

PERCEPTIONS OF NARRATIVE BASED COACHING
AMONG UNDERGRADUATE STUDENTS
AT MIDDLE TENNESSEE STATE UNIVERSITY

By

Camden A. Grecco

A Thesis Submitted in Partial Fulfillment of the Requirements
for the Degree of Master of Science in Health and Human Performance

Middle Tennessee State University

May 2020

Thesis Committee:

Dr. Colby B. Jubenville, Chair

Dr. Jim K. Rost

ACKNOWLEDGEMENTS

The author would like to first thank his advisor, boss and mentor Dr. Colby Jubenville for pushing him to take on the challenge of graduate school and this project. Through the thesis process, the author has learned much about himself and from the content studied and written about. Also, the author would like to thank Dr. Jim Rost for being an invaluable resource. As this project's secondary advisor, he helped restructure the study and patiently help organize the qualitative data. The author would like to thank Middle Tennessee State University President Sydney A. McPhee for his support and encouragement throughout his educational journey at MTSU. Lastly, the author would like to thank his parents Charles and Theresa Grecco for loving each other by prioritizing their marriage above everything else.

ABSTRACT

At the very heart of coaching is the art of listening, from which the natural byproduct of making others feel valued may be derived. One of the main functions of coaching is to help develop a narrative that will unlock an athlete's potential. This study gathered 31 undergraduate participants' responses to a coaching philosophy called Narrative Based Coaching (NBC) with the purpose of developing stronger perspectives of their own narratives within the participants. Results of the study suggest that using philosophical coaching approaches such as NBC to enhance students' narratives can be beneficial to overall wellbeing, thus supporting the presence of coaching centers on university campuses to boost student potential inside and outside the classroom.

TABLE OF CONTENTS

CHAPTER 1: INTRODUCTION.....	1
Purpose Statement	4
Problem Statement	5
Research Question	5
Hypothesis	6
Definition of Terms.....	7
Delimitations.....	9
Assumptions	10
Significance of Study	10
CHAPTER II: REVIEW OF LITERATURE	11
Introduction	11
Meaning Making Influences Our Personal Narrative	11
Dominate Narrative.....	13
Theoretical Underpinnings of Narrative Based Coaching (NBC)	14
Theoretical Underpinnings in Executive Coaching	15
Theoretical Underpinnings in Relational Coaching	16
The Jobs to Be Done Theory (JTBD).....	17
The Role of a Narrative Coach	18
Seven Non-Cognitive Competencies	20
CHAPTER III: METHODOLOG.....	24
Subjects.....	24

Measures	24
Demographics	24
Student Perception of Program Component Effectiveness	25
Procedure and Analysis of Data.....	25
Limitations	26
Delimitations.....	27
CHAPTER IV: DATA ANALYSIS	28
Demographics	28
Reliability Analysis	32
Repeated Measures ANOVA.....	32
CHAPTER V: DISCUSSION.....	33
Discussion	33
Limitations	33
Delimitations	34
REFERENCES	36

LIST OF FIGURES

Table 1: Demographics	29
Table 2: Pre & Post-Test scores of Seven non-Cognitive Competencies	30

CHAPTER I: INTRODUCTION

Since the 1980s, personal developmental techniques derived from athletic coaching have evolved into a popular style of personal development outside the field of athletic competition (Eggers & Clark, 2000). Various applications of athletic coaching have been extended to numerous life activities, including talent-planning, life-coaching, and executive-coaching (Robinson, 2015). In 2000 a company called InsideTrack launched the first-to-market student-centered coaching program that focused on increasing student retention rates through coaching (Bettinger & Baker, 2011). Since then, universities across the country have designed centers and created positions joining academic advisors, counselors, mentors, faculty, and tutors with the goals of increasing student success and increasing retention rates. Hundreds of higher education institutions have implemented coaching models that vary greatly in purpose, infrastructure and framework (Robinson, 2015). Research demonstrates that interaction between an undergraduate and a college staffer is a reliable predictor of student success (Habley, Bloom & Robinson, 2012; Pascarella & Terenzini, 2005). Kuh (2005) explains in his research that one of the most important factors for a student to persevere through college is establishing a meaningful connection with a least one member within the university faculty.

Initial conceptualizations of the Narrative Based Coaching (NBC) approach was explained by McAdams (1993) through the understanding that all self-identities are established around the stories people tell themselves about themselves. Further

conceptualizations of narrative coaching were developed by Drake (2006, 2007, 2008, 2009) in Australia, by Law (2006, 2007) in the U.K. (Law et al., 2006, 2007), and by Stelter (2007, 2009) in Denmark (Stelter & Law). Those conceptualizations developed principles regarding how observations of a student's ability to understand her/his own narrative could be made and used to change that narrative to create new behaviors. Taylor (2020) noted a particular need to address these issues in a contextual manner.

The purpose of NBC is to help people understand the power within their own narratives, making it possible to change the subconscious repetitive stories that ultimately create people's perspectives and daily realities (Drake, 2007). Drake (2007) stated, "The goal is to help them attain greater alignment between their identities, stories and actions in the direction of their goals" (p. 258). According to Eggers and Clark (2000), NBC theory is grounded in a framework where the coach is not an expert but rather a reflection of what the client sees about him or herself: "He or she [the coach] is not the leader with all the answers, but instead a team member who knows what questions will prompt partners or other team members to discover the answers themselves" (p. 67)

The NBC approach becomes valuable in the college setting, because students have experiences that shape their stories, which affect their identity, determine their behavior, and ultimately lead to their outcomes. If coaches pay close attention to how students construct meaning in their stories, students' perspective of their own identities will be revealed (Drake, 2007). Drake (2007) maintains, "Coaches must recognize that if they want their clients to adopt new behaviors or attain new results, they must help them build an identity from which to do so and from which the desired behavior is a natural response. If they want clients to sustain that new identity, they need to encourage them to

enact new behaviors – and the stories that go with them” (p. 285). According to Jubenville (2019), “The change in behavior starts with the stories that were either written by us or for us. The challenge is becoming the author of our own story that we tell ourselves in order to achieve the desired outcome wanted.” (C. Jubenville, personal communication, 2019).

Horn and Moesta (2019) cite Christensen’s assertion that students come to college to find an answer to one of five different questions in hopes of a better outcome after college: “Help me get into my best school,” “Help me do what’s expected of me,” “Help me get away,” “Help me step it up,” and “Help me extend myself” are questions that help students make sense of their college experiences. The story and subsequent outcome are grounded in what he calls “a job to be done,” which he developed into a theory. This Jobs to Be Done Theory (JTBD) asserts that students go to college to discover an answer to questions based on the help they would like to receive. Regarding outcome, Horn and Moesta (2019) explained the need in a different way, illustrating that higher education continues to struggle to meet this challenge, too often fails to understand student narratives, and subsequently cannot help students find meaning in their higher-education experiences: “A stunning number of students learn little in college, and far too many – 40 percent – don’t complete four-year programs in six years” (p. 2).

According to Horn and Moesta (2019), while Christiansen provides clarity about the jobs that students want to do during their college experience, he does not address “mindset” and the “problem-saturated stories” that are inherently part of the college experience. Further, Horn and Moesta (2019) maintain that, without addressing mindset and problem-saturated stories, students will endure longer routes to graduation, and

employers will become frustrated with their lack of basic soft skills like teamwork, communication, and adaptability.

