

Transformative Coaching: A Framework for Improving Trainee Performance

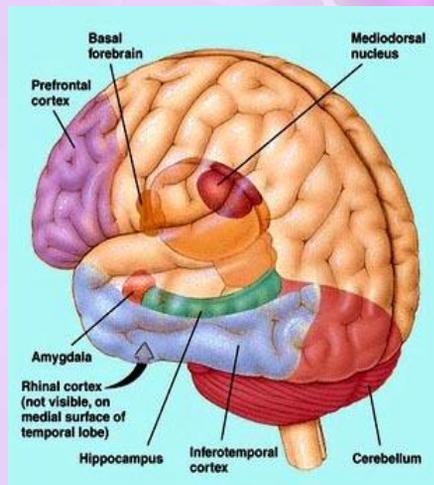
6th December, 2013. 3.45-4.30pm

John Perry, MA, MA, MA, MSc, FHEA



Survival Mode vs Competency Mode

- Competency mode requires access to the prefrontal cortex, which allows for reflection, planning, introspection, imagination, a sense of morality, etc.
- In survival mode, strong emotions hi-jack the prefrontal cortex and so you can't do these things
- Decision as to whether to go into survival or competency mode is made by the amygdala – based on an appraisal of threat

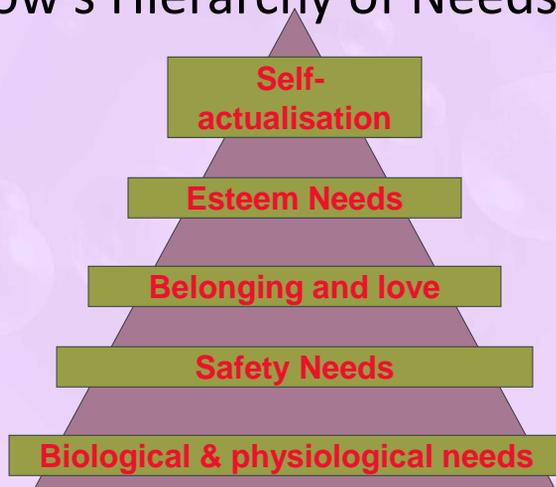


Coaching has to be done in Competency Mode

- If coachees are in survival mode, they have to be helped back into competency mode before coaching can begin
- There can be degrees of going into survival mode, from mild, to moderate, to severe
- A good indicator can be how coachees respond to negative feedback (in survival mode, this is often experienced as “shameful” or as an “attack” – indicating that needs for safety and security are not fully met)
- This can be particularly important where coaching is offered in an attempt to redress identified performance deficits
- It is important to reassure coachees and to make the criteria against which they are being evaluated explicit



Maslow's Hierarchy of Needs



Adult Learners

like to..

- set their own learning objectives
- understand concepts and principles
- solve problems (rather than learn facts)
- experiment with newly acquired skills
- receive feedback

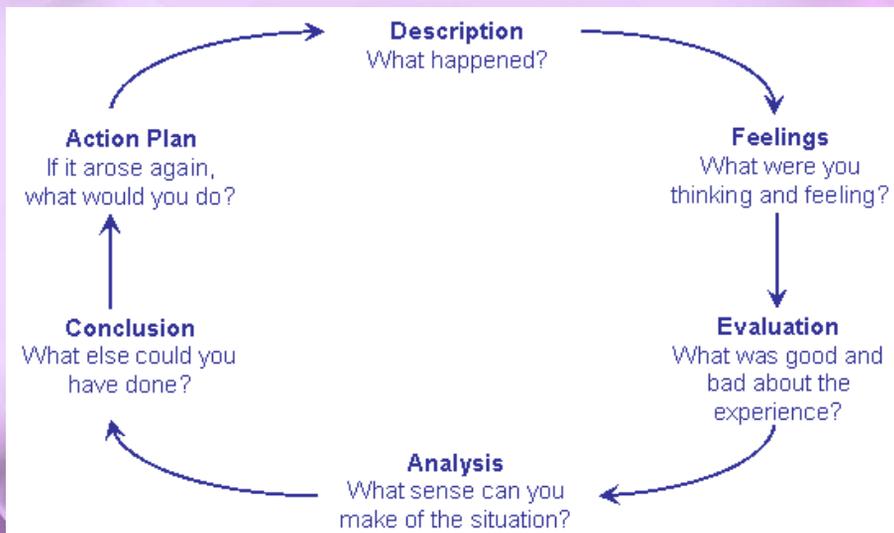


- Think back to being a trainee teacher...

