Session 6
The GROW Model
(80 minutes)

Objectives

Understand the principles of the GROW model and practice its application
Explain the use of SMART objectives
Understand the use of open questions
Understand the push/pull continuum

Resources

- Copies of Appendix 6.1 – Open questions
- Copies of Appendix 6.2 – The GROW Model
- Copies of Appendix 6.3 – I Keep Six Honest Serving Men (Optional)
- Copies of appendix 6.4 – The push/pull continuum

Trainer note

Introduce the session by explaining the background to the GROW model. Explain how it provides a framework for conversations within the context of the TSA approach to mentoring and coaching.

Trainer to ask learners if they have heard of/ what they know of the GROW model and record answers on a flipchart. Trainer to the explain

The GROW model is a simple approach for structuring mentoring and coaching. It can be used for a number of situations and provides a framework for your conversations.

| **G**	Goals	The *goal* is the end point, where the person wants to be. The goal has to be defined in such a way that it is very clear when they have achieved it.
R	Reality	The current *reality* is where they are now. What are the issues and the challenges, how far are they away from their goal?
O	Obstacles	There will be *obstacles* stopping then getting from where they are now to where they want to go. If there were no obstacles they would already have reached their goal.
	Options	Once obstacles have been identified, they need to find ways of dealing with them if they are to make progress. These are the *options*.
W	Way Forward	The options then need to be converted into action steps which will take them to their goal. These are the *way forward*.
	Will	How likely is the person to do what they say they *will*? How can the likelihood of this be increased?

(8 minutes)

Trainer input

Introduce the session as a continuation of the work that they have already started in the pre-read document.

Remind learners there are two distinct assertions that underpin the TSA mentoring and coaching approach and that these should be applied to all mentoring and coaching interactions:

- The answer to achieving results and overcoming issue lies within individuals.

- People unlock their potential through being empowered to make decisions.

Make the link to the quiet leadership model already seen in the pre-read document.

ISSUE

Enabling others to have their own insights
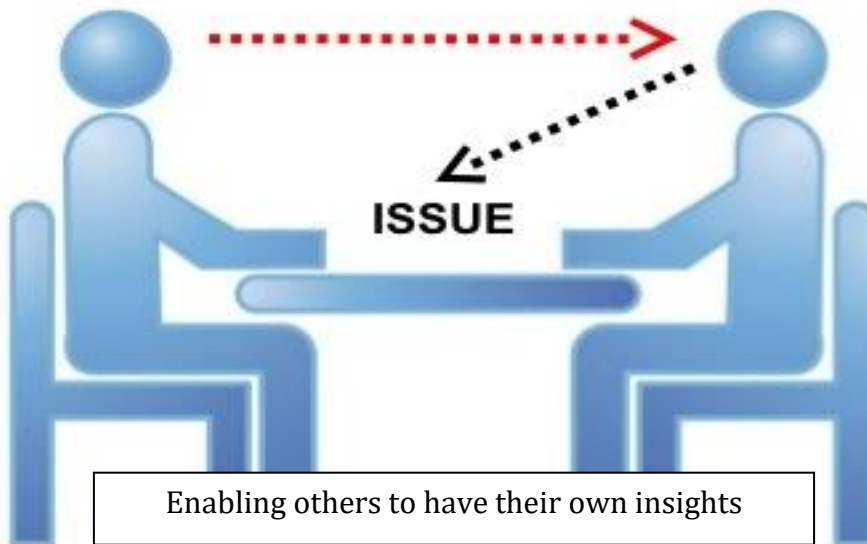
(5 minutes)

Trainer input

How to use GROW

Use the following steps to structure a mentoring or coaching session using the GROW Model:

1.   Establish the goal

Look at what you want to change/do and then structure this towards a goal. Be rigorous as this is an important step, but remember the mentee or coachee may find it difficult to set specific goals.

It's useful to ask questions such as:

- How will you know when you have achieved this goal? How will you know that the problem or issue is solved?