Taylor (2020) explains the NBC process and how it aligns with students' abilities, stories, and actions through what she calls seven non-cognitive competencies from which more expansive narratives can flourish: Confidence, Resilience, Self-Advocacy, Emotional Intelligence, Perseverance, Self-Control, and Growth Mindset. The competencies enable students to create spaces in which they can explore and redefine their own narratives. With this framework, students will be able to determine if the narrative in which they live supports their desired goals and outcomes (Taylor, 2020). By learning to externalize their mindset problems and find exceptions to problem-saturated stories, students will learn to reconstruct the non-cognitive competencies within their own narratives to help achieve their desired outcomes (Taylor, 2020). Drake (2007) agrees: "It is this dynamic process that is of great interest in working with people's stories in coaching and, in doing so, creating both understanding of the current narratives at work and the opening for new ones. One of the challenges in working with people and their stories is that the dominant narratives in their life tends to blind them to the possibilities that other narratives exist" (p. 287). If students absorb, adopt and replicate the NBC strategies into daily life, the possibility for a student's success and greater life meaning can be increased (Drake, 2007).

Purpose of the Study

The purpose of this study is to determine whether student participants benefitted from the NBC format of re:MIND materials provided within a college course by measuring the differences between their pre- and post-tests scores.

Problem Statement

The central focus of this study was to compare students' perceptions of their capacities to effectively manage their mindsets and subsequent problems after engaging with NBC-oriented course materials. This study also sought feedback regarding the perceived strengths and weaknesses of NBC, as well as general information which may prove useful in student development, especially in circumstances under which students rely upon creating new narratives to make sense of their overall experiences.

The problem this study addressed is a systematic way to examine whether student consumption of NBC content via a college-course platform could yield benefits akin to what they might receive in one-on-one relationships with a coach. This information will help equip those who use NBC to understand the power of narratives that others tell themselves and examine whether NBC might be done in a more financially scalable way. Since knowledge of how well college students understand the path to claiming their own narrative becomes a vital construct of NBC, this study used pre- and post-test measures of their understanding and perceptions of NBC to examine the individual impact of re:MIND on students growth in cultivating the seven non-cognitive competencies.

Research Question:

1. Will students in a college course gain a better understanding of Narrative Based Coaching (NBC) after they study re:MIND material?

Hypothesis

The following hypothesis was tested at the .05 Alpha level of significance ($\alpha \leq .05$). The researcher hypothesized that:

1. Subjects will demonstrate an increased understanding of NBC via higher post-test scores.
2. Subjects will report growth and improvement in the seven non-cognitive competencies as measured by the pre-test and post-test mindset inventory.

Definitions of Terms

The following definitions were used for the propagation of the study.

academic classification: the classifications of freshman, sophomore, junior, senior, or graduate-level student; can be determined by the number of years or college coursework taken and successfully completed (uiowa.edu n. d.).

age: the length of time during which a being has existed (dictionary.com n. d.).

caregiver: someone who is responsible for looking after another person (merriam-webster.com n. d.).

coaching: Initially, this role may involve a representative of the university who meets one-on-one with a student focusing on an academic and/or overall collegiate student experience. Coaching in this context does not refer to anything related to athletics, one intention of this current study is to help define and differentiate this role (Robinson, 2015).

confidence: developing a strong sense of self to increase the odds of asking for help, building trusting relationships, being open to feedback, and trying new things (Taylor, 2020).

emotional intelligence: the ability to self-reflect and develop personal awareness and insight of one's own emotions (Taylor, 2020)

externalizing: the practice of conceptually separating one's personal identity from the problems s/he encounters (Taylor, 2020).

first-generation student: a student whose parent(s)/legal guardian(s) have not completed a bachelor's degree (chapman.edu n. d.).

gainful employment: purpose, contribution and meaning derived from the one does (Jubenville, 2019).

gender: either the male or female division of a species, especially as differentiated by social and cultural roles and behavior (dictionary.com n. d.).

growth mindset: the belief that one's abilities can be developed through dedication and hard work (Taylor, 2020)

household income: measure of the combined incomes of all the people sharing a particular household or place residence (Wikipedia.org n. d.).

Narrative Based Coaching (NBC): a mindful approach that helps people shift their stories about themselves, others and life to create new possibilities and results (Taylor, 2020)

perseverance: the capacity to practice taking steps forward despite difficulties or delays (Taylor, 2020)

problem-saturated stories: external situations that dominate and take control of our personal narrative in a negative way (Taylor 2020)

racial makeup: Is an individual's self-identification, originating from one or more social or cultural groups (Taylor, 2019).

resident status: A student of a school, college or university who has established residence in the state or district of that school, college, or university for a set period of time (collisdictionary.com n. d.).

resilience: the ability to recover from difficulties (Taylor, 2020)

school attendance: a secondary school where teenagers are educated; these schools can be either public or private. Public schools are administered and funded by the state. Private schools are funded by students' tuition or by a private body (schooladvisor.com n. d.)

self-advocacy: action taken in representing one's views or interests (Taylor, 2020)

self-control: the ability to control one's self, in particular emotions and desires, especially in difficult situations (Taylor, 2020)

student: a scholar or learner, especially one who attends school (merriam-webster.com n. d.)

student-athlete: an individual who engages in any varsity sport; for purposes of this study, the definition will apply to varsity intercollegiate sports (oregonlaws.org n. d.).

student employment: status regarding the fulfillment by a college student of a full-time or part-time job while enrolled in and pursuing academic credit (smallbusiness.com n. d.).

student status: the different ways in which may be enrolled in, exiting, or re-entering an institution (nature.berkeley.edu n. d.)

Delimitations:

The study was delimited to the following:

1. The participant population includes Leisure, Sport, and Tourism Studies (LSTS) students from Middle Tennessee State University (MTSU). Which offers specializations in recreation administration, outdoor recreation, sport studies, event planning, and tourism studies.
2. The pre- and post-tests were not modified specifically for MTSU students.
3. Students' academic status was not used as an independent variable.
4. Coaching in this context does not refer to anything related to athletics.

Assumptions:

One assumption was made in examining pre-test and post-test results.

1. All students who completed the questionnaires did so honestly.

Significance of the study

This study may serve as a base for valuable information that can be applied to later research and coaching practices. Ultimately, the overall population of college students stands to benefit from additional NBC research. The re:MIND process will enable students to externalize their problems and evaluate these problems as singular entities. Once students can externalize their problems and emotions, they will become more self-aware, become more competent in self-evaluation, and competently address issues that could easily escalate to counseling needs, low grades, or abandoning their college studies. Helping students embrace and internalize more empowering self-concepts and identities should support their abilities to revise narratives that aid resilience amid stress and adversity. Exposure to NBC should translate to more effective approaches in developing more desirable narrative.

In recent years, coaching has steadily emerged as an increasingly attractive and utilized student-support option in higher education but can prove costly and challenging to implement. This study aims to further demonstrate the positive impact that NBC can make on college student success while in college and beyond.

CHAPTER II: REVIEW OF LITERATURE

Introduction

This review of literature focuses on eight key areas, including: how meaning-making influences the development of personal narratives, dominate narratives, theoretical underpinnings of NBC, executive coaching, relational coaching, the “Jobs to Be Done” Theory, the role of a narrative coach, and the seven non-cognitive competencies. Executive coaching theory, relational coaching theory and NBC Theory are underpinnings used as avenues to understand how leaders interpret their identities through their life experiences in a leadership position. Effective narrative coaches use questions and theories to help try to see the world as their clients do. Defining and explaining these theories and how they play important roles in coaching will be essential to understand the effective utilization of NBC.

