



HOW TO USE  
**SKILLED INTUITION**  
TO INCORPORATE SKILL BUILDING  
INTO A COACHING PRACTICE

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# Overview

**1** Academic Coaching  
(what it is and is not)

**2** Our Fixing Instinct

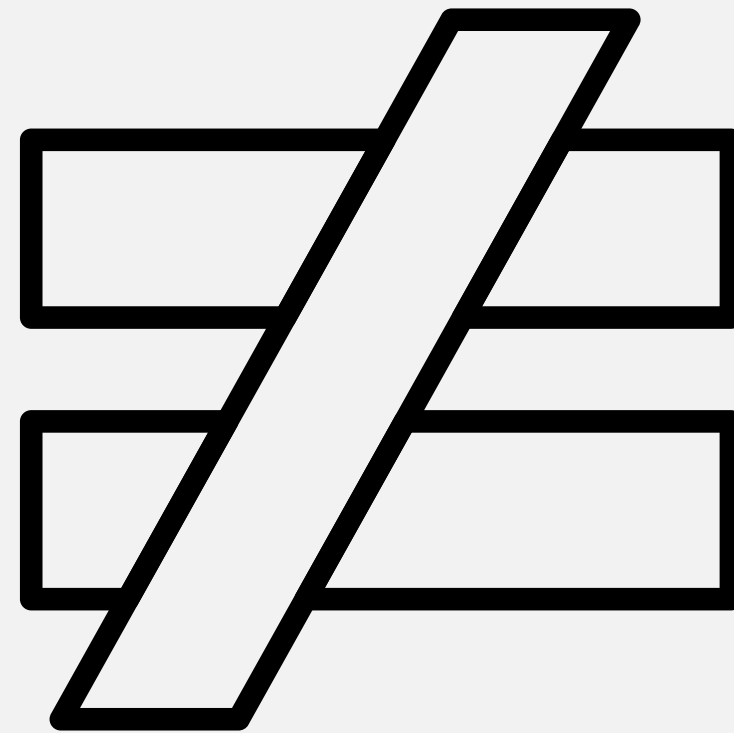
**3** Putting it into  
practice

**4** Skilled Intuition

**5** Common Traps

**6** Ethical  
considerations

Academic  
Coaching



Skill  
Building

Fixing

Advice

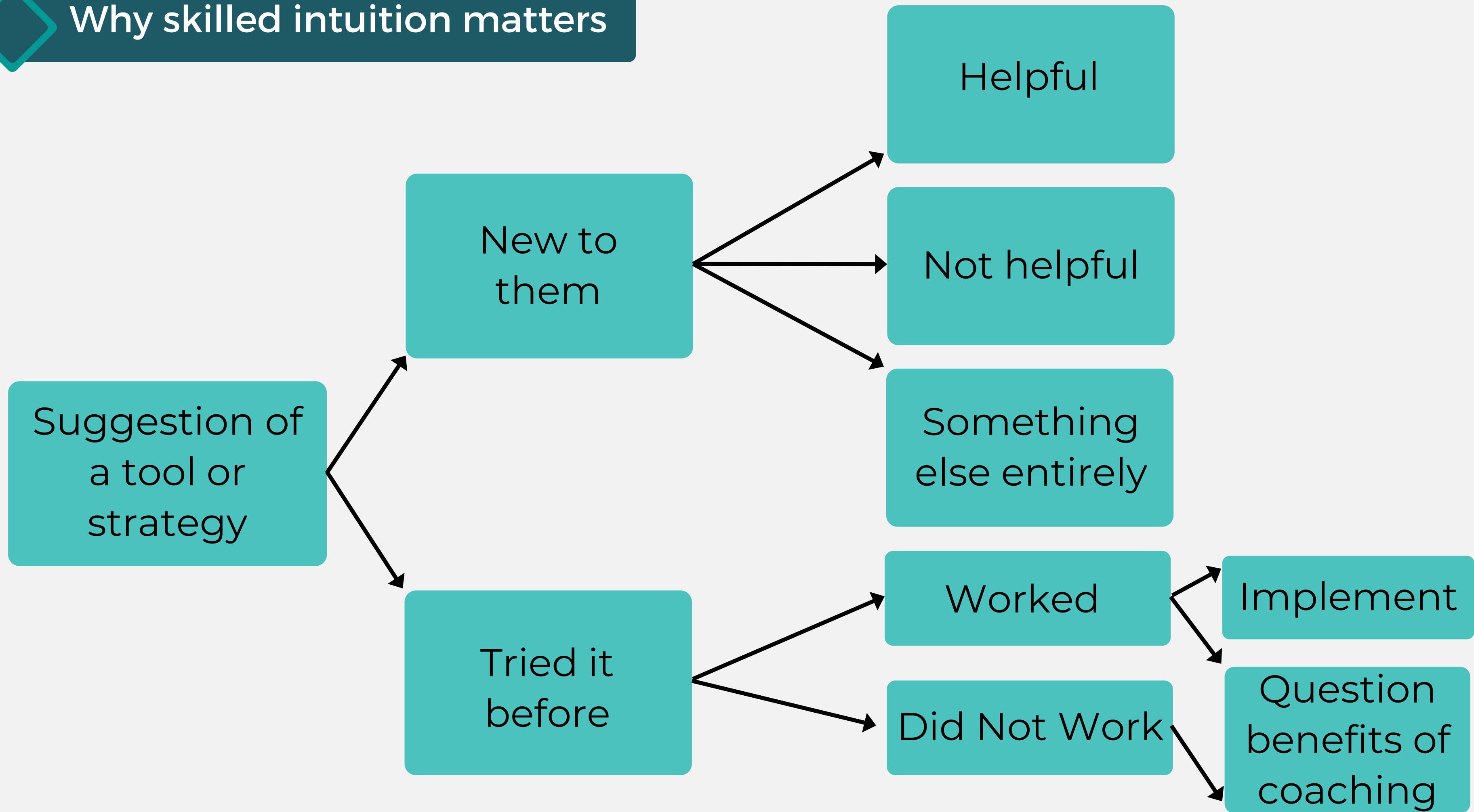


# "Fixing" or advice is often counterproductive to change

- Ambivalence
- Resistance
- Balance = reinforcing counter argument
- Discounts student's own knowledge and ideas



# Why skilled intuition matters



# Use of skilled intuition helps student to build:



- Competence
- Autonomy
- Relatedness
- Intrinsic motivation
- Self-determination

# What makes coaching, coaching?

## Life Coaching

- Getting Clients
- Broad Agenda Setting
- Client Choice
- Readiness
- Asking for Learning

## Coaching Beliefs

## Coaching Skills

## Coaching as a process

## Agenda Setting

## Academic Coaching

- First Meetings
- Readiness
- Unique Educational Context
  - Skill-building and skilled intuition
- Institutional knowledge
- Asking for context and learning

# What's the Difference?

Based on  
experiences



**Intuition**

"The power or faculty of attaining direct knowledge or cognition without evident rational thought and inference"  
(Merriam-Webster, n.d.)

Trainable



**Skilled  
Intuition**

Refers to "a coaching skill that combines intuition with perception factors that help coaches discern what they do in meetings and when they choose to do them" (Sepulveda, 2020)



# Following a Coaching Framework

- Allows for clear expectations
- Allows for deeper exploration
- Provides space for skill-building
  - IF skill-building comes in (it might not), it's a PIECE of the coaching meeting, NOT the purpose



# Designing the Alliance in First Meetings



- Relationship Building
- Differentiate Coaching from Other Support
- Setting Expectations

# Common Advice-Giving Traps

- Student directly states the issue
- Student loves to talk about \_\_\_\_\_
- Student presents as overwhelmed
- Student directly asks for information



# Using skilled intuition

- Know your student
- Gauge readiness to move forward
- Dive Deeper
- Explore Possibilities
- Know your Toolbox

