

WEBVTT

00:06:33.000 --> 00:06:36.000

A reminder while we're, well,

00:06:36.000 --> 00:06:38.000

folks are still arriving about who NROC is.

00:06:38.000 --> 00:06:41.000

We're so pleased to invite our member community to participate in

00:06:41.000 --> 00:06:43.000

these regular.

00:06:43.000 --> 00:06:44.000

Monthly professional development events,

00:06:44.000 --> 00:06:48.000

but we do work with that community to create digital resources that

00:06:48.000 --> 00:06:49.000

can help,

00:06:49.000 --> 00:06:52.000

particularly for math and English to help students transition to

00:06:52.000 --> 00:06:53.000

whatever's next for them,

00:06:53.000 --> 00:06:56.000

whether it's another grade or college or career.

00:06:56.000 --> 00:06:58.000

So we thank all of our members for hoping to make.

00:06:58.000 --> 00:07:03.000

Of course.

00:07:03.000 --> 00:07:05.000

The phone's ringing to make at ready.

00:07:05.000 --> 00:07:07.000

And if a campus useful for everyone,

00:07:07.000 --> 00:07:08.000

one of the things on the next slide,

00:07:08.000 --> 00:07:11.000

one of the things we did this spring with our community was a quick

00:07:11.000 --> 00:07:15.000

survey about what was on their mind as they prepared for classes

00:07:15.000 --> 00:07:17.000

online in the spring. And as they look towards the fall,

00:07:17.000 --> 00:07:25.000

And overwhelmingly.

00:07:25.000 --> 00:07:27.000

So we are really thrilled today to have Carol Carter and

00:07:27.000 --> 00:07:41.000

Sarah Kravits from LifeBound and.

00:07:41.000 --> 00:07:43.000

You can switch the slightest,

00:07:43.000 --> 00:07:47.000

use Mmike Sarah from LifeBound and through GlobalMindEd here to join

00:07:47.000 --> 00:07:50.000

us and to share their expertise on coaching in these difficult times.

00:07:50.000 --> 00:07:54.000

So I am going to invite Carol and Sarah to introduce themselves and

00:07:54.000 --> 00:07:55.000

we'll get rolling here.

00:07:55.000 --> 00:07:57.000

Thank you so much, Terry.

00:07:57.000 --> 00:08:13.000

It is really our honor to be here.

00:08:13.000 --> 00:08:16.000

And we'd like to thank NROC for giving us this opportunity to

00:08:16.000 --> 00:08:20.000

share such an important, such an important thing,

00:08:20.000 --> 00:08:21.000

such an important area,

00:08:21.000 --> 00:08:25.000

where of need and of addressing the students have.

00:08:25.000 --> 00:08:28.000

So I'll introduce myself. My name is Sarah Kravits.

00:08:28.000 --> 00:08:32.000

I am an academic coach at Rutgers University in New Brunswick.

00:08:32.000 --> 00:08:34.000

Currently Rutgers University in my home office.

00:08:34.000 --> 00:08:38.000

And I'm also a master trainer with LifeBound coaching.

00:08:38.000 --> 00:08:41.000

I am a student success author.

00:08:41.000 --> 00:08:43.000

I originally met Carol when we started writing the Keys to Success

00:08:43.000 --> 00:08:45.000

series over 25 years ago.

00:08:45.000 --> 00:08:52.000

I'm a student success.

00:08:52.000 --> 00:08:54.000

Instructor.

00:08:54.000 --> 00:08:58.000

I taught at Montclair State for quite some time and also have given

00:08:58.000 --> 00:09:01.000

coaching trainings and student success trainings at all kinds of

00:09:01.000 --> 00:09:04.000

schools throughout the country. Four year schools, two year schools,

00:09:04.000 --> 00:09:07.000

trade schools. And, and I also currently work with.

00:09:07.000 --> 00:09:08.000

Jefferson Scholars first year,

00:09:08.000 --> 00:09:12.000

Jefferson Scholars at the University of Virginia and I was a Jefferson

00:09:12.000 --> 00:09:13.000

Scholar there.

00:09:13.000 --> 00:09:17.000

Some years ago, shall we say? And.

00:09:17.000 --> 00:09:19.000

Part of my point in talking about all these different things is

00:09:19.000 --> 00:09:24.000

talking about how coaching is useful for all populations across the

00:09:24.000 --> 00:09:25.000

board, students,

00:09:25.000 --> 00:09:27.000

that all kinds of different schools and in all kinds of different

00:09:27.000 --> 00:09:29.000

circumstances.

00:09:29.000 --> 00:09:31.000

And now I would like to introduce my colleague, Carol Carter,

00:09:31.000 --> 00:09:33.000

the founder of LifeBound.

00:09:33.000 --> 00:09:35.000

Thank you, Sarah. And welcome everybody.

00:09:35.000 --> 00:09:38.000

Thank you so much for all that you're managing for making this a

00:09:38.000 --> 00:09:44.000  
priority.

00:09:44.000 --> 00:09:46.000  
My name is Carol Carter.

00:09:46.000 --> 00:09:50.000  
And I have a little bit of a different path from a lot of you who are

00:09:50.000 --> 00:09:53.000  
in academia. I was 17 years in corporate America,

00:09:53.000 --> 00:10:00.000  
but in publishing. So a lot of.

00:10:00.000 --> 00:10:04.000  
Overlap with the two worlds. And I ended up,

00:10:04.000 --> 00:10:07.000  
you know, meeting Sarah. We coauthored the keys to success series,

00:10:07.000 --> 00:10:11.000  
and I really fell in love with student success and help these students

00:10:11.000 --> 00:10:13.000  
to build that bridge to the professional world.

00:10:13.000 --> 00:10:18.000  
So I left in 2002 and started LifeBound at that time.

00:10:18.000 --> 00:10:20.000  
And we started out first publishing books for fifth through 12th

00:10:20.000 --> 00:10:21.000  
graders.

00:10:21.000 --> 00:10:23.000  
To really look at that pipeline going into college and how people

00:10:23.000 --> 00:10:27.000  
could be more prepared for all the things that we know breakdown with

00:10:27.000 --> 00:10:38.000  
freshmen.

00:10:38.000 --> 00:10:40.000

And, and that led us, you know,

00:10:40.000 --> 00:10:43.000

a couple of years later for me to make the connection that in the

00:10:43.000 --> 00:10:46.000

business world, we used coaching so much and in athletics,

00:10:46.000 --> 00:10:49.000

coaching is just a part of everything that everyone does.

00:10:49.000 --> 00:10:52.000

And it made me really realize there's such an opportunity to bring

00:10:52.000 --> 00:10:57.000

that into the academic world and to build the bridge.

00:10:57.000 --> 00:11:01.000

From academia for students straight to that professional world,

00:11:01.000 --> 00:11:03.000

where some people who have been in academia,

00:11:03.000 --> 00:11:06.000

don't always have that insight of how to coach on those practical,

00:11:06.000 --> 00:11:08.000

emotional, social, and professional skills.

00:11:08.000 --> 00:11:10.000

So we started really with that in mind,

00:11:10.000 --> 00:11:12.000

and then realizing that a lot of people in the business world.

00:11:12.000 --> 00:11:13.000

They need to be lifelong learners.

00:11:13.000 --> 00:11:16.000

And so there's back and forth of how these bridges work towards each

00:11:16.000 --> 00:11:18.000

other. And.

00:11:18.000 --> 00:11:21.000

Over the years, we've trained thousands of people in coaching skills,

00:11:21.000 --> 00:11:22.000

not just in the U S but also.

00:11:22.000 --> 00:11:24.000

In Shanghai.

00:11:24.000 --> 00:11:25.000

There.

00:11:25.000 --> 00:11:29.000

And I are really fortunate that they translated our book series into

00:11:29.000 --> 00:11:34.000

Arabic. So we got to go and train those folks in the Gulf region.

00:11:34.000 --> 00:11:36.000

And as Sarah said, this is really universal.

00:11:36.000 --> 00:11:38.000

It's a very universal tool.

00:11:38.000 --> 00:11:41.000

I ended up starting an organization called GlobalMindEd in 2014.

00:11:41.000 --> 00:11:44.000

And so really.

00:11:44.000 --> 00:11:45.000

My time.

00:11:45.000 --> 00:11:49.000

These days is really spent on issues of access and equity and closing

00:11:49.000 --> 00:11:59.000

the pipeline of inequities that, that gap.

00:11:59.000 --> 00:12:01.000

Which really has been blown open now because of COVID.

00:12:01.000 --> 00:12:03.000

So we'll talk a little bit more about that later,

00:12:03.000 --> 00:12:06.000

but we're that organization is all about creating a capable,

00:12:06.000 --> 00:12:08.000

diverse talent pipeline to get more women,

00:12:08.000 --> 00:12:10.000

people of color first gen underrepresented.

00:12:10.000 --> 00:12:14.000

Into the education, economic mobility and leadership pipeline.

00:12:14.000 --> 00:12:16.000

So that's really where my emphasis is now,

00:12:16.000 --> 00:12:19.000

but my heart is so always will be with the folks that live down in the

00:12:19.000 --> 00:12:20.000

incredible.

00:12:20.000 --> 00:12:25.000

People that Sarah works with Michelle.

00:12:25.000 --> 00:12:28.000

Who also works closely with us. And so, anyway,

00:12:28.000 --> 00:12:32.000

that's short on me and this is the,

00:12:32.000 --> 00:12:48.000

the goal of LifeBound is to be a social impact company to really.

00:12:48.000 --> 00:12:50.000

Sarah will, you know, kind of take it from here,

00:12:50.000 --> 00:12:52.000

but I'll just mention one other thing about.

00:12:52.000 --> 00:13:02.000

Why we started the coaching years ago.

00:13:02.000 --> 00:13:03.000

Many of you know,

00:13:03.000 --> 00:13:06.000

that before COVID gala had said that 43% of our grants were not in

00:13:06.000 --> 00:13:08.000

jobs commensurate with their education.

00:13:08.000 --> 00:13:11.000

So only 11% of first gen we're graduating pre COVID.

00:13:11.000 --> 00:13:12.000

But when you look at people,

00:13:12.000 --> 00:13:15.000

graduating with degrees who don't have jobs, they have debt.

00:13:15.000 --> 00:13:16.000

They don't know how to.

00:13:16.000 --> 00:13:18.000

You know, pivot and get into some of those,

00:13:18.000 --> 00:13:28.000

what we call promotion pathway jobs.

00:13:28.000 --> 00:13:31.000

So one of the things coaching can do that is so powerful is really

00:13:31.000 --> 00:13:33.000

addressed that. And I think that's,

00:13:33.000 --> 00:13:35.000

that's one of the biggest things right now that we can be doing is to

00:13:35.000 --> 00:13:37.000

be building that bridge from academia, right.

00:13:37.000 --> 00:13:40.000

To the professional world or the world of graduate studies or.

00:13:40.000 --> 00:13:41.000

Earning a PhD,

00:13:41.000 --> 00:13:44.000

but to know the different kinds of worlds entrepreneurship.

00:13:44.000 --> 00:13:45.000

Big fortune 500 companies,

00:13:45.000 --> 00:13:48.000

everything that we can help students to be equipped for,

00:13:48.000 --> 00:13:51.000

because we're able to use this as a tool to connect with them and the

00:13:51.000 --> 00:14:02.000

goals they hold.

00:14:02.000 --> 00:14:04.000

Thank you, Carol. That is so important.

00:14:04.000 --> 00:14:06.000

The fact that this is all connected,

00:14:06.000 --> 00:14:08.000

that college career life connection,

00:14:08.000 --> 00:14:11.000

like it says right there so that people don't feel like, Oh,

00:14:11.000 --> 00:14:13.000

I only need to use this for a time, but no,

00:14:13.000 --> 00:14:15.000

this is something that's going to be useful throughout my life.

00:14:15.000 --> 00:14:17.000

So let's just bring up.

00:14:17.000 --> 00:14:20.000

A definition to start with, to talk about coaching.

00:14:20.000 --> 00:14:21.000

What is inclusive coaching?

00:14:21.000 --> 00:14:24.000

So LifeBound created this definition of academic coaching that you

00:14:24.000 --> 00:14:25.000

see on the screen.

00:14:25.000 --> 00:14:35.000

Academic coaching is an ongoing partnership.

00:14:35.000 --> 00:14:38.000

To help students produce fulfilling results in their lives.

00:14:38.000 --> 00:14:41.000

Through the process of coaching students, deepen their learning,

00:14:41.000 --> 00:14:43.000

take responsibility for their actions,

00:14:43.000 --> 00:14:47.000

improve their effectiveness and consciously create their outcomes in

00:14:47.000 --> 00:14:48.000

life.

00:14:48.000 --> 00:14:50.000

And I want to point out the most,

00:14:50.000 --> 00:14:53.000

the most common word in this definition is the word there.

00:14:53.000 --> 00:14:57.000

And that speaks to the fact that coaching is student centered.

00:14:57.000 --> 00:14:59.000

Coaching is student focused.

00:14:59.000 --> 00:15:02.000

The student drives the conversation.

00:15:02.000 --> 00:15:05.000

And it is the student's agenda. That is foremost.

00:15:05.000 --> 00:15:08.000

If any of you are familiar with Daniel Pink?

00:15:08.000 --> 00:15:10.000

Who wrote the book Drive on motivation.