Meaning Making Influences our Personal Narrative

Outside of athletic performance, coaching as an industry is still relatively new and unregulated. Feldman and Lankau (2001) explain: “Executive coaching per se emerged in the 1990’s as an intervention geared specifically to changing the behavior of middle-and-

senior level managers” (p. 830). Initially, coaching was primarily utilized as a method to help increase managerial performance so that employee deficiencies could be better addressed. More recently, however, coaching is viewed as a means of facilitating learning and helping executives move from excellent performance to peak performance (Ellinger & Bostrom, 1999; Evered & Selman, 1989; Feldman, 2001). Universities much like executive coaches has the opportunity to help change the dominate narrative within their clientele in hopes to increase performance.

A student’s narrative is a rudimentary starting place for them to receive coaching, yet a powerful one. Batista (2019) explains, “Narrative therapy posits that our identities are shaped by the accounts of our lives found in the stories or narratives we tell” (p. 1). Unfortunate realities usually originate from narratives formed from situations in which students value the opinions of others and are thus subjected to negative perspectives that are often irrelevant and/or untrue yet become the foundation for perception (Taylor, 2020). Once a negative narrative is locked into place, positive alternatives/possibilities quickly diminish. If a student already believes that s/he is incompetent and incapable of performing well in a course, s/he becomes less likely to work toward success in that course (Taylor, 2020).

Meaning can be constructed through both conscious and subconscious experiences. Critchley (2019) explains, “Reality cannot be known objectively because human beings bring their categories of knowledge, their experience, their subjectivity to the phenomena they encounter. Meaning making is inherently therefore, a relational process” (p. 3). Meaning is not created in a vacuum, leaving room for only one interpretation (Critchley, 2019). Therefore, because all people construct meaning

differently, coaches must pay close attention to how people construct meaning in their stories through the relational process, since clients' perspectives of their own identities will be shown unintentionally (Critchley, 2019).

Dominate Narrative

According to McAdams (2007), all individuals have a dominate narrative which they continuously replay, thereby influencing their realities. Through experiences, people create meanings and storylines, which provides the choice to cognitively choose the narrative best paralleled towards their dreams (McAdams, 2007). McAdams (1993) maintains that NBC "is predicated on observation that the stories clients tell about themselves are important threads in the fabric of their self-identities" (p. 284). Giddens (1991) defines an identity as "the capacity to 'keep a particular narrative going'" (Giddens, 1991, as cited in Drake, 2002 p. 284). Therefore, Giddens (1991) states, if coaches want to help build a new identity more befitting a student's dreams and goals, coaches must encourage students to perform new actions and new storylines to change their identities to be better aligned with the visions of what they want to become.

The performance of an individual is determined by the dominate narrative. According to Oyserman and Markus (1993), a strong connection exists between how people construe themselves and how others see them: "The more important an element of our identity is to us, the more we will seek to have it validated by our significant audiences" (Oyserman and Markus, 1993, as cited in Drake 2007 p. 284). Therefore, per Sanchez (2016), the first coaching objective is to develop in the protégé a self-talk that mirrors what the students want to become: "Self-talk targeting performance boosts effort

and achievement which, in turn, are reinforced by the achievement of objectives” (p. 140).

Constant interaction with the environment makes all narratives subject to change, and virtually all people are ordinarily subject to diverse narratives, stemming from their family and cultural background, societal values, their working identities, and even their aspirations (Freedman & Cambs, 1996; White & Epston, 1990). An individual’s sense of self is created mentally but is strongly governed by that person’s interaction with the social environment (Vogel 2012). NBC is theorized to help the self-discovery process by exposing any disempowering narratives within the environment (Vogel, 2012).

Theoretical Underpinnings of Narrative Based Coaching (NBC)

According to Berger and Luckmann (1967), “...how humans understand the world is through stories, and stories are the currency of the social construction of reality” (Berger and luckmann, 1967, as cited in Vogel, 2012 p. 1). Foucault (1965) added that teaching students to cultivate positive narratives will empower them to live up to their goals and values: “In the past, grand narratives or hegemonic stories provided ready-means to make sense of things, and therefore stories are wrapped up with power” (Foucault, 1965, as cited in Vogel, 2012 p. 2). Taylor (2020) explains that when students learn to say their expectations, values and goals aloud, this positively effects the narrative. Thus, positive narratives give students the ability to redefine their worlds and reinforce meaning subconsciously (Taylor, 2020). Taylor (2020) further contends that NBC often unearths students’ beliefs and supports the process of liberating them from disempowered mindsets by decreeing aloud their expectations and personal narratives created for themselves.

Narrative based coaches are aware that opportunities exist in seeking evidence to corroborate or dismiss the stories with which their clients are concerned, inviting them to rewrite parts of their stories (Reissner, 2008). Armed with the awareness that narratives can quench abilities to perform, a coach's task is to challenge these stories, hoping to reveal opportunities for change (Reissner, 2008). Coaching, then, revolves around helping clients understand their own narratives and equip them to rewrite those narratives in order to produce greater performance. If done correctly, Reissner (2008) contends that clients will increase self-awareness and "understand how they construct their own realities through the stories they tell and how they can influence those with whom they work. This can be a powerful tool to create and develop teams at the workplace" (p. 27).

Theoretical Underpinnings in Executive Coaching

According to Brotman and Liberi (1998), the coach must identify three things about the client in an objective manner: (a) habitual scripts that erode leadership effectiveness; (b) truth and insights on what drives the executive; (c) insights into observable change. This combination of feedback proficiently enables coaches to provide an avenue for change. Hall, Otazo, and Hollenbeck (1999) emphasize that coaches need not be the experts in a client's industry but rather a committed partner to who realizes the importance of providing feedback to executives and knows how infrequently executives receive constructive criticism about their personal and professional development (p. 38).

Cognitive psychology is defined by Feldman and Lankau (2005) as "coaches explore with executives what thoughts 'set off' their emotions at work, often in unproductive ways... coaches help the executives to develop techniques to block negative thoughts or rechanneling them in more constructive ways" (p. 42). Certain

elements within executive coaching are similar to cognitive psychology, including the premise that both must neutralize the inevitable defensive reasoning (Brotman & Liberi, 1998). Building mutual trust and respect helps the executive and the coach move beyond the executive's well protected persona, unearth relevant life-story themes, and increase the likelihood of new learning (Brotman & Liberi, 1998).

Research shows that the quality of a leader is heavily affected by the level of emotional intelligence shown in small interactions among employees. Goleman (1995) stated, "The demands of globalization and the explosion of information technology strain even the best leaders and that the most successful executives are likely to be those who possess strong 'emotional intelligence' as well as innate depth" (p. 22). Typical characteristics executives can target for growth include approachability, compassion, integrity, listening, and self-knowledge; each of these correlate with emotional intelligence (Goleman, 1995).

Theoretical Underpinnings in Relational Coaching

In relational coaching, the primary focus is to provide development with face-to-face interaction. Barry and Crant (2000) postulate that this type of communication channels the strongest compassion and trust, stating that interaction in relationships creates atmospheres where opportunities for development and learning are possible: "The face-to-face medium has the highest level of 'carrying capacity', i.e., the best potential for transmitting information that is high in richness" (p. 650).

