



Volition Teaching Guide – Draft

A Student Learning, Growth and Development Resource
Draft Consultation Document

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Volition program professional practice validation

Thank you for providing the opportunity to review potential for the Volition program to support student learning, growth and development.

The program draws from a number of theoretical frameworks. Its focus is on building student self-efficacy, self-determination and self-regulation through a personal best goal-based approach to learning. It aims to increase student engagement and achievement.

The program targets students transitioning from primary to secondary school, and supports them in managing this transition. It also collects data to assist teachers to better know their students and how they learn (aitsl Standard 1), and to plan for and implement effective teaching and learning (aitsl Standard 3).

Your feedback is requested to establish:

- The potential efficacy of the Volition program – how useful and effective it could be
- any modifications required to improve the program for classroom use
- The level and type of support schools and teachers may need to effectively deliver the program
- your interest in delivering the Volition program in 2022, as part of a trial and test validation process.

If you would like to discuss this opportunity or the Volition program further, please contact Aaron Hughes on **0405 106 201** or at **aaron.hughes@goalhub.com**

Thank you, once again, for your time and professional insights.

Volition program context

The need for young people to be well equipped to orient a rapidly changing world has never been more important. The ability to demonstrate personal and social capability through lifelong learning, growth and development will assist them to identify and meet increasingly complex challenges.

The Volition program shares the aspirations for students identified in the Alice Springs (Mparntwe) Education Declaration 2019, which 'encourages and supports every student to be the very best they can be, no matter where they live or what kind of learning challenges they may face.'

The program also aligns with the Australian Curriculum Personal and Social learning continuum, and is research informed and evidence based (please see the Research and Evidence Base section).

Volition is built around the concept of Growth Mindset and engenders a positive, solutions-focused approach to learning, growth and development. Adopting a Growth Mindset builds student agency and commitment to learning. It moves the emphasis for learning from perceptions of individual student ability to the consistent and persistent application of learning processes, strategies and tools. Growth Mindset is enhanced by establishing a purpose for learning; identifying effective processes for learning; and demonstrating reflective practice to promote learning, growth and development. It also assists in making learning more visible, objective and procedural.

Volition also promotes metacognition and reflective practice through monitoring progress towards the attainment of personal best learning goals. Personal best goals focus on individual student learning, growth and development, rather than comparative assessment of learning against a cohort. Personal best learning goals create a framework for engagement through building student self-efficacy, self-determination and self-regulation.

The development of personal best learning goals with students is enhanced through adopting a coaching framework, which promotes strategic thinking, process planning and reflective practice. Initially, the coaching process is modelled by the teacher with the learner; however, through practice over time, the learner can internalise the process to self-coach.

At this point, the learner is able to demonstrate the agency required to become more self-directed and self-regulating, which further builds self-efficacy, resulting in improved wellbeing, motivation, engagement and performance.

Students can also coach each other to attain personal best goals, which contributes to developing a vibrant culture of learning and achievement.

Volition can be used with Goalhub – a web-based software application that supports students to set, plan for, and attain learning, growth and development goals. Goalhub can also link students with teachers, support staff and parents to promote, support and celebrate achievement as well as providing a timeline of student goal achievement.

Data collected through participation in the Volition program can be used to identify student preferences, interests, motivations, goals and achievements. This information can support teachers to better know their students and how they learn (aitsl Standard 1), and assist them to plan for and implement effective teaching and learning (aitsl Standard 3).

The Volition program may be particularly useful to support student transition from primary to secondary school. This period of transition has the potential to create challenge, increase vulnerability and undermine student engagement, motivation and performance.

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The Volition Model



Purpose — The why?

Creates clarity around learning intent and the benefits of engaging with learning to grow and develop. A sense of purpose promotes student engagement and motivation

Process — The how?

Identifies the strategies and tools required to promote learning, growth and development

Practice — The what?

