



Education Coordinator Roles

- Recruitment of Masters and Apprentices, promotion of the program in your region
- *Facilitation/Coaching of Master-Apprentice pairs*
- Coordination of discussion groups, pasture walks and other activities for your Master-Apprentice pairs

Coaching our Masters and Apprentices

- *Coaching is:*
 - “Helping another person to improve awareness, to set and achieve goals in order to improve a particular behavioral performance.”
 - http://www.brefigroup.co.uk/coaching/coaching_and_mentoring.html
 - “Unlocking a person’s potential to maximize their own performance. It is helping them to learn rather than teaching them” (Whitmore 2003)
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 - <https://karenwise.wordpress.com/2010/05/20/what-is-coaching-10-definitions/>

Laying some groundwork

- Communication
- Adult learners and learning styles
- Principles of coaching



Understanding our learners

Communication basics

What you wanted to say

What you said

What the person heard

What the person understood

What the person listened to

What the person accepted

What the person remembers

Understanding our learners

Communication basics

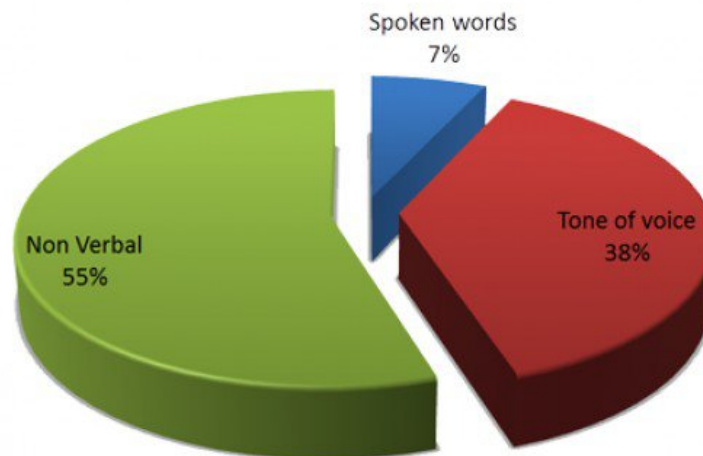
Cold versus hot communication



Understanding our learners

Communication basics

Credible face-to-face communication requires congruence among these mediums

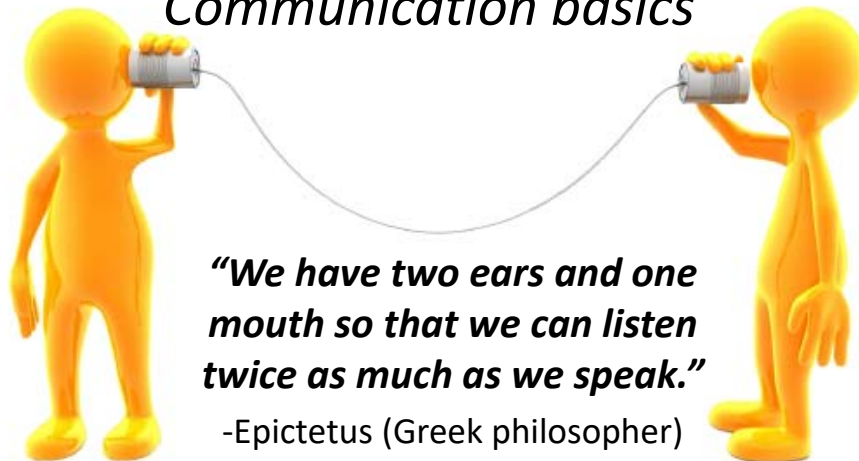


Understanding our learners
Communication basics
Communicating effectively

- Use "I" statements. Using personal pronouns when speaking contributes to direct communication.
 - Say: "I feel frustrated when you don't get to work on time"
 - Not: "You never get to work on time you lazy slacker".
- Describe behaviors without a value judgment.
 - Say: "You seemed very interested when I was talking to the feed man."
 - Not: "You always interrupt when I'm talking to someone."
- Describe your feelings: this is an important part of communication and you can't hid the fact that the emotional content is directly coloring your message.
 - Say: "I felt angry when you criticized my work."
- Maintain congruence between your verbal and non-verbal messages.
 - Saying, "You really did a great job on that.." with your eyes rolling or a sarcastic tone, will confuse the person and most likely decrease trust which closes communication down.
- For many people it will take practice to become an effective communicator.
 - Ask for feedback around the clarity, delivery, and timing of your message.

