

Coaching and Intervention Handbook

Coaching For Performance by John Whitmore, a reader

Coaching is...

Coaching is “unlocking people’s potential to maximise their own performance... helping them learn, rather than teaching them,” (pg10). “A coach recognises that the internal obstacles are often more daunting than the external ones,” (pg10) because “most perceived external obstacles have a major internal component” (pg 154) so the coach therefore strives for “a supportive relationship between the coach and the coachee,” (pg9). To solve problems and plan and execute effective solutions. A coach is “patient, detached, supportive, interested... perceptive.” (pg 41)

Beliefs about student potential

Coaching does not require subject specific expertise; “...good coaching... can and should take the performer beyond the limitations of the coach’s own knowledge.” (pg12). A coach’s effect on students will depend on their “beliefs about human potential,” (pg14); coaches must think of students “in terms of their potential, not their performance.” (pg 14). A coach must “release the desire to control [students] or to maintain their belief in our superior abilities. One of the best things we can do for them is assist them in surpassing us.” (pg 18).

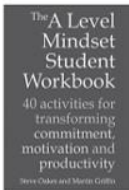
Influence, not control

A coach creates an environment in which students are, “trusted, allowed, encouraged and supported to make their own choices and decisions.” (pg 19). “Self-belief is not met by prestige and privilege... It is built when someone is seen to be worthy of making choices.” (pg 111) “Offering the learner more choice...” is a key way of “...unlocking all kinds of hidden potential.” (pg 33) “It builds self-reliance, self-belief and confidence, and self-responsibility.” (pg 35) “Commanding, demanding, instructing and persuading with threats... cannot produce sustainable optimum performance...” (pg 95) so should be used in a minority of cases.

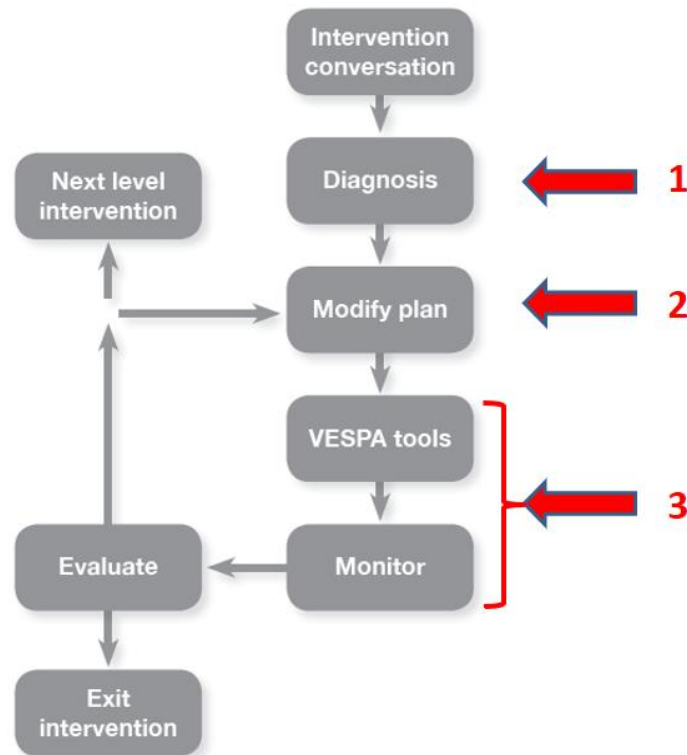
Coaching conversations build awareness and responsibility

“Higher than normal focussed attention leads to higher than normal performance.” (pg 37) Aim to help the student gather and perceive “the relevant facts and information” (pg 34) A coach is “...a sounding board.... a facilitator... an awareness raiser.” (pg 41) Raising awareness is about quantifying/gathering facts, so avoid asking for analysis; “...analysis (thinking) and awareness (observation) are dissimilar mental modes that are virtually impossible to employ simultaneously.” (pg 47) “When we truly accept... responsibility for our thoughts and our actions, our commitment to them rises and so does our performance.” (pg 37) “Telling someone to be responsible for something doesn’t make them feel responsible for it.” (pg 39)

The Process



The Coaching Process



1: Diagnosis (pronoun: "You")

Try and establish motive: "What's the purpose of studying these courses, for you?" and goal "What grades would you like to achieve by the end of these courses?" as well as current reality, "What are you finding hard about study at this level?"