Relational dynamics are key for creating effective coaching practices. Marcus Weise, who coached both the 2008 United States women's Olympic field hockey team and 2012 United States men's Olympic field hockey team to gold medals, stated, "When

you coach, you need to find a door that enables you to get access to the player” (Jowett & Shanmugam, 2016, p. 1). One key advantage employed by relational coaches is face-to-face interaction, which presents practical opportunities to discover unknown capabilities and potential within their clients, thereby increasing the likelihood of tapping into greater dimensions of their potential (Jowett & Shanmuham, 2016). A series of studies by Jowett and Cockerill (2003) conclude that the manner in which coaches and athletes interact, relate, and communicate with each another can profoundly impact the success of the athlete. Relational coaching is the means through which coaches and athletes connect to generate greater performance success and personal satisfaction (Jowett & Cockerill, 2003).

The Coaching Behavior Assessment System (CBAS) derived from the observation of leadership behaviors during practices and games. The CBAS provides 12 categories that cap all dimensions of the behaviors that coaches showed in a little league season. CBAS was conducted to measure how the coach’s behavior influenced the little league players. Data from all 12 different emotional responses revealed that the response that positively influenced the kids the most was the supportiveness, followed by reinforcement behavior (Smoll & Smith, 1989). Those behaviors were also found to be related to players’ postseason self-esteem scores, with supportiveness associated with higher levels of general self-esteem, and instructional behaviors associated lower levels of athletic self-esteem (Smoll & Smith, 1989). Even when coaches were unaware of players’ emotional states, players’ attitudes correlated with coach behavior.

The Jobs to Be Done Theory (JTBD):

Horn and Moesta (2019) assert that many college students do not know why they are coming to college. When purchasing a product in exchange for money, Horn and Moesta (2019) state that humans use the product to make progress in completing a job or task, yet college students spend thousands of dollars to earn a degree with little or no certainty on how they can utilize it. Accordingly, they developed The Jobs To Be Done (JTBD) Theory helps categorize students on why they are choosing to go to college (2019). The theory offers five different categories into which institutional staffers should help insert students: “help me get into my best school; help me do what’s expected of me; help me get away; help me step it up; and help me extend myself” (p. 3).

Students who seek admission into better schools they, “want the classic college experience with the beautiful campus and prestigious brand-name school so they can reinvent themselves with new people” (Horn & Moesta, 2019 p. 3). Progress for these students is getting accepted into the best school.

Students in the help-me-do-what’s-expected-of-me category have little or no expectations for themselves and find comfort in pursuing the expectations set by a mentor, parent, or a person they admire. Although these students are apathetic concerning their school choice, they comfort themselves with the thought of the safety net a degree can provide (Horn & Moesta, 2019).

Category three, help me get away, is populated by students who know what field of study they must choose to successfully graduate and escape their current situations, never to return to their previous lifestyles (Horn & Moesta, 2019).

The help-me-step-it-up category is populated by students who recognize that action is essential to life improvement and need a degree or certification to create it (Horn & Moesta, 2019).

Lastly, students in the help-me-extend-myself category are content with their current states but still desire improvement; they are intrinsically driven to learn more and challenge themselves to pursue a clearer vision and attain some practical skills or certifications.

The Role of a Narrative Coach

The coaching approach to development did not become pervasive outside of the sport competition field until the 1980s. Many researchers, including Vogel (2012), Batista (2010), Taylor (2017), and Dhanani (2019) have identified several different factors that affect the role of narrative coaching. Dhanani (2019) explains, “More and more people are coming to understand that relying on a coach for guidance and feedback allows them to live successfully on their own terms” (p. 2). Coaching is now relational based, designed to improve specific areas of life to optimize performance, gain clarity, and design a clear course of action. Gallwey (2000) states, “Coaching is unlocking a person’s potential to maximize their own performance. It is helping them to learn rather than teaching them” (p.2).

In her description of NBC, Taylor (2020) explains, “Narrative coaching is an approach that actively engages you in a process of examining your beliefs about who you are and what you see as possible.” Taylor (2020) elaborates that the role of a NBC coach is to help the students uncover problems by asking the right questions and providing an objective perspective, an approach designed to liberate people from their own repetitive

stories that disempower them. The challenge is to create preferred narratives that are more aligned with and supportive of the student's values, strengths, and goals, and to teach students to use their meaning-making process to redefine or articulate the best version of themselves. (Taylor, 2020).

NBC teaches students how they can reconstruct meaning to their stories to shape their subconscious identity. Drake (2009) states that stories are particularly important because of modern society's construct as a time when the past is swept away more quickly, the present is more compressed, and the future increasingly folds back into our present experience. Coaches must utilize a non-directive approach while actively engaging in the examination of the stories students tell themselves about themselves and teaching them habitual patterns of thinking that extends their belief systems into patterns of life. Coaches should also teach students how to create insight and new perspectives by separating themselves from their problems. Taylor (2020) explains that the goal for narrative coaching is teach students to stop identifying themselves as the source of their problems and instead externalize them. This technique helps students separate themselves from their problems to eliminate shame and defensiveness. Once students learn to externalize their self-concepts, students will be able to embrace and internalize more empowered self-concepts and identities by externalizing problems that erode their self-concepts (Taylor, 2020). Allowing new narratives creates identities that become more secure and empowering (Taylor, 2020).

Seven Non-Cognitive Competencies

Taylor (2020) established seven non-cognitive competencies that represent the desire to establish a fundamental starting place from which more expansive narratives can

flourish. These competencies enable students to create spaces where they can explore and understand their mental narratives and can be seen as a source to anchor these narratives (Taylor, 2020). With the competencies, students can assess their narrative to determine if it supports their values and goals by learning to externalize their self-concepts and identities (Taylor, 2020). The competencies are Confidence, Resilience, Self-Advocacy, Emotional Intelligence, Perseverance, Self-Control, and Growth Mindset (Taylor, 2020).

Maintaining confidence and developing it throughout a lifetime can be the difference in achieving goals and surpassing goals. According to Taylor (2020), “Confidence is not something that only a select few in the 99th percentile can obtain; it originates from having a strong sense of self. Confidence will increase the odds of asking for help, forming trusting relationships, being open to feedback, and trying new things” (p. 6). First, the controlled narrative that affects confidence is rooted in the will to accomplish a task, regardless of any setbacks or mistakes (Taylor, 2020). Asking for help from trusting relationships to gain feedback is how students learn to develop in confidence continually (Taylor, 2020). Self-confidence enables students to create narratives that support themselves as being their safety net and being secure in ones’ narrative (Taylor, 2020).

Resilience is the second non-cognitive competency that goes into building a strong narrative. Taylor (2020) explains, “Our intention is for you to grow in your belief that you can ‘bounce back’ from setbacks by reflecting on examples of resilience in your own personal histories” (p.7). Teaching students to take more active roles in practicing their resilience when setbacks are encountered becomes crucial in maintaining the narratives that they create for themselves (Taylor, 2020). Students with healthy levels of resilience

build their narratives and learn to take healthy risks without fears of failure; those students understand that setbacks and stumbles are normal (Taylor, 2020). Having a strong sense of values enables a student to recover quickly from setbacks (Taylor, 2020).