Understanding our learners

Communication basics



Understanding our learners

Communication basics

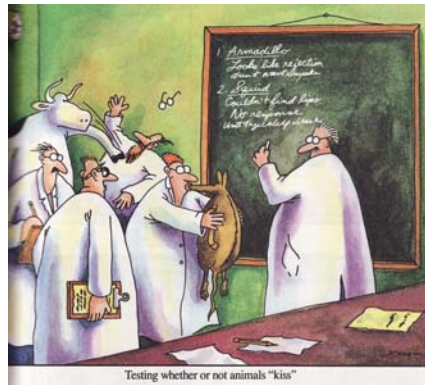
Listening and responding

- Listening and responding is how we understand the feelings and thoughts of the other person. There is no skill more important for effective communication than taking into consideration the other person's perspective.
- Tips for listening and responding
 - Focus on what is being said – tune out distractions
 - Look for non-verbal cues such as eye contact, facial expressions or body postures
 - Listening is about the other, not you. Try to refrain from forming your response before you have even heard what the other is saying
 - Clarify and ask pointed questions to help you understand what is being said
 - Paraphrase: restate in your own words, what the person says, feels and means
 - Try to understand the message from the sender's perspective: "So if I understand you.."

Categories of learning activities

Which ones are going to be most effective?

- Reading/Writing: reading text or writing notes
- Visual: graphics, pictures, demonstrations
- Auditory: hearing verbal instruction, listening to a lecture
- Kinesthetic: physical activity, hands-on experiential learning.



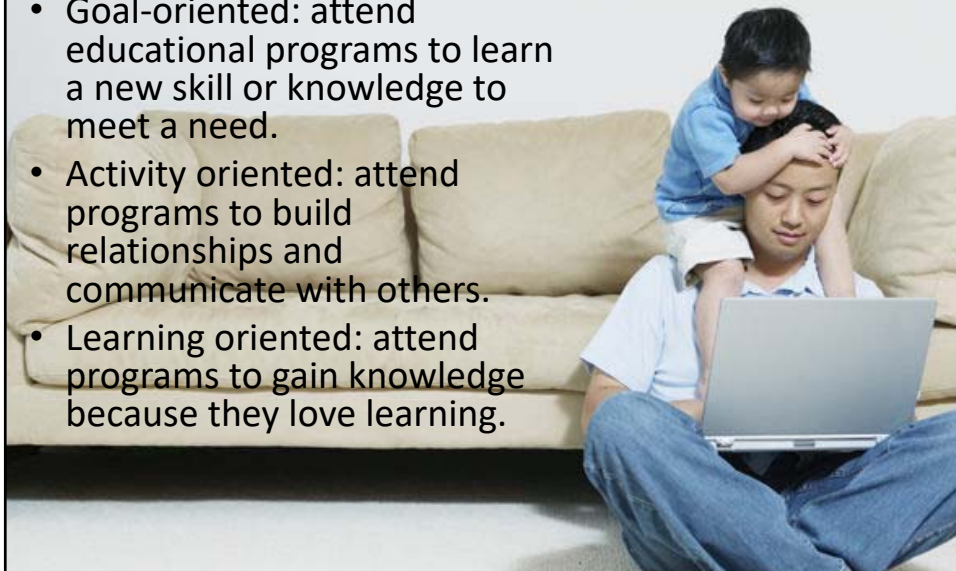
Categories of learning activities

Which ones are going to be most effective?

People generally remember:	Apprenticeship activities
10% of what they read	Reviewing written resources and references
20% of what they hear	Receiving verbal instructions
30% of what they see	Watching someone perform a task
50% of what they hear and see	Watching someone perform a task while they explain it to you
70% of what they write	Recording a daily log or doing a written exercise or project for the farm
90% of what they practice themselves and have to explain to someone else	Doing a task and teaching someone else to do it.

Adult Learners: *Motivations*

- Goal-oriented: attend educational programs to learn a new skill or knowledge to meet a need.
- Activity oriented: attend programs to build relationships and communicate with others.
- Learning oriented: attend programs to gain knowledge because they love learning.

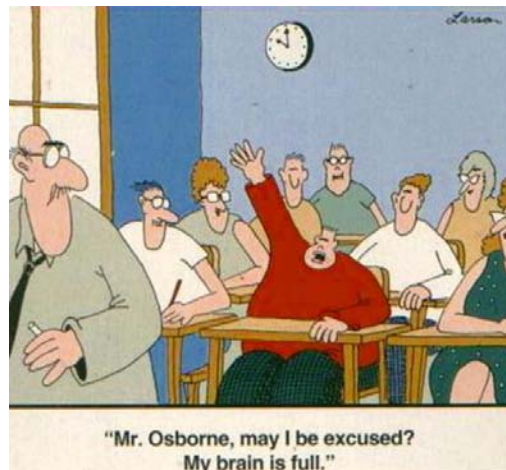


Characteristics of adult learners

Children	Adults
Rely on others to decide what is important to be learned.	Decide for themselves what is important to be learned.
Accept the information being presented at face value.	Need to validate the information based on their beliefs and values.
Expect what they are learning to be useful in their long-term future.	Expect what they are learning to be immediately useful.
Have little or no experience upon which to draw, are relatively "blank slates."	Have substantial experience upon which to draw. May have fixed viewpoints.
Little ability to serve as a knowledgeable resource to teacher or fellow classmates.	Have significant ability to serve as a knowledgeable resource to the trainer and fellow learners.

