### Six Coaching Interventions


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<th>Style</th>
<th>Push or Pull</th>
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| Prescribing | Push         | Give directions, advice/or recommendations to the learner                 | • If the client lacks confidence  
               |               |                                                                            | • If the client is unable to direct their own learning yet  
               |               |                                                                            | • If there are legal, safety, ethical, quality guidelines |
| Informing   | Push         | Giving information and knowledge to the learner                           | • Showing where to find extra help, information  
               |               |                                                                            | • Supply missing facts  
               |               |                                                                            | • Explaining what just happened  
               |               |                                                                            | • Telling your own experiences |
| Confronting | Push         | Challenging the client’s assumptions: stimulating their awareness of their own behavior, attitudes or beliefs | • To show consequences of the client's actions  
               |               |                                                                            | • To challenge the client to re-think assumptions  
               |               |                                                                            | • To raise the client’s awareness of others perceptions |
| Cathartic   | Pull         | Helping the client to release tension and to release or come to terms with emotions which are blocking their progress | • If the client is afraid of risk or failure  
               |               |                                                                            | • If the client feels incompetent  
               |               |                                                                            | • If the client is frustrated, unmotivated |
| Catalytic   | Pull         | Helping the client to self-discovery, to self directed learning, and to solving their own problems | • To achieve a deeper level of understanding  
               |               |                                                                            | • To encourage the learner to take responsibility  
               |               |                                                                            | • To promote motivation and commitment |
| Supporting  | Pull         | Building the client’s self-esteem, self-confidence and self-respect       | • To build morale and self-confidence  
               |               |                                                                            | • To encourage risk taking  
               |               |                                                                            | • To reward success, promote further learning |
Six Categories of Coaching Interventions
Sample statement stems and questions

Prescriptive (directing behaviors, giving explicit advice)
- I really think you should... because...
- Have you thought about...
- Research suggests that ___ would work well here.
- In my experience the most effective way to ___ is ___.
- I predict that if you ___ then ___.
- It seems really important to/that...
- I’d like to offer ___ for you to try.
- Given those outcomes it seems like the most logical next step is to...
- I think we need to...
- Can we see how ___ would work?
- This is how you...
- Here would be my recommendation.

Informative (bringing attention to information / knowledge)
- Did you know that...? Are you aware of/that... (Offer informative info...)
- Given this situation...you might be interested in... (more informative)
- Given this situation...something that's effective is...[or] research says...(more prescriptive)
- A great resource for ___ is...

Confronting (challenging assumptions, bringing awareness to actions, attitudes and beliefs)
- Can I push your thinking a little bit around...?
- We seem to be talking about the same concern again. Do you know what is keeping you from acting on that?
- This data conflicts with your expected outcome. What are you thinking about that? What action are you prepared to take?
- How is this problem within your control?
- Here’s something I’ve noticed...
- I know you’ve identified ___ as important/something you care about. My observation is ___.
- It may be/It’s time to consider...
- What were you hoping to achieve by...?
- Here’s a disconnect I see...
- I hear an assumption in that, can I check that?
- I worry you’re making a “bad” move, may I tell you why?

Cathartic (helping to release tension or come to terms with emotions blocking progress)
- How are you doing?
- What’s going on for you right now?
- I sense ___ is that accurate?
- You named ___. Can you say more about that?
- I heard you use (these words)
- Tell me a little bit more about why this is ___ for you?
- You seem to have some energy around ___.
- It seems like there may be something you are not saying...
- What about ___ is hard for you?
- When you think about ___ what comes up for you?
- It seems like this is really hard for you...
Catalytic (opportunity to draw out thinking and experiences to support self-discovery)

- Tell me how you understand the problem.
- What makes this problem confusing? Different? Familiar? Surprising?
- What has your experience been with...
- What matters most to you about...
- What’s your vision for...
- What’s your theory of action?
- What makes you think that ___ will result in ___?
- How are you thinking about ___?
- How might you (do/approach)...
- What would you learn by...
- What fears come up when you think about (doing) ...?
- What would you need to do to prepare yourself for...
- When have you been successful...
- What has been challenging about this in the past for you?
- What outcome would you be looking for?
- What would success look like for you?
- What would be necessary for you not to make this move?
- Where/When have you had success?
- Based on where you want to go, how important is ___ as a vehicle for change?

Supportive (building self-esteem, self-confidence)

- I want to share a strength I’ve noticed in your teaching...
- It sounds like you... handled that well (with confidence...) in a way that got to the results.
- I hear your concern/energy...
- What do you see as some of your strengths as a leader?
- Going into this...what are you feeling confident about...?
- How are you feeling about...?