Coaching Models

There are various effective coaching models which some coaches choose to use to structure their coaching sessions. The models may be helpful to guide your sessions through a logical sequence and provide a framework for your sessions.

Using a model helps in a number of ways. It helps to provide a purpose to the session by defining an outcome at the beginning preventing it becoming a 'chat' with no clear purpose. It can also be a prompt to ensure that the session stays 'on track'. A successful coach will be able to know what the staff member needs at any particular moment so a toolkit of different models is helpful to draw upon and use as appropriate

**GROW Model**

http://www.what-is-coaching.com/grow-coaching-model.html

We've all struggled at some point on getting things done. As part of your life coaching techniques arsenal, a coaching model helps by providing structure and a process for helping your staff achieve results.

**G.R.O.W** is actually an acronym that stands for:

- **Goals**
- **Reality**
- **Options**
- **Will**

As a coach you're using this framework to help your staff discover new ways of solving problems.

It consists of the following four steps:

**Goals: breaking things up, your way to mastery**

We all recognize the importance of having goals. And yet, for most of us, achieving goals is a mountain of a challenge.

If you were to imagine that solving complex problems and achieving predictable results were part of a process, where do you think is the best place to start would be?

Would you start by trying to solve the big, much more complex challenge? Or, would you, perhaps, focus on breaking the complex problem into achievable mini-goals?
Knowing how to establish goals is a key part of achievement. A good strategy is by learning to create SMART goals - specific, measurable, attainable, relevant and time bound.

- **Specific**: few people understand how setting specific goals works. It's very easy to be vague, we try to improve our "focus" for example when this can mean many things. It's much more effective to work on specific actions e.g. tossing the ball correctly if we're looking to improve our free throw.
- **Measurable**: how do you know that you're making progress? If you can't measure and receive clear feedback against your established goals, improvement is at best good luck.
- **Attainable**: part of breaking things down into mini goals, is that it makes it easier to complete much bigger goals. When we work and complete many attainable goals, our success builds up and our ability to solve more complex problems improves.
- **Relevant**: goals should be established to improve behaviors or processes rather than outcomes. We can't really control the outcome, but we can continually learn a great deal about new and vital behaviors that improve our outcomes.
- **Time-bound**: goals have a habit of not getting done if there's no time-frame behind them. If we're not accountable to getting things done in a certain time, we tend to put things off; search for ways for keeping yourself accountable.

**Reality: the second step is figuring out where you stand**

When you created your goals, you established them to be realistic based on the SMART formula.

This second step in the GROW coaching model, consists in determining where you are in respect to your goals.

In other words, you constantly evaluate how you've progressed in your abilities, motivation, skills and knowledge taking your goals as a rule of measurement. Are you able to accomplish your goals?

Coaching is effective as this point, because it's very hard to determine what you may need help or further training in by yourself. You frequently need an outside point of view to get a good idea of where you may need to improve.

You could also ask yourself the following questions:

- Are there any roadblocks getting in the way? Is anything slowing you down?
- What have you tried so far, that you could try differently?
- What resources do you have at your disposal, are there other people that can help you?
- What is the situation that you are currently in?
- What other things can you learn?
**Options: the third step is about figuring out what to do**
What are the many possible options you have for solving a problem? Among the many options possible, which one would you choose?

It helps if you begin by understanding what your unique strengths are. When you understand what your strengths are, it makes choosing your options simpler. You're more likely to achieve growth and do better by learning how to use your strengths and you'll probably feel happier as well.

Ask yourself:

- What makes you feel strong?
- What do you love to do?
- How can you incorporate these types of things into achieving your goals?

**Will: the final step is the driving force of the process,**
Anything that needs to get done, requires some sort of action. It also needs energy to keep things moving.

The final step in this model is to get your client to commit to specific action. In so doing, your client can establish his or her motivation.

Ask:

What will keep you motivated in the long run?

You can figure this out by asking:

- What would reaching your goals do for you?
- What actions can you take right away?
- What will move you along when things are slow?

That's it, in a nutshell.

Keep in mind, that these steps aren't sequential, they're not meant to be followed one after the other rather, the key is to remain flexible, so you can review your perceptions, make adjustments, course correct, and tune things up a little if needed.

This way, you make it a constant process of improvement. One that's grounded on your values, uniqueness and wants.

