Coaching Intervention Styles

Please introduce yourself and discuss the following questions:

* Is there a style of intervention you gravitate towards?
* What style do you tend to use with students? Your colleagues? How does power impact the style? How does identity and bias impact style?
* Can you recall/share a time you found a style of intervention particularly useful?
* Is there a style of intervention you want more practice with?

| Style | What It Is | When You Use It | Sample statement stems and questions | Other questions that you have used that may fit this style/Other notes |
| --- | --- | --- | --- | --- |
| **Prescribing** | Give directions, advice/or recommendations to the learner | * If the client lacks confidence * If the client is unable to direct their own learning yet * If there are legal, safety, ethical, quality guidelines | * I really think you should… because… * Have you thought about… * Research suggests that would work well here. * In my experience the most effective way to is . * I predict that if you then. * It seems really important to/that… * I’d like to offer for you to try. * Given those outcomes it seems like the most logical next step is to… * I think we need to… * Can we see how would work? * This is how you… * Here would be my recommendation. |  |
| **Informing** | Giving information and knowledge to the learner | * Showing where to find extra help, information * Supply missing facts * Explaining what just happened * Telling your own experiences | * Did you know that….? Are you aware of/that… (Offer informative info…) * Given this situation…you might be interested in… (more informative) * Given this situation…something that’s effective is…[or] research says…(more prescriptive) * A great resource for is… | * Sharing resources with colleges of what other colleges are doing. Making connections between individuals and groups across colleges. * This is something that colleges tend to want. Who is doing what, how are they doing X, etc. But resources aren’t always suited toward local context, can hold colleges back. * If another college asked you that question, what would you say? * We can’t underestimate the role of process, not just product |
| **Confronting** | Challenging the client’s assumptions: stimulating their awareness of their own behavior, attitudes or beliefs | * To show consequences of the client’s actions * To challenge the client to re- think assumptions * To raise the client’s awareness of others perceptions * To boost the client’s confidence by affirming success | * Can I push your thinking a little bit around…? * We seem to be talking about the same concern again. * Do you know * What is keeping you from acting on that? * This data conflicts with your expected outcome. * What are you thinking about that? * What action are you prepared to take? * How is this problem within your control? * Here’s something I’ve noticed… * I know you’ve identified as important/something you care about. My observation is.. . * It may be/It’s time to consider… * What were you hoping to achieve by…? * Here’s a disconnect I see… * I hear an assumption in that, can I check that? * I worry you’re making a “bad” move, may I tell you why? | * What are you accountable for? How does your work help you move towards accountability? |
| **Cathartic** | Helping the client to release tension and to release or come to terms with emotions which are blocking their progress | * If the client is afraid of risk or failure * If the client feels incompetent * If the client is frustrated, unmotivated | * How are you doing? * What’s going on for you right now? * I sense . Is that accurate? * You named . Can you say more about that? * I heard you use (these words) * Tell me a little bit more about why this is for you? * You seem to have some energy around . * It seems like there may be something you are not saying… * What about is hard for you? * When you think about what comes up for you? * It seems like this is really hard for you… |  |
| **Catalytic** | Helping the client to self-discovery, to self-directed learning, and to solving their own problems | * To achieve a deeper level of understanding * To encourage the learner to * take responsibility * To promote motivation and commitment | * Tell me how you understand the problem. * What makes this problem confusing? Different? Familiar? Surprising? * What has your experience been with… * What matters most to you about…? * What’s your vision for…? * What’s your theory of action? * What makes you think that will result in ? * How are you thinking about ? * How might you (do/approach)…? * What would you learn by…? * What fears come up when you think about (doing) …? * What would you need to do to prepare yourself for…? * When have you been successful…? * What has been challenging about this in the past for you? * What outcome would you be looking for? * What would success look like for you? * What would be necessary for you not to make this move? * Where/When have you had success? * Based on where you want to go, how important is as a vehicle for change? | * Opportunities to include students in the questions to keep them at the forefront. How do you want students to experience? What do students need? etc. |
| **Supporting** | Building the client’s self-esteem, self- confidence and self- respect | * To build morale and self- confidence * To encourage risk taking * To reward success, promote further learning | * I want to share a strength I’ve noticed in your teaching… * It sounds like you handled that well (with confidence…) in a way that got to the results. * I hear your concern/energy… * What do you see as some of your strengths as a leader? * Going into this…what are you feeling confident about…? * How are you feeling about…? |  |