



STEAM BO.SS

boosting soft skills

GROW Model of Coaching in the Development of Proactivity



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The GROW Model, developed by Sir John Whitmore, is a coaching tool widely used in educational, corporate and personal development contexts. Its main objective is to help individuals set clear goals and make proactive decisions to achieve those goals. The model is widely validated and recognised for its simplicity and effectiveness in promoting self-efficacy and proactivity.

In the educational context, the GROW Model can be a powerful tool for trainers to encourage students to reflect on their behaviour, identify areas for improvement and take the initiative to act proactively. By following the steps in the model, students are guided through a structured process of reflection and action, enabling them to improve their organisation, time management skills, problem-solving and much more.

The GROW Model is made up of four main stages that help structure goal-setting and proactive action:

- **G (Goal):** Defines what you want to achieve.
- **R (Reality):** Analysing the current situation, understanding the resources available and the barriers that may exist.
- **O (Options):** Exploring alternative courses of action and possible solutions to the problem or challenge.
- **W (Will):** Making decisions about what will be done and drawing up a concrete action plan to achieve the goal.

This model follows a logical sequence that encourages reflection and at the same time promotes practical action. What's more, the model's flexibility allows it to be adapted to different educational and personal development contexts, making it an excellent tool for trainers who want to encourage proactivity in their students.

How the GROW Model works

Goal

In this first stage, the student is encouraged to define a clear and specific goal. This goal should be measurable and achievable, which makes it easier to understand what is expected and how it will be possible to reach the target. In an educational context, the objective could be something like:

- 'Improve my time management to meet deadlines for schoolwork.'
- 'To be more proactive in group discussions.'
- 'To better organise my studies in order to be more efficient.'

The trainer plays an essential role in helping the student refine and clarify their objectives, making them challenging but realistic. To do this, the trainer can ask questions such as:

- 'What exactly do you want to achieve?'
- 'How will you know that you have achieved this goal?'
- 'What will be the benefits of achieving this goal?'

Reality

In this stage, the student evaluates their current situation, identifying the resources and barriers that influence the achievement of the objective. Reality involves a deep and honest analysis of what is working and what needs to be improved. The trainer can help with this reflection by asking questions that encourage the student to look at their circumstances objectively, such as:

- ‘Where are you now in relation to this goal?’
- ‘What resources do you already have?’
- ‘What barriers or obstacles are you facing?’
- ‘What have you already tried to do to solve this problem?’

This step is crucial for creating a solid foundation on which students can build their future actions. It helps to contextualise the objective within the student's real limitations, without demotivating them, but preparing them to take effective action.

Options

In this phase, the focus is on identifying solutions and proactive alternatives to overcome obstacles and achieve the goal. Students should be encouraged to think about multiple possibilities, analysing the pros and cons of each one. The trainer can guide the student to explore all possible alternatives by asking questions such as:

- ‘What are the possible actions you can take?’
- ‘What can you do to overcome these barriers?’
- ‘Is there another way to approach this problem?’
- ‘Who can help you achieve this goal?’

Identifying various options is key to developing a proactive mindset, as it forces students to think beyond the most obvious solutions and explore alternative, creative approaches to challenges.

Will

Finally, the student needs to transform the options into a concrete action plan. This stage involves deciding what will be done, when it will be done and how progress will be monitored. The trainer can help define a clear structure and timetable, encouraging students to commit to the actions they have defined.

Useful questions for this stage include:

- ‘Which option are you going to follow?’
- ‘What will the first steps be?’
- ‘When will you start?’

- ‘How will you measure progress?’

The aim of this stage is to ensure that the student leaves with a detailed action plan and feels empowered to implement it proactively.

