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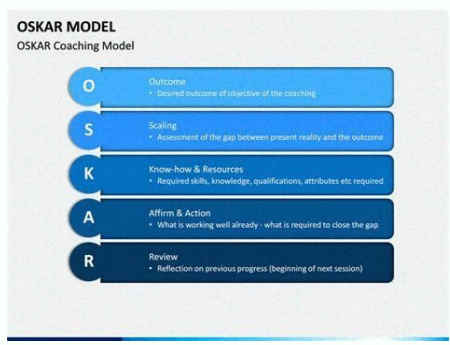
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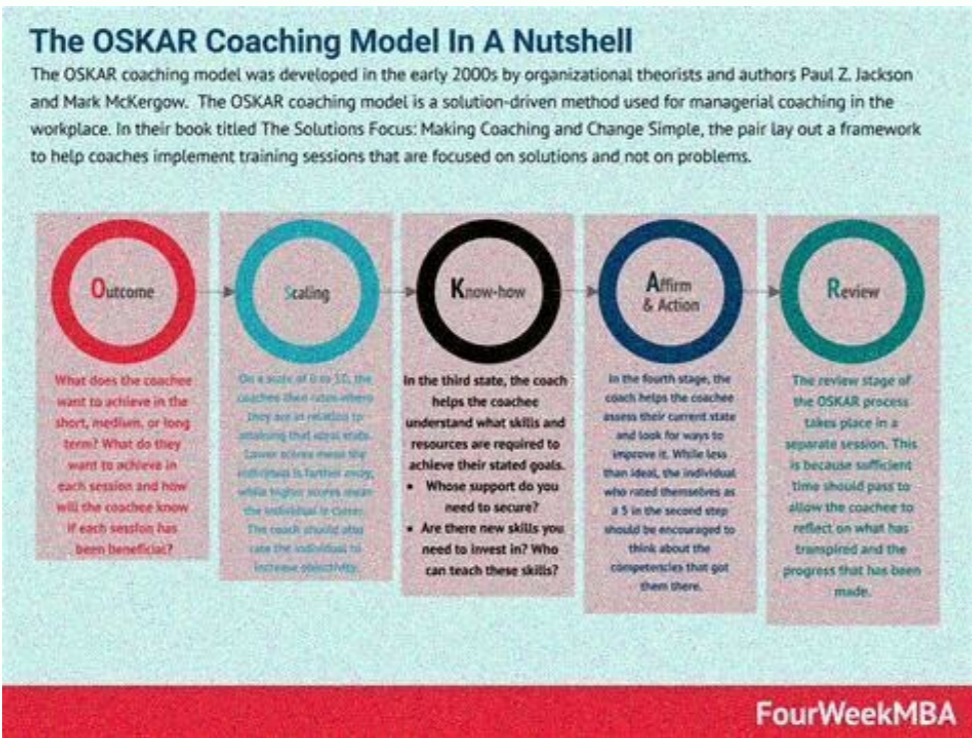
**Oscar method of coaching. Oscar coaching model disadvantages. Oscar coaching model explained. Oscar coaching model examples.**

The OSCAR coaching model was originally described by Karen Whittleworth and Andrew Gilbert in 2002. The aim of the authors was to develop a model that built upon and enhanced the existing GROW model (1990s), with the intention to provide those in managerial positions with the ability to adopt a developmental coaching style, to the benefit of their company and team. The acronym stands for: Outcome, Situation, Choices, Actions, Review. The model is built around five contributing factors or sections: The model operates under the notion that if these factors are satisfied, understood and applied by the coach then the long-term result of their interaction with the employee will be achieving the 'outcome', whereby demonstrating effective coaching. How Can You Apply the OSCAR Model? The OSCAR model can be applied in almost any personal development scenario, however, it is argued that it is most effective when used when working towards long term 'outcomes,' as the framework provides an impetus for the implementation of attainable milestones through the 'actions' aspect. For example, an employee may approach the coach for advice on becoming a stronger team leader when taking part in team-based tasks.

