

Handbook for coaches

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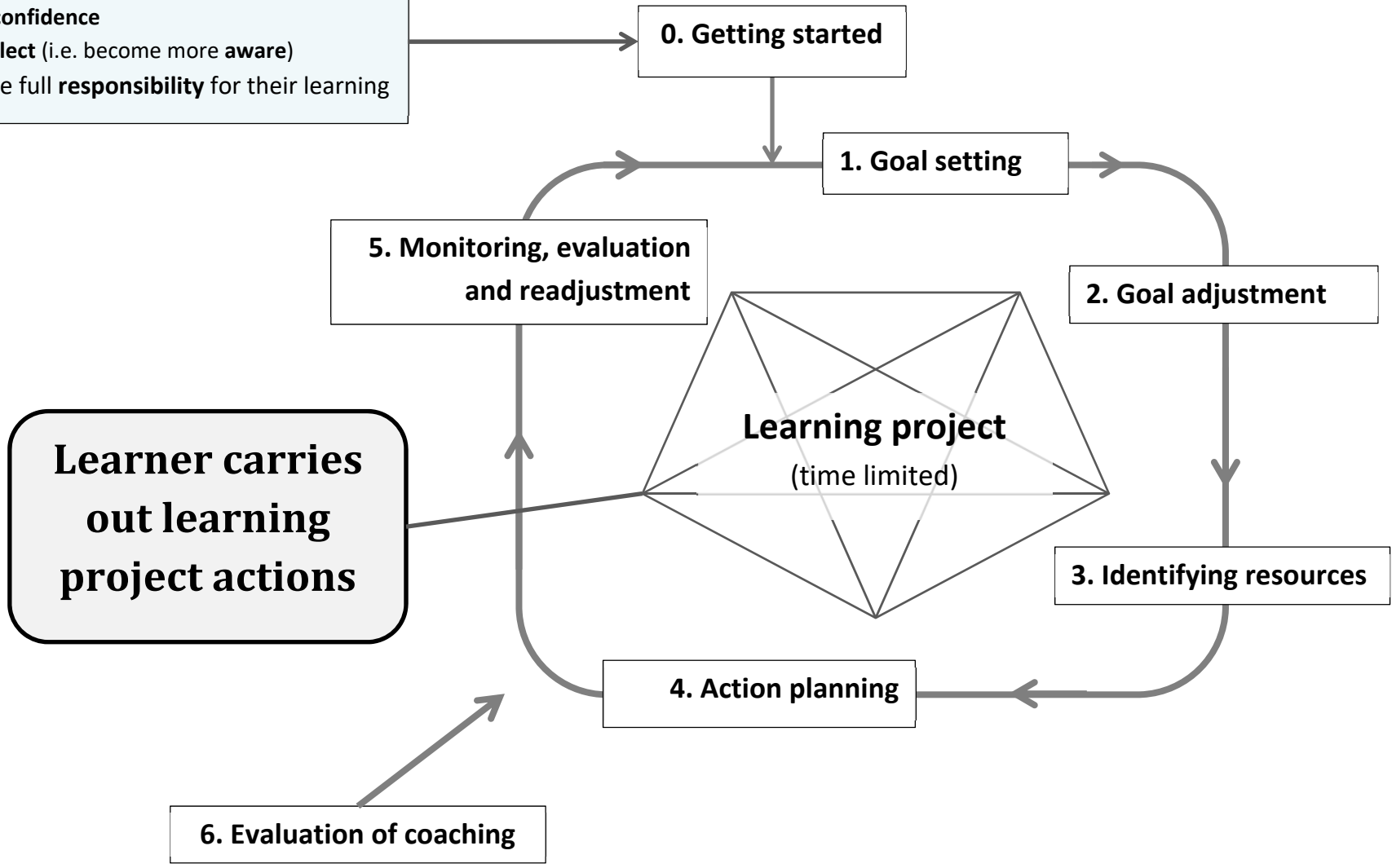
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Coaching

