Principles of Virtual Success Coaching:

When **C**oaches **C**are and **C**onnect, then students **C**an!

Thank you for agreeing to dedicate your skills and time to our students. We know this venture will be fruitful and impact your professional as well as personal experiences. The following is a guide for supporting coaches to assist students directly. We would like to start this off by explaining expectations and the differences between coaching and advising.

Expectations

CCCC has full-time dedicated success coaches. They will serve as a resource to you. Here are some expectations

- Your primary responsibilities still come first. You are virtually coaching to support *our* students to remain *our* students. All the research shows that students who are connected to someone on campus, will more likely persist and graduate.
- Please document everything in AVISO! All interactions i.e. phone calls, text messages, emails, dropping off supplies, etc should be recorded in AVISO.
- Please understand that you are not expected to know everything. You are highly encouraged to reach out when you don't know something.
- Unless you are an assigned advisor, you are not expected to serve as an advisor in this capacity. You are expected to support the student by supporting their assigned advisor. You do this by developing and fostering a connection with the student as well as their assigned advisor.

- You are not expected to have an amazing relationship with all whom you are assisting. That is not realistic. You will be expected to provide the same level of service CCCC always aims to provide.
- Relax and have fun.

Coach contact information

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1. **<u>Personal Development</u>**
    a. **Be Yourself!**

      i.   Why this is important: Creating a connection with students is easiest when you are genuine. Students can easily tell when you are being inauthentic.

      ii.   What we do: Share with them who you are and find time to get to know them, both personally and academically.

      iii.   How to do this:

          1.   Introduce yourself to your students in a unique way that best represents you.

          2.   Feel free to express yourself by making blogs, newsletters, videos, or even creative memes.

          3.   Show your willingness to meet the student where they are by being vulnerable with some of your academic weaknesses and strengths.

  b. Don't Have a Personal Agenda

      i.   Why this is important: This is about the student and what is best for them. Be careful not to have a pushing agenda. Remember, this is not about you and what you want.

      ii.   What we do: Always make sure you are not forcing other people to accept your opinion, value, and actions while completely disregarding theirs.

      iii.   How to do this:

          1.   You should always do more listening than talking. See 3C in this document.

          2.   Practice open-mindedness

          3.   Try to put yourself in the other person's shoes

2. Relationship Building

  a. Connect Through Commonalities

      i.   Why this is important: A student that can relate, may be more accepting of your help and support. Some students may be harder to connect with than others. That's okay. Connecting through commonalities can be effective when getting to know a student. Some of those commonalities may be in self-identity, social identity, interest, and hobbies. Don't be afraid to use these aspects to connect.

      ii.   What we do: Engage in active listening to identify commonalities that usher in preferred conversation and connections.

      iii.   How to do this:

          1.   You don't have to share everything about yourself. Only share what you would not mind them ever repeating to the world.

2. Building relationships takes time! To be truly successful it takes time and energy. Don't be discouraged if you don't hit it off at first.

b. Be Invested in Their Success
  i.   Why this is important: This matters just as much as reaching out for academic concerns. Encouragement goes a long way in the fruition of academic success. You may be the only cheerleader they have!
  ii. What we do: Reach out when they achieve academic and personal success.
  iii. How to do this:
      1. Use the 4:1 principle. For every critique you offer, make sure to offer four positive affirmations. This is a strategy to help people adopt good habits.
      2. When coaching students who don't know what they want. Review this publication with them.
      3. Find out what the student values and riterate that value to them every time they accomplish something.
      4. Keep track of student goals in AVISO to help recall those goals when interacting with students.
      5. Send texts, or call just to say "Congratulations" or "You Got This"!

c. Laughter is Good Medicine
  i.   Why this is important: You may be the one person they feel comfortable enough to reach out to.
  ii. What we do: Don't be afraid to use humor with your students. It's okay to laugh and "shoot the breeze." Moments like this let the student know you are more than just somebody on the administrative side, but someone they can relate to and trust. This can be critical when they are in need.
  iii. How to do this:
      1. Don't rush the conversation. If you rush or rigidly stick to the agenda you set, you may miss opportunities to engage naturally.
      2. Express appropriate humor that you are most comfortable with, during conversations.
      3. Use laughter as a tool to lighten the mood or to redirect the students energy when having a difficult conversation.
      4. Use appropriate memes or gifs as needed. Not sure how someone might perceive it, share with colleagues before you send.