00:15:10.000 --> 00:15:18.000

It's an excellent read, an important read and.

00:15:18.000 --> 00:15:21.000

The main thing that he talks about is that the,

00:15:21.000 --> 00:15:24.000

the carrot and stick the reward and punishment system of motivation,

00:15:24.000 --> 00:15:25.000

that was so effective.

00:15:25.000 --> 00:15:35.000

A generation ago and prior.

00:15:35.000 --> 00:15:40.000

Coming out of the industrial age is no longer effective in this world.

00:15:40.000 --> 00:15:45.000

Today's students have access unprecedented access to information,

00:15:45.000 --> 00:15:47.000

to resources, to media.

00:15:47.000 --> 00:15:53.000

And they no longer are motivated in the same way that say I was or a

00:15:53.000 --> 00:15:55.000

generation, my parents' generation in college.

00:15:55.000 --> 00:15:57.000

What motivates now,

00:15:57.000 --> 00:16:03.000

as he says his autonomy purpose.

00:16:03.000 --> 00:16:04.000

And mastery.

00:16:04.000 --> 00:16:10.000

So what coaching does is it puts the student in the driver's seat so

00:16:10.000 --> 00:16:12.000

that they feel that sense of autonomy and agency.

00:16:12.000 --> 00:16:15.000

They realize, Oh, I have choices.

00:16:15.000 --> 00:16:20.000

I have to think through things.

00:16:20.000 --> 00:16:25.000

And it turns the coach from someone who's transmitting information

00:16:25.000 --> 00:16:28.000

into someone who's facilitating a process that the student is in

00:16:28.000 --> 00:16:36.000

charge of.

00:16:36.000 --> 00:16:39.000

And today's topic is about inclusive coaching and really in the world

00:16:39.000 --> 00:16:41.000

today, all coaching has to be inclusive. It,

00:16:41.000 --> 00:16:44.000

we have to be able to understand all different kinds of people,

00:16:44.000 --> 00:16:50.000

all different kinds of backgrounds.

00:16:50.000 --> 00:16:54.000

Identity race, religion, gender preference, age, stage,

00:16:54.000 --> 00:16:58.000

whatever it is, and to be able to be, be curious,

00:16:58.000 --> 00:16:59.000

and also to be effective,

00:16:59.000 --> 00:17:04.000

pulling the best out of those types of individuals, whether they're.

00:17:04.000 --> 00:17:05.000

You know,

00:17:05.000 --> 00:17:09.000

85 or 14 or five years old, you know,

00:17:09.000 --> 00:17:12.000

these kinds of skills are really appropriate with any,

00:17:12.000 --> 00:17:15.000

any age level and in any type of environment, as Sarah said, so.

00:17:15.000 --> 00:17:19.000

So we know that this year COVID the job losses that resulted the

00:17:19.000 --> 00:17:21.000

generational racism that's existed,

00:17:21.000 --> 00:17:23.000

but it's been really revealed in the last few months.

00:17:23.000 --> 00:17:26.000

The, the, the kinds of multiple, you know,

00:17:26.000 --> 00:17:28.000

we just say multiple pandemics that we're going through right now,

00:17:28.000 --> 00:17:39.000

or are really unusual. And.

00:17:39.000 --> 00:17:42.000

This is a time where a lot of us are being really tabbed as well,

00:17:42.000 --> 00:17:45.000

but we also have to be stronger than we've ever been for those we

00:17:45.000 --> 00:17:46.000

serve. So for the students,

00:17:46.000 --> 00:17:50.000

if you are coming today from a company for your employees,

00:17:50.000 --> 00:17:53.000

But this is really a time where the coaching can not only help you

00:17:53.000 --> 00:17:56.000

relate better to the students that you serve and their myriad of

00:17:56.000 --> 00:17:58.000

challenges that this whole situation has spun out for them.

00:17:58.000 --> 00:18:02.000

But it can also just help you personally to be really anchored and to

00:18:02.000 --> 00:18:04.000

know how to fill up your own reserves.

00:18:04.000 --> 00:18:07.000

But that's, that's how we look at inclusive coaching that, that it's,

00:18:07.000 --> 00:18:26.000

it's really about everybody. And also.

00:18:26.000 --> 00:18:29.000

We're never going to go back in time from this moment forward.

00:18:29.000 --> 00:18:32.000

And I think all of learning in the future will be hybrid.

00:18:32.000 --> 00:18:34.000

And one of the,

00:18:34.000 --> 00:18:35.000

one of the silver linings is that students are really learning to

00:18:35.000 --> 00:18:37.000

self-initiate.

00:18:37.000 --> 00:18:40.000

So this tool of coaching is now going to become really like the

00:18:40.000 --> 00:18:44.000

baseline of, of, you know, teaching advising.

00:18:44.000 --> 00:18:46.000

Counseling, all of those different roles were in the past.

00:18:46.000 --> 00:18:49.000

It wasn't established as that, even though we had,

00:18:49.000 --> 00:18:50.000

for a long time said,

00:18:50.000 --> 00:18:52.000

we've got to have a campus wide culture of coaching to be really

00:18:52.000 --> 00:18:55.000

student centered. So that in a nutshell is how,

00:18:55.000 --> 00:18:57.000

how we really position what we've done for years with academic

00:18:57.000 --> 00:19:05.000

coaching. And now it needs to be inclusive.

00:19:05.000 --> 00:19:06.000

Absolutely.

00:19:06.000 --> 00:19:10.000

And one of the magic things about coaching is because it is student

00:19:10.000 --> 00:19:12.000

centered and so unique to each student.

00:19:12.000 --> 00:19:17.000

It is by its very nature inclusive because whatever that student is,

00:19:17.000 --> 00:19:20.000

all the aspects of that student's life that student's persona.

00:19:20.000 --> 00:19:24.000

Are part of the conversation because they're driving the conversation.

00:19:24.000 --> 00:19:27.000

And so that's part of what makes it such an inclusive tool.

00:19:27.000 --> 00:19:31.000

We want to provide some of the research behind the efficacy of

00:19:31.000 --> 00:19:35.000

coaching. Coaching has only been around for a couple of decades,

00:19:35.000 --> 00:19:37.000  
but the research base is growing.

00:19:37.000 --> 00:19:42.000  
For how coaching builds key factors that predict student persistence

00:19:42.000 --> 00:19:46.000  
and success. And these are, these are engagement.

00:19:46.000 --> 00:19:49.000  
These are connection and motivation.

00:19:49.000 --> 00:19:51.000  
So a little bit of specific information.

00:19:51.000 --> 00:19:57.000  
So Robinson and Gahagan about 10 years ago.

00:19:57.000 --> 00:20:01.000  
I found that coaching deepens the connection between students and the

00:20:01.000 --> 00:20:02.000  
institution.

00:20:02.000 --> 00:20:05.000  
And this is one of two things that I like to say that coaching is so

00:20:05.000 --> 00:20:18.000  
amazing at doing on a campus.

00:20:18.000 --> 00:20:21.000  
It connects students to what already exists.

00:20:21.000 --> 00:20:25.000  
So, so many of us have had these experiences working in higher ed,

00:20:25.000 --> 00:20:29.000  
where a student is not accessing these fantastic resources,

00:20:29.000 --> 00:20:30.000  
these fantastic people,

00:20:30.000 --> 00:20:33.000  
and you sit there and you think we have so much that could help this

00:20:33.000 --> 00:20:34.000  
student.

00:20:34.000 --> 00:20:35.000  
They're not connected to it,

00:20:35.000 --> 00:20:38.000  
or they don't know that it's here or it just doesn't register.

00:20:38.000 --> 00:20:42.000  
Coaching deepens that connection coaching brings information onto the

00:20:42.000 --> 00:20:46.000  
table and also motivates students to seek out those resources.

00:20:46.000 --> 00:20:48.000  
So then 2011,

00:20:48.000 --> 00:20:51.000  
better Bettinger and Baker found coaching drives improvement in retention and

00:20:51.000 --> 00:20:52.000  
completion.

00:20:52.000 --> 00:21:13.000  
That holds over time.

00:21:13.000 --> 00:21:19.000  
And that's a very important finding there because it shows that this

00:21:19.000 --> 00:21:23.000  
is not about just directing students to do something which would make

00:21:23.000 --> 00:21:25.000  
the student dependent on the person, directing them.

00:21:25.000 --> 00:21:28.000  
This is about teaching the student to self-initiate,

00:21:28.000 --> 00:21:32.000  
to self-manage and giving the students tools that they take with them

00:21:32.000 --> 00:21:33.000

and continue to use.

00:21:33.000 --> 00:21:37.000

And I think that this finding really speaks to that and how students

00:21:37.000 --> 00:21:38.000

are able.

00:21:38.000 --> 00:21:42.000

To continue to use and to grow in their own self management over time.

00:21:42.000 --> 00:21:45.000

And that helps them stay in school and complete school.

00:21:45.000 --> 00:21:46.000

So just a couple of years ago,

00:21:46.000 --> 00:21:51.000

Pechac found that coaching meetings correlated with higher academic

00:21:51.000 --> 00:21:52.000

performance.

00:21:52.000 --> 00:21:53.000

And again, this is,

00:21:53.000 --> 00:21:58.000

this is student driven students come in with academic issues,

00:21:58.000 --> 00:22:00.000

but then they're the ones making the decisions.

00:22:00.000 --> 00:22:01.000

On what to do about them.

00:22:01.000 --> 00:22:05.000

So they're more invested in these actions and that is leading to

00:22:05.000 --> 00:22:08.000

higher academic performance. So this is the other.

00:22:08.000 --> 00:22:11.000

So the first thing I talked about was that it connects students to,

00:22:11.000 --> 00:22:13.000  
to resources at schools.

00:22:13.000 --> 00:22:16.000  
The other thing that coaching does is it enhances the power.

00:22:16.000 --> 00:22:19.000  
Of those resources of the tools that are available.

00:22:19.000 --> 00:22:23.000  
And so students are able to.

00:22:23.000 --> 00:22:26.000  
Come into a coaching session and then go use tutoring, go use writing,

00:22:26.000 --> 00:22:28.000  
coaching,

00:22:28.000 --> 00:22:31.000  
access their professor's office hours and build their academic

00:22:31.000 --> 00:22:32.000  
performance in that way.

00:22:32.000 --> 00:22:35.000  
And then finally, just very recently cap stick with others.

00:22:35.000 --> 00:22:38.000  
Found that by weekly coaching, improved termin,

00:22:38.000 --> 00:22:42.000  
overall GPA and drove persistence.

00:22:42.000 --> 00:22:46.000  
And this is so incredibly important, even as you know,

00:22:46.000 --> 00:22:47.000  
we would like to say that GPA.

00:22:47.000 --> 00:22:54.000  
Should just sort of be a sign of learning and I had achievement.

00:22:54.000 --> 00:22:56.000  
It is also a motivator for students,

00:22:56.000 --> 00:23:12.000  
and it's also something that can drive their success.

00:23:12.000 --> 00:23:15.000  
In the workplace or in advanced study.

00:23:15.000 --> 00:23:18.000  
So this is another really important finding.

00:23:18.000 --> 00:23:22.000  
And I just want to emphasize with all of these things that coaching

00:23:22.000 --> 00:23:31.000  
connects existing services and people for students and to students.

00:23:31.000 --> 00:23:35.000  
And enhances existing services and people in the higher ed

00:23:35.000 --> 00:23:36.000  
environment.

00:23:36.000 --> 00:23:40.000  
So coaching does not replace any of the important things that

00:23:40.000 --> 00:23:44.000  
different people in a higher ed institution already do it,

00:23:44.000 --> 00:23:47.000  
it fits in the silos and it connects the silos both. So.

00:23:47.000 --> 00:23:48.000  
Sarah I'll I'll.

00:23:48.000 --> 00:23:53.000  
Just to say that it's a critical connection with how well students are

00:23:53.000 --> 00:23:56.000  
prepared to do well in their first few years,

00:23:56.000 --> 00:24:00.000  
once they have their degree.

00:24:00.000 --> 00:24:04.000

And I, I really see that from the business standpoint, I'm not,

00:24:04.000 --> 00:24:05.000

you know,

00:24:05.000 --> 00:24:09.000

not only academia and the more that we prepare them to take the risks,

00:24:09.000 --> 00:24:10.000

to trust their instincts,

00:24:10.000 --> 00:24:13.000

to self-advocate to build these connections,

00:24:13.000 --> 00:24:22.000

to get the internship too.

00:24:22.000 --> 00:24:25.000

Be able to go to the professor's office hours and build a connection

00:24:25.000 --> 00:24:28.000

the way you would with a mentor when you're out in the business world

00:24:28.000 --> 00:24:31.000

or the corporate world. So I think there's,

00:24:31.000 --> 00:24:33.000

there's so many different levels on which these students need it for

00:24:33.000 --> 00:24:37.000

their short term that Sarah described as well as their longterm really

00:24:37.000 --> 00:24:40.000

successful launching that we want for all of them, with their degree.

00:24:40.000 --> 00:24:41.000

Absolutely.

00:24:41.000 --> 00:24:45.000

Coaching builds 12 basic outcomes. And this is what we,

00:24:45.000 --> 00:24:47.000

we really have focused on kind of from the beginning around people

00:24:47.000 --> 00:24:49.000

gathering these 12 skills. So.

