

Activity 4:

GROW (Goals, Reality, Options, Will)

An activity that uses peer coaching to develop personal action plans.

Description

- *Begin this session by telling students or athletes that it is time to start the exercise.*
- *Ask them to think about one specific goal that they would like to achieve.*
- *Ask students or athletes to find two partners.*
- *Explain that this exercise will be 20-30 minutes long: One person will coach, one will be coached and the other will observe.*
- *During the exercise, tell the students or athletes that you will be giving them space and time for coaching. They can come and get help from you, but you will be trying to stay out of their way.*
- *At the halfway mark, go around and announce the time to make sure the participants are on track.*
- *At the end of the exercise, gather the participants for a debrief discussion.*

Discussion questions

Reflect

What was it like to be coached? What was it like to be the coach? What did you observe? Did you walk away with an action plan? How committed do you feel to your action plan? Why or why not? Was the process meaningful? Did you share more than you thought you would? What enabled or prevented you from sharing? How challenging was it to listen?

Connect

Have you had conversations like this with people you have coached in the past? How were those conversations similar or different from the one you just had?

Apply

Can you see yourself using this exercise in your working environment? In what type of situation do you feel this would work? How would you set up the exercise differently? Can you coach yourself using this exercise? What can you do to be more receptive to coaching or advice from others? How can you make others more receptive to your advice?

Facilitation notes

Teachers and coaches may use the below handout to guide a modified GROW exercise with their students and athletes in their programs. Try to keep the conversation to a maximum of 15 to 20 minutes. Distribute the guiding questions to the students or athletes. Allow them to read it over for two minutes. Active listening is incredibly respectful. It holds somebody in a reflective place and in most cases allows them to find the solutions to their own concerns. While setting the goals try to identify a performance goal and not an end goal.

Goals:	What is your goal? When do you want to reach it by?	How hard will it be? How does it help you? How will you know when you have reached your goal?
Reality:	What is happening now? Who is involved? When things go badly on this issue, what happens to you?	What have you done about this so far? And what happened? What is stopping you from moving forward?
Options:	What ideas do you have to help you reach your goal? What else could you do?	Would you like another idea? What are the things you like and don't like for each idea?
Will:	Which idea will you choose? When are you going to do it? What problems could you face?	How will you get over these problems? What help do you need? How will you get this help?

Number of Teachers or Coaches	1-2
Number of Students or Athletes	Open
Typical Age Group	12+
Time Needed	40 minutes
Space Needed	Space where we can provide at least 2 m x 2m for each pair
Materials Needed	Paper and pen per pair
Activity Objectives	To practice both asking questions and active listening – as a coach and as a coachee; to discover the connections between the theories covered during the workshop to how it is applied in a real situation
Related Units	Unit 2 and Unit 3
Related Learning Competences	Communication and active listening