



Approved Driving Instructors National Joint Council

Founded 1973

www.adinjc.com

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ADI NJC Rosemary Thew

I have been very struck, during the first few weeks I have been with the DSA, by the passion and debate within the driving instruction, education and examination industry.

The changes in testing and legislation in recent years have been met with general support. Most of those I have met have welcomed and embraced the changes designed to drive up professional standards...but there are still areas we need to talk to, we need to work together and reach a consensus view about the way forward.

So my action plan as the new Chief Executive includes getting out and meeting as many people as possible so that I can find out our stakeholders' points of view. We are going through some very exciting times and the Agency's future work will be linked to the Road Safety Strategy, published in 2000, and the Road Safety Bill which is currently passing through Parliament.

There are many challenges ahead and we cannot achieve everything at once – the tasks must be prioritised.

But I am looking forward to working in partnership with the industry because we can achieve more working together than working separately

There is a lot of work still to be done to improve driving standards and therefore make our increasingly congested roads safer for all road users.

There are a number of new initiatives which we are exploring to make a real contribution to improving standards and road safety.

For example I believe that the introduction of Continuing Professional Development will assist in raising the professional image of driving instructors, maintain and improve the quality of driving instruction available to the public and help in improving road safety and meeting the Government's casualty reduction target.

There are other areas I want to talk to the industry about.

For example:

The driving test in recent years has become much more rigorous than when most of us first took our test.

Among the changes has been the introduction of the Hazard Perception Test for both candidates and instructors.

The response from most instructors has been positive. They recognise that if they can do it, then it helps them to demonstrate to new clients that they are getting the best possible training.

However, there are many instructors who have so far not taken advantage of this. Why? Let's talk.

This is among a long list of issues I want to take up with the professionals in the industry.

It's part of the process we are now embarking on. We need more open and honest communication. After all, aren't we all striving for the same thing?

Better drivers. Safer roads. Let's talk.



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Report on Coaching Seminar held at Village Inn Hotel, Walsall by the ADINJC on 27th November 2005

This seminar concluded the talks given by Sir John Whitmore over the last year. The topic was first introduced at the 2004 annual conference and was followed by 3 further sessions of which this was the last. This meeting was for delegates to interact about their experiences and also to learn further coaching skills. It was also attended by some new ADI's who hadn't attended the earlier seminars.

The day ran smoothly under the leadership of Nick Ibbott, Deputy Head of Training. There were some 25 members present. I always find listening to Sir John very inspiring and this occasion was no different. Sir John has a very easy style when he leads a discussion group and even given the uncomfortable seating I would have listened for longer. It is a privilege to be with someone with so much knowledge and who is willing to share it, in this case without receiving a fee. All the delegates I spoke to found the presentation to be both valuable and excellently made. Indeed one person suggested that Sir John was a candidate for the 'Head of CPD' within the industry; certainly we hope he will share these coaching skills with more ADI's.

We were all asked by Sir John to spread the word about coaching, so I'm going to do that here and now. Here are the key points:

Our capacity to teach depends upon how well we understand the way that people learn.

The psychology of how people learn has changed and we need to keep up. The way that ADI's teach goes right back to original books such as 'Roadcraft', first published in 1934. It hasn't changed much in 70 years. Sir John said *'it's so backward, it's laughable!'*

Coaching has been around for 50 years but its time to wake up and use it. It won't go away because it's based on knowing much more nowadays about how people learn.

Coaching skills can be applied in any area once you know how to use them, even in a subject you don't know about.

If you think coaching is about asking more questions and giving less instruction then you are only on the first step of the ladder.

Instead of giving commands and controlling people, collaborate with them, never force them. There is no need to dominate pupils to achieve the objective.

Let the pupil see that it's OK to make mistakes, that's how people learn. Listen to what the pupil says and the quality of your relationship with them will improve. You should go on their journey in their language else pupil and teacher will drift apart. Get to know your pupil and what concerns them before the lesson. If they can express their concerns they will be de-fused and their fear will subside.

Instead of saying, "your road position is incorrect", say "the car is in an incorrect position". That sounds like something the pupil will think he or she can correct.

Everyone learns in a different way: the sequences in our brains are all different and there is no one right way to learn.

Ask them if they ache anywhere at the end of a lesson. Where, why, how much on a scale of 1 to 10? Once they become self-aware, they will self correct.