Practical Application of the GROW Model in the Classroom

Example 1: Time Management

1. **Goal:** A student defines that he wants to improve his ability to hand in work on time by better organising his study time.
2. **Reality:** The student realises that they currently leave their work to the last minute because they don't organise an effective study schedule.
3. **Options:** The student and trainer discuss various options, such as:
 - Creating a weekly calendar with intermediate deadlines.
 - Using time management tools such as task apps.
 - Studying with a colleague to maintain discipline.
4. **Will:** The student decides to implement a detailed timetable and starts using a task management app. They commit to reviewing their progress weekly with the trainer.

Example 2: Group participation

1. **Goal:** The student wants to be more proactive in group discussions, contributing ideas more often.
2. **Reality:** The student admits that they find it difficult to speak up in group meetings because they fear criticism from their colleagues.
3. **Options:** Some options discussed are:
 - Preparing topics in advance to feel more confident.
 - Practising presenting ideas with a colleague or trainer.
 - Talking to the group about the possibility of structuring discussions better so that everyone has a chance to speak.
4. **Will:** The student decides to start preparing better before meetings and to practise with a colleague. They commit to participating actively in the next group meeting.

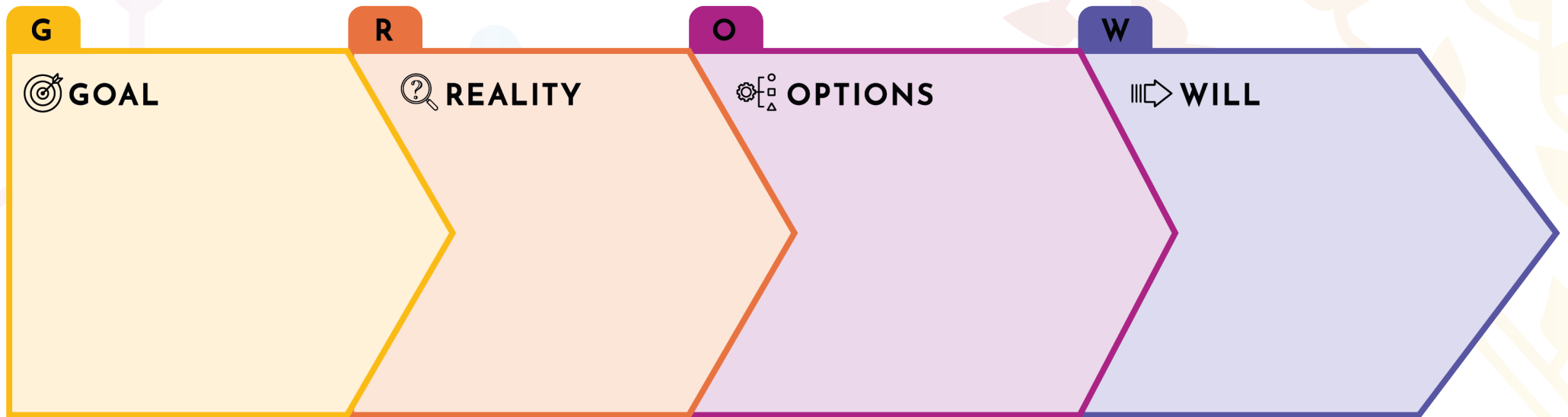
Benefits of the GROW Model for Proactivity

The GROW Model offers several benefits for developing proactivity:

- **Structure:** Helps students follow a logical sequence from goal setting to action, facilitating proactive thinking.

- **Clarity of goals:** By setting clear goals, students know exactly what they are aiming for, which facilitates proactive action.
- **Realistic analysis:** Assessing the current reality allows students to face their challenges with a clear understanding of the context.
- **Creative solutions:** By exploring various options, students develop the ability to think proactively about problems and seek innovative solutions.
- **Commitment to action:** The 'Will' phase ensures that students make concrete decisions and commit to actions, reinforcing the idea that being proactive involves taking initiatives.

The GROW Model is a proven and powerful tool for developing proactivity in the classroom. Its structured approach allows trainers to help students develop the ability to set goals, tackle obstacles and draw up effective action plans. By using this methodology, trainers not only encourage initiative-taking, but also create an environment that stimulates students' continuous growth.





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