1. Outcome: Firstly, the coach and the employee should discuss the issue at hand (the primary topic of the meeting) and work together to identify the desired outcome of the session, and the long-term goals of the individual. In the case of the example above, this would likely be to develop the ability to take charge and be heard in team-based scenarios. In a less specific scenario, here are a few sample questions that the manager or coach may ask the individual to encourage discussion: What is it you would like to achieve from this session? What is your long-term goal? Once you have reached your goal - what does it look like? What does it feel like? 2. Situation: The second step would be to ascertain the current skill/ability/knowledge level of the team member and encourage discussion as to why they are at that level. The aim of questioning and discussion here is to raise the mentee's understanding and awareness of their own situation. Also discussed during this section of the process are the feelings of the individual, and how they feel their current situation is impacting their lives and those of their peers: How do you currently feel about your situation? Where are you at now in terms of your goals? What has been happening in your work and life recently? How do you think others feel about your current situation? 3. Choices (and Consequences): Following this, the coach will help the team member to identify all the potential avenues for attaining the 'outcome'. For example, perhaps undertaking a training course of some sort. For all the brainstormed choices discussed, the consequences and ramifications of each will be considered, allowing the individual to discard less-practical or excessively difficult avenues and work towards a single viable route to their long-term goals. What current options for action are available to you?



What is your long-term goal? Once you have reached your goal - what does it look like? What does it feel like? 2.

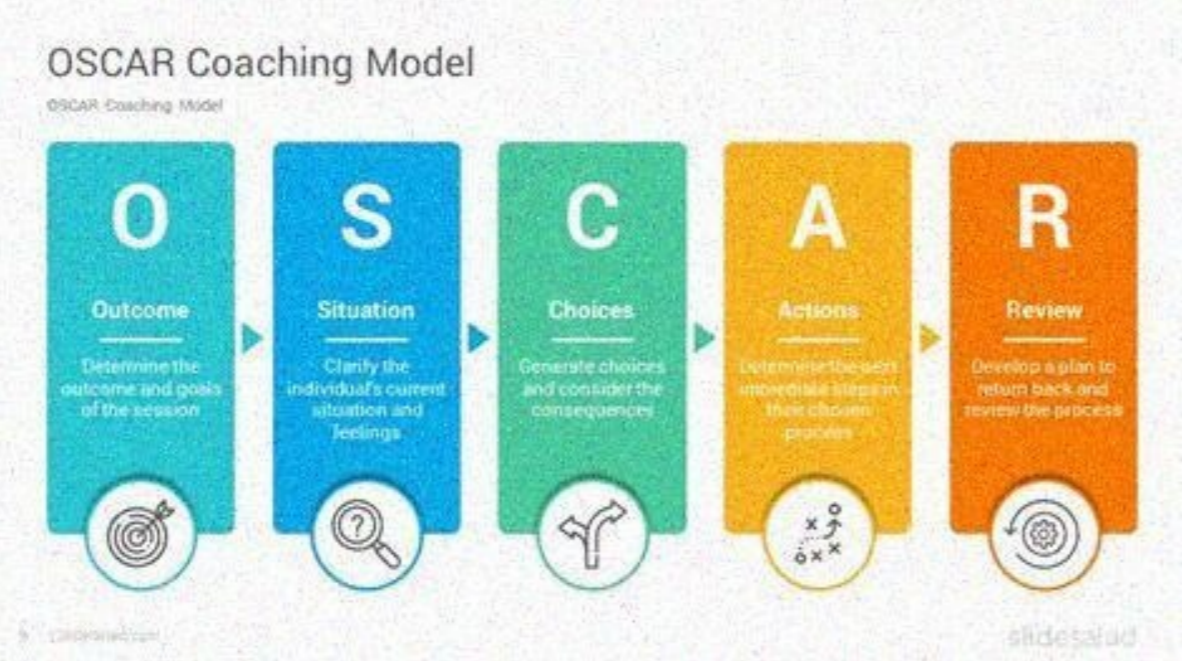


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For all the brainstormed choices discussed, the consequences and ramifications of each will be considered, allowing the individual to discard less-practical or excessively difficult avenues and work towards a single viable route to their long-term goals. What current options for action are available to you? What are the consequences of any potential choices? What would be the impacts on other people? Which of your options has the best consequences for you, and for others? 4. Actions The next step is to identify where improvements can be made and how to make them. The focus of actions is the immediate and attainable targets that the mentee can work towards. SMART (specific, measurable, accurate, realistic & timely) can serve as a checklist for any of the actions designed during this period of the session. 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By integrating the model, the coach or manager can regularly check that their team member is on track and working towards achieving their goals, whilst providing a safety net should the team member become overwhelmed or unable to complete certain tasks. As a result, the primary use of OSCAR is to encourage employee development over both the short and long-term. It is particularly useful for coaches that do not have large amounts of time to personally supervise and guide each employee to their outcome, as it allows the coach to provide support whilst encouraging the employee to take the lead on their own development. TWOWP2021-08-02T10:11:02+00:00 Facebook Twitter Reddit LinkedIn WhatsApp Tumblr Pinterest VK Instagram Email OSCAR coaching model is different from other coaching models like the GROW coaching model. Some of such differences are mentioned below. 1. It specifically uses the solution-focused approach. This allows coaches and managers to experience the power of a solution-focused approach in actions. 2. It specifically allows the sharing of know-how from other people. Even the coach is asked to share the knowledge in addition to the normal coaching questions. de Shazer, S. (1991). Putting differences to work. New York: Norton. Google Scholar Grant, A., & Gerrard, B. (2020). Comparing problem-focused, solution-focused and combined problem-focused/ solution-focused coaching approach: Solution-focused coaching questions mitigate the negative impact of dysfunctional attitudes. Coaching: An International Journal of Theory, Research and Practice, 13(1), 61-77. Google Scholar Jackson, P., & McKergow, M. (2007). The solutions focus: The simple way to positive change (2nd ed.). London: Nicholas Brealey Publishing. Google Scholar Grant, A. M. (2016). Solution-focused coaching. In J. Passmore (Ed.), Excellence in coaching - The industry guide (3rd ed., pp. 112-129). London: Kogan Page. 