An examination of the Mobius-Strip, GROW, Seven Step and OUTCOMES Models through the perspective of Secondary Educational Coaching Needs

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Abstract: **Previous studies indicate that coaching has positive effects on peoples' lives. Moreover, the secondary school age is the period of intense mental and personal development and variation. Besides, reflection, motivation and learning are the fundamentals of personal development. For this reason a coaching model should support reflection, motivation and learning over coachee. Thus, it was thought that, in order to discover a useful coaching model that meets the secondary educational needs, examination of The Mobius-Strip, GROW, Seven Step and OUTCOMES Models in terms of reflection, motivation and learning is beneficial. In this article each coaching model is defined and examined with regards to reflection, motivation and learning. Each one plays crucial role for personal development and have positive effects. In the final analysis, one of the four models is identified as most useful with four reasons for secondary education. Also, the limitations are defined about the research.**

Keywords: **Coaching; Grow; Mobius-Strip; Seven step; Outcomes; Secondary school age.**

1. INTRODUCTION

When training and developing teachers as coach for secondary school age students coaching, there are many models to choose that coaches have had success with. Gornall and Burn (2013) claim that coaching helps students to improve their learning and support to keep their motivation level high Accordingly, secondary school age (11-18) is the period of discover beliefs and social values to shape their self-belief and self-values. Moreover, this period is the time for mental changing (Murray, 1998). For these reasons, coaching is even more important in secondary education age. Turnbull (2009) comments that if secondary school age students are motivated effectively, they will acquire their academic targets and develop their social and life skills easily Besides, Forde and Brien (2011) argues the reflection has a big impact on constructing knowledge, evaluating situation and improving learning ability. McPheat (2010) suggests that motivation and reflection are the fundamentals of learning and this is the only way of understanding. With these explanations in mind, it is suggested that reflection, motivation and learning are the important concepts for secondary education age development which each should be achieved to coachee during coaching. In this article, four coaching models are examined and evaluated in relation to secondary educational coaching needs. At the end, one model will be selected as the most useful according to the criteria of reflection, motivation and learning.

For this article, coaching is defined as the 'goal-directed, results-oriented, systematic process in which one person facilitates sustained change in another individual or group through fostering the self-directed learning and personal growth of the coachee' (Grant, 2003, cited in The University Of Sheffield, 2015).

2. COACHING EFFECTIVENESS

Thach (2002) used 360 degree feedback to collect data from participants. These feedbacks' come from coachee's colleague, manager and personal evaluation. This study showed that participants' leadership skills are increased by 60% after four coaching sessions in a six-month period (Cited in Passmore, Peterson, and Freire, 2013). Additionally, Luthans and Peterson (2003) conducted a study which included 67 participants. The 360 degree feedback process was used to collect data as well. The results indicated that participants' self–awareness levels increased during the course of the coaching sessions (Cited in Passmore, Peterson, and Freire, 2013). Additional research conducted by Smither et al. (2003) included one thousand participants within a corporation. The collected data indicated that the people who participated in the coaching sessions inclined to set goals in their social and work life after coaching sessions when compared to others who have not experienced coaching. Furthermore, they showed interest to continuously improve their personal skills as well (Cited in Passmore, Peterson, and Freire, 2013). Similarly, 23 managers participated a three day management development program that involved eight coaching sessions delivered to participants throughout 8 weeks. Those participants' organisational productivity increased by 88% compared to before the eight coaching sessions occurred (Olivero et al., 1997, cited in Passmore, Peterson, and Freire, 2013). With this evidences from previous business-related studies, it is appropriate to suggest that coaching has several positive effects on peoples' lives and it can be used in order to develop student lives as well.

2. 1. Secondary School Age Period Developmental Differences:

Secondary school is the period (11-18 years) of mental change for students. The neural network is developed in the brain and more complex roots are created which enable greater capacity to think abstractly and reflect on thinking (Lindon, 2007). A survey conducted by Murray (1998) examined adolescent brains with magnetic resonance imagining shows that the process of emotional information takes place on different part of adolescent brains compared to adult brains. During this age period (11-18), there is a need to discover beliefs and social values, to improve self-belief and self-confidence levels, to create self-awareness and to encourage useful habits.