In the lifespan, people initially lack the skill of confidently articulating their needs to others, thereby generally making Self-Advocacy the most uncomfortable to practice for students because of the level of vulnerability required (Taylor, 2020). When students choose not to verbalize their needs, this leads to an increased sense of separateness and personal doubt, which fuels isolation (Taylor, 2020). Brown (2013) explains, “Vulnerability is the birthplace of innovation, creativity, and change” (Ted, n. d.). As confidence grows in their narratives and externalize their problems, students will feel more comfortable with asking for help and expressing their wants and needs, self-advocacy begins to become easier to express.

The capacity for one to be aware and control emotions (of self and others) is a crucial non-cognitive competency called Emotional Intelligence. Taylor (2020) explains that self-reflection and development, along with personal awareness, insight, and accountability, will enable a person to practice sound judgment, establish healthy boundaries and manage feelings without becoming overcome by them. Emotional intelligence facilitates effective communication with others, even when opinions differ (Taylor, 2020).

Learning to apply effort in the face of obstacles is the practice of Perseverance, which Taylor (2020) describes as the ability to “focus on the task in front of you, rather than getting overwhelmed by the length of the journey ahead of you” (p. 9). Developing a narrative that views current hardships as a stepping-stone toward a future goal is how

problems turn into challenges, and it prevents students from reverting to their previous negative narratives (Taylor, 2020).

The competency of Self-Control facilitates growth in governing emotions and desires, particularly in difficult times, a necessity for students seeking to maintain their positive narratives. Such efforts include successful combatting of immediate gratification and other temptations. Taylor (2020) explains, “Your capacity to resist immediate gratification and to build your ability to postpone it...will create a stronger relationship between current habits and future goals” (p. 10).

Growth Mindset is the belief that through hard work and dedication, greater abilities can be developed (Taylor, 2020). Despite the certainty of setbacks, practicing Growth Mindset becomes an essential key to unlock greater capacity in each of the previous six non-cognitive competencies (Taylor, 2020). Taylor (2020) explains, “You will cultivate a growth mindset and believe that your abilities (and non-cognitive competencies) can be developed through effort, strategy, and hard work and that ‘talent and brains’ are just the starting place” (p. 10).

These non-cognitive competencies echo a recurrent conclusion of research designed to increase cognitive narrative awareness by enhancing the optimal cognitive functioning of their narratives. Changing their narratives via these theories and frameworks helps students adopt a new perspective on their problems and offers a higher possibility and more capacity for personal change.

CHAPTER III: METHODOLOGY

Subjects

Thirty one (n = 31) male and female students in a Leisure and Sport Management (LSM) undergraduate course were recruited as participants for this study. Subjects were recruited by word-of-mouth and snowball sampling through various classes within the LSM program. Through Institutional Review Board (IRB) review, the investigator has obtained permission to ask students within the LSM program for their participation. Students who agreed to participate signed and dated the informed consent document.

Participants were granted access to re:MIND content and questionnaires through an online platform and were able to complete both questionnaires at their convenience. Those who did not access the online pre and post-test completed the pre- and post-test instruments in a hard-copy format.

Measures

The subjects completed two questionnaires comprised of eight demographic variables. Each questionnaire contained a total of 46 items, which are detailed in the next section. The independent variable was the re:MIND material and the dependent variable was the undergraduate perceptions of the seven non-cognitive competencies.

Demographics

Demographics questions identified each participant's gender, age, level of student status, ethnicity, type of high school attended, first-generation college student status, household income, student-athlete status, part- or full-time status, and caregiver status.

Student Perception of Program Component Effectiveness

The re:MIND questionnaire was used to measure a student's perception of the NBC component and the effectiveness and satisfaction for the student. This questionnaire was developed by Taylor (2020) to measure levels of understandings and perceptions of NBC while in higher education. The questionnaire contained one factor of personal demographics (11 items) and seven subfactors: Growth Mindset (5 items), Emotional Intelligence (5 items), Resilience (5 items), Confidence (5 items), Perseverance (5 items), Self-Control (5 items), and Self-Advocacy (5 items). This instrument was not modified for this study. Except for personal demographic questions, participants rated each item on a five-point Likert scale (5 = Strongly Agree, 4 = Mostly Agree, 3 = Neither Agree nor Disagree, 2 = Disagree, and 1 = Strongly Disagree) and a reverse Likert scale (5 = Strongly Disagree, 4 = Disagree, 3 = Neither Agree nor Disagree, 2 = Mostly Agree, 1 = Strongly Agree).

Scoring consisted of averaging each participant's ratings for each of the seven non-cognitive competencies. How the subjects score on each non-cognitive competencies determines how well their results will be within the 5 different categories. All seven non-competencies came within 5 different evaluations levels ranging from least to greatest: Low with a score of 1; Somewhat Low with a score of 2; Medium with a score of 3; Somewhat High with a score of 4 and High with a score of 5. Scoring consisted of the sum of subject's ratings for each item divided by the number of questions.

Procedure and Analysis of Data

Participants were given verbal information about the study. The informed consent document was handed to each student and signed to agree to the terms set by the IRB. All students were asked also to confirm that they were not a minor. If they did not agree to

the terms of the survey set by the IRB approval, they were prohibited from taking the survey. Upon completion of the informed consent, the signed documents and completed pre and post-tests results were housed in a secure location for analysis. Completed email responses were printed and housed in the same secure location.

Upon completion of the pre-test, students were told to examine the re:MIND material at a self-paced manner. After examining the re:MIND material, students were prompted to inform the researcher that they had finished the re:MIND material and were given access to the post-test via email or via hard copy. Questions in the pre- and post-test were identical with no manipulation done to enhance the students' overall test scores.

Using Repeated Measures of ANOVA to test the hypothesis, an Alpha level of .05 will be used for statistical significance ($\alpha \leq .05$). Data were analyzed using the Statistical Package for Social Sciences (SPSS) program. Each student received feedback comparing their results from pre- and post-tests. Feedback was not be based on the demographic information of sex, age, level of student status, ethnicity, type of high school attended, first-generation college student status, household income, student-athlete status, part- or full-time status, and caregiver status.

Limitations

The primary limitation of this study is that students from only one public higher education institution were surveyed. This likely limits the generalizability of the study's results in regard to public/private orientation, geographic location, and size. Future studies should survey multiple institutions in various locations, of varying sizes, and of varying classifications.

Delimitation

A delimitation for this study is that only LSM students were selected to be participants. Students with majors based in other academic departments at the university might provide different answers for the survey. Distributing the survey to students who attend other universities would create more comprehensive and generalizable results. The investigator is testing the hypothesis and generalizing the results for only this specific population.

CHAPTER IV

DATA ANALYSIS

Demographics

Table 1 shows an analysis of the participants who completed the re:MIND questionnaire and their corresponding information, including personal demographics, mean factors, and standard deviations. The total number of participants in the study was 31 (n = 31), all of whom were enrolled at MTSU. Demographic groups were characterized by age: 18-21 64.5%, 22-24 38.7%, 25-29 3.2% and 30+ 0%. Gender: females (n = 9, 29.03%) and men (n = 22, 70.96%). Ethnicity: American Indian or Alaskan 0%, Asian or Pacific Islander 0%, Biracial or Multiracial 10.3%, Black or African American 45.16%, Hispanic or Latino 9.6%, Native or Native Hawaiian 0%, White 35.48%. Type of High School attended: Public 80.64%, Private 6.45%, and Home-schooled 12.9%. First generation College student: Yes 19.35%, No 80.64%. Household salary income range: \$0-\$25,000 3.2%, \$25,001-\$50,000 25.8%, \$50,001-\$75,000 58.0%, \$75,001-\$100,000 6.4%, \$100,001-\$125,000 3.2%, \$125,001-\$150,000 3.2%, \$150,001-\$175,000 0%, and \$175,001-\$200,000+ 0%. Student Athlete: Yes 32.2%, No 67.7%. Commute to college: Yes 19.3%, No 80.6%. Working full or part time: Full 9.67% Part-time 90.3%. Parent or caregiver: Yes 3.2%, No 96.77%.

