

# ***Coaching and CIC holders***

*CIC Panel 2021 based on initial work from Phil Baker*



## ***Coaching is...***

*“a process that enables learning and development to occur and thus performance to improve. To be successful, a Coach requires a knowledge and understanding of process, as well as the variety of styles, skills and techniques that are appropriate to the context in which the coaching takes place.*

*Eric Parsloe, The Manager as Coach and Mentor (1999).*



# ***Getting your client to plan the session***

- What does the client want from the session?
- Ask “If you got everything you want from this session, how would you know?”
- Ask “What difference would that make to your caving?”

# ***Feedback and measuring outcomes***

- Only the client can decide if the session was any use for them
- Practitioners who rate themselves highly are often rated poorly by clients, and vice versa
- Listen to what clients want from the session and give them what they tell you they need
- Be patient and kind

# ***CLAP***

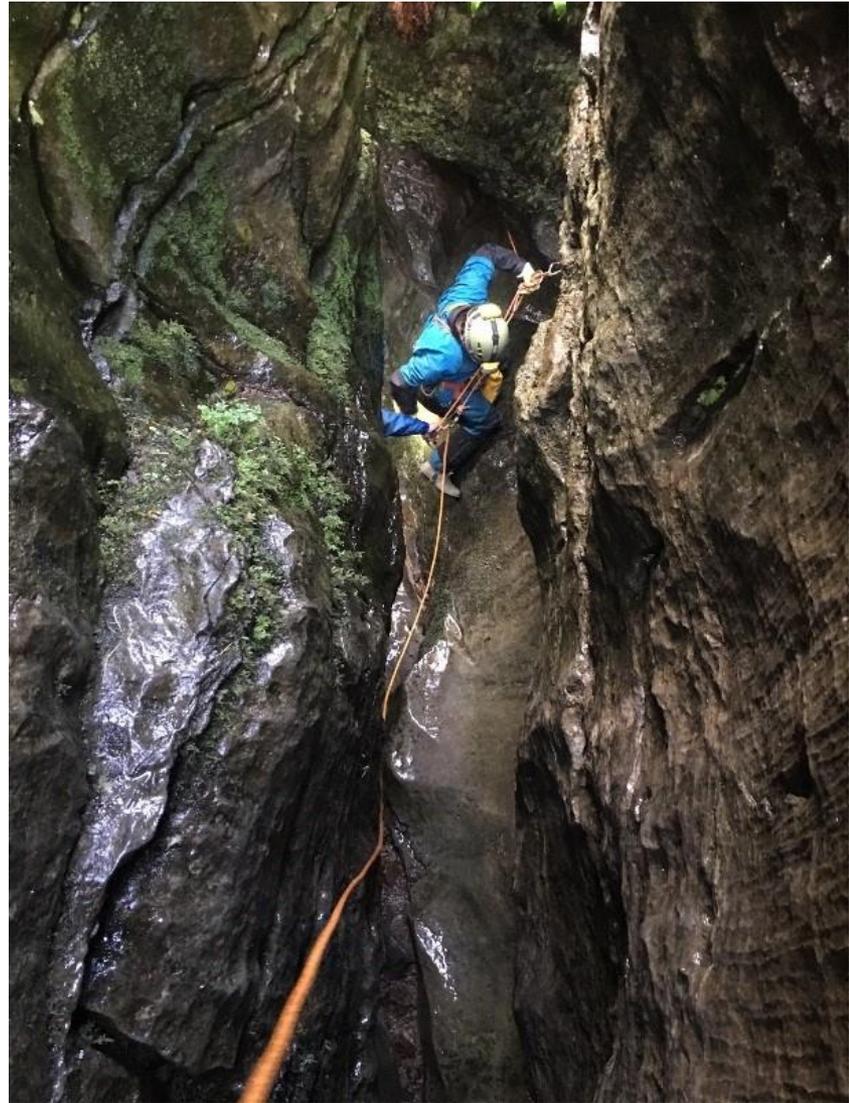
Leadership needs to be safe and effective to coach well

**C**ommunication

**L**ine of Sight (see relevant participants)

**A**voidance or Awareness (of potential problems)

**P**osition of maximum usefulness



# ***Coaching Mantras***

**PPPQA** – does the session have

**P**ace

**P**urpose

**P**rogression

**Q**uestioning

**A**nalysis

Is it leading to

**S**afe

**E**ffective

**E**fficient

**C**onfident

cavers/techniques...