2. 2. Reflection, Motivation and Learning Significance for Students:

McPheat (2010) argues that if a person does not see the reason for acting at the necessary level, he or she will not show the required high performance in the course of time. For this reason, understanding the rationale of any situation is compulsory for constant acting. Learning is the key element of understanding. Motivation and reflection are the fundamentals of learning (McPheat, 2010). Turnbull (2009) comments that if secondary school age students are motivated effectively, they will acquire their academic targets and develop their social and life skills easily Besides, Forde and Brien (2011) define that reflection has a big impact on constructing knowledge, evaluating situation and improving learning ability. Each student should comprehend it and use as habit both in their academic and social lives. After these explanations, it is strongly suggested that motivation, reflection and learning are the essentials of teenage development.

To sum up, coaching has several positive effects on people lives, and secondary school age students have developmental differences compared to adults and this age is the time for mental changing as well. For this reason and in order to direct this secondary students' lives to a more positive way, an examination of the Mobius-Strip, GROW, Seven Step and OUTCOMES Models through the perspective of secondary educational coaching needs in the light of reflection, motivation and learning is necessary.

2. 3. Evaluation of Coaching Models:

In this section, each coaching model will be defined and will be examined one by one in terms of reflection, motivation and learning. At the end of this section, one of four coaching models will be identified as the most useful.

2. 3. 1. GROW Model:

The GROW model is the most widespread coaching model in literature. It has four main stages: Goal(s), Reality, Options and Wrap Up (Passmore, Peterson, and Freire, 2013).

The first step is detecting the Goal(s). Palmer and Whybrow (2007) claimed that initially coach and coachee should agree on the topic and after which desired goals must be identified. Several questions are asked to the learner to be explicit;

such as, what do you want to improve? What do you expect from this meeting? (Passmore, Peterson, and Freire, 2013). Reviewing the Reality is the second step which expands the view of reality from the learner's perspective and teaches how he/she can set the goals in his/her life (McPheat, 2010). In this step, Palmer and Whybrow (2007, p. 76) such questions can be asked to the learner: 'What is the problem? Why is it happening? What is this?'.

Generating Options is the third step of this model. The coach utilises creative techniques, problem-solving skills and offers a full range of options to help the coachee to reach their goals. The coachee is also encouraged to suggest their path as well (Passmore, Peterson, and Freire, 2013). What is your decision about this? What are the positive and negative ways of this? Can you do anything else? These questions can be asked in this stage (Palmer and Whybrow, 2007).The final step is Wrap Up (Passmore, Peterson, and Freire, 2013). The questions; what are you going to do? And when? What challenges do you expect? Are asked (Palmer and Whybrow, 2007, p.76) Coach, manages the action plan which has explicit steps and further meetings. Potential obstacles are identified as well (McPheat, 2010).

The GROW model enables the coachee to set reachable goals and point outs time management during coaching session. Gornall and Burn (2013) claimed that "reflection" is the initial point to start learning. This model supports coachee's reflection during reviewing their current level and during creating own ways for their targets. Turnbull (2009) suggested that the "brainstorming" technique which has direct effect on learning is not mentioned in this model. Lindon (2007) defined that motivation helps to create sincere and respectful relationships between the coach and coachee to develop self-awareness and self-confidence but this model does not include any information about it as well. McPheat (2010) claimed that enthusiasm of the coach is another important point and increases motivation level of coachee but this model does not point out enthusiasm. Reflection and motivation together play a crucial role on learning as suggested by Forde and Brien (2011); reflection is highlighted in this model, but the coachee's motivation is not supported, for this reason learning is not provided properly in this model. A previous study by Scoular and Linley support this argument (2006). They conducted a study with 117 participants and they examined the "goal setting" stage of the GROW model. Participants were divided into two groups. One group was informed about goal setting and the other group was not. Results showed that there was no difference between the two groups in terms of performance (Cited in Passmore, Peterson, and Freire, 2013).

2. 3. 2. Mobius-Strip Model:

This coaching model has four components which are: Story, Empathy, Inquiry and Strategy. Coaching starts with the explanation of the Story by the coachee. Coach's duty is listening carefully without any rush and judgement (Cox, Bachkirova and Clutterbuck, 2010). Empathy is the second step of this model. Cox, Bachkirova and Clutterbuck (2010) claim that Empathy feeling is necessary to progress on skills and performance development Coach should be able to separate empathy, sympathy and pity feelings from the coachee stories (Cox, Bachkirova and Clutterbuck, 2010, p. 207).