The behaviours required to achieve learning, growth and development goals

Mindset — Enables learning, growth and development through creating expectations for achievement

Capabilities — The competencies required to demonstrate learning, growth and development

Tools — The means through which competency can be developed and demonstrated

Self-efficacy — Belief in the ability to demonstrate agency and influence outcomes

Self-determination — The ability to choose and direct

Self-regulation — The ability to manage thoughts, emotions and behaviour

Volition program implementation

The Volition program is designed to support the transition of students from primary to secondary school. However, it is a flexible resource that can be adapted to best meet student learning needs.

Teaching and learning activities can be teacher led, or student driven and self-paced. They can be delivered as a continuum, or broken into sections and delivered independently, as required.

Using Volition to support student transition

Transition points in life can be challenging and have the potential to significantly influence a person's learning, growth and development.

Transitioning from primary to secondary school has the potential to result in dislocation and disorientation when students experience significant change in a very short timeframe. This can lead to a decline in motivation and engagement, and negatively impact upon student learning and behaviour.

In these circumstances, a student's wellbeing can also be negatively impacted.

Volition's teaching and learning materials are designed to address many of the challenges students may experience during this transition. The program builds capability with students to adopt a personal best goal-based approach to managing change and challenge.

The ability to set and achieve learning, growth and development goals develops student self-efficacy, self-determination and self-regulation. This results in improved wellbeing, increased agency and the capacity to demonstrate resilience when managing change and challenge.

Volition can be used with Goalhub to capture data that identifies a student's preferences, interests, motivations, goals and achievements. This information can support teachers to better know their students and how they learn (aitsl Standard 1), and assist them to plan for and implement effective teaching and learning (aitsl Standard 3).

The program creates a framework for developing positive teacher/student relationships, in a timely manner, to support learning, reducing the risk of student disengagement and the consequences that may result.

Research and evidence base

Visible Learning

Visible Learning is an approach championed by John Hattie, whereby teachers see learning through the eyes of their students to make learning visible and explicit. According to Hattie, teachers should adopt a learner mindset and demonstrate reflective practice to continually improve their teaching. Teachers should also support students to become their own teachers through adopting a range of evidence-based practices, including metacognitive strategies, learning goals, deliberate practice, feedback, evaluation and reflection, learner self-reporting, and the development of self-efficacy with learners.

The Volition program creates a framework where visible learning can be consistently demonstrated to improve student learning.

<https://visible-learning.org>

Growth Mindset

Carol Dweck pioneered the concept of Growth Mindset and its application to learning, growth and development. In short, the concept identifies that a person's perceptions of ability have a critical influence upon their growth and development. A person with a Fixed Mindset believes that ability is innate and cannot be changed. On the other hand, a person with a Growth Mindset believes that people can develop capabilities and competency through committing to the practice of effective process over time.

The Growth Mindset approach identifies that perceptions, process, practice and persistence are critical to promote learning, growth and development. This applies not only to a learner's perspective, but also that of the teacher. The attitudes and beliefs teachers bring to the learning context significantly influence student performance.

The Volition program integrates Growth Mindset concepts.

<https://www.mindsetworks.com/science>

Self-Determination Theory (SDT)

Edward L. Deci and Richard Ryan established Self-Determination Theory, which explains wellbeing and motivation in terms of three innate psychological needs: competence, autonomy, and relatedness.

When a person's need for autonomy, competence and relatedness are met, their levels of wellbeing, motivation, and engagement are high. This results in increased levels of self-efficacy, self-determination, and self-regulation, leading to enhanced performance, and creating a virtuous cycle.

Conversely, when these needs are not met, it can result in poor wellbeing, demotivation and disengagement.

The Volition program promotes autonomy, competence and relatedness to increase learner motivation, engagement and performance.

<https://selfdeterminationtheory.org>

Goal Theory

Goal Theory has evolved since Edwin Locke and Gary Latham's groundbreaking work in the 1960s. Generally speaking, goals are aspirational targets that motivate a person or a group to behave in ways to achieve a goal.

Research indicates that goals can increase engagement and motivation to achieve targets when they are specific, clear, compelling and time framed. Goals are even more effective in motivating goal-directed behaviours if they are shared, or made public, which increases accountability.

