

Coaching at Work Annual Conference

Excellence in organisational coaching & mentoring:

Empowering, engaging & inspiring people at work

3rd July 2019, London

Coaching
at Work

Coaching at Work Annual Conference 3rd July 2019 Holiday Inn Bloomsbury, London

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Clare Norman
coaching associates Ltd.

Equipping students to thrive through coaching
Clare Norman and Wilna Gracias



Clare Norman PCC



Wilna Gracias ACC



What do you want to be different as you walk out of this session?



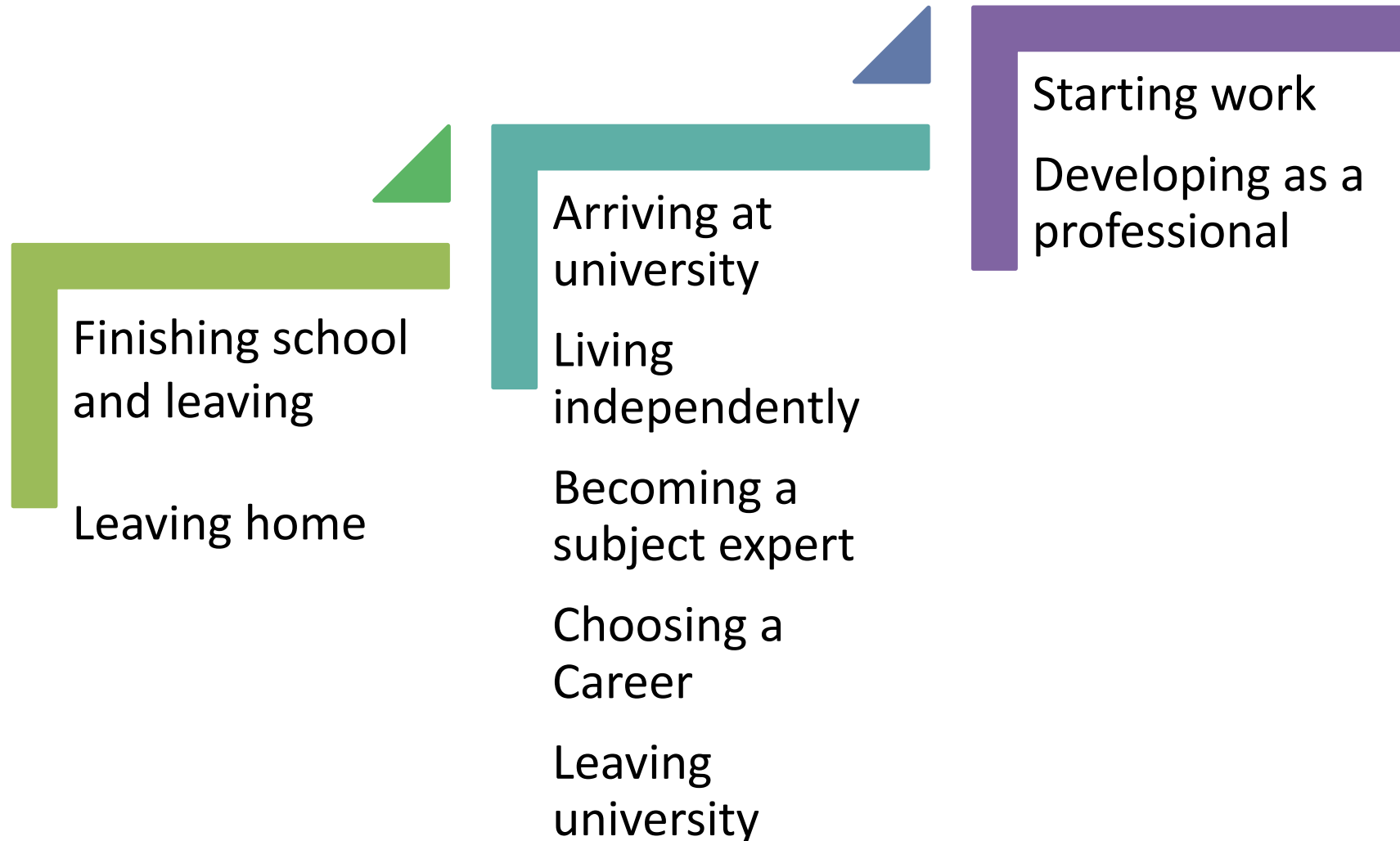
- What would you like to walk away with by the time we finish?
- How will you know you have got what you want?

Today's Objectives



- Understand the business case for coaching at Universities
- Appreciate the impact on students themselves
- Identify how to professionalise an internal coaching service through supervision, mentor coaching and credentialing
- Transfer the learning from today back into your own practice or organisation

The student journey



How could coaching be used?



- Five groups:
 - Arriving at university
 - Living independently
 - Becoming a subject expert
 - Choosing a Career
 - Leaving university
- What kinds of questions are students likely to have at each stage?
- Which of these can be addressed through coaching rather than counselling or training for example?

