

Adult Learning & Coaching: Linking the Two for Best Practices in Coaching

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Today's Intention

- Understand the meaning of adult learning concepts and the impact to coaching
- Take the *Andragogy in Coaching* assessment
- Learn the principles and processes of adult learning
- Determine to what extent you are applying adult learning concepts in your coaching
- Review, reflect and share best practices in coaching
- View the findings from my study

Linking Adult Learning & Coaching

What is Andragogy?

- Definition
- Andragogy & Pedagogy

How does it impact Coaching?

- Strengthening Practice through Scholarship

Let's Take the Assessment!

ARE YOU APPLYING THE PHILOSOPHY OF ADULT LEARNING IN COACHING?

Purpose of my Study

- To what extent is there a relationship between andragogy in practice and coaching in practice as demonstrated by coaches?
- Specifically, which principles and processes of andragogy are reflected in the practice of coaching?
- What are the best practices of coaches who use andragogy in their practice?

So What?

UNBUNDLING THE PHILOSOPHY OF ADULT LEARNING FOR BEST PRACTICES IN COACHING

The Principles of Andragogy

- Need to Know
- Self-Concept of the Learner
- Role of Experience
- Readiness to Learn
- Orientation to Learning
- Motivation to Learn

(Knowles, 1973)

The Need to Know

- Adults need to know why they should learn something before they will engage themselves in learning it
- Learners discover gaps in their lives—where they are now and where they want to be—prompting self-awareness and the need to know (Knowles, 1990)

Coaches can help coachees connect their inner desires to goals they want to achieve

Self-Concept of the Learner

- Adults become more independent, increasing their interest in self-directed learning
- The “needs and experiences of the learner take precedence over the expertise of the instructor” (Pratt, 1993, p. 19)

Coaches give the responsibility of agenda setting to the coachee

Role of Experience



- Adults rely on their experiences to guide their behavior and create new learning
- “The resource of highest value in adult education is the learner’s experience” (Lindeman, 1926, p. 9)

Coaches help coachees tap into their own resources to move forward in their development

Readiness to Learn



- “As an individual matures, his readiness to learn is decreasingly the product of his biological development and academic pressure and is increasingly the product of the developmental tasks required for the performance of his evolving social role” (Knowles, 1973, p. 46)
- Adults are practical and learning needs to be applicable

Coachees respond to coaching when they are ready to move forward in their development

Orientation to Learning



- Adults have a problem-centered approach to learning (Knowles, 1973)
- Adults are motivated to learn something new when confronted with real-life issues (Knowles, 1990)

Coaches provide a space for coachees to find ways to meet their imminent concerns

Motivation to Learn

- Adults respond more to intrinsic motivators (self-esteem, quality of life) than external ones (better jobs, higher salaries)
(Knowles, 1990)

Coaches can help coachees get to the root cause of their issue and find their inner purpose

The Processes of Andragogy

- Preparing learners for the program
- Establishing a climate conducive to learning
- Creating a mechanism for mutual planning
- Diagnosing the needs for learning
- Formulating program objectives that will satisfy needs
- Designing a pattern of learning experiences
- Conducting these learning experiences with suitable techniques and materials
- Evaluating learning outcomes and rediagnosing needs

How do these processes relate to your coaching practice?

Best Practices in Coaching

**REVIEW
REFLECT
SHARE**

Andragogy in Coaching: A Deeper Dive

RESEARCH METHODS, INSTRUMENTATION &
SAMPLE POPULATION

ASSESSMENT RESULTS: ICF GR

DESCRIPTION OF THE COACHES

FINDINGS

88 BEST PRACTICES IN COACHING

Research Methods, Instrumentation and Sample Population

• Phase I: Quantitative

- International Coach Federation, Greater Richmond Chapter (2012: 74 members; 50 participants)
- *Andragogy in Coaching* assessment (45 Q) & Demographic Survey (Ten Q)

• Phase II: Qualitative

- Intensity sampling of surveyed participants (Six coaches) who scored one SD above assessment Mean (195+)
- F2F, one-on-one interviews (Six Q)

Andragogy in Coaching: ICF GR Assessment Results

- Total Possible Score: 225
- Range: 142 – 200
- Mean: 182.84 (Participants Surveyed)
- SD: 11.856
- Mean: 198 (Participants Interviewed)
- Cronbach's alpha = .838

Description of the Coaches

- Age
- Gender
- Ethnicity (-.367)*
- Education
- Internal vs. External
- Number of Coachees (.322)*
- Type of Interactions
- Years of Experience (.348)*
- ICF Coaching Credentials

*Pearson Correlation significant at the $p < .05$ level

Findings

- 98% of the coaches surveyed reported using the philosophy of andragogy on an average, above average and/or high above average level
- Specifically, 48% coaches reported above average or high above average levels
- Factors of empathy,* trust,* and accommodating coachee uniqueness reported at above average or high above average levels
- 100% of the coaches interviewed reported using the six principles and eight processes of andragogy in their coaching practices
- Best Practices (88) for engaging andragogy in coaching

*Consistent with findings from Henschke's two studies with teachers

Questions & Reflections

FOR OUR SURVEY RESULTS
&
THE 88 BEST PRACTICES FOR
ENGAGING ANDRAGOGY IN
COACHING

GO TO: WWW.RICHMOND.VT.EDU

Resource



- Lubin, M.M. (2013). *Coaching the adult learner: A framework for engaging the principles and processes of andragogy for best practices in coaching* (Published doctoral dissertation). Virginia Tech: Blacksburg, VA.