Advice/Skill  
|  
Building

Student comes  
up  
solutions/insight  
on their own

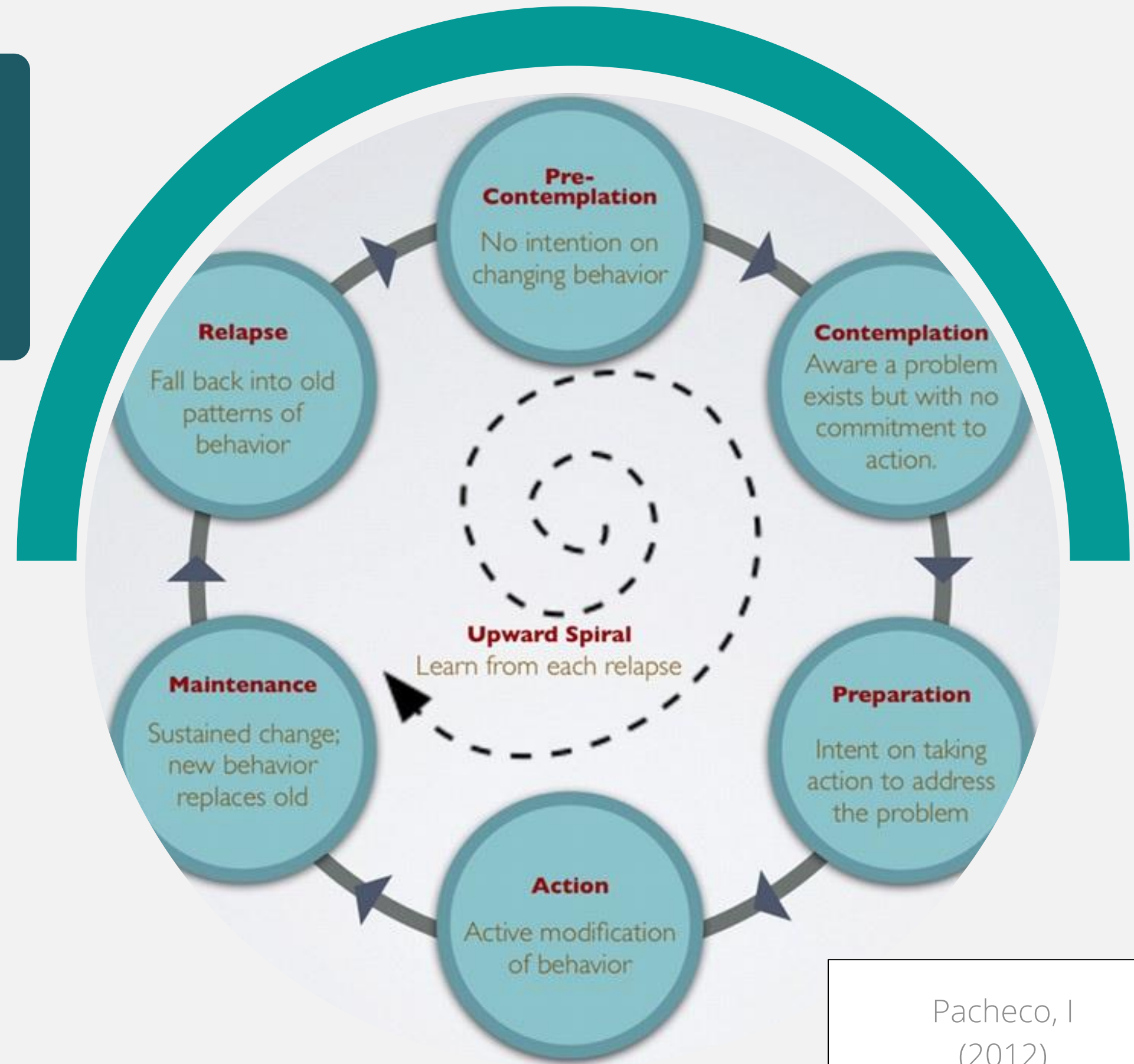
# Know Your Student

- Relationship - where are you at?
- Challenge and support
- Use (and demonstrate) powerful listening
- How is the student showing up?
  - Body language
  - Presentation
- Encourage self-awareness
  - Understanding of values, strengths
- Trust + risk



# Readiness to move forward

- Stages of change
- Keywords, phrases, gap words
  - "change talk"
- Silence v. Engagement
- Reflecting observations verbally
  - Student reflects on own readiness



# Diving Deeper

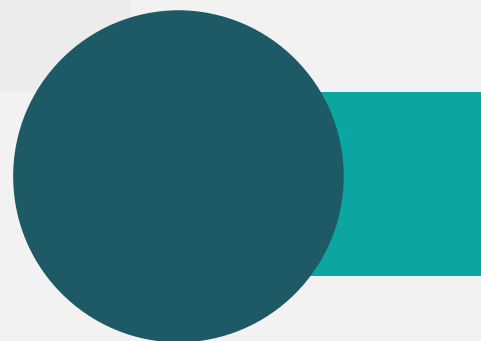
- *Notice* the urge to give advice
- Ask powerful questions
- Help student discover motivation, values, importance, and meaning
- Observing hesitancy
- Clarification
- Delicate balance
- More support needed:
  - Stuck
  - "Where do I start?"



# Explore Possibilities



- What could you do?
- Critical thinking
- Strategize together
- Encourage bad ideas
- Miracle question





**Using  
skilled  
intuition**

**What's  
Next?**



# Knowing Your Toolbox

- Strategy vs. exploratory
- Specific vs. flexible
- Narrowing vs. expanding
- Physical vs. digital

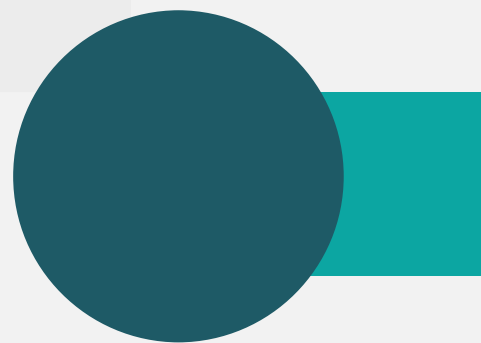
Offering more than one gives greater student autonomy and choice!