3. **Coaching**
   a. **Record All Interactions**
      i. Why this is important: It allows others involved with supporting that students not to reinvent the wheel. It also holds CCCC accountable by having a record of all our outreach. In addition, this will help you not have to try and remember every single interaction with multiple students.
      ii. What we do: Record any interactions and communications in AVISO, even with attempts where you don't get a response. Please remember that other people will have access to notes. Refrain from listing confidential information such as a disability. You can instead say something like, "a student requires extra support and I will connect them."
      iii. How to do this:
         1. Make initial contact via email as an introduction. Save as a note in AVISO.
         2. Follow up with a phone call this week. Save as a note in AVISO.
         3. Engage via phone and/or text at least weekly in April/May. Save all completed and attempted interactions.

   b. **Ask the Why?**
      i. Why this is important: It is important to know the ins and outs of your students in order to effectively advise and support them.
      ii. What we do: Find out why the student may be struggling. Don't assume they are just slacking off, as no two students are alike. One student's reasoning may be different than another. If you find out the "why", you are able to properly address the student's needs.
      iii. How to do this:
         1. Gather information about students from AVISO (can include risk color beginning with yellow, knowledge of the students, staff initiated alerts, open alerts, academic probation status, information from student profile, anything available).
         2. Ask about their academic strengths and weaknesses in earlier conversations in order to identify areas for needed intervention in advance.
         3. Ask about their history with test taking, time management, the subject matter, and their experiences with education in general.

   c. **Be Culturally Fluent**
      i. Why this is important: Your students come from many backgrounds and it is important to be culturally fluent when coaching.

ii. What we do: Educate oneself on various cultures, ethnicities, gender identities, religions, etc. By doing this you are taking an initial step in making sure you are culturally aware and able to create a safe environment for a diverse student body.

iii. How to do this:
1. List your pronouns in your email signature. [Why pronouns matter?](#)
2. Research best methods to serve [first-generation students](#).
3. Make a concerted effort to use the most up to date language to describe different identities.
4. Seek inclusion and diversity based training in order to continue expanding your knowledge on ways to best serve and support a diverse student body. Please ask [Jairo](#) about this if you are interested.

d. Practice Effective Listening

i. Why this is important: It is important to try and reflect upon student conversation to identify ways to best assist students. In addition it is a good way for the individual to check back with themselves to make sure what he or she has said is indeed what they meant. Reflecting also shows that you are listening and builds trust with the student.

ii. What we do:
1. Listen first! Stop talking and give your full attention to the student.
2. Always encourage students and offer positive feedback.

iii. How to do this:
1. Document all interactions and keep notes in AVISO. This will aid you in relying on something else than your memory. Write down the details .
2. Make sure you understand what the student is asking or saying. Summarize what you hear and ask questions to check your understanding.

e. Don't Be a Know it All

i. Why this is important: It's okay to say "I don't know". We are not all experts in the field, right. Do say "I don't know, but I will find out." This makes you more authentic. Student's appreciate honesty at the end of the day.

ii. What we do:

        1. After acknowledging we do not have an answer to the question, research the answer to the question and follow-up with the student.

    iii. How to do this:

        1. Please review the COVID-19 webpage to abreast of the resources we are offering.

        2. Review the other resources we have for coaches to give out to those that need it.

        3. Refer to the CCCC website directory to locate the names of faculty/ staff members to assist you.

        4. Refer to Central Carolina Cares webpage for resources.

        5. Review the tips for online success.

        6. Ask another coach, 2 heads are always better than one.

        7. Create or strengthen connections with other CCCC departments and offices.

4. Communicating & Outreach
   a. **You Can Catch More Flies With Honey Than Vinegar!**
     i. Why this is important: It helps to create a positive connection, before introducing a potentially negative topic. A grade alert, attendance alert, or staff alert should not be the reason for the first interaction with the student.
     ii. What we do: The first interaction with the student should be a positive one where you are simply getting to know them.
     iii. How to do this:
        1. Trying calling first
          a. Before you make the call remember to smile. People can generally hear the mood of someone on the phone. A smile goes a long way on a call.
            i. Keep a mirror next to you when calling so you can monitor what you look like on the call.
          b. Dial *67+your number to block it from whom you are calling.
        2. After multiple attempts, try texting.
          a. You can either set up a google voice number to text from
          b. Ask Seth Buchanan to set up a number for you to text through AVISO
          c. Use social media to discover ways you might be able to connect. Only contact through social media as a very last resort! Some students might find it *too* intrusive.
        3. Send messages through AVISO.

4. If the student has access, use video chat such as Blackboard Collaborate, Google Hangouts, Zoom, Skype, etc.
5. Create a [Youtube video](#) to introduce yourself.

b. **Be Flexible!**
   i. Why this is important: Many of the students who we work with are non-traditional students, meaning that they are 24 years or older, have families, and work full-time. They are often not available to be contacted during the normal 9am-5pm work day.
   ii. What we do: You want this answer in order to effectively communicate with the student in the timeframe that best suits them. Evening calls or early morning calls may be the only time they have to communicate. Be as flexible as possible!
   iii. How to do this:
      1. One of the first important questions to ask is, "When is the best time to reach you?" Find out the students work schedule and other responsibilities.
      2. Ask the student, What is the best method to contact you?" This can be a phone call, text message, or email.
      3. Try your best to connect with them at a time/method that works best for them and be willing to make some adjustments to accommodate those who need it most. Another example is some students have unorthodox communication patterns i.e. respond to text in the morning and emails at night or vice versa. This may have more to do with access.

c. **Don't Give Up**
   i. Why this is important: There are some students who do not understand the roles of Success Coaches and how we are there to help them. Students sometimes feel that we are only there to check up on them and make sure that they are going to class and maintaining a C or better grade in their classes.
   ii. What we do: If you are working with a student who gives you the impression that they do not want you services, don't give up. Try different ways to communicate and connect with them, and let them know through your actions that you are there to help them. Over time they will know that you genuinely care about them.
   iii. How to do this:
      1. When contacting a student, emphasize that we are here to help them and try to find solutions to their struggles collectively.

