

M.T.S

Coaching Skills

SCALING - AN EVALUATION MODEL
FOR SMOOTHER DEVELOPMENT
(DOING)



S - M - O - O - T - H M O D E L

Scaling - S M O O T H Model

Scale	Opportunities	Time
Measure	Options	Help

Scaling is an extremely effective self-evaluation technique that can help your learners to develop their own awareness of where their strengths and weaknesses lie, where and how they need to improve and, most importantly, by giving them responsibility for the task, it enables them to develop skills which can be essential to safe driving and which are typically underdeveloped in new drivers. The ability to look at a piece of driving, take responsibility for it, and adapt where necessary.

Scaling is a very powerful method of eliciting feedback from your clients, enabling them to achieve their goals, and become self-aware, responsible, and solutions focussed, when delivered comprehensively.

Scaling can make the process of learning SMOOTH if you follow this feedback model....

Lee Jowett

KIT
KNOWLEDGEABLE
INSTRUCTOR TRAINING

S - Scale (0-10 etc)

Question : On a scale of 0-10 where 0 is terrible and 10 is excellent, where are you currently?

This gives the learner the opportunity to reflect on their current reality. You should not pass judgement to their mark, either low or high, nor should you express your own score when scaling. Scores can be influenced by mood, beliefs, experience etc. In other words the same performance might return a higher or lower score on a different day when the mood is different or after more experience where expectations may have altered.

The important aspect is to next gather evidence in the next step.....

Case Study Scale

Miss C had attempted a Parallel park for the first time, after a demonstration from her instructor, finishing half a metre from the kerb and reasonably parallel....On a Scale of 0-10 (0 being terrible and 10 being perfect) what score would you give that parallel park?

Her response.....I'd give that an 8 out of 10.



M - Measure (Positives)

Question : What is good about it, that makes you give it this mark.

This step is about gathering evidence as to your pupils current reality, what strengths they currently have. What position are they moving forwards from.

Be prepared for your pupils to tell you their weaknesses at this point! But those will be addressed in the opportunities to develop, so keep them on track....
'No I said what is good!'

It's extremely important within reflection for your pupils to develop the ability to examine and explore their strengths, in order for them to be able to rely on their strengths as a driver in complex situations. This is their current reality and helps to raise their self-awareness

Case Study Measure

Miss C had scaled herself an 8 out of 10 for her first attempt at a parallel park....So what went well? What was good about it that makes it an 8?

Her response.....Well it was much easier than I expected and I controlled the car well in reverse, steering made sense and I'm pretty much straight.



Lee Jowett

O - Opportunities (Development)

Question : What opportunities have you got to develop this?

This step looks at taking the learner forwards. Examine and explore as many aspects as possible, make suggestions where necessary if you believe there's something that might benefit the learning, or if something might be more realistic as a bigger goal to be achieved over a number of lessons through making smaller achievable goals that eventually lead to the learning outcome being achieved.

In performing this step we are encouraging our pupils to develop key self-evaluation techniques, that will keep them safe beyond the driving test, as they begin to consider how they themselves can find the solution to their needs.

Case Study Opportunities

Miss C reflected on what went well in her first attempt at a parallel park....Is there anything you'd like to develop? What opportunities do you have to improve this?

Her response.....I'd obviously like it to be closer to the kerb, I'm going to try and keep it slower, I suppose I'll need to observe more to do it safely on my own.



Lee Jowett

O - Options (Responsibility).

Question : What option will you chose first, what next, what will work best for you?

This step sets out the learning Goals and objectives for the lesson, crossing over into lesson planning.

By enabling our pupils to explore their options and to make agreements about what both parties feel is the best and most realistic step to take first, we encourage them to take responsibility for their development and safety.

We also develop their ability to find solutions and plan strategies.

Case Study Options

Miss C had decided that in order to improve her parallel park, a 9 would be closer to the kerb and slower, a 10 would be the same with good observations and waiting for any hazards.....Which option will you work on first? What will work for you here?

Her response.....I'll go in order, so I want to try to keep it slower and get it closer to achieve a 9. Then when I'm happy with it I'll try and take over the observations too.

Motivated to learn

Being responsible for your own learning

You set challenging but attainable goals

T - Time Management

**Question : How long do you need to practise?
Where do you want to get to by the end of
this lesson?**

Putting a timescale on the practise gives focus and purpose, it also allows time for reflection to plan new strategies and adapt the lesson where necessary to help the learner reach their goal. It may be that the bigger goal will be achieved throughout numerous lessons by way of achieving a series of smaller goals.

Laying out a realistic timescale for bigger and smaller goals keeps the learner motivated and encouraged as they see their development and get closer to their ultimate objective.

Case Study Time

Miss C decided to start with keeping the car slower and getting closer to the kerb before taking over the responsibility for observations from her instructor.....How long do you need to practise? How many attempts do you want before we move on?

Her response.....I want three goes at getting it closer, then I'll decide whether I'm ok to take the observations over too.



Lee Jowett

H - Help (If Any)

Question : Will you need any help from me?

Linked also to risk management, this step enables the instructor to divide up the responsibilities for the task, so that the learner can realistically achieve their goal. Braking learning down into manageable chunks is far more effective and efficient than overloading the learner with the entire task, although it is also worth stating that at points during the learning process, the pupil will be capable of taking responsibility for the entire task and your role in their development might simply be to observe and step in to keep the car safe, if necessary.

Hence asking “Will you need any help from me?” As opposed to “What help will you need from me?”

As always Client Centred Learning does not mean Client Led and if you feel the client may need a little more support, considering their current reality, it is essential that you provide your input constructively.

Case Study Help

Miss C decided to have three attempts at keeping the car slower whilst reversing closer to the kerb on her parallel park.....Will you need any help at all, other than me taking care of the observations initially and telling you if you need to wait?

Her response.....If you leave me to it, so that I can focus on keeping it slow and just prompt me if you think I'm getting too close to the kerb.



Lee Jowett

Scaling Model

S

Scale. (0-10 etc)
Where 0 is terrible
and 10 is great

Question
On a scale of 0-10 where
would you rate that...

M

Measure
positives

Question
What was good about it
that made it a...

O

Opportunities for
development

Question
what will you do to
improve this? What else?

O

Options
Responsibilities

Question
What will you do first?
What next?

T

Time
Management

Question
How long do you want to
practise? How many
attempts?

H

Help
(If any)

Will you need any
help from me to
achieve it?