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Morganton, NC



Tools for Planning & Facilitating

AN EVIDENCE-BASED COACHING CONVERSATION

Inclusion Institute
May 2026



Family, Infant and Preschool Program
of the
J. Iverson Riddle Developmental Center



NC DEPARTMENT OF
**HEALTH AND
HUMAN SERVICES**

Objectives



Describe the key features of capacity-building coaching



Understand the flow of a capacity-building conversation



Demonstrate how to plan for a capacity-building coaching conversation



Capacity-Building Coaching

**COACHING
IS...**

Coaching is a capacity-building interaction style that leads to increased knowledge and skills and has been demonstrated to curb turnover and maximize job success and fulfillment.





Coaching is Individualized

STUDIES IN CONTINUING EDUCATION
2022, VOL. 44, NO. 1, 14–38
<https://doi.org/10.1080/0158037X.2020.1732335>

 **Routledge**
Taylor & Francis Group

 Check for updates

Rethinking andragogical assumptions in the global age: how preferences for andragogical learning vary across people and cultures

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ABSTRACT

We investigated whether andragogical assumptions and their common critiques are reflected in global PIAAC data using its motivation-to-learn (Mtl) and elaboration scales. A preliminary validation study with 300 adults revealed that andragogical assumptions cluster on these scales' two factors. Using hierarchical linear modelling of PIAAC data, we then investigated whether andragogical learning preferences varied across countries, and as a function of a learner's age, gender, education level, and occupation type. We then identified six country-level predictors from relevant theory to explain cross-country variation. Preferences varied across countries, decreased with age, and increased with educational level and occupational skill. Men had stronger preferences than women. A country's cultural value dimensions and its ability to meet its citizens' basic needs explained about half of the variation in preferences across countries. Preferences for andragogical learning were highest in Western countries, and among adults with similar demographics as Knowles. Implications for research and practice are discussed.

ARTICLE HISTORY

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KEYWORDS

Adult learning; andragogy;
PIAAC; hierarchical linear
modelling; culture

For better or worse, contemporary adult education practices remain influenced by the late twentieth century assumptions of Malcom Knowles's andragogy. Although pushed to the margins of the academy (Taylor and Laros 2014), andragogy still serves as a primary theory or model for practitioners seeking to understand and plan instruction for adults (Merriam and Bierema 2014). For some, it may even legitimize a profession seeking distinction from K-12 teaching. One needn't search long for its advocates. A cursory Google search of *andragogy* yields about 656,000 results, the first of which laud it as a theory to 'maximize learner engagement and motivation' (Pappas 2013, para. 9), 'a key term in the education field [that] should at least be understood by those who value learning' (Graham 2017, para. 2), 'a theory ... [which] applies to any form of adult learning' (Culatta 2018, para. 4), and a theory that 'teachers can draw on ... to increase the

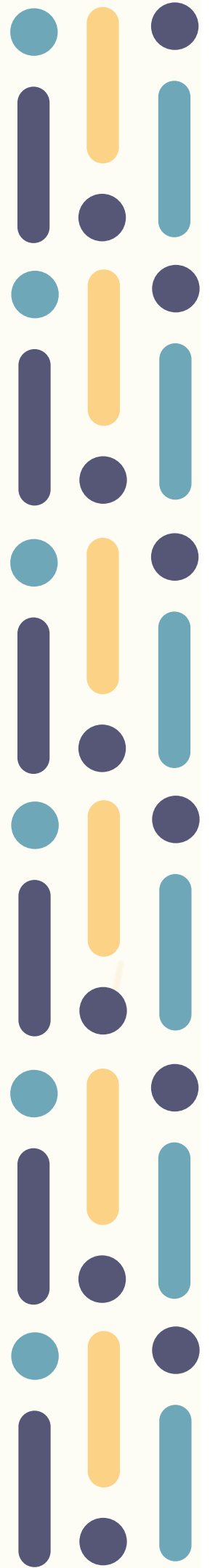
CONTACT Kevin M. Roessger  kmroessg@uark.edu   

Culture
Age
Gender
Education
Occupation
Values

Coaching

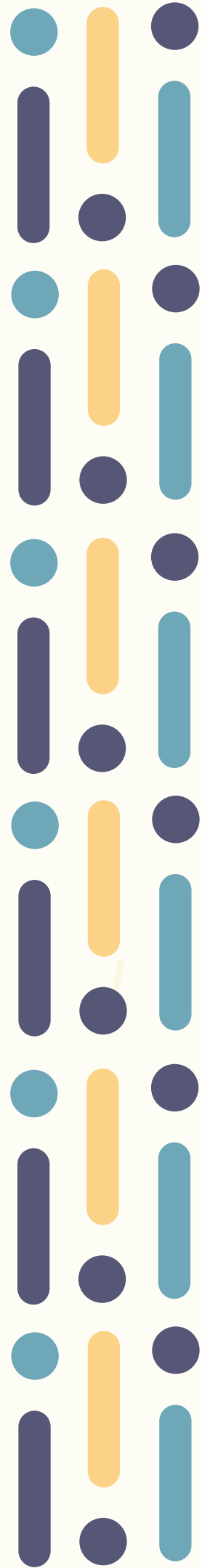
Topic

What topics do you frequently coach people on?



Capacity-Building Coaching

Were you
trained to use
a coaching
framework?