One of the biggest limitations to effective goal setting is the ability to set realistic and actionable goals, along with the strategies to achieve them. Goal setting is a skill that can be developed through practising process over time. Goal attainment is enhanced by coaching.

Many different types of goals can influence human behaviour, but for the sake of brevity we will focus on three:

- Outcome goals, which compare performance against that of others, such as coming first
- Performance goals, which compare performance against a standard, such as a grade point average (GPA)
- Process goals, which focus on mastering technique and commitment to performance.

A word of warning: there is a risk that outcome and performance goals can motivate people to achieve goals at any cost, including cheating.

<https://positivepsychology.com/goal-setting-theory>

Personal Best Goals and Growth Goals

Andrew Martin and his colleagues have developed the concept of Personal Best (PB) Goals. PB Goals focus on the learner establishing self-referenced goals that meet or exceed a previous personal performance. Being self-referenced, PB Goals do not involve comparisons with the performance of others, which reduces the risk of undermining self-efficacy or promoting unethical behaviours.

Because PB Goals are specific (related to the individual's performance), set by the learner (relevant) and are self-referenced (appropriately challenging), they engage and motivate the learner to improve performance. The benefits of PB Goals have been found to be cumulative, i.e., the longer learners engage with setting and attaining PB Goals, the greater the effect.

<https://www.educationreview.com.au/2018/08/personal-best-goal-setting-can-buffer-student-disengagement-opinion>

The NSW Department of Education's Centre for Education Statistics and Evaluation, in collaboration with Andrew Martin and his colleagues, has further developed this approach to goal setting through the concept of Growth Goals.

Research published by CESE indicates Growth Goal setting:

- improves student engagement and achievement
- is associated with increased gains in aspirations, perseverance and homework behaviour
- supports attendance for students of low socioeconomic backgrounds
- strengthens aspirations to complete Year 12, particularly for students with low prior achievement
- can be fostered through explicit teaching, and provision of feedback and relevant content.

The Volition program supports students to establish, plan for and attain personal best growth goals.

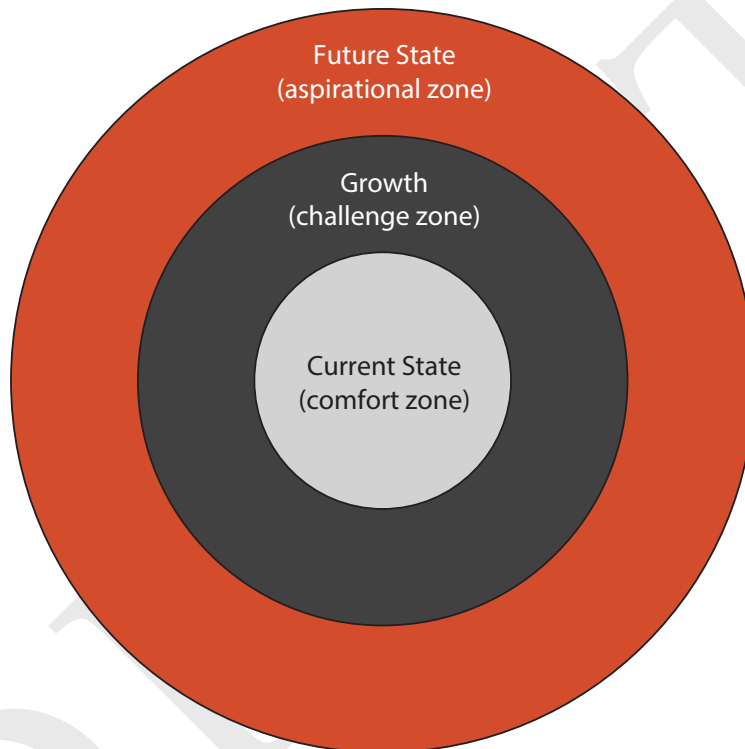
Centre for Education Statistics and Evaluation (2021), Growth goal setting – what works best in practice, NSW Department of Education

<https://education.nsw.gov.au/about-us/educational-data/cese/publications/practical-guides-for-educators/growth-goal-setting>

Goal setting practice and strategies

Goal setting is an effective tool for promoting learning, growth and development by:

- creating a process to move from an existing state to a preferred (future) state
- promoting focus, clarity and a commitment to act in ways to address self-identified needs, aspirations and goals.