to support self-directed learning

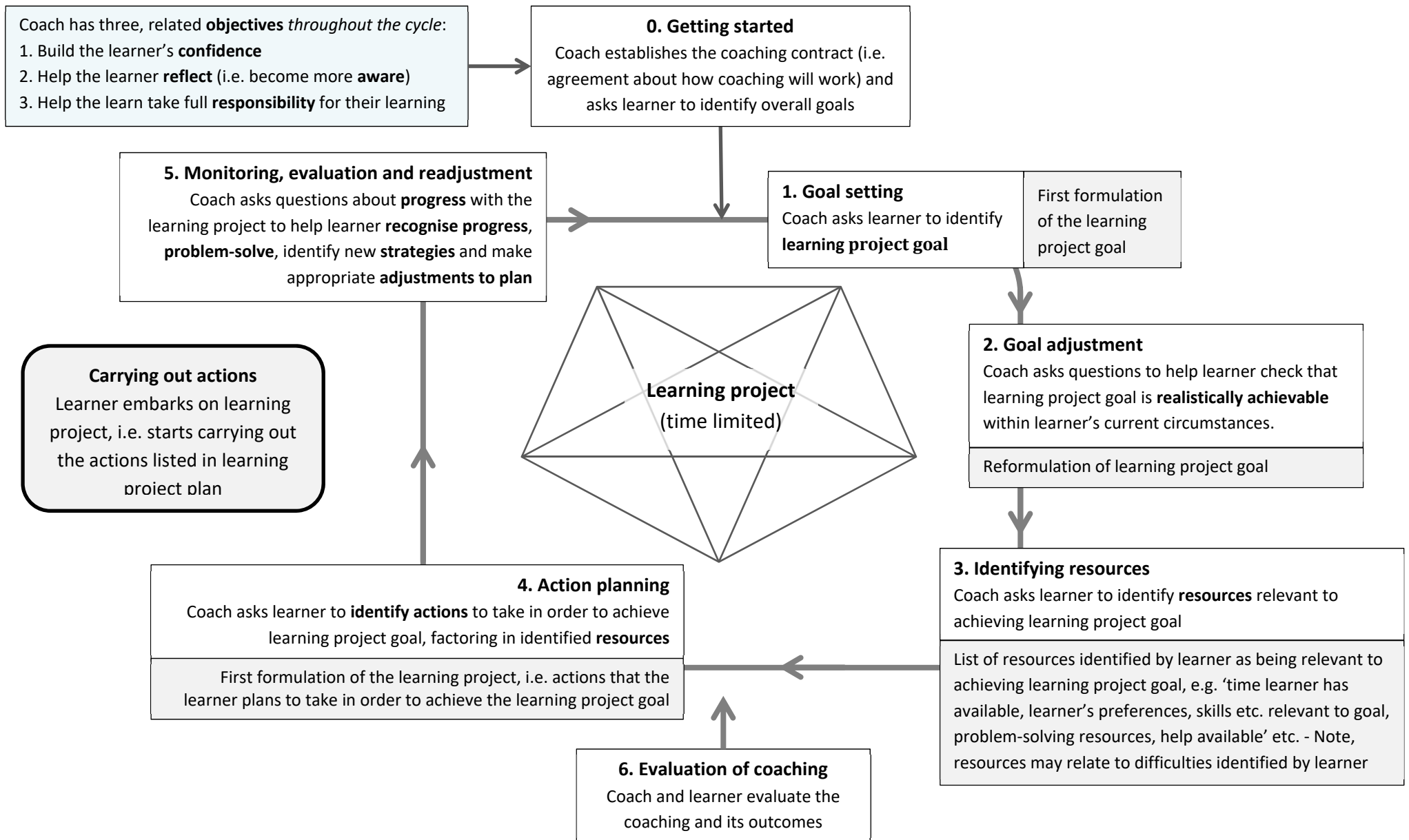
Three, related coaching **objectives** throughout the cycle:

1. Build the learner's **confidence**
2. Help the learner **reflect** (i.e. become more **aware**)
3. Help the learner take full **responsibility** for their learning



Coaching

to support self-directed learning



Useful coaching questions

Adapt questions to suit the learner, yourself and the situation, but note that your questions must be always be consistent with the threefold coaching goal:

- Building the learner's confidence
- Raising the learner's awareness
- Helping the learner take responsibility for their own learning.

Note on asking questions to raise awareness

Raise the learner's awareness by asking the learner to explain exactly what they mean. That will also help you to better understand the learner. Your questions must be genuine – i.e. when asking a question, you must be open to hear what the learner says. Avoid asking the learner leading questions, i.e. questions designed to get the learner to see things your way. Focus on helping the learner to become fully aware of their own choices and strategies. Avoid offering the learner what you think are short cuts to success; in the end, it is always quicker to go at the learner's own pace, however slow!

Coaching questions

What makes you say that? | What do you mean by that?

How do you feel about that?

Can tell me more, so I understand what you mean?

What is the real issue here? | Why is that important to you?

What else? [*This is one of the most useful coaching questions. Use it to encourage/challenge the learner to dig deeper, i.e. to think more about an issue or to come up with more ideas.*]

How will that help?

What might be a problem? / Why is that a problem? / What can you do about that?

