Coaching and Mentoring in HE: Its place and purpose...or the story so far!

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Mentoring in HE

Background:

- Explore key questions
- Changing student profile and expectations
- Drive to increase retention
- Drive to enhance standards/performance
- Challenge: Breen *et al* 2001…increased momentum
- Higher Education Academy call 2008-12
- Research typically USA/Australian based
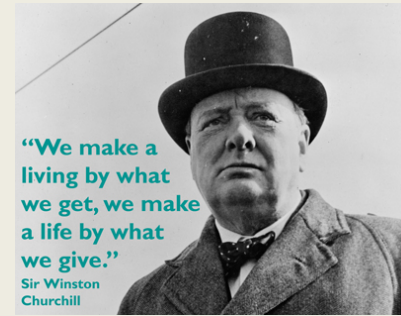
What is a **M**entor?

- NMC (2008) a Registrant who has met the outcomes of stage 2 (i.e. those of a qualified mentor) and who facilitates learning, and **supervises** and **assess** students in practice settings

- *a nurturing process in which a more skilled or experienced person, serving as a role model, teaches, sponsors, encourages, counsels and befriends a less skilled or less experienced person for the purpose of promoting the latter's professional and/or personal development.* (Anderson and Shannon, 1995; p178).

What is Mentoring in HE?

- Predominantly viewed as "**peer mentoring**"

- defined as "...guidance, support, knowledge and opportunities for whatever period the mentor and protégé deem this help necessary...Burlew (1991 p214)

- An assistive relationship in which two individuals of similar age/or experience work together , either informally or formally, to fulfil some kind of informational and/or emotional need

  Terrion and Leonard (2007)

Mentorship

- Contribute positively to the undergraduate's experience in Higher Education

- Improves knowledge, performance and skills

- Identity and the notion of "community" of practice

- Emphasis upon mentoring "success and retention"

(Andrews, and Clark, 2011; McCary *et al*, 2011; Sanders and Higham, 2012; Snowden, 2013; Thomas, 2012)

How?

- increased level of support

- resources and support services and promote a sense of belonging

- Productive use of time, best use of the resources access to "inside knowledge"

Through the process of

- enables students to utilise helping and support strategies

- provides effective role modelling

- enhances participation and engagement in the academic community

- model of positive behaviour that reflects success and experience - acting as a powerful transmitter of values and attitudes, reinforcing successful learning.

- Mentors contribute to the "self–efficacy," of mentees by procuring skills that Alred and Garvey (2000) suggest enhance learning and the production of knowledge.

But?

- Mentor selection
- Mentor/mentee matching
- Academic "loss of control"
- Labour intensive
- Recognition
- Impact upon learning

So...What's Next???

Mentor Assisted Learning?

- A model of learning that applies the principles of mentorship to aid learning development and places the learner at the heart of the learning experience
- Adopts the principles of mentorship and heautagogical learning and the concept of "learning spaces"

Successful Mentor Assisted Learning:

- Helps the student inhabit and navigate the various systems and structures of HEI and the community

- Helps the student inhabit their own internalised patterns of reasoning

- Promotes reality

- Engaged community focussed learning

- Multi and inter-disciplinary......

- Provides the opportunity to utilise "space" – draw upon the experience and engage within it...harnessing the energy/experience to develop self learning

