



Professional development in an institution through the GROW model

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Abstract

The main objective of the study is to focus on the GROW model suitable for professional development in teaching style. The GROW model consists of collaborations with Goal, Reality, Obstacles/Options, and Will/Way forward. The model is one of the most recent ideas to develop teacher's professional development. The study will also focus on the demand for GROW coaching and the challenges of implementation of the model in educational institutions. It is a literature and personal experience-based research study. Though the GROW model is a new professional development process, it will be a more effective way of professional development if it is appropriately applied and constructively. To implement the model, some issues and action plans should be considered correctly. The researchers described and introduced the GROW model and its' impact on professional development with the help of literature and from the perspective of their practical experience.

Keywords — GROW model, professional development, teachers training.

Introduction

The GROW coaching is the model of professional development in which a teacher can develop his skills quickly because this model is an effective type of professional development. In this model, we find the four steps: goal, reality, options, and way forward. The GROW model is one of the most recent and recognized ideas to develop teacher's professional development. The study will focus on the demand for GROW coaching and the challenges of implementation of this model in educational institutions, as well as an analysis of the GROW model and its stages. The study will establish that GROW coaching is the most effective model to develop the professional quality of my colleagues.

The prime aim of the study is to present a model of professional development in teaching style. More specifically, it presents the GROW coaching model, describes the impact of the GROW model, and shows the strategy and action plan for implementing the model.

There are many articles where this model clearly focused, and it became an essential type for professional development. Professional development can be related to the teacher's career in many ways, such as peer observation and GROW coaching. (Bailey, K. M., Curtis, A., Nunan, D., & Fan, D. 2001). Professional development is the process in which a professional likes teacher development in a definite way. It may be governmental or non-governmental. Professional Development has been a concern in higher education over the past fifty years. There are many kinds of research that higher education has taken into concern. There are various types of professional development such as mentoring (Bryant-Shanklin & Brumage, 2011; Donnelly & McSweeney, 2011), courses or programs (Roberts & Weston, 2013; Skelton, 2013; Stenfors-Hayes, Weurlander, Dahlgren, & Hult, 2010), peer observations (Amrein-Beardsley & Osborn Popp, 2012;

Chamberlain, D'Artrey, & Rowe, 2011), or the use of portfolios (Baume & Yorke, 2002; Fitzpatrick & Moore, 2013). GROW (G for Goal, R for Reality, O for Options, and W for Will forward) is a particular model showing the steps that a coach needs to go through in order to be effective (Wilson, C. 2007). GROW coaching will be an essential and dynamic part or type of professional development through the proper implementation and analysis. Professional development can be achieved with the application of GROW coaching. It may be individual OR team-based.

We think it will be team-based. In our college, if we practice this model in a team-based way, then it will be beneficial. GROW coaching can help professional development in the context of Bangladesh when we practice its four steps correctly. As our college is a non-government institute, we can apply it individually. If we succeed, then we try to offer other non-government and government institutions. We know that professional development is a must for the government and non-government institutions. But we want to implement it first in our non-government college, Alhaj Abdul Hoque Chowdhury College. So, we can say that professional development will give us a positive and fruitful result if we appropriately apply the GROW model.

In recent times, researchers have been trying to develop the quality of the teachers working in higher education involving teachers working together in teams, and they also develop new ideas collectively to improve their teaching knowledge and skills. (e.g., Hoare et al., 2008; Lam & Tsui, 2014; Lefoe, Parrish, Keevers, Ryan, & McKenzie, 2013), professional development interventions are mostly individually focused. Therefore, there is a growing need for more research on professional development activities focusing on teams instead of only individual teachers. The use of coaching in the organization is a means of enhancing professional development in the Western world. Brown, S. W., & Grant, A. M. (2010) as GROW coaching is the type of professional development that has been applied in the Western world. Anderson (2008) identified the benefits of GROW coaching. Realizing the self-monitoring and proven behavior, developing more remarkable sagacity, adjusting to behavior changes, developing listening and conversation skills, enhancing coaching skills, growing emotional insight, strengthening values, maintaining commitment and responsibility, fostering emotional insight, developing leadership, raising awareness, transferring knowledge and existing with management, developing group energy level, forming a team of high performance and ensuring better institutional skills.