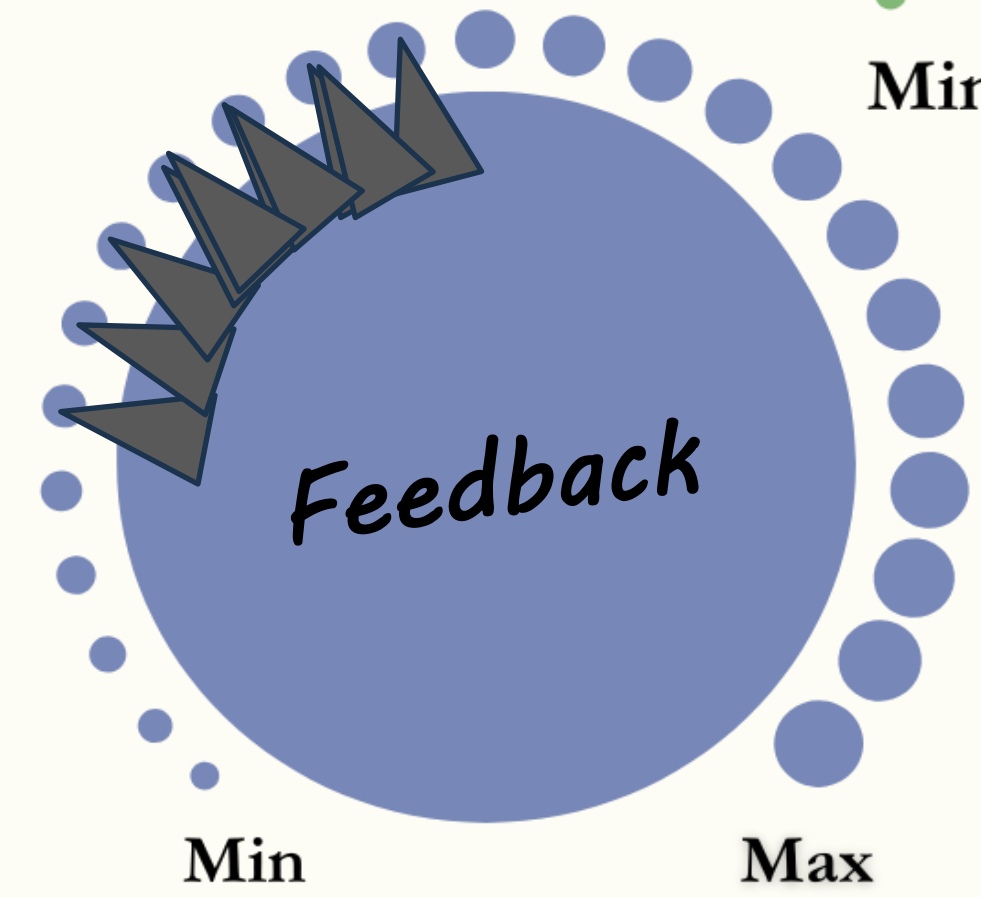
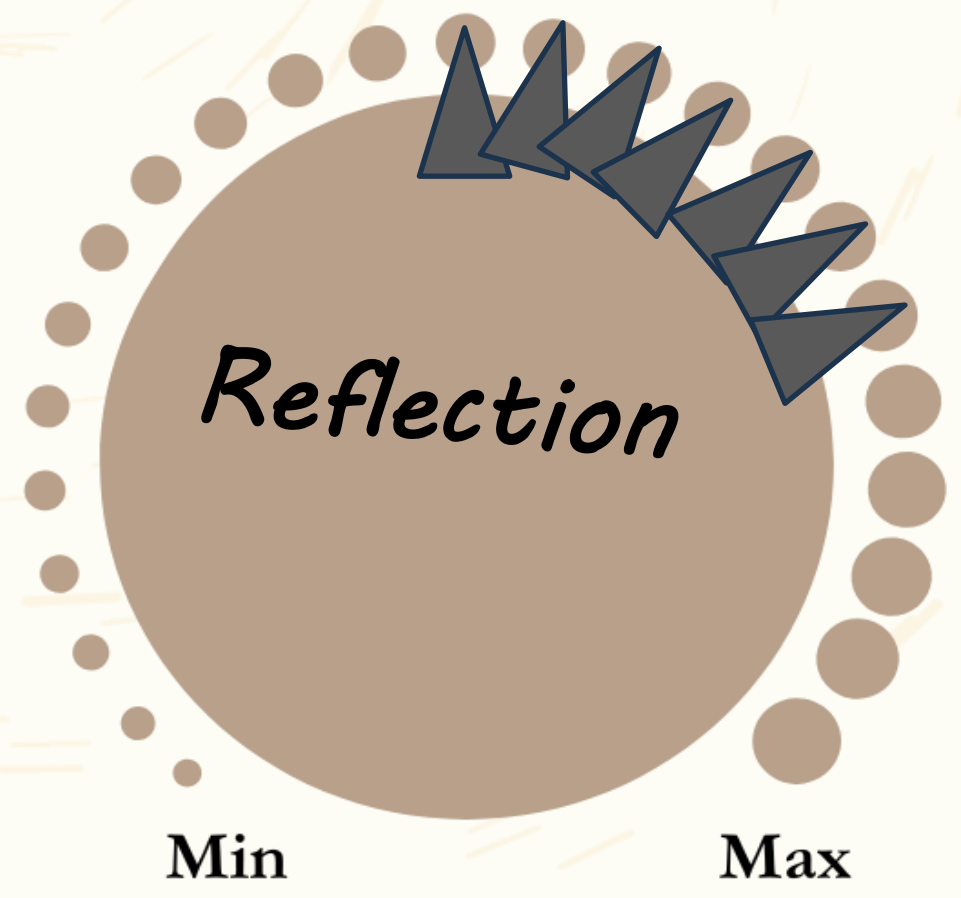
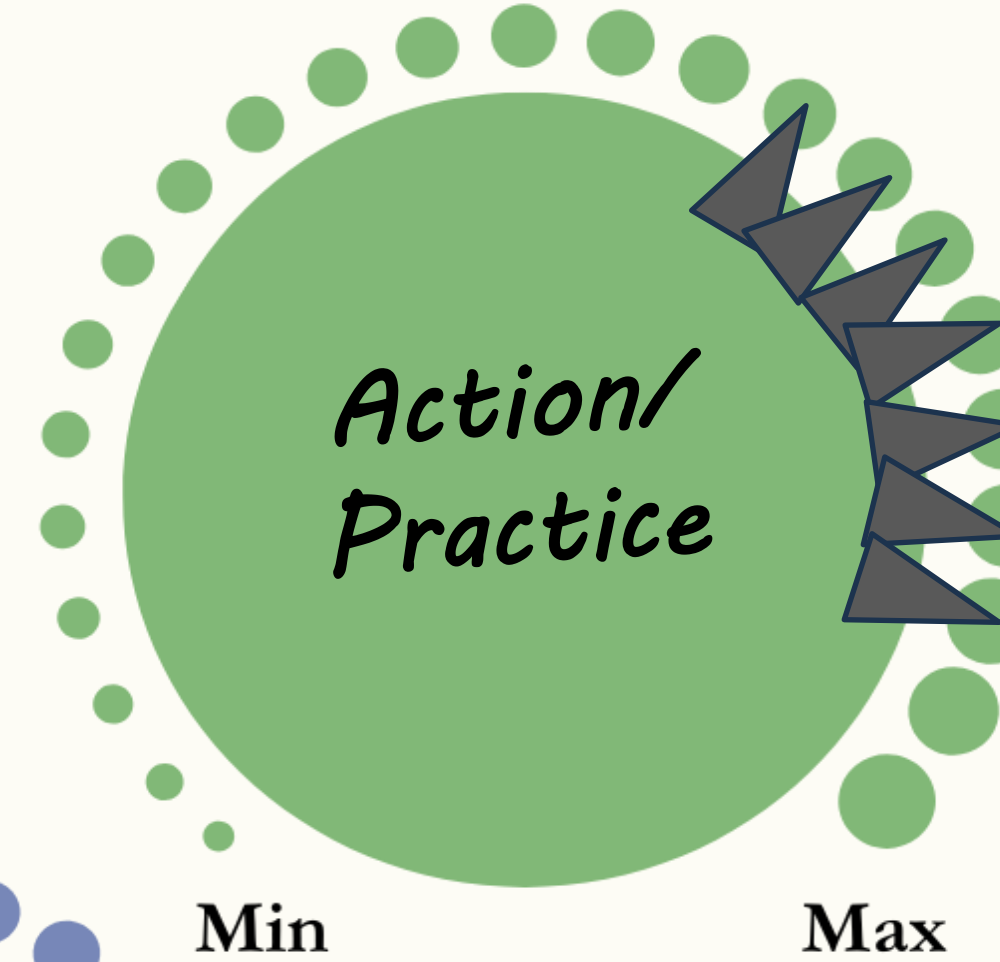
