University Success Coaching and its Relevance to the Career and Technical Education

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Abstract

The purpose of this research study was to build upon prior research to investigate the connections of coaching inside higher education with the broader coaching in education field worldwide to provide deeper insight into the role of an ICF trained academic/success coach on a university campus. An examination of the experience of success coaches who have completed ICF approved coach training and who work with students in a postsecondary university was given. This study laid important foundational work in better understanding this avenue for personalized education for adults in career and technical education.

Introduction

Currently in the United States there is significant discussion regarding college cost and completion. A 2016 report from the Georgetown Center for Education and the Workforce highlights the need for college completion by showing that the vast majority of jobs recovered since the Great Recession of 2008 have gone to job seekers holding some form of postsecondary credential (Carnevale, Jayasundera, &Gulish, 2016). The report provides a solid argument for the importance of increasing both college access and completion for the benefit of individuals and the overall economy. However, in the current climate of decreased state and federal economic support there are complex issues facing both students and universities regarding cost and completion. Specifically, tuition has drastically increased over the last 30 years to the point where federal Pell grants only cover a small portion of the cost of a degree. The inability of Pell funds to cover cost has led to record amounts of student loans. However, still less than half of students finish within six years raising concerns that students may not graduate (Duncan, 2015). Further complicating the issue, the loan default rate of students who do not graduate is three times that of students who do graduate (Duncan, 2015) thus creating a cycle that is detrimental to the economy and can be detrimental to the student.

The reason that students do not retain, and graduate is complex and almost impossible to narrow down to one specific reason (Metzner& Bean, 1987; Tinto, 1997). Since 2010, many institutions have implemented an individualized approach to student success identified as academic success coaching to combat these issues (Bettinger & Baker, 2011; Robinson, 2015). At its core, academic success coaching is a student support service that seeks to provide personalized support for students (Robinson, 2015). However, as described by Robinson (2015), there is a significant lack of consistent identity about the roles and responsibilities undertaken by the various coaching programs. Her research identified that academic coaching programs at institutions across the U.S. are diverse, have many elements of mentoring programs, academic advising, academic tutoring programs, and mental health counseling programs but the specific goal of academic success coaching is "skill development, performance improvement, and increased persistence" (p. 126) in students. Cavanagh & Palmer (2011) further emphasize the point by noting that currently there is no barrier to entry into the coaching profession and as such anyone can call himself or herself a coach. This work seeks to provide greater clarity about academic success coaching in a university setting and to begin a discussion on how coaching could be utilized in adult education settings such as higher education.

Coaching in Education

Workforce Learning and Human Resource Development. In the United States, outside of the athletic reference, coaching is mostly recognized as executive coaching in the business world.The first published studies of coaching worldwide centered on the professional development of employees within organizations (Grant, 2011). This professional development includes leadership coaching for executives and skill and performance coaching for managers and employees (Grant, 2011; 2017).Furthermore, according to Cox, Bachkirova, and Clutterback (2014), coaching "is becoming one of the prominent activities that serve the learning and development aims of Human Resource Development (HRD)" (p. 140). An example of the use of coaching within an organizationis a study by Olivero, Bane, and Kopelman (1997) that examined manager productivity in a public sector municipal agency following training. Their research found that a one-day training alone resulted in a 22% increase in productivity. When training was followed by eight weeks of coaching, the manager productivity increased to 88%. The idea behind coaching in this context is that it can enhance the likelihood of knowledge gained in a classroom setting being applied in the workplace.This happens by providing an opportunity to take the classroom learning and develop an individualized plan to implement the learning in the employees specific workplace role. Coaching is about supporting and challenging thoughts and actions of individuals (Hicks, 2014), which is an application of experiential learning in the workplace (Kolb, 2015).

Taking this example provided by Olivero, et al. (1997) and further applying it into a public education context, Knight (2009), in discussing instructional coaching for teachers, cites a 1984 presentation by Bush that describes teachers adopting new instructional strategies. Bush (1984) found that telling teachers what to do resulted in 10% of teachers adopting new skills. Adding modeling, practice, and feedback to training increased adoption of new skills 2-3% in each modeling cycle. However, when coaching was added to the staff development, 95% of teachers adopted new skills in the classroom.