Inquiry, is the third stage. Cox, Bachkirova and Clutterbuck (2010) claimed, in this stage that handled subjects are tried to be viewed broadly by both coach and coachee. Open-ended questions are asked to improve focus, to broaden the perspective and for reflection (Cox, Bachkirova and Clutterbuck, 2010). Strategy is the final step. Cox, Bachkirova and Clutterbuck (2010) argue that once the coachee's stories are received and structured properly performance development strategies can be created. "Brainstorming" is a helpful method to create and develop these strategies. It can be more effective when learner and coach work together. Thus, reflective learning is provided (Cox, Bachkirova and Clutterbuck, 2010, p. 209).

Mobius-Strip Model tries to understand the coachee's needs during the three of their four steps. Passmore, Peterson and Freire (2013) claimed that Setting specific targets and creating action plan is important to see coachee's progress and to follow up time management. However, Mobius-Strip model does not mention either one. Lindon (2007) suggested that motivation is one of the fundamentals of learning. This model does not show any attention on coachee's motivation. McPheat (2010) argued that, coach enthusiasm is a direct effect on coachee's motivation, which is not defined on this model as well. Reflection is crucial point to start learning as suggested by Gornall and Burn (2013). Asking questions by coach to coachee enables to think by oneself and this action leads reflection on coachee, in this model. Like Grow model, this model is useful to teach reflection but it is not helpful for motivation. No literature is found about the implication of Mobius-Strip model in secondary school practice. The lack of empirical research in relation to effectiveness of coaching models was also defined by other authors (Evers, Brouvers and Tomic, 2006, Brodie, Beck and Carr, 2011, Levenson, 2009).

2. 3. 3. Seven Step Model:

This model was built by developing the GROW model (Eldridge and Dembkowski, 2003). As it is evident from the model's name, it has seven main steps;

Step one is the identification of need(s), the type of the need could be either skills related, performance related, knowledge related or personal development related (Clutterbuck and Megginson 2005). Step two is Gathering Evidence; this step is intended to define the reality of coachee needs with evidences from his/her life. Step three is, to Motivate and set Targets. The coach thinks through the coachee's motivation in order to evaluate situations and identify the needs, and to be explicit on what learner's expect from outcomes. At this stage, coach should show sincere and objective personality to gather accurate and explicit evidences from learner (Clutterbuck and Megginson 2005). Step four is planning how to achieve, and steps are created under the main goal(s) in order to make this process more practical. The coach's support is significant during work steps out. (Clutterbuck and Megginson, 2005)

Creating Opportunities to practice is the step five. Coaching is more effective when the gained knowledge is applied in to the learner's life. The practice opportunities should be suitable for the coachee's level of skill (Clutterbuck and Gover, 2004). Step six is Observing and giving Feedback. Intrinsic feedback which is based on the coachee's observation about himself and 'extrinsic feedback which the coach and the other people's observations about the coachee' are crucial to understand what was worked and what needs development in order to improve the quality for further coaching (Clutterbuck and Megginson, 2005, p. 56). Support through setbacks is the last step of this coaching model. Coaching is continuous every time. The coach must always keep their attention on their learner, and should show the required interests when coachee experiences any challenges (Clutterbuck and Megginson, 2005).

The Seven Step Model is inspired by the GROW Model. It seeks deep information about the coachee's needs to create explicit and specific targets which is also suggested by Passmore, Peterson and Freire (2013). The motivation level of coachee is significant for coachee's development (Lindon, 2007). This model is also highlighted the coachee's motivation level. Brainstorming stimulates learning as claimed by Turnbull (2009). However, this model does not mention brainstorming. Reflection is significant which enables coachee to improve his / her learning skills and level of skills (Gornall and Burn, 2013). But this model is not supported reflection clearly. Forde and Brien (2011) commented that reflection and motivation together play significant role for learning. This coaching model highlights motivation for coaching but as for reflection there is no specific information. Thus, helpful learning environment is not completely provided. Literature does not indicate any information about seven step coaching efficacy on secondary school practice. For this reason this seven step model suggestions are not supported or weakened by any practice-based evidence.

2. 3. 4. OUTCOMES Model:

This coaching model was developed according to the GROW Model. Each character in OUTCOMES model refers to a step, therefore it has eight steps.

