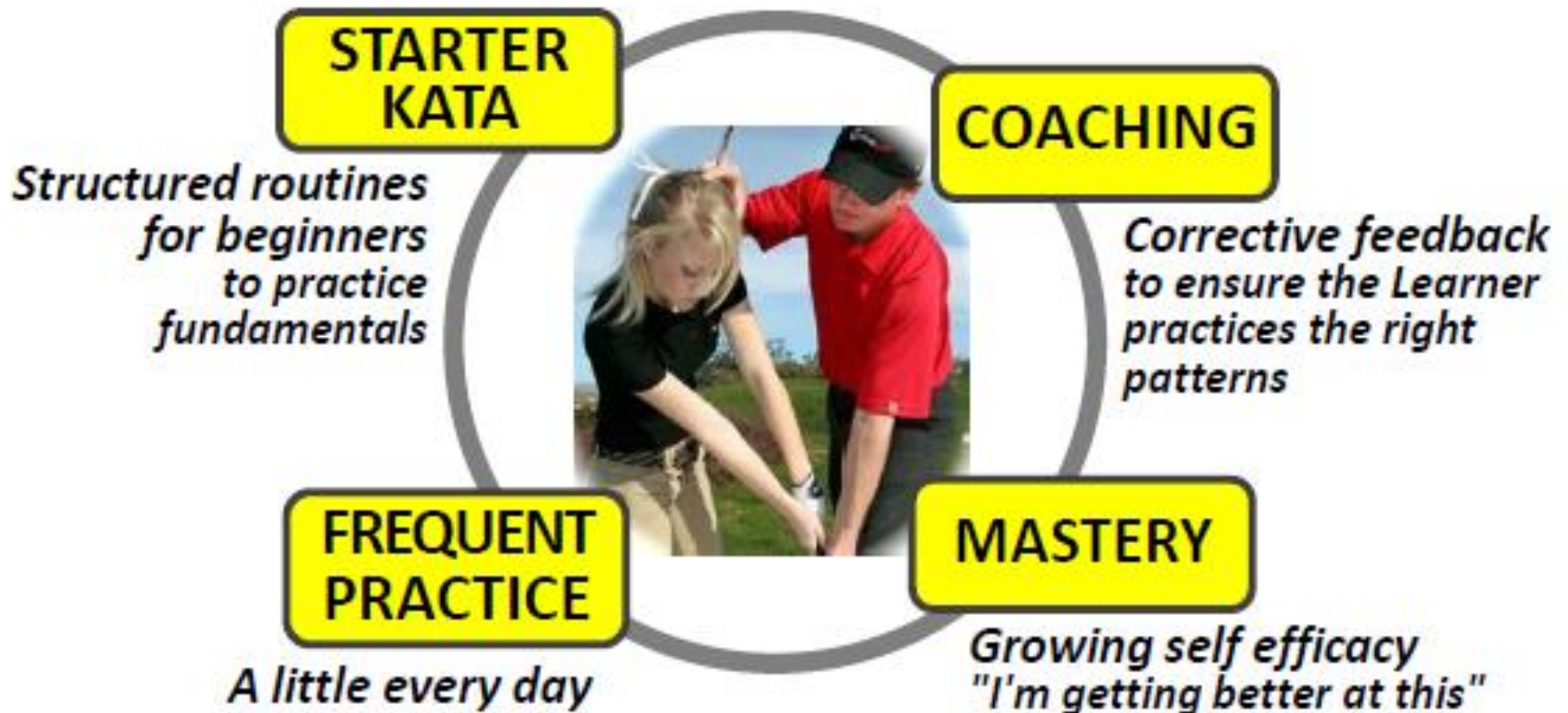


Coaching

Some Ingredients for Skill Building from Brain Science:



