

SUPPORTING STUDENTS AND STAFF THROUGH A COACHING LENS

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KEYWORDS

Empowerment, coaching,
leadership,

SUMMARY

Non-directive coaching can develop a range of positive skills, attitudes, and behaviours in students: ability to identify their own learning needs, plan and apply appropriate learning strategies and develop the attitudes and personal behaviours that underpin resilient learning. This is now more than ever a key skill to encourage in our students, and an approach I have transferred into my online delivery. Adopting an indirect coaching approach can lead to purposeful, pro-active, creative, collaborative, curious and reflective but most importantly learners who accept personal responsibility for their own learning and development.

CONTEXT

The Digital artifact is a handout (as shown further down) produced as part of the delivery of a Staff Development session from 2020 on 'Directive v Non-Directive Coaching' and how this approach can be utilised in the classroom. Summarising this session in the handout provided participants with a short guide to act as a reminder of the theory behind this approach and a prompt for using in their own practice.

WHAT?

Taking ownership for your own development, whether as a student or lecturer is ultimately very important. The more we can get students to drive their own learning, the better buy in we will get as lecturers in terms of engagement. But, this is easier said than done, non-directive delivery is a work in progress but through good questioning and ultimately practice, it can be achieved.

Each member of the Moray College Mentor Team was asked to deliver a session on an area of strength in their own practice, as empowering students and giving them the skills and confidence to manage their own learning is an area, I am most passionate about, it seemed an obvious choice for the session. Staff were able to 'sign up' for sessions they felt would be of benefit, and the materials were adapted from a session I had delivered for Sport Governing Bodies.

WHY?

In sport, directive coaching is where new skills and approaches are explained and demonstrated with the idea the participant will then copy and implement them. Conversely, non-directive coaching flips this approach and instead provides the means to enable the participants own learning journey by encouraging them to find their own answers or strategies and solve their own problems. It is also an approach used commonly used in mentoring situations so the move to using this approach in the classroom is well established.

In a classroom setting, a directive coaching approach would be one where the lecturer tends towards giving advice and more often direct problem solving, whereas a more non-directive coaching approach places an emphasis on active listening, summarising and guiding student towards solving problems for themselves. Whilst not necessarily suitable in every situation, the purpose of this CPD session was to encouraging staff to try and adopt a more non-directive approach where possible, to allow students to problem solve themselves instead of always looking to the lecturer for answers.

Questions play a crucial role in non-directive coaching which was highlighted on the handout, as well as the clear difference between both approaches.

THE HANDOUT



It is important that we encourage effort and not always the outcome, embracing a growth mindset (Carol Dweck)

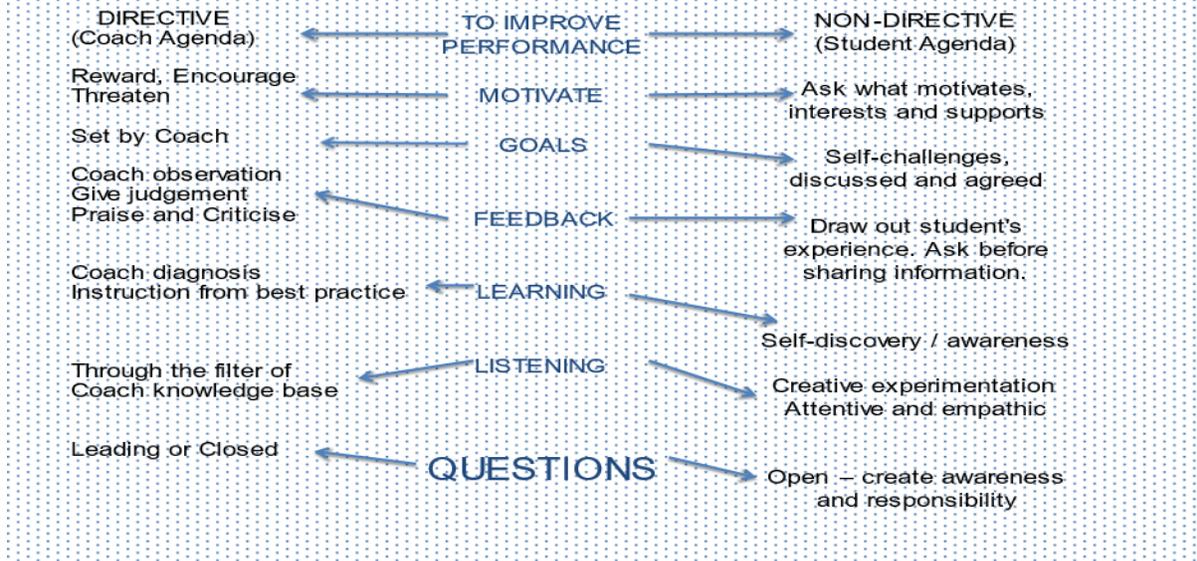


Coaching - athlete or coach driven, whose agenda? How will we get buy in from athletes?



Listening skills - do we give our athletes time to share their thoughts?

The Coaching Dance – David Hemery- Directive v Non Directive



If you wish to submit your own case study, or have any questions about this resource please contact:
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