The first step is the Objectives step, on this step, the coach tries to understand what learner want to achieve. The type of needs (skills, performance or behaviour) are identified. Questions which are seek the coachee's needs can be asked to find out ideas (McPheat, 2010).The next step is Understanding the causes behind of the needs. It is crucial to understand the needs in depth. By doing so, the coach can help the learner be specific and more effective (McPheat, 2010).Take Stock step, in generally mean to evaluate the current case. Analysing the current status in relation to reality Constructing a baseline is helpful; future progress will be measured according to that baseline (McPheat, 2010). The fourth step is called Clarify. This is important to explicitly identify the current situation and also the level which coachee would like to reach at the end of coaching process. This identification plays a vital role to see the gap between now and the expected future point. Besides, the coach and the coachee must be exact without any doubt that both should agree on the size of the gap and expected progress (McPheat, 2010). Options Generation: Fifth step, all possible ways to reach the aims should be put forward and are generalised. Brainstorming is useful to expand the perspectives about situation as well. This step needs time to think of the possible options on the road to acquire desires. The crucial point is to encourage the coachee to find out their possible options (McPheat, 2010).

The Motivation to Action step is one of the fundamentals of coaching practice because the motivation stimulates accurate decision-making, evaluation skills and learning is achieved. This allows the coachee to reach their goals easier (Gornall and Burn, 2013). The coach always draws their attention on the learner's motivation level and always try to keep the level high, that's why (McPheat, 2010). Enthusiasm and Encouragement step: The coach should always display enthusiasm

during the whole coaching process and encourage the coachee to do his/her best (McPheat, 2010). The Support step is the final step; the coach should always show necessary interest on learner and coachee knows that he can ask support from coach as well. Possible need and priority alignments are evaluated through steps (McPheat, 2010).

The OUTCOMES Model was also developed based on the GROW Model. Moreover, this model highlights the gap between the current level and intended level to be explicit and measurable (McPheat, 2010). Turnbull (2009) claimed that brainstorming stimulates creativity and improve learning. This model also points out brainstorming to come up with more options. Gornall and Burn (2013) suggested that reflection has big impact on learning. On this model, the coachee is supported to use reflection to find out their own options. Motivation is considered as a fundamental of the coaching practice which develops accurate decision making and evaluation skills (Lindon, 2007). On this model, coachee's motivation is highlighted to reach his/her targets easily. Enthusiasm plays crucial role to keep learner motivation level high and creates sincere relations between coachee and coach (Palmer and Whybrow, 2007). Accordingly, only this model defines the enthusiasm significance over coaching. As mentioned before, there is lack of evidence in the literature which points out the efficacy of coaching models on practice. This situation is defined by other authors (Evers, Brouvers and Tomic, 2006, Brodie, Beck and Carr, 2011, Levenson, 2009).

3.   CONCLUSIONS, RECOMMENDATIONS AND LIMITATIONS

The overall evaluation of the above models suggests that the OUTCOMES model would be the best model to be used in secondary education organisation for four reasons:

First; Gibbs (1988) defined the requirement of reflection 'It is not sufficient simply to have an experience in order to learn without reflecting upon this experience it may quickly be forgotten, or its learning potential lost. It is from the feelings and thoughts emerging from this reflection that generalisations or concepts can be generated. It is generalisations that allow new situations to be tackled effectively' (The University of Sheffield, 2015). For this reason, in order to learn properly, reflection is one of the fundamentals. This coaching model enables coachee to find his/her own options out. Moreover, by asking questions to coachee, information about personal experiences are expected. These two acts stimulate reflection on coachee as well.

Second; Turnbull (2009) comments that whether students are motivated effectively, they will acquire their academic targets and develop their social and life skills easily. During OUTCOMES model coaching, coach always try to keep coachee's motivation level high and draws his/her attention on coachee constantly. Moreover, coach enthusiasm has direct effect on coachee's motivation level and support to keep it high (Palmer and Whybrow, 2007). Enthusiasm is only defined on this model. It can be said that, this model highlights the significance of motivation on coachee more than the others.

Third; Forde and Brien (2011) claim that reflection and motivation are the fundamentals of proper learning. Outcomes model highlights and supports both motivation and reflection more clearly compared to other coaching models. For this reason, this model is the most suitable one for coachee's learning.

Fourth; OUTCOMES model includes "brainstorming" which Turnbull (2009) suggests that brainstorming enables both coach and coachee to think creatively and leads to look from different perspectives. By doing so, more clear and useful decisions are created for action. Hence, it enables better learning.

The most significant limitation is lack of evidence about coaching model implication in to secondary school practice. Very limited data can be found and this substantially complicates the critical analysis process. For this reason, mostly, author's self-critical evaluation could not supported or weakened by another source. Further research may implicate these coaching models into secondary educational context to enhance literature.

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