These studies illustrate that coaching crosses the boundaries of business and is applicable to the world of training and education. Dansinger (2000) agrees with this assessment and suggests that coaching can be used with students to increase learning skills, productivity, and overall performance in academic settings in the same way it has been shown to increase performance and productivity in the business world. This applicability is because, at its core, coaching facilitates active reflection that according to Mezirow (1997) is the most important prerequisite for transformative (deep level) learning.

Role of a Coach in Education. Coaching students in education is relatively new and varies from students coaching each other to students being coached by full-time university employees to students being coached by professionals not permanently employed by the university (Robinson, 2015). Robinson (2015) found that the coaches in the population of her study also at times functioned as mentors, advisors, counselors, tutors, and/or teachers and the role and duties of a coach were not clearly defined. This finding suggests a fundamental question be asked: what exactly is the role of a coach in education? The coaching literature provides several perspectives:

*Coach as thinking partner.*Van Nieuwerburgh (2016) argues that coach is an impartial thinking partner who facilitates self-directed learning and development by managing the conversational process (and avoids telling or advising the client as a matter of principle). He advocates that the role of a coach is to provide a "safe environment for learning and providing personalized, focused support for coaches as they strive to achieve more of their potential" (p.253).

*Coach Role is determined by the coach or client.*Bachkirova (2011) argues that the role of a coach is determined by how the coach's philosophical and epistemological stance toward others and themselves (i.e. being either prescriptive or developmental). This idea is contrasted by Passmore (2013) who argues that the individual clients determine the role of a coach. His perspective suggests that diverse clients require diverse approaches and will dictate the role a coach will take.

*Coach role is focused on confronting challenges.*Wang &Millward (2014) argue that coaches should apply Dweck's (2006) theory of growth mindset and emphasize stretching their clients. The essential element of Dweck's (2006) theory is that intelligence is not fixed and can be further developed. Individuals with a growth mindset embrace and engage their challenges (rather than avoid them). Wang and Millward's (2014) perspective is that coaching focuses on moving clients beyond where they are comfortable and stretch their capabilities to bring about change, growth, and enhanced performance. They argue that the coach should focus on "learning, challenges, effort, and strategies rather than outcomes, targets, and performance" (p.93) as they work with their clients.

Coach is mental health assessor. Nash (2013) presents arguments regarding the role of a coach with clients that have

mental health concerns. She presents a decision matrix that coaches should use to determine whether to keep coaching. The matrix identifies five specific options for coaches working with these clients: (1) continue coaching; (2) continue coaching with other support; (3) stop coaching;

(4) stop coaching and support the client while he or she finds appropriate other help; or (5) take action to initiate appropriate help for the client. This decision matrix suggests the coach may at times function as a gatekeeper to direct clients to more appropriate mental health services.

*Content versus process.*Bresser and Wilson (2016) discuss the role of a coach by identifying two distinct roles in a coaching session: the process and the content. They argue the role of the coach is to oversee the process of the coaching session; timekeeping, ensuring that client sets clear goals, holding the client accountable, and keeping the client focused. The client oversees the content, choosing the topic, creating specific goals, and defining the time frame. They take the view if coaches begin to drift into the content area of the session (i.e. giving advice) then they are no longer coaching.

Coach is a collaborative solution-finder. Grant (2005) describes coaching as "a collaborative and egalitarian rather than an authoritarian relationship between coach and client... where the focus [of the coach] is on finding solutions in preference to analyzing problems... with an emphasis on collaborative goal setting" (p. 2). It is Grant's (2005) perspective that the role of a coach is to help clients find solutions to their issues by facilitating learning through the coaching approach.

These perspectives show that the exact role of a coach in education is still very much undefined. Until there is a universally agreed upon definition of coaching and clearly defined outcome variables, the role of a coach in education is likely to remain in limbo and lacking a clear delineation.

