

Psychological Coaching

Name:

Institutional Affiliation:

Section A: Coaching partner

- *Why did you select your partner?*

I selected my coaching partner because of our shared goals and responsibilities. My partner is a student as well whose desires for academic achievement match mine. Additionally, I chose my partner because of her identified challenges that required mentorship and eventual reform. Since the problem was clear from the outset, we could easily come up with an action plan to resolve this problem.

- *Did you know each other beforehand?*

No, we did not. Before the introduction of this exercise, my partner was just like any other student in the class. When the need to choose a partner came up, we interacted and created a rapport that would see us become two individuals working for the same goal. We saw our interaction as a chance to take this exercise together as we learned more about coaching psychology.

- *What is their gender, age group, study goals?*

My partner is a female student aged 22 years. Her principal goal is time management, a competence that would allow her to complete all assignments on time. From our first conversation, I discerned that time management was a problem she was consistently facing. She cited several occasions where she earned a low grade due to lateness in submitting assignments.

- *What are your key differences and similarities and how might these impact on the coaching relationship?*

One of the key similarities is that we are both students. Another common attribute is that both of us have a challenge of procrastination. The difference between us is that I have a job while she does not have one. Our similarities will enhance our goal-setting since we have common problems. The difference in

availability due to my work will, however, affect time allocation for coaching sessions.

- *What are their initial goals for coaching*
- i. Help her in understanding assignment instructions of the deadline for submission
- ii. Development of study plans and their implementation.
 - *How motivated are they to work on them on a scale of 1(not at all motivated)- to 7 (highly motivated)?*

7 - (Highly motivated)

Section B: Coaching session logs

- *Main topics covered:*

Goal Setting- the importance of setting goals and sticking with the plan to achieve them. The discussion under this topic revolved around Locke's goal-setting theory that outlines the five characteristics of setting targets. We discussed the necessity of making our goals clear and challenging. Additionally, we talked about how to offer feedback, evaluate the complexity of the relevant tasks, and remaining committed to the work plan.

Productivity- productivity in academics is paramount to success. I encouraged my partner to work hard and produce better results. We discussed how time management could improve and maintain productivity in both academics and other aspects of life.

How to meet the set goals- While the work plan was discussed in length, we explored how self-regulation can help an individual meet their goals by directing their thoughts to the specific tasks detailed in the plan.

- *Describe the issue to be worked on:*

The main concern with my partner is that she cannot deliver her assignments on time. This challenge has had a remarkable impact on her academics since some of her assignments have been rejected after late submission. In some cases, she has worked on her essays when the deadline is close, meaning that the work is poorly done. Consequently, her grades have been unsatisfactory

- *Describe the goals set through the coaching*

The main goal was to ensure that my client completes her assignments at least one day before the deadline to ensure that she delivers them on time. To achieve this, the client will need to keep track of all classes and the assignments issued for each class. At the same time, she ought to have a study timetable that would enable her to allocate time for assignments, research, and readings. The best method proposed for this is digitizing the schedule, where a mobile app will send her reminders of assignments to deliver at what time.

- *What coaching methods/approaches did you use during the session / s?*

The GROW model was the mainstay of this coaching activity. Here, I helped the client set the goal, appreciate her current reality, explore the options available and establish a will to remain committed to these goals. In addition, I employed active listening, goal-setting approach, cognitive behavioural coaching to facilitate change in my peer. I also used Socratic questions to challenge thoughts and behaviours. The following dialogue exemplifies the application of GROW model

1. *Setting the goal*

Me: I have discovered that you procrastinate a lot, and this may have affected the completion of your assignments

Her: You are right; I often submit my assignments late even after beginning them in good time

Me: Now, I would like us to work together in making a digital study schedule that will act as a reminder about the assignment deadline so that you can complete the assignments a day to the due date. While this plan will help you track the deadline of your assignments, it will keep you glued to your academics while distracting you from activities that delay your completion of class assignments.

2. Examining the current reality

Me: What do you think makes you procrastinate?

Her: I feel that the deadline is long enough for me to do other things first

Me: Do you think that the lack of clarity on assignment instructions may be a reason for your failure to deliver work on time?

Her: Yes, sometimes I do not read and understand the work instruction for me to relate the deadline given and the amount of input for the particular assignment

3. Explore the options

Me: Making a digital study schedule and joining a class study group are some of the available options to help you avoid procrastination. What other option do you have in mind?

Her: I was thinking of hiring a study coach, but now I think that a reminder will do for me.

4. Establish the will

Me: How do you think this plan will help you deliver your assignments on time?

Her: I think that the notifications coming through the phone regularly will remind me that the deadline for submission is near, so I will give priority to the assignment and find time for the other tasks later.

- *Agreed next steps to be completed before the next session*

Before the next session, we agreed that each one of us would look for the best mobile app that could be customized based on the client's need.

- *Issues that might need to be explored during another session*

During the next session, I will investigate why she is a procrastinator and identify what factors are attributable to this behaviour

- *What did you do that seemed to work?*

I employed active listening as she revealed what was her primary distraction. She mentioned that she spends a lot of time on her phone reading social media posts and sharing content to the online world. I suggested that she should keep her phone away or switch it off when she is working on an assignment.

- *What did you find difficult?*

Soon after our meeting, asked hard questions that infiltrated her personal space. Therefore, I found it difficult to work with somebody who was not forthright; little did I know that my approach was inappropriate.

- *What would you do differently next time?*

First, I will start by creating a strong relationship with a client before delving into her personal matters. Secondly, I will be more confident while asking questions from the client.

Section C: Conclusion

1. What aspects of coaching did your client find useful?

The two aspects that the client found helpful are the appreciation of her weakness in commitment to one activity and the strategy developed to counter this challenge. She also acknowledged the importance of the plan in balancing social life and academics.

2. What did they find less useful?

At first, she thought that setting deadlines would not help her to finish the work since each assignment had its due date. Therefore, keeping track of the assignments and the stage of completion would help with the overall goal of submitting all her work in good time.

3. How would you rate the coaching relationship with your client on a scale of 1(weak) to 7 (strong)

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4. According to your client, on a scale of 1 (not at all) to 7 (completely) to what extent did they achieve their goals by the end of the coaching sessions?

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5. What would you do the same next time you are in the role of coach?

As a coach, I will retain active listening as a skill to help understand the client and gain their confidence. I realized that a client becomes more open when the

counsellor listens to them without interjecting. Additionally, the coach gets a better understanding of the client's problems and explores them to find the best solution.

6. What would you do differently next time you are in the role of coach?

The next time as a coach will be more productive and interactive than this time. I will improve my interaction with the client by asking less personal questions at first, but instead gradually escalate my interrogation to more invasive issues that are the root of the problem at hand.

7. Which psychological approaches, theories and research informed the steps that you took in each of your coaching sessions?

The GROW approach shapes my approach and interrogation pattern. After the client realized that procrastination is the reason behind her late submission of assignments, we both agreed to set goals towards solving the problem.

Therefore, this model guided me on the questions to ask and the kind of responses to give in each step of the coaching process.