



Academic Life Coach Training for The University of Maryland - Baltimore

Day 1: August 11th 2016

Orientation and Foundation

Activity Agenda

Practice Coaching

The points to address for this first activity are:

- Level two listening. Practice recovering back to level two when you notice that you have slipped back into level one. Slipping back will happen. It is part of human nature. The key is to notice and recover back to level two.
- Stay in the moment with your client. When your client reaches a natural stopping point, pause. Allow yourself the space to listen closely to your client, then think of a simple, curious question after your client has spoken.
- Ask three or more simple, curious questions.

Examples of simple, curious questions:

What is most important to you?

What do you really want in your life?

What are the biggest things that you've learned about yourself?

What qualities do you like best about yourself?

What qualities do you like least?

What have been the top three highlights of your past year/month/day?

What is your favorite time of day?

In the next year, what are you most looking forward to?

In this training, what are you hoping you will learn?

How will you know that you are successful?

Debrief

What did you learn about level two listening and simple, curious questions?

Supporting Materials

Read **Chapter 1** in the Super Training Guide

Listen to the recording Structured Improvisation (4:06)

Listen to the recording Levels of Listening (5:44)

Listen to the recording *Powerful Questions* (13:46)

Design the Alliance

Activity Agenda

Practice Coaching

The points to address for this exercise are:

- Take a moment to design your alliance with your partner. Ask questions such as:

What are you hoping to learn from these practice sessions?

What makes you feel more comfortable?

What makes you uncomfortable?

What are you most hopeful about?

If you were to give me guidelines on how to be the best coach for you, what would those guidelines be?

- Ask your client what they would like to focus on.
- Acknowledge them for some characteristic they demonstrated.
- Determine one *small* step they are going to take this week.
- Design a way to hold them accountable based on a designed alliance between coach and client.

Simple, curious questions to consider:

What would be helpful for you?

How do you want me to be as a coach?

What characteristic in yourself do you want to acknowledge?

What characteristic do you see in yourself that you think often does not get recognized?

What do you really, really want to do in the next year?

What one step could you take this week towards that goal?

What small step are you going to take?

How do you want to hold yourself accountable?

Debrief

What did you like best/least about these tools?

Supporting Materials

Read **Chapter 2** in the Super Training Guide

Follow along in the Academic Life Coaching Workbook, **Session 2: Design the Client-Coach-Parent Alliance (p.37-38)**, **The Academic Life Coaching Program (p.1-5)** and **Introductory Interview: 4 Myths and How to Get the Most out of a Life Coaching Program (p.7-13)**

Listen to the recording *Design the Coach-Client Alliance* (7:05)

Listen to the recording *Logistics of a Safe Space* (7:02)

Listen to the recording *Intuition* (4:56)

Coach the Client, Not the Problem

Activity Agenda

Practice Coaching

The points to address for this activity are:

- Take a few minutes to design the alliance with your client. Ask simple, curious questions such as:
 - What do you hope to get out of the practice coaching sessions?
 - What would make you most comfortable to jump into these sessions?
 - Anything that you'd like me to know about you, your life?
- Ask your client if there is anything that they would like to clear.
- If so, set a time limit and let them rip into it.
- Next, move into generating a positive agenda.
- Clarify the smaller agenda (the details, actual action steps) versus the larger agenda (what your client is learning about him or herself; your client's personal growth).

- Help your client make a distinction between the larger agenda and the smaller agenda.
- Design an action step that makes sense given what you coached around.

Simple, curious questions to use in your practice session:

What would you like to clear?

What difference do you notice before and after your rant?

How do you turn off a rant in your head on your own?

What is the best part of clearing? What's the worst part of clearing?

What do you want to focus on today?

What has been on your mind lately?

What are you learning about yourself in this situation?

What do you hope to learn?

What strengths are you discovering?

What strengths do you want to discover?

What is most important to you about this?

From a bird's-eye view, what do you realize?

Debrief

What did you find useful about these tools?

Supporting Materials

Read **Chapter 3** in the *Super Training Guide*

Listen to the recording *Two Kinds of Agendas: Coach the Client, NOT the Problem* (6:10)

Listen to the recording *Holding the Client's Agenda* (4:35)

Listen to the recording *Accountability* (7:45)

Listen to the recording *Clearing* (2:03)

Client's Being

Activity Agenda

Practice Coaching

The points to address for this one-to-one work are:

- Ask your client how things are going. Do a quick 'design the alliance' moment.
- Guide them through the *Core Motivation Guide*.