What will you need to do? [*Follow up with e.g. What other things could you do?*]

What do you think you should do first/next/after that? | What might you need to do before that?

When will you do it? | How long will that take?

Is that realistic? [*Another very important question! Follow up with e.g. Why do you say/think that?*]

Are you 100% sure you will do that? Why not 100% sure? [*This question is about how much the learner is willing to commit to doing what they say they intend to do – i.e. it is about taking responsibility.*]

Last week you told me... What happened? | How did it go? Why?

What stopped you from doing more?

Can you think of a time in the past when you had a problem like this? How did you solve it?

Does your goal/plan still make sense? | Do you need to think about your goal/plan again?

What could I do to support you?

Is there anything else you want to talk about now or are we finished?

What does an effective coach do?

Here is a short list of coaching competencies.

1. The coach establishes rapport with the learner. This includes

- Treating the learner as an autonomous adult, responsible for their own learning
- Recognising and respecting their own and the learner's (culturally bound) motives, values, beliefs, needs.

2. The coach communicates effectively with learners who have limited language skills.

3. The coach makes flexible use of the whole coaching process during the sessions: getting started, goal adjustment, identification of resources, action planning, carrying out actions by the learner, monitoring, evaluation and readjustment.

4. The coach encourages the learner to identify their own learning goals, strategies and actions, then to trial those strategies and actions - accepting 'failure' and learning from it. The coach demonstrates respect for the learner's choice of goals, strategies and actions, and shows trust in the learner's ability to refine and develop their goals, strategies and actions.

5. The coach asks questions that raise the learner's level of awareness (including self-awareness) and help the learner take responsibility for their own learning. The coach does this by asking different types of questions, calibrated to the learner's language and approach to learning; and by summarizing and paraphrasing the learner's responses.

6. The coach supports the learner (primarily by questioning) to reflect and evaluate the learning process.

7. The coach challenges the learner, in ways that are supportive and constructive, when helpful to the learner's progress.

8. The coach builds the learner's confidence and reinforces the learner's sense of self-efficacy at all times, including by recognising and drawing the learner's attention to learning progress, including small steps, and helps the learner connect this progress to their own learning effort.

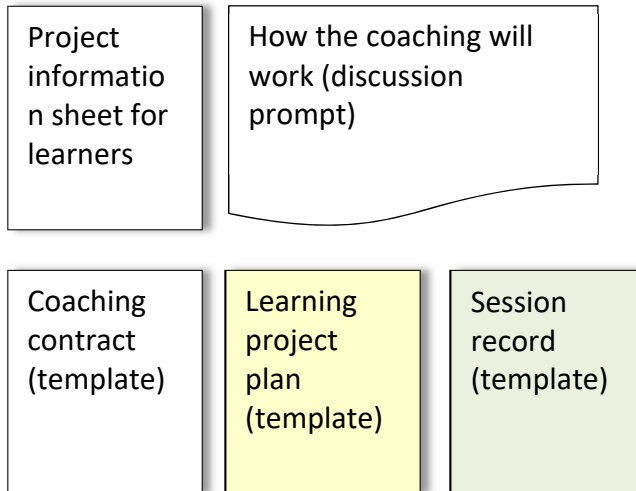
9. The coach elicits feedback from the learner and critically reflects on and evaluates their own coaching skills and behaviour.

Pilot overview

Meeting 0/1

Tasks:

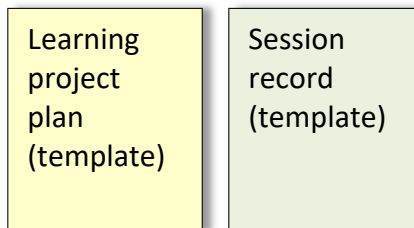
Discuss how coaching works
Agree coaching contract
Introduce learning project plan
? Complete learning project plan
and/or session plan/record



Meeting 1/2

Tasks:

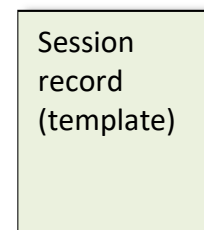
Complete learning project plan
Complete session plan/record



Meetings 3-11

Tasks:

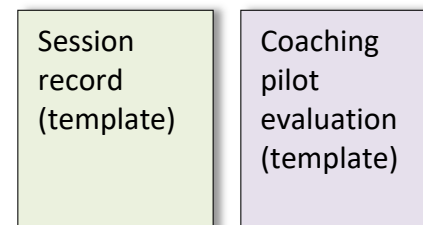
Complete session plan/record



Meeting 12

Tasks:

Audio record session (if agreed)
Complete session record
Complete evaluation



Developing a coaching contract

You will need to agree with your learner how the coaching will work. Here is a prompt to help you.