00:24:49.000 --> 00:24:52.000

To a question students about their purpose and their passion.

00:24:52.000 --> 00:24:53.000

What do they love?

00:24:53.000 --> 00:24:56.000

What are the kinds of things that are problems in the world that they

00:24:56.000 --> 00:24:59.000

want to solve?

00:24:59.000 --> 00:25:01.000

Step awareness. What are their strengths? What are their weaknesses?

00:25:01.000 --> 00:25:04.000

What do they know about themselves and how can they actually manage

00:25:04.000 --> 00:25:09.000

those aspects of themselves so that they can do the best job possible.

00:25:09.000 --> 00:25:11.000

Vision.

00:25:11.000 --> 00:25:13.000

This is a time right now in a crisis where people actually have to

00:25:13.000 --> 00:25:14.000

have a vision.

00:25:14.000 --> 00:25:17.000

They have to have a guiding light at the end of the tunnel so that

00:25:17.000 --> 00:25:20.000

they can every day get up in an ambiguous world.

00:25:20.000 --> 00:25:21.000

And know that they're going somewhere,

00:25:21.000 --> 00:25:23.000

even though they don't know about a lot of other things that are going

00:25:23.000 --> 00:25:26.000

on, because there is so much unknown right now.

00:25:26.000 --> 00:25:28.000

Goal setting is obvious problem solving.

00:25:28.000 --> 00:25:32.000

This is a time where so much problem solving can be helping people for

00:25:32.000 --> 00:25:39.000

the arc of their entire lives and careers.

00:25:39.000 --> 00:25:42.000

But being able to be really skilled at that to weigh pros and cons,

00:25:42.000 --> 00:25:45.000

to look at trade offs of different decisions, to be able to be okay.

00:25:45.000 --> 00:25:48.000

Sometimes when you can't do the perfect thing that you're able to do

00:25:48.000 --> 00:25:49.000

because of the timeframe.

00:25:49.000 --> 00:25:52.000

Those are all things students can really learn to deal with.

00:25:52.000 --> 00:25:57.000

Self-management.

00:25:57.000 --> 00:25:59.000

Like I said, very trite tied to self awareness.

00:25:59.000 --> 00:26:01.000

How do you manage your strengths and weaknesses? Oh,

00:26:01.000 --> 00:26:04.000

do you make sure that the things you're not good at jump become your

00:26:04.000 --> 00:26:06.000

liabilities as a student, as a professional?

00:26:06.000 --> 00:26:09.000

Perspective.

00:26:09.000 --> 00:26:12.000

What would it be like if you were experiencing this same crisis and

00:26:12.000 --> 00:26:16.000

you lived in Egypt or you lived in Colombia and South America,

00:26:16.000 --> 00:26:17.000

or what would it be like if.

00:26:17.000 --> 00:26:20.000

You know, you were experiencing this crisis and it was another time,

00:26:20.000 --> 00:26:24.000

you know, 10 years in the future. It was a time in the past.

00:26:24.000 --> 00:26:28.000

Using those kinds of tools can help students to become unstuck from

00:26:28.000 --> 00:26:37.000

ways in which they only see things in a limited way.

00:26:37.000 --> 00:26:40.000

We know that poaching affects motivation because we're really

00:26:40.000 --> 00:26:44.000

intrinsically looking at why is the student doing what they're doing

00:26:44.000 --> 00:26:45.000

and what is it that they want to have out of that?

00:26:45.000 --> 00:26:50.000

Not all of the extrinsic ways that.

00:26:50.000 --> 00:26:53.000

A lot of our lives are constructed that frankly make people stressed

00:26:53.000 --> 00:26:56.000

out anxious and sometimes very depressed.

00:26:56.000 --> 00:26:58.000

And there's real high rates of that right now, as most of you know,

00:26:58.000 --> 00:27:00.000  
which is why you're here with us today.

00:27:00.000 --> 00:27:01.000  
Resilience.

00:27:01.000 --> 00:27:03.000  
What are the things within yourself that you can draw on the reserves

00:27:03.000 --> 00:27:05.000  
that you've never had to tap before?

00:27:05.000 --> 00:27:07.000  
You've never even known those exist within yourself,

00:27:07.000 --> 00:27:08.000  
but a crisis like this.

00:27:08.000 --> 00:27:11.000  
Helps to pull those out. And I can say for sure that, you know,

00:27:11.000 --> 00:27:15.000  
I had real war, two parents and they were amazing.

00:27:15.000 --> 00:27:17.000  
With the kinds of things that they were capable of doing.

00:27:17.000 --> 00:27:19.000  
Cause they had been through the depression and world war two.

00:27:19.000 --> 00:27:22.000  
And I think that is one of the.

00:27:22.000 --> 00:27:24.000  
The silver linings of this time, period, professionalism.

00:27:24.000 --> 00:27:27.000  
How do we expect students in their journey?

00:27:27.000 --> 00:27:28.000  
Whether they're an adult learner.

00:27:28.000 --> 00:27:48.000  
Or they're 18 years old.

00:27:48.000 --> 00:27:51.000

To have professional skills as a student so that they can show up to a

00:27:51.000 --> 00:27:55.000

session with someone like Pharah or someone like you and be the person

00:27:55.000 --> 00:27:58.000

that they want to be when they're going for that job interview.

00:27:58.000 --> 00:27:59.000

How do we set up the expectation of that?

00:27:59.000 --> 00:28:01.000

They can be that in the moment with you,

00:28:01.000 --> 00:28:04.000

so that they can grow those skills while they're in school,

00:28:04.000 --> 00:28:06.000

whether it's completely online or it's hybrid or whatever it is.

00:28:06.000 --> 00:28:10.000

That they can start to self evaluate themselves as a professional that

00:28:10.000 --> 00:28:11.000

they want to be.

00:28:11.000 --> 00:28:15.000

And finally leadership that we're teaching students to not just be

00:28:15.000 --> 00:28:17.000

successful themselves and be able to get,

00:28:17.000 --> 00:28:19.000

get a good job for themselves or their families,

00:28:19.000 --> 00:28:22.000

but to also become in the world right now, a generous leader that.

00:28:22.000 --> 00:28:24.000

So many of the builders build.

00:28:24.000 --> 00:28:27.000

Bridges we can build among different situations and people and

00:28:27.000 --> 00:28:32.000

populations and challenges that we have come down to people being able

00:28:32.000 --> 00:28:34.000

to really be a generous leader and to explore how to promote that

00:28:34.000 --> 00:28:37.000

within others.

00:28:37.000 --> 00:28:38.000

Absolutely.

00:28:38.000 --> 00:28:42.000

And I think you all will notice looking at these that they encompass.

00:28:42.000 --> 00:28:45.000

What many of us refer to as either soft skills?

00:28:45.000 --> 00:28:48.000

Non-cognitive skills, transferable skills.

00:28:48.000 --> 00:28:59.000

These are the skills that employers are looking for that.

00:28:59.000 --> 00:29:04.000

That the working world needs in order for work to flow for workers and

00:29:04.000 --> 00:29:09.000

companies to thrive so that this speaks to how coaching builds.

00:29:09.000 --> 00:29:12.000

These tools that get can, can be carried forward into life.

00:29:12.000 --> 00:29:21.000

So important question, who can coach.

00:29:21.000 --> 00:29:25.000

Coaching is an incredibly versatile skill and it's useful in every

00:29:25.000 --> 00:29:27.000

context. And if it is used in many contexts,

00:29:27.000 --> 00:29:30.000

it really can provide that campus wide culture of coaching and

00:29:30.000 --> 00:29:35.000

success.

00:29:35.000 --> 00:29:37.000

Now at Rutgers,

00:29:37.000 --> 00:29:40.000

I'm fortunate that we actually have a coaching staff in connection

00:29:40.000 --> 00:29:44.000

with the learning centers, but that is not the be all and end all.

00:29:44.000 --> 00:29:53.000

And that's not the only way that coaching can happen on a campus.

00:29:53.000 --> 00:30:02.000

Coaching is something that can.

00:30:02.000 --> 00:30:06.000

Go into can be an ingredient in any conversation,

00:30:06.000 --> 00:30:11.000

in any relationship, in any meeting, any recipe, so to speak.

00:30:11.000 --> 00:30:12.000

And another point here.

00:30:12.000 --> 00:30:15.000

And a similar question related question is who can be coached and that

00:30:15.000 --> 00:30:21.000

answer is.

00:30:21.000 --> 00:30:25.000

Anyone. And I work with students in every bucket you can think of.

00:30:25.000 --> 00:30:27.000

I work with first gen, I worked with commuters.

00:30:27.000 --> 00:30:34.000

I work with students who are.

00:30:34.000 --> 00:30:38.000

Non traditional aged. I work with students who are honors students.

00:30:38.000 --> 00:30:41.000

I work with students who are international students.

00:30:41.000 --> 00:30:59.000

It is something that is useful in all contexts.

00:30:59.000 --> 00:31:00.000

Any other thing that I'll just, you know,

00:31:00.000 --> 00:31:04.000

add to that very briefly is that it's been effective for ages,

00:31:04.000 --> 00:31:06.000

as I said earlier again in athletics,

00:31:06.000 --> 00:31:09.000

but also for at least a couple of decades, it's been really,

00:31:09.000 --> 00:31:11.000

really popular in, in the business world.

00:31:11.000 --> 00:31:16.000

So I think now it's just becoming a real common language for people to

00:31:16.000 --> 00:31:17.000

respectfully.

00:31:17.000 --> 00:31:19.000

Deal with each other and have skills where they can solve their own

00:31:19.000 --> 00:31:22.000

issues and help others solve theirs as well.

00:31:22.000 --> 00:31:28.000

Absolutely.

00:31:28.000 --> 00:31:33.000

So there are quite a few coaching tools and because we only have so

00:31:33.000 --> 00:31:36.000

much time, we are going to focus on this particular one,

00:31:36.000 --> 00:31:41.000

which is one of the most crucial and has a lot of detail within this

00:31:41.000 --> 00:31:44.000

tool. So this tool is powerful questions.

00:31:44.000 --> 00:31:47.000

And we're going to talk just a little bit about the different types of

00:31:47.000 --> 00:31:51.000

questions that we use that drive the coaching conversation.

00:31:51.000 --> 00:31:54.000

So powerful questions are open-ended.

00:31:54.000 --> 00:31:56.000

And this doesn't mean that you don't have some initial fact-finding

00:31:56.000 --> 00:31:57.000

conversation.

00:31:57.000 --> 00:31:58.000

To get to know a student,

00:31:58.000 --> 00:32:02.000

but the kinds of questions that drive the coaching conversation or

00:32:02.000 --> 00:32:05.000

questions that cannot be answered with a yes or no.

00:32:05.000 --> 00:32:08.000

Are questions that open the student up to thinking about something in

00:32:08.000 --> 00:32:11.000

a new way.

00:32:11.000 --> 00:32:13.000

Questions that invite self-reflection,

00:32:13.000 --> 00:32:17.000

which I think we could all say that the way we live in this modern

00:32:17.000 --> 00:32:19.000  
world.

00:32:19.000 --> 00:32:22.000  
Does not invite very much self reflection and just push, push, push,

00:32:22.000 --> 00:32:29.000  
and demands us to keep going and keep moving.

00:32:29.000 --> 00:32:34.000  
And we need that time to reflect in order to generate ideas in order

00:32:34.000 --> 00:32:37.000  
to truly understand what's happening with ourselves.

00:32:37.000 --> 00:32:40.000  
Coaching can give students that opportunity with that type of powerful

00:32:40.000 --> 00:32:41.000  
question.

00:32:41.000 --> 00:32:47.000  
Powerful questions.

00:32:47.000 --> 00:32:48.000  
Weigh costs and benefits.

00:32:48.000 --> 00:32:51.000  
And this is one of my favorite types of questions to use in my

00:32:51.000 --> 00:32:55.000  
conversations with students, just to ask them about something that.

00:32:55.000 --> 00:32:56.000  
A choice they've made into ask.

00:32:56.000 --> 00:33:00.000  
What is that costing you? How is that benefiting you? And again,

00:33:00.000 --> 00:33:01.000  
give them that chance to reflect on.

00:33:01.000 --> 00:33:03.000  
Oh, let me think about that.

00:33:03.000 --> 00:33:16.000

A minute, how does this really serve me or not?

00:33:16.000 --> 00:33:19.000

Powerful questions, help establish level of importance,

00:33:19.000 --> 00:33:21.000

what is a priority?

00:33:21.000 --> 00:33:27.000

And so often students and any of us actually, who are moving quickly.

00:33:27.000 --> 00:33:30.000

Don't necessarily think about whether our actions match our true

00:33:30.000 --> 00:33:33.000

priorities and whether we are getting out of our actions,

00:33:33.000 --> 00:33:35.000

what we really need in terms of what we value.

00:33:35.000 --> 00:33:38.000

So coaching opens up that powerful questions.

00:33:38.000 --> 00:33:39.000

Open up that question right there.

00:33:39.000 --> 00:33:51.000

Powerful questions. Encourage shifts in perspective.

00:33:51.000 --> 00:33:55.000

And that could not be more important right now when we have such a

00:33:55.000 --> 00:33:59.000

need to be able to step into other people's shoes to understand what

00:33:59.000 --> 00:34:02.000

other people are feeling, thinking have experienced.