Goals should be SMART. Remind learners that they were first introduced to this in the pre-read document when referring to them Mentoring and coaching compact.

SMART is defined as:

- *Specific* – target a specific area for improvement.
- *Measurable* – quantify or at least suggest an indicator of progress.
- *Achievable* – what results can realistically be achieved, given available time and resources?
- *Relevant* – does the outcome address the issue under discussion?
- *Time-based* – when will the outcome be achieved?

2. Examine the current reality

Ask the mentee or coachee to describe her/his current reality. Take this step slow and steady, allowing the mentee or coachee time to think and reflect.

This is an important step. Too often, people try to solve a problem or reach a goal without fully considering their starting point, and often they are missing some information that they need in order to reach their goal effectively.

Through discussion the solution may start to emerge. The mentor or coach will need to probe, asking further questions. It is likely that this is where most of time is spent, and the mentor or coach must be prepared to ask further questions to ensure that all areas are explored.

Useful questions in this step include the following:
- What is happening now (what, who, when, and how often)? What is the effect or result of this?
- Have you already taken any steps towards your goal?
- Does this goal conflict with any other goals or objectives?

3. Explore the obstacles and options

Once you have discussed the current reality it is time to consider the possible obstacles and options. This is an opportunity to look at all the possibilities and to brainstorm all the options.

There will be obstacles stopping them getting from where they are now to where they want to go. If there were no obstacles they would already have reached their goal.

Let the mentee or coachee suggest options first, then provide others they may not have thought of.

Useful questions at this stage are:

- What are the advantages and disadvantages of each option?
- What would you do if you had all you required?

4. Establish the will/way forward

Having examined the current reality and explored the options, the mentee or coachee will have a good idea of how she/he can achieve the goal. Now you need to get commitment to specific actions, to establish will and motivation.

Useful questions to ask include:

- What will you do now, and when? What else will you do?
- When do you need to review progress? Daily, weekly, monthly?

On a scale of 1 to 10 how likely are you to do what you say you will?

Now agree a date for you to review progress.

(20 minutes)

Trainer input

The most important skills for a mentor or coach are the ability to ask open questions and to listen.

An example of an open question would be - *what was the effect of this?* As opposed to - *did that cause a problem?* Which could provide a simple yes or no.

Ask the learners to give examples of open and closed questions relating to what they have done during the day, to illustrate the differences.

Provide them with Appendix 6.1, open questions, which supports the GROW model that they can use in the future.

(5 minutes)

Trainer input

Introduce participants to the Push/Pull Continuum which will further development the conversation that a mentor or coach will have with their mentee/coachee.

Conversations can be either a *pull* conversation when the mentor or coach helps someone to solve the problems themselves, or a *push* conversation, with the mentor or coach solving the problem for them.

(3 minutes)

Task

Randomly distribute on the floor A4 size pieces of paper each containing one of the statements written from the push/pull continuum below (Appendix 6.4)

PULL (helping someone to solve the problem themselves)

Listening to understand
Asking questions to raise awareness
Reflecting
Summarising
Paraphrasing
Sharing experience
Making suggestions
Offering guidance
Giving feedback
Giving advice
Instructing

PUSH (solving someone's problems for them)

Ask participants to work as a group to place the paper in order, from left to right, where they believe they sit on the continuum of push (tell) or pull (ask).

Explore the order they have chosen with them.

Finally provide the answer where the participants have placed the paper in the wrong order.

(7 minutes)

Task

In pairs, learners take turns to act as mentor or coach.

First each pair determines how they will work together, agree the contract and then ascertain the goal that the mentee or coachee wants to achieve.

Each pair considers how they might apply the GROW model in a simple day to day action, for example, getting fitter, learning a language, planning a holiday etc. What questions might be asked?

They should consider what questions you would ask and how they would undertake the conversation.

Whoever is playing the role of the mentor or coach needs to be conscious of their use of open questions and the push/pull continuum. In pairs, write down what they would ask.

Briefly review the results.

