

Coaching Models

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Lets think about...Coaching models

Who am I?

- Performance Learning and
- Performance
- Researcher
- Lecturer
- Coach D ed Youth
- N
- T
- Critical thinking enthusiast



Coaching Models Evening

Objectives:

1. Identify models which have been reported to be effective for coaching and the contexts in which they have been applied
2. Critically reflect on the models of coaching that are currently being used in the room
3. Understand how to adapt these models to increase the overall efficiency of the coaching process

Coaching Models Evening

Format

- Mental and Vocal Warm-up
- Introduction to reflection on models
- Run through coaching models
- Reflection on adaptation of models to focus efficacy

Warm-up

- In groups of 3 please discuss for 10 minutes the types of models that you use in your coaching and the effectiveness of these models...

Reflection on models

Q Why should we think about coaching models?

- Type of reflection provides a 'macro-view' of the work that you are doing with individual clients
- Macro-view? – The reflection of the efficacy of the approach we are using with individual clients or types of clients
- - Minimises automaticity

Reflection on Models

Corrie & Lane

- Scientist-Practitioner Model
- Psychologists should be trained as scientists and practitioners
- But...many questions raised when it comes to coaching...
 - is there enough scientific literature to guide coaches to becoming S-Ps
 - which scientific model should we follow to support high level investigation of our coaching methods?

Reflection on Models

Corrie & Lane

- Can we carry out experiments on coachees? What about all the variables?

Reflection on Models

Corrie & Lane

However...S-P model can help coaches to take a macro-view of their coaching because

1. The ability to think (judge, reason, make decisions)
2. The ability to weave data from different sources into a coherent formulation or case conceptualisation
3. The ability to act effectively
4. The skills to evaluate and critique our own work

(2006)

Invitation to Reflect

As a Coach; do you find yourself...

- Thinking Effectively
- Noticing data from different sources
- Acting to become a more effective coach
- Evaluating and critiquing your own work

Please take 5 mins to discuss this in pairs

Reflection on Models

Corrie & Lane

Q. Would you build in this type of reflection into your approach to coaching?

Q. What would the value be?

Coaching Models Evening

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- Mental and Vocal Warm-up
- Introduction to reflection on models
- **Run through coaching models**
- Reflection on adaptation of models to focus efficacy

Coaching Models

Before we begin...which coaching models are being used in this group?

Coaching Models

Edgerton & Palmer

- GROW
 - ACHIEVE
 - LASER
 - POSITIVE
 - ABCDE
 - SPACE
- Problem solving models
•Part of the cognitive behavioural approach
•Used when issues can be addressed by focusing on the practical
- Used to help unblock emotional or psychological issues
•Helps clear goal-blocking or performance interference thoughts (PITs)

Coaching Models

Edgerton & Palmer

- GROW (1996)
 - G = Goal
 - R = Reality
 - O = Options
 - W = Wrap-up/ What is to be done (task-list)
- ☞ Commonly taught in training
- ☞ GROW can have different terms attached
- ☞ Used with a behavioural focus



Coaching Models

Edgerton & Palmer

■ ACHIEVE (2003)

- A = Access current situation
- C = Creative brainstorming of alternative to current situation
- H = Hone goals
- I = Initiate options
- E = Evaluate options
- V = Valid action programme design
- E = Encourage momentum



Great for individuality

Coaching Models

Edgerton & Palmer

■ LASER process (2003)

- L = Learning
- A = Assessing
- S = Story-making
- E = Enabling
- R = Reframing
- ☞ Effective for managers on a leadership journey
- ☞ Not linear

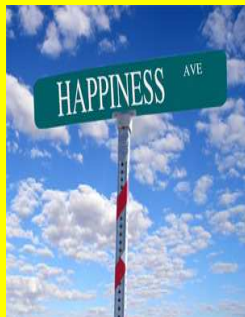


Coaching Models

Edgerton & Palmer

■ Positive model (2004)

- P = Purpose
- O = Observations
- S = Strategy
- I = Insight
- T = Team
- I = Initiate
- V = Value
- E = Encourage



Developed from GROW and ACHIEVE

Based on critical questions

Coaching Models

Edgerton & Palmer

■ ABCDE cog model ('97)

- A = Activating event
- B = Beliefs or PITs
- C = Consequences
- D = Disputing
- E = Effective new approach
- This can be used with other cognitive models when stage 5 can not be achieved



Cognitions largely determine emotions

Coaching Models

Edgerton & Palmer

■ SPACE (2002)

S = Social context

P = Physiology

A = Action

C = Cognition

E = Emotion

☞ Helps analysis of problem or mood (ACE/PACE)

• Can be used alongside-GROW or POSITIVE



Coaching Models

O'Donovan

■ CRAIC

C = Control

R = Responsibility

A = Awareness

I = Impetus

C = Confidence

- Flexibility

- Suits use of psychometric tools

- Mindfulness and focused attention can be brought in



Having looked at models...

What are models made of?

What are the strengths of coaching models?

What are the challenges of coaching models?

10 minutes

Critical questioning

■ When using models – the acronym provides a broad framework

■ What if you wish to amalgamate, mix or adapt to suit your clients/coachees needs?

■ Is a model as effective as the questions attached to each stage of the process?

Critical questioning

- What components do you think would suit your clients/coachees?
- What type of model would you choose to use in your coaching?
- If you were considering adapting a model –
What changes would you make?
What would you see as the outcome of these adaptations?
What questions would you use to drive the process forward?

Review

- Reflections on the models we use and why
- Reflections on the attention we give these models – Scientific-Practitioner
- Reflections about some of the range of models that are in use for coaching
- Reflections on model adaptation
- Reflections on useful critical questioning

Any questions?

Thank you for your attention, God Bless