Make the pupil highly aware that when you are not there, they will still need to know what to do. They must make their own decisions and in good time.



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Recognise that external influences can get in the way. The biggest one is FEAR. Try to remove their anxieties, instead of talking about errors, talk about areas to improve. Look at what's right, rather than what's wrong. Get rid of fear by filling their minds with something else. If we are fully occupied, there is no time for fear. If they are very frightened, talk about and explore the fear. Try to talk them through it.

The better you are at coaching, the less input you will need to make into lessons. It's a recipe for doing less and achieving more.

Get your pupils to use the power of their imaginations. Visualise doing a manoeuvre; break it down into stages in your mind and perform it visually. Sounds silly, but it will bring you results. If you have mind-control you will have self-belief.

Ask open questions; be cautious of 'Why?' It can make people defensive and produces fear.

The final point, and it applies to the above list, as well as driver training, is that you shouldn't set too much store by lists of rules. You can only remember them for a while. Pupils need to be made responsible for what they need to do, only then they will own it and remember it.

Finally, if you'd still like coaching in just three rules, they are:

Build awareness of relevant items

Make the pupil responsible for their own learning

Create the optimum learning environment for pupils to have self-belief.

The above points represent just a taste of our experiences with Sir John. Obviously we explored strategies to deal with many scenarios and have been using coaching skills in our lessons. The delegates who have been through the whole course had experiences to share and plenty of feedback on what worked. If you couldn't attend but want to know more Sir John Whitmore's book, "Coaching for Performance" is available and I would highly recommend it.

The ADINJC is to be commended for creating the opportunity for members to learn about coaching as a method of driver training.

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Sir John Whitmore **Coaching techniques seminar 20th March and 8th May 2005** **Organised by John Milne MBE, head of training ADINJC** **Written by Mark Hewison, Flying Colours, Aberdeen**

Attending the ADINJC workshop I was delighted to meet Sir John Whitmore a man whose book I had previously looked through. His presentation was inspirational, he showed a video of someone instructing and then himself coaching. That video showed that the person who was coached enjoyed the experience more and developed her skills earlier than the person being instructed.

My next meeting with Sir John was when John Milne MBE, head of training ADINJC organised a 2 day coaching techniques seminar 20th March and 8th May at the Village Hotel. I thought that the price represented excellent value for money so I booked up.

What I learned from the 2 day coaching techniques seminar.

Sir John Whitmore brought together the simplicity of the coaching process. He was clear, concise and had a hands on coaching style. He gave lots of demonstrations of coaching techniques and involved the group at every available opportunity, which helped us to learn the skills and art of good coaching and realise its enormous value in unlocking peoples potential to maximise their own performance.

It is not difficult to learn how to coach. However, like driving it requires practice, the practice must be undertaken with commitment. With awareness and responsibility it does not take long to become proficient and relaxed in its use and benefit from its results.

Coaching uses effective questions rather than instructions or commands to raise awareness and responsibility. Just think, one day soon, after qualifying as drivers your clients will be on their own, potentially in a situation where they have to make a vital decision and evaluate how each segment of their drive or manoeuvre will be affected. To enable this handover to be smooth it is paramount that you instil this level of awareness and self-evaluation at an early stage.

Coaching is not judgemental and has no barriers. To say good or bad is judgemental it could be replaced with how could you have done that better. The very act of asking someone a question values the answer, if you only tell there is no exchange. As a coach you are an awareness raiser not an instructor.

One recent example is a pupil bringing up the clutch too quickly. To instruct: "bring up the clutch slower take say twice as long the result should be twice as smooth". To coach: "next time you bring your clutch up I'd like you to be aware and tell me on a scale of 1 to 10 how smooth was it". The client replied "it was an 8". The next time the client made a gear change again I asked him to be aware and tell me on a scale of 1 to 10 how smooth it was. The client replied "my scales all wrong it's now gauged on a 1 to 20 and that was an 18", and I'm pleased to say that I agreed with him. Following that exercise the client continued to make smooth fluid gear changes.

The tangible outcome was at the beginning the client thought he was almost at the top of the scale and therefore thought he had little improvement to do. By heightening his awareness it unlocked his full potential and made his learning experience much more enjoyable and my job much easier as I no longer needed to TELL him to bring the clutch up slower.

I especially liked the quote Sir John Whitmore gave at the end of the seminar.

"If you get stuck you can always tell"