International Coach Federation (ICF)

About ICF coaching. According to the ICF website ("International Coach Federation About," 2016) the ICF is a professional organization who "seeks to advance the art, science, and practice of professional coaching." The ICF has a global reach and is recognized for developing core coaching competencies and a professional code of ethics, and the accreditation of individual coaches and coach training programs. The coaching competencies provide a definable and measurable set of skills for coaches. The code of ethics provides an ethical and legal framework for the overall growth of the coaching profession. Beyond these elements, the ICF also acts as a repository of coaching research and as a directory service for individuals seeking an accredited coach.

Benefits of coaching. The ICF markets the benefits of using a coach as: improved time management, improved team effectiveness, improved work performance, improved business management, improved self- confidence, improved relationships, improved communication skills, improved work/life balance, and reports that 86% of companies who invested in coaching made their investment back. ("International Coach Federation benefits of using a coach," 2016).

Coach Training. The ICF does not provide coach training; it only validates coach specific training for certification ("International Coach Federation eligibility requirements," 2016). For training to meet ICF requirements, at least 48 of the 60 required hours must be synchronous real-time contact hours between students and instructors and the material being taught must be based upon the 11 core ICF coaching competencies. Training that is not specific to teaching or understanding coaching skills (such as academic advising, tutoring, or how to mentor, etc.) is not considered coach-specific training and cannot be used toward the 60 hours of training required for credentialing ("International Coach Federation eligibility requirements," 2016).

ICF core coaching competencies. The ICF has defined 11 core competencies that define effective coaching practice. To obtain certification as a professional coach, individuals must demonstrate proficiency in each of these 11 competencies. The core competencies are:

1. Meeting ethical guidelines and professional standards- understanding of coaching ethics, standards, and the ability to apply them appropriately in all coaching situations.

2. Establishing the coaching agreement- the ability to understand what is needed in the specific coaching interaction and the ability to come to an agreement with the coaches about the coaching relationship and coaching process.

3. Establishing trust and intimacy with the client- the ability to create a safe and supportive environment that produces mutual respect and trust.

4. Coaching presence- the ability to be fully conscious and create a spontaneous relationship with the client, employing a style that is open, flexible, and confident.

5. Active listening- the ability to focus completely on what the client is saying and not saying, understanding the meaning of what is said in the context of the client's desires, and support the client self-expression.

6. Powerful questioning- the ability to ask questions that reveal the information needed for maximum benefit to the coaching relationship and the client.

7. Direct communication- the ability to communicate effectively during coaching sessions and to use language that has the greatest positive impact on the client.

8. Creating awareness- the ability to integrate and accurately evaluate multiple sources of information and to make interpretations that help the client gain awareness and thereby achieve agreed-upon results.

9. Designing actions- the ability to create with the client opportunities for ongoing learning, during coaching and in work (academic)/life situations, and for taking new actions that will most effectively lead to agreed-upon coaching results.

10. Planning and goal setting- the ability to develop and maintain an effective coaching plan with the client.

11. Managing progress and accountability- the ability to hold attention on what is important for the client and leave the responsibility with the client to take action ("International Coach Federation Core Competencies," 2016).

Statement of the Problem

The "one way to win mentality" (Gray & Herr, 1998; p. 32) has driven belief that everyone must have a bachelor's degree to reach the middle class. This mentality has led to record postsecondary enrollment that includes many students who are academically unprepared. The current economic climate has pushed colleges and universities to find cost effective ways to increase student retention. Academic success coaching is a relatively new approach to address student retention and needs empirical research (Passmore & Gibbs, 2007; Sonesh, Coultas, Lacerenza, Marlow, Benishek, & Salas, 2015). Previous research has shown that success coaching leads to improved GPA and retention in secondary and postsecondary students (Bettinger& Baker, 2011; Passmore & Brown, 2009) and has provided a descriptive overview of coaching programs in the US (Robinson, 2015). Currently, there is little to no detail of what happens at the micro level of a program that utilizes an established and internationally accepted coaching methodology (ICF).