The MAL Curricula Framework

Knowing — Epistemological

Acting — Practical

Being — Ontological

MAL

MAL

MAL

Student
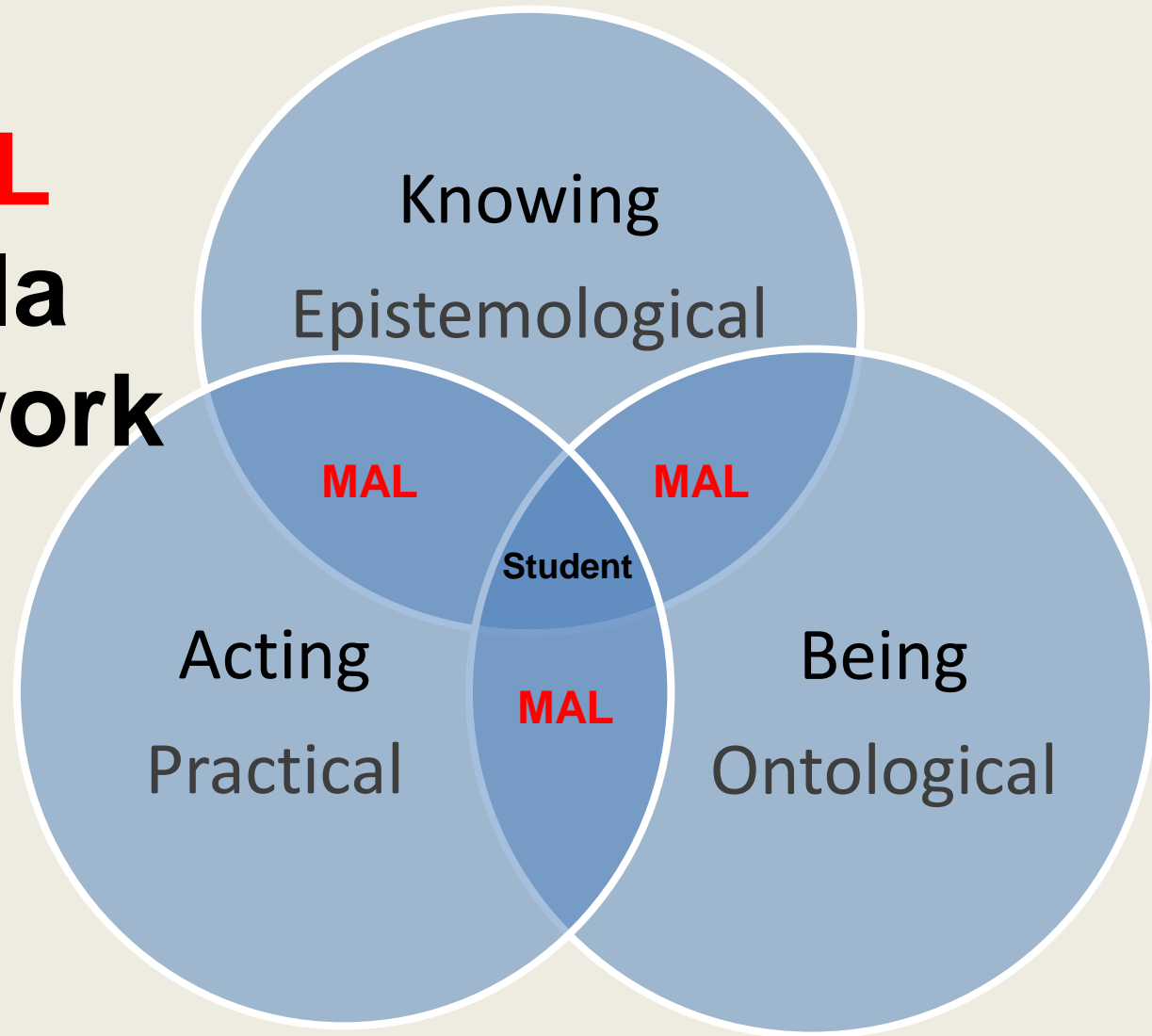
Based upon Barnett and Coate 2005
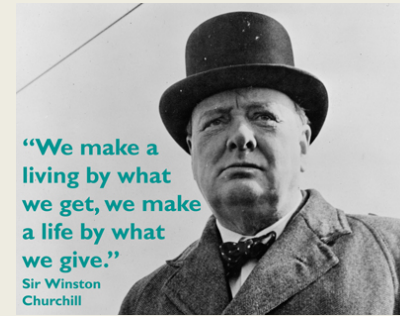
Who Translates this?

To conclude - or future directions:

A shift in thinking towards a heautagogy will enable the learner (with the support of **MAL** and **SFT**) to develop space - promoting the learner as an **architect** of learning and a cultural act that enables students to learn about the nature of understanding and their role in making knowledge, that inspires them to work for professional and social change

Finally….(honestly!)