# Ethical Considerations



- Sharing pertinent institutional knowledge
- Outside of coaching scope



# Skilled Intuition In Action

Knowing your student,  
readiness, diving deep  
& exploring

Skill-building &  
information sharing:  
ex - time management

**Student action -  
what do THEY want  
to work on? Connect  
to goals, values,  
identity,  
etc. identified in or  
across appointment(s)**

Tools: semester schedule,  
day-to-day or week-to-week  
planner, kan ban, todoist

# Internal Coaching Questions

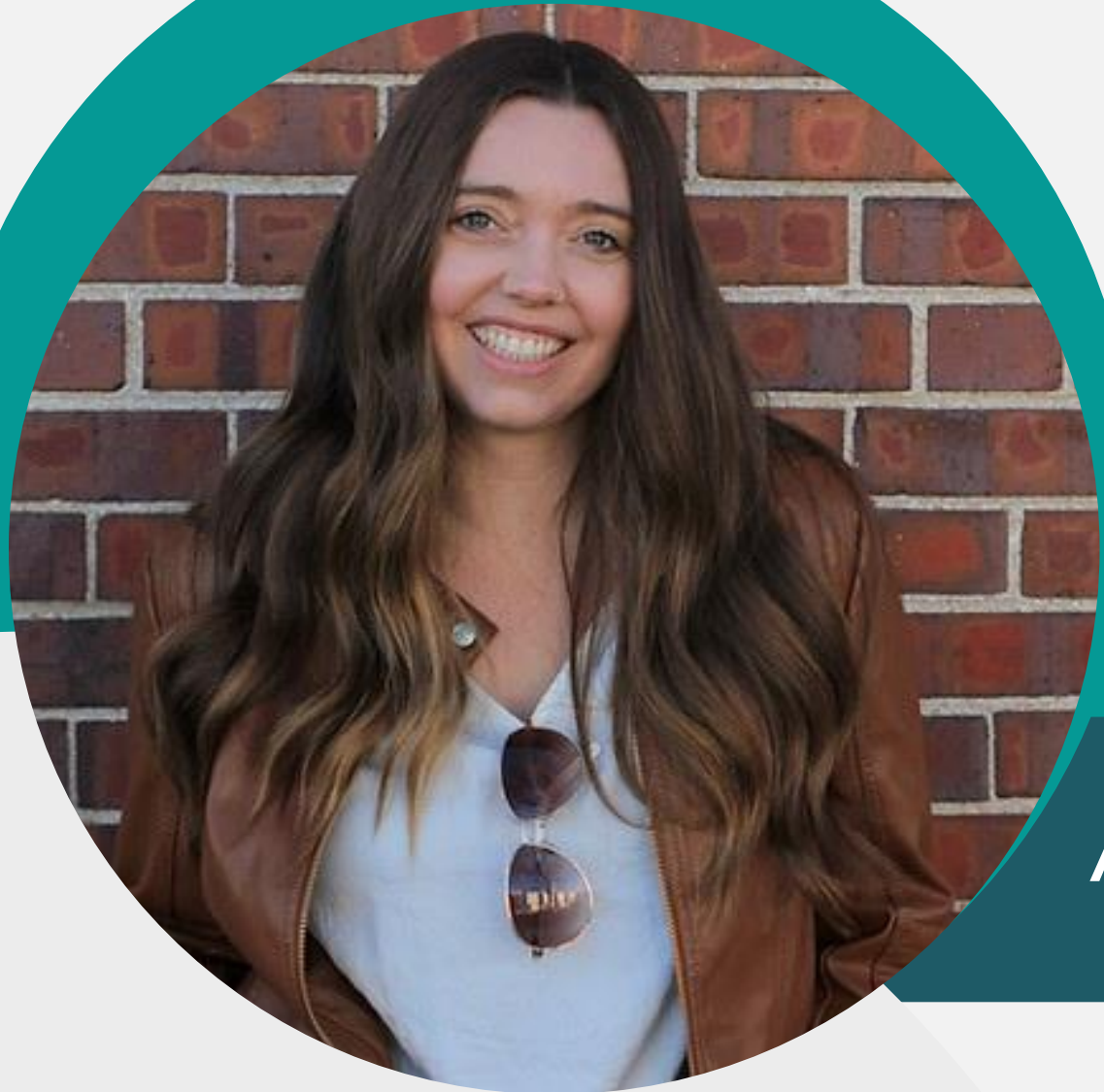
- Am I really listening to the student?
- What else might be happening here?
- What am I observing?
- Is this the right time, or way to introduce a tool?
- Did they try to first come up with a solution(s) themselves?

# References

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- Sepulveda, A. (2020). *Coaching college students to thrive: Exploring coaching practices in higher education* (Order No. 27962300). Available from ProQuest Dissertations & Theses A&I; ProQuest Dissertations & Theses Global. (2424513317). Retrieved from <https://colorado.idm.oclc.org/login>

# THANKS!

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