

Methods of personal development through coaching

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Abstract: *Coaching and mentoring are two critical components that are addressed together, following similar characteristics, mentoring being a type of coaching. Based on these realities, the learning theory regarding coaching and mentoring is essential to be developed to provide the necessary support to their beneficiaries. The article presents two models of development through coaching highlighting the effects of coaching on the person's process, from the perspective of work motivation and communication skills.*

Key Words: *coaching, learning, educational process, internal resources of education.*

JEL Classification: *I20, I25.*

Introduction

Learning is a dynamic process that involves education recipients and teachers. Awareness of relationships with the factors that influence learning allows teachers to develop the learning environment that facilitates effective learning. Thus, the opportunity to learn is a complex dynamic system that seeks balance. The Biggs model (1996) Forecasting-Process-Production, or 3P, was developed to express the interactions between education providers and beneficiaries of the educational process from the opinions of the expectations that both would have regarding the teaching and learning process. The 3P model describes 3 points where the factors related to learning are placed. This model refers to individual states that foreshadow the educational process. The first stage in the Biggs model is the forecasting stage, which is before learning takes place while the process means the tools allocated during learning and, ultimately, the product is the learning outcome. At the individual level, it describes the worldview of each participant in the learning process. According to Prosser and Trigwell (1998), the subjects' approaches to learning

emphasize the role of the subjects' previous experiences in teaching and learning, and Ramsden (2003) indicates that a student's approach to studying would be influenced by previous experiences.

Learning through coaching

In coaching and mentoring, the pressing stage describes the knowledge, previous skills of the apprentice to learn new knowledge that may or may not have an impact on their learning processes and outcomes. This stage is simultaneously affected by the process and product. In the Forecasting stage it is taken into account how the characteristics of the coaches entering the game for defining the tasks set by the coaches. The process stage refers to the way in which the tasks established in the coaching process are managed, the reasons, trends and decisions regarding the achievement of the performance indicators. Finally, the process stage leads to the product stage of learning and, at this stage, describes the cognitive outcomes that determine the results achieved in the learning process. This model has provided help to explore the nature of educational opportunities designed to encourage collaborative work because it is a system that can be described as learning processes in any cultural, linguistic and educational backgrounds, similar or different (Biggs, 1996). Collaborative process motivates and engages the parties through their learning styles leads to positive results. This model is essential to describe the contribution of different stages to changing the levels of knowledge and skills of coaches.

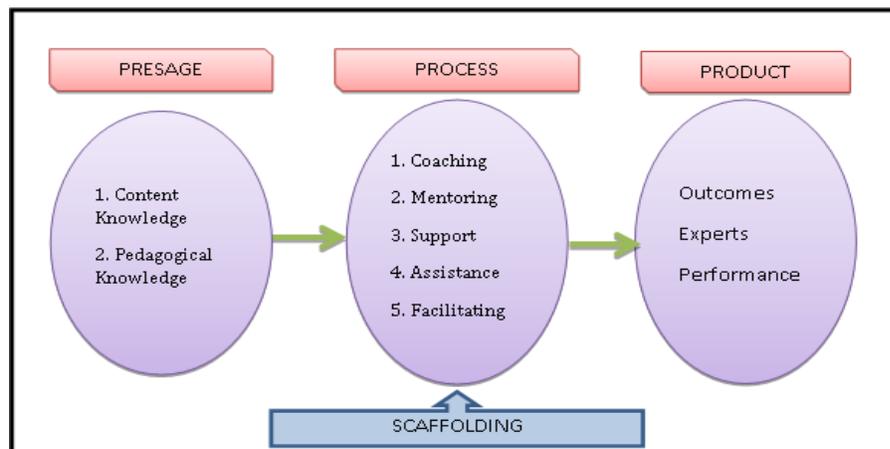


Figure 1: Adaptation of the Biggs 3P (forecast, process, production)

GROW model of learning process

One of the most popular coaching models, the GROW model, has gained popularity since its induction in the 1980s. It was advanced by Alan Fine, Graham Alexander and Sir John Whitmore in the 1980s (Whitmore, 1992). There are also various models and theories of the contribution of coaching to personal improvement. However, while in theory it is clear what should be done for effective coaching to take place, there is very little research on the effectiveness of coaching (Theeboom et al. 2014).