Coaching

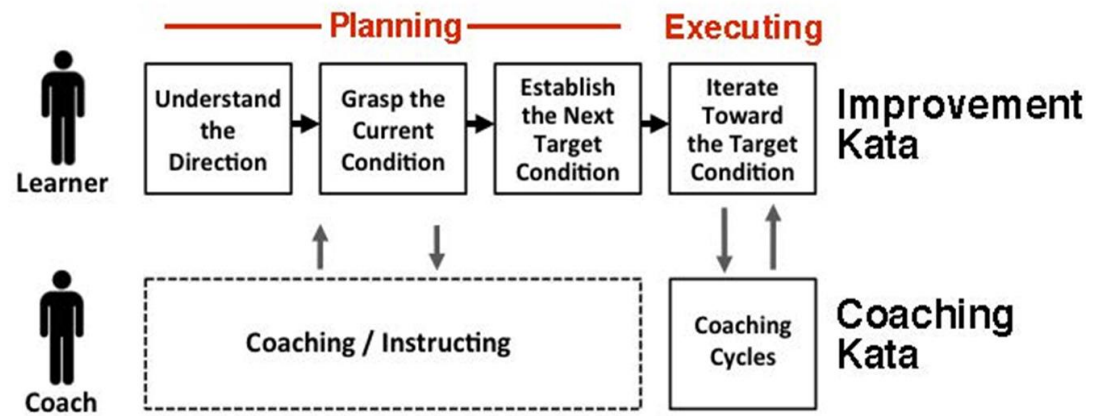
What do you think?
Any errors?

What is the Role of a Coach?



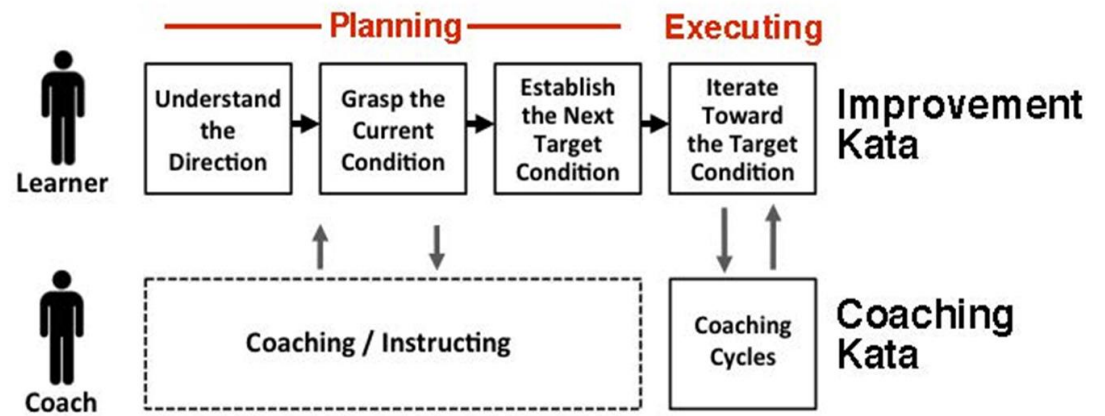
What is the Role of a 2nd Coach?

Role of Coach



- Manage the Learner's practice for developing scientific thinking and mindset
- Learner wants to use Improvement Kata pattern
 - Learner's success and joy with achieving TCs, overcoming obstacles
- Cope with emotional setbacks, discomfort

Role of Coach



- Gives procedural advice on “how” the learner works toward TCs (i.e. scientific thinking)



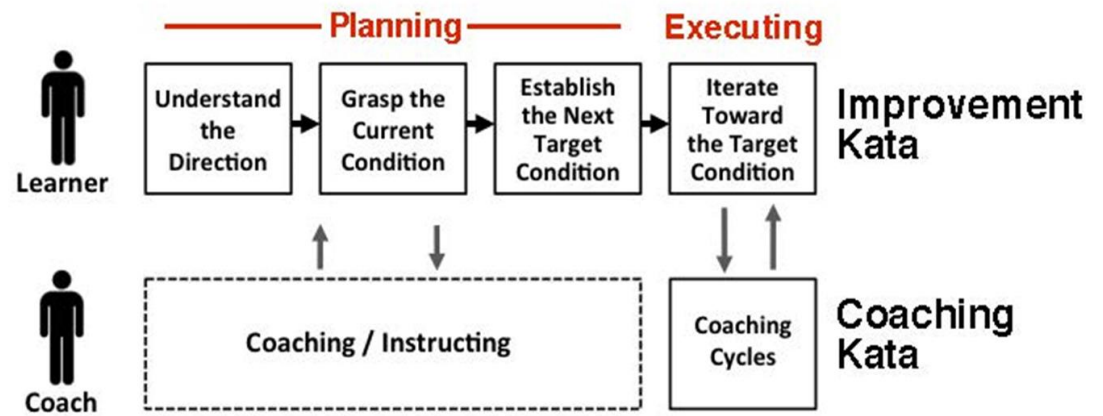
- Discover “how” the learner is **thinking** & working – how does the coach do this?

