

Coaching for Entrance Examinations

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Coaching is a structured, sustained process between two or more professional learners to enable them to embed new knowledge and skills from specialist sources in day-to-day practice. Coaching takes various forms, but is commonly conceived as a means of providing personalized professional support to learners through discussion about their practice.

Coaching takes time to organize and facilitate and as time is precious in all learning, it is important that coaching, where used, works to maximum effect. The link between teachers' learning and students' learning acts as the main lever for the development of a good coaching environment.

Coaching is based on the assumption that one knows what is best for themselves and need to progress towards building that career in one's life. Coaching does not tell you what to do, but aims to give you tools to critically examine possibilities and make appropriate decisions. It aims to raise your self-awareness and help you to plan effectively.

To begin a coaching process, the activity – 'Achieving your Dreams' - is an orientation activity to begin the coaching process. It is intended to help one reflect on what is important to oneself and what one needs to do to make it happen. Being aware of our dreams or ambitions is critical to self-development. We need to know where we are heading, in order to plan the best route to get there.

Reflection is the best way to help us move forward towards our goals. To create a process to achieve our goals, we need to make it personally work for us. We also need to evaluate our own actions when things go right or wrong. The conversations that go in our mind while engaged in an activity for achievement helps us guide through the process of getting there. Critical reflection has to become an integral part of our learning and practice, for which we need to establish habits. Start by getting into the habit of producing a short reflection after each of our learning activities and experiences helps us to be on track.

As coaching is generally a one-to-one support between a coachee, the coach and their communications. The role of the coach is significant here, as the coach does not direct the coachee, whereas in the coaching relationship the coachee is supported to make his/her own choices and identify solutions that make sense to him/her. Even though individual tuition may be needed to learn new skills but it is not the role of the coach to provide this, the coach is helping the coachee to improve performance rather than offering tuition. Development coaching is never about tuition. Indeed the coach rarely has expertise in the professional area of the coachee.

Tutoring for preparing students for entrance examinations are generally misnamed as coaching. However if the coach is an expert who has learned how to coach a potential candidate for helping them realize their inherent potential to succeed, then the candidate learns with purpose and also learns deeper. It is a present day practice in most educational institutions to filter candidates using some criterion (many are unscientific), and entrance examination is one such mechanism. Learning potential (ability to learn) is never tested in most cases, only speed of judgment has been the criterion. A well-coached individual can always develop the techniques that are to exhibit his inherent capability to make quick judgments.