"The good coach will be inclined to follow the interest or chain of thought of the coachee, whilst... monitoring how that relates to the subject as a whole." (pg 70). Use the questions which follow to go deeper. Watch out for "false reality syndrome... 'I will tell you what I think you want to hear'" (pg 70) and go for "facts and figures, incidents that occurred, the actions taken, the obstacles overcome, the resources and people available..." (pg 71) – think grades, attendance, progress. Coaching "addresses cause, not merely symptom." (pg 75) Avoid "value judgement of the work such as 'great', or 'lousy' ..." and aim for a "detailed, non-judgemental description..." (pg 124)

2. Planning, modifying planning (pronoun: "We")

The aim is "not to find the right answer but to create and list as many alternative courses of action as possible." (pg 79) "...it may be necessary to re-examine the list by noting the benefits and costs of each course of action." (pg 82) Don't add ideas without permission. Offer input without undermining self-belief with, "I have another couple of options. Would you like to have them?" (pg 82)

3. VESPA tools and commitments (pronoun: "You")

VESPA tools discussed and/or demonstrated. Then responsibility is handed over, helping the student to "optimal clarity and commitment to action." (pg 18) What are you going to do? Will this action help? What support might you need? A good one is, "Rate on a scale of 1-10 the degree of certainty you have that you will carry out the actions agreed." (pg 87) Then modify to get a higher score.

VISION	EFFORT	SYSTEMS	PRACTICE	ATTITUDE
<p>What does success look like for you?</p> <p>What do you consider to be 'good grades'?</p> <p>Describe what a great report home from your teachers would say.</p> <p>Which University do you want to go to?</p> <p>What do you want to do next? What if you don't get the grades? What other options are there?</p> <p>What do you wish for in life?</p> <p>What would be the best you will achieve after school?</p> <p>What OBSTACLES do you think you may have to overcome while at school?</p> <p>Where do you see yourself in ten years time?</p> <p>How much do you think you are wanting to achieve for yourself or for other people?</p> <p>Do you ever compare yourself to other people (envy/jealousy)? Who would you like to be?</p> <p>What stage of your life are you most looking forward to?</p> <p>What's the worst that could happen if you don't ____?</p> <p>Short/medium/long term goals – to achieve AS – in life?</p> <p>Where do you see yourself next week/month/year?</p> <p>What do you want to achieve in the next year?</p> <p>What do you want out of your life?</p> <p>Who do you admire?</p> <p>What do you wish to achieve by the time your course ends?</p> <p>What do you wish to do after FT education?</p> <p>What would be important to you in a job?</p>	<p>How many hours a week of independent study do you currently do?</p> <p>How many hours have you studied for <u>this week</u> outside the classroom?</p> <p>Do you think you are working hard enough?</p> <p>How much work would you have to do in order to feel satisfied?</p> <p>What should you be doing... that you know you're not?</p> <p>When working how do you know you have done enough?</p> <p>Do you think you could spend more time studying?</p> <p>Do you work more or less than your friends?</p> <p>Do you think you make enough effort in ---?</p> <p>Which subject do you work the hardest on? Why do you think this is?</p> <p>Is your goal achievable with your present effort?</p> <p>How much effort do you see yourself putting in to achieve your wish in life?</p> <p>What amount of effort deserves a reward?</p> <p>What is your best time of day for working?</p> <p>If you had an extra hour every day, how would you end up spending it?</p> <p>Name a student who works harder than you. What do they do?</p> <p>How do you use your 'study periods'?</p> <p>What is the biggest obstacle to your progress?</p> <p>What do you normally do during your study periods?</p> <p>Where do you normally spend your study periods?</p> <p>On a scale of 1-10 how much effort are you putting in?</p>	<p>If you could change one aspect about the way you work – what would it be and how would you change it?</p> <p>How do you feel on a Sunday night?</p> <p>Ready for the work ahead or not? How do you make sure?</p> <p>How do you decide what you need to revise?</p> <p>How do you prioritise what needs to be done?</p> <p>On a scale of 1-10, how would you rate yourself in terms of organisation?</p> <p>Do you still work in the same ways as you used to?</p> <p>What is good about these ways?</p> <p>What isn't working and why?</p> <p>What new ways have you adopted?</p> <p>How do you tackle writing an extended response to a difficult question if you're given a week to do it?</p> <p>How do you record H/W tasks?</p> <p>What do you do with work you get back?</p> <p>Show me a file you are proud of.</p> <p>How do you plan your college work?</p> <p>Have you ever done anything that is NOT set by your teacher??</p> <p>How do you organise your subject notes?</p> <p>How do you organise your work?</p> <p>How do you organise your time?</p> <p>How do you prioritise your work/tasks/projects?</p> <p>How do you organise external 'drains' on your time?</p> <p>What do you think you need to do to improve your organisation?</p> <p>Do you have a workspace in which to do your work?</p> <p>How do you ensure your work is up to date?</p>	<p>If you could start xxx from the beginning, what would you do differently?</p> <p>Is getting something wrong a disaster or is it a spur to (eventually) find the right answer?</p> <p>How often do you challenge yourself?</p> <p>Which techniques do you prefer to use for practice?</p> <p>When was the last time you got someone else to test you?</p> <p>What do you think you should do more of to help you improve?</p> <p>Where do you go to access support?</p> <p>How does achievement make you feel?</p> <p>In your studies – how do you feel/react when you have made a mistake?</p> <p>Do you tend to focus/practice the content that you enjoy?</p> <p>Do you access exam papers? Mark schemes as part of your revision?</p> <p>What revision materials do you use/produce?</p> <p>Do you review your work to make it better?</p> <p>When was the last time you tested yourself?</p> <p>When did you last ask someone else to test you?</p> <p>How do you practise your key skills in xxxxx?</p> <p>How do you revise?</p> <p>Describe your response to the last disappointing grade you received.</p> <p>What do you do with feedback you get on marked work?</p> <p>What do you think is your most common error in xxxxx?</p> <p>When are you most productive?</p> <p>Where are you least productive?</p>	<p>How do you feel when you get something wrong?</p> <p>Are you willing to contribute in class?</p> <p>Name a student who contributes more than you. What is their learning like?</p> <p>What do you do when you encounter a problem?</p> <p>Do you think you're in control of your life – or is it just fate/chance?</p> <p>Describe a time you've taken the initiative.</p> <p>List three things you're really good at – outside of school/college. How did you get good at them?</p> <p>How do you respond when you get work back?</p> <p>Do you mind how you look in front of other students?</p> <p>Are there any people who are stopping you from achieving?</p> <p>When something goes wrong what do you do?</p> <p>List three things that are in the process of 'going wrong' at the moment.</p> <p>Describe a crisis you're currently ignoring, and hoping will go away.</p> <p>What's the biggest mistake you have made so far? What have you learnt/how did you deal with it?</p> <p>Tell me about a time you had to start something again from scratch. How did you feel at the time? Once it was done?</p> <p>What have you done since September that you are proud of?</p> <p>When did you last 'fail forward'?</p> <p>In studying, what are you scared of?</p> <p>Which is your favourite subject and why?</p> <p>Describe your most challenging subject. Why? What do you do about it?</p>