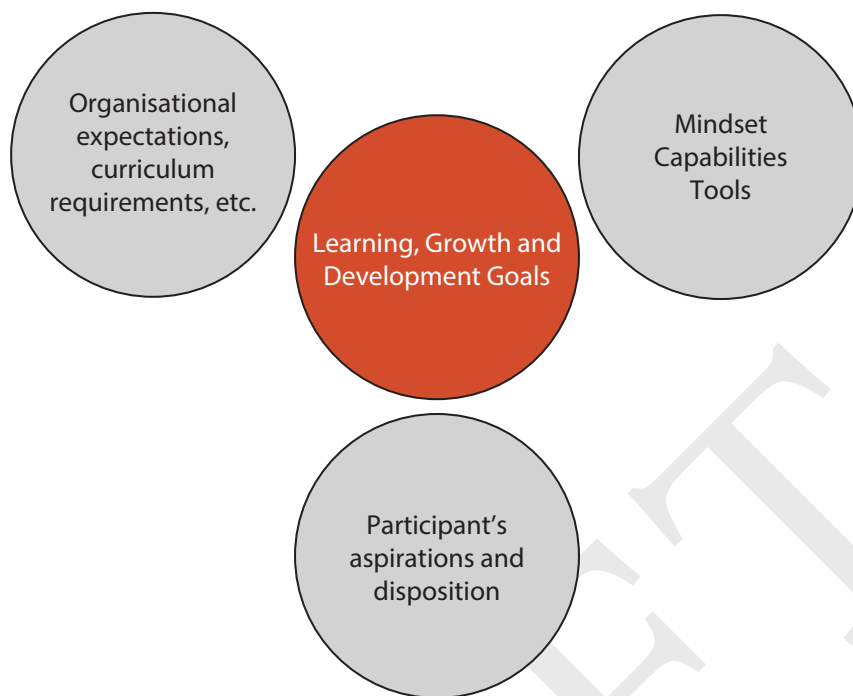


Research indicates that goal setting increases:

- motivation
- performance
- resilience
- self-efficacy
- self-regulation
- self-determination.

Effective goal setting is a skill that can be learned and developed through practice over time.

Goal-based learning and development is not an addition to teaching and learning, it is integral. A goal-based approach does not require people to do more, just to do things differently (and, potentially, more effectively).



The benefits of goal setting are best demonstrated when there is alignment between identified learning, growth and development imperatives (e.g. curriculum); the aspirations and disposition of the learner; and the mindset, capabilities and skills required for goal achievement.

This alignment creates purpose and engages participants with the processes required to demonstrate learning, growth and development, which are further refined through practice over time.

Through goal setting, tension is created between where the participant is currently situated and where they would prefer to be. This tension increases the motivation to achieve goals and demonstrate competence through developing improved knowledge, skills, understanding and behaviours.

Personal best goals focus on the learner establishing self-referenced goals that meet or exceed a previous personal performance. Being self-referenced, PB Goals do not involve comparisons with the performance of others, which reduces the risk of undermining self-efficacy, or promoting unethical behaviours.

It's great for students to have big goals that represent their greatest hopes and aspirations.

However, sometimes these goals are so big they need to be broken down into smaller goals – that build upon one another – for them to be achieved.

The creation of a 'goal ladder' can support students to climb towards achieving their big goal, whilst maintaining engagement and motivation through experiencing ongoing success.

Goals on the ladder should be SMART: specific, measurable, actionable, relevant, and time bound to increase your chances of success.

Setting SMART goals

Framing the development of a goal using the **SMART** scaffold increases the likelihood of achieving the goal. It is a blueprint to ensure the goal is well considered, planned and actioned.