# ***COACHING STYLES***

There is a broad spectrum of coaching styles from Command where the coach is making all of the decisions, to Learner initiated where the coach is acting as a mentor. Command styles tend to be more about instruction than coaching, which demands patient dialogue.

So for a CIC teaching SRT to a novice the style will be very command when helping a student put an SRT kit on but observing a caver rig a new pitch after a previous training session the coach may use questioning/affirmation in a guided discovery style.

<b>Coaching style</b>	<b>Interaction</b>	<b>Role of Coach</b>	<b>Role of Participant</b>
Command (A)	Coach' makes decisions. Participant copies and complies with decisions and instructions	Instructing	Copying
Practice (B)	Coach sets up opportunities giving feedback to a participant who is working at own pace on tasks set.	Establishing	Repeating and Improving
Reciprocal (C)	Participants work together, receiving feedback from each other. Coach provides reference points for feedback	Supporting	Performing and peer assessing
Self-Check (D)	Coach agrees criteria for success. Participants check own performance against these.	Directing	Self-assessing
Inclusion (E)	Coach sets out a variety of tasks/opportunities. Participants select which task is most appropriate for their abilities and/or motivations.	Questioning	Selecting

<b>Coaching style</b>	<b>Interaction</b>	<b>Role of Coach</b>	<b>Role of Participant</b>
Discovery (F)	Coach uses questions and tasks to gradually direct participants towards a pre-agreed learning target	Questioning	Uncovering
Divergent (G)	Coach sets or frames problems. Participants attempt to find most appropriate solutions.	Guiding	Finding Out
Individual Program (H)	Coach sets or frames problems. Participant attempts to create possible solutions.	Prompting	Creating
Learner Initiated (I)	Coach agrees on area of focus. Participants develop within this area, drawing on coach's expertise	Advising	Initiating
Self-Learning (J)	Participants decide on how and what they are aiming for. Coach drawn on for support as needed	Mentoring	Deciding
Self Teach (K)	Participants engage in development on their own.	N/A	Self Determined

# *Coaching Styles*

## **Autocratic Style - Telling**

When using the Telling style the coach:

- decides on what is to be done and what is important
- defines what to do and how to do it- clients' wants (not needs) ignored



# ***Coaching Styles***

## **Autocratic Style - Selling**

When using the Selling style the coach:

- decides on what is to be done
- explains what is required and the objectives
- ask clients questions to confirm their understanding
- defines what to do and how to do it



# *Coaching Styles*



## **Democratic Style - Sharing**

- When using the Sharing style the coach:
- outlines training requirements to participants
- invites ideas/suggestions from the participants
- makes decisions based on participants' suggestions
- defines what to do and how to do it

# *Learning Preferences*

Coach should take these into account and adapt.

- Visual...watchers
- Audio... listeners
- Kinaesthetic....hands on ...doers
- Readers... learn from books



