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 |
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| **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.
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| **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
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| **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?
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| **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…
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| **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.
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| **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…?

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