TURNING INSTRUCTORS INTO COACHES

HERMES Info day Vienna 22nd February 2010

Lauk Woltring

- Motives
- Resistance/Inner obstacles
- A process approach (training coaches stepwise...)
- Changes in the culture
- Changes in the systems

Lauk Woltring Learning in Traffic Innovation, Consultation & training
www.laukwoltring.nl
Learning to drive is a step in the development of youngsters, *it’s broad and goes on after the test*.

So: driver training is training to *learn in traffic especially after the test*. It’s a style...

Hermes/coaching: A developmental approach towards growing *self regulation*.
LEARNING IN TRAFFIC (2)

- Driving is a psycho-physical thing, using all sensors
  - eyes,
  - ears,
  - skin,
  - heartbeat,
  - tension of the muscles,
  - all signs of the ‘body-brain’

- From cognition -> psycho-physical education
What Makes a Good Driving Coach? (1)

- Open Mind,
- Self-exploration,
- Curiosity,
- Flexibility,
- Able to be surprised,
- Accept other manners…
What Makes a Good Driving Coach? (2)

- Understanding the many ways in which youngsters develop and how they cope with all signals from their ‘body-brain’ and their environment
- Empathy, making contact, communication skills
- Experience in and knowledge about traffic (hazards, rules, etc.)
- Set the learner at rest (this opens his/her mind)
- Make safe learning conditions
FROM INSTRUCTOR TO COACH

- It may be easier to learn how to coach than to ‘unlearn’ and give up to be an instructor?
- It takes time & training to become a good coach
- Easy to fall back into coaching (or a blurry in-between) without noticing
- Coaching is no academic discipline, but observation, attitude, knowledge and relations
COACHING CANNOT BE LEARNED BY INSTRUCTION

- Coaching cannot be learned from a book
  - But texts can give some orientation and cues
- Coaching cannot be learned from a lecture
  - Lectures can be inspiring and lower the threshold
- Coaching must be learned through experience and intensified reflection

**Authenticity:** Relationship must be real. Coaching only makes sense if you are convinced of this type of relationship
A PROCESS APPROACH

- Begin with those who are motivated and start from where they are (experiences)
- Introduction (HERMES seminar, manual, DVD, etc.)
- Start easy: situations where coaching works quite easy and gives positive results - stepwise expansion of skills
- Followed by Intervision, video feedback, coaching in the car (coaching the coaches to be)
- Gradually development of quality circles
- Make it a learning process (parallel research). Of course some things will go wrong... Learn from it.
- Development of qualification (schemes)
ADDRESS POSITIVE MOTIVES

- It’s new; more variety, less daily grind.
- Coaching prevents energy absorbing conflicts with some pupils or stressed/anxious learners
- Less noise and rumble in the communications
- Less time & energy lost in quarreling and negotiating evaluations
- Gratification of good interaction. See learners grow (learners will love it, after a while...)
- Relaxation, adequate spread responsibilities


EXPLORE RESISTANCE

- **Explore inner obstacles:**
  - Loss of control (as perceived) makes coaching *seem* slower
  - Loss of meaning (as perceived) & ego: "*know it all*"
  - Loss of routine, accustomed to do so...
  - Anxiety: "*Can I do that...?*"
  - Projection of failure "*I do not want this because it will not work...*" (may lead to hidden interest in failure...)

- **Explore pushes and pulls of the system**
  - Market (asks for cheap training to pass the test)
  - Mutual influence of test and training system
  - Education and test of driving instructors
CHANGE THE CULTURE

- From 'no mistakes' to 'learn from mistakes' (that's how evolution & development works)
- From a masculinistic image: "Know it all" and 'Everything under control' to communication: "What happens, what do you, feel, think, plan, do?"
- From checklists and filling in matrix boxes (= external control) to a more comprehensive & developmental view (of course with quality checks)
- From mere cognitive level to the complete 'brain-body' in action
CHANGE THE SYSTEM

- Driver-education & examination: from test-driven to continuity of learning including ‘assessed self assessment’, GDE-variants
- Training and testing the trainers: idem
- From purely market driven to more educational? (quality circles, bench marking on quality, role of government/ inspection? Discussion needed)
- Regulations: positive incentives and exemptions for pilots & experiments
SOME EXTRA THEORY MAY BE NECESSARY

- Role of language <-> the role of the body & emotions and how to address them
- Basic learning theories
- Basics of the development/maturation of youngsters
- Train flexibility: adjust when needed to differences: male/female; cultural differences, different personalities, etc.
- Vygotsky’s zone of proximal development
BASIC: VYGOTSKY’S ZONE OF PROXIMAL DEVELOPMENT

Enough space & enough limits. Stimulation just and only there where it really matters. Intervention only when necessary (safety!)

More: see www.laukwoltring.nl/backgrounds.htm