


I'm not robot  reCAPTCHA

I'm not robot!

Clear coaching model pdf

Coaching models are important for both individual and organizational development. By understanding different coaching models, individuals and organizations can select the best model or combination of models to meet their specific needs. Coaching models are a vital part of the coaching process. They help coaches and clients to structure their conversations, identify goals, and track progress. Different coaching models can be used depending on the situation and the needs of the client. The Clear Model is a coaching process that is used to help leaders and executives reach their maximum potential. It is designed so that the same method is used in each coaching session, allowing coaches to develop a deeper understanding of the client's goals and needs. This model breaks down the coaching process into five distinct stages: Contract, Listen, Explore, Action, and Review. In the Contract phase, both coach and client entered into a mutual agreement regarding goals, expectations, and desired outcomes. The Listening stage allows the coach to gain an understanding of the current situation, acquire relevant facts and get clarity on strategies already in place. During Exploration, tools such as assessments are employed to uncover blind spots or areas that need improvement. After that comes Action; during this step, the coach works with the individual leaders to create specific action plans for tangible results. Lastly, there is a review; this includes debriefing on what has been accomplished up until now as well as devising new strategies for further development. By navigating through these key stages of Clear Model Coaching, executives can explore new ideas and create workable solutions to reach their desired outcomes. Maybe you've been coaching for a while, or maybe you're new to the game. Maybe you've tried out a few different models, or maybe you're just starting to research your options. Regardless of your level of experience, the CLEAR model can be a helpful tool for structuring your coaching sessions. The first step is contracting, which means agreeing on what will be covered in the session and setting any ground rules. Next is listening, which gives you a chance to really hear what your client is saying and understand their perspective. After that, you'll explore together what might be getting in the way of their goals. Then, it's time to take Action and create a plan for moving forward. Finally, you'll review how things went and make any necessary adjustments. Using the CLEAR model can help to ensure that each coaching session is productive and effective. If you're looking for a way to structure your coaching, give CLEAR a try. Coaches who adopt the CLEAR model are able to enhance their coaching sessions by having greater flexibility. This allows coaches to be in tune with what their clients need during each stage of goal achievement, which leads to more successful client-coach relationships. If you want to explore different coaching models and find one that's best for you, visit our website frequently for new blog posts. We'll keep posting about different coaching models and frameworks so that you can also choose the one that works best for you. CLEAR is a great way to help your team members set and achieve their goals! By using this model, you can ensure that everyone on your team is working towards the same goal. As a coach, it's your responsibility to create and maintain the structure of each coaching conversation. Without a clear coaching model, it would be easy for sessions to feel scattered and unproductive. The CLEAR coaching model provides a framework for every stage of the coaching process, from building rapport to setting goals to action planning. This ensures that each session is focused and leads toward tangible results. If you're looking for a reliable coaching process to follow with your clients, give CLEAR a try. And also, make sure to check out our website for more helpful blogs on all things coaching. We hope this interesting blog about Clear Model will be definitely helpful. For further interesting blogs, please keep visiting our website. The CLEAR model was formulated in the early 1980s by Professor of Leadership Peter Hawkins, then of Bath Consultancy Group. Though it preceded the popular GROW model which developed during the 1990s, it is still considered a functional alternative for managers and coaches. CLEAR operates under the idea that in order to achieve maximum workplace performance, it is no longer enough to be just a manager – directing and orchestrating actions – you must often intervene in the processes of staff and act as a catalyst, or a guide to their development. The model places a strong emphasis on the need for coaching and mentoring in today's fast and competitive business environment to promote employee growth. Outline of the CLEAR ModelThe primary focus of the CLEAR model is to create employees that are committed to team plans and are happy to contribute to shared goals, rather than simply complying with managerial demands. The coachee's situation can be assessed as a whole, or each problem they have can be examined individually and then the process repeated iteratively. The CLEAR model is comprised of five key stages, which are outlined below.Contract This stage focuses on establishing desired outcomes – both individual and shared – and revealing how the coach