



Student Name:	Joanna Drazkowski
Student Number:	3521
Course:	Introduction to Coaching and Mentoring
Assignment NO:	4

Marking Criteria:

We expect the learners to write minimum one well expressed point in three lines against each allocated mark. This means one needs to write 15 lines with 5 well expressed points to get high grades for a 5 marks question.

For high grades use examples and illustrations where appropriate.

Please insert your completed assignment (in word format) here:

Q. 1: Short questions:

- I. Discuss the four stages of a coaching model.

There are many models of coaching. Some of the models are more detailed than the others, e.g. OUTCOME is more detailed than GROW. OUTCOME consists of the following steps: Objectives, Understanding, Take Stock, Clarify, Options Generation, Motivation to Action, Enthusiasm and Encouragement, and Support. GROW stands for the four stages this model represents: Goal, Reality, Options and Way Forward.

Although the models differ slightly in a structure, there are a few steps that most coaching models would include. These steps deal with:

1. Where the person coached is and where they want to be.
2. Available options.
3. Steps to be taken to reach the goal.
4. Feedback and self-reflection.

The last two steps may be repeated during the process.

Some characteristics used with these steps will include using questions to prompt discussion, usually in the stage when goals are being established (Goal stage in the GROW model and Objectives in the OUTCOME model). Reaching agreement on the progress in some models, like GROW, is incorporated into moving forward stage, in others, like OUTCOME, it is more like the clarification stage. Checking the learner's understanding (the reason for wanting to achieve a particular objective) is a clear separate stage in OUTCOME model, whilst in the GROW model it is a part of a goal setting stage. Similarly, feedback and praise is a part of the last stage (out of four stages) in the GROW model, whilst the OUTCOME model distinguishes

it as a separate step (Enthusiasm and Encouragement). Establishing a gap between where the employee is and where they want to be is included in the clarification step in the OUTCOME model and is part of the goal setting stage in the GROW model. Clarification of the next steps happens in the GROW model when an action plan is agreed during the last stage (Moving forward). In the OUTCOME model the best way forward is agreed during the Options Generation stage when available options are discussed. A very important stage in coaching a person is establishing the current position of the person. It is important to make sure that both the person and the coach agree on the starting point of the person. Sometimes the person may be convinced they perform better, or worse, than they actually do. This stage is called Reality in the GROW model and Taking Stock in the OUTCOME model. As far as support is concerned, it is a part of the last stage in the GROW model. In the outcome model it is a separate stage.

II. What is the importance of feedback in coaching?

Feedback is a necessary part of coaching, therefore, each model must offer it at some point. Giving feedback will help a coach ensure that they get the wanted results. When a coach gives feedback, it may be certain that they want the employee to succeed and they intend to improve the employer's performance. It is not realistic to expect someone to change behaviour or develop without feedback.

III. What is a balanced feedback?

A balanced feedback is a feedback that includes both positive and negative feedback. The feedback must not be all negative. It's worth remembering that people are likely to remember the negative feedback only. It is the coach's role to make sure they remember the positives, as well. It is a good practice to start every feedback with something positive. It is vital, however, that the positive comment is real (authentic) and deserved. By doing this, we will build the coachee's self-belief and they will gain energy and confidence to change. The positive feedback should be given as often as possible, but only when it's deserved. It could be immediate. It could be given in public, directly to the recipient or to their boss. When giving the positive feedback in public, however, we must take into account other people's feelings and not to diminish other team members. Criticism must be constructive rather than attacking. The coachee must know that the feedback is to help them, not ruin. The coach should aim at making the coachee learn from the criticism. They must show that they care for the coachee's success. The negative feedback must be given in private. When the negative feedback is delivered sincerely, it is usually accepted. The negative feedback must also be done in a proper time. The coachee should be given the chance to say what they would have done differently. A very good base for feedback is setting out clear expectations in advance. By doing so, there is the chance of not having to give negative feedback at all.

The 'sandwich' model of feedback (positive-negative-positive) should be avoided.

IV. What are the key characteristics of constructive feedback?

A constructive feedback should be:

- done in private – especially important when giving negative feedback. The positive feedback could be done in public.
- balanced – including positive and negative feedback.
- relevant – relevant to coaching and job related.

- specific – specific examples or behaviours must be mentioned; avoid vagueness.
- personal – it should be directed to the person involved. It also means that the coach should present the feedback as if it came from them.
- accentuating the positive – there should always be something positive but authentic and deserved.
- invited – the recipient should want to hear the feedback. It is a good idea to wait till you're asked for feedback.
- self-directed – it means that the recipient should be asked to come up with their own feedback, first. Basically, they should be directed towards reflection and clarification to be able to assess themselves.

Q. 2: What can you do in the following situations to make your coaching session more effective?

- I. A staff member will not admit that their behaviour was wrong.

In this case it means that more time needs to be spent on Reality check. I can, thus, ask some questions to help them to understand the situation and help them look at it from a different angle. Evidently, the employee is not aware of their real position. Perhaps, there is something hidden that needs to be dealt with. The questions would include:

How do you feel about it?

What did you like about your behaviour?

Why did you like it?

How does it make you feel?

Do you like the situation?

What's on your shoulders?

What are your thoughts on this situation?

Have you thought of a different aspect of it?

What impact does it have on you?

Do you like the impact it has on you?

- II. An employee agrees with what you say, but you feel they are not really committed to change.

First, I would try to find out why the change is not appealing to them or what the obstructions are. Perhaps, they agreed on the change because of me rather than because of their wanting it. I would, then, try to show them the change from a different perspective, so that they start wanting it. I would have to make it more personal and affecting them. Some questions I could ask are:

Why did you agree on the steps?

Is there any action you can commit to?

What could you do to become more committed?

Is that a stretch for you?

Is that stretching you enough?

When will you do that?

What else could you do?

- III. The individual refuses to accept responsibility. They blame you for not providing enough support and other people for not doing their jobs properly.

I could have a conversation in which I would touch on the previously set-up expectations

towards the employee. We would try to decide together whether they fulfilled the expectations and how. If any areas haven't been done, then we would try to find out why. I would then ask what should happen in his opinion and why. I would ask what sort of support they expect to get and how the support they get at the moment is different. Perhaps their perception of the work relationships is failing. I would ask questions about their relation to colleagues. In these cases I would try to use plenty of probing methods to provoke their self-reflection and to gradually become more open. I would also try to read non-verbal cues.

Student Statement:

By submitting this assignment, I confirm that this is my own work.

Student Signature	Joanna Drazkowski	Date	19/02/17
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For Tutor / Assessor Use Only

Total Marks	
Marks Obtained	
Percentage / Grade	