GROW coaching has been positioned by its tested and reliable characteristics in the modern world (Whitmore, J. 2010). A significant censure of the dynamic approach is that it fails to locate universal factors at the core of the coaching process. In this regard, GROW coaching takes place and plays a dynamic role in the coaching system, which is the type of professional development (O'Neill, 2000; Paige, 2002; Whelan, 2003).

Result and Discussion

Result

Background of the study

We know that professional training is a basic need and an essential part for a teacher to develop their professional skills. There are a few teachers in most of the colleges who are trained. Maximum teachers are untrained. If the teachers do not get enough or reliable training, they cannot fulfill the demands of the students. Training is a must for a teacher for the betterment of the student as well as for himself. Coaching or training is the most crucial way to develop a teacher's quality, which is mostly absent in most of the Colleges in Bangladesh. Some teachers have subject-based training, but a teacher needs to develop his skill training within a short time distance. Indeed, the training culture in our country is not available. However, the government has taken many good initiatives for the development of subject teachers by training. The CEDP (College Education Development Project) is the best example in this regard.

The teachers of Bangladesh from different colleges will get practical training absorbing this system—the GROW coaching, which is simple and well organized to develop professional skills. There are different types of training systems for professional development, but GROW is the simple and easy way to fulfill the teachers' demands in a standard and effective way. In our country, the college authority has no extra facilities to develop the quality of teachers. Suppose the college authority co-operates with the government and implements this GROW coaching system in the college. In that case, teachers will benefit and be able to develop their skills, which will give us a sound, educated, and skilled future human resource. So, the need for professional development of college teachers is a demand of time. I think if the well-organized way trains the teachers, they will be able to play a vital role in the development of our education system. We know that education is the backbone of a nation, and teacher is the backbone of education. So, to develop an education system, first of all, teachers should be educated or trained.

GROW is a simple, well-defined, and organized model. There are a number of teachers who did not get any coaching or training. We think without training, a teacher will not focus or explore himself. A trained teacher is better than many untrained teachers. The GROW model may help teachers to focus their professional development. Some college authorities realized that the professional development of the teacher should be developed.

GROW Model

The GROW model is one of the most examined and exercised coaching structures that arrange coaching sessions. Its primary function is to trace problems and generate ideas for solutions. [Whitmore J. \(2010\)](#) discovered that a coaching session has lots of positive outcomes. Ives, Y. (2008) described the GROW model as a structural and robust framework. The GROW model was first introduced in 1980 by Graham Alexander. In this regard, [Goldsmith \(2000\)](#) and [Judge Cowell \(1997\)](#) opined that among the fastest-growing executive developments, coaching is one that

multinational companies even use. Whitmore J (2010) extends the idea of GROW coaching, which signifies the following elaboration: G- Goal, R- Reality, O- Obstacles/Options, W- Will/ Way forward. According to Whitmore, J. (2010), GROW stands for G for Goal, R for Reality, O for Options (or Obstacles), and W for Will (or Way Forward). In the 1980s, the model was first developed by business coaches Graham Alexander, Alan Fine, and Sir John Whitmore.

Professional Development

Professional development is defined in various ways. There are many approaches to Professional Development. Professional development refers to the positive growth of skills. In education, the word professional development may be used in reference to a wide variety of specialized training, formal education, or advanced professional learning projected to help administrators, teachers, and other educators improve their professional knowledge, competence, skill, and effectiveness. Professional development can be achieved by the training and continuous process of practice. Without training, professional development will not give good and expected results.

