK HERE for a great advising article about Planned Happenstance.](#)



FAILURE
IS NOT THE OPPOSITE OF
SUCCESS
IT'S PART OF SUCCESS

Do
ONE THING
THAT
SCARES YOU
every day.

ELEANOR ROOSEVELT

THE BEST TEACHER
IS EXPERIENCE
LEARNED FROM
FAILURES.

BYRON PULSIFER

“
OUR GREATEST
GLORY IS NOT IN
NEVER FAILING, BUT
IN RISING EVERY
TIME WE FAIL.

CONFUCIOUS

I CAN ACCEPT
FAILURE, EVERYONE
FAILS AT SOMETHING.
BUT I CAN'T ACCEPT
NOT TRYING.

Michael Jordan

IF YOU FAIL,
NEVER GIVE UP
BECAUSE
F.A.I.L. MEANS
FIRST ATTEMPT
IN LEARNING.

Failure
is a
Bruise
not a
Tattoo

Jon Sinclair

failure
IS
SUCCESS
IN
progress

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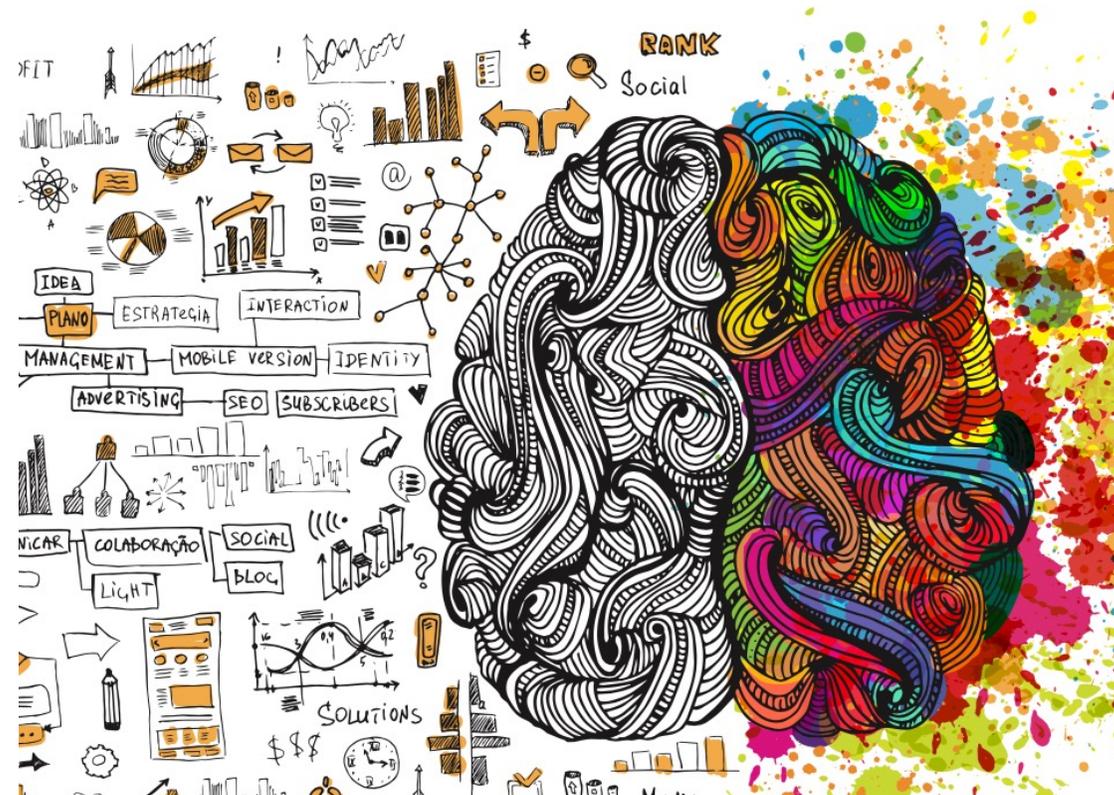
Going Forward

The Coaching Village

Conclusion

Changing Minds Project

A Campus Positive Mental Health Initiative



Mood Rating Questions

The students were asked to rate their mood prior to and after participating in the campus activity.