Mukherjee (2014) pointed out that the GROW model is a proven performance coaching tool that is used by most companies whenever they have dealt with performance issues. According to Mukherjee, the principle of the GROW model has its roots in the game theory developed by Timothy Galleway, who was motivated by the weaknesses of conventional coaching methods (Mukherjee, 2014). Galleway has shown that the model is based on the mistakes that players make and that they are not aware of when they resume the game and this fact does not bring the desired results, nor does it produce lasting change, since people do not keep advice or instructions in their minds for a long time (Parsloe and Leedham, 2016). A player will be able to follow an instruction for a short period of time, being unable to keep the mistake in mind in the long run. Galleway realized that a coach must guide the coachee to reduce internal shortcomings in the manifestation of the game and this will produce a natural ability to perform without the coach's contribution (Mukherjee, 2014). The outcome of the players began to improve because managers, in their role as coaches, help the players through the instructions given so that they can have better access to their own internal resources (the manifestation of intrinsic and extrinsic will, capabilities and motivation). Through the knowledge he acquired, he discovered that learning means learning how to learn and learn how to think differently. Sir John Whitmore was a student of Galleway's, and then collaborated with Graham Alexander and Alan Fine to develop the GROW model in the early 1980s (Western, 2012). Whitmore (1992) defined coaching as the process of unlocking an individual's potential to maximize their own performance. The structure of the GROW coaching model is shown in the diagram below.



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Figure 2. GROW model

According to Whitmore (2009), the GROW model (goal/goals, reality/reality, options/options, will/will) helps to solve problems and achieve goals because it is a solution-focused model. There are four stages in the model that require the coach to captivate the interest of the apprentice. Each of the four distinct stages was represented by a simple question or a series of questions (what do you want?, where are you now?, what could you do?, what will you do?) to help people develop and discover their potential. It is an ideal model for setting goals, solving problems, preserving personal achievements and efficiency (Leedham & Parsloe, 2016).

First of all, the coach and the coachee must set the goals of the coach, since it is mandatory to know the goal only then both can work to achieve their goals. According to Whitmore (2009), setting goals before exploring in reality, helps to develop goals that are not influenced by the current situation of an individual. These objectives should be SMART: specific, measurable, acceptable, realistic and timely (Bianco-Mathis et al. 2002). The main question to be addressed when setting targets is whether or not they fall within the general objectives. It is essential to set a clear and specific objective. Starr (2016) argues that the idea of setting goals is closely related to goal-setting theory, which advocates setting clear, specific and challenging goals, as this leads to a clear direction and motivation.

The second stage is the reality in which the disciple will explain the current reality and what is wrong to help them see why change is needed (Weinstein, 2013). It is essential that both parties are aware of the current situation, making it difficult for them to solve the problem if they do not have a clear picture of the anticipated destination. In essence, people cannot solve problems that they do not understand or

achieve goals without considering the starting point. It is vital that the coach and coachee focus and become aware of the situation. As a coach, the crucial role is to stimulate coaches' self-assessment and identify the obstacles that prevented them. This is the crucial part where coaches need to summarize and repeat what they understand about the real situation of the apprentice. In this phase, it often reveals the fundamental fears and beliefs that can be worked on during or between coaching sessions.

The option stage is to generate ideas that can help solve the problem. This involves exploring different options and focusing not only on the correct answers, but also on several variants in order to have as many options as possible so that specific action steps can be selected (Dembkowski & Eldridge, 2003). The solutions must be structured, and then each option must be evaluated by methods of analysis, premium creative brainstorming. A coach must create an environment in which the coachee feels safe to express his ideas and thoughts without fear of being judged.

The last step of the GROW coaching model is to choose an option from the different options mentioned. Then the choice is transformed into a more concrete plan. After a well-planned strategy, the apprentice's motivation to follow this plan is maximized. The last stage involves transforming discussions into decisions by taking specific measures to ensure continuity, which allows people to move from an incipient position, specific to a level of knowledge, to a higher position, specific to a marginal accumulation of knowledge and skills. The assumption is that if the questions at each stage are treated properly, the obstacles that can have a negative impact on the performance of the individual will be reduced (by Haan & Kasozi, 2015). As a coach, one of the most important roles is to guide the coachee to improve his performance, helping him to make better decisions, to solve the problems that prevent them. The coach also helps the coachee to acquire new skills and do things differently, and subsequently can progress his career. The GROW model is based on the belief that individuals have the most appropriate solutions to their problems, while the coach, on the other hand, will succeed with some proven techniques, practices and even instincts (Grant, Curtayne & Burton, 2009).

In conclusion, theories and models are important aspects in the coaching and mentoring relationship. The review of the theories/model regarding coaching and mentoring aims to highlight all the

relevant principles and notions that underlie the coaching and mentoring situation.. The model is significant because it is the work at the forefront of the coaching and mentoring process.

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