<p>Why did you choose to do these/this subject?</p> <p>What is your dream job?</p> <p>What is your favourite subject/which subject do you enjoy most?</p> <p>Who do you admire most and why?</p> <p>What are the benefits of studying xxxxxx?</p> <p>What skills are you learning will benefit your future self?</p> <p>What things do you not want to be doing in 2 years' time?</p> <p>Why are you doing this A level?</p> <p>If you could achieve anything in your future career what would it be?</p> <p>How do you think you would feel if you achieved the above?</p> <p>Imagine you are 25 and when you wake up in the morning what does your perfect life look like?</p> <p>What makes you put effort into a subject?</p> <p>Why are you here?</p> <p>What is most important for you this year?</p> <p>What do you hope to achieve by completing your A Levels?</p> <p>Does anybody inspire you and why?</p> <p>Where do you want to be next year, in 2 years, 3 years, 10 years? What will stop you getting to your (answer above)?</p> <p>Is your vision realistic/achievable?</p> <p>What would be your ideal career?</p> <p>What skills do you need for this?</p> <p>Which of these skills do you have?</p> <p>Which skill are you best at?</p> <p>Who would be proudest of your achievements?</p> <p>Who would be hurt most by your lack of progress?</p>	<p>Do you enjoy your work? What do you enjoy about it?</p> <p>Are you working now as hard as you did for your GCSEs (or in yr 7,8,9)?</p> <p>How much time do you spend on other activities – why?</p> <p>How many hours do you study at home?</p> <p>Describe a typical hour of your study</p> <p>How many hours do you think you should be studying? What should you be doing?</p> <p>What do you do to make sure your homework is of high quality?</p> <p>How many hours of private study did you do last week? (use planner/timetable)</p> <p>For your last homework, was your objective</p> <ol style="list-style-type: none"> To complete quickly To get best grade To avoid doing it? <p>What would make you increase your effort?</p> <p>When your phone rings and you're working how long do you wait before you answer it?</p> <p>What amount of work adds up to justification for a reward?</p> <p>If you get stuck on a piece of work, what do you do to get past the blockage?</p> <p>In an average week how many hours do you spend on hard/challenging/uncomfortable study outside of class?</p> <p>What are you good at and what did you do to get so good at it?</p> <p>What time does a college day start?</p> <p>How do you organise your independent study?</p> <p>What is more important to you – short term social interaction or long term success?</p>	<p>Are you spending more time on one subject than the others? Why?</p> <p>How do you follow-up the classwork done during the day?</p> <p>How do you prepare for the next lesson?</p> <p>In what area (home or college) are you most organised?</p> <p>Suggest an object/thing that would make you more organised.</p> <p>Suggest one thing that prevents you from being organised.</p> <p>How do you know what you need to get done?</p> <p>What do you use to make sure you meet deadlines?</p> <p>Would you rather spend 1 hour working in class or 1 hr working at home? Why?</p> <p>How do you know which pieces of work you need for an assignment?</p> <p>Have you ever looked through work you have done in class?</p> <p>What advice would you give your 12 year old self starting high school?</p> <p>Are you comfortable in meeting all deadlines?</p> <p>How do you know what work is currently outstanding?</p> <p>What stops you being a better student?</p> <p>How do you decide which topics to revise?</p> <p>Do you have a study plan for the week/month/term?</p> <p>How could you create an extra hour every day to use in a productive way?</p> <p>Think of one thing you could do this minute to improve your organisation.</p> <p>Describe your workspace.</p> <p>Who is around when you are working outside college (distractions)?</p> <p>Where is your phone when you work?</p>	<p>What do you 'do' with the information we give you?</p> <p>What part of revision do you do most?</p> <p>What part of revision do you enjoy the least?</p> <p>Which part of revision is more valuable?</p> <p>If you could pick one activity to use to revise for an exam what would it be?</p> <p>If you do past paper questions do you ever self-mark them?</p> <p>What do you do with your h/w when it is a low grade?</p> <p>How many times have you read the feedback on work in xxxxx?</p> <p>How do you respond to feedback?</p> <p>If you've got one hour, and no homework, what would you do to help your learning in xxxxx?