The Answer is the Question

Getting into State:

Picking up on Communication Cues:

All questions are surface level. They give a coach or trainer clues to what might be missing for the student. They help you get behind the surface.

Questions usually use an Interrogative Pronoun:

<table>
<thead>
<tr>
<th>Pronoun</th>
<th>Asks for:</th>
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</thead>
</table>
| What    | Wants more Information  
Means there is a gap in information. Student may not know how to proceed. |
| Where   | Wants more Context  
Lacking the ‘big picture’ or have not heard content for where this might be used |
| When    | Wants more Temporal Context  
Means there is no ‘big picture’ or schedule / sequencing |
| How     | Not sure How to Proceed  
Wants a procedure |
| Why     | Not sure of Motivation  
Needs to know Values, may not have had experience yet  
May also need a “How” answer  
May want an explanation |
| Who     | Not sure of Persons (with whom they can apply it)  
May need more Context  
May wonder about identity (their own role) |

Questions help in structuring a response, or restructuring material so the student’s thinking and experience opens such that they can discover the answer for themselves. Presenting it in a different way can help reframe relationships in the student’s mind between Content or Structure.

One way to think of questions is that they’re a metaphor. The student gives you a metaphor, and you deliver one back. Another way is to think about it in terms of Cartesian Questions: the student gives you a pattern; you respond with the non-mirror image reverse pattern.

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Cartesian Questions:

<table>
<thead>
<tr>
<th>Theorem</th>
<th>Converse</th>
</tr>
</thead>
<tbody>
<tr>
<td>AB</td>
<td>~AB</td>
</tr>
</tbody>
</table>

Example:

What would happen if you did (do X)?

Inverse

A~B

Example:

What would happen if you didn’t (do X)?

Perceptual Positions:

Student / Subject

Coach / Practitioner

___ Valuable

Least Valuable

Gives _____

The Steps:

1. **Take the Question:** As you listen to the question, make a representation in your own head and feelings for what’s in the student’s mind – get ‘into their shoes.’
2. **Go Out, Inside the Student’s Head:** Assume 2nd position, inside the student’s head and ‘try on their shoes’ looking back at you the coach / trainer.
3. **Identify What’s Missing:** In the question, and in ‘in their shoes,’ identify what’s missing – What is it that’s present or absent that makes this question possible. Identify this in terms of:
   - Content and
   - Content – Process – Structure
4. **Structure the Answer:** In your head, (or here, with your adviser,) develop an answer.
5. **Give the Answer:** Then, just deliver an answer without thinking about it.
6. **Calibrate the Response:** Notice what the response is.
   - Remain in a positive self state
   - Remain in Expanded Awareness
   - Notice the Physiological Shift/s in the student

   If no response, or negative response, then go to #4

7. **Ask if the Question was Answered:** Find out if the student thinks the question was answered.

   If no response, or negative response, then go to #4

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