Purpose of the Study

The purpose of this study was to build upon prior research to investigate the connections of coaching inside higher education with the broader coaching in education field worldwide and to provide deeper insight into the role of an ICF trained academic/success coach on a university campus. This study provided an examination of the experience of success coaches who have completed ICF approved coach training and who work with students in a postsecondary university. The study also examined how the practices of ICF trained coaches compare with the generalized academic success coach findings of the Robinson (2015) study.

Research Questions

This study sought to answer the following research questions:

1. How does ICF coaching compare with generalized academic success coach findings from Robinson (2015)?

    a. How does ICF coaching compare with generalized academic success coaching in terms of students/clients?

    b. How does ICF coaching compare with generalized academic success coaching in terms of coaches?

2. What does ICF coach training entail for a university employed success coach?

3. How does a success coach support the needs of the student?

4. What are the challenges of coaching students and how are they navigated?

Theoretical Framework

Astin's (1993) Input-Environment-Output (IEO) model of assessment was utilized as a theoretical framework for the study. Astin suggested that program assessment should consist of more than just an examination of outputs. He suggested that a true program evaluation can only be contextualized when outputs are considered relative to inputs and the environment operating on the inputs. The IEO model (Figure 1) provides a framework for examining the outputs of coaching (i.e. student retention, student GPA) relative to input factors (such as student background, coach background and training, coaching program expectations, etc.), and the environmental factors of the coaching interaction (such as the coach use of the ICF competencies, the structure of the coaching session, the culture of the university, etc.).

The choice of this model to examine coaching is supported by broad research on coaching as a profession. Sonesh, et al. (2015) echo Astin by stating that most coaching models focus on inputs and outputs and do not account for the "theoretical distance between inputs and outputs" (p. 89). Theeboom, Beersma, & Van Vianen (2013) note that most attempts to evaluate the coaching return on investment (ROI) ignore input variables such as the background of the coach and the client. Bachkirova, Arthur, and Reading (2015) stated that there is no established and accepted methodology for evaluating a coaching program. This is due to the numerous factors influencing the coaching outcomes such as the extensive number of outcomes (from coaching), the approach of the coach, and the complexity of what happens during the actual coaching.
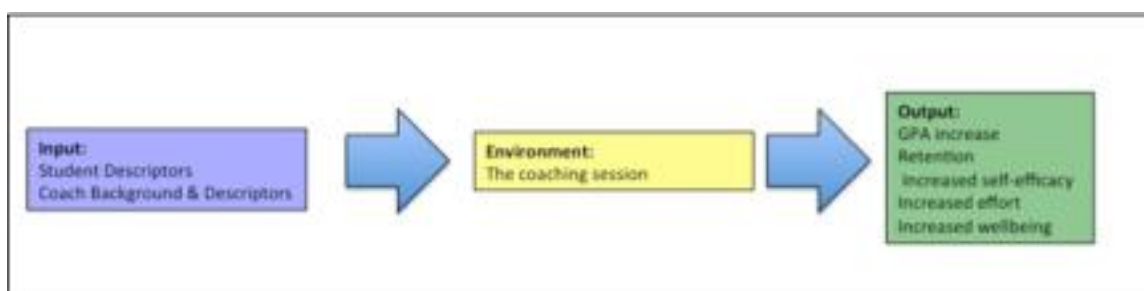

Figure 1- Researcher's theoretical framework based on Astin's IEO model

Methodology

Research Design

The general methodology for this research was a qualitative case study consisting of interviews with staff at an identified university that employs ICF coaches, an auditory observation of a mentor coaching session between a coach and her supervisor, and an extensive document analysis for the program. The case study methodology was chosen based upon the highly contextualized nature of coaching and the likelihood the boundaries of ICF coaching and success coaching are not clearly defined when comparing the two. According to Yin (2003), a case study is an appropriate research method when the subject of study is highly contextualized, and the boundaries of context and phenomenon are not clear. A single research participant in the selected university was asked to complete a copy of the survey used by Robinson (2015) to describe the coaching program to ensure a comparison of programs using the same data set. Institutional Review Board (IRB) approval was obtained through the researcher's home institution, and the researcher followed all guidelines for the research defined by the IRB at both participating institutions.