00:34:02.000 --> 00:34:03.000

Understand.

00:34:03.000 --> 00:34:06.000

And powerful questions can bring that into the conversation.

00:34:06.000 --> 00:34:11.000

Powerful questions, provoke insight.

00:34:11.000 --> 00:34:14.000

And this often comes from that opportunity to reflect.

00:34:14.000 --> 00:34:18.000

And there are few moments that are more exciting for me than to see a

00:34:18.000 --> 00:34:20.000

student go.

00:34:20.000 --> 00:34:21.000

Oh,

00:34:21.000 --> 00:34:22.000

Wait a minute.

00:34:22.000 --> 00:34:27.000

I realizing something that I have control over that I can change that

00:34:27.000 --> 00:34:28.000

might help my situation.

00:34:28.000 --> 00:34:31.000

So that's a very important function of powerful questions.

00:34:31.000 --> 00:34:34.000

Powerful questions inspire and we need inspiration.

00:34:34.000 --> 00:34:43.000

Students need inspiration.

00:34:43.000 --> 00:34:46.000

Especially now we need a little hope.

00:34:46.000 --> 00:34:50.000

We need to feel like we have some energy and anyone who is asking a

00:34:50.000 --> 00:34:51.000

coaching question.

00:34:51.000 --> 00:34:55.000

Can ask a question that invites a student to go into that space of

00:34:55.000 --> 00:34:56.000

hope.

00:34:56.000 --> 00:34:57.000

Powerful questions, insight.

00:34:57.000 --> 00:35:22.000

Action.

00:35:22.000 --> 00:35:26.000

This is such an important part of the coaching conversation and of the

00:35:26.000 --> 00:35:30.000

coaching experience to bring things down to an action,

00:35:30.000 --> 00:35:31.000

no matter the size,

00:35:31.000 --> 00:35:35.000

no matter if it seems to be earth shaking,

00:35:35.000 --> 00:35:38.000

or if it's just one little tiny thing that there'd be an action

00:35:38.000 --> 00:35:42.000

because students don't build their confidence and their self efficacy

00:35:42.000 --> 00:35:44.000

from writing a note on a post-it and putting their entree.

00:35:44.000 --> 00:35:47.000

On their computer, they build it from taking the action.

00:35:47.000 --> 00:35:48.000

That's what shows them.

00:35:48.000 --> 00:35:51.000

I'm capable. See what I've done, even if it's just,

00:35:51.000 --> 00:35:53.000

I turned in that one assignment on time today.

00:35:53.000 --> 00:35:55.000

And then last, but not at all least.

00:35:55.000 --> 00:35:57.000

Coaching.

00:35:57.000 --> 00:36:00.000

Can promote accountability through powerful questions. And again,

00:36:00.000 --> 00:36:04.000

the student is driving the bus. So when the student is accountable,

00:36:04.000 --> 00:36:09.000

Then the student gets the satisfaction and the confidence from having

00:36:09.000 --> 00:36:10.000

accomplished something,

00:36:10.000 --> 00:36:13.000

rather than just fulfilling a directive from another person.

00:36:13.000 --> 00:36:18.000

I'm excited that we're going to have an opportunity for you all to see

00:36:18.000 --> 00:36:19.000

a little bit of this in action.

00:36:19.000 --> 00:36:32.000

Even if it's for quite a bit shorter.

00:36:32.000 --> 00:36:34.000

Time than we would normally have.

00:36:34.000 --> 00:36:38.000

And I'm going to unshare the slide for a moment.

00:36:38.000 --> 00:36:40.000

So you can,

00:36:40.000 --> 00:36:43.000

you can see us better and welcome Emanuel.

00:36:43.000 --> 00:36:46.000

I see there Emanuel. Can you turn on your.

00:36:46.000 --> 00:36:47.000

Oh, there you are.

00:36:47.000 --> 00:37:09.000

Awesome.

00:37:09.000 --> 00:37:13.000

I just want to start out by acknowledging the resilience that you are

00:37:13.000 --> 00:37:17.000

already showing as someone who is first gen and immigrant,

00:37:17.000 --> 00:37:29.000

and a refugee from Liberia.

00:37:29.000 --> 00:37:33.000

And having come to this point and made the progress that you have,

00:37:33.000 --> 00:37:37.000

you've just transferred from community college to Metro State. So,

00:37:37.000 --> 00:37:38.000

so that's really,

00:37:38.000 --> 00:37:41.000

that's really an incredible accomplishment and a credible path even up

00:37:41.000 --> 00:37:43.000

to right now. So well done.

00:37:43.000 --> 00:37:46.000

Now my question to you in this moment is.

00:37:46.000 --> 00:37:47.000

How is the transition going?

00:37:47.000 --> 00:37:51.000

To Metro State. And what's happening with you in this moment?

00:37:51.000 --> 00:37:55.000

First and foremost, thank you so much for the acknowledgement.

00:37:55.000 --> 00:38:02.000

It's been a transition.

00:38:02.000 --> 00:38:05.000

Graduation. I plan on going to USC.

00:38:05.000 --> 00:38:08.000

Columbia.

00:38:08.000 --> 00:38:14.000

Got to step into a lot of top colleges, but due to COVID-19.

00:38:14.000 --> 00:38:17.000

I'm doing some delay and a lot of the colleges that I chose when 100%

00:38:17.000 --> 00:38:19.000

online for the rest of the year.

00:38:19.000 --> 00:38:22.000

So it kind of made things hard for me.

00:38:22.000 --> 00:38:26.000

So now I'm at Metro and I'm truly just struggling with my time

00:38:26.000 --> 00:38:27.000

management and.

00:38:27.000 --> 00:38:35.000

You know,

00:38:35.000 --> 00:38:36.000

You should be doing this.

00:38:36.000 --> 00:38:39.000

I'm just trying to figure that out right now, though.

00:38:39.000 --> 00:38:51.000

It's a lot. I mean,

00:38:51.000 --> 00:38:52.000

It's a lot,

00:38:52.000 --> 00:38:56.000

the difference in expectation from what you thought you would be doing

00:38:56.000 --> 00:39:00.000

in, in what the world used to look like two right now. So,

00:39:00.000 --> 00:39:01.000

so that's.

00:39:01.000 --> 00:39:05.000

It is, it is hard. And, and I, I, I hear you. I hear you.

00:39:05.000 --> 00:39:11.000

What do you think you feel like you're missing in this remote

00:39:11.000 --> 00:39:12.000

environment?

00:39:12.000 --> 00:39:14.000

That you would have had in a, in a regular environment.

00:39:14.000 --> 00:39:17.000

That's a great question.

00:39:17.000 --> 00:39:24.000

Yeah. I feel like when I'm really missing, is that connection with.

00:39:24.000 --> 00:39:26.000

A instructor.

00:39:26.000 --> 00:39:29.000

I'm not really an online learner and makes it really difficult for me

00:39:29.000 --> 00:39:30.000

to do.

00:39:30.000 --> 00:39:31.000

Try to learn.

00:39:31.000 --> 00:39:33.000

I'm really missing that in class.

00:39:33.000 --> 00:39:34.000

And active.

00:39:34.000 --> 00:39:42.000

That's how I learned.

00:39:42.000 --> 00:39:47.000

How are any of your classes in real time synchronous classes or are

00:39:47.000 --> 00:39:48.000

they more asynchronous?

00:39:48.000 --> 00:39:49.000

The majority of them are synchronous.

00:39:49.000 --> 00:39:51.000

Okay.

00:39:51.000 --> 00:39:54.000

Okay. And how do students participate?

00:39:54.000 --> 00:40:02.000

We.

00:40:02.000 --> 00:40:03.000

We don't

00:40:03.000 --> 00:40:07.000

only one class where we kind of had to foster our own.

00:40:07.000 --> 00:40:11.000

Engagement, but yeah, there isn't any.

00:40:11.000 --> 00:40:14.000

Yeah, that's really, that's really tough because we,

00:40:14.000 --> 00:40:25.000

humans are built for connection.

00:40:25.000 --> 00:40:31.000

What can you do to generate some connection with fellow students or

00:40:31.000 --> 00:40:39.000

with professors are both given the circumstances.

00:40:39.000 --> 00:40:44.000

I think I can try to be more expressive.

00:40:44.000 --> 00:40:47.000

The common, traditional defined opportunity too.

00:40:47.000 --> 00:40:49.000

Well, there was like a virtual coffee or.

00:40:49.000 --> 00:40:52.000

Original that'd be group via Michael.

00:40:52.000 --> 00:41:00.000

I think that's something I could possibly do.

00:41:00.000 --> 00:41:01.000

Oh, wow.

00:41:01.000 --> 00:41:05.000

So you you've just actually identified like three different,

00:41:05.000 --> 00:41:06.000

great ideas.

00:41:06.000 --> 00:41:10.000

So, so.

00:41:10.000 --> 00:41:13.000

You know, engage in class when you can. I mean,

00:41:13.000 --> 00:41:14.000

that can be easier said than done,

00:41:14.000 --> 00:41:17.000

but absolutely a virtual coffee.

00:41:17.000 --> 00:41:21.000

Absolutely. Do your professors have office hours? What,

00:41:21.000 --> 00:41:22.000

what type of office hours are they holding?

00:41:22.000 --> 00:41:24.000

Yeah, they have virtual office hours.

00:41:24.000 --> 00:41:30.000

Big time period. You could.

00:41:30.000 --> 00:41:31.000

Log into their zone.

00:41:31.000 --> 00:41:34.000

And how would you feel about engaging with them in that,

00:41:34.000 --> 00:41:36.000

in that setting?

00:41:36.000 --> 00:41:41.000

I'm never going to be money, but it will be like quite awkward.

00:41:41.000 --> 00:41:42.000

You feel the way different?

00:41:42.000 --> 00:41:45.000

Yeah.

00:41:45.000 --> 00:41:47.000

Would you be willing to try it?

00:41:47.000 --> 00:41:54.000

Yeah. Yeah.

00:41:54.000 --> 00:41:55.000

Okay. That's cool.

00:41:55.000 --> 00:42:04.000

And then the third thing that you identified was virtual study group.

00:42:04.000 --> 00:42:08.000

And are there particular platforms that you all can use to do that?

00:42:08.000 --> 00:42:19.000

Like if you connected with several students from one of your classes,

00:42:19.000 --> 00:42:23.000

Hmm.

00:42:23.000 --> 00:42:26.000

Am I back. Can you hear me? Yeah, you're back.

00:42:26.000 --> 00:42:31.000

No worries.

00:42:31.000 --> 00:42:35.000

Microsoft teams. I've heard of a new platform called ban.

00:42:35.000 --> 00:42:36.000

Which is a little better.

00:42:36.000 --> 00:42:39.000

Microsoft.

00:42:39.000 --> 00:42:43.000

But more family and you could use it across different schools.

00:42:43.000 --> 00:42:48.000

Awesome.

00:42:48.000 --> 00:42:50.000

Okay.

00:42:50.000 --> 00:42:59.000

So if you think about the next couple of weeks,

00:42:59.000 --> 00:43:03.000

Identify a couple of these different ideas that you've come up

00:43:03.000 --> 00:43:18.000

with that you would be willing to try, like in the next week or two.

00:43:18.000 --> 00:43:20.000

I think I could you,

00:43:20.000 --> 00:43:24.000

my virtual office hours with my professors as a virtual coffee.

00:43:24.000 --> 00:43:26.000

Try to get to know them more.

00:43:26.000 --> 00:43:27.000

Networking experience.

00:43:27.000 --> 00:43:28.000

Virtual environment.

00:43:28.000 --> 00:43:29.000

Also just set up.

00:43:29.000 --> 00:43:35.000

A virtual study group.

00:43:35.000 --> 00:43:38.000

Learning about, you know, well, yeah,

00:43:38.000 --> 00:43:39.000

I think that's a bag of doing the next week.

00:43:39.000 --> 00:43:48.000

Awesome.

00:43:48.000 --> 00:43:50.000

That is fantastic.

00:43:50.000 --> 00:43:54.000

And I will be in touch with you in a week or two,

00:43:54.000 --> 00:43:57.000

and you can let me know how it's going and we can talk more about it.

00:43:57.000 --> 00:43:58.000

Sounds great.

00:43:58.000 --> 00:44:02.000

Looking forward to it.

00:44:02.000 --> 00:44:03.000

I wish we could talk longer,

00:44:03.000 --> 00:44:08.000

but this has been an amazing few minutes with you and thank you so

00:44:08.000 --> 00:44:09.000

much for joining us.

00:44:09.000 --> 00:44:10.000

Thank you.

00:44:10.000 --> 00:44:13.000

All right.

00:44:13.000 --> 00:44:26.000

Some.

00:44:26.000 --> 00:44:28.000

A little observances in the chat,

00:44:28.000 --> 00:44:30.000

which normally if we have like all day,

00:44:30.000 --> 00:44:32.000

we take some time in debrief some of those things,

00:44:32.000 --> 00:44:35.000

but we're just gonna move right ahead because we have another student

00:44:35.000 --> 00:44:38.000

that I'm going to coach.

00:44:38.000 --> 00:44:41.000

This is a student named Connor Sturgeon.

00:44:41.000 --> 00:45:04.000

And he's going to be on here just a second, but he is a.