SMART stands for; **S**pecific, **M**easurable, **A**ctionable, **R**elevant, **T**imely.

Specific – When a goal is specific, it is clear and concise – there is little room for ambiguity. This creates a clarity of mind that promotes attention and focus. The goal and its benefits can be clearly articulated. The attainment of the goal can be envisioned and its benefits palpable.

Measurable – There is a saying attributed to Peter Drucker: ‘If you can’t measure it, you can’t improve it.’ The ability to measure progress towards attaining a goal is critical to maintaining motivation. It provides feedback that promotes persistence. It also provides an opportunity to recalibrate the goal or to modify the actions required to achieve the goal. Milestones are an effective way of measuring progress towards attaining a goal.

Actionable – Goals are not achieved through will alone – effective action is required.

If actions implemented are not sustainable or do not create progress towards goal attainment, time and energy is wasted, which undermines self-efficacy.

Evidence-based practice can provide confidence that any actions undertaken should result in progress towards goal attainment.

Relevant – Purpose and relevance are critical to ensuring that motivation can be sustained to achieve a goal that is valued – otherwise, why would you bother?

It is also rare that someone will be inspired to achieve another person’s goal (except where there is alignment with that person’s aspirations and values).

Timely – To create accountability around achieving a goal, it should be time framed. The time frame should be challenging, but realistic. Creating a sense of urgency increases motivation and commitment to achieving the goal.

A useful stem to frame the development of a SMART goal is:

By (date) ...I have/ I am/ I can (goal) ...so that (benefits) ...

Managing friction

Friction reduces a person's likelihood of achieving a goal. The more complex the goal, the more likely it is that a person will experience friction in working towards its achievement.

Friction can result from a lack of purpose, a lack of effective processes, or from self-defeating practices.

There are a range of strategies to manage friction, including:

- establishing a compelling purpose that identifies the benefits of achieving a goal
- breaking complex goals into smaller and simpler goals that build upon one another
- developing processes that are effective and easy to implement
- establishing prompts that trigger behaviours which result in goal attainment (habits and routines).

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The teacher as coach – practice and strategies

Teaching incorporates coaching skills amongst a diverse set of professional practice tools.

The process of coaching builds capability within students to become less teacher dependent and more self-directed.

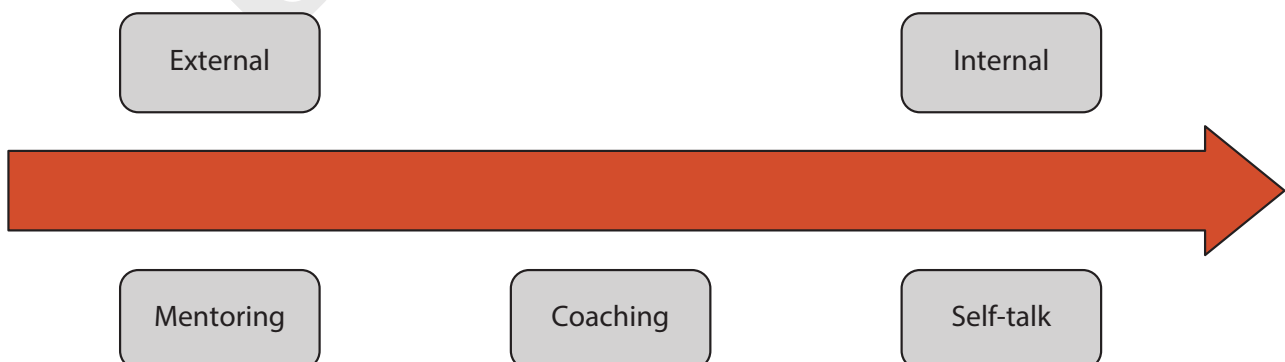
Through purposeful and strategic coaching conversations, agency is built with students to set and achieve learning, growth and development goals.

This process contributes to developing student self-efficacy, self-determination and self-regulation.

Coaching also improves:

- attitude and motivation
- goal directed behaviour
- skills and performance
- resourcefulness and resilience
- wellbeing.