Population and Sample

The population for this case study was academic/success coaching programs at colleges and universities within the United States that utilize ICF trained coaches to work with their students. Purposive sampling was utilized to obtain one institution that has a success coaching program that meets the operational definition presented by Robinson (2015), utilizes coaches that have completed ICF approved coach training, and had either obtained ICF certification or was working toward ICF certification (M. Green, personal communication, July 21, 2015). This institution is a four-year research university in the United States. Yin (2003) supports the use of one case if it represents a "unique case" (p. 40).

Data Collection

When the study began, the program only employed four full-time individuals that were involved in coaching students. There were additional student staff who were not included due to their status as students. The participants in this study consisted of two administrative personnel and two coaches. These individuals were recruited by email.
To protect the anonymity of a small number of participants, only two demographic identifiers were collected; education and background of the participant as these two identifiers had direct and needed applicability to the study.

Instruments and Artifacts

The instruments and artifacts for this study included interviews, document analysis of recent program documents, the Robinson (2015) survey, and an observation between the director of the coaching program and one of the coaches. The main instrument utilized were the interviews and included such questions as how success of the program is measured both in terms of students and in terms of coaches; what a typical day of coaching might look like; what are the challenges of coaching students and how are those challenges navigated and what are the most prominent lessons learned from your work as a coach.

The researcher also did an extensive document analysis of relevant materials about the coaching program from the website. Some of the documents analyzed included referral procedures, student assessment forms used by the coaching staff, internalprocedures,and end of year program statistics to name a few. These documents shed light on the day-to-day operational nature of the program.Robinson's (2015) survey was used as a third form of instrumentation to compare this particular ICF program with generalized academic success coaching. In addition, an observation of a mentor and coaching session was done.

Data Analysis

Patton (2002) advocates a three-step process for constructing case studies: first, assemble the raw case data; second, construct a case record; and third, write a final case study narrative (Patton, 2002; p. 450). Qualitative research is dynamic, and the research evolves as the researcher interacts with the data during each stage of the research. As the research progresses, the researcher will begin to identify patterns and have insights into the phenomenon being studied which will in turn influence the inquiry process.

This case study utilized thematic analysis as a strategy to analyze and make meaning out of the data gathered in the study. Thematic analysis is "a method for identifying, analyzing, and reporting patterns (themes) within data. It minimally organizes and describes the data set in (rich) detail" (Braun & Clark, 2006; p. 83). Thematic analysis is a flexible method that allows the researcher to make sense out of research data through either an inductive or theoretical way.

Data Analysis Procedures. The specific procedures for data analysis (Braun & Clark, 2006; Patton, 2002) were as follows:

1. Research was synthesized to identify consistent themes in each of the IEO stages.
2. The survey results were compared to the findings of Robinson (2015) to determine if any additional interview questions needed to be asked.
3. Documents relevant to success coaching at the University were identified and initially analyzed and coded according to the theoretical framework of the IEO model using thematic analysis.
4. Interviews were conducted by the researcher and transcribed by an independent interview transcription company approved by the researcher's home institution IRB. The interview transcripts were then coded based on the theoretical framework of the IEO model using thematic analysis.
5. The notes from the mentor coaching observation session was coded based upon the theoretical framework of the IEO model and the ICF core competencies.
6. As themes developed, it became necessary to expand the thematic analysis lens to include the ICF core competencies, findings from the Robinson (2015) study, and the coaching in education literature with the IEO model to fully make sense of the data in terms of the research questions. All data collected to this point was re-examined through this new lens and codes and themes were updated.
7. Further member checking was conducted to test interpretations and conclusions from the interviews, observation, survey, and document analysis.
8. Findings from the interviews, observation, program survey, and document analysis were documented using "thick description" to support findings (Patton, 2002; p. 452).
9. Findings from the interviews, observation, program survey, and document analysis were then compared to the findings from the literature review to further define ICF coaching and the relationship of ICF coaching and academic success coaching in the context of U.S. higher education.