A repeated measures ANOVA was conducted comparing all seven non-cognitive competencies before and after re:MIND training and as a collective whole for a total of eight comparisons. The mean scores for post-test of the seven non-cognitive competencies were: Mindset 109 (SD = 20.6), Resilience 125.4 (SD = 13.3), Confidence 130.8 (SD = 10.7), Perseverance 117 (SD = 16.6), Self-Control 112 (SD = 25.2), Self-

Advocacy 107.4 (SD = 12.5), and Emotional Intelligence 111.2 (SD = 12.2). The mean for the combined group of seven non-cognitive competencies was 131.03 with a (SD = 15.087).

Reliability Analysis

The investigator conducted a reliability analysis utilizing a Cronbach's Alpha, on the student's perceptions of the seven non-cognitive competencies individually and the collectively to factor the perception of non-cognitive competencies and to determine the reliability and internal consistency of the instrument. The Alpha coefficient were as follows: Mindset = .604, Resilience = .795, Confidence = .844, Perseverance = .753, Self-Control = .822, Self-Advocacy = .869, Emotional Intelligence = .754, and all the non-cognitive competencies collectively = .992. The Alpha coefficient can range from a value of 0 to 1. As that score increases, the more reliable the generated scale is, and a minimum value of 0.7 is a generally acceptable and reliability coefficient (Santos, 1999).

Repeated Measures ANOVA

A repeated measures ANOVA was conducted comparing all non-cognitive competencies individually and as a collective group comparing before and after training results. This analysis indicated a statistically significant difference when comparing the pre-test and post-test scores. The scores for the individual non-cognitive competencies were: Mindset ($F(9, 22) = 6.014; p = .000$), Resilience ($F(9, 22) = 3.268; p = .011$), Confidence ($F(9, 22) = 6.014; p = .000$), Perseverance ($F(9, 22) = 3.416; p = .009$), Self-Control ($F(9, 22) = 15.044; p = .000$), Self-Advocacy ($F(9, 22) = 7.708; p = .000$), and Emotional Intelligence ($F(9, 22) = 5.261; p = .001$). Results from the whole group analysis indicate a statistically significant difference when comparing the scores before

training to the scores after the training ($F(1, 30) = 15.19; p = .001$). This indicates that the training improved each of the non-cognitive competency scores individually and as a whole.

Table 1

*Characteristics of Participants who Responded to the SPSS
(N = 31)*

Characteristic	<i>M</i>	<i>SD</i>
	<i>n</i>	%
Age		
18-21	20	2.06
22-24	10	38.70
25-29	1	3.22
30+	0	0
Gender		
Female	9	6.5
Male	22	9.98
Ethnicity		
American Indian or Alaskan	0	0
Asian or Pacific Islander	0	0
Biracial or multiracial	3	9.67
	14	12.16

Black or African American		
Hispanic or Latina/o	3	9.67
Native or Native Hawaiian	0	0
White	11	14.48
Type of High School Attended		
Public	25	12.64
Private	2	1.45
Home	4	7.90
1 st Person In Family To Go To College		
Yes	6	3.35
No	25	33.19
Household Salary Income Range		
\$0-\$25,000	1	3.22
\$25,001-\$50,000	2	14.80
\$50,001-\$75,000	18	22.06
\$75,001-\$100,000	2	6.45
\$100,001-\$125,000	1	3.22
\$125,001-\$150,000	1	3.22
\$150,001-\$175,000	0	0
\$175,001-\$200,000+	0	0
Student Athlete		

Yes	10	19.38
No	21	22.61
Commute To College		
Yes	10	19.38
No	21	22.61
Working Full or Part Time		
Part Time	28	15.32
Full Time	3	4.67
Parent or Caregiver		
Yes	1	1.3
No	30	21.7

Table 2

*Pre & Post-test results of Seven Non-Cognitive Competencies
(N = 31)*

Characteristic	<i>M</i>	<i>SD</i>
Mindset		
Pre	105	24.1
Post	109	20.6
Resilience		

Pre	125	10.4
Post	125.4	13.3
Confidence		
Pre	126.4	12.7
Post	130.8	10.7
Perseverance		
Pre	116.6	13.0
Post	117	24.5
Self-Control		
Pre	109	24.5
Post	112	25.2
Self-Advocacy		
Pre	104.2	9.1
Post	107.4	12.5
Emotional Intelligence		
Pre	111.0	9.5
Post	111.2	12.2
Seven non-cognitive competencies (pre)	127.87	16.366
Seven non-cognitive competencies (post)	131.03	15.087

CHAPTER V: DISCUSSION

Discussion

There has been no research that has been conducted on the effects of NBC through the seven non-cognitive competencies in the re:MIND material, yet few studies (Smoll and Smith) that measure a coach's impact on students' mindset, resilience, confidence, perseverance, self-control, self-advocacy, and emotional intelligence. Therefore, due to the rapid growth in coaching philosophies outside of competitive sport and the limited studies on coaching philosophies within universities, this study examined the effects of the NBC philosophy within a university institution.

The primary purpose of this study is to investigate: (a) subjects' understanding of NBC after studying the re:MIND material; (b) subjects' understanding of the seven non-cognitive competencies via the re:MIND material measured through a pre- and post-test.

The results of this study strongly reinforce what Reissner (2008) stated in his research: if students learn to construct their stories to be optimistic in all circumstances, these students will have an influence on the ambience of those they work with. The research question was answered with the results of the pre- and post-tests: subjects (undergraduate students) had a better understanding of NBC and the seven non-cognitive competencies after studying the re:MIND material. However, due to a significant disparity in the pre- and post-test results, additional examination utilizing a mixed-model approach may produce additional information to evaluate this discrepancy in greater detail. Further, a greater investigation of this dichotomy across multiple

programs at different universities may demonstrate a greater need for coaching centers across university campuses.

Taylor (2020) explains, “Narrative coaching is an approach that actively engages you in a process of examining your beliefs about who you are and what you see as possible.” Results of this study show that the post-test scores of the undergraduate participants in this sample improved from their pre-test scores after examining the re:MIND material. This approach is aligned with what Taylor (2020) indicates regarding the benefits of this self-examination process and its potential to enhance student learning, development, and university services.

Reliability:

Limitations

The primary limitation of this study was a small sample size of current undergraduates at MTSU ($n = 31$). Although this sample had acceptable Cronbach’s Alpha levels on 6 to 7 scales, the results may not be generalizable to other undergraduate programs at this university or other institutions. Mindset may not be completely reliable .608 although close to the minimum Cronbach’s Alpha threshold.

Delimitations

This study was successful in finding a relationship among its factors but only within a small population at MTSU. The application and use of the SPSS Repeated Measures ANOVA and Cronbach’s Alpha demonstrated that this was a valid and reliable research technique to measure student perceptions of the seven non-cognitive competencies. Although a significant difference was found among this study’s population, these results can only be accurately applied to that specific population.