Over time, an externally facilitated (teacher-led) coaching process can be internalised by students to self-coach. Self-coaching encourages metacognition and reflective practice, which further enhances self-efficacy, self-determination and self-regulation. It is demonstrated through self-directed internal conversations, or self-talk.



The metacognitive strategies developed through coaching promote a more considered and strategic approach to addressing opportunity and challenge through creating:

- increased self-perception, clarity of thought, purpose and intent
- strategy and a commitment to act
- reflective practice and accountability.

Coaching Strategies

Good coaching practice is demonstrated through:

- being self-aware and attentive
- building trust and confidence
- being procedural and analytical
- promoting clarity and strategy around opportunity
- promoting self-reflection and metacognition
- promoting resourcefulness and resilience
- brokering a commitment to act, and establishing measures of success and accountability.

GROW Coaching

Grow coaching was developed in the 1980s and has been used extensively in corporate coaching.

It articulates a structured process of questioning that promotes metacognition and guides reflective thinking. It is a skill that can developed through practice over time.

Goal What would you like to achieve?

Reality Where are you now in relation to achieving the goal?

Options What could you do to achieve the goal?

Will What will you do to achieve the goal?



GROW Coaching Model Sample Questions

G – Goals

- What goal would you like to achieve?
- What would you like to accomplish?
- What would you like to be different?
- What would be different if you could achieve this goal?
- Why is this goal important to you?

R – Reality

- What is happening right now for you in relation to this goal? How is that affecting you?
- How would things change for the better?
- What is currently working well for you?
- What has been getting in the way of you achieving your goals?
- What gives you the confidence this goal will make a difference?
- What would you notice?
- What benefits would you derive?
- On a scale of 1–10, where are you in relation to achieving your goal? What has contributed to your score?

O – Options

- What would move you two points up the scale?
- What are your options to make this goal a reality?
- What could you do to achieve your goal?
- What first step could you take?
- What else could you do?
- What could you do more of?
- What could you do differently?
- Where have you seen somebody else achieve a similar goal? What did they do?
- What advice could you give another person trying to achieve this goal?

W – Will

- What do you need to do right now?
- What three things can you achieve this week that will make a difference?
- How would this move you towards achieving your goal?
- What critical elements do you need to have in place to deliver upon this commitment to action?
- When are you going to start?
- What support do you need?
- What obstacles do you think you might come across? How can you address them?
- On a scale of 1–10, how committed are you to this/these action/s? What would it take to make it a 10?
- What might happen if you do not take this/these action/s?

Emotional Intelligence (EI)

A critical component of effective coaching practice is the consistent demonstration of EI. This contributes to creating a safe place for the participant, promotes engagement, and builds trust around the relationship.

EI can be demonstrated non-verbally through the demeanour adopted by the coach – for example, by creating a sense of presence, engagement, consideration and empathy through body language, tone and response to challenge.

Verbally, EI can be demonstrated by the structure and intent of questions that frame coaching conversations.

Active listening

Active listening focuses upon the content of the words being spoken, along with the non-verbal cues that enrich and substantiate the communication process.

It is a respectful, non-intrusive and non-judgemental process that provides the speaker with an opportunity to be heard and acknowledged.

Active listeners demonstrate their engagement by:

- using empathic non-verbal cues, including body language
- demonstrating patience and not interrupting, even during extended pauses
- respectfully searching for clarity and understanding
- providing constructive feedback, when invited.

Identifying purpose and creating agency

Application of the coaching process should identify purpose and create agency with the participant to act in ways that deliver upon the identified purpose.

This process clarifies what is important and the benefits of attending to what is important – it is objective, logical and procedural.

Although it may be challenging, the question 'Why?' should be avoided. By asking 'Why?', the focus moves from the process to the person. This may result in the participant feeling under siege and result in defensive thinking.

Defensive thinking is counterproductive to expansive thinking, which is required to promote growth and development.

Affirming

A positive mindset promotes a person to be more open to opportunity and to be more expansive in their thinking.