00:45:04.000 --> 00:45:08.000

Graduate student. And so he is both in a new role.

00:45:08.000 --> 00:45:12.000

It is own pursuit of studies in, in social work master's program,

00:45:12.000 --> 00:45:15.000

but also he's working with a number of undergraduates.

00:45:15.000 --> 00:45:17.000

So not unlike a lot of you who are working with students.

00:45:17.000 --> 00:45:19.000

So he has that same perspective.

00:45:19.000 --> 00:45:22.000

And we'll just make sure that with the technology,

00:45:22.000 --> 00:45:24.000

we can both get up here real quick.

00:45:24.000 --> 00:45:27.000

And we will get that together,

00:45:27.000 --> 00:45:31.000

but I'm going to be focusing on two questions with Connor.

00:45:31.000 --> 00:45:37.000

One is how is the crisis helping him to be resilient against all the

00:45:37.000 --> 00:45:38.000

factors that he's experiencing?

00:45:38.000 --> 00:45:42.000

And what are some ways in which he sees his professional,

00:45:42.000 --> 00:45:44.000

longterm skills being built?

00:45:44.000 --> 00:45:47.000

Out of this, this time period.

00:45:47.000 --> 00:45:50.000

And then what are some ways as well that he's really taking care of

00:45:50.000 --> 00:45:51.000

himself.

00:45:51.000 --> 00:45:54.000

So Terri, let me know if you've got Connor here.

00:45:54.000 --> 00:45:56.000

And if we do there, he is.

00:45:56.000 --> 00:45:58.000

Hey, Connor, how are you?

00:45:58.000 --> 00:46:02.000

Good Carol, how are you doing good.

00:46:02.000 --> 00:46:04.000

Good to see you, sir. We're going to just jump right in because we're,

00:46:04.000 --> 00:46:08.000

I'm on a little bit of a timeframe with the coaching class here today,

00:46:08.000 --> 00:46:15.000

but there are.

00:46:15.000 --> 00:46:19.000

Some 200 people interested in what it's like to be actually

00:46:19.000 --> 00:46:20.000

coaching a real students.

00:46:20.000 --> 00:46:23.000

So I'm just going to start out with one question,

00:46:23.000 --> 00:46:26.000

which is you're in a new role as a graduate student.

00:46:26.000 --> 00:46:30.000

Right. And you also balance seen some responsibility for undergrads.

00:46:30.000 --> 00:46:32.000

And then you like Emanuel, you're just [unknown].

00:46:32.000 --> 00:46:36.000

Chosen as a part of some 25 international ambassadors for Global

00:46:36.000 --> 00:46:42.000

Minded and Every Learner Everywhere and the Equity Project. So.

00:46:42.000 --> 00:46:46.000

How is this crisis helping you to be resilient,

00:46:46.000 --> 00:46:50.000

amidst the mini challenges, which you are most certainly facing and.

00:46:50.000 --> 00:46:53.000

Those students who look to you to really help them hold themselves

00:46:53.000 --> 00:47:16.000

together right now.

00:47:16.000 --> 00:47:17.000

Finding new support,

00:47:17.000 --> 00:47:20.000

obviously utilizing old support roles that I do have from like friends

00:47:20.000 --> 00:47:23.000

and undergrad family, of course, but finding different avenues.

00:47:23.000 --> 00:47:24.000

In my.

00:47:24.000 --> 00:47:28.000

Peer group. I work in housing. So finding, you know,

00:47:28.000 --> 00:47:34.000

other graduate supervisors.

00:47:34.000 --> 00:47:36.000

Supervisors in those kinds of things.

00:47:36.000 --> 00:47:45.000

And then what was the second half? I'm sorry.

00:47:45.000 --> 00:47:48.000

What does the second half of it was that a lot of people are also

00:47:48.000 --> 00:47:49.000

relying on you,

00:47:49.000 --> 00:47:52.000

undergrads and other people that you are in a leadership role with the

00:47:52.000 --> 00:47:55.000

professionally.

00:47:55.000 --> 00:48:02.000

And how are you building your own wherewithal to be able to lead them

00:48:02.000 --> 00:48:04.000

as such a difficult time?

00:48:04.000 --> 00:48:08.000

I think the biggest thing that has been helpful in that process is

00:48:08.000 --> 00:48:11.000

being transparent with.

00:48:11.000 --> 00:48:18.000

The ones that I'm working with, the ones that are working under me.

00:48:18.000 --> 00:48:21.000

You know, with conduct or in the hallways students am.

00:48:21.000 --> 00:48:24.000

I recognize me and have questions is just being transparent with them

00:48:24.000 --> 00:48:25.000

about.

00:48:25.000 --> 00:48:29.000

My hesitations and how I feel about the COVID situation and building

00:48:29.000 --> 00:48:32.000

like an genuine rapport with them.

00:48:32.000 --> 00:48:34.000

Because we're all experiencing this together and that's something

00:48:34.000 --> 00:48:42.000

that.

00:48:42.000 --> 00:48:44.000

We don't necessarily, we recognize,

00:48:44.000 --> 00:48:48.000

but they don't necessarily recognize it because they don't see us as a

00:48:48.000 --> 00:48:49.000

peer. They see us more as.

00:48:49.000 --> 00:48:57.000

An advisor or supervisor someone that there's.

00:48:57.000 --> 00:49:00.000

Post to be looking up to or following.

00:49:00.000 --> 00:49:02.000

So just being honestly, just a genuine,

00:49:02.000 --> 00:49:09.000  
as genuine as possible with residents and.

00:49:09.000 --> 00:49:13.000  
I work with on my own. I really want to acknowledge your,

00:49:13.000 --> 00:49:17.000  
your wisdom about that and encourage people on this zoom event today

00:49:17.000 --> 00:49:29.000  
who are faculty or advisors that.

00:49:29.000 --> 00:49:32.000  
This is a time when our ability to be human and our ability to admit

00:49:32.000 --> 00:49:35.000  
difficulty ourselves is really empowering.

00:49:35.000 --> 00:49:39.000  
And I think I just want to acknowledge that you understand how

00:49:39.000 --> 00:49:41.000  
powerful that is because it,

00:49:41.000 --> 00:49:44.000  
it forges a connection where people feel like they can really trust

00:49:44.000 --> 00:49:45.000  
you.

00:49:45.000 --> 00:49:48.000  
Because you're real to them and you're not trying to be a perfect

00:49:48.000 --> 00:49:51.000  
person when you're struggling with some of your own things.

00:49:51.000 --> 00:49:54.000  
But you can be there as someone who can help them.

00:49:54.000 --> 00:49:55.000  
And both of you can figure it out.

00:49:55.000 --> 00:49:57.000  
So I think that's.

00:49:57.000 --> 00:49:58.000

I think that's fabulous.

00:49:58.000 --> 00:50:01.000

What about your really now in this, you know,

00:50:01.000 --> 00:50:04.000

other motive life where you're building your professional skills.

00:50:04.000 --> 00:50:07.000

For the rest of your life during the opportunity of this crisis.

00:50:07.000 --> 00:50:10.000

And how, how are you personally just taking care of yourself?

00:50:10.000 --> 00:50:25.000

Personally taking care of myself.

00:50:25.000 --> 00:50:29.000

I've been working really hard to dedicate a work life balance,

00:50:29.000 --> 00:50:32.000

working in housing. If anybody on the call is also working in housing,

00:50:32.000 --> 00:50:33.000

you know,

00:50:33.000 --> 00:50:36.000

that can be totally thrown out the window at any point in time,

00:50:36.000 --> 00:50:39.000

if you're on call or an incident arises or anything like that.

00:50:39.000 --> 00:50:43.000

But I'm really just trying to dedicate a work life balance and doing

00:50:43.000 --> 00:50:44.000

check in.

00:50:44.000 --> 00:50:45.000

Oh, no.

00:50:45.000 --> 00:50:48.000

After I have a difficult conversation with a resident who may be

00:50:48.000 --> 00:50:52.000

experiencing fear or whatever may come of it with COVID or whatever it

00:50:52.000 --> 00:50:59.000

may pertain to making sure that.

00:50:59.000 --> 00:51:06.000

So, yeah, along with that, just doing activities that.

00:51:06.000 --> 00:51:09.000

I've always found beneficial. You know,

00:51:09.000 --> 00:51:11.000

I've been getting back into reading mountain biking, you know,

00:51:11.000 --> 00:51:12.000

just random hobbies.

00:51:12.000 --> 00:51:15.000

So, yeah, that's how I've been, trying to take care of myself.

00:51:15.000 --> 00:51:18.000

Well, it sounds like you're doing a good job of that. And if,

00:51:18.000 --> 00:51:23.000

if there is.

00:51:23.000 --> 00:51:26.000

One other powerful thing you could do for yourself right now,

00:51:26.000 --> 00:51:33.000

because a lot of people do really depend on you, Connor.

00:51:33.000 --> 00:51:38.000

What is another thing that you might be willing to commit to over

00:51:38.000 --> 00:51:41.000

the next few weeks to see if it's something that might be another

00:51:41.000 --> 00:51:42.000

habit worth forming?

00:51:42.000 --> 00:51:45.000

And when she went to carry through this time period,

00:51:45.000 --> 00:51:50.000

to make you as strong as you can be.

00:51:50.000 --> 00:51:51.000

I think, honestly,

00:51:51.000 --> 00:51:56.000

I want to start being more open and available to residents and not

00:51:56.000 --> 00:51:57.000

just the staff that I work with and stuff.

00:51:57.000 --> 00:51:58.000

That way I can.

00:51:58.000 --> 00:52:02.000

Help more people, instead of right now, I'm more of in the situation.

00:52:02.000 --> 00:52:13.000

Of trying to.

00:52:13.000 --> 00:52:17.000

Help students after they've already, let's just say, for example,

00:52:17.000 --> 00:52:18.000

violated a COVID policy that we have in place.

00:52:18.000 --> 00:52:21.000

I'm more working as a reaction to that instead of working

00:52:21.000 --> 00:52:25.000

preventatively to help.

00:52:25.000 --> 00:52:27.000

Mitigate those causes and those incidences.

00:52:27.000 --> 00:52:28.000

So honestly,

00:52:28.000 --> 00:52:31.000

developing open availability for all residents who might have

00:52:31.000 --> 00:52:33.000  
questions, concerns.

00:52:33.000 --> 00:52:38.000  
Regarding anything and making that somehow accessible to them via zoom

00:52:38.000 --> 00:52:39.000  
or something.

00:52:39.000 --> 00:52:50.000  
Sure. And it sounds like.

00:52:50.000 --> 00:52:53.000  
My year achieving that you would be reducing your own stress level

00:52:53.000 --> 00:52:56.000  
because you wouldn't be doing as much triage and then you would be

00:52:56.000 --> 00:53:00.000  
helping them to be strategically planning and anticipating for pros

00:53:00.000 --> 00:53:02.000  
and cons of things that they may not give.

00:53:02.000 --> 00:53:04.000  
In that kind of mind space too, right?

00:53:04.000 --> 00:53:07.000  
So, well, maybe you could, you know,

00:53:07.000 --> 00:53:09.000  
shoot me an email or text me later and just let me know.

00:53:09.000 --> 00:53:11.000  
Just a few, you know,

00:53:11.000 --> 00:53:21.000  
a few specific ways that you could actually achieve this.

00:53:21.000 --> 00:53:25.000  
Maybe through some of the conversations,

00:53:25.000 --> 00:53:27.000

however, you might set some of those boundaries or whatever,

00:53:27.000 --> 00:53:29.000

with some of the people who are your peers in your program,

00:53:29.000 --> 00:53:31.000

to be able to really create this shift.

00:53:31.000 --> 00:53:32.000

Yeah.

00:53:32.000 --> 00:53:36.000

Having maybe two to three specifics about that.

00:53:36.000 --> 00:53:38.000

That you could share or else I'll tell you this,

00:53:38.000 --> 00:53:40.000

you can just put it in the chat to all the panelists and all the

00:53:40.000 --> 00:53:42.000

attendees, and then we'll all,

00:53:42.000 --> 00:53:45.000

we'll all be able to support you this entire group of people today.

00:53:45.000 --> 00:53:49.000

That would be awesome.

00:53:49.000 --> 00:53:52.000

Alright, thank you so much for just all that you do.

00:53:52.000 --> 00:53:55.000

And also this is a time where I think all of us need to realize I

00:53:55.000 --> 00:54:02.000

don't care if you're a college president.

00:54:02.000 --> 00:54:06.000

While you're somebody whose job is scheduling phone interviews or

00:54:06.000 --> 00:54:08.000

whatever the role is at the university.

00:54:08.000 --> 00:54:10.000

We can all learn from each other right now,

00:54:10.000 --> 00:54:12.000

and we all need to learn from each other. So.

00:54:12.000 --> 00:54:15.000

Thanks for just standing toe to toe you and Emmanuel with everybody

00:54:15.000 --> 00:54:16.000

else on this call today.

00:54:16.000 --> 00:54:18.000

And for really being part of the solution.

00:54:18.000 --> 00:54:20.000

So we very much appreciate it.

00:54:20.000 --> 00:54:21.000

Okay, good. And we'll start.

00:54:21.000 --> 00:54:23.000

We're going to look for your things in the chat.

00:54:23.000 --> 00:54:34.000

Okay, Sarah, over to you.