What campus event, student service or activity did you participated in?

What best describes your mood prior to beginning the activity?

What best describes your mood after participating in the activity?

What was the most memorable part of participating in this campus activity?



Sad



Stressed



Neutral



Content



Happy

"It was really interesting to hear about the women's experiences. Not only just their career experiences, but their life experiences and how they got to where they are now in life. I felt excited and motivated about my future career decisions after leaving"

GRAPHIC DESIGN STUDENT

CAMPUS EVENT:

Women in trades & technology speaker series in Stoney Creek.

MOOD IN: Stressed | **MOOD OUT:** Happy

"Seeing all the different families cross the stage. We tend to have an idea in our mind of "the immigrant" – and I saw some people cross that I wouldn't have expected to be immigrants – that was interesting and helped me to recognize some bias I have".

SOCIAL SERVICE WORKER STUDENT

CAMPUS EVENT:

Citizenship Ceremony Volunteer

MOOD IN: Stressed | **MOOD OUT:** Neutral

Study Findings

The group of students who participated in this study were very high in Academic Resilience at pre-test and post-test. Students who are resilient, build and consistently strengthen their resilience as a common practice, by leaning into their life and taking on challenges.

This cohort was high in Academic Resilience. They tend to participate in campus events and have a heightened awareness that they experience positive mood changes from campus engagement. By self report, students expressed that their mood changed for the better with simple campus participation and the event type did not matter. This provided insight into what student do to maintain and strengthen their resilience.

Participation in simple campus activities resulted in a significant positive mood shifts.

Campus participation is strongly correlated with elevated mood.

Results

Mood In/Mood Out Reports from Campus Activity Participation

Mood ratings were higher, at a statistically significant level, after students participated in campus activities, regardless of the type of event. **All students** experienced a positive boost in their mood. The percentages below reflect the amount of positive mood change that was experienced by students participating in campus activities.



Student Feedback

The Changing Minds Project

"The most memorable part was the feeling that there was more options out there to help me as a student to deal with my mental health issues. I always thought that there was only counselling and talking to a parent or friend.

There are more actual activities that you can do than just talking!"

BUSINESS STUDENT (INSURANCE)

CAMPUS EVENT: Common Hour Campus Mental Health Info Event

MOOD IN: Neutral | **MOOD OUT:** Happy

"Connecting with my peers and talking about our strengths and weaknesses in our studies. Having a chance to share success tips that other students weren't aware of and hearing how it can help them. I learned a lot from the other speakers, including how many resources are available on campus. It helped me to regroup for the second half of the semester. My goal for the second half of the semester is to reach out for help more often, to take the burden of stress off of myself. I am also planning to schedule in time for self-care activities, so I am excited to participate in Changing Minds and find out about more activities on-campus".

GENERAL ARTS & SCIENCE STUDENT

CAMPUS EVENT: Rebound Workshop

MOOD IN: Stressed | **MOOD OUT:** Happy

"The most memorable part of participating was being in a room of like-minded people, focused on social justice issues. Also hearing Tarana Burke speak very was memorable. It was a powerful conversation, and one that will stay with me for a very long time. I am glad that Mohawk is making space for these conversations on campus"

GENERAL ARTS & SCIENCE STUDENT

CAMPUS EVENT:

Speaker Tarana Burke,
the founder of the MeToo movement

MOOD IN: Stressed | **MOOD OUT:** Happy



" KEEP an
OPEN
MIND;
IT'S THE ONLY
WAY NEW THINGS
CAN GET IN.
-COLLEEN HOOVER

Dr. Heather Drummmond, C.Psych.

Clinical Psychologist | Facilitator | Meditation Teacher | Passionate Advocate for Student Success

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