ASK YOURSELF



- 1** How does the Learner seem to be thinking?
Observe, ask and listen.
- 2** What *thinking* pattern do I want to see at this point?
Think about the Improvement-Kata pattern from your own experience applying it.
- 3** Is a course adjustment necessary? What Improvement-Kata *behavior* pattern do I want the Learner to practice next?
Correct at this point, or let the Learner fail and then instruct.

Role of Coach



- Discover Knowledge Thresholds
 - Imprecise words =>>>> go and see
 - This is the moment to think and act scientifically
 - “What do we need to learn next?”
 - “How can we test it?”
- After observing and listening to responses to questions
 - May be directive on the next procedural step
 - To teach the pattern

Read what you see

HUMPING TO CONCLUSIONS



You this read wrong.

Let's Practice

- Did the coach discover the Learner's knowledge threshold? Did you?
- Do you understand how the learner is thinking? (i.e. scientific thinking)
- What one thing would you have the coach work on? The learner?

Coaching Script

1. What is the target condition?
 - Help me understand how the target condition is connected to the Challenge.
2. What is the actual condition now?
 - How does that compare to the target?
3. What obstacles do you think are preventing you from reaching the target condition?
 - Which element of the current condition will each of these obstacles address to move you to the target condition?
4. Which one are you addressing now?
 - How did you choose that obstacle to work on?
5. What was your last step?
 - Help me understand how that step is connected to what you learned on the previous step.

Coaching Script

6. What did you expect?
 - What led you to expect that?
7. What actually happened?
 - What specifically did you observe?
8. What did you learn?
 - What do your observations or data lead you to believe for each part of your expectations.
9. What is your next step?
 - How is that linked to what you learned on the previous step?
 - What data will you collect?
10. What do you expect?
 - How will you know?
11. When can we go and see what we have learned from taking that step?



THE COACH'S NOTEBOOK

Maintain a notebook record of your coaching cycles, to keep track of key-point reminders for your next coaching cycle with a Learner. It's useful to have a single book for recording items such as the following:



EXAMPLE NOTEBOOK PAGE FORMAT

Learner:

Coaching cycle date:

Start and end time:

Focus Process:

Learner's next step:

What are your impressions of the Learner's current approach to applying the Improvement Kata?

What aspect of their IK procedure should the Learner work on improving between now and the next coaching cycle? (Feedback given to Learner)

Other notes:





STAGES OF YOUR COACHING-KATA PRACTICE

You're going through a coaching-skill learning process

STAGE 1: INSTRUCTING (Practice the Coaching Kata exactly)

At first you repeat the forms with discipline, executing the Kata without variation. It may feel awkward when you start, but as you go through repetitions it becomes more flowing.

Any time you learn a new skill you're a beginner in that area, which means starting with some repetitious exercises.

STAGE 2: COACHING (Personalize your Coaching Kata practice)

Once the basic forms have been absorbed and can be executed successfully you can make modifications to your practice. You now appreciate and use the Kata because you understand the technical wisdom -- the "why" -- within them, and you adapt the patterns to your situation.

STAGE 3: COUNSELING (Intuitive operating)

At this stage you've absorbed the patterns of the Kata to such an advanced level that you can be creative and unhindered -- spontaneous and efficient -- while still working within the principles. The underlying truth of the Kata remains, but you almost forget the technique and aren't limited by a conscious thought process. Your mind can now operate on a higher level than previously possible.



GIVING FEEDBACK TO THE COACH

Feedback guidelines, 2nd Coach --> Coach

2nd
Coach

Give feedback to the Coach *after* the coaching cycle. Ask if they prefer feedback with the Learner present or in private.

1) Ask the Coach for their impressions of the coaching cycle:

- How do you think the coaching cycle went?
- Is the Learner working at their Threshold of Knowledge? How can you tell?
- What did you want to pay particular attention to in this coaching cycle?

2) Give your feedback on the coaching cycle, but do not make value judgements. Focus on concrete observations you made.

- I observe that...

3) What is the Coach concentrating on for the next coaching cycle?

- What do you want to pay particular attention to in the next coaching cycle with this Learner? (Just one point please!)
- How do you hope this will influence the Learner?