- What was it like?
- What did you struggle with?
- What would you do differently?



Gibbs' Reflective Cycle



Task: In Pairs

- Think about a learning situation or event where something went wrong or nearly went wrong (near miss)
- Apply Gibbs' Reflective Cycle to facilitate reflection (one act as coach asking other person questions as above).

Metaphor

Metaphor simply means 'understanding one thing in terms of another' (Lakoff and Johnson)

It is now recognized that people do a great deal of their thinking and understanding by using metaphor

Metaphors make ideas more tangible and bundle a lot of information into a small package

Exercise: All stand. Which of the following can you do?

- PUSH your chair, the boundaries, yourself...
- BE CLOSE TO another person, a loved one, a solution
- MAKE a sound, yourself happy, a difference, time.....

Small Change: Coins Exercise

To elicit coachees' metaphors simply ask '*And that's ...X...like what?*'



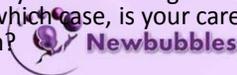
Metaphors in Reflection

- If the profession of teaching were an animal, what kind of animal would it be: slow moving/fast-moving? Dangerous/scary? Comforting/nurturing? Etc.



Your Teaching Career as a Journey

- A common metaphor of a working life is as a journey.
- Think of your teaching career as a journey. Working with a partner, take it in turns to explore each other's metaphorical working life as a journey by asking questions such as:
 - Are you the driver of your career, or are you a passenger? Or, perhaps you share the driving?
 - If your career were a car, what sort of car would it be? (A sleek sports car, a sensible saloon, a border-line M.O.T. pass..., etc)
 - What sort of road are you on? If a motorway, are you in the fast lane, slow lane or middle lane? How do you feel about cars that overtake you? (Or do you drive flat out so that they can't) How do you feel about cars that you overtake? Are you an aggressive or a patient driver? Do you have a clear sense of where you're heading? Or are you lost? Or driving without a map? Do you sometimes feel that you are low on petrol? Or heading for a crash? Or going round and round a roundabout, unable to decide which exit to take?
 - Perhaps a better metaphor for your career is a bicycle. In which case, are you travelling uphill or downhill? Free wheeling or pedalling furiously? Are you cycling alone or carrying others with you?
 - Or perhaps your working life feels more like a train ride, with the tracks laid down in advance. Or perhaps you are soaring overhead in a 'plane? Or maybe you are on foot – in which case, is your career a brisk walk? A steady jog? A sprint? Or a marathon?



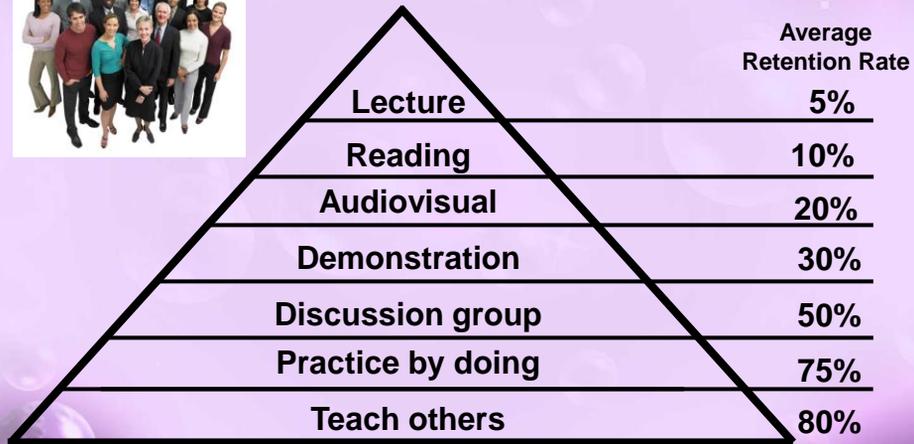
Learning a Practical Skill

“Think of some of the practical skills you have learnt (eg. driving, learning a musical instrument, swimming, cooking, etc.)

- How did you learn these skills?
- What aided your learning?
- What hindered your learning?”