Discussion

The GROW model of coaching means the ability of the employee to make good choices that will be more beneficial for his career. It is an effective and reliable tool and technique for problem-solving skills and better development of their career. It is an idea to use questions that will help the employee to frame and organize their answers.

The GROW model can be explained by thinking about how I would plan a journey. First, I decide where I am going (the goal) and explain where I currently am (my current reality). I then discover various ways (the options) to my destination. In the final or last step, establishing the will, I confirm that I am dedicated to making a journey and am prepared for the difficulties that I could encounter on the way (Whitmore, J. 2010). The four steps of the GROW model are described below:

The goal must be established.

At first, we need to take the behavior that we want to change, and that choice is the goal that my team members want to achieve. In this context, we have to make sure that this is a SMART goal that is S for Specific, M for Measurable, Attainable, R for Realistic, and T for Time-bound. After setting a goal, we will be clear about the choice of our team members, and then it is helpful to ask these questions for clearance.

- 1) How will we know that our team members have achieved this goal? How will we know that the problem or issue is solved?
- 2) Does this goal fit with our team members' overall career objectives? And does it fit with the team's objectives?

Examine the current reality.

In this step, many coaches try to develop their goals without considering the current reality. That way, they cannot reach their goals. The maximum times they fail to fulfill their goals. So when our team members tell us the current reality, then the task will be easy to develop effectively. There are some helpful coaching questions in this step, and we can use them for better results.

- 1) What is happening now (what, who, when, and how often)? What is the effect or result of this?
- 2) Have you already taken any steps toward your goal?
- 3) Does this goal conflict with any other goals or objectives?

Discover the options

It is time to decide what are the probable options among the options for reaching their goal or destination. In this step, we can ask him some questions like these questions for better results for the final achievement.

- 1) What else could you do?
- 2) What if this or that constraint was removed? Would that change things?
- 3) What are the advantages and disadvantages of each option?
- 4) What factors or considerations will you use to weigh the options?
- 5) What did you need to stop doing in order to achieve this goal?
- 6) What obstacles stand in your way?

Establish the will

There are some questions we can ask him in this step for the better result for obtaining the goal of our team members.

- 1) So, what will you do now, and when? What else will you do?
- 2) What could stop you from moving forward? How will you overcome this?
- 3) How can you keep yourself motivated?
- 4) When did you need to review progress? Daily, weekly, monthly?

At last, we will decide and fix a date when we both review this goal and its progress. In this GROW model, when we ask some questions to our team members, we have to ask relevant questions so that they can answer those questions quickly and which will be better for the final decision. [Whitmore, J. \(2010\)](#) Actually, this model is an integral part of Continuous Professional Development (CPD). CPD is a scheduled, uninterrupted, and lifelong procedure whereby teachers try to progress their personal and professional qualities and to develop their knowledge, skills, and exercise, leading to their authorization, the improvement of their agency, and the development of their organization and their pupils. CPD is an ongoing process whereby teachers try to develop their personal qualities in a formal way ([Padwad and Dixit, 2011](#)).

There are four steps to the successful implementation of a Professional Development (PD) plan. They are as follows: first, Areas Recognized for Development of Professional Practice. Second: Professional Learning Goals and Activities. Third: District and School PDP Support. Fourth: PDP Progress Summary. CPD can be more meaningful by focusing on and implementing the effective types of professional development GROW coaching. In our college, if we were able to implement this, the continuous professional development of our colleagues would develop. We know that CPD is an ongoing process. Still, we think it will be more meaningful by the implementation of GROW coaching, one of the most influential models of professional development.