Principles of Adult Learning

- Personal Benefit
- Experience
- Self Direction
- Application and Action
- Learning Styles



Principles of Adult Learning

- **Personal Benefit:** *Adult learners must be able to see the personal benefit of what they are learning and how it satisfies a need they have. They are motivated to learn if the learning:*
 - Solves or avoids a problem for them.
 - Provides an opportunity or increased status.
 - Leads to professional or personal growth.

Principles of Adult Learning

- **Experience:** *Adult learners come to each learning event with a unique background of knowledge and experience. They are motivated to learn if the learning:*
 - Involves them in sharing what they know.
 - Builds on what they know.
 - Validates their experience.

Principles of Adult Learning

- **Self-Direction:** *Adult learners are self directed and must have some control over what they are learning. They are motivated to learn if they can:*
 - Take charge of their learning and make decisions about the content and processes.
 - Contribute to the learning of their co-learners.
 - Have some degree of independence in the learning process.

Principles of Adult Learning

- **Application and Action:** *Adult learners are busy, practical, and learn by doing. They learn best when:*
 - There is immediate application for the learning.
 - They participate actively in the learning process.
 - They can practice new skills or test new knowledge before leaving a learning session.

Principles of Adult Learning

- **Learning Styles:** *Adult learners approach learning in a variety of ways, from hands-on and moving to using their eyes, ears, and/or logic to anchor new skills and knowledge. They learn best when:*
 - The learning taps into a mix of learning styles that fit their preferences and stimulate their multiple intelligences.
 - Multiple means are used to represent the material being learned.

Leadership Behaviors

Which ones are dominant in your Masters?

- Resonant styles
 - Visionary:
 - I articulate a shared vision and give clear direction which helps people move toward a shared goal.
 - Coaching
 - I have one-on-one, ongoing dialogue with others that helps them stretch to reach shared goals.
 - Democratic
 - I am a consensus builder who listens to others to get them on board and make them feel they matter.
 - Affiliative
 - I foster harmony among employees. I create settings in which people can get to know each other and bond together.

Leadership Behaviors

Which ones are dominant in your Masters?

- Dissonance styles
 - Pacesetting
 - I set high standards for my people and I lead by example. I expect people to be highly motivated and highly competent and expect them to work as hard as I do.
 - Command and Control
 - I issue orders and expect them to be followed. To ensure success, I tightly monitor and control performance.
- *A good leader has at least four of the six leadership behaviors, including one of the dissonance style.*

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Characteristics of Coaching

- Coaching normally (and many would say properly) implies a sense of agreement, consent and willing participation on the part of the 'coachee' (learner/student)
- Coaching ideally helps a person to find their own solutions, rather than prescribing a solution from the coach's viewpoint.
- Coaching generally looks forward significantly more than it analyses the past.

Potential features of coaching

- **One-to-one** - involving a coach (teacher, trainer, mentor, coach) and learner (student, trainee, sometimes called the 'coachee')
- **On-going and regular** - coaching is commonly a continuing arrangement
- **Personalized** - by the coach for the individual learner
- **Enabling** - rather than prescriptive or imposed
- **Adapted and adaptable** - to the changing needs of the learner
- **Planned** - the coach normally works to a plan or structure
- **Model-based** - coaching tends to be based on a structured 'proven' tested concept or methodology
- **Focused on aims** - coaching normally works towards achieving agreed measurable outcomes or targets
- **Measured and recorded** - by the coach, and/or the learner
- **Time-based** - coaching sessions, schedules, and outcomes normally are time-bound

Common coaching practices

- Providing and clarifying direction.
- Encouraging the development of goals.
- Giving feedback and listening.
- Serving as a source of expert guidance and advice.
- Making suggestions for improvement.
- Helping people with their work.
- Providing encouragement and building self-confidence.
- Motivating and keeping up morale.
- Removing barriers and providing resources.
- Providing technical training.

Framing coaching questions

- How would you like me to support you?
- What are your assumptions?
- What are your expectation?
- What do you expect of yourself?
- What do you expect of others involved?
- In what ways does (this) concern you?
- What would be the benefits of making a change?
- How will it impact you?
- How do you think others see the situation?
- What worries you about this situation?
- How would you like for things to be different?
- What would you see as advantages of making a change?
- What personal strengths do you have that will help you succeed?
- Who could support you in making a change?
- How important is this to you?
- Of the options we've discussed, which sounds like the best?
- What are your other options if this one doesn't work?
- What resources would you like to support you?

Framing a coaching session

Use these questions to plan for a coaching session

- Who will you coach?
- What is or are the issue(s)? What do you hope to accomplish?
- What would be the best outcome (based on your knowledge of the situation)?
- Why you think this is best?
- What you want to be careful of in this conversation.
- Your natural inclination in this situation is to:
- Your emotions about this:
- The “coachee’s” natural tendency is likely to be:
- The “coachee’s” emotions about this are likely to be:

Coaching DGA Masters and Apprentices

- Good communication skills
- Knowledge of adult learner characteristics
- Knowledge of adult learning styles
- Knowledge of personality styles
- Knowledge of the qualities we are looking for in:

- Masters
- Apprentices

