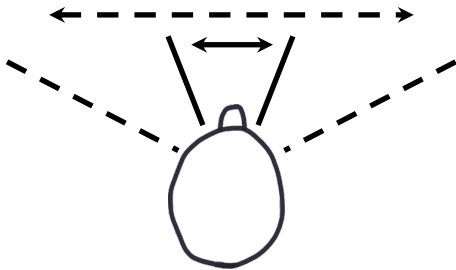
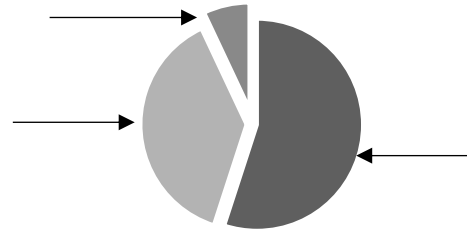


# The Answer is the Question

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:

Pronoun	Asks for:
<b>What</b>	Wants more Information Means there is a gap in information. Student may not know how to proceed.
<b>Where</b>	Wants more Context Lacking the 'big picture' or have not heard content for where this might be used
<b>When</b>	Wants more Temporal Context Means there is no 'big picture' or schedule / sequencing
<b>How</b>	Not sure How to Proceed Wants a procedure
<b>Why</b>	Not sure of Motivation Needs to know Values, may not have had experience yet May also need a "How" answer May want an explanation
<b>Who</b>	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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bit.ly/TheAnswerIsTheQuestion



Want more:

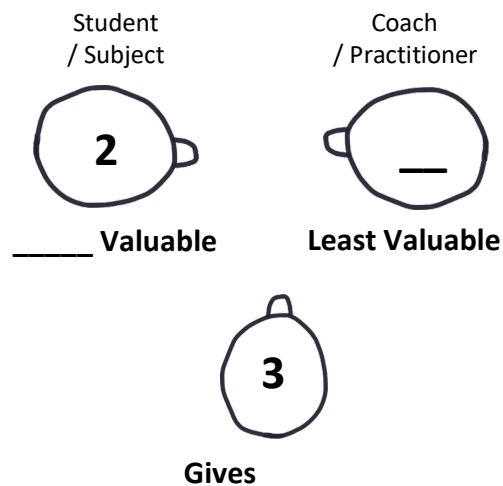


# The Answer is the Question

Cartesian Questions:

<p>Theorem</p> <p><b>AB</b></p> <p>Example: What would happen If you did (do X)?</p>	<p>Converse</p> <p><b>~AB</b></p> <p>Example: What wouldn't happen If you did (do X)?</p>
<p>Inverse</p> <p><b>A~B</b></p> <p>Example: What would happen If you didn't (do X)?</p>	<p>Non-Mirror Image Reverse</p> <p><b>~A~B</b></p> <p>Example: What wouldn't happen If you didn't (do X)?</p>

Perceptual Positions:



The Steps:

- 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.'
- Go Out, Inside the Student's Head:** Assume 2<sup>nd</sup> position, inside the student's head and 'try on their shoes' looking back at you the coach / trainer.
- 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
- Structure the Answer:** In your head, (or here, with your adviser,) develop an answer.
- Give the Answer:** Then, just deliver an answer *without thinking about it*.
- Calibrate the Response:** Notice what the response is.
  - Remain in a positive self state  
AND
  - Remain in Expanded Awareness  
AND
  - Notice the Physiological Shift/s in the student

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

- 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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Want more:

