

# TURNING INSTRUCTORS INTO COACHES

HERMES Info day Vienna 22<sup>nd</sup> February 2010

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

# LEARNING IN TRAFFIC (1)

- 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 <sup>9</sup>

# 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

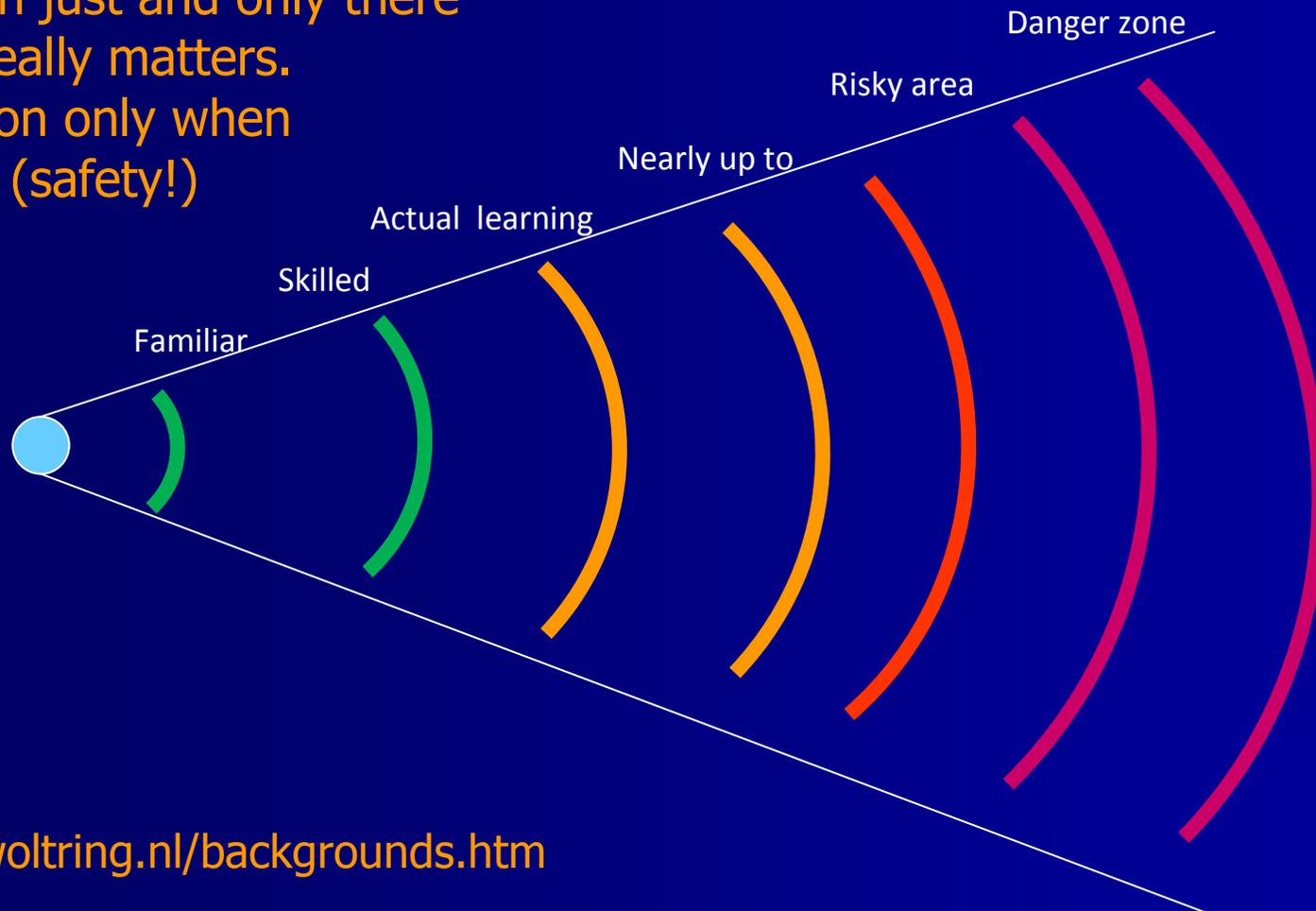
- Driver-education & examination: from test-driven to continuity of learning including 'assessed self assessment' , GDE-variants
- Training and testing the trainers: idem
- From purely market driven to more educational? (quality circles, bench marking on quality, role of government/ inspection? Discussion 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](http://www.laukwoltring.nl/backgrounds.htm)