2. *Keep your promises*. If you say you are going to do something then please do everything ethically and morally possible to make it happen.
3. Find another how. Find another way to connect with the student. By making the effort the student will start to earn your trust and know you are there for all the right reasons.
4. Persuade without being pushy! Do not inundate them with emails, text, or calls in one day/week. That is the quickest way to turn a student off.
5. Show them how you've helped others that may have been in a similar situation. (obviously practice confidentiality)

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Frequently Asked Questions

Coaching Questions
1. **Who do I call when I don't know the answer to a question?**
   a. Depending on what is needed, you can contact another coach or contact the campus office responsible to address that question.
2. **What if I give students the wrong information?**
   a. First breathe. Forgive yourself, as we all make mistakes. As soon as you realize it contact that student, apologize, and promise that you will seek the right information.

Student Questions
1. **How do I withdraw from a course?**
   a. You may contact an [Admissions Specialist](#) in the Admissions Office. If you have questions, you may call (919) 718-7300
2. **How will this impact my financial aid?**
   a. Every situation is different. I will help you get in touch with your [assigned financial aid officer.](#)
3. **How do I get access to the internet if I don't have it where I live?**
   a. Fill out this [form.](#)
   b. the college is making free WiFi available to students and employees in specific parking lot locations. At selected sites, access is available from 9:00 a.m. to 9:00 p.m. on Monday through Thursday, Friday from 9:00 a.m. to 7:00 p.m., and Saturday from 9:00 a.m. to 1:00 p.m. Students and employees are expected to maintain social distancing by remaining in their vehicles while using the free WiFi.

    c. As a reminder, no restrooms will be available because buildings are closed, and please continue respecting the college's tobacco-free campus policy.

    d. WiFi access information and other resources are available online.

4. **Can you lift my advising restriction?**

    a. If I am listed as your advisor, yes. If not, no you will still need to contact your advisor.

5. **How do I register for summer or fall courses?**

    a. Registration starts April 6th for Summer & Fall Classes but advising for these terms has started!! Don't miss out. Contact your advisor to get started.

6. **Is it too late to apply for Spring 2020 graduation?**

    a. Students completing graduation requirements for their program of study at the end of the Spring 2020 semester will need to complete and submit a graduation application and forward it to their academic advisor. The deadline for submitted applications is April 9, 2020.

7. **Why do I need a success coach?**

    a. You don't, but if you were stranded on the side of the road, would you refuse the help of a mechanic if they offered to assist you?

Sample text messages

Email Reminder
<FIRST NAME>! This is <USER NAME> from CCCC. Just taking a quick moment to remind you to continue checking your campus email for updates. Please let me know if you have any questions.

Accessing Blackboard
<FIRST NAME>, this is <USER NAME> from CCCC. Please use Blackboard to access your course materials. Your instructor will coordinate class materials and expectations. Please let us know if you have any questions.

Offering Resources
<FIRST NAME>, as the campus is closed, please connect with us if you
need assistant obtaining transportation, food, etc. Please let me know if
we can help in any way.

Checking in online support
<FIRST NAME>, this is your success coach <USER NAME>.
How are you managing the new online set-up? Do you have any questions for me at this time?

Hopefully we will send this soon!
<FIRST NAME>, this is <USER NAME> your success coach. We are so thrilled to welcome you back to campus starting on <DATE>! Your instructors will contact you regarding the status of each class as we reopen our campus. We look forward to seeing you soon!

Resources

Academic Support
- Access to Technology
- Adult High School
- Advising
- Bookstore
- Career and College Promise (CCP/High School Students)
- Distance Education
- Early Colleges
- English as a Second Language
- Graduation
- High School Equivalency (GED, HiSet)
- Library Services
- Registration (Current Students)
- Registration (CCP Students)
- Registration (New Students)
- STEM Lab
- Test Proctoring Services
- Tutoring (via Upswing)
- WiFi/Internet Access
- Workforce Continuing Education
- Writing and Reading Center

Student Support Services
- Accessibility Services
- Admissions & Student Services
- Financial Aid
- TRiO Student Support Services (SSS)
- Veterans Services
- YouthBuild

Personal Support Services
- Addiction Recovery
- Community Resources
- Disaster Loans
- Food
- Emergency Financial Support
- Housing
- Unemployment Assistance
- Utilities
- Veteran Emergency Financial Support