</p> <p>Is every mistake you make a bad thing? What did you do differently after that mistake?</p> <p>How do you improve your work after it's been graded?</p> <p>Do you divide private study time up equally between subjects?</p> <p>For how many hours a day do you practise and within which times?</p> <p>Describe something you can do better than I can. It can be anything. How did you get good at it?</p> <p>Describe a game on your phone I won't have played. How are you doing with it? How are you improving at it?</p> <p>Who do you know who's excellent at it? How have they become so good?</p> <p>How would you describe a 30 minute revision session in your house?</p> <p>How do you USE feedback actively?</p> <p>Pick one of your subjects- which aspects of this subject do you least need to revise? Why?</p>	<p>How do you respond to set-backs?</p> <p>How do you respond to not getting the grade that you want?</p> <p>Describe the emotions you feel when things aren't going to plan.</p> <p>Do you have realistic expectations?</p> <p>What makes you happy?</p> <p>Describe a moment when you felt proud.</p> <p>What do you do to make yourself feel better?</p> <p>What do you think is affecting your grades?</p> <p>How do you feel about your studies at the moment?</p> <p>What do you feel is the difference between you and an A grade student?</p> <p>List five.</p> <p>If you get a low grade, what do you do to make sure it doesn't happen again?</p> <p>Plot where you are on the change curve.</p> <p>What is your response to a poor grade?</p> <p>Think of something you're good at, tell me how you became good at it.</p> <p>Advise your friend if they have a U grade.</p> <p>When you don't get the best mark how does it make you feel?</p> <p>Name something you have persevered with in the past.</p> <p>How do you feel when you fail a test?</p> <p>What would you do if you got grade E on an assignment?</p> <p>It is possible to improve after your trial exam grade?</p> <p>How do you learn from your mistakes?</p> <p>What advice would you give a younger brother or sister who wasn't reaching their goals?</p>
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COACH:	What does a good Year 10 look like for you?
Student 1:	What do you mean?
COACH:	So, if you were looking back over Year 10, what would make it good for you?
Student 1:	I don't get what you are asking.
COACH:	Would it be high grades, would it be something to do with your BTEC, what would it be?
Student 1:	Good exam results.
COACH:	Anything else? Just exam results?
Student 1:	(pause)
COACH:	What is going well at the moment would you say?
Student 1:	(long pause)...nothing
COACH:	Nothing is going well? What is going badly then?
Student 1:	All of my tests
COACH:	Can you think what might be going on here, what might be stopping you? What might be the barriers there? Let's unpick that a bit.
Student 1:	I can't concentrate in lessons
COACH:	How is that affecting the test results?
Student:	I don't learn half the stuff.
COACH:	Can I summarise what you have said then? You're in a lesson, the content is being delivered by the teacher, but you're not quite all there all of the time?
Student 1:	And sometimes, I am writing so I don't hear what the teacher is saying at the same time.
COACH:	Is it fair to say then that when you come to revise, there are gaps in your knowledge? Or you might have the notes but you don't always have the understanding?
Student 1:	Yes
COACH:	Anything else that is really stopping you?
Student 1:	Yes, sometimes I get told the meaning of words and then I forget and then when I come to revise, half the sentence is missing
COACH:	So, that's interesting – you're looking at your notes thinking where is the other half? What about balancing your time with your horse riding and your studies? I know you are a really keen horse rider. How's that working for you?
Student 1:	Because I have been doing it since Year 6, I am pretty good at balancing it as long as I don't get way too much work.
COACH:	So that's a positive thing then isn't it? ...so, we've talked about a few things on your pupil portrait that teachers can do to make you concentrate, but precisely what could you do to change your behaviour in lessons?
Student 1:	I don't think I'm that bad in lessons.
COACH:	If I was to walk in, are you the person who is chatting?
Student 1:	I don't normally really chat in lessons.
COACH:	OK
Student 1:	In most of my lessons, I don't really sit next to anyone
COACH:	Are you one of the quieter students?
Student 1:	Yes. In RS we have a seating plan. In English, I don't get the time to chat that much. Maths – I don't really chat.

