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M.T.S Coaching Skills

THE GROW MODEL



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GOAL SETTING

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GOAL SETTING - G R O W

G R O W Model For Goal Setting

The importance of goal setting in the learning process is that it helps the learner to evaluate not only where they want to get to, but where they are currently and what is required to reach their objective thus facilitating the development of evaluation of a task and self-evaluation of reality, strengths and weaknesses. Only when we start to learn to evaluate do we begin to understand how much we don't know.

Learners therefore without the ability to evaluate the reality of themselves, for themselves, are more prone to taking risks and being over confident in their capabilities, as they have no experience of considering their reality, or their strengths and weaknesses.

Setting goals helps to motivate the learner through the process as they are more easily able to monitor progress. It develops a sense of responsibility for the task as the learner begins to take control of their learning and development. This sense of developed responsibility should not be undervalued, in driver training, when considering the need for responsibility behind the wheel of a car particularly when you factor in that a lot of new drivers fit into the 17-24 year age group, where the frontal lobe of the brain is yet to develop, leaving young drivers vulnerable to thrill seeking and peer pressure (amongst other issues).

Setting out an ultimate objective and enabling the learner to plot and plan their way towards achieving it through a series of smaller objectives (G), where they evaluate where they sit currently (R), consider ways in which they might achieve this (O), and plot the route to success (W) is a sure-fire route to producing more well-rounded and better skilled drivers post-test.

The GROW model is a four stage model that empowers the learner to develop many facets of their development around Psychomotor, cognitive and affective learning domains if used holistically around the four levels and three columns of the GDE matrix, cascading down from the fourth level.



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G - Goal

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The goal for any learner should be personal to their learning needs, aims, ambitions and motivations. Developing a learners goals is typically most effective when the goals are SMART.

Specific goals

Bigger goals and ultimate objectives need to be broken down specifically to enable the learner to evaluate what is required and break down the task into manageable chunks. Smaller goals need to be specific in nature so that they can be achieved....a pupils cannot achieve a roundabout, but they can improve their ability to judge their approach speed, feel more confident and in control (Specific). Adding in an element of time-management facilitates development through practise and reflection and timescales should be considered for both the specific smaller goals as well as any larger ultimate goal to help keep the learner focussed and motivated.

Questions for goal setting:-

- Why do you want to learn to drive?
- What difference will it make to you?
- What do you need to know to achieve this?
- What don't you know already?
- What would you like to achieve by the end of this lesson?
- What needs would you like to develop?
- Is there anything from the last session you would like to work on today?
- If you were an expert....what would you say you need to develop?
- What is it, specifically about that, that you need to improve?
- Tell me more about why you want to improve that?



It is worth remembering that the more we learn, the more we understand about what we need to learn. Early on in lessons it can be easier for pupils to consider

the ultimate objective of why they want to learn to drive, than it can be for them to understand what is required. As the learning develops they begin to know more about what they don't know, and as such they are more capable of understanding the steps that will be required to reach the ultimate objective and the **reality** of the situation. This step is all about developing evaluation and self-evaluation skills.

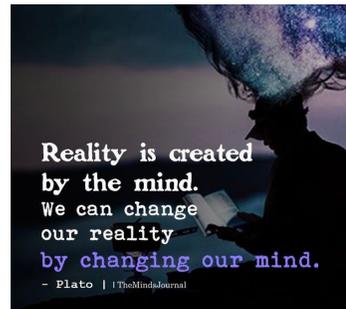
R - Reality

(R) - Reality

Often its at this stage that the learner begins to consider themselves, where they are currently, what strengths and weaknesses do they hold and how does the reality of the task compare to the beliefs that they held before starting the process. This inner understanding of their reality helps them to understand that they are not infallible and helps to balance out individual optimism bias, where we believe that bad things will not happen to us. An understanding of where we are, where we have failed, what we have learned and what we still need to learn enables us to understand that we are capable of failing and learning in the future.

Questions for Reality:-

- Where are you currently?
- What skills do you already have?
- What skills do you need to develop?
- What skills don't you have?
- What are your thoughts on this?
- How do you feel about this?
- On a scale of 0-10 where are you currently?
- What have you achieved that is similar?
- Are you capable of achieving this right now?
- What is it that you are not capable of doing currently?



A sense of reality, and a specific goal provides meaning and context for development. A driver who is used to considering their strengths, weaknesses and limitations around skill, beliefs, attitudes and emotions is more likely to make better choices post-test. This step is all about developing evaluation and self-evaluation skills.

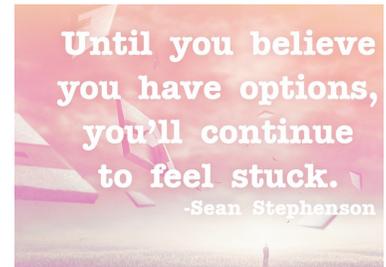
O - Options

(O) - Options

In this step the learner sets out all the elements necessary to achieve the specific goal. Evaluating the task and finding solutions empowers the learner to continue with this practise post-test. There will be many problems to solve for new-drivers, and indeed all drivers, post-test and as such the ability to evaluate and problem solve is a key skill for safe driving.

Questions to form options:-

- What options do you have to develop this?
- Name all the ways that you can develop this?
- What needs to happen for you to develop this?
- What else needs to happen?
- How can this be improved?
- If this were better, what would be better?
- What would it be like if it was at a (0-10 scale)?
- How do you need to feel about this?
- What needs to happen for you to feel this way?
- Are these all the options that are available?



This step is centred on the ability to evaluate the task and find solutions to problems and as such it sees the learner develop a greater sense of responsibility.

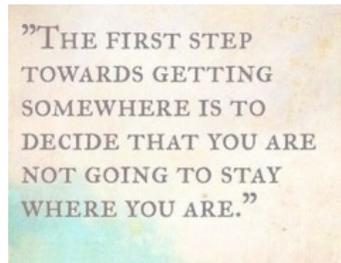
W - Way forward

(W) - Way Forward

A sense of optimism and a vision of how the goal will be achieved, a belief that it can be achieved and a solution to the problem explored with the way forward. This sense of optimism is essential for motivation. A learner following a solutions focussed approach to learning is far more likely to succeed in more areas than a learner in a fault focussed approach. Reflecting on performance at the end of a lesson and finding solutions to problems, determining the way forwards for next lesson encourages development between sessions and accelerates learning.

Questions to determine the way forward:-

- What will work for you?
- Where do you want to start?
- Which is the best option to begin with?
- Which approach is most likely to succeed first?
- Which is the next best option?
- How many options would you need to try to decide the best way forward?
- Do you have time to attempt each option today?
- Which of these options work for you in normal life?
- Are there any ways forward that you'd like to try, that you hadn't already considered?



This final step sees the learners evaluation skills put to the test and the weight of responsibility transferred firmly to them for developing the task and achieving their objectives. The learner may find that the option(s) they chose lead them to the goal, they might find that they explore more options before they get there and gain a greater understanding of what is required. They may start the cycle again, this time more understanding of what they don't know and what they need to know to achieve their goal. All the while developing their ability to evaluate the skills, self-evaluate their beliefs and emotions whilst taking on-board the responsibility for the task, as will be necessary post-test.