(30 minutes)

Trainer input

Remind learners that GROW is an aide to achieving the TSA mentoring and coaching approach:

- The answer to achieving results and overcoming issue lies within individuals.

- People unlock their potential through being empowered to make decisions.

(2 minutes)

Appendix 6.1 – Open questions

Examples of open questions you can ask to support the GROW Model

Goals	What do you want to achieve
	Where do you want to be in x years
	What is your ideal picture of the future
	What do you want to be different in six months
	What do you want to be different by the end of today
	Why are you seeking to achieve this goal
	What will help you to achieve this goal
Reality	What is your current situation (versus goals you described)
	How do you know this is the problem/challenge
	What is happening now (what, who, when, and how often)
	What is the effect or result of this
	What have you done to change things
	What is working well right now
	What are your strengths
	What are your development needs
	What have you done to change things
	What do you feel about where you are now
	Does your goal conflict with any other goals/objectives
	If you could wave a magic wand what would you want to change
Obstacles and options	What choices do you have (to move towards your goal/s)
	Which ones are in your control
	Which ones are in your influence
	What else can you do
	What other options are there
	Who do you need to influence
	What resources do you need
	What would you do if you had all you required
	What if this or that constraint were removed. Would that change things
	What are the advantages and disadvantages of each option
	What factors/considerations will you use to weigh the options
	What do you need to stop doing to achieve this goal
	What do you need to start doing to achieve this goal
	What obstacles stand in your way
	What will happen if you stay as you are
Will/way forward	How committed are you to making this work
	What will keep you on track and motivated
	What will stop you achieving this
	How can you overcome that
	How committed are you (on a scale of 1 -10)
	What will you do to get closer to 10
	What will you do now
	How can you keep yourself motivated and on track
	How often do you need to review progress
	What is a useful first step

Appendix 6.2 – The GROW Model

The G.R.O.W model is a simple approach for structuring mentoring and coaching. It can be used for a number of situations and provides a framework for your conversations.

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Through discussion the solution may start to emerge. The mentor or coach will need to probe, asking further questions. It is likely that this is where most of the time is spent, and the mentor or coach must be prepared to ask further questions to ensure that all areas are explored.

Useful questions in this step include the following:

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Useful questions to ask include:

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- When do you need to review progress? Daily, weekly, monthly?

On a scale of 1 to 10 how likely are you to do what you say you will?

What could be done to move this figure closer to 10?

5. Now agree a date for you to review progress.

As with all models, when applied in practice you may find that each stage tends to merge. You just need to take a moment to check, as you go along, that you have fully covered each stage.

Through each stage the mentor or coach is seeking to ask questions that balance the right level of support with the right level of challenge.

GROW can also be used as a problem solving model using the acronym to identify what you actually want to overcome and the process of achieving it.

Appendix 6.3 – "I Keep Six Honest Serving Men"

"I Keep Six Honest
Serving Men ..."

I KEEP six honest serving-men
    (They taught me all I knew);
Their names are What and Why and When
    And How and Where and Who.

I send them over land and sea,
    I send them east and west;
But after they have worked for me,
    I give them all a rest.

I let them rest from nine till five,
    For I am busy then,
As well as breakfast, lunch, and tea,
    For they are hungry men.

But different folk have different views;
    I know a person small—
She keeps ten million serving-men,
    Who get no rest at all!

She sends'em abroad on her own affairs,
    From the second she opens her eyes—
One million Hows, two million Wheres,
    And seven million Whys!

from The Elephant's Child by Rudyard Kipling

Appendix 6.4 – The push/pull continuum

PULL (helping someone to solve the problem themselves)

LISTENING TO UNDERSTAND

ASKING QUESTIONS TO RAISE AWARENESS

REFLECTING

SUMMARISING

PARAPHRASING

SHARING EXPERIENCE

MAKING SUGGESTIONS

OFFERING GUIDANCE

GIVING FEEDBACK

GIVING ADVICE

INSTRUCTING

PUSH (solving someone's problems for them)