00:54:34.000 --> 00:54:36.000

Awesome. Thank you, Carol.

00:54:36.000 --> 00:54:40.000

I put a number of comments in the chat as I was observing the coaching

00:54:40.000 --> 00:54:42.000

experience and thank you,

00:54:42.000 --> 00:54:45.000

Connor and Emanuel so much for being a part of this.

00:54:45.000 --> 00:54:50.000

It is.

00:54:50.000 --> 00:54:53.000

It makes such a difference to be able to actually demonstrate what

00:54:53.000 --> 00:54:55.000

we're talking about here and,

00:54:55.000 --> 00:54:59.000

and to have you all to have an opportunity,

00:54:59.000 --> 00:55:01.000

to have an action to focus on for the next.

00:55:01.000 --> 00:55:02.000

Week or so,

00:55:02.000 --> 00:55:05.000

so we're excited for you and it's an honor to be a part of your

00:55:05.000 --> 00:55:08.000

journey.

00:55:08.000 --> 00:55:14.000

I want to bring up some practicalities when it comes to implementing

00:55:14.000 --> 00:55:25.000

coaching in distributed settings.

00:55:25.000 --> 00:55:27.000

During COVID and beyond, as Carol mentioned,

00:55:27.000 --> 00:55:31.000

we're not ever going to go back to exactly the way it was.

00:55:31.000 --> 00:55:33.000

All of these tools that were being, you know,

00:55:33.000 --> 00:55:36.000

that are being developed that are being used now are going to continue

00:55:36.000 --> 00:55:38.000

to be a part of the fabric of.

00:55:38.000 --> 00:55:53.000

Whatever things look like down the road.

00:55:53.000 --> 00:55:55.000

So some specifics,

00:55:55.000 --> 00:55:58.000

there are many different ways to reach students,

00:55:58.000 --> 00:56:01.000

obviously video platforms, which is what we use at records.

00:56:01.000 --> 00:56:05.000

We use WebEx and zoom, email, phone,

00:56:05.000 --> 00:56:06.000

individual sessions,

00:56:06.000 --> 00:56:09.000

group sessions in more normal circumstances at Rutgers,

00:56:09.000 --> 00:56:12.000

we have peer mentors who hold group coaching sessions.

00:56:12.000 --> 00:56:15.000

Which can be very interesting for students to hear other perspectives

00:56:15.000 --> 00:56:16.000

in the group,

00:56:16.000 --> 00:56:20.000

but also the individual sessions are so useful for a more personal

00:56:20.000 --> 00:56:22.000

approach in video.

00:56:22.000 --> 00:56:25.000

Platforms breakout sessions can allow flexibility for grouping.

00:56:25.000 --> 00:56:28.000

You can group people according to things they have in common.

00:56:28.000 --> 00:56:33.000

You can group people to mix things up and increase diversity.

00:56:33.000 --> 00:56:37.000

Coaching questions can be deployed during any established meeting

00:56:37.000 --> 00:56:41.000

established relationship. If, for example, at your institution,

00:56:41.000 --> 00:56:42.000

you know,

00:56:42.000 --> 00:56:45.000

that students have to meet with their advisor once a semester to take

00:56:45.000 --> 00:56:51.000

the hold off of their registration.

00:56:51.000 --> 00:56:53.000

Coaching questions can be deployed in there.

00:56:53.000 --> 00:56:56.000

If you have a student that seems to be hedging on the major,

00:56:56.000 --> 00:56:58.000

they thought they wanted to declare.

00:56:58.000 --> 00:57:00.000

There's a great opportunity for coaching question,

00:57:00.000 --> 00:57:02.000

although they are useful in so many situations,

00:57:02.000 --> 00:57:05.000

they are not a default for every situation.

00:57:05.000 --> 00:57:06.000

And.

00:57:06.000 --> 00:57:07.000

And that's important.

00:57:07.000 --> 00:57:08.000

To know again,

00:57:08.000 --> 00:57:11.000

that coaching is not better than something or a replacement for

00:57:11.000 --> 00:57:14.000

something it's a tool that can be deployed strategically where people

00:57:14.000 --> 00:57:17.000  
feel it's useful.

00:57:17.000 --> 00:57:20.000  
And certainly there are situations where students flat out don't have

00:57:20.000 --> 00:57:23.000  
information and need more specific directives.

00:57:23.000 --> 00:57:28.000  
And then also, finally students.

00:57:28.000 --> 00:57:33.000  
Can use coaching with peers and with themselves because ultimately

00:57:33.000 --> 00:57:43.000  
what the goal of coaching is is too.

00:57:43.000 --> 00:57:45.000  
Teach students to fish,

00:57:45.000 --> 00:57:48.000  
so to speak as opposed to the handing them the fish so that ultimately

00:57:48.000 --> 00:57:52.000  
they build a habit and a skill of being able to ask themselves

00:57:52.000 --> 00:57:55.000  
questions to reflect before they make decisions to think about their

00:57:55.000 --> 00:57:56.000  
priorities.

00:57:56.000 --> 00:57:57.000  
And so on.

00:57:57.000 --> 00:58:01.000  
So that is a really effective use of coaching.

00:58:01.000 --> 00:58:04.000  
Once students are more accustomed to that process.

00:58:04.000 --> 00:58:08.000

So now we're going to look at how coaching can really build resilience

00:58:08.000 --> 00:58:18.000

in this world that we're in right now.

00:58:18.000 --> 00:58:19.000

Some of,

00:58:19.000 --> 00:58:24.000

you may have read a book called blessings of a skinned knee on how the

00:58:24.000 --> 00:58:27.000

kinds of things that are challenging to children can really help them

00:58:27.000 --> 00:58:29.000

become adults who can deal with all kinds of things.

00:58:29.000 --> 00:58:31.000

And I, I mentioned earlier about, you know, the,

00:58:31.000 --> 00:58:37.000

the world war two or the greatest generation.

00:58:37.000 --> 00:58:41.000

They had a lot of strength that actually built so much of the economy

00:58:41.000 --> 00:58:44.000

that we have now. And I think that I think of this,

00:58:44.000 --> 00:58:48.000

all of us participating in this and the emerging.

00:58:48.000 --> 00:58:49.000

Leadership pipeline.

00:58:49.000 --> 00:58:51.000

And these students who work with as the courageous generation,

00:58:51.000 --> 00:58:55.000

that these times right now require people to do things they've never

00:58:55.000 --> 00:58:59.000

done, just stepped out into.

00:58:59.000 --> 00:59:02.000

All kinds of areas that they don't have experience in and to basically

00:59:02.000 --> 00:59:05.000

figure stuff out, which a lot of life is about figuring things out.

00:59:05.000 --> 00:59:19.000

If you're actually risking and getting out of your comfort zone.

00:59:19.000 --> 00:59:22.000

So I think that we see this in so many different ways around

00:59:22.000 --> 00:59:23.000

resilience.

00:59:23.000 --> 00:59:27.000

Some of you may have read the book or seen the movie about Ray Charles

00:59:27.000 --> 00:59:29.000

and how once he became blind,

00:59:29.000 --> 00:59:32.000

his mom would not help him because she knew if she were going to

00:59:32.000 --> 00:59:35.000

rescue him. He could not learn to be in the world.

00:59:35.000 --> 00:59:38.000

That everybody was site had. And you could,

00:59:38.000 --> 00:59:40.000

you could see her in the movie with just tears streaming down her

00:59:40.000 --> 00:59:44.000

face. So I think that, that we look at this time as a way for.

00:59:44.000 --> 00:59:47.000

All of us, not just students to build a thick skin,

00:59:47.000 --> 00:59:50.000

to be resilient ourselves too.

00:59:50.000 --> 00:59:54.000

With the folks in Korea called develop an indomitable spirit. I,

00:59:54.000 --> 00:59:57.000

one time in my life is taking TaeKwonDo and there's five tenets and

00:59:57.000 --> 01:00:09.000

the fifth one is about an indomitable spirit. And I think right now,

01:00:09.000 --> 01:00:13.000

Coaching can help all of us develop an indomitable spirit,

01:00:13.000 --> 01:00:15.000

not just your students, but your colleagues, your,

01:00:15.000 --> 01:00:18.000

your boss at school, your Dean, whoever you work with,

01:00:18.000 --> 01:00:19.000

this is really for all of us as,

01:00:19.000 --> 01:00:23.000

as humans to be able to function as best as possible in a time that is

01:00:23.000 --> 01:00:24.000

challenging as this is.

01:00:24.000 --> 01:00:28.000

And finally for students, they really learn to self initiate.

01:00:28.000 --> 01:00:31.000

So there's not someone there all the time telling them everything to

01:00:31.000 --> 01:00:33.000

do, and they have to figure out different ways they can do this.

01:00:33.000 --> 01:00:48.000

I know.

01:00:48.000 --> 01:00:51.000

In Emanuel's situation last semester,

01:00:51.000 --> 01:00:54.000

he had to actually go hire someone to help him with a cyber security

01:00:54.000 --> 01:00:56.000

class. You didn't have that. The person wasn't able to do that,

01:00:56.000 --> 01:00:58.000  
that faculty member on campus.

01:00:58.000 --> 01:01:02.000  
So there's a lot of ways that people are learning to go over an

01:01:02.000 --> 01:01:05.000  
obstacle under an obstacle around, you know, a flow like water.

01:01:05.000 --> 01:01:09.000  
And that's really the gift of what this time is with these kinds of

01:01:09.000 --> 01:01:10.000  
tools that can really help all of us.

01:01:10.000 --> 01:01:13.000  
Absolutely Carol. And you know,

01:01:13.000 --> 01:01:16.000  
the amazing thing about coaching is that not only can,

01:01:16.000 --> 01:01:19.000  
it helps students build and use their resilience,

01:01:19.000 --> 01:01:23.000  
but it could also help them understand how resilient they already are.

01:01:23.000 --> 01:01:24.000  
And that's a big part for many students.

01:01:24.000 --> 01:01:28.000  
Of knowing that they can have that resilience to carry forward into

01:01:28.000 --> 01:01:30.000  
the future. I have, you know,

01:01:30.000 --> 01:01:39.000  
students with all kinds of situations.

01:01:39.000 --> 01:01:41.000  
And I focus on in our conversations,

01:01:41.000 --> 01:01:46.000

asking them questions to help them understand the resilience that they

01:01:46.000 --> 01:01:48.000

already show. By. For example,

01:01:48.000 --> 01:01:52.000

I have a student who has two part time jobs helps with her younger

01:01:52.000 --> 01:01:55.000

sister is a commuter as a full time student, majoring in the sciences.

01:01:55.000 --> 01:02:02.000

And.

01:02:02.000 --> 01:02:07.000

Just that alone already shows an astounding level of resilience,

01:02:07.000 --> 01:02:09.000

but that wasn't something that she was paying attention to,

01:02:09.000 --> 01:02:11.000

or really even realized until our conversations.

01:02:11.000 --> 01:02:15.000

So I think that coaching can help students realize,

01:02:15.000 --> 01:02:19.000

wow, look what I do have. Look what I have done already,

01:02:19.000 --> 01:02:20.000

which helps them.

01:02:20.000 --> 01:02:24.000

Address things with more confidence and more ability to initiate going

01:02:24.000 --> 01:02:25.000

forward.

01:02:25.000 --> 01:02:26.000

I know.

01:02:26.000 --> 01:02:27.000

We only have a few minutes. I know Ellie.

01:02:27.000 --> 01:02:30.000

You go over this, but we got four whole minutes,

01:02:30.000 --> 01:02:34.000

which can seem like an eternity.

01:02:34.000 --> 01:02:40.000

These are the different kinds of things that Sarah is leading.

01:02:40.000 --> 01:02:41.000

There's two,

01:02:41.000 --> 01:02:45.000

one day introduction to coaching on just mastering more of the,

01:02:45.000 --> 01:02:54.000

the.

01:02:54.000 --> 01:02:57.000

The basic skill of coaching and really focus on becoming an expert in

01:02:57.000 --> 01:02:59.000

powerful questions.

01:02:59.000 --> 01:03:03.000

And the three day events are designed to help you develop expertise in

01:03:03.000 --> 01:03:14.000

the 12 different coaching skill areas.

01:03:14.000 --> 01:03:16.000

And to be able to see students being coached,

01:03:16.000 --> 01:03:19.000

to be able to coach your peers in the class who are from all different

01:03:19.000 --> 01:03:23.000

institutions. And so that's a little bit on that.

01:03:23.000 --> 01:03:27.000

And then we also wanted to say that we'll go to the next slide,

01:03:27.000 --> 01:03:29.000

Sarah, that we wanted to share with each of you,

01:03:29.000 --> 01:03:31.000

our contact information.

01:03:31.000 --> 01:03:33.000

We also met, as Sarah said, years ago,

01:03:33.000 --> 01:03:36.000

like 28 years ago and were brought to get together by this Keys to

01:03:36.000 --> 01:03:37.000

Success series.

01:03:37.000 --> 01:03:41.000

And so now Sarah does a lot with leading life bound and I really am in

01:03:41.000 --> 01:03:42.000

the GlobalMinded area,

01:03:42.000 --> 01:03:59.000

but all of these things are really interconnected.

01:03:59.000 --> 01:04:01.000

Today and also in advance.