Triangulation of Data. Findings from this study utilized triangulation of data to provide reliability of the themes identified. The triangulation occurred using a cross-section of interviews, document analysis, observation, a specific coaching program survey, member checking, a researcher journal that documented researcher understanding along the data collection and analysis process, and an in-depth literature review to collaborate findings.

Findings and Possible Implications for CTE

This study provided numerous findings. Selected findings from the study, implications for career and technical educationand questions for consideration are described below.

Finding: Both generalized academic success coaching and ICF coaching seek to increase student retention and other broad student "wellbeing" outcomes. The interviews and program survey identified "bumping retention up another few points" (Mary) as the main reason the program was created and implemented at the University. Grace, Mary, and Caitlin further expounded upon this by describing GPA as the way the university measures this retention bump provided through the program.

Specifically, end of the year program documents state that "students who have below a 3.0 GPA and engage in the success coaching process (5-11 meetings) experience a half of a letter grade increase over their previous semester GPA." Coaching leading to a GPA boost also finds support in the coaching literature (Bettinger& Baker, 2011; Passmore & Brown, 2009).

The interviews, program survey, and program documents also identified student success outcomes beyond GPA. This is best identified through a statement on the coaching program survey that stated the reported outcomes of the coaching program in terms of students are "[finding a] trusted person [on campus], goal setting skills, time management/organization, self-efficacy/sense of control, emotional state, and academic (i.e. GPA)" and slides from a program webinar that identify outcome measurement variables as: "GPA, stronger sense of self, new found confidence in my abilities and individuality, helping to adapt to the college experience, motivation, and empowerment to become the person I want to be." Also, Lillian specifically identified the wellbeing of the student as being important to their success. These student success outcomes support the broader coaching in education literature and specifically the portal of coaching students for student success (GPA) and wellbeing (other factors such as self-efficacy, time-management, etc.) (Passmore & Brown, 2012; Campbell, Van Nieuwerburgh, & Knight, 2015).

Implications for CTE: Preparation of students for both college and career readiness may benefit from a close analysis of the coaching process and its benefits and an understanding of the humanistic educational philosophy. Many studies point to the fact that more than just technical skills must be taught for CTE students to be successful. Do practicing CTE instructors understand what it means to 'coach' rather than only 'teach'? How important is the overall wellbeing of a student in a CTE program? Do instructors fully comprehend the need for the total wellbeing of their students and in what ways are they addressing that need? What learning outcomes beyond the skills taught in a specific CTE program should a student walk away with (i.e., how to navigate a job search, study skills that can be applied in high school, college and work, and general life skills)?

Finding: Personnel and training along with a funding source is needed to implement a successful ICF coaching program. Specifically, the ICF does not require a degree to receive coaching certification but they do require individuals to receive coach specific training before they can be certified (International Coach Federation associate certified coach, 2016). According to Mary, all coaches hired within the program are required to complete at least the minimum of training requirements to meet the ICF associate certified coach. The current training program they are working with provides a combination of ACC level coach training and instruction in neurodiversity and how to coach students with ADD. This program was chosen due to the noticeable increase in students with ADHD and "[the skills] are transferable...if you can do ADHD coaching you can really work with anyone" (Mary).

Additionally, the interviews and program survey identified additional coach specific training that the participants had received beyond the basic ICF coach training. This included training in motivational interviewing, career coaching, growth (vs. fixed) mindset, ADD coaching and neurodiversity, and positive psychology interventions. These, along with the ICF training constitute the theoretical frameworks used by the program. This additional, specialized training is being used to refine and improve the skills of the coaches to the level that they can provide specialized services to students (such as the positive psychology intervention) and other university departments (such as training advisors in motivational interviewing).

