

H-GROW Coaching Model Development for Hybrid Coaching

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Abstract- Expansions and changes of the digital environment have evolved humankind, and they have also remodeled lifestyles of individuals. With such a fast growth, various kinds of different cultures and information are shared, drawing people's attention naturally to hybrid phenomena. Hybrid refers to a heteromorphy created between two different races, varieties, characteristics, etc. and to be a process of creating something different by discovering a value through the logic of new combination and mixing it with existing things to generate energy for change. So the term hybrid has expanded to cover not only social and cultural events but also humanities and philosophical background and even the art and education areas. This study seeks to adopt a self-directed problem-solving-supportive interaction training method in the hybrid environment in order to develop H (Hybrid)–GROW model capable of providing coaching anytime anywhere. As the coaching environment (face-to-face coaching, B-coaching, hybrid coaching) has been insufficiently researched in extant study, it was not easy to present and realize an alternative to build an appropriate environment for effective coaching. Also, with the dawn of so-called smart era, people came to seek freer movement regardless of time and space. Coaches have been cultivated in various areas and the number of learners' applications has also grown. In this situation, the face-to-face coaching has reached its limitations. To address this problem, this present study aims at presenting a hybrid coaching environment and developing H-GROW model based on GROW coaching model.

Keywords- Hybrid Coaching, Hybrid Coaching Space, H-GROW Coaching Model

1. Introduction

The expansion of digital environment has led to today's ubiquitous revolution and resulted in diverse changes in human lifestyles and communication methods. With such a fast growth, various kinds of different cultures and information are shared, drawing people's attention naturally to hybrid phenomena. It is argued that such hybrid took place amid the trend of times requiring unlimited imagination for something new [1].

It is not certain when the term 'hybrid' was first used and originated. Its etymology can be found in the Greek and Latin languages. In Greek, hybrid means 'arrogant, presumptuous and outrageous' and in Latin, 'mixed, crossbred, and compound'. Hybrid refers to a heteromorphy created between two different races, varieties, characteristics, etc. [2]. Hybrid is also said to be a process of creating something different by discovering a value through the logic of new combination and mixing it with existing things to generate energy for change [3].

The term hybrid has expanded to cover not only social and cultural events but also humanities and philosophical background and even the art and education areas. Hybrid learning, among them, refers to build a multifaceted education environment where learners can study online yet have first-hand experience without the presence of teachers [4]. In this environment, learners play as teachers or teachers play as learners sometimes to perform roles flexibly. The mutual interaction among teachers, learners, co-learners and local community members can be supported by designing an effective and attractive hybrid educational environment [5].

This study seeks to adopt a self-directed problem-solving-supportive interaction training method in the hybrid environment in order to develop H(Hybrid)–GROW model capable of providing coaching anytime anywhere. As the coaching environment (face-to-face coaching, B-coaching, hybrid coaching) has been insufficiently researched in extant study, it was not easy to present and realize an alternative to build an appropriate environment for effective coaching. Also, with the dawn of so-called smart era, people came to seek freer movement regardless of time and space. Coaches have been cultivated in various areas and the number of learners' applications has also grown. In this situation, the face-to-face coaching has reached its limitations. To address this problem, this present study aims at presenting a hybrid coaching environment and developing H-GROW model based on GROW coaching model, a most commonly utilized in the field of coaching[6], which was developed by Alewander and known by Whitmore.

2. Hybrid coaching operational system (hybrid coaching space)

The history of space is part of the history of human. Every time the social, cultural and technological paradigms change, the values and perspectives on space also change. Space by dividing changing times and changing spaces into urbanization revolution, industrial revolution, information revolution and ubiquitous revolution. He viewed the ubiquitous space, in particular, as another revolution with unseen characteristics. The ubiquitous space is defined as a 3rd space based on the convergence of physical space and electronic space, where people can access any desired information anytime, anywhere without limit beyond the space itself. This hybrid space improved the efficiency of computing technology or brought about a new form of more exploratory structure. Peter Zeller [7] said that 'hybrid space develops the ideas and concepts of contrast and heterogeneity through the materialization of identity unfolded fiercely either in a virtual world or real world. The hybrid coaching space referred to in this study is the space where learners can set their goals, and act and think on their own initiation anywhere with synchronized yet non-synchronized time flexibility to maximize their performance. Especially by presenting F2F coaching, synchronicity online coaching and non-synchronicity online coaching environment, this study seeks to optimize the effectiveness of hybrid coaching.