Therefore, this topic needs further examination utilizing different levels of education, more diverse student populations, and various types of institutions to assess a generalization of the quality of NBC and the re:MIND material. Further, student perceptions of development should continue to be a focal point for higher education research to build more effective coaching philosophes for student success.

Reliability

The purpose of the Cronbach's Alpha was to measure the reliability of the Non-Cognitive Competencies outlined in the re:Mind content. Six of the seven non-cognitive competencies were reliable including Confidence, Resilience, Persistence, Emotional Intelligence, Growth Mindset and Self-Advocacy. The one non-cognitive competencies that was less than a .7 on the Cronbach's Alpha was Mindset, showing a score of .604 and considered not reliable.

Future Research

Increasing the sample size in the future could improve the reliability of the study. Increasing the sample size from various undergraduate majors and multiple universities is recommended when considering future research.

REFERENCES

Academic Classification. (n.d.). Retrieved from

<https://clas.uiowa.edu/students/handbook/student-classification>

Age. (n. d.). Google. Retrieved from

https://www.google.com/search?rlz=1C1GCEU_enUS866US866&sxsrf=ACYBGNQTB4dsIb9uRBC6E8Gdx59b_V5GpQ%3A1576175529681&ei=qYfyXf6FKaO9ggfapa24Cg&q=definre+age&oq=definre+age&gs_l=psy-ab.3..35i304i39j0i1319.3340792.3342100..3342148...0.5..0.102.833.8j2.....0....1..gws-wiz.....0i71j35i39j0i67j0j35i305i39j0i10.0tK0vo4rZaw&ved=0ahUKEwi-_rK037DmAhWjnuAKHdpSC6cQ4dUDCAs&uact=5

Batista, E. (2010 March 31) Coaching and Narrative

Therapy <https://www.edbatista.com/2010/03/narrative.html>

Bettinger, E. P., & Baker, R. (2011). *The Effects of Student Coaching in College: An Evaluation of a Randomized Experiment in Student Mentoring*. Retrieved from

<http://www.nber.org/papers/w16881.pdf>

Barry, B., & Crant, J. M. (2000). Dyadic communication relationships in organizations: An attribution/expectancy approach. *Organization Science*, 11, 648-664

Berger, P. L. & Luckmann, T. (1967). *The social construction of reality. A treatise in the sociology of knowledge*. London: Allen Lane/Penguin Press.

- Brotman, L. E., Liberi, W. P., & Wasylyshyn, K. M. (1998). Executive coaching: The need for standards of competence. *Consulting Psychology Journal: Practice and Research*, 50, 40–46.
- Brown, B. [Ted]. (2011, Jan 03). *The power of vulnerability* | Brené Brown [Video] YouTube.
<https://www.youtube.com/watch?v=iCvmsMzIF7o>
- Caregiver. (n. d.). In Merriam-Webster's online dictionary (11th ed.). Retrieved from
<https://www.merriam-webster.com/dictionary/caregiver>
- Confidence. Taylor, K. (2020). *re:MIND: Empowering You to Believe in You*. Indianapolis: Perceivant.
- Critchley, B. (2010). Relational coaching: Taking the coaching high road. *The Journal of Management Development*, 29(10), 851-863.
doi:<http://dx.doi.org/10.1108/02621711011084187>
- Drake, D. B. (2007). The art of thinking narratively: Implications for coaching psychology and practice. *Australian Psychologist*, 42(4), 283-294.
- Drake, D.B. (2009). *Using attachment theory in coaching leaders*: The search for a coherent narrative. *International Coaching Psychology Review*, 4(1), 49–58.
- Dhanani, A. (2017, March 02) *Positive Psychology Coaching and Life Coaching*: How Do They Differ? <https://positivepsychology.com/positive-psychology-life-coaching/>
- Egger, J., & Clark, D. (2000). Executive coaching that wins. *Ivey Business Journal*, Sept/Oct, 66-70.

Ellinger, A. D., & Bostrom, R. P. 1999. Managerial coaching behaviors in learning organizations.

Journal of Management Development, 18: 752-771.

Emotional Intelligence. Taylor, K. (2020). *re:MIND: Empowering You to Believe in You*.

Indianapolis: Perceivant.

Evered, R. D., & Selman, J. C. 1989. Coaching and the art of management. *Organizational*

Dynamics, 18: 16-32.

Externalizing. Taylor, K. (2020). *re:MIND: Empowering You to Believe in You*. Indianapolis:

Perceivant.

Feldman, D. C. 2001. Career coaching: What HR professionals and managers need to know.

Human Resource Planning, 24: 26-35.

Feldman, D. C., & Lankau, M. J. 2005. Executive coaching: A review and agenda for future research. *Journal of Management*, 31: 829-848.

First-generation student. (n.d.). Retrieved from <https://www.chapman.edu/students/academic-resources/first-generation/index.aspx>.

Foucault, M. (1965). *Madness and civilization: A history of insanity in the age of reason*. New

York: Pantheon.

Freedman, J., & Combs, G. (1996). *Narrative therapy: The social construction of preferred*

realities. New York: Norton.

Gallwey, W.T. (2000). *The inner game of work*. New York, NY: Random House.

Goleman, D. (1995). *Emotional intelligence: Why it can matter more than I.Q.* New York.

Bantam Books.

Gender. (n.d.). Retrieved from <https://www.dictionary.com/browse/gender>.

Giddens, A. (1991). *Modernity and self-identity: Self and society in the late modern age*.

Stanford, CA: Stanford University Press.

Growth Mindset. Taylor, K. (2020). *re:MIND: Empowering You to Believe in You*. Indianapolis:

Perceivant.

Habley, W. R., Bloom, J. L., & Robbins, S. (2012). *Increasing Persistence: Research -based strategies for college student success*. San Fransico, CA: Jossey-Bass.

Hall, D. T, Otazo, K. L., & Hollenbeck, G. P. (1999). Behind closed doors: What really happens in executive coaching. *Organizational Dynamics*, 27(3), 39-52.

High School Attendance. Retrieved from <https://schooladvisor.my/articles/difference-public-schools-private-schools>.

Horn, M. B., Moesta, B, (2019, October 15) *Do Colleges Truly Understand What Students Want From Them?* Retrieved from <https://hbr.org/2019/10/do-colleges-truly-understand-what-students-want-from-them>

Household Income. Retrieved from

https://en.wikipedia.org/wiki/Disposable_household_and_per_capita_income.

Jowett, S., Shanmugam, V., & Caccoulis, S. (2012). Collective efficacy as a mediator of the link between interpersonal relationships and athlete satisfaction in team sports. *International Journal of Sport and Exercise Psychology*, 10, 66-78.