Questions by Bernd Mittelhuber

Agree on the date & time for next coaching cycle to be observed

COACHING CYCLE OBSERVATIONS		Process:
		Date:
Coach:		Learner:
		Start/End:
Question	COACH	LEARNER
<i>Review Challenge</i>		
Q1: Target condition?		
Q2: Actual condition now?		
Reflect: PDCA Cycles Record		
Q3: Obstacles? Which one?		
Q4: Next step? PDCA Record		
Q5: When see what learned?		
What is the knowledge threshold?		Impressions:
Key point(s) for this Coach to practice next:		Next coaching cycle:

The Dreyfus Model of Skill Acquisition

Five levels of progress in learning a skill

Stage		Characteristics	Standard of Work	Autonomy
5	Expert	No longer relies on rules / guidelines / maxims Grasp of situations & decision making intuitive Vision of what is possible	Excellence achieved with relative ease	Able to take responsibility for going beyond existing standards and creating own interpretations
4	Proficient	Sees what is most important in a situation Perceives deviations from the normal pattern Maxims vary according to situation	Fully acceptable standard achieved routinely	Able to take full responsibility for own work, and coach others
3	Competent	Copes with crowdedness Sees actions partially in terms of LT goals Has standardized and routinized procedures	Fit for purpose, though may lack refinement	Able to achieve most tasks using own judgement
2	Advanced Beginner	Action based on attributes or aspects Situational perception still limited All aspects are given equal importance	Straightforward tasks likely to be completed to an acceptable standard	Able to achieve some steps using own judgement, but supervision needed for overall task
1	Novice	Adherence to rules or plans Little situational perception No discretionary judgement	Unlikely to be satisfactory unless closely supervised	Needs close supervision or instruction

Adapted from: Dreyfus, Stuart E., *Formal Models vs. Human Situational Understanding: Inherent Limitations on the Modelling of Business Expertise*, University of California, Berkeley, 1981

- **The model measures skill, not the person**
- **The learner can work more autonomously, and coach others, when s/he gets to higher levels of experience**

Developing Coaches

What behaviors are we looking for?

- Asking the 5 Questions:
 - Novice: does not follow the five coaching questions
 - Advanced beginner: follows but may forget a step occasionally
 - Competent: follows the five Q plus adds clarifying questions and provides feedback

Developing Coaches

What behaviors are we looking for?

- Threshold of knowledge:
 - Novice: Does not assess learner
 - AB: Adds questions to determine ToK but makes no course correction
 - Co: Determines ToK and provides course correction through feedback
- Experiments:
 - Novice: allows multiple variables changed at one time
 - AB: Beginning to guide to single factor experiments
 - CO: Single factor experiments

A COACHING KATA SKILL-LEVEL SCALE

Coach:		2nd Coach:		
Stage	Level	Description	Autonomy	Assessment & Planning
3	Expert Not everyone reaches this level	<ul style="list-style-type: none"> • Intuitive grasp of coaching based on deep, practiced understanding • Direct, yet supportive • Coaching conversations are natural; learner doesn't notice being coached • Sought after for coaching advice 	2nd Coach needed occasionally	Not everyone reaches this level
	2	Proficient	<ul style="list-style-type: none"> • Clear perception of learner's gaps or weaknesses • Uses coaching to guide: adapts to the situation, asks meaningful questions • Ability to assess learners preferred learning style (auditory, visual, kinesthetic) • 2nd Coach capability 	2nd Coach needed periodically
Competent		<ul style="list-style-type: none"> • Capable of sensing learners uncertainty level and knowledge threshold • Consistently coaches learner with a repeatable pattern • Coaching embedded in normal daily work 		
1	Advanced Beginner	<ul style="list-style-type: none"> • Narrow "development perception"; recognizes need for 2nd coach • Becoming comfortable providing feedback to learner • Beginning to observe and listen more (vs. talk and advise) • Asks some probing questions to gain insight 	Must have a proficient 2nd Coach at each coaching cycle	
	Novice	<ul style="list-style-type: none"> • Rigidity in asking questions / uses closed ended questions • Lack of discipline to follow a pattern and recognize its importance • Focuses on results (command and control) • Not able to hear and identify when learner has hit a Threshold of Knowledge 		

Scale by Yvonne Muir, Jennifer Ayers & Julie Simmons