01:04:01.000 --> 01:04:03.000

And so we're going to just start marching through those every week and

01:04:03.000 --> 01:04:05.000

share some strategies on Tuesdays.

01:04:05.000 --> 01:04:10.000

If you guys want to opt into the newsletter.

01:04:10.000 --> 01:04:13.000

The other newsletter and we have a YouTube channel for GlobalMinded.

01:04:13.000 --> 01:04:16.000

So if your campus is really looking at how to deal with the racial

01:04:16.000 --> 01:04:20.000

issues, how to do a better job with diverse students.

01:04:20.000 --> 01:04:23.000

You can go to [GlobalMinded.org](https://GlobalMinded.org) and sign up for that newsletter where

01:04:23.000 --> 01:04:26.000

every day we feature students like Emanuel students,

01:04:26.000 --> 01:04:30.000

like Connor we'd feature.

01:04:30.000 --> 01:04:33.000

Mid-life professionals who were first gen to college are diverse.

01:04:33.000 --> 01:04:36.000

So every day there is a really inspiring diverse student.

01:04:36.000 --> 01:04:45.000

And we were asked before the.

01:04:45.000 --> 01:04:47.000

The pandemic to just go to a daily newsletter,

01:04:47.000 --> 01:04:48.000

which we thought would kill us, but we're like, you know,

01:04:48.000 --> 01:04:50.000

people need that and it would be helpful.

01:04:50.000 --> 01:04:51.000

We're going to figure out how to do it.

01:04:51.000 --> 01:04:54.000

So I just want to encourage you all who are really trying to make your

01:04:54.000 --> 01:04:57.000

campus more inclusive, but those are free.

01:04:57.000 --> 01:04:58.000

Resources for you all through global minded as well,

01:04:58.000 --> 01:04:59.000

the daily newsletter.

01:04:59.000 --> 01:05:02.000

And then we have a YouTube channel with 70 sessions that we took

01:05:02.000 --> 01:05:11.000

virtual all when we couldn't do our live event this year. So.

01:05:11.000 --> 01:05:13.000

That in a nutshell and Sarah,

01:05:13.000 --> 01:05:17.000

anything else that we didn't cover before we turn it back to Terri?

01:05:17.000 --> 01:05:18.000

You know,

01:05:18.000 --> 01:05:21.000

one thing I do want to add about the one day and especially the three

01:05:21.000 --> 01:05:23.000

day sessions.

01:05:23.000 --> 01:05:26.000

Is that if anyone here is able to join us for those,

01:05:26.000 --> 01:05:28.000

and they're in consecutive Fridays in October,

01:05:28.000 --> 01:05:30.000

and then consecutive Fridays in November.

01:05:30.000 --> 01:05:39.000

Is that it gives far more opportunity to address.

01:05:39.000 --> 01:05:41.000

In individual questions, you know,

01:05:41.000 --> 01:05:45.000

in more depth and gives the participants a chance to really engage

01:05:45.000 --> 01:05:49.000

more in particular scenarios and talk about how do you deal with this?

01:05:49.000 --> 01:05:52.000

You know, what is the practical side? What is the, you know,

01:05:52.000 --> 01:05:54.000

the more big picture side.

01:05:54.000 --> 01:06:00.000

Provides a lot more time.

01:06:00.000 --> 01:06:02.000

And also the,

01:06:02.000 --> 01:06:05.000

the excellent interaction of all the different people in the session.

01:06:05.000 --> 01:06:09.000

So consider that if you really want to dig in and be more reflective

01:06:09.000 --> 01:06:13.000

and, and have more, more time.

01:06:13.000 --> 01:06:14.000

To,

01:06:14.000 --> 01:06:17.000

to move into a greater understanding of this whole area of coaching.

01:06:17.000 --> 01:06:20.000

And actually Sarah, that's just one other thing,

01:06:20.000 --> 01:06:23.000

is it not only helps you to be more effective with the constituents

01:06:23.000 --> 01:06:31.000

that you work with?

01:06:31.000 --> 01:06:33.000

But it's also just helpful that a lot of,

01:06:33.000 --> 01:06:36.000

a lot of us don't have the coaches or the whatever right now.

01:06:36.000 --> 01:06:38.000

And when you go through these, these classes,

01:06:38.000 --> 01:06:41.000

you get to work with other people to solve your own issues.

01:06:41.000 --> 01:06:43.000

And that's some pretty strong bonds with people at different colleges

01:06:43.000 --> 01:06:45.000

who are in similar situations to you. So.

01:06:45.000 --> 01:06:46.000

Thank you.

01:06:46.000 --> 01:06:49.000

And we're going to hand it right over to Terri and then we'll do some

01:06:49.000 --> 01:06:52.000

questions for those of you who have time to stay. Well,

01:06:52.000 --> 01:06:55.000

thank you everyone. It was so great to actually see it in action.

01:06:55.000 --> 01:06:56.000

I love that you.

01:06:56.000 --> 01:07:00.000

Ah, helped us. I'll pull that off in this new environment,

01:07:00.000 --> 01:07:03.000

but we are very grateful for all of you were able to join us today and

01:07:03.000 --> 01:07:04.000

share some questions. We,

01:07:04.000 --> 01:07:06.000

the presenters have agreed to hang out for a few more minutes.

01:07:06.000 --> 01:07:11.000

Those of you who are able to.

01:07:11.000 --> 01:07:13.000

Those of you who need to go.

01:07:13.000 --> 01:07:15.000

I just want you to know you'll be getting the link to the archive.

01:07:15.000 --> 01:07:17.000

It will include the PDF of the slides, the recording,

01:07:17.000 --> 01:07:20.000

and some of the QA that's been captured from your questions in

01:07:20.000 --> 01:07:24.000

advance, as well as here. So with that will.

01:07:24.000 --> 01:07:26.000

We'll take a few questions. If you guys are good with that.

01:07:26.000 --> 01:07:27.000

We were so great.

01:07:27.000 --> 01:07:29.000

The question is they're training to become a certified coach.

01:07:29.000 --> 01:07:31.000

Yes there is. That just popped up on my screen.

01:07:31.000 --> 01:07:36.000

So I'll just answer that real quick.

01:07:36.000 --> 01:07:39.000

So, yes, life down, both does the training,

01:07:39.000 --> 01:07:42.000

which is the normally in live times, a five day,

01:07:42.000 --> 01:07:59.000

which in these times is a three days spread out over three weeks.

01:07:59.000 --> 01:08:03.000

We are going to figure out how to do that in a virtual environment.

01:08:03.000 --> 01:08:12.000

It's something that's usually in the.

01:08:12.000 --> 01:08:15.000

In the live realm and we observed you live training others and all of

01:08:15.000 --> 01:08:16.000

that,

01:08:16.000 --> 01:08:18.000

but we're gonna figure out how to do that because we know there's a

01:08:18.000 --> 01:08:22.000

great need and we've had a lot of feedback from folks about them. So.

01:08:22.000 --> 01:08:25.000

Be patient with us because we've had to really prioritize.

01:08:25.000 --> 01:08:29.000

And all of you on this call today, getting basic abilities is,

01:08:29.000 --> 01:08:31.000

seems to be, you know, the most important thing right away.

01:08:31.000 --> 01:08:37.000

So that's what we've prioritized.

01:08:37.000 --> 01:08:39.000

Well, I know you guys can see some of the questions that have come in.

01:08:39.000 --> 01:08:42.000

Do you want to take a couple? And I know they look at the,

01:08:42.000 --> 01:08:46.000

at the Q and A yeah.

01:08:46.000 --> 01:08:48.000

Yeah. So can you say a little bit about,

01:08:48.000 --> 01:08:51.000

I think you implied some of this in the, in the interview with Connor,

01:08:51.000 --> 01:08:53.000

but working with peer coaches and pure. Yes.

01:08:53.000 --> 01:09:02.000

Can you talk a little bit about.

01:09:02.000 --> 01:09:03.000

One of the most,

01:09:03.000 --> 01:09:06.000

this is one of the big insights we had a few years ago and,

01:09:06.000 --> 01:09:10.000

and the folks at LifeBound that why should we just be doing coaching

01:09:10.000 --> 01:09:13.000

with faculty and teachers and advisors when actually everyone needs

01:09:13.000 --> 01:09:17.000

this skill?

01:09:17.000 --> 01:09:20.000

Committed to taking this righteous, do this themselves.

01:09:20.000 --> 01:09:22.000

And we know that this can't scale,

01:09:22.000 --> 01:09:24.000

you can't provide a campus culture of coaching.

01:09:24.000 --> 01:09:26.000

It's only faculty and advisors have that ability.

01:09:26.000 --> 01:09:30.000

So we are actually offering a session on December 11th of Dr.

01:09:30.000 --> 01:09:37.000

Rebecca Goosen.

01:09:37.000 --> 01:09:40.000

Who's the vice chancellor at San Jacinto College and she's,

01:09:40.000 --> 01:09:41.000

LifeBound trained and certified.

01:09:41.000 --> 01:09:44.000

I'm a coach and a facilitator.

01:09:44.000 --> 01:09:52.000

So she's going to do a session just for students on the 11th. So.

01:09:52.000 --> 01:09:54.000

That's in December when hopefully it's quieter with students,

01:09:54.000 --> 01:09:58.000

but we really believe this is a very powerful tool to not only help

01:09:58.000 --> 01:10:01.000

students manage their own anxiety, depression,

01:10:01.000 --> 01:10:07.000

their own demons that can come up at a time like this.

01:10:07.000 --> 01:10:11.000

But it increases their ability to really contribute when they're hired

01:10:11.000 --> 01:10:14.000

and they go out into that first job and those unknowns so that they

01:10:14.000 --> 01:10:15.000

can get on promotion pathways,

01:10:15.000 --> 01:10:19.000

especially low income students who are really reversing that cycle of

01:10:19.000 --> 01:10:25.000

generational poverty.

01:10:25.000 --> 01:10:27.000

Maybe just one more,

01:10:27.000 --> 01:10:30.000

if you don't mind a question about assisting folks who are trans,

01:10:30.000 --> 01:10:32.000

who are juggling both high school classes and college classes in the

01:10:32.000 --> 01:10:35.000

dual enrollment time period with all that's going on has been

01:10:35.000 --> 01:10:44.000

especially difficult. Do you have some tips for an advisor?

01:10:44.000 --> 01:10:45.000

You're balancing both worlds.

01:10:45.000 --> 01:10:48.000

And as you go graduate from high school and get into college,

01:10:48.000 --> 01:10:50.000

you're going to be bouncing in the world of college and the world of

01:10:50.000 --> 01:10:57.000  
internships and job experiences. So.

01:10:57.000 --> 01:11:00.000  
Getting used to balancing both of these worlds is something that will

01:11:00.000 --> 01:11:02.000  
really stand them in great stead.

01:11:02.000 --> 01:11:06.000  
And so being able to really help them see how they can kind of

01:11:06.000 --> 01:11:13.000  
compartmentalize.

01:11:13.000 --> 01:11:16.000  
And get very specific about the priorities that each of those worlds

01:11:16.000 --> 01:11:19.000  
require from them, because what I, what I would suggest on that,

01:11:19.000 --> 01:11:20.000  
and then Terri, I made a few notes.

01:11:20.000 --> 01:11:22.000  
If you want me to go through on from what you sent over

01:11:22.000 --> 01:11:25.000  
the end of the day yesterday, trying to group some things together.

01:11:25.000 --> 01:11:28.000  
So.

01:11:28.000 --> 01:11:29.000  
I can go through some of those. And Sarah,

01:11:29.000 --> 01:11:31.000  
let me know if you want to answer some of these,

01:11:31.000 --> 01:11:34.000  
but one question was what are some promising practices for adult

01:11:34.000 --> 01:11:35.000  
education students?

01:11:35.000 --> 01:11:38.000  
And one of the most powerful things you can do with coaching and adult

01:11:38.000 --> 01:11:40.000  
ed students is that many of them.

01:11:40.000 --> 01:11:43.000  
You know, are returning or they are just getting their GED.

01:11:43.000 --> 01:11:47.000  
And so now they're starting on a path.

01:11:47.000 --> 01:11:50.000  
And for them to be able to really frame their life experiences,

01:11:50.000 --> 01:11:53.000  
their lived experiences in ways where they can appreciate,

01:11:53.000 --> 01:11:55.000  
and really honor those things,

01:11:55.000 --> 01:11:58.000  
whether they've been in prison for a number of years, whether they've.

01:11:58.000 --> 01:12:02.000  
Raised kids and, you know, worked at Safeway,

01:12:02.000 --> 01:12:04.000  
whatever it is that they look at that,

01:12:04.000 --> 01:12:06.000  
and they really honor the power that, that gives them right now.

01:12:06.000 --> 01:12:09.000  
As they're making this new critical step in their lives.

01:12:09.000 --> 01:12:11.000  
And I think that that's one of the biggest things coaching can do

01:12:11.000 --> 01:12:12.000  
right off the bat.

01:12:12.000 --> 01:12:15.000

We tell people, harness the difficulties,

01:12:15.000 --> 01:12:16.000

the path that got them to where they are now.

01:12:16.000 --> 01:12:19.000

And see those as the things that are going to make them the strongest

01:12:19.000 --> 01:12:25.000

as they go forward.

01:12:25.000 --> 01:12:26.000

So I think there's a lot of other things with adult ed,

01:12:26.000 --> 01:12:28.000

but that's one of the most basic ones.