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(1998). Co-active coaching: New skills for coaching people towards success in work and life. Mountain View: Davies Black. Google Scholar Passmore, J., & Fillery-Travis, A. (2011). A critical review of executive coaching research: A decade of progress and what's to come. Coaching: An International Journal of Theory, Practice & Research, 4(2), 70-88. Google Scholar Bachkirova, T., Cox, E., & Clutterbuck, D. (2010). The complete handbook of coaching. London: Sage. Google Scholar Lai, Y. (2014). Enhancing evidence-based coaching through the development of a coaching psychology competency framework: Focus on the coaching relationship. Guildford: School of Psychology, University of Surrey. Google Scholar Kilburg, R. R. (1996). Toward a Conceptual understanding and definition of executive coaching. Consulting Psychology Journal: Practice and Research, 48(2), 134-144. CrossRef Google Scholar Eby, L. T., Rhodes, J. E., & Allen, T. D. (2007). Definition and evolution of mentoring. In T. Allen & L. Eby (Eds.), The Blackwell handbook of mentoring: A multiple perspectives approach (pp. 7-20). Hoboken, NJ: Blackwell. Google Scholar Passmore, J. (2016). Integrative coaching. In J. Passmore (Ed.), Excellence in coaching: The industry guide to best practice (3rd ed., pp. 188-204). London: Kogan Page. Google Scholar Parsloe, E. (1992). Coaching, mentoring, and assessing: A practical guide to developing competence. New York: Nichols Publishing Company. Google Scholar Whitmore, J. (1992). Coaching for performance. London: Nicholas Brealey. Google Scholar Bachkirova, T. (2008). Role of coaching psychology in defining boundaries between counselling and coaching. In S. Palmer & A. Whybrow (Eds.), Handbook of coaching psychology: A guide for practitioners (2nd ed., pp. 351-366). Hove: Routledge. Google Scholar Brock, V. (2009). Coaching pioneers: Laura Whitworth and Thomas Leonard. International Journal of Coaching in Organisations, 1(1), 54-64. Google Scholar Downey, M. (1993). Effective coaching: Lessons from the coaches coach. Cheshire: Texere Publishing. Google Scholar Grant, A. M. (2001). Towards a psychology of coaching. Sydney: Coaching Psychology Unit, University of Sydney. Google Scholar Joo, B. K. B. (2005). Executive coaching: A conceptual framework from an integrative review of practice and research. Human Resource Development Review, 4(4), 462-488. CrossRef Google Scholar Peltier, B. (2010). The psychology of executive coaching: Theory and application (2nd ed.). New York: Routledge/Taylor & Francis Group. Google Scholar In coaching it's not always the best approach to focus on issues and root causes. That's where the OSKAR coaching model comes in. It is a framework designed to get the coachee past the problem and to turn their focus to working out solutions. Coaching is unlocking a person's potential to maximize their own performance. It is helping them to learn rather than teaching them. Timothy Gallwey Coaching is a process targeted at improving performance, strengthening skills and behaviors. Coaching is helping the coachee learn how to perform through sharing best practices and repetition. With this in mind, coaching is not a skill we are born with. It is something that's learned and developed over time. Therefore, coaching models have been designed as a framework or strategy to help guide the coach and coachee through the coaching process to the result. It can be confusing to decide which model fits your coaching situation. Because not all coaching models are the same, we will take time to review the particulars of a solution focused coaching model, the OSKAR coaching model, and how it works. The OSKAR coaching model was developed by Mark McKergow and Paul Z. Jackson. The model was published in the 2002 book The Solutions Focus: Making Coaching and Change Simple and makes a great read if you want to understand more. The OSCAR coaching model is a solution focused coaching model rather than focusing solely on the problem. This requires the coach to ask open-ended questions. The objective of these questions is to focus the coachees attention away from the problems and towards the desired outcomes. Instead of discussing issues and their causes, the coaching session explores: The desired goals and end state. Behaviors that have led to success in the past. Potential solutions and the resources available. OSKAR Coaching Model Since the OSKAR coaching model is a solution focused model, it is ideal for the coachee to focus on an outcome, not the problem. Coachees tend to center