

COACHING

FOR GRADUATE STUDENTS + POSTDOCS

SPRING 2019
FEBRUARY - APRIL



DIVISION OF
STUDENT AFFAIRS
CASE WESTERN RESERVE
UNIVERSITY

Student Activities
& Leadership



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Professional Development Center

Graduate & Postdoc Coaching Program

- A partnership between Student Activities & Leadership and the Graduate Studies Professional Development Center
- Open to ALL graduate students and postdoc scholars/fellows



Information and application:

<https://students.case.edu/leadership/graduate/coaching/>



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88

*graduate students
& postdocs*



14

coaches

*Fall, Spring &
Summer Sessions*



3

*3 one-on-one
coaching sessions*

coaching program



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What is Coaching?

“Coaching is helping
another person with
their intentional change.”

- Richard Boyatzis,
Weatherhead School



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What is Coaching?

(and what is it not?)

Consulting

- Consultant comes up with answers
- Focuses on organizational performance
- Strives for objectivity
- Provides quantitative analysis of problems

Coaching

- Focuses on the future
- Focuses on individual development
- Coach asks the right questions
- Helps coachee discover their path
- Helps to identify strengths and gaps and create action plan

Therapy

- Focuses on the past
- Diagnoses and treats dysfunctionality
- Based on medical ethics
- Long-term process



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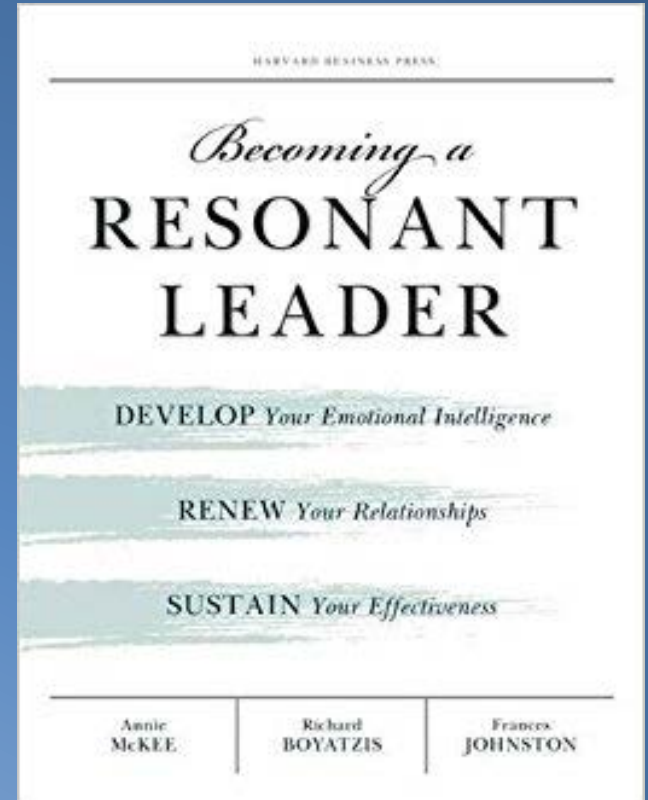


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Coaching Exercises

- Drafting a personal vision
- Exercises to identify, values, strengths and gaps
- Creating an action plan
- Identifying a personal board of directors
- Obtaining feedback: *How Are You Perceived at Work?*



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The Intentional Change Theory Model

Boyatzis's theory of self-directed learning

Boyatzis's Theory of Self-Directed Learning
(Goleman, Boyatzis and McKee, 2002)

Image from: National College for Teaching and Leadership



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Who Are the Coaches?

The coaches are CWRU faculty and staff who are certified through the Weatherhead Coaching Certificate program (and beyond).

All coaches volunteer their time to our program!



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Who Are the Coaches?

- Colleen Barker-Williamson, Director of Student Activities & Leadership
- Rachel Begley, Director, Graduate Studies Professional Development Ctr.
- Debbie Fatica, Assistant Dean, Division of Engineering Leadership & Professional Practice (DELPP)
- Diana Fox, Director, Office of Postdoctoral Affairs
- Susan Freimark, Senior Associate Director, Flora Stone Mather Center for Women; Associate Director, Women Faculty Leadership Development Institute
- Robin Hedges, Associate Director, Career Education, Post-Graduate Planning and Experiential Education
- Anita Howard, Adjunct Professor, Department of Organizational Behavior
- Tom Matthews, Interim Associate Provost, Student Success
- Shirley Mosley, Associate Dean of Students, Office of Student Affairs
- Pandora Robertson, Sr. Database Applications Developer at Weatherhead School of Management
- Matt Smith, Project Director, Northern Ohio AGEP Alliance
- Mark Starr, Director, Greek Life
- Kim Volarcik, Executive Director, Research Compliance, Office of Research Administration
- Tracy Wilson-Holden, Executive Director, Research Integrity, Education and Outreach, Office of Research Administration



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Time Commitment



- You will meet with your coach for 3 sessions (about an hour each) between February – April
- You will have workbook assignments in between meetings



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Your Commitment

You will get the most out of coaching if
you have a desire to learn and grow



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Expectations

- Students/postdocs will commit to the program by completing all assignments prior to the next session.
- Students/postdocs will notify coaches within 24-48 hours of any conflicts (barring any sickness or emergencies)
- Students/postdocs will be encouraged to take the process seriously, they will only get out of it what they put into it!
- Students/postdocs should be reflective, committed to moving forward with flexibility and understanding that this process only introduces them to the power of understanding their ideal and real self and taking action to moving forward. What happens following the three sessions will be determined by themselves.



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Learning Outcomes

By engaging in coaching focused on the Intentional Change Theory model, students will:

- Work toward discovering their ideal self
- Begin to explore and understand their real self
- Take action by creating a learning agenda and a set of clear, actionable goals
- Will explore themselves by experimenting with new behaviors.
- Will identify and leverage trusting relationships
- Participants will be engaged in structured activities and self-reflection that will result in significant professional and personal development.



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Application Deadline

Apply Online

<http://cglink.me/s12450>



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QUESTIONS?

activities@case.edu

(Colleen Barker-Williamson)

-OR-

or gradprofdev@case.edu

(Rachel Begley)

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THE GRADUATE STUDIES PROFESSIONAL DEVELOPMENT CENTER***



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