- Jowett, S., & Shanmugam, V (2016). Relational Coaching in Sport: Its psychological underpinnings and practical effectiveness, In R. Schinke, K.R. McGannon, B. Smith, Routledge International Handbook of Sport Psychology. Routledge.
- Jowett, S., & Cockerill, I. M. (2003). Olympic Medallists' perspective of the athlete – coach relationship. *Psychology of Sport and Exercise*, 4, 313-331.
- Kuh G., Kinzie J. , Schuh J. et al. (2005) *Student Success in College: Creating Conditions that Matter*. San Francisco, CA: Jossey-Bass.
- Leisure and Sport Management M.S. (n. d.). Retrieved from <https://www.mtsu.edu/programs/leisure-sports-management-ms/about>
- McAdams, D. P. (1993). *The Stories We Live By: Personal Myths and the Making of the Self*. New York: Guilford Press.
- Narrative Coaching. (Jun, 04). Retrieved from <https://www.interbe.co.uk/narrative-coaching/#respond>
- OregonLaws. (n. d.). Retrieved from https://www.oregonlaws.org/glossary/definition/student_athlete
- Oyserman, D., & Markus, H. (1993). The sociocultural self. In J. Suls (Ed.), *Psychological perspectives on the self* (Vol. 4, pp. 187 – 220). Hillsdale, NJ: Lawrence Erlbaum Associates
- Perseverance. Taylor, K. (2020). *re:MIND: Empowering You to Believe in You*. Indianapolis: Perceivant.

Problem-saturated Stories. Taylor, K. (2020). *re:MIND: Empowering You to Believe in You*. Indianapolis: Perceivant.

Racial Makeup. Taylor, K. (2020). *re:MIND: Empowering You to Believe in You*. Indianapolis: Perceivant.

Resident Student. (n. d.). Retrieved from <https://www.collinsdictionary.com/us/dictionary/english/resident-student>

Resilience. Taylor, K. (2020). *re:MIND: Empowering You to Believe in You*. Indianapolis: Perceivant.

Robinson, C. (2015). Academic success coaching: A description of an emerging field in higher education (Doctoral dissertation). University of South Carolina.

Sanchez, F., Carvajal, F., & Saggiomo, C. (2016). Self-talk and academic performance in undergraduate students. *Anales de Psicología*, 32, 139–147.

Santos, J. R. A. (1999). Cronbach's Alpha: A tool for assessing the reliability of scales. *Journal of Extension*, 37(2), 2-3.

Self-advocacy. Taylor, K. (2020). *re:MIND: Empowering You to Believe in You*. Indianapolis: Perceivant.

Self-control. Taylor, K. (2020). *re:MIND: Empowering You to Believe in You*. Indianapolis: Perceivant.

Student. (n.d.) Retrieved from <https://www.merriam-webster.com/dictionary/student>

Student-athlete. (n.d.). Retrieved from

https://www.oregonlaws.org/glossary/definition/student_athlete.

Student Employment. (n. d.). Retrieved from <https://smallbusiness.chron.com/regular-student-employment-mean-17850.html>

Student Status. (n. d.). Retrieved from <https://nature.berkeley.edu/advising/undergraduate-student-status>.

Smoll, F., & Smith, R. (1989). Leadership behaviors in sport: A theoretical model and research paradigm. *Journal of Applied Social Psychology*, 19, 1522–1551.

Taylor, K. (2020). *re:MIND: Empowering You to Believe in You*. Indianapolis: Perceivant.

The Differences Between Public Schools and Private Schools (2018, April 10). Retrieved from <https://schooladvisor.my/articles/difference-public-schools-private-schools>

Undergraduates Student Status. (n. d.). Retrieved from

<https://nature.berkeley.edu/advising/undergraduate-student-status>

Vogel, M. (2010, April 17). Looking for coaches who work with stories. Martin Vogel. Blog, Retrieved from <http://www.martinvogel.co.uk/looking-for-coaches-who-work-with-stories/>

What Does Regular Student Employment Mean. (n. d.). Retrieved from

<https://smallbusiness.chron.com/regular-student-employment-mean-17850.html>

Wikipedia contributors. (2020, February 21). Middle Tennessee State University. In *Wikipedia, The Free Encyclopedia*. Retrieved 15:48, March 16, 2020,

from https://en.wikipedia.org/w/index.php?title=Middle_Tennessee_State_University&oldid=941863259

IRB
INSTITUTIONAL REVIEW BOARD
 Office of Research Compliance,
 010A Sam Ingram Building,
 2269 Middle Tennessee Blvd
 Murfreesboro, TN 37129



IRBN001 - EXPEDITED PROTOCOL APPROVAL NOTICE

Friday, December 06, 2019

Principal Investigator **Camden Grecco** (Student)
 Faculty Advisor **Colby Jubenville**
 Co-Investigators **NONE**

Investigator Email(s) **cag5n@mtmail.mtsu.edu; colby.jubenville@mtsu.edu**
 Department **Health and Human Performance**

Protocol Title ***College students perceptions of narrative based coaching***
 Protocol ID **20-2049**

Dear Investigator(s),

The above identified research proposal has been reviewed by the MTSU Institutional Review Board (IRB) through the **EXPEDITED** mechanism under 45 CFR 46.110 and 21 CFR 56.110 within the category (7) *Research on individual or group characteristics or behavior*. A summary of the IRB action and other particulars in regard to this protocol application is tabulated below.

IRB Action	APPROVED for ONE YEAR	
Date of Expiration	12/31/2020	Date of Approval 12/6/19
Sample Size	50 (FIFTY)	
Participant Pool	Target Population 1: Primary Classification: General Adults (18 or older) Specific Classification: NONE Target Population 2: Primary Classification: N/A Specific Classification: N/A	
Exceptions	1. Full name and M number are allowed to validate quantitative research. 2. Online informed consent via Qualtrics is permitted.	
Restrictions	1. Mandatory ACTIVE adult informed consent. 2. Approved for ONLINE interaction only; NOT approved for in person data collection. 3. Identifiable data, such as, audio/video data, photographs, handwriting samples, financial information, address, driving records, social security number, M number, and etc., must be destroyed after data processing 4. Mandatory final report (refer last page).	
Approved Templates	MTSU templates: online informed consent scripts(s); and Non-MTSU format recruitment script for verbal inducement	
Comments	NONE	

Post-approval Actions

The investigator(s) indicated in this notification should read and abide by all of the post-approval conditions (<https://www.mtsu.edu/irb/FAQ/PostApprovalResponsibilities.php>) imposed with this approval. Any unanticipated harms to participants, adverse events or compliance breach must be reported to the Office of Compliance by calling 615-494-8918 within 48 hours of the incident. All amendments to this protocol, including adding/removing researchers, must be approved by the IRB before they can be implemented.

Continuing Review (The PI has requested early termination)

Although this protocol can be continued for up to THREE years, The PI has opted to end the study by 12/31/2020. The PI must close-out this protocol by submitting a final report before 11/30/2020. Failure to close-out may result in penalties including cancellation of the data collected using this protocol.

Post-approval Protocol Amendments:

Only two procedural amendment requests will be entertained per year. In addition, the researchers can request amendments during continuing review. This amendment restriction does not apply to minor changes such as language usage and addition/removal of research personnel.

Date	Amendment(s)	IRB Comments
NONE	NONE	NONE

Other Post-approval Actions:

Date	IRB Action(s)	IRB Comments
NONE	NONE	NONE

Mandatory Data Storage Requirement: All research-related records (signed consent forms, investigator training and etc.) must be retained by the PI or the faculty advisor (if the PI is a student) at the secure location mentioned in the protocol application. The data must be stored for at least three (3) years after the study is closed. Subsequently, the data may be destroyed in a manner that maintains confidentiality and anonymity of the research subjects.

The MTSU IRB reserves the right to modify/update the approval criteria or change/cancel the terms listed in this letter without prior notice. Be advised that IRB also reserves the right to inspect or audit your records if needed.

Sincerely,

Institutional Review Board