THE USE OF PROBLEM SOLVING BY COACH’S TO PROMOTE CLIENT AUTONOMY
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INTRODUCTION
During the placement year set out in the BA(Hons) Adventure Education Degree programme at Chichester University, an interest was taken in the use of problem solving by coaches to aid in client autonomy. Allowing the client to discover the necessary steps that are needed to achieve a goal. For example, using problem solving whilst teaching a Knife Jay in Canoeing. The nature of adventure is to venture forth into the unknown, to undertake an activity that has an uncertain outcome for the adventurer and may be risky or dangerous (Miles & Priest, 1990). Knowing this allows adventurers to prepare to or at least plan to prepare, being adaptable is a key skill in the outdoor world. To be able to understand the title the terms problem solving and autonomy must be defined. In problem solving, students rely on their own observations and analysis if data. The coach stimulates the learning process by posing questions to students, causing them to think about a course of action or steps to pursue in order to bring about a certain action or solve a particular problem (Miles & Priest, 1990). One definition of Autonomy is freedom from external control or influence; independence: (http://oxforddictionaries.com/definition/english/autonomy). Levels of autonomy are the degree to which a task offers freedom, independence and discretion to schedule its activities, to make decisions, and to select the methods to perform the (sub) task(s)(Hackman & Oldham, 1975).

LITERATURE REVIEW
Miles and Priest (1990), are among some of the pioneering adventure education authors, whose books have included some of the leading names in the world of adventure, reviewing their teachings and philosophies which have helped shape the way in which some coaches facilitate outdoor and adventurous experiences. In order to discuss problem solving and its use in the adventure industry to improve client autonomy, necessary reading in to the structure of problem solving was carried out. The most used model for problem solving was the acronym PRACTICE—modified and then revisited by Palmer (2011). From Wask’s (1984) original model. Another approach can be taken from the author Hammerman (1990) in the shape of teaching by inquiry. Which rather than having a defined structure such as Palmer (2011) no poses questions such as “How did this happen?”. Adams (2012) discusses the importance of constructing future solutions, allowing the clients to become more adaptable to certain tasks. Information was also taken from Timms (2008) chapter, Coaching Novices, in The BCU Coaching Handbook where it states what can happen if the client is unable to adapt to change.

DISCUSSION
Coach’s employ a vast range of strategies when teaching clients new skills and techniques; one of these is the use of problem solving, which is can also be referred to as teaching by inquiry, exploratory learning, discovery learning, and Socratic questioning (Hammerman, 1990). Problem solving often uses a framework model to facilitate the client process. A model that is used widely goes by the acronym PRACTICE was developed and then revisited by Palmer (2011), which had been modified from Wask’s (1984) seven-step problem solving sequence (Adams, 2012). In the original model, the steps are: (i) Problem identification; (ii) Realistic, relevant goals developed; (iii) Alternative solutions generated; (iv) Consideration of consequences; (v) Target most feasible solution; (vi) Implementation of Chosen solution; (vii) Evaluation (Adams, 2012).

Since then the letter P has been revisited and can now be interpreted as “Purpose of coaching” or “Preferred Outcome” (Palmer, 2011). Using the framework as a guide allows coaches to facilitate the learning of a new skill or technique where the client is made to feel in control of the acquisition of process. In giving the client more involvement in unlocking new skills and techniques, allows the client to develop self-feedback, whereby if the new skill has teaching problems the client is then able to track back along the necessary steps and correct it. In Timms (2006) chapter on Coaching Novices, it states, an early learner who is encouraged to try different boats and visit places will create a broad skill base to build on and will be open to a great many experiences. Taking this into account and using problem solving from the start allows the client to be able to draw on the experiences gained and apply them to future scenarios without the aid of a coach. Thus, getting the client to be able to make decisions and alterations to skills on their own.

This is in contradiction to a view that clients need to be educated by external ‘experts’ in the best way to solve problems or achieve particular goals (Adams, 2012).

CONCLUSIONS
The use of problem solving for clients helps to give them more freedom to facilitate the acquisition of a new skill and to make necessary adaptations to make it work in scenarios. From the readings carried out, solution focused orientation to practice to best implemented as it carries a belief that clients have resources to find their own ways forward (Adams, 2012).

REFERENCES
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