- Ask what their top two or three core motivation styles are. See if you can pinpoint it to one.
- Coach them through the process and the *Core Motivation Guide*.

Simple, curious questions to consider:

In reading the *Core Motivation Guide* and the types listed, aside from choosing your type, what other thoughts did you have about the system?

What you like best about the core motivation descriptions?

What do you like least about core motivation as a tool?

Looking at the paragraphs and the set that describe you the best, what parts fit perfectly?

What sentences would you change?

What would you want to change to make it fit perfectly?

How does this core motivation permeate the rest of your life?

What action steps you want to take based on this tool?

Debrief

What did you learn about yourself as a coach?

What did you like best about the core motivation tool? The least?

Supporting Materials

Read **Chapter 4** in the *Super Training Guide*

Follow along in the *Academic Life Coaching Workbook*, **Introductory Interview: Core Motivation (p. 14-21)**

Read the *Core Motivation Guide* (You can also download it from the Bonus Materials section on the Training Materials Page.)

Determine your top or top few core motivation types

Listen to the recording *Core-Motivation with Demo (26:38)* (I apologize the sound quality of the recording isn't great, but I thought it was my most inspired and best explanation of core motivation and how to use it in a coaching session. It's recorded from a live training call.)

It is optional, but recommended, to read the chapter that corresponds to your type in the book *Core Motivation*. (You can download this from the Training Materials Page or purchase a paperback copy the book.)

Client's Learning

Activity Agenda

Practice Coaching

The points to address for this activity are:

- Lead your practice client through a *Wheel of Life*. Use simple, curious questions:

Looking at your wheel, what one thing or area jumps out at you?

What one area would you like to explore?

What would you like to see on this wheel?

What is the connection between these two areas if any?

Where do you find the confidence to know that you can follow through?

What is the similarity in how you are approaching both of these areas?

What is the best part?

What is the hardest part?

- Have them pick one area of their life. Explore it. (Resist the urge to fix things!)
- To challenge yourself, try asking the next question based on one of the words your client just said. For instance, if your client talked about the importance of time management, you could ask a question such as one of these: “What is the key for managing your time?” or “What stops you from managing your time well?” or “What is the relationship between energy and time management?”
- Ask questions to raise your client’s awareness and create learning. Resist the temptation to design an action - that is for next time.
- Help your client design an inquiry to answer next week.

Debrief

What worked? What didn’t work?

What did you like best about these tools? The least?

Supporting Materials

Read **Chapter 5** in the *Super Training Guide*

Follow along in the *Academic Life Coaching Workbook*, Client Session 1: Wheel of Life (p.39-41)

Listen to the recording *Wheel of Life (8:13)*

Listen to the recording *Balancing Being vs. Doing (5:33)*

Listen to the recording *Managing a Client’s Learning (3:06)*

Client Action

Activity Agenda

Practice Coaching

The points to address in this activity are:

- Dust off the Wheel your practice client used from earlier in the day or lead your client through another wheel quickly. Have them pick one area of their life. Explore it. Go for some similar questions as you did before to generate learning and create a great coaching environment:

Looking at your wheel, what jumps out (occurs, seems the most significant) to you?

What changed, if anything, between last week and this week?

What one area would you like to explore?

What would you like to see on this wheel?

What is the connection between these two areas if any?

Where do you find the confidence to know that you can follow through?

What are the similarities in how you are approaching both of these areas?

What is the best part?

What is the hardest part?

- Brainstorm some actions that would lead to moving just ONE step higher in their level of satisfaction.
- Help them create a well-designed action
- Ask how you could help hold your client accountable.

Debrief

What's the difference between exploring the wheel simply focused on learning (in the previous training session) versus taking action.

Supporting Materials

Read **Chapter 6** in the *Super Training Guide*

Follow along in the *Academic Life Coaching Workbook*, **Client Session 1: Well-Designed Actions (p.42-46)**

Listen to the recording *Well-Designed Actions* (8:52)

Listen to the recording *Brainstorming* (7:32)

Listen to the recording *Demo Session 1 with John and Alex* (46:14)



Academic Life Coach Training for The University of Maryland - Baltimore

Day 2: August 12th 2016

Academic Learning

Activity Agenda

Practice Coaching

The points to address for this activity's one-to-one work are:

- Determine your client's learning and academic thinking styles.
- Get curious and explore how your client can use them in their life.
- Put the books down and do some "pure coaching" without any agenda other than following where your client leads.
- See if you can create a strong metaphor for your client. An example might be, "It's like you're a train on one track, on a mission to get where you want to go."
- Finish off the practice coaching with a well-designed action for the next week.