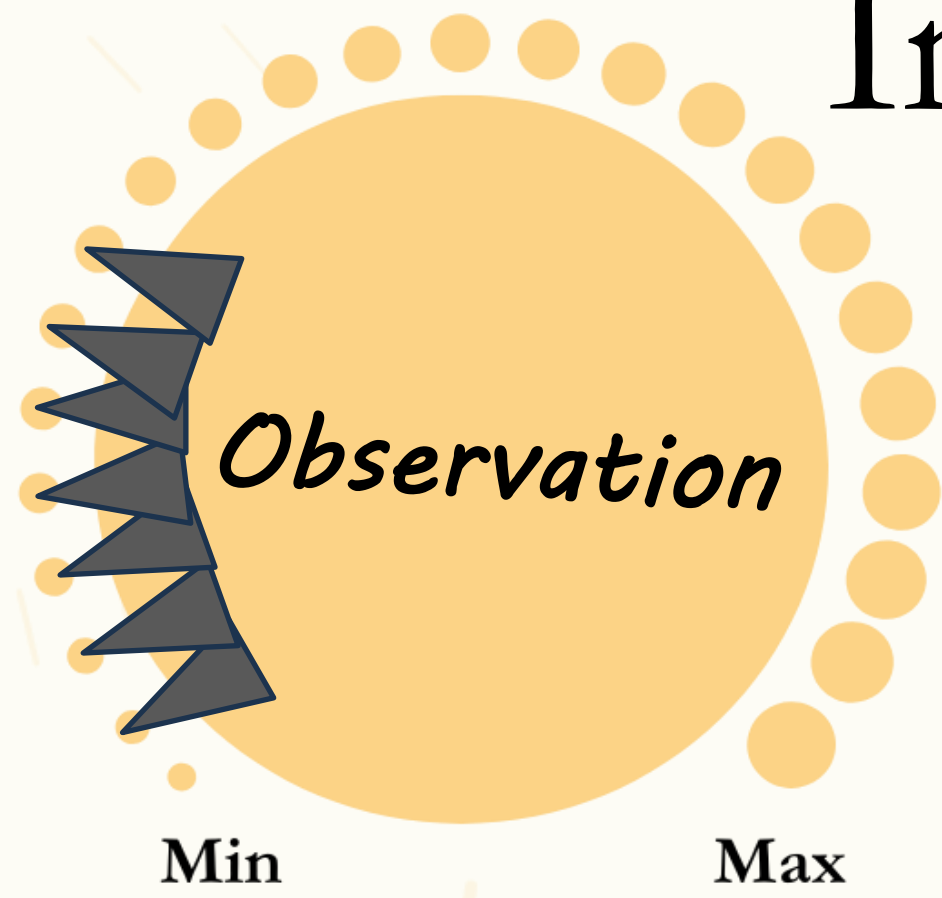
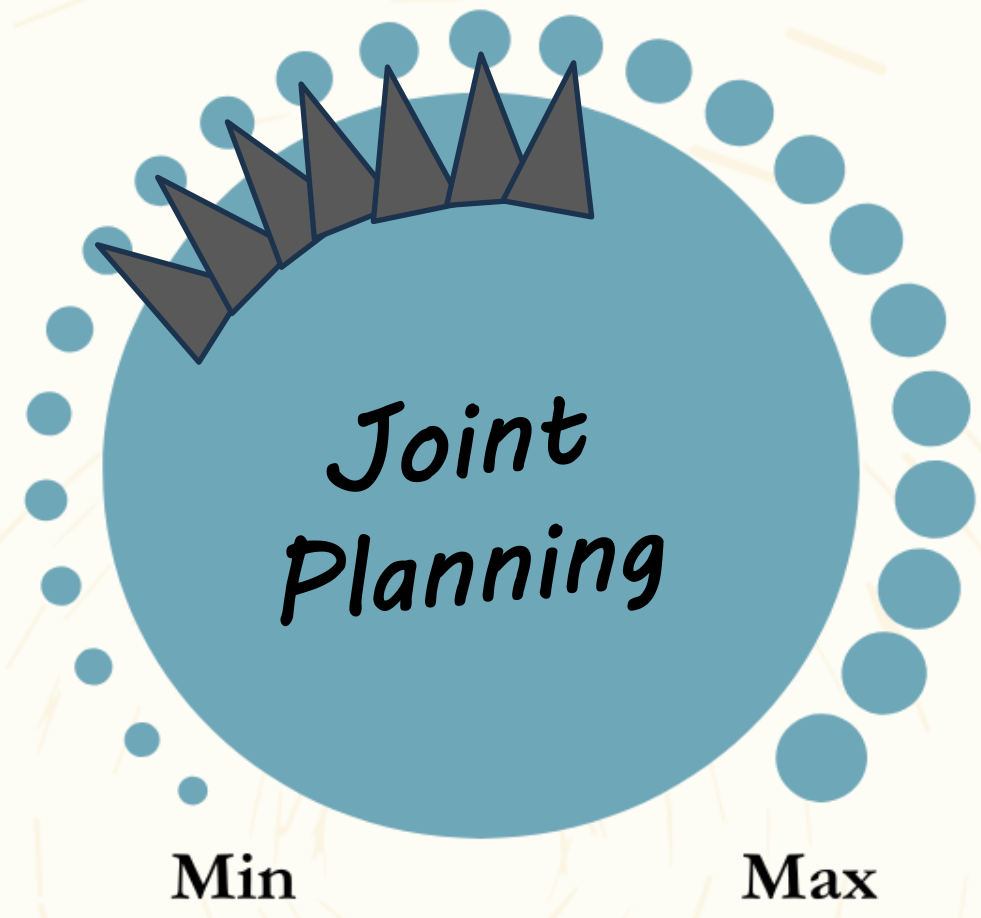