01:12:28.000 --> 01:12:36.000

And then career coaching with undergrads.

01:12:36.000 --> 01:12:38.000

I'm just a big believer that the career center is not for,

01:12:38.000 --> 01:12:40.000

it's not for juniors and seniors,

01:12:40.000 --> 01:12:43.000

and we should be talking to freshmen about their career aspirations,

01:12:43.000 --> 01:12:44.000

what they want to do.

01:12:44.000 --> 01:12:46.000

I myself didn't even declare a major until the end of my sophomore

01:12:46.000 --> 01:12:48.000

year. But.

01:12:48.000 --> 01:12:51.000

You can get so many experiences to build your leadership skills,

01:12:51.000 --> 01:12:52.000

to build your.

01:12:52.000 --> 01:13:04.000

Risk taking your critical thinking skills.

01:13:04.000 --> 01:13:06.000

Even if you don't know what you want to major in,

01:13:06.000 --> 01:13:07.000

and you're just exploring.

01:13:07.000 --> 01:13:10.000

And sometimes a lot of students are bummed out because they're in

01:13:10.000 --> 01:13:12.000

majors that their parents want them to be in.

01:13:12.000 --> 01:13:15.000

Or they had no idea that the first year of engineering was going to be

01:13:15.000 --> 01:13:16.000

like this, and now they don't know how to regroup.

01:13:16.000 --> 01:13:20.000

So I think being able to reframe that and talk about how does going

01:13:20.000 --> 01:13:23.000

down a path that may not be the one that you want to still pursue,

01:13:23.000 --> 01:13:25.000

help you to regroup and to be resilient when.

01:13:25.000 --> 01:13:26.000

Over the course of life.

01:13:26.000 --> 01:13:29.000

There's going to be many things that are like that and learning how to

01:13:29.000 --> 01:13:31.000

be positive about that.

01:13:31.000 --> 01:14:01.000

Right now we'll serve you in really good stead.

01:14:08.000 --> 01:14:10.000

You know,

01:14:10.000 --> 01:14:14.000

one of the most important areas of questioning for first gen students

01:14:14.000 --> 01:14:17.000

is just around all,

01:14:17.000 --> 01:14:21.000

having them look at all the different things they do and understanding

01:14:21.000 --> 01:14:24.000

the strengths that they bring into the situation.

01:14:24.000 --> 01:14:26.000

There's a very high rate of imposter syndrome.

01:14:26.000 --> 01:14:29.000

Lord knows any student can impair it, experience imposter syndrome,

01:14:29.000 --> 01:14:31.000

but especially students who are coming in with.

01:14:31.000 --> 01:14:34.000

Parents who don't necessarily help them understand college culture.

01:14:34.000 --> 01:14:38.000

And perhaps there's the added situation frequently where a family

01:14:38.000 --> 01:14:41.000

wants that, that student to accomplish college,

01:14:41.000 --> 01:14:45.000

but resents the time and effort that college takes away from the

01:14:45.000 --> 01:14:46.000

family.

01:14:46.000 --> 01:14:47.000

And it's really tough.

01:14:47.000 --> 01:14:51.000

So I think a lot of my questions initially will end up being around,

01:14:51.000 --> 01:14:54.000

finding out how, how things are, how they operate. Do they have a job?

01:14:54.000 --> 01:14:56.000

What's the role in their family?

01:14:56.000 --> 01:15:00.000

And helping them see how extraordinary their strengths are to start

01:15:00.000 --> 01:15:03.000

with. And so that helps them build more of a foundation.

01:15:03.000 --> 01:15:05.000

And then I also focus very much on.

01:15:05.000 --> 01:15:07.000

Asking them are, you know,

01:15:07.000 --> 01:15:11.000

about different resources because they're often as well with first gen

01:15:11.000 --> 01:15:14.000

part of not understanding about college culture with first gen.

01:15:14.000 --> 01:15:21.000

Has to do with not feeling like they should need help.

01:15:21.000 --> 01:15:22.000

It's, you know, there's a lot of,

01:15:22.000 --> 01:15:24.000

I'm going to pull myself up by my bootstraps.

01:15:24.000 --> 01:15:25.000

I'm going to do this on my own.

01:15:25.000 --> 01:15:29.000

So there's a resistance or a hesitance to reach out to professors,

01:15:29.000 --> 01:15:33.000

to advisors, to other support personnel.

01:15:33.000 --> 01:15:36.000

So I focus on that a lot with my questions. Hey,

01:15:36.000 --> 01:15:38.000

did you know about this? Would you be willing to go, you know,

01:15:38.000 --> 01:15:40.000

talk to, so,

01:15:40.000 --> 01:15:42.000

and so would you be willing to go to the career exploration center and

01:15:42.000 --> 01:15:43.000

take an inventory?

01:15:43.000 --> 01:15:47.000

And normalize that help, help them, help them normalize that. So,

01:15:47.000 --> 01:15:59.000

Yeah, and I just added Sarah too, just briefly that, that often.

01:15:59.000 --> 01:16:02.000

You know, the child is the parent in a lot of situations where there's

01:16:02.000 --> 01:16:04.000

generational cycles of poverty.

01:16:04.000 --> 01:16:07.000

And I certainly saw that in a time when I was volunteering at the

01:16:07.000 --> 01:16:09.000

prison in our first few years of life balance we're teaching and

01:16:09.000 --> 01:16:10.000

Denver housing projects.

01:16:10.000 --> 01:16:14.000

And I'm helping people reframe that and to not have shame around

01:16:14.000 --> 01:16:17.000

whatever that is or however that single parent is struggling or the

01:16:17.000 --> 01:16:34.000

parents in prison or whatever it is.

01:16:34.000 --> 01:16:35.000

That, you know,

01:16:35.000 --> 01:16:38.000

these are things that are part of their personal story,

01:16:38.000 --> 01:16:40.000

and those are the things that make us strong.

01:16:40.000 --> 01:16:42.000

And actually from a career standpoint,

01:16:42.000 --> 01:16:45.000

those are some of the things that really give you the most insight to

01:16:45.000 --> 01:16:48.000

what you want to do in the world. Like your passion that you would do,

01:16:48.000 --> 01:16:51.000

you know, even if you weren't paid for it, it often comes from our,

01:16:51.000 --> 01:16:52.000

our greatest wound.

01:16:52.000 --> 01:16:54.000

And so for people to realize that that when they can.

01:16:54.000 --> 01:16:56.000

Use coaching to help them heal from that.

01:16:56.000 --> 01:16:59.000

They can really access, you know,

01:16:59.000 --> 01:17:01.000

some wisdom about what they're meant to do in the world that they

01:17:01.000 --> 01:17:03.000

maybe wouldn't have if they weren't really looking at that kind of

01:17:03.000 --> 01:17:04.000

thing.

01:17:04.000 --> 01:17:07.000

Thank you both for sustainable overtime today.

01:17:07.000 --> 01:17:10.000

Great to capture that and, and what timely work.

01:17:10.000 --> 01:17:11.000

And we're also grateful for,

01:17:11.000 --> 01:17:14.000

for the path that you're making for more folks to learn about these

01:17:14.000 --> 01:17:15.000

important skills.

01:17:15.000 --> 01:17:18.000

Either one from last night that I just wondered if we shouldn't bring

01:17:18.000 --> 01:17:20.000

it up. Cause I think it's so universal,

01:17:20.000 --> 01:17:23.000

which is how can you help us to coach?

01:17:23.000 --> 01:17:25.000

On racial battle fatigue.

01:17:25.000 --> 01:17:27.000

And I think all of us right now are,

01:17:27.000 --> 01:17:34.000

are so I'm sad because of these things that are going on.

01:17:34.000 --> 01:17:36.000

Really almost repeatedly. And the,

01:17:36.000 --> 01:17:39.000

the igniting of some of the different things were lowering the

01:17:39.000 --> 01:17:44.000

emotional level, being able to.

01:17:44.000 --> 01:17:45.000

We didn't get in this with Emanuel,

01:17:45.000 --> 01:17:47.000

but we've talked to him before and he did an article for our

01:17:47.000 --> 01:17:50.000

newsletter on what's it like to be an African American male who can

01:17:50.000 --> 01:17:52.000

take people to a higher level then.

01:17:52.000 --> 01:17:58.000

Staying in the anger and not knowing how to transform that. So.

01:17:58.000 --> 01:17:59.000

I just want to acknowledge that.

01:17:59.000 --> 01:18:03.000

I think all of you who came today are dealing with that piece.

01:18:03.000 --> 01:18:20.000

And I think there's some more things that we could share out.

01:18:20.000 --> 01:18:21.000

You're in the newsletter about that,

01:18:21.000 --> 01:18:23.000

but just want to say that we think that that's, you know,

01:18:23.000 --> 01:18:24.000

we know that,

01:18:24.000 --> 01:18:27.000

that everyone's dealing with that and that it really kind of wears,

01:18:27.000 --> 01:18:28.000

you know,

01:18:28.000 --> 01:18:32.000

can really wear you down and just stay true to the fact that you're

01:18:32.000 --> 01:18:34.000

doing things for yourself, like showing up to date of this,

01:18:34.000 --> 01:18:37.000

and other ways you can take care of yourself and stayed positive as an

01:18:37.000 --> 01:18:38.000

inclusive leader.

01:18:38.000 --> 01:18:41.000

Even if you don't feel like you're as informed as you'd want to be.

01:18:41.000 --> 01:18:44.000

I mean, none of us do, but we can all still, you know,

01:18:44.000 --> 01:18:47.000

be respectful and hold the best out for those students to tell us what

01:18:47.000 --> 01:18:49.000

they need and how we can help.

01:18:49.000 --> 01:18:50.000

I agree. And,

01:18:50.000 --> 01:18:53.000

and with students and direct conversations with students,

01:18:53.000 --> 01:18:55.000

even just asking the question.

01:18:55.000 --> 01:18:58.000

How are you doing in this environment? Opening up.

01:18:58.000 --> 01:19:00.000

The question so that the student knows, Oh, this is okay.

01:19:00.000 --> 01:19:01.000

I can talk about this.

01:19:01.000 --> 01:19:03.000

This is welcome.

01:19:03.000 --> 01:19:08.000

I can get real and put that on the table because it does exact and

01:19:08.000 --> 01:19:18.000

incredible cognitive cost.

01:19:18.000 --> 01:19:22.000

For all of us, but more for certain people than for others.

01:19:22.000 --> 01:19:24.000

And for students to feel seen,

01:19:24.000 --> 01:19:27.000

feel heard the level of trust that builds in the relationship allows

01:19:27.000 --> 01:19:30.000

them to soar more and gives them energy coming away from the

01:19:30.000 --> 01:19:32.000

conversation.

01:19:32.000 --> 01:19:33.000

Beautiful.

01:19:33.000 --> 01:19:35.000

I think we need to have continue this as a conversation at a future

01:19:35.000 --> 01:19:37.000

date because I know folks are really interested.

01:19:37.000 --> 01:19:38.000

It would be wonderful.

01:19:38.000 --> 01:19:41.000

Thank you Terri for connecting the dots. Just so y'all know,

01:19:41.000 --> 01:20:03.000

Terri and I worked together like 20.

01:20:03.000 --> 01:20:05.000

I don't know, 30 years ago maybe.

01:20:05.000 --> 01:20:07.000

And we've been friends all these years,

01:20:07.000 --> 01:20:09.000

but we've done a lot together with NROC and LifeBound over the years

01:20:09.000 --> 01:20:12.000

and also the GlobalMinded. And I just think right now,

01:20:12.000 --> 01:20:15.000

it's such a really important time for collaborations.

01:20:15.000 --> 01:20:16.000

One thing we know the last few decades,

01:20:16.000 --> 01:20:19.000

we haven't closed the equity gap even before this hit because too many

01:20:19.000 --> 01:20:21.000

people were siloed off doing their own things.

01:20:21.000 --> 01:20:23.000

And I think NROC has just been such a great partner,

01:20:23.000 --> 01:20:26.000

enable being able to knit together a bigger strategy,

01:20:26.000 --> 01:20:28.000

and we know that the work.

01:20:28.000 --> 01:20:31.000

They do with adult learners and students, you know,

01:20:31.000 --> 01:20:34.000

struggling with developmental math and English is something we can

01:20:34.000 --> 01:20:37.000

really collaborate with them on with the coaching,

01:20:37.000 --> 01:20:41.000

for those populations that are so valuable and they just need that

01:20:41.000 --> 01:20:43.000

additional support. So,

01:20:43.000 --> 01:20:44.000

Really want to acknowledge you guys, Terri,

01:20:44.000 --> 01:20:47.000

and what you do and Jill and all her help in setting this up and

01:20:47.000 --> 01:20:48.000

Angie and Ahrash and everybody.

01:20:48.000 --> 01:20:49.000

So.

01:20:49.000 --> 01:20:51.000

Thank you guys. We'll see you again.

01:20:51.000 --> 01:20:52.000

On tour.

01:20:52.000 --> 01:20:54.000

Yes, absolutely. Have a great weekend.

01:20:54.000 --> 01:20:58.000

Questions and we'll be going through those weekly with you guys.

01:20:58.000 --> 01:21:00.000

So thanks for all your time, everybody.

01:21:00.000 --> 01:21:01.000

Take care. Bye bye.