their attention on the issue. The OSKAR model will help the coach focus on actionable solutions. The first step is to concentrate the coachee on the outcome. The outcome is the objective, goal, or solution needed for the situation you are addressing. However, the result is not simply the responsibility of the coachee. The coach should help the coachee define the desired outcome. Do they go one step more and understand why the coachee wants this outcome? Yes. You know the why to engage the coachee. Then agree on short and long-term objectives. What is the objective that the learner wants to achieve? Can you help me understand what you would like to accomplish today? What do you want to achieve in the long term? Have you determined what the long-term solution looks like? In the Scaling phase of the OSKAR model, the coach asks the coachee to assess their proficiency in the behavior or skill. It is a subjective method to uncover where the coachee believes they rate now on the scale of 0-10. In the first coaching session, have the coachee assess where they are on the scale about the behavior or skill in question. Identify what's going well that has them at that rating. This will allow the coach to leverage that into more outstanding performance. At the end of the session, have the coachee gauge where they rate. You want to see an increase in ranking after session one. Then identify where they want to scale or rank by the next session. On a scale of 1 to 10, with ten representing the ideal state and zero the worst it has ever been, where are you on that scale now? You are at X now; what behaviors/skills did you use to get to this point? How will you know when you reach the ideal state of a ten? If it ain't broke, don't fix it. Once you know what works, do more of it. If it's not working, do something different. de Shazer and Berg, 1995 During the Know-How step of the OSKAR coaching technique, tap into the coachees' resources, existing knowledge, skillset, and successes. How have they demonstrated this skill in the past? How can their network and the coach leverage their experiences to advise the coachee? The goal is to leverage existing best practices. What behaviors or skills help you perform at X on a scale rather than one? When does the outcome already happen for you? How did you make that happen? What did you do differently when you experienced success? If asked, what would other people say you are doing well? Affirm is where the coach focuses on what behaviors and skills work well for the coachee. Additionally, it centers your attention on the issues to be solved. What skills or behaviors need to change, and how to make that change or enhancement? Action is about finding the following steps to build on what is working. It is also about focusing on efforts to solve the identified issues. The coach will use statements and questions to affirm positive behaviors and then questions for actions or next steps. We have identified X as a strength. How can we leverage X to move forward? What is the next step? What would you like to do today and then the following sessions? You are at X today; what would it take to get you to X tomorrow? During the review step, identify what has improved, and look at what needs to happen next to improve even further. Use scaling to understand how the rating of the skill/behavior has changed since the last coaching session. This process should emphasize the positives or successful outcomes as these are leveraged skills. The coach wants to see and build on whatever is working. Can you tell me what's better? What did you do more of or differently that made the change happen? Since the transformation, what has been the impact? What do you think will change next? The OSKAR coaching model focuses on solutions by way of collaboration and focusing on what is going well. Executed well, the framework garners rewards. Notwithstanding, the model is not without its weaknesses. Benefits Weaknesses Positive focus leads to increased motivation for the coachee Can spend too much time on affirmations and lose sight of the solution Best practice encouragement and repetition leads to sustained results The outcome can get lost in the dialogue and the continuous rating (scaling, affirmation, and reviews) Focus on the know-how of success creates motivation Solutions focus empowers the coachee As we've discussed, the OSKAR coaching model allows the coach to focus on solutions rather than problems. Overall, it is a collaborative, engaging coaching process that can be the right approach in many situations. Check out some of the other coaching models to find the right one for your situation. GROW Coaching Model FUEL Coaching Model IGROW Coaching Model