Capacity-Building Coaching

What
components
make up your
coaching
framework?



Coaching is Individualized



Coaching

**Coaching as a
Capacity-
Building
Interaction
Style**



Solves an immediate
issue



Internalizes a process
for addressing future
issues



**Capacity-
Building**

Handouts



FACILITATING CAPACITY-BUILDING MENTOR COACHING

Coaching colleagues follows a predictable process regardless of the topic. Being consistent with your coaching flow helps others internalize the process of thinking systematically even when you're not around.

UNDERSTAND THE ISSUE
Use awareness questions to ensure you and the coachee understand the current situation.

- Tell me more about what's happening?
- What have you done so far?
- What do you know about ...?

PROMPT THE COACHEE TO ANALYZE WHY THE ISSUE IS HAPPENING
Use analysis questions to prompt the coachee to analyze why the situation is occurring.

- Why do you think that's happening?
- How does the current situation match what you want it to be?
- What do you think could change?

PROMPT THE COACHEE TO BRAINSTORM ALTERNATIVE IDEAS
Use alternatives questions to prompt the coachee to brainstorm new or alternative ideas for addressing the issue.

- What ideas do you have for addressing this?
- How could you modify what you are doing to change the outcome?
- What else could you do?

PROMPT THE COACHEE TO ANALYZE THE IDEAS
Use analysis questions to prompt the coachee to analyze the alternative ideas generated.

- What are the advantages and disadvantages of those ideas?
- How will others respond to those ideas?
- What other considerations would you need to think about to make that idea work?

PROMPT THE COACHEE TO DEVELOP AN ACTION PLAN
Use action questions to help the coachee develop a concrete action plan that address the concern.

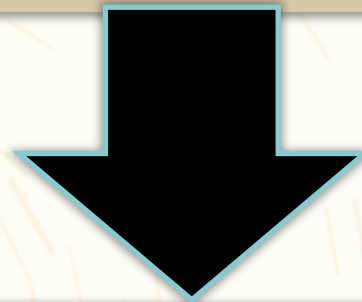
- Based on this conversation, what do you think you want to try?
- What would your first step be?
- What will you do if your initial idea didn't work?
- How will you measure your success?

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Facilitating a Coaching Conversation

Understand the issue the way your coachee understands it



- Tell me more about what's happening.
- What have you done so far?
- What do you know about...?



Facilitating a Coaching Conversation

Prompt the coachee to analyze why the issue is happening



- Why do you think that's happening?
- How does the current situation match what you want it to be?
- What do you think could change?

Provide feedback as needed



Facilitating a Coaching Conversation

Prompt the coachee to brainstorm alternative ideas for addressing the issue



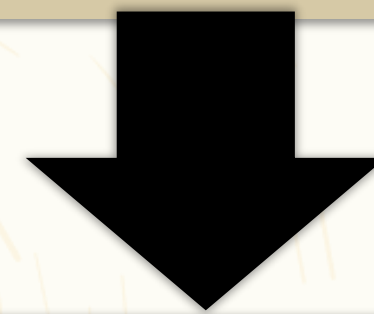
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Facilitating a Coaching Conversation

Prompt the coachee to analyze the ideas



- What are the advantages and disadvantages of those ideas?
- How will others respond to those ideas?
- What other considerations would you need to think about to make that idea work?