# ***Learning Styles 2***

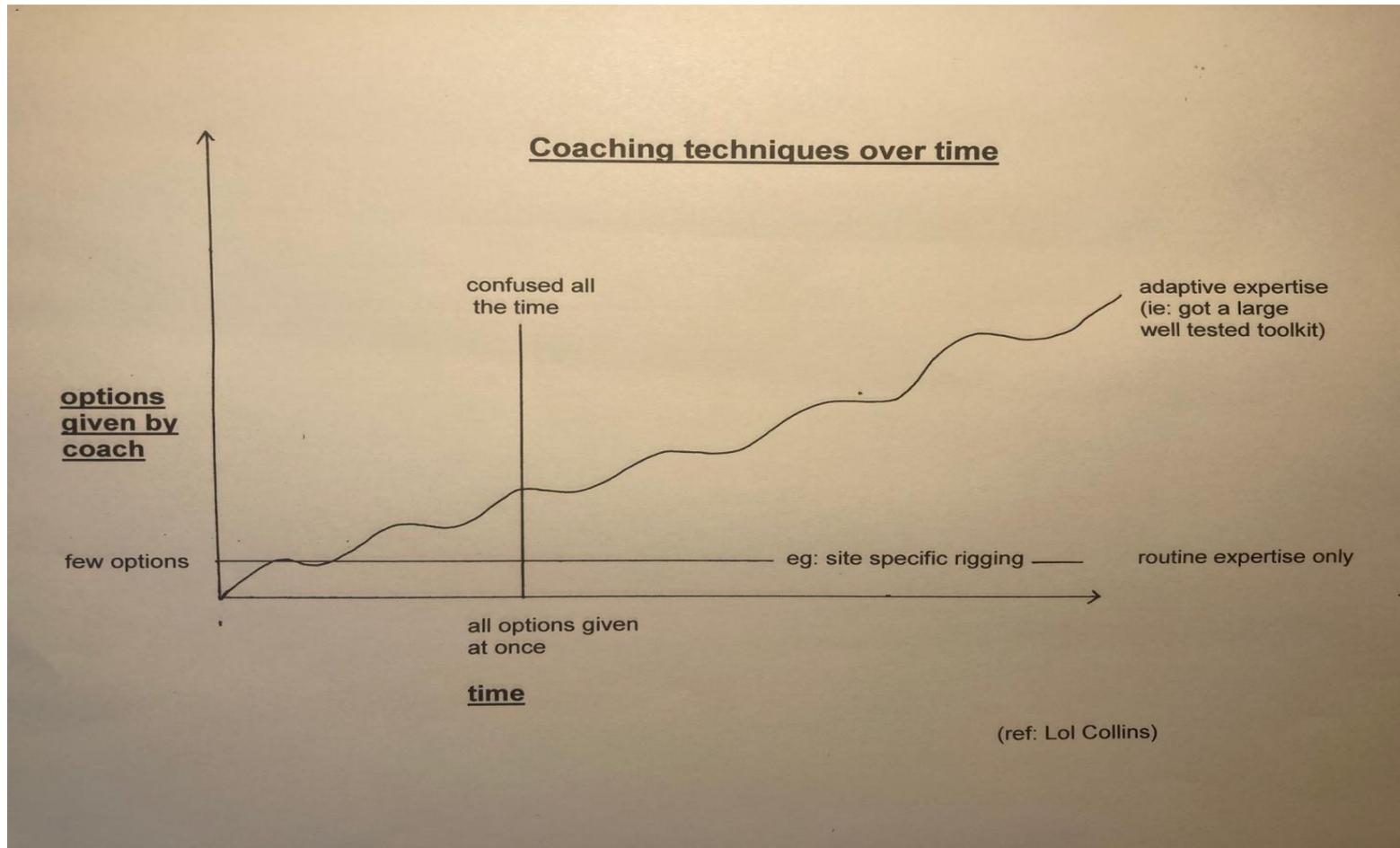
ACTIVIST- Learn by doing, they have to be active.

REFLECTOR- hangs back watching and may want a few demonstrations before trying.

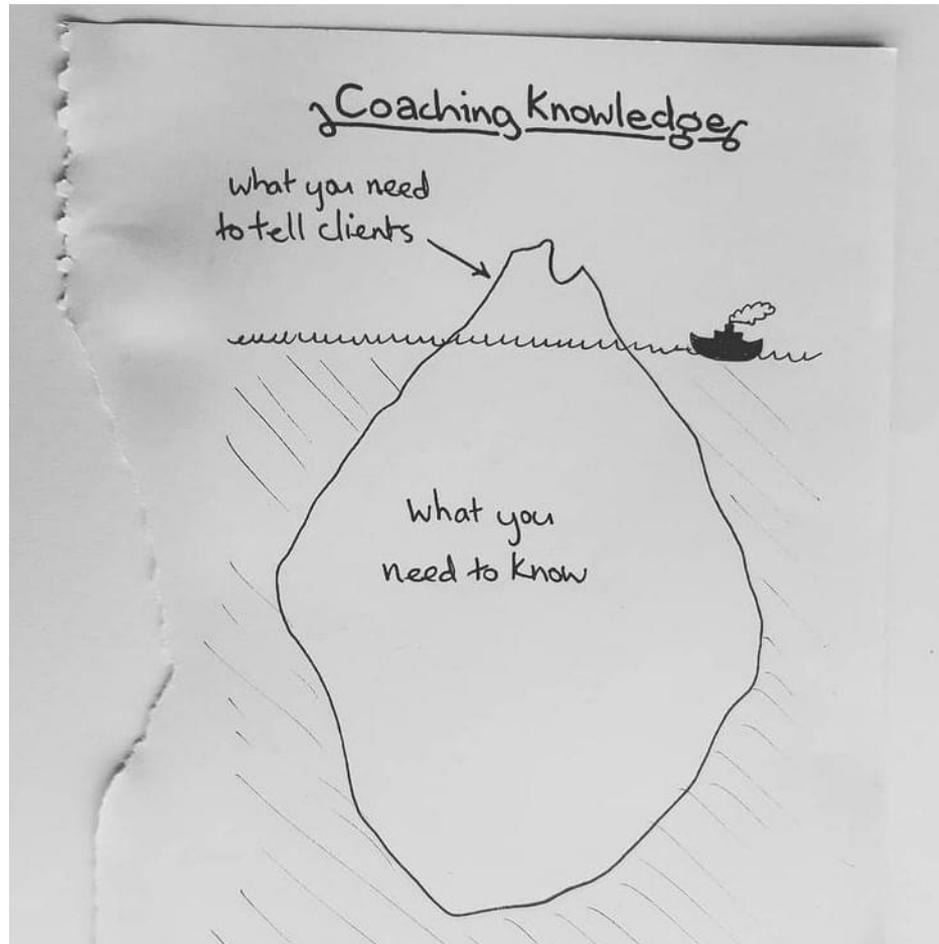
THEORIST- asks lots of questions before trying.