In essence, the GROW coaching model is a very simple, powerful and effective tool to have in your coaching toolbox.
Setting goals
http://changingminds.org/disciplines/hr/performance_management/setting_goals.htm

Goal-setting is the process whereby a person is motivated to achieve a given target.

Description

Setting goals
Goals provide specific objectives and target that a person is trying to achieve, and should be clear, challenging and achievable.

Useful concepts when considering goals include:

- **Goal specificity**: The specification and clarity of the goal.
- **Goal difficulty**: The level of performance required to achieve the goal.
- **Goal intensity**: Process of setting the goal or of determining how to reach it.
- **Goal commitment**: The effort used to achieve a goal.

Goals may be set in a formal context where all activity is agreed for a specific period. They are often set informally and sometime very unclearly -- every time you ask somebody for something that will require them to take time, you are setting goals.

Monitoring progress

Once goals are set, progress towards achieving them may be monitored on a regular basis. This may be done formally, with reporting of specific achievements and showing of quantitative metrics. It may also be done informally, for example through conversation and simple meetings.

Feedback

Feedback is important to enable the person learn where they are relative to their goals. This may be given in alignment with monitoring. It is important for motivation that feedback is presented in a way that leaves the person with a positive motivation to achieve the goals.

Additional information

Goal-Setting Theory predicts that:

- A committed person will increase their performance to cope with the difficulties of a hard job.
- Even committed people have their limits of performance, which will flatten off.
• Less committed people will give a minimum performance, not rising to the challenge.

Criticisms of goal-setting include that it:

• ...is complex and difficult to sustain.
• ...works well for simple jobs, but less-well for complex jobs.
• ...encourages game playing.
• ...is used as a control device to monitor performance.
• ...can become an obsession.
Success Coaching Model

The SUCCESS coaching model is another valuable tool within a larger strategic approach of helping your staff achieve their goals. As many other coaching models, the word success is an acronym that stands for:

**S**: Session Planning
**U**: Uplifting Experiences
**C**: Charting Your Course
**C**: Creating Opportunities
**E**: Expectations and Commitments
**S**: Synergy
**S**: Summary

Let's break each component part to see how they all fit into a whole coaching model:

**Session Planning**
The majority of staff that you'll coach, don't really know what to work on. You'll ask what they want to get out of being coached and most won't have an answer.

This step, completed prior to sessions, will give structure to what would otherwise be a disorganized process.
Here are some ideas for things you can ask staff to consider in their "planner":
- What actions will they commit to?
- What challenges did they face since the previous session?
- What will be the focus for the next session?
These clarifying questions allow you to keep the momentum going and also help your staff to focus on what's important.

**Uplifting Experiences**
If you pay attention, most successful people have a habit of building on their successes, in the sense that they seek out and focus on the positive of any situation. They get their "high" from doing this.

This is a behavior that anyone can emulate, it's vital to your client's success to think and recall positive moments their life so they can continually build on them.

**Chart Your Course**
Here's where a lot of the coaching takes place, you'll be working with your staff on a goal they've chosen.
Obviously, you'll be asking a lot of questions trying to help them move forward toward achieving their goals.

**Creating Opportunities**
What does your client need to move forward?

You're helping them figure out what specific opportunities exist or they can create to accomplish their goals.

**Expectations and Commitments**
What does your client expect to achieve?

Personal change requires action and a commitment to action. You cannot expect someone to change, unless they're committed to change, which means taking action.

**Synergy**
How is the energy between what your staff have chosen to do and how they feel about doing them?

If it's not congruent, they're going to have a hard time changing.
A big reason why people end up not doing what they've committed to do, is because they don't really feel all that good about doing something else...perhaps they feel a lot better doing what they've always done.
This creates blocked energy...and energy influences many levels.
...more than we can consciously perceive.

**Summary**
What did they get out of it?

This step is a recap of what's been worked on during the session.
This could be the most important step of all. If staff don't anchor their thoughts and ideas, they'll likely forget them as soon as they step out the door.
So make sure you're asking your client what they learned. Ask them to write it down, not just to say it; they'll get a lot more out of the session.
By integrating this model into what you're using, you add a deeper dimension to your strategy of achieving change.
Find the commonalities between your model and this one, extract what is useful and add it to your coaching repertoire.
You'll be a better coach by doing so.