Provide feedback as needed



Facilitating a Coaching Conversation

Prompt the coachee to develop an action plan



- Based on this conversation, what do you want to try?
- What would your first step be?
- What will you do if that doesn't work?
- How will you measure success?



Handouts

PLANNING FOR CAPACITY-BUILDING MENTOR COACHING

Thoughtful planning can help a coaching conversation achieve its purpose efficiently. Try using these planning steps to prepare to coach a colleague.

COLLECT DATA ON COACHEE'S ALIGNMENT WITH EVIDENCE-BASED PRACTICES

Data can include:

- Observation
- Conversation
- Coaching log
- Record keeping

ANALYZE THE DATA AND DETERMINE WHERE THE GAPS IN KNOWLEDGE AND PRACTICE ARE.

How do the data align with:

- Natural learning environment practices
- Resource-based practices
- Caregiver coaching
- Evidence-based practices
- Policies and procedures
- Organizational priorities

PRIORITIZE THE LIST OF COACHABLE ISSUES

Coaching priorities can be based on:

- Previous plan
- Biggest impact
- Foundational issues
- Organizational priorities
- Safety issues

DETERMINE THE GOAL FOR THE COACHING CONVERSATION

- What do you want the coachee to learn from the conversation?
- What do you expect to change as a result of the conversation?

IDENTIFY KEY REFLECTIVE QUESTIONS AND FEEDBACK

What questions will you use to:

- Better understand the issue?
- Help the coachee analyze the issue?
- Help the coachee brainstorm new ideas?
- Help the coachee analyze the options?
- Help the coachee get started making a joint plan?

What information might you need to share?

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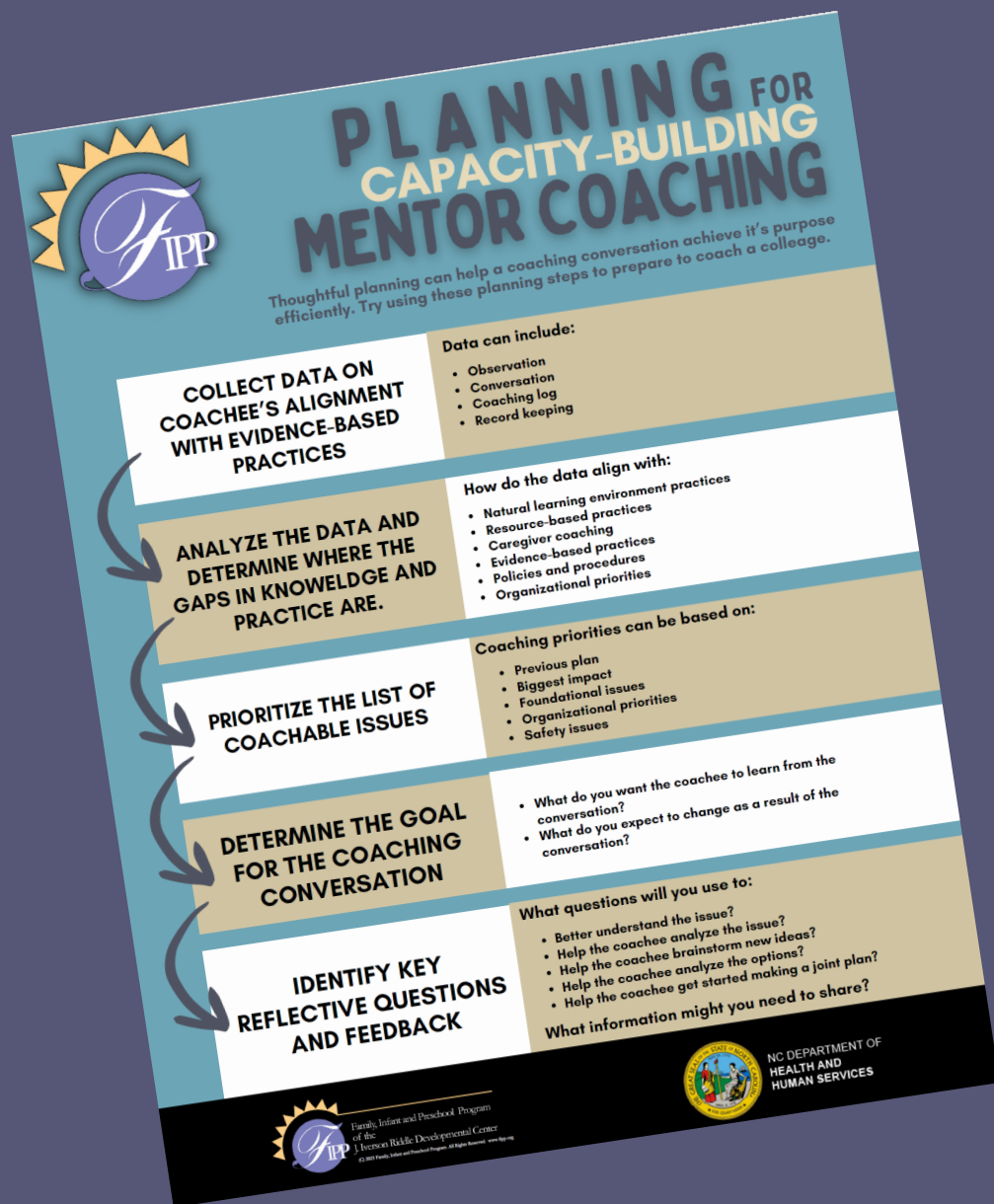
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Planning a Coaching Conversation