PRAGMATIST – not too bothered about why as long as it works.

# How much input – and when?



# Coaching Knowledge



# *Feedback*

These are two of the ways we can receive feedback.

**Intrinsic**-from ourselves, for example, that felt smoother, that was harder than usual, lightbulb moment.

**Extrinsic**- from others, peers, coaches, an achievement, video.

Feedback needs to be given for a reason - development

Feedback needs to be S.M.A.R.T.

Use of Questioning- This allows the client to develop a higher understanding of what they are doing rather than the coach telling them all the time. We are coaching an adventurous activity where we are expecting the client to leave us and go and participate independently in a harsh environment. We should ensure the clients know what they are capable of doing and what they should not be attempting when they leave us.

# ***Feedback 2***

**S-Specific**, for example, if someone has rigged a traverse line into a Y hang and everything is under tension tell them that “the good thing is everything is tensioned” don’t just say good. Equally, if the “y” hang is too low say that “it is too low as it prevents the ascending caver from getting off the pitch and onto the traverse line easily”.

**M-Measured**, for example, “did you put more or less effort into that ascent compared to the last pitch?”

**A-Achievable**, for example, Don’t expect miracles. The caver shouldn’t be expected to perform a mid rope changeover if they have only just put an SRT kit on for the first time, but they should remember to tighten their chest harness once suspended.

**R-Realistic**, for example, don’t give too much information. Keep it short and simple.

**T-Timely**, given at the correct time (see below). Environmental considerations as well, such as not in the middle of a wet pitch.

Hot Feedback - given at the time. If someone does something well a quick, well worded, piece of feedback is good, or a quick stop if something is likely to lead to an unsafe situation. This should not be a long distracting piece of feedback.

After the event- when a client has finished a task allow them to stop and compose themselves and then the coach and participant can have a conversation.

## *Quality Coaching....in reality?*

- Planning →
- Prior assessment →
- Session assessment →
- Range of styles and techniques →
- Individual and group engagement →
- Review →
- setting up the coaching environment
- where they say they are
- where they actually are
- demonstrations/instructions/questioning/explore/feedback
- busy clients
- action plans

# ***The 4 P's...***

Perfect Practice makes for Permanent Perfection

And....

Encourage (and demonstrate) best practice

When teaching, never say '*normally I'd use a screwgate here....*' or '*normally I'd tie that off.....*' they'll mostly remember what they see not what you say

# ***TRAINING AND ASSESSMENT***

Part of the work of a CIC is training and assessing LCMLA candidates and others for site specific assessments.

Be accurate and do not personalise things.

You are assessing against a syllabus (in the case of LCMLA)

Consistent vs one off mistake

It is OK to make a mistake, no one is perfect, and no one expects 100%

Get quality evidence to give quality feedback - record events of the assessment, write things down, take pictures and explain to candidates that a lot of writing does not mean a lot of mistakes, that you are writing to give accurate feedback and result.

***Finally...aim to create a relaxed learning environment***