and the process can be tailored to be most valuable to the individual's needs. The main goal of this stage is to clarify the general scope of the session and to outline the coaching process in order to avoid confusion and misunderstanding. Logistical issues should be tackled, including the frequency, duration and location of meetings, in order to create an organised and trackable schedule for the process.Listen This stage puts emphasis on the coach having the employee share their reality, their thoughts and feelings. The key aspects here are 'active listening' and 'contract'-focused, catalytic questions that aim to allow the coach and individual to truly understand the situation. This step is crucial, as it allows the individual to challenge their own assumptions and motivations surrounding their behaviour. The coach should not intervene overly during this period, instead, they need only encourage and guide the conversation towards the topics and issues at hand.The four levels of listening should here be utilised: Attentive: The coach should provide full and undivided attention to the individual. Accurate: The coach should be able to interpret and understand what the individual has said so that they would be able to paraphrase the discussion. Empathetic: The coach should be able to show that they understand the underlying emotions of the conversation, not purely the surface-level Pure: The coach should be able to understand, interpret and express further than what has been said by the coachee. Explore Once the individual has outlined their current situation, the coach should act slightly more proactively to probe further about the depth and context of the situation. This step aims to enable the employee to develop an emotional connection to their behavioural change. More catalytic questions should be utilised to examine how the employee is emotionally and professionally affected by their current situation, and how future actions would impact them. Often in this step, an individual will have an epiphany, or a small 'light-bulb' moment, in which they will realise something which has been preventing them from reaching their goals. This step also involves the initial determination of potential interventions and exploration of their effectiveness.Action The focus of this stage is to get the employee to commit to the required changes with the intent of internalising their new outlook. The employee should lead the route to action by truly considering each potential option for their next step and its impact on them, personally and professionally. Once again, the model suggests taking a slightly-backseat, question-focused approach that promotes consideration. This is done with questions that use 'who' 'what' 'where' 'when' and 'how' to enable the employee to put consideration into their rationale for each decision, and how their action plan will make them feel in perhaps a few months' time. The coach should also offer support or help to organise potential support pathways throughout the action process.This stage is as much about following up on employee progress as it is about feedback on the manager's coaching ability. It is important to ensure that the employee is on track to reaching their goal whilst asking how the coach can improve their style to provide more support. Feedback should be encouraged from the employee – what they found beneficial, what they struggled with, and what they would change in future coaching sessions. The set of action steps should be reviewed and examined, to confirm that the most suitable and practical plan has been developed. Failure to reach several of their newly developed goals (perhaps gathered at a future coaching session) may require the process to begin again, with a re-assessment of the individual's new position.The CLEAR model is primarily used for goal-focused coaching, whereby the coach supports and enables an employee to make changes to their beliefs and behaviours to facilitate their personal and professional growth. It can be applied to situations in which an employee wants to or recognises that they need to make a change to enable them to become more effective at a specific role or task. An example of this would be if an employee recognised that they were finding it hard to gain support for their ideas, as they can be overbearing in team meetings. By using the CLEAR model, the coach can enable the employee to identify the areas that require attention as well as the strategies required to remedy these areas.All this personal growth is also overseen from distance by the coach thereby allowing the employee to receive support when they need it whilst still retaining the space to focus on themselves.Benefits of the CLEAR ModelThe CLEAR model is useful for individuals with managerial responsibilities who also see themselves as personable, aspiring coaches and who are still refining their style, as it allows for feedback for them whilst also providing a platform that encourages employee growth. It can be applied to many scenarios and does not rely solely on the employee noticing that they need to make a change it can also be implemented in situations where the manager intervenes as they believe that there are improvements to be made. Finally, the model is flexible and can be used to promote both long-term and short-term growth both to employees and the managers own coaching style. Cbncflmh Ebik` NsskssekmyMnek? Fqkkm NzB` nvnlyk?