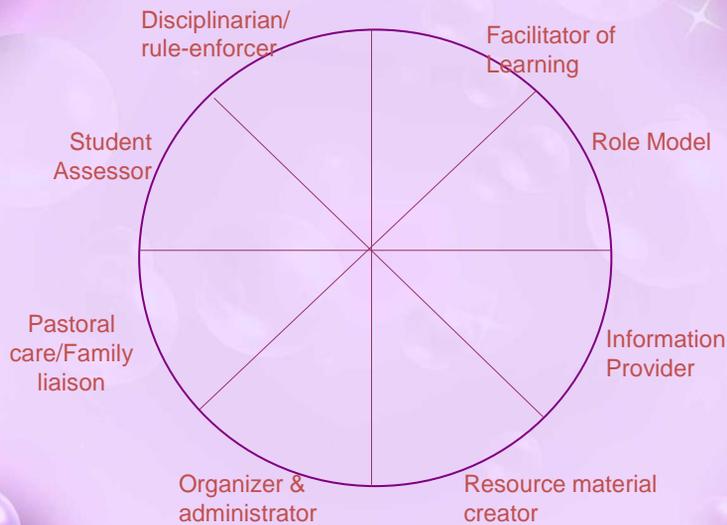
The Learning Pyramid

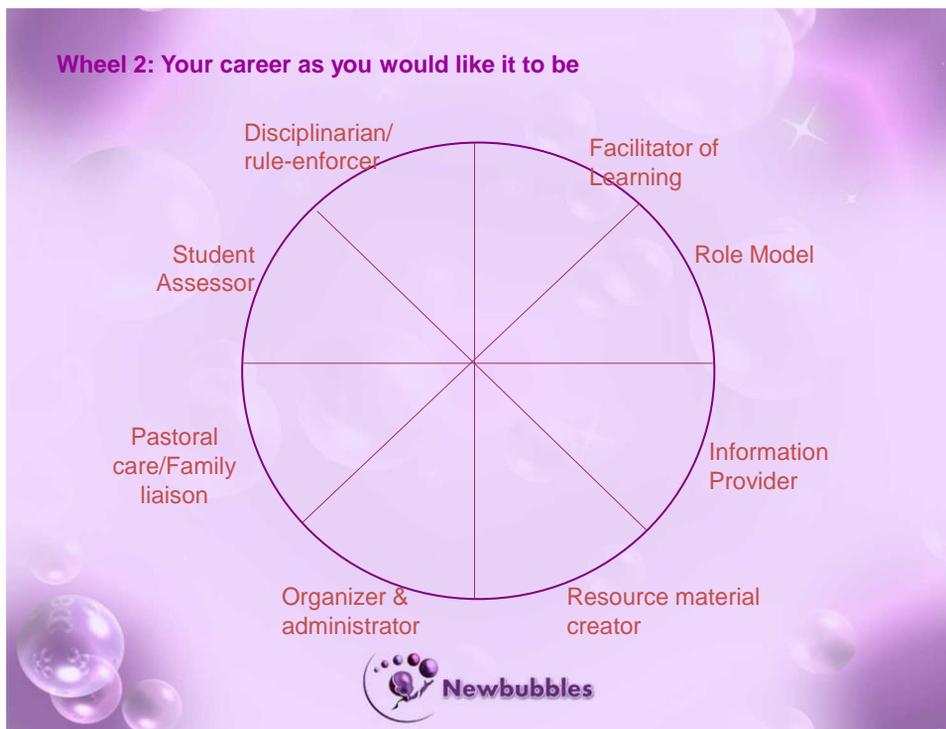


National Training Laboratories, Bethel, Maine, USA



Wheel 1: Your career as it is now





Towards Solutions!

The GROW Model

G represents your **GOALS** – What do you want to achieve?

R represents your **REALITY** – What is happening right now?

O represents your **OPTIONS** – What could you do?

W represents your **WILL** – What **WILL** you do?

 **Newbubbles**

What am I talking about?

A newspaper is better than a magazine. A seashore is a better place than the street. At first, it is better to run than to walk. You may have to try several times. It takes some skill but it's easy to learn. Even young children can enjoy it. Once successful, complications are minimal. Birds seldom get too close. Rain however, soaks in very fast. Too many people doing the same thing can also cause problems. One needs lots of room. If there are no complications, it can be very peaceful. A rock will serve as an anchor. If things break loose from it, however, you will not get a second chance.