Round one: 5 minutes

Move, round two: 3 minutes

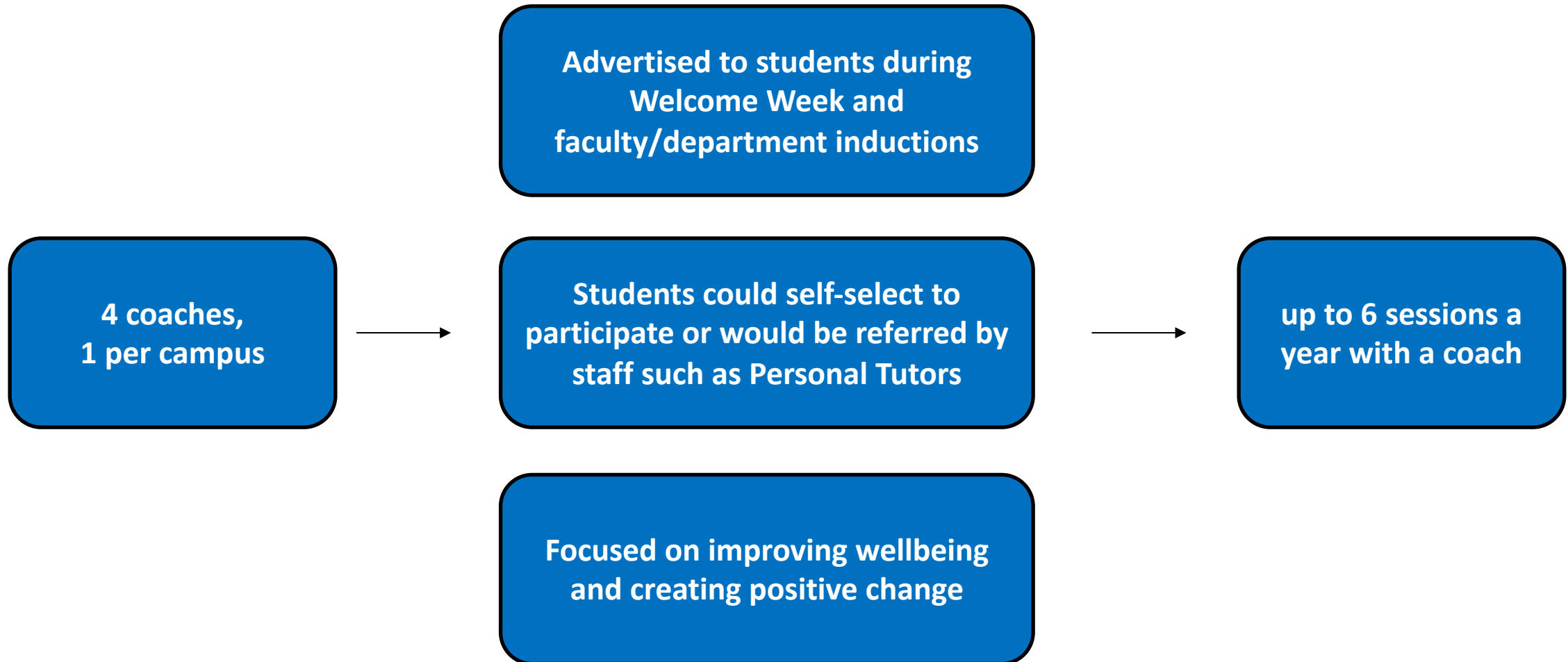
Move, round three: 2 minutes

Move, round four: 2 minutes

Move, round five: 2 minutes

Gallery walk: 3 minutes

Kings College London Coaching programme



How could coaching be used?



Having learned what KCL notices about what it's like for students, what would you include in coaching to support them to

1. leave home
2. leave University/start working?
 - What kinds of questions are students likely to have at each stage?
 - Which of these can be addressed through coaching rather than counselling or training for example?

In triads

5 minutes

5 minutes group debrief

Professionalisation

- Training
- Mentor coaching
- Supervision
- Credentialing



Mentor coaching



Mentor Coaching focuses on the development of coaching skills. The mentor coach observes or listens, assesses, and provides feedback.

Group and 1-1 Mentor Coaching



- Group: each person practices 1-1 coaching with another group member, and receives feedback against a set of competencies. They also learn from others' practice and feedback
- 1-1: Stop and start to reflect on their coaching competencies
 - How did the contracting go?
 - What are you noticing as you listen to this?
 - What was going on for you at that moment? How might you use that as a piece of direct communication, in service of the client?
 - When you said X, that was an example of [competency]
 - I wonder how you might increase your [competency]?

Supervision



Coaching Supervision offers the coach broader opportunity for support and development. The coach is invited to focus much more on what is going on in their own process, and where the personal may be intruding on the professional.

When to use



I believe that...

mentor coaching and supervision are **THE** most individually tailored and therefore **THE** most high impact continuous professional development opportunities.

But when would you use mentor coaching and when would you use supervision?

When to use



Mentor Coaching	Supervision
<p>When you want to sharpen your competency edge</p>	<p>When you want to stay safe, ethically</p> <p>When you want to reflect on your relationship with a client(s)</p> <p>When you want to restore your own energy</p> <p>When you want to look at patterns of behaviour (yours and theirs)</p>
<p>When you are working towards an ICF credential or re-credential</p>	<p>When the personal intrudes on the professional</p>

The side-effects of professionalisation



- Coaches felt legitimised by an external body, so their confidence in their own ability increased
- They saw things through different lenses (of their peers and the supervisor)
- They modelled self-care, building resilience and re-energising themselves
- Having an external supervisor enabled them to see the system with a fresh pair of eyes without bias towards the organisation

The next chapter



This academic year, the team is trialling targeted outreach to specific groups such as students who come from widening participation backgrounds and groups with discrete needs such as care leavers, estranged students and asylum seekers to further investigate the impact coaching has on wellbeing and student achievement.

Where are you now?



You said at the beginning that you wanted X....

Individually reflect on:

- Where are you with that now?
- What do you know now that you did not know at the start?
- What actions are you taking out of this session?



Clare Norman
coaching associates Ltd.

Clare Norman

clare@clarenormancoachingassociates.com

07775 817 344

Wilna Gracias

wilna.gracias@kcl.ac.uk

0207 848 3311