>1 Nwqf` 17>1Sy{ikmy FI? 14;89;Kenf` FqkkmRnzb` nvGlibyenf`-cbe Cbew`kyc kb{q cbncflmh ebik` fm ylk swnc ak`bx- Ylkm kenf` ylfs ibc{ekmys nm nyynclekm ybnsskssekmyGfcbncflncnkeiv-cbe Ylk C@KNQ Cbncflmh Ebik` Ylk C@KNQ ebik` fs iqtftkm bm ylk wqkfeysk ylny xk hb nqb{mi `ftfm b{q` ftkx xfyib{y ynjfmm n aqknyl, ynjfmm n sykw ancj, nmi `bbjfmh c`kq` v nyylk ob{qmkv xk nqk ynjfmm- Xlkm xbgfmh xfyl n cbncl, ylk c`fkmyynjks ylk yfek yb sybw nmi nsskx xlkqk ylkv nqk, nmi k{w` bqk xlkqkylyk xb{` i` fjk yb hb- Xfyl ylk lk` w` bd ylk cbncl, ylk c`fkmy skys hbn` s,akcbeks ebqk nxxqk bd ylkqk tn` {ks nmi xly ylkqk iqtftmh dbqck fs,nmi nqeki xfyl ylfs {mikqsynmifmh cmm c`kqk` v skk ylk xnv dbqknq- i` Cbwqghy 1774 Fmyqgmnyfmbn` Cbncl Ncnikev Wyy- @yi{-sk fs hbtqkmi av ylk Ykqes nmi Cbmifbms ny lywv`xxx-fcbncflncnkeiv-cbe@nsy {winyki Dka 1774 1 Ylk C@KNQ ebik` cmm ak nww`fd ktylyk yb nm fmitf{na` cbncflmshkskfbm, bq yb n skqfks bd skksfbms- Ylkqk nqk` ; sykws yb ylk ob{qmkvmmi fy fs mby mikssnqf` v n` fmkny ob{qmkv, xfyi ylk c`fkmy hbfbmh ancj nmidbqyl akyxkkm ylk sykws- C bee{mfncnyk ylk B{ycbek?Ny ylk akhfmfmh bd ylk skksfbm, ylk c`fkmy swkcfdkks xlyy fy fs ylny ylkxvsl yb ak cbnclki bm, nmi xlyy b{ycbek ylkv xb{` i` fjk yb lntk dqbeyik skksfbm--sk- Dbq sbek c`fkmys ylk b{ycbek ylkv xfl yb nclftk evak --{yik batb{fs, a{y dbq bylks fy env mby ak ylk cnsk- Ylkv env jmbxyhly sbekylfmh fs mby qfily, a{y cmmj w{y ylkqk dfmhkq bm fy- Wbkdqf{` ~{ksyfbmfmh ny ylfs syvik xf` lk` w` ylk c`fkmy yb hky c`nqfyv nqb{mi ylk b{ycbek ylkv xfl yb nclftk- @` bhj ny ylk c`qkqmy sfy{nyfmb? Ylfs syvik fmb` tks hkyfymh ebqk fmdsqenyfmb bm ylk c`qkqmy sfy{nyfmb-Ncyf{k` fsykmfmh, wbxkqd{` ~{ksyfbms nmi fmy{fyfmb xf` h{fik ylk c`fkmy ybnxqkkmkss nqb{mi xlkqk ylkv nqk mbx- Ny ylfs syvik, ylk {mikq`vfmhak` fids nmi tn` {ks bd ylk c`fkmy xf` ak k{w` bqki- Ylk cbncl xf`` clkcjyb kms{qk ylny ylk hbn` fs bxmki av ylk c`fkmy nmi fs mby ibfmh fy ybw` knsk nmbylqk- K tn` {nyk ylk Bwyfbms?Bmck ylk c`fkmy fs fm n sywk bd nxxqkmkss, ylk c`fkmy xf`` hkmkqnykwyfbms yb nclftk clnmhk- Ylk qmnhk bd bwyfbms xf`` ylkm akktn` {nyki- Bwkm kmiki ~{ksyfms cmm lk w` ylk c`fkmy lkqk k-h- xlyxb{` i` vb{` ib fd vb{` jmkx vb{` cb{` i` mby dnf` 2 Ylk cbncl cb{` i` h{fik ylk c`fkmy yb k{w` bqk xlyy ins xbgjki fm ylk wnsy, nmi xlv, nmikmcb{qnhfmh ebqk bd ylk snek- Nmbylyk ykclmf~-{k xlfci cmm lk` wlkqk fs yb nsj ylk c`fkmy yb tfs{n` fzk ylk kmi qks{` y, nmi ylk sykws yb hkylykqk- N cyfmb? Ylfs fs ylk sykw ylny fmb` tks ickt` bwfmh n cbmcaqkyk w` nm xlcl xf`` ynjk ylk c`fkmy dqbe xlkqk ylkv nqk ybinv, yb xlkqk ylkv xmyy yb hb- Nc` knq, ikynf` ki, swkcfdc w` nm xfyl yfek cheefyekmys nmi n s{wbbqyw` nm xb{` i` ak wqbi{cki- Ylk cbncl xb{` i` ksyna` fsl lhx e{clnccb{mynaf` fvy fs qk{-fqi, nmi xlyy ylny nccb{mynaf` fvy` b{bjs` fjk- Ylkebncl silb{` i` h{fik ylk c`fkmy yb ksyna` fslfmh lhx ylkv xf`` jmbx xlkmylyk lntk akkm s{ckssd{`` Q kncl B{y?` Cbwqghly 1774 Fmyqgmnyfmbn` Cbncl Ncnikev Wyy- @yi{-sk fs hbtqkmi av ylk Ykqes nmi Cbmifbms nylywv`xxx-fcbncflncnkeiv-cbe@nsy {winyki Dka 1774 3