What is coaching?

Coaching is where someone helps you plan and carry out a learning project of your choice.

How is coaching different from teaching?

With teaching, a teacher tells you what to learn and how to learn it. The teacher is in charge of your learning. With coaching, you choose what to learn and how to learn it. The coach helps you to think about how to do this, but you make the decisions. You are in charge of your learning.

How does the coaching work?

You choose a learning project to help you develop your English. You then get 12 sessions with your coach to help you plan and carry out your learning project. The aim of the coaching is to help you find ways to improve your English that really work for you. Each session, you will sit down with your coach and talk about how you are getting on with your learning project. Your coach will listen, asks helpful questions and encourage you.

Important point: The job of the coach is to help you find good ways to learn. Your coach will not be teaching you English! You do the learning outside of our sessions.

Coaching works as a partnership between us. You choose something to do with [e.g. communication/English/writing etc.] that you want to work on – it might relate to a problem or it might just be something that you want to do better – and I help you think through the best way to do.

I can't tell you, because I don't know! What seems like the best way to me might not be good for you. So my job is to help you find the way that works best for you.

I do that just by asking you questions. My questions help you find the way that works best for you.

Anyway, that is the idea! This is new to both of us, so I will be relying on you to help me learn, too. That's why it really will be a learning partnership!

Shall we give it a go?

OK. Before we think about what learning you would like to focus on for the coaching, I'd like to understand more about why you want to improve your English.

What is your plan in life?

How will speaking English better help you achieve your plan?

[Use what the learner tells you about their life plan to help them develop a realistic learning project that is relevant to their larger life goal.]

Tip

As soon as possible, have a conversation with the learner about other things they have successfully learned to do/problems they have successfully solved. The aim of this conversation is (a) to help you understand how they approach/understand learning (i.e. as a process) and what strategies they use; (b) to build their confidence in their own ability to learn.

Learning project planning sheet

Learner name:

Date (DD-MM-YY):

Coach name:

Project plan Please include (1) learning goal, (2) reasons for choosing goal, (3) learner's measure(s) of success, (4) difference achieving goal will make to learner, (5) steps learner plans to take to achieve goal (with time frame for each step), (6) resources, (material, human) learner will draw on, (7) obstacles/problems learner foresees, (8) solutions learner proposes, (9) support learner wants from coach

Learner signature/initials:

Session record sheet

1. Learner name:

2. Date (DD-MM-YY):

3. Coach name:

4. Session duration (HRS-MINS):

To be completed at the start of the session

5. What is the focus of this session? (What does the learner want to talk about?)

6. What is the goal of this session? (What does the learner want to get out of the session?)

To be completed at the end of the session

7. What issues were discussed?

8. What action has the learner decided on – and for what reason(s)? What is the time frame for this action?

9. How will the coach follow-up on the learner's decision?

Session record sheet

Session evaluation

10. How useful was today's session – and for what reason(s)? (*Things to consider: Progress towards goals, new insights and awareness, learning [by learner and/or coach] about how to make good use of coaching, etc.*)

Learner's view:

Coach's view:

11. Is there anything else you would like to say about today's session?

Learner:

Coach:

Learner signature/initials:

Thanks for your time!

Coaching evaluation sheet

Learner name:

Date (DD-MM-YY):

Coach name:

End-of-pilot evaluation Possible questions for discussion: (1) What have we learned from our sessions together? (2) What value have we found in these sessions? (3) What has been the most rewarding thing about these sessions? (4) What has been the most difficult thing? (5) If a friend asked whether this approach was worth trying what would you say? (6) Would you like to go on using this approach? – plus, for all questions: What are your reasons for saying this?

Learner views

Coach views

Learner signature/initials:

Prompt for reflection/self-evaluation by coach

1. To what extent and in what ways did my coaching help the learner to become more

- Confident
- Aware
- Responsible?

What are my reasons for thinking this?

2. To what extent and in what ways were the questions I used effective?

What are my criteria for judging a question 'effective'?

3. To what extent and in what ways did I listen actively, i.e. really hear what the learner saying?

What are my reasons for thinking this?

4. How effectively did I use the coaching model to sequence my questions?

G – Goals: What do you want?

R – Reality: What is happening now? [Also, Resources: Who and/or what might help]

O – Options: What could you do?

W – Way forward/Will: What are going to you do? How committed are you?

What are my reasons for thinking this?

5. What should I try to do better in my next session?

What are my reasons for thinking this?

What action should I take now to help me do this?