- "Through the everyday, mundane process of mentorship, what is good can be determined and that good practice can then become routine and this then leads on to excellence" Fulton, 2013, p.145

Coaching in HE

Background:

- Changing student profile – diversity
- Drive to enhance standards/performance
- Adding value to uni experience (to attract and retain students)
- The growing number of student users accessing counselling services (Turner *et al.*, 2007) may reflect a gap in support systems available to students
- Coaching may 'nip in the bud' issues which could otherwise develop into problems requiring counselling services - preventative tool
- Coaching is associated with empowerment and is less stigmatised than clinical interventions so more students who need it may access it
- Coaching can increase student retention
- "Coaching does fit in with current academic shifts to more personal forms of knowledge-making - a recognition of the 'knowing self'"

Wisker, G., Exley, K., Antoniou, M. and Ridley, P. (2008) *Working one-to-one with students*, London: Routledge

What is Coaching in Education? (1)

- Coaching in education has been defined as:

- a one-to-one conversation focused on the enhancement of learning and development through increasing self-awareness and a sense of personal responsibility, where the coach facilitates the self-directed learning of the coachee through questioning, active listening, and appropriate challenge in a supportive and encouraging climate.

van Nieuwerburgh, 2012, p. 17

What is Coaching in Education? (2)

- "Educational coaching aims specifically to improve scholastic performance"

- "Coaching can benefit individuals by enhancing study skills and guiding them in the setting of personally relevant learning goals. At a cognitive level, it can facilitate increases in well-being, goal striving, resilience and hope. Combined, these can result in enhanced academic performance".

- All of these definitions are based on high school studies of coaching.

- van Nieuwerburgh and Tong (2013)

What is Coaching in HE?

- No definition – emerging field

- Students-as-coachees must primarily focus on their educational goals, rather than on their aims and ambitions for the rest of their lives (e.g. transforming romantic and family relationships; improving their physical health)... Academic concerns must be their central focus

Wisker, G., Exley, K., Antoniou, M. and Ridley, P. (2008) p26

- – I disagree! It can be for whatever you want, improved confidence, careers, as we shall see...

Universal outcomes of coaching regardless of content area

- enhanced quality of life
- changed and broader perspectives and insight
- better reception and use of feedback
- better understanding of consequences of actions
- more effective thinking strategies
- changes in behaviour
- increased awareness of wants
- present-focus
- the ability to identify challenges and blocks
- a deeper sense of self   Griffiths, K. (2005)

Universal outcomes of coaching regardless of content area

- heightened self-awareness

- self-acceptance

- well-being

- improved goal-setting and goal attainment

- life balance and lower stress levels

- increased self-discovery, self-confidence and self-expression;

- better communication and problem-solving skills;

- How many are relevant to university students?

Some Coaching in HE studies

Grant, A. (2003) - coaching for postgraduates in an Australian uni

- The impact of life coaching on 20 post-graduate 'mature' (mean age 35) students over a 10 weekly group sessions
- Participation in the program was associated with significantly higher levels of goal attainment, along with improvements in metacognitive processing (self-reflection and insight) and mental health (lower depression, stress, and anxiety).
- First study of this kind

Greene, T. (2004) - Lake Tahoe Community College – coaching for disadvantaged students

- Struggling students can opt to meet with a coach for two hours per week for a term. The college counsellor meets on a weekly basis with the coach to discuss the student,

- Academic Coaching model – focus on academic skills, combines a variety of supportive services mentoring, tutoring, advising, and orientation, taking the best intentions from each in creating personalised support.

- Eventually student is empowered and encouraged to seek out support services available throughout the college

- The coach is competent in the desired academic subject area

- Students make "phenomenal strides in their academic achievements as well as in their personal development. They are more confident in themselves, less anxious, and more willing to take ownership of their education."

Sue-Chan and Latham (2004)- MBA students in Canadian university

- 30 first semester students enrolled in MBA in a Canadian University.

- Met twice with external coach, 8 week gap

- Primarily interested in whether peer coaching, self-coaching is more effective than external coaching.

- The external coach was seen as more credible and more effective in bringing about performance changes

- Those who were coached by an external coach exhibited higher team playing behaviour than did those who were coached by peers.