3. Suggestions for H-GROW coaching model

As shown in Figure 1, H-GROW coaching model is in three high-level phases. There are hybrid matching, GROW model in the hybrid coaching environment (F2F coaching, synchronicity online coaching and non-synchronicity online coaching) and practice zone. Each phase is explained as follows;

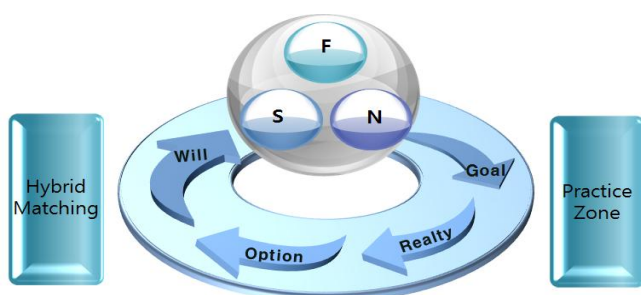


Fig 1. H-GROW model diagram

(F: Face to Face Coaching , S: Synchronicity On-Line Coaching , N: Non-Synchronicity On-Line Coaching)

3.1. Hybrid Matching

It is significant in hybrid coaching to recommend and match a good coach for each learner's characteristics. Unlike the offline matching method that allows learners themselves to appoint a coach or organizations to select and match a coach, in the hybrid coaching method, learners and coaches cannot meet directly. Also, as the number of learners' coaching applications increased in further diversified areas, more people become interested in coach matching.

In the 1st phase, hybrid matching of H-GROW model, the considered variables are coach variables (age, gender, extent of coaching experience), learner variables (personality, coaching motivation and expectation level, self-respect), coaching environment variables (physical distance, coaching waiting time, working alliance) and coaching process variables (coaching evaluation, coaching session evaluation). Also by presenting personnel matching, system-based matching, interaction type-specific matching and coaching sustainability matching, this study suggests an appropriate coaching environment for learners while preventing early drop of learners.

3.2. GROW model in F2F (face to face) coaching, synchronicity online coaching, and non-synchronicity online coaching environments

Coaches and learners come to interact with each other following the phases in the hybrid coaching environment (F2F coaching, synchronicity online coaching, non-synchronicity online coaching). The F2F coaching is a traditional type of coaching where a coach and learner meet in person for interaction. In the synchronicity online coaching, a coach and learner meet online simultaneously to share coaching issues and work to solve a problem. In the non-synchronicity online coaching, coaches and learners do not have to meet together but they can just visit when they want and leave opinions for coaching interaction. The non-synchronicity online coaching is particularly beneficial for the communication with physically challenged people or people with calm personality as it grants more equal and proactive opportunities of participation [8]. The conventional GROW model performs coaching in order of goal setting (goal), reality check (reality), option exploration (option) and will to practice (will). But H-GROW model can start from different points depending upon a learner's characteristics and needs. In each phase, the hybrid coaching environment is either selectively recommended or suggested. The F2F coaching environment is restricted by time and space. Thus, coaches and learners should make proper preparation in advance. But the synchronicity online coaching and non-synchronicity online coaching are all ready to be presented whenever necessary.

3.3. Practice zone

The purpose of hybrid coaching is to lead learners to achieve their desired level of performance on a continued basis through experiences. Learners learn through activities and their learning varies depending upon situations. Therefore, learners should proactively participate and practice to achieve their own goals through individual-to-community interaction and coaches should help them accelerate such a process. To this end, H-GROW model has the practice zone, proposing a process for learners to improve their effectiveness and gain continued practice and achievements. Learners receive feedback from their coach through experiences, discussions and self-examination procedures. Once the hybrid coaching system is established, learners' practice levels are monitored by media and proper practice environment (time, space, frequency, etc.) are recommended.

4. Conclusions

Hybrid coaching model development is significant in the followings; First, two-way interactivity. Conventional coaching procedures do not allow coaches and learners to exchange roles. It was also difficult to exchange roles simultaneously in such a system. However, the hybrid coaching places coach and learner at an equal footing in forming two-way interaction. Second, non-synchronicity. Learners can gain what they want wherever at any time of their convenience. They can search, select and use information according to their own taste through easy access. In other words, the control of time is passed from coaches to learners, encouraging more proactive learners' roles. Third, practicability. F2F or online coaching methods were limited in providing the coach-learner connection which is helpful for continuous practice. The hybrid coaching, however, establishes a digital environment where the coach-learner connections increase thus, practicability improves. Follow-up study is expected to build an H-GROW coaching model-based system and compare its results with those of the existing F2F coaching and online coaching to improve the hybrid coaching environment.

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