Collect data on coachee's alignment with evidence-based practices



- Observation
- Conversation
- Log
- Record keeping

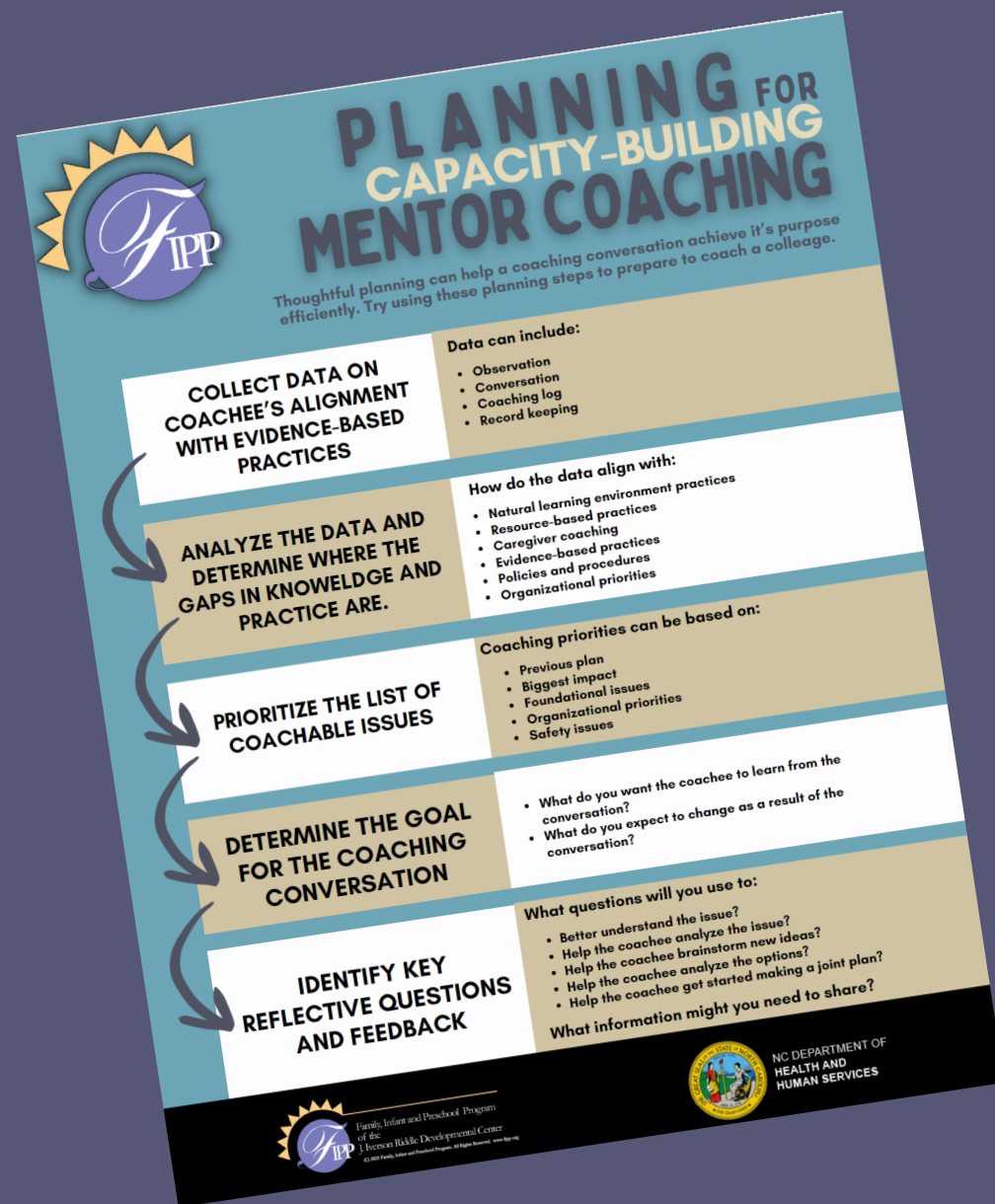


Planning a Coaching Conversation

Analyze the data and determine where the gaps in knowledge and practice are

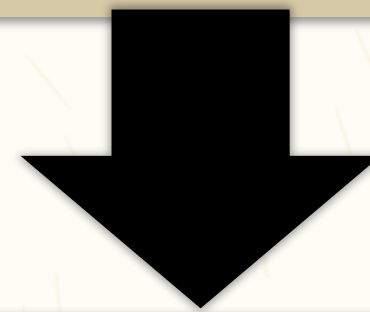


- Interest-based natural learning
- Classroom management
- Social-emotional learning
- Teaming
- Lesson planning
- Policies and procedures



