

Cognitive coaching

Education



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Cognitive Coaching According to Garmston (1991) the three phases of the coaching process includes planning, observation, and reflecting for the purpose of altering a teachers thought processes. The structure of planning, observation and reflection helps the coaches to achieve their goal of creating superior instructions, since planning as the first phase of the structure ensures that the coach focuses on himself/herself rather than the individual to be coached, allowing the coach to device to fundamental elements of the process; honesty and integrity. Through understanding that being honest and having integrity helps others to build trust on an individual, planning becomes key since it enables the coach present the truth, while also focusing on the beliefs about right and wrong that will inform his/her coaching (Dubrin, 2005). Observation is another vital aspect of the cognitive coaching, since it helps the coach to observe and take note of the figure of speech of the individual to be coached, which the coach then applies, to develop and show empathy (Dubrin, 2005). Empathy is an essential aspect of the coaching process that creates understanding between the coach and the individual to be coached, which is made effective when the coach applies the same figures of speech as the coached. Lastly reflection allows the coach to effectively develop superior instructions in teachers, through allowing the coach to focus on the same experiences that they have had in the past, and then use such experiences to build a persuasion strategy that will effectively influence the individuals being coached towards the right direction (Dubrin, 2005).

Reference

Dubrin, A. J. (2005). Coaching and mentoring skills. Upper Saddle River, NJ: Pearson Education Inc.

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