A good way to begin a coaching conversation is to identify what is, generally, working well for the participant – it does not have to be directly related to goal attainment.

For example, 'What has gone really well for you since the last time we spoke?' or 'Have you had any great moments since we last caught up?'

By reflecting upon small wins and positive experiences, the coaching conversation can begin with some forward momentum.

A coach can also help to construct a positive mindset through affirming – listening for things that are working, identifying them, acknowledging their positive impact and applying the process to new situations.

For example, 'It sounds to me like you are taking more responsibility for getting ready for school each day – fantastic! What benefits have you noticed? What other areas could benefit from you being more organised?'

To be effective, an affirmation should be authentic in recognising and building confidence around progress towards goal attainment.

Solutions-focused – strengths-based practice

The solutions-focused process recognises, further develops and applies existing strengths and resources (both internal and external) to create a solution to address an identified challenge.

It shifts attention from a problem to its solution, and from challenge to opportunity. A solutions focus creates a positive approach, which lifts aspirations and energises participants to envision, plan and work towards a preferred outcome.

Envisioning

When a person clearly imagines what is possible, they can develop a sense of how success will look and feel – you can't be what you can't see.

Through envisioning, the benefits of achieving a goal can be clearly and resonantly articulated, increasing goal commitment and motivation.

Small steps

Breaking a goal down into what is 'doable' is critical to building self-efficacy and agency with the participant. This can be represented through creating a 'goal ladder', which participants climb towards achieving their goal.

Trying to do too much in a short time frame is not sustainable, and could result in burnout and feelings of failure. Incremental and steady progress towards a goal promotes self-efficacy, self-determination and self-regulation. This is known as the Progress Principle, championed by Teresa Amabile (<http://progressprinciple.com>) in relation to workplace engagement, but it is also applicable to learning, growth and development.

Establish tiny habits

In his book *Tiny Habits* (<https://tinyhabits.com>), the founder of the Behaviour Design Lab at Stanford University, BJ Fogg, identifies that small behaviour changes, actioned in response to strategic prompts, empower goal attainment. The regular adoption of small changes in behaviour elicits further positive changes to create momentum towards a goal. The adoption of this practice reduces complexity and assists in simplifying behaviours to a routine of stimulus and response. It mitigates barriers to enacting goal-oriented behaviours and reduces the likelihood of procrastination, which may result in disengagement from a goal.

For example, I have a goal to exercise each morning. As such, when my alarm goes off I put on my exercise gear, which has been placed in sight of my bed. Initially, I follow a short exercise routine that does not require me to leave my residence, nor rely on the use of specialised equipment. After ten minutes of physical activity I enjoy my breakfast.

Once this simple routine has been established, there are opportunities to expand the regime and its benefits in sustainable ways.

Nonetheless, a simple routine has been created to promote a new habit – when I wake up, I exercise.

The miracle question

Where challenge clouds the ability to envision what is possible, the 'Miracle Question' may be a useful tool to assist in creating clarity.

It goes something like this: If a miracle were to occur:

- what would be different?
- how would it be different?
- what would have changed?

This process assists in creating the image of a preferred outcome, which can then be deconstructed to establish strategies through which it can be achieved.

Scaling

Scaling is a technique that helps orient a participant to their goal – in this sense, it is a little bit like a GPS.

The participant allocates themselves a score between 1–10, which indicates progress towards attaining a goal (with 10 representing goal attainment).

The score identified by the participant provides a context around which coaching can be facilitated to create a way forward.

For example, let's say a participant identifies a score of 4:

- On a scale of 1–10, where are you now in relation to attaining your goal?
- What are you already doing that places you at four on the scale?
- What would you notice if you moved two points up the scale?
- What could you do to move you two points up the scale?
- What else could you do?
- What will you do?

What else?

Prompting a participant to dig deep in their thinking can lead to rich rewards. The 'what else?' question requires a participant to consider a range of options to promote progress towards goal attainment, before deciding upon what they will do.