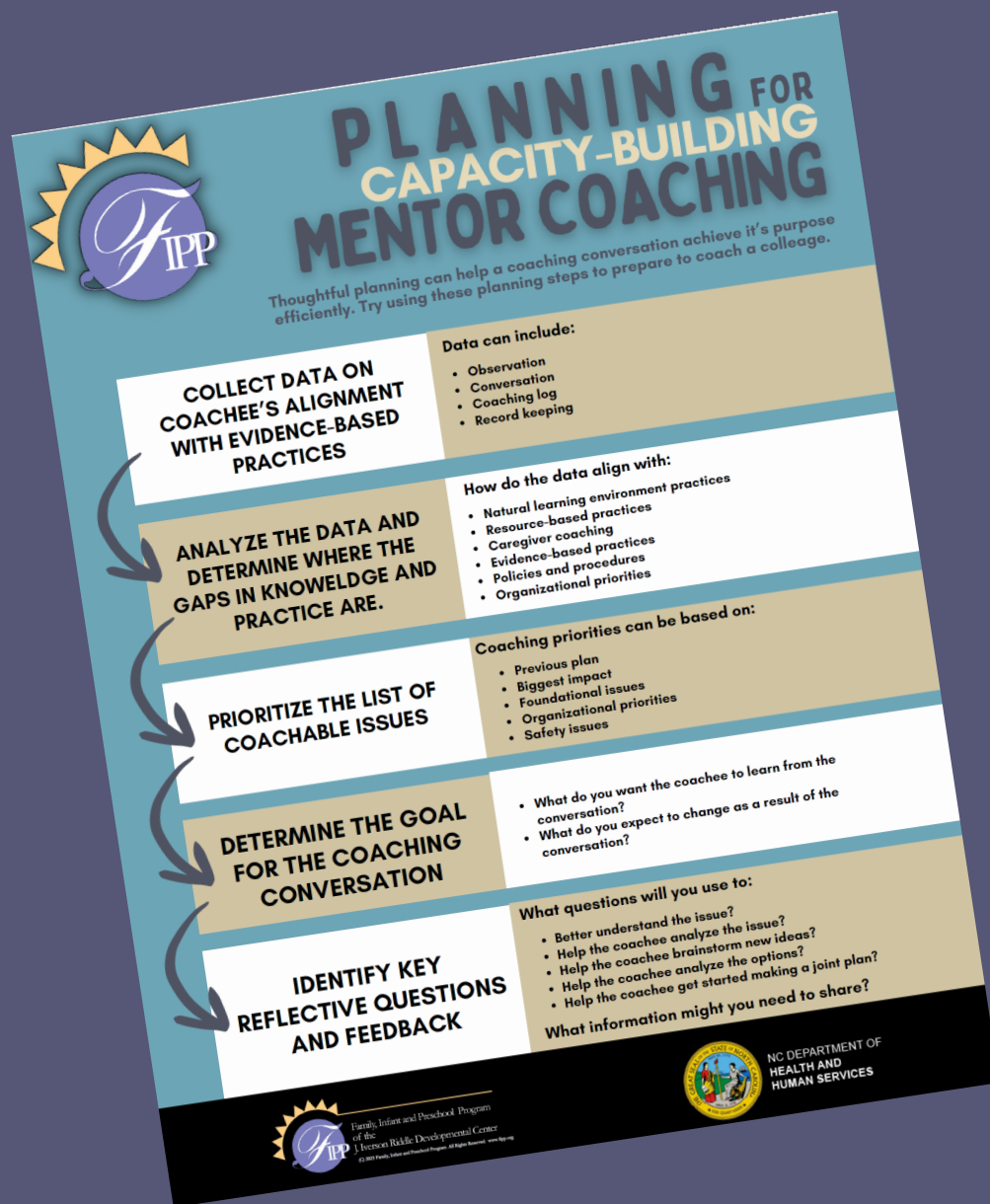
Planning a Coaching Conversation

Prioritize the list of coachable issues



Coaching priorities can be based on

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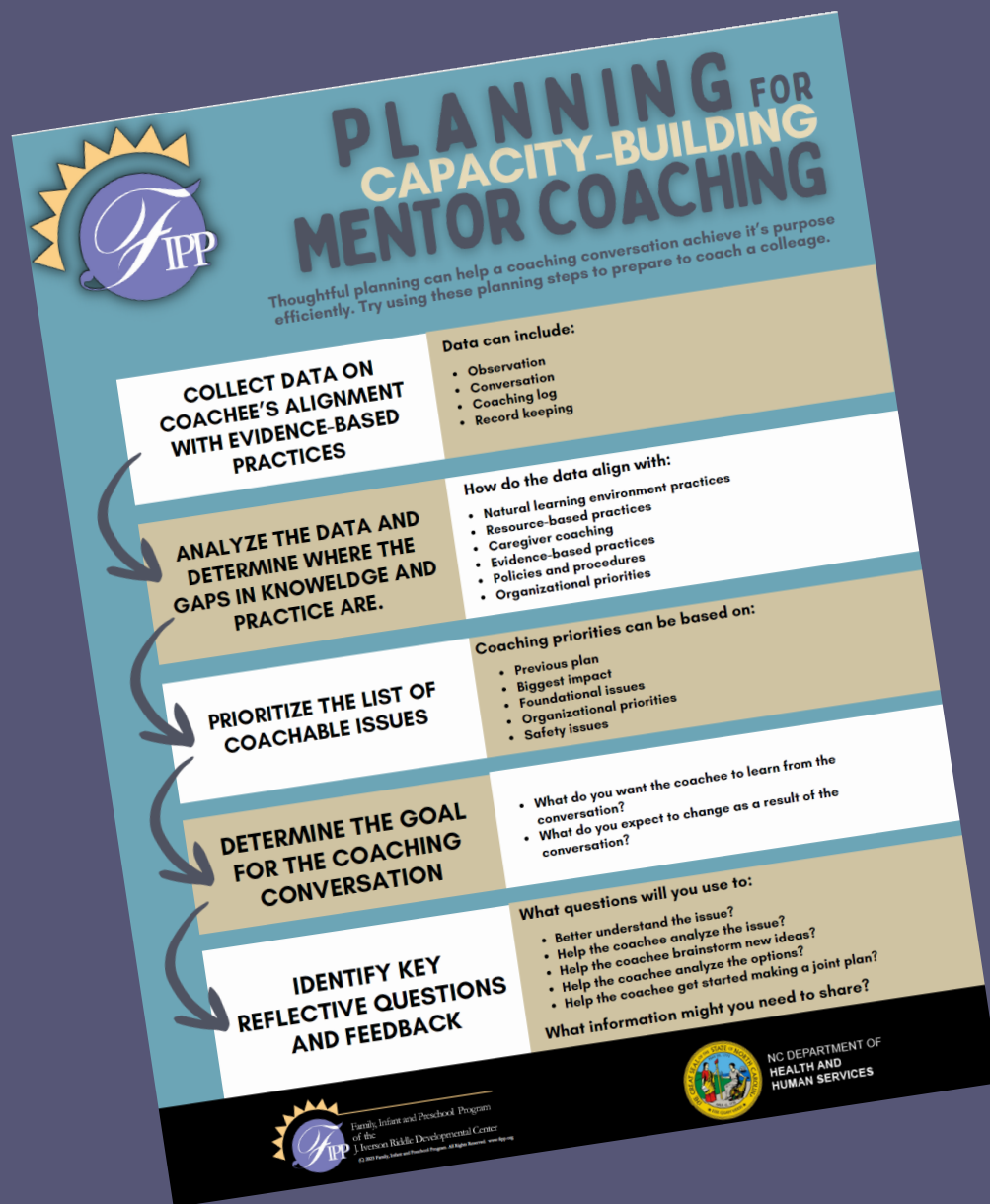


