

## **Transcript for You've Got What You Need! A Coach Approach to Your Teaching and Facilitation (November 1, 2023)**

**104c. Studio23 Day 1, BCcampus event hosted November 1, 2023**

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ISABEAU IQBAL:

I thought there'd be about like 15 or 20 people here today and you are hard core learners. I'm impressed. All right, so let me just get myself set up here. So any of these mics is fine? There's two. There's two here. Just set mine microphone. Yes. Okay. Set my time. All right. It sounds. Oh. It's okay. So I'm Isabeau Iqbal and I'm an educational developer at the Centre for Teaching, Learning and Technology at the University of British Columbia. And I'm also a professional certified coach with the International Coaching Federation. So I will start my slides, soon. All right.

So some of you who know me know that I absolutely love to hike. This is the pack that I always carry with me when I'm hiking. And this pack, it's good for my small frame, it fits me well. What I love most about it is that I can carry everything that I need in this pack. The one point that I really want to make in my next few minutes is that like this pack for hiking, coaching skills are very much something that you already have and that you carry with you no matter where you are. You have them all the time. That this is not about you need to do more or you need to do better, or you need to do different. This is really about honouring those coaching skills that you already have. What we're going to do in this session is like literally unpack this pack and I'm going to make links between what I carry and the essential coaching competencies that are determined by the International Coaching Federation. And we will go through, that will frame this presentation. And we'll go through six of the eight of the coaching competencies. Bring this a little closer. I thought I was going to have one of those Janet Jackson mics and just be able to like strut around. But now I'm having to negotiate things with one hand. All right. Okay. So this here clearly is a map. I never hike alone. I'm not one of those folks who hikes alone, which means that before any hike I do, I'm always in conversation with my hiking partners about where we're going to go, which route we're going to take, how much time we have, what constraints people might have.

This very first coaching competency establishes and maintains agreements. In the coaching world that is about establishing agreements between the coach and the client. Of course, for us, that's about establishing agreements with our learners, whether we're instructors or facilitators. We do this in various ways. We might set learning objectives, or we might have an agenda if we're a facilitator. The one thing that I want to really highlight is that, although we may be the ones holding the map and we have a sense of the journey that we want to take our learners on, it's really good for us to remember that we can stay flexible about that. And so maybe as we collaborate with our learners, we decide that actually we want to go somewhere else. Or maybe we want to take a detour or a scenic route. This isn't about being rigid, but it is about collaborating with our learners and then also staying flexible. So in my pack, I also carry a headlamp all the time. I don't want to blind anyone, so I'll just make sure it's off. The reason I

carry that, all of us, we carry this when we hike is because we might lose the trail, right? Maybe something's happened where someone has gotten injured, or we lost our way at some point, and then we end up having to come back in the dark and clearly it's not very easy to see. So today this head lamp represents, maintains presence.

Maintains presence is another coaching quality competency. When we're teaching or facilitating, we have so much going on, right? Like imagine you're facilitating discussion in a class and then there's that group over there and they're looking at Facebook. You actually maybe don't really want to know what they're looking at or in the Zoom room, you've got that one person who's got the face and like it's totally throwing you off because you don't know really what they're thinking. And so I think presence is one of the greatest gifts that we can give to another person because when you're present with somebody, or when someone's present with me, I feel heard, and I feel seen. And of course, that's what we want for our learners. So I'm going to invite you to do a very, very short interactive activity here. What I want you to do is identify somebody close to you, and we're just going to be present for each other for about three seconds. And if that feels really, really uncomfortable for you, I just want you to be present for yourself. Just take like one or two seconds to find a person. You can look into each other's eyes, but you don't have to because that's not the only way to be present with somebody. You don't need to introduce yourselves or anything. Just identify your person or yourself. And then I'm going to count down from three, all right? Ground yourself in presence. Ground yourself in being present. Three, two, one. All right. Now, bring your presence back to yourself. Take a breath. Now, bring your presence back to me. Take another breath. All right. Thank you for engaging in that. That's presence. Okay, so let me just find myself here. Okay, so here is my next item, this little first aid kit. I actually barely know how to use it, but I always carry it with me. Please don't anyone get hurt. [laughs] This one here, the third coaching competency here is to cultivate trust and safety. I love the choice of the word, "cultivates. because I think that's the best we can do. We can work towards it. We can strive for it, but we can never say... In my opinion, we can never say we have established safety in our learning environments. And so this invitation to cultivate trust and safety. And I would like you just on your own, just think of one way that you currently do this in your teaching or facilitation. I'm not going to ask you to share, but just for a moment, think about one way you do this. Then I want you to give yourself a silent thank you for the way that you create supportive environments in your teaching and facilitation. This must be about 25 years old. The question I have is, what do we do? What are we actually doing when we're listening? If you think about yourself today, or any time in the learner's role. For myself, I'm hearing, that's part of it, but I'm also interpreting. I'm feeling emotions, I'm making connections. I think that listening... Oh my goodness, my timer just went off. Okay, I'll speed it up. I think that listening requires stillness. Not necessarily physical stillness, but it requires stillness. All right, Do I have another minute to whip through them?

Okay, All right, I'm going to whip through this one. This one here is evokes awareness, which is such a key piece of what we do as facilitators and instructors. This one here, I was going to tell

the story of getting lost in the forest and how you pull out your marking tape, which is now buried at the bottom of my bag, I won't bother to pull it out.