COACH:	What does a good Year 10 look like for you?
Student 2:	Good grades, I want to be in the top set for everything.
COACH:	You want to be in the top set?
Student 2:	I want to be in the top set but I won't be
COACH:	You seem to see Year 10 in terms of grades?
Student 2:	Yeah, because grades get you a good job.
COACH:	But what about the bit that goes on before that to get to the good grades?
Student 2:	Hard work?
COACH:	OK. If I was wandering around the school and I pop into a classroom, how do I know what hard work looks like?
Student 2:	Not talking, concentrating, all of your equipment, organised.
COACH:	Are there people in Year 10 that you would look at and say 'he's a hard worker?'
Student 2:	Yes...
COACH:	Are there certain characteristics associated with them?
Student 2:	What does that mean?
COACH:	Certain things that they do, if you look around you.
Student 2:	They act a bit weird.
COACH:	What do you mean by that?
Student 2:	Like, they run around and jump up and down (laughing)
COACH:	So, you either take this seriously or I will ask you to leave the lesson. It's your choice. We all choose about how we behave, don't we? I am doing you the courtesy and respect of listening and asking some sensible questions and you are being very disrespectful by laughing and mucking around. Which choice are you going to make? (Pause.)
	What does hard work look like with other people in school?
Student 2:	Um... Concentrate.
COACH:	Anything else you think they do? All down to concentration?
Student 2:	They work hard?
COACH:	Yes, but what things do they do?
Student 2:	It's like being smart
COACH:	You can be smart in different ways, but I think that attitude and effort outperform being smart. So you can be super smart and be rubbish at being organised and not concentrate and you won't necessarily get good grades.
Student 2:	I don't know because everyone messes around at some point. There's not going to be that one person who doesn't mess around. Everyone messes around.
COACH:	So what do you think is stopping you?
Student 2:	Stopping me from what?
COACH:	From getting the good grades that you want?
Student 2:	Not revising as much as I should. I do revise a lot but it doesn't stay in my head. Which is really annoying.
COACH:	Do you think you have some productive routines going with revision? Do you think what you do works?
Student 2:	Yeah. But I just forget it.

COACH:	What does a good Year 10 look like for you?
Student 3:	Um... good grades, always handing in my work on time and maybe like, my grades have improved since the beginning of Year 10.
COACH:	That's interesting. So, what you're thinking about is that you need to hand work in on time so that it is marked. You're also talking about progress. It isn't necessarily the grade but you want to know that you have been better than this time last year. So, what's gone well this term?
Student 3:	Um...my textiles probably. I started off well, but I wasn't like fully into it but now I like it a lot.
COACH:	You seem to be quite a creative person as well?
	You get a lot of personal enjoyment from the subject don't you?
	And are you managing to balance that with all the other things you have to do as well?
Student 3:	Yes, mostly
COACH:	Anything that hasn't gone well?
Student 3:	Probably Science. I'm quite good at Physics but the other sciences I just don't get at all.
COACH:	And what is the barrier there then?
Student 3:	Probably the key words you have to write down. Vocabulary in Biology.
COACH:	Are there any barriers stopping you achieving you from what you want to do this year?
Student 3:	I don't really know.
	I can balance my time when I want to.
COACH:	What about revision? We've talked before about switching some of your revision methods so they are more active. Do you think you are going to try and do this and give it a go?
Student 3:	Yes, I will.