Effectiveness of the model

The effectiveness of GROW is tested and practiced in the Western world. It can be more effective in the context of Bangladesh. To obtain the highest result of GROW coaching, teachers have to follow the characteristics of this model more carefully. As most of the college in our country has no previous model for professional development, it can be effective if it is used properly. Effectiveness depends on the application. So when we apply this model according to the instructions of [Whitmore, J. \(2010\)](#), then we expect the highest result. When we get a positive result, we will recommend the government implement it in all higher institutions in Bangladesh because the professional development of the teachers in Bangladesh must develop our education system. In this context, we can say that the GROW model can bring an effective result in the development of teachers' professional development. In order to enhance professional development and find the goal, GROW coaching will help the client to find the goal. (Grant, Curtayne & Burton, 2009).

Steps of the GROW model

There are many best practices and case studies in GROW coaching. The GROW coaching influenced the process today in the UK. This model begins with the development of ACHIVE ([Dembkowski, S., & Eldridge, F. 2003](#)). As we detailed overhead, it is a logical evolution from GROW and charts the development of a coaching affiliation in an organized way. There are seven steps of the model:

Step one: Assess the current situation; in this step, a coach assess all the area of the client. He did not leave any side of the client. In this step, the coach has to focus and analyze all of the circumstances of the client before going to the final step or goal. A great coach has three skills for questioning.

Step two: creative brainstorming of alternative options to a client's current situation; in this step, the great coach realizes the most provable options of the client to be selected as the final goal.

Step three: Hone Goal: in this step, all great coaches spend vital time working with the client to hone the goal they wish to achieve from the coaching.

Step four: Initiate options for goal achievement. In this step, the great coach then moves on to helping the client recruit a wide range of options for performing to achieve the desired goal.

Step five: evaluate the options. In this step, the great coach tries to evaluate all options of the client and deeply examine the best for the final selection of the client's goal.

Step six: valid action plan design. In this step, the main task of an excellent coach is to create a valid action plan for the client, which is best among the options. Invalid options have to be cut from the list of the final design of the action plan.

Step seven: encourage momentum. The final step in the process is ongoing. A great coach encourages momentum and helps the client to keep on track. (Dembkowski, S., & Eldridge, F., 2003).

Challenges in implementation

It is true that to implement a new idea or model in a new place is so tough. It is also true that in the context of Bangladesh, the implementation of GROW coaching is not easy. The following things should be considered for implementing the model.

1. New idea: GROW coaching is a new idea in the context of Bangladesh. So, it should be considered when it is going to be implemented. Furthermore, It will take time to make up with GROW coaching.
2. Governing Body: The governing body has the driving force to implement a new idea or action. So, to implement GROW coaching, the body should be introduced to the process.
3. Principal and senior teachers: The Principal and the senior teachers of the college are vital figures. They can change and handle the situation in a short time. So they should be well prepared and managed.
4. Teachers' reaction: Some teachers of the college may neglect the new system as it is not suitable for them.
5. Time management: The class time may challenge the system to function smoothly. Class and coaching need to be reorganized to implement this idea in college.
6. Government role: the government can implement the model quickly. The proper and spontaneous guidelines will show the path to adopt the system for college authority for the teacher's professional development.

Action Plan for the Implementation

There are many positive benefits if the model is implemented at the college level. To implement the GROW coaching, some action plans can be taken as follows.

1. Inform the principal: The principal of the college is the main factor in implementing this model. If the principal takes legal steps, then the task will be effortless to implement.
2. Notify the governing body: When the governing body accepts the proposal, then we implement this model in the institution, and that will be better for the college principal as well as college teachers.

3. Political Parties engagement: The support of local political parties can help to implement the model. If the political situation is in a normal position, all the functions are playing in a good and smooth way. That is the reality of the Bangladesh contest.
4. Conversation with the teachers: In the action plan, another primary function is to converse with other teachers in my college. In college, most teachers are now in service, and this is an excellent time to convince them of their professional development.

Conclusion

The GROW model will be a dynamic force to develop the professional development of Colleges in Bangladesh soon. The government, the principal, teachers, and the governing body of a non-government institution can play a vital role in implementing this simple and effective model for the overall development of the teachers' professional development.

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