

Self-Reflection: An Introduction to Coaching for Lifelong Learning

REFLECTIVE EXERCISE:

Step 1: Rate yourself in the following skills, from 0 (at center of wheel) to 10 (the outermost circle).



J Harvey-Lloyd PBLH, Vol 1, Issue 2 (October 2013)

Step 2: Consider the following, in the context of your practice as an educator. *Be specific.*

What do I do well?
What can I do better?
How can I continue to improve my performance?
What do I need to do to make this happen?
How will I know I have improved?

Step 3: Discuss your plan. Coach your peer through their plan.

The GROW Coaching Model



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<i>Acronym</i>	<i>Description</i>	<i>Example questions</i>
G – Goal	Coachee is asked to clarify what they want to achieve from each session. Determines the focus of coaching.	What do you want to achieve this session? How would you like to feel afterwards? What would be the best use of this time?
R – Reality	Raise awareness of present realities. Examine how current situation is impacting coachee's goals.	How have things gone in the past week? How have you handled any problems? What worked? What didn't work?
O – Options	Identify and assess available options. Encourage solution-focused thinking and brainstorming.	What possible options do you have? What has worked for you in the past? What haven't you tried yet that might work?
W - Wrap-Up	Assists the coachee determine next steps. Develops an action plan and builds motivation.	What is the most important thing to do next? What might get in the way? Who might be able to support you? How will you feel when this is done?

Sources: Grant & Greene, 2004; Landsberg, 1997; Spence & Grant, 2007; Whitmore, 1992.

Step 4: Commit to change.

Based on this exercise, what commitment am I ready to make for my learners?

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