This process tests the resourcefulness of a participant to identify the best options available to them to attain their goal.

Bridging the Void

At times, a participant may have trouble identifying strategies to achieve a goal – their mind simply draws a blank.

Strategies to bridge this void include requesting the participant to identify a time:

- When they were in a similar situation and ask:
 - What worked for you then?
 - What did you learn from the situation that could be useful to you now?
- When they noticed somebody else in a similar situation and ask:
 - What worked for them?
 - What did they do that could be useful to you?

Another strategy is to create a different perspective by asking 'If somebody else was in your situation, what advice would you give them?'

Alternatively, you could prompt the participant to identify possible resources from which they could draw, by asking:

- Who may be able to assist you?
- Where could you find support?
- Where could you find out?

Clarifying

Language and thinking form a critical and complex interrelation.

Fuzzy language can often be indicative of fuzzy thinking.

Prompting clarity of thought and language can help to disentangle, analyse, interpret, organise and frame a person's perceptions, understandings, aspirations and goals.

Clarity can be promoted by:

- constructively challenging perceptions
- establishing what is most important
- paraphrasing, organising and/or summarising what has been discussed.

Without clarity, there is a risk of disorientation and confusion.

With clarity, a way forward can be clearly established.

Challenging and reframing perceptions

Perceptions and beliefs influence behaviour.

Where perceptions and beliefs limit a person's opportunities, it can result in disadvantage or underachievement.

As such, we need to ensure that perceptions and beliefs are evidence based and valid, not built upon inaccuracies and/or subjective bias.

Questions that promote validation of perceptions and beliefs can test their accuracy, for example:

- What gives you the confidence this is the case?
- Where have you seen evidence to support this perception?
- What benefit do you derive from holding this perception?
- What risks are associated with holding this perception?
- What could be possible if you changed this perception?

By respectfully challenging perceptions, we create an opportunity for them to be reframed.

Reframing requires a strong evidence base upon which different perceptions are created, and from which more appropriate behaviours can be developed.

This process can also be applied to challenge Behavioural Confirmation, where social expectations influence the demonstration of behaviours that become self-fulfilling.

A coach needs to be conscious of the bias they bring to interpreting and understanding complex circumstances impacting upon a person with whom they may be working. It may not always be possible to reduce complexity to a simple interaction of cause and effect.

Feedback

Timely and constructive feedback is critical to improving performance. However, giving and receiving feedback can be difficult – very few people like being told and, in some ways, it can be counterproductive.

Coaching promotes metacognition and reflective practice with participants to facilitate self-generated feedback, which can often be less confronting, for example:

- What is critical to achieving your goal?
- In working towards your goal, what would you notice?
- What would that look, sound and feel like?
- What has stood out for you?
- What has surprised you?
- What went well?
- What is getting in the way?
- What could you have done to produce a different result?
- What have you learned?
- How will this change what you do?
- How are you going to use what you have noticed to inform your thinking and behaviour?

At times, however, a coach may be required to provide direct feedback. It is important the coach asks permission of the participant before doing so. Feedback should only be provided when there is a resonant strength in the coaching relationship, and at an appropriate time.

Feedback should be timely, respectful, objective, evidence based and clinical. It should be solutions focused, specific and relate to a process, rather than the person.

Feedback should be provided in a manner that articulates intent and allows the participant to draw conclusions.

Research indicates that the ratio of positive feedback to negative feedback should be at least 3:1.

A coach can model receiving and acting upon feedback by requesting feedback around their coaching practice, to inform its ongoing development.

Creating commitment and accountability

A clear and accurate record of a goal – its purpose, process to be mastered, practices to be demonstrated and time frame for achievement – increases commitment and accountability by:

- creating and maintaining focus
- establishing a structure that guides and promotes goal-based behaviours
- Providing a point of reference for monitoring and reporting progress towards goal attainment.

Commitment and accountability are increased when a goal is made public or shared with significant others.

Goalhub provides a web-based software solution for archiving, sharing, and monitoring goals, as well as celebrating their achievement.

DRAFT