Simple, curious questions to use and build from in your session:

What was the process like for you to determine your academic thinking style?

How easy or difficult was it to recognize your style?

What are your thoughts on the thinking styles?

How could you use these styles in your own life?

What is the one thing in your life that you'd really like to change?

What would the perfect hour look like for you?

When working, when do you know that you're doing your best work?

Debrief

What are your thoughts on learning and thinking styles?

What worked? What didn't?

Supporting Materials

Read **Chapter 7** in the *Super Training Guide*

Follow along in the *Academic Life Coaching Workbook*, **Introductory Interview: Academic Thinking Styles (p.22-27)**, **Client Session 1: The Science of Learning and Engage Multiple Senses (p.30-38)**

Listen to the recording *Thinking Styles (11:16)*

Listen to the recording *Learning Styles (4:53)*

Listen to the recording *Acknowledgement (1:56)*

Listen to the recording *Championing (1:59)*

Listen to the recording *Demo Session 2 with John and Alex (48:44)*

Making Distinctions

Activity Agenda

Group Activity

Improvisation Exercise: Yes...and...

(3 minutes per group of 2)

- Break into groups of 2.
- Design a vacation or a piece of furniture or really anything that you want to create or experience with your partner following this formula:

Person 1: Let's add (or do or make or have) fill-in-the-blank.

Person 1: Let's add (or do or make or have) fill-in-the-blank.

Person 2: Yes, what I like about that idea is fill-in-the-blank with what you genuinely like about your partner's idea (without caring if you're into it or not). And add something dull, creative, ridiculous—keep the flow going.

Person 1: Yes, what I like about that idea is... (and the cycle continues).

Quick Debrief

What made the exercise challenging or easy for you?

Practice Coaching

The points to address for today's one-to-one work are:

- Have your client think of a story they want to tell about themselves.
- Listen for a bit, then interrupt, ask them the bottom-line about what they are learning.
- Ask some curious, simple questions to help them deepen their learning.
- Repeat if you have time!

Simple, curious questions to consider and build from:

When do you find that you block yourself?

What are your reasons for blocking?

When do you realize that you're allowing yourself to go with it?

What made the going-with-it exercise easy?

What made the exercise hard?

What kinds of things did you find yourself saying in your head during the exercise?

How would you use this principle in your life?

For bottom-lining:

What is the bottom-line?

I'm going to jump in here. I love the story, and what is it that you have learned about yourself?

What do you really want to know?

For conditional vs. intrinsic motivation:

When do you find yourself being motivated intrinsically?

Extrinsically?

How does intrinsic motivation work for you?

How do you use conditional motivation in a positive way? Negative way?

After reading about both, what occurred to you? What were your initial thoughts?

Now that you know about both, what balance do you want?

How do you want to use both?

What are you learning about yourself?

Debrief

What's the benefit of bottom-lining?

What are your thoughts about going-with-it?

What did you learn about yourself and coaching?

Supporting Materials

Read **Chapter 8** in the *Super Training Guide*

Listen to the recording *Making Distinctions* (1:57)

Listen to the recording *Bird's-Eye View* (1:17)

Listen to the recording *Bottom-Lining* (4:02)

Vision

Activity Agenda

Practice Coaching

The points to address for today's one-to-one work are:

- Help your client create a future vision for themselves.
- Challenge them to think bigger. Both in the actions that they would take and the vision that they hold for themselves.
- Help them create an outline for an audio recording to serve as a reminder of their larger vision.
- Guide them in creating a system to work towards their vision.
- Use the questions from the Academic Life Coaching Workbook.

Simple, curious questions you can use as a starting point:

What do you want in your life in the next three months?

What tangible, specific things will you see in three months? You can also change the length of time depending on your client's specific needs.

What's most the most important thing you can accomplish in the next three months?

What habits would you need to put in place to accomplish it?

Imagine a day where all of those habits are in place and your goals are achieved? What does this feel like?

If you were a force of nature what would you be and why?

If you were to craft a metaphor of who or what you are, what would it be?