Swartz *et al*. (2005) Florida State University– coaching for students with ADHD

- Undergraduates coached for 8 weeks
- Coaching is a useful complement to academic advising and intensive therapy

- "College is often the first time students with ADHD have been in **an unstructured setting, with no parents or teachers providing boundaries. With little external structure** and deficient internal structure, many students with ADHD have difficulty adjusting to college"
- Points they raise: Are the changes sustainable and generalisable?
- My point: **All** students face risks going to university – dropping out, isolation, stress!

Franklin & Doran (2009) – first year students in Australian uni

- 52 first year university students (mean age 24) from an Australian university

- Double-blind random control trial

- Peer or group coaching over 7 weeks

- This study examined the efficacy of two coaching programmes on independently assessed performance (academic performance).

- Participants completed self-reports on several measures

- Relative to the no treatment control group, coaching participants performed 10 per cent better in independently assessed academic performance

Van Zandvoort et al. (2009)- undergraduates in Canadian university

- Coached five students, for nine, 35-minute, one-on-one sessions
- Found that obese female university students attributed their adoption of healthier lifestyles and their enhanced self-acceptance to the coaching

Robinson and Gahagan (2010)-First year students University of South Carolina

- In 2007-8, coached 182 academically deficient students appealing the loss of their financial aid. Of those 182 students, 92 percent (168) improved their GPA and demonstrated academic improvement over one academic year.

- In 2008–2009 any first-year student after the fall semester whose GPA fell below a 2.0 was required to meet with a coach in the spring semester. Of the 218 freshmen on probation after the fall 2008 semester, 22 opted to meet a second time with the coaches, and 10 attended three sessions.

- The result yielded 40 percent fewer suspended students than predicted.

Short et al. (2010) – peer coaching of third year undergraduate – University of Bedfordshire

- Short *et al*. (2010) found that peer coaching significantly reduced the psychological distress of a group of psychology undergraduate students, compared to a control group, using measures including the General Health Questionnaire as well as a Likert-type survey.

- 32 undergraduate psychology students

- Conducted and received five sessions of peer coaching before an examination period.

- The most common topics covered in coaching sessions were relationships, health and career issues and 67 per cent of the sample found the intervention to be at least moderately effective.

US Department of Education, 2012 – one-to-one coaching for American undergraduates

- American study found that undergraduates who received individual coaching for two semesters were significantly more likely to remain at college, up to 18 months after the intervention, compared to those who had not received coaching

- The study analysed data on about 13,500 students who were enrolled in one of eight higher education institutions during the 2003–04 and 2007–08 academic years.

Kay Guccione (current) –Thesis Coaching University of Sheffield

- Barriers to completion of the PhD thesis, and corresponding coachee-identified solutions via two studies:
(A) A thematic analysis of the issues and contributing factors described by 10 'stuck' (stressfully unable to make progress) thesis writers during 1:1 coaching sessions with the author (4 hours per student over 8 weeks).

- (B) Issues contributing positively and negatively to all academic progress reported by thesis writers and thesis mentors (post-doctoral researchers) collected via two focus groups (10 participants per group).

Paul Ramsay (current) – peer coaching of third year undergraduates, University of Portsmouth

- A small scale (n= 8) pilot to bring a coaching model to the University of Portsmouth Counselling and Wellbeing Service

- There are numbers of students who unintentionally become users of counselling interventions where a pragmatic approach to draw out academic potential may serve them better.

- The two key criteria showed a significant self-reported reduction in concern impact and corresponding increase in progress towards goal. Two of the other criteria showed smaller but positive changes. Commitment (already high) was unchanged pre and post coaching.

Natalie Lancer (current) – coaching first and third year undergraduates at UCL

Part of 'A phenomenological analysis of how young people experience and understand personal growth in the context of UK university life'

- 30+ first and third year undergraduates from Archaeology, English, Geography students coached by EMCC coaches

- Each receive 6 sessions of coaching over academic year

- Will be interviewed by me at four time points (before coaching, middle of coaching, after coaching, and six months after last session)

- What impact can coaching have on the students' values, sense of self, key relationships, academic performance and life plans compared to those who do not have coaching sessions?

Questions????

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Copies of this presentation will be available from 22nd September to download at
http://eprints.hud.ac.uk/

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