

An Analysis of Coaching Model using Sequence Diagram

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Abstract. Grow Model, which is developed by Alewander and is known by Whitmore is a single coaching model that is simple and easy to apply. Because of these features, coaches can efficiently use the model. Based on the questions presented by the GROW model, learners' self-awareness, sense of responsibility and memory can be improved. For powerful effect of GROW model at anytime and anywhere, regardless of the person who coaches, a standardized modeling method is required. The actions and warnings that should be applied to every step of the existing coaching model are expressed in descriptive explanation. Once the model is started to be applied, there is no standardized method for the application of the model as time passes. So, the model could be applied in different ways based on the different interpretation among coaches. In this paper, we represent the GROW coaching model using sequence diagram which is part of the UML (Unified Modeling Language).

Keywords: Coaching model, UML (Unified Modeling Language), Sequence diagram.

1 Introduction

Till 1980s, coaching was primarily, related to sports. During late 1980s the center for education and training of organization development was formed [1]. In early 2000, it is applied not only to sports and business but also to education field in Korea.

Coaching is a goal intended action that should be performed via a structured process. Specifically, to solve problems arose during the coaching process, standardized frameworks and procedures are needed. This is called as coaching conversation model but in this paper, we call it as coaching model. Like the GROW model and the CMOE model, there are many others such as the CCU model, ICAN mode, CAAACA model and SOLVE model. These models are developed either by institutes or by business organizations and are being used.

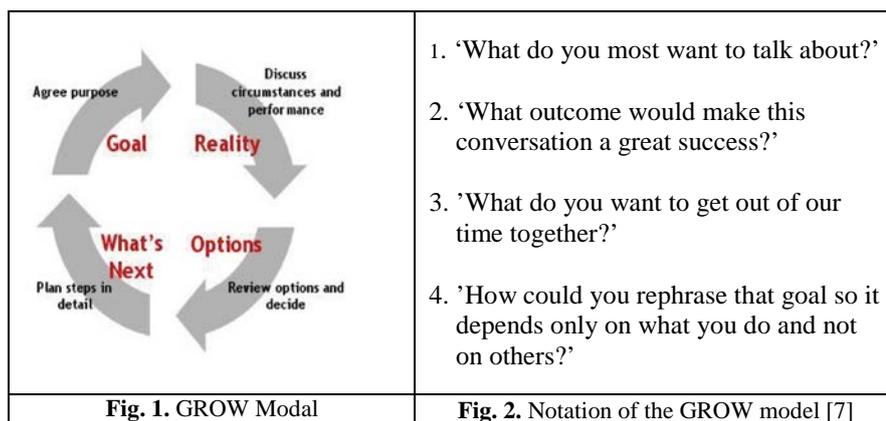
Especially, GROW model is very simple and easy to apply. So many coaches use this model in common [2-3]. This model is composed of 4 steps including

Establishment of Goal, reality check, options, and will of the participant. The problem with these models including the GROW coaching model is that only provide the description of the process in each step and there is no information regarding the application of the steps as the time passes. Similarly, due to the lack of standardized structure of the model, the questions and warnings that should be applied to every step could be misinterpreted and carried out in different ways.

In this paper, we want to present a standardized model of the GROW coaching model by employing sequence diagrams which can express the flow of methods with respect to time as well as the exchange of messages can be represented in a standardized way.

2 Existing coaching modeling

Existing GROW coaching model is developed by Alewander and is known by Whitmore [2]. The model has been in use worldwide and is focused on solving problems related to training and coaching. It is a simple and easy to apply model. The model has been used by many coaches and has been proven to be useful [3-4].



As shown in Fig. 1, GROW model is composed of 4 steps. The first step is the “Establishment of goal”, where the learner sets the objective he/she wants to reach and setting the short-term or long-term goals makes the coaching issues clear. The second step is “Reality check”. In this step learners can understand their reality. The function of the reality check is to determine an objective starting point for the desired change. The third step is “Option”. The options step is the process of thinking creatively to develop several potential solutions. The fourth step is “Will”. In this step, actions such as what is activated, when and by who, are checked to see one’s will [5].

John Whitmore insists that GROW model can help improving learners’ memory and enforce learners’ responsibility and self-awareness [6]. In other words, coaches help learners to be aware of themselves and encourage them to take responsibility for their actions and behavior. For this purpose, the model needs more specific and distinct explanation. But, as one can see in the Fig. 2, components (questions and

warnings) which should be applied to GROW model are described in narrative. This explanation has a possibility to be interpreted in a different ways by the coaches. So it may prevent the maximum effect of the model.

3 Sequence diagram for GROW coaching model

To start the application of the coaching model, learners have to set a goal and choose what they want specifically. Vertical graph is divided into 4 steps. This means that the processes such as coaching contract, coaching expectation matter, subdivision of goals and goal achievement index and reward are implemented at the establishment of the goal step. Coaching process progresses in a stepwise order. The dotted line in the middle represents the results exchanged between coaches and learners.

The first step is the 'coaching contract' step. Coaching requires active and co-operative participation from coaches and learners. It is focused on learners' self-discovery, dreams and goals. They communicate with each other and work as partners [8]. When coaching is started, coaches and learners have to make clear the contract for continuous partnership. Coaches have to explain the overview of the coaching process and preparation of contract. Learners have to write their personal information and submit the contract.

The second one is the 'coaching expectation matter' step. Coaches and learners have to share the expectation matters from the coaching. Also, like goals of coaching, time and place, expected results and so on. They have to find the expectation matters from coaching.

The third one is the 'subdivision of goal' step. Goal passes through a process cycle. In other words, it is needed to remove ambiguity by departmentalizing the goal of coaching. As presented by [9], in case of abstract coaching goals, often the learners have difficult to find out how to fulfill those goals. To departmentalize the goals of coaching, goals are described as the goals of sessions and plans for actions. Goal of coaching is learners' final goal so it is wise not to use abstract and ambiguous words in comparison with session goals because session goals are shaped plans for the goal of coaching. Coaches check learner to set goals of coaching and help them to choose priority goals and delay-able goals. When goal of coaching is established, they have to check session goals.

Acknowledgments. This work was supported by the Industrial Strategic Technology Development Program (no. 10043907, Development of high performance IoT device and Open Platform with Intelligent Software), and This research was supported by the MSIP(Ministry of Science, ICT and Future Planning), Korea, under the ITRC(Information Technology Research Center) support program (NIPA-2014-H0301-14-1048) supervised by the NIPA(National IT Industry Promotion Agency). Corresponding author; DoHyeun Kim (e-mail: kimdh@jejunu.ac.kr).

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