



Most in danger of dropping out. Need to be nurtured.

WHAT THIS STUDENT IS THINKING:

- Perhaps under-informed about the course and not convinced that the Pros outweigh the Cons.
- Not completely committed and may be defensive when pressured to change.
- Expect little support for their efforts and low confidence in completing the course.

Study Coach Principles

- Need to be less intensive as too much pressuring might see them give up. Perhaps weekly calls, but keep them brief and non-confrontational.
- Lectures don't work, the goal is engagement and improving commitment to the course.
- Once the "Pros" start to outweigh the "Cons" of committing to the course, you can help them start to plan.
- Acknowledge that they might have too many things going on in their life – so help them to prioritise. Consider their survey answers and address their concerns.
- Remind them of why they considered doing the course in the first place.
- Raise awareness of course requirements and success factors (e.g. finding private time and space in a regular schedule to study).

Study Coach Strategies

1. FOCUS ON THE "PROS"

Weigh the PROS of the course (eg 'sense of independence', 'future opportunities') vs the CONS (eg 'it will take time and energy and I might embarrass myself', 'fear of failure').

- Ask these students to name as many benefits of the course as they can (they'll typically name around 3. Keep these for future reference.)
- Let them know there are double or triple that many, and challenge them to name more.
- Then run through your list of the Pros of the course that they might have missed out.

2. ALIGN YOURSELF WITH THEM

Say "I felt like that when I first started a course...but I persevered and achieved it in the end. My family were very proud" etc. This makes you part of their "In Group" and what you say will have more credibility. Assure them that you are there for them.

3. BE FUTURE FOCUSED

Raise the student's awareness of what they can do when they've completed the course – how will they feel about themselves, what will others think of them, how will their completion improve things for others in their life?

4. START TO PLAN

Once they are starting to genuinely value what the course will do for them, you can start to plan:

- Identify the distractions in their life – what's likely to prevent them from finding enough study time. What are practical strategies for the student to make time and minimise distractions.
- Plan specific activities for the first part of the course.
- Set SMALL STEPS – highly achievable ones – and measure achievement of these. This will build a perception of "self-efficacy" in the student – they can achieve what they set their mind to.