Debrief

What do you think about the vision exercise?

How can you use this concept in your life?

Supporting Materials

Read **Chapter 9** in the *Super Training Guide*

Follow along in the Academic Life Coaching Workbook, **Client Session 2: Vision Recordings (p.60-62)**

Listen to the recording *Vision (16:25)*

Listen to recording *Challenging (2:17)*

Listen to the recording *Demo Session 3 with John and Alex (32:46)*

Systems

Activity Agenda

Practice Coaching

The points to address for today's one-to-one work are:

- Help your client pinpoint a mess or area of their life they want to focus on.
- Guide them in creating a system.
- Follow the prompts in the Academic Life Coaching Workbook.

Simple, curious questions you can use as a starting point:

What systems you have in your life right now?

What works well about these systems?

Where do your systems usually fall apart?

If you had a key to your systems, what would it be?

How do you know if your systems are working well?

What is your process for developing a new system?

What little things can you add to your system that would make it work?

If you had to give someone else instructions on how to accomplish this, what would the steps be?

Debrief

What did you learn as a coach about creating a system?

What did you think was effective? Not effective?

Supporting Materials

Read **Chapter 10** in the *Super Training Guide*

Follow along in the *Academic Life Coaching Workbook*, **Client Session 2: Recipe for Academic Success and Systems (p.51-59)**

Listen to the recording *Systems and Organization* (7:33)

Listen to the recording *Recipe for Academic Success* (6:32)

Motivation Styles

Activity Agenda

Practice Coaching

The points to address for today's one-to-one work are:

- Explore areas in their life when they use a motivation away from strategy. Running up against deadlines, procrastination, and putting out fires are symptoms.
- Explore areas in their life when they are using a motivation towards strategy. Being proactive, having a clear vision of what they want to accomplish, and having a habit and system are usual signs.
- Coach! And create a well-designed action based on using different strategies of motivation.

Simple, curious questions to use in your practice session:

After reading the concepts and listening to the recordings what were your thoughts?

What's the benefit of being motivated away from in this case?

If you were to flip it, and be motivated towards something, what would it be?

What difference would motivated towards/away make in your life?

Think of something hard that you accomplished. How did you motivate yourself?

When do you find yourself being motivated for the sake of self?

Sake of others?

When you shift your 'for the sake of' what do you notice?

Explore conditional vs. intrinsic motivation with your client:

When do you find yourself being motivated intrinsically?

Extrinsically?

How does intrinsic motivation work for you?

How do you use conditional motivation in a positive way? Negative way?

After reading about both, what occurred to you? What were your initial thoughts?

Now that you know about both, what balance do you want?

How do you want to use both?

What are you learning about yourself?

Debrief

What did you think about these distinctions in motivation were effective or not so effective?

Supporting Materials

Read **Chapter 11** in the *Super Training Guide*

Follow along in the *Academic Life Coaching Workbook*, Session 3: Motivation Styles, Conditional vs. Intrinsic Motivation, Reactive vs. Proactive Motivation, and Sake of Self vs. Other Motivation (p. 65-74)

Listen to the recording *Conditional vs. Intrinsic Motivation* (8:20)

Listen to the recording *Motivation Away From (Reactive) vs. Towards (Proactive)* (6:10)

Listen to the recording *Motivation for the Sake of Self vs. Other* (8:06)

Reflecting and Reminders

Activity Agenda

Practice Coaching

The points to address for today's one-to-one work are:

- Check in with your client, and use reframe and paraphrase at least twice in the first five minutes. Notice the impact: helpful or unhelpful, energy up or down.
- Lead your client through the setting reminders exercise. Here are some questions to get you started:

What's a perspective or a value that you want more of in your life?

If you could have a certain mindset come back to you at will, what would it be?

If you could have a superpower, what would your superpower be?

When were you at your happiest? What were you doing?

Debrief

What do you think about reframing and paraphrasing as a coaching skill?

How did the setting reminders exercise work?

Supporting Materials

Read **Chapter 12** in the *Super Training Guide*

Follow along in the *Academic Life Coaching Workbook*, Client Session 3: Setting Reminders (p.75-76)

Listen to the recording *Recognizing Patterns* (2:30)

Listen to the recording *Paraphrase* (4:08)

Listen to the recording *Dropping Anchors* (7:50) (Dropping Anchors was the previous name used for the concept now termed Setting Reminders.)