Planning a Coaching Conversation

Determine the goal of the coaching conversation

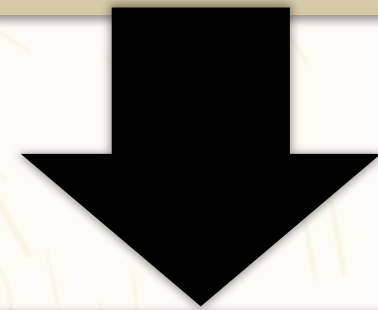


- What do you want the coachee to learn from the conversation?
- What practice or behavior do you want the coachee to change as a result of the conversation?
- What should the coachee know or be able to do as a result of the conversation?



Facilitating a Coaching Conversation

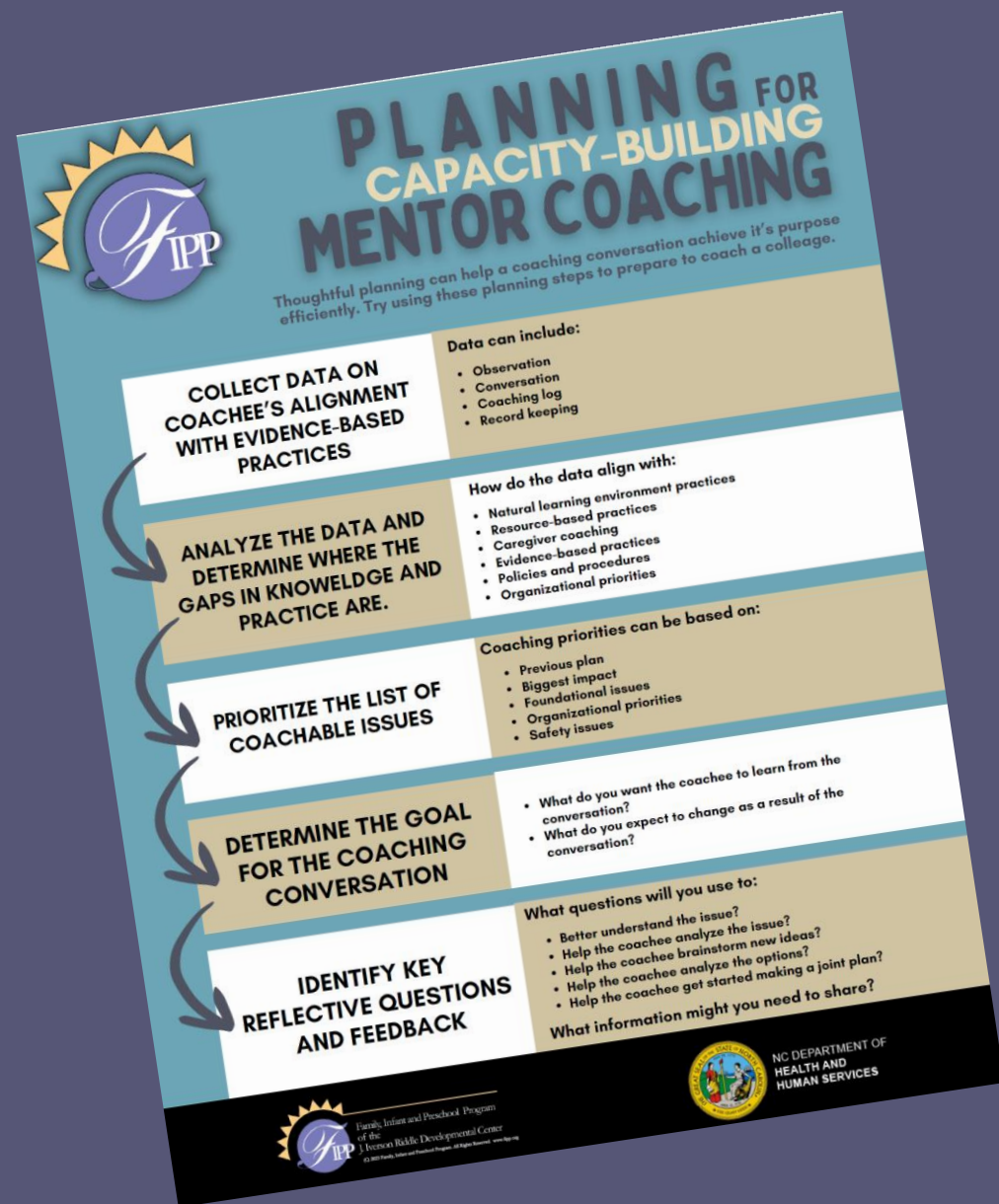
Identify key reflective questions and feedback to scaffold the coachee's learning



What questions will you use to:

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Capacity-Building Coaching Handout

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- Record keeping

How do the data align with:

- Learning environment practices
- Instructional practices

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Take Aways

& Questions

What will you
take from this
session?

What questions
do you have?



Thank You for Joining Us!



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