Lillian and Caitlin described the importance the coach training was to both their roles and how they approach working with people. Lillian described ADHD coach training as "...it's been invaluable and probably my most favorite training I've ever done, because we can take that training and apply it to so many different people." Caitlin described the coach training as an access point into the resources that would allow her to "keep enriching [herself] as a coach" for the purpose of "[being] the best possible coach she could be."

Implications for CTE: Much discussion is being held and has been held about how best to prepare a CTE teacher who is hired directly from business and industry and perhaps training in success coaching needs to be considered as part of that preparation.   Whether one considers a more traditional university-based teacher preparation program or one of the alternative models being used in some parts of the country, the ability to address a more humanistic approach to working with students is critical. What value would there be in adding the ICF core coaching competencies to the training requirements for new CTE teachers and/or workforce trainers?

Is it even feasible to consider hiring someone in the role of a coach an option for most CTE programs? Budgets continue to be smaller than desired. As an alternative, could CTE teachers function in this capacity with their students? What other funding sources could be considered to provide a cadre of trained ICF coaches to use a train the trainer approach to assist in the preparation of new CTE teachers?

Finding: ICF success coaches provide individualized support to students. Another way coaches support students is by providing one-on-one support that is individualized for each student. A statement from the program survey best demonstrates this: "The coaching relationship is established based on the student's needs and the roles of the coach and student are clearly defined at the beginning of the partnership. Together, the coach and student create an individualized success plan that involves short-term and long-term goal setting." The documents describing the program outcomes (such as end of year reports, webinars, and best practices for coaches) either show or discuss various the goals students have brought to coaching. These included GPA goals, time management goals, wellbeing goals (such as making friends and getting connected on campus), and outside of campus goals (such as employment options and getting connected with other resources). Beyond this, the coaching contract itself and the assessments that are individualized for each student provide support for how coaching supports students as unique individuals.

The interviews also provided support for this. Each of the participants discussed how coaching was about each student identifying the specific goals for what they wanted to get out of the experience. Caitlin described this individual support as, "...student focused...it is making sure the [individual] student's needs are being met and helping them discover that." Grace elaborates, "just the way the program operates...being ICF coaches and by being one-on-one...we are well equipped to be able to support whatever need the student has."

Implications for CTE: The strength of CTE has historically been in individualized support for students. What examples in practice are being used to develop a more formalized method of providing such support? Could teachers in collaboration with the student and parents/support systems develop a more individualized and truly competency-based learning contract for the student and their success? In what ways, would that be conceptualized? How could it be implemented?

Conclusions

The study provides some perspective that suggests that using ICF coaching with students may have some value to CTE programs. The study presented also raises more questions than answers for researchers and practitioners in both career & technical education and adult and workforce education. On a practical level it appears that ICF coaching as it is presented here may provide an opportunity for student development by providing an individualized approach to student success that could be implemented in both CTE and adult and workforce education. Specifically, when postsecondary education is conceptualized as learning, a coaching approach may provide an avenue for personalized education opportunity for adults in HRD and workforce education settings.

Many CTE programs are using a community of practice approach or an academy approach to delivering instruction. Perhaps these approaches along with the coaching process could be considered for more research and implementation in practice. Development of a strong assessment plan as one implements such programs is critical and merits more study and emphasis.

Kolb, Kolb, Passarelli& Sharma(2014) have proposed an educator role profile; a learning cycle model to help understand how their style of educating based upon experiential learning theory. The model provides further insight into the coach role compared the other student helping roles on campus and may give additional clarity and support to the conclusion that coaching should be viewed as a way of being or a skillset instead of a specific role. Future research on coaching in CTE might consider using the educator role profile as a framework. As one considers the future of career and technical education, we simply must consider that other areas of our world such as universities and the workplace (HRD) have much to contribute to our learning of how best to prepare students to be both college and career ready. Our students, tomorrow's future workers, deserve a full analysis of all areas of life that might benefit our work.

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