



GRIP Feedback Model User Guide

The model



Source: Apollinaire Consultancy Associates LTD, 2023

The GRIP feedback model is used to have a reflective feedback conversation with a coach or official after you have observed them coaching or officiating in practice, at training or competition.

How we use the model

GRIP stands for **Goal, Reflection, Input and Plan**. It's a structured approach that guides the conversation and ensures both the coach mentor and coachee are actively engaged in the development process.

The model allows you to guide the coachee through a process of reflection on their experiences to generate their own insights into what worked well and what didn't. The process of self-realisation increases the likelihood that the person will learn more from that experience than if you had just provided your observations and suggestions as feedback.

Why the model is useful

Structured and focused conversation

The GRIP framework ensures the conversation remains focused on a coachee's learning and development. Both the mentee and mentor know what to expect from the conversation.

Collaborative learning

Both mentor and mentee actively participate in the discussion, fostering a sense of shared responsibility for improvement.

Empowers the mentee

The focus on reflection encourages the mentee to take ownership of their learning and develop problem-solving skills rather than relying on the mentor.



Action-oriented

The process emphasises setting concrete action steps to ensure continuous improvement.

Informative

By hearing the mentee's reflections first, the mentor is able to gauge how aware the mentee is of their strengths and areas for development and the mentor can adapt the way they offer their observations and suggestions accordingly.

What it looks like in practice

The following table provides a breakdown of each step when applying the GRIP Model in practice:

Goal	<p>Review session goal: Begin by revisiting the goal set at the start of the session. This helps you refocus on what was important and assess progress.</p> <p>Identify emerging goals: Sometimes new challenges may arise during the session. Discuss these with the coached and determine their importance.</p>
Reflection*	<p>Coachee reflection: Encourage the coached to reflect on their experience. What went well? Where were there challenges? What did they learn? Active listening, positive body language, and being non-judgemental are critical during this stage.</p> <p>Coach Mentor observations: Share your observations from the session, focusing on both strengths and areas for development. Provide specific examples to illustrate your points. At this point state what you observed without judgement.</p>
Input*	<p>Collaborative discussion: Engage in a collaborative discussion to explore the coachee's observations and your feedback.</p> <p>Knowledge sharing: As the mentor, you can offer additional insights, suggest resources, or share alternative coaching strategies.</p>
Plan**	<p>Action steps: In partnership with the coachee, develop one or two concrete action steps for them to implement before the next session. These steps should address the goals identified earlier.</p> <p>Follow-up: Agree on a clear, committed follow-up plan to discuss progress on the action steps and any further challenges encountered by the coachee.</p>

* Consider working through Reflection and Input twice – firstly covering the positives and what worked well and then working through what didn't work so well.

** Ensure you leave with the coachee having a clear, committed, time framed plan of action for their development



Tips for coach mentors

By asking open-ended, thought-provoking questions using the GRIP model, you can guide your coachee towards self-reflection and deeper understanding of their practice. This self-awareness is crucial for developing effective coaches and officials who are more self-reliant and impactful.

Below are some examples of questions you might use to obtain reflective responses from a coachee you're working with:

Self-assessment	<p>Overall session: "What were your main goals for today's session? Did you achieve them?"</p> <p>Techniques: "Describe a technique you used today. What was its impact on the participants?"</p> <p>Participant engagement: "How was the participants' energy today? What influenced their engagement?"</p>
Understanding participants	<p>Individual needs: "What specific challenges does [participant's name] face? How might you adapt your approach to address them?"</p> <p>Learning preferences: "Describe your participants' learning preferences. How do you cater to them?"</p> <p>Motivation: "What motivates your participants? How can you leverage this for better performance?"</p>
Coaching strategies (specific to coaches)	<p>Communication style: "How would you describe your communication with participants? Any areas to refine?"</p> <p>Feedback techniques: "What feedback do you provide? How do you ensure it's clear and actionable?"</p> <p>Activity selection: "How do you choose training activities? Do you consider participants' skill levels and goals?"</p>
Growth mindset	<p>Learning opportunities: "What did you learn about yourself or your practice today?"</p> <p>Challenges as opportunities: "How can you turn today's challenges into growth opportunities?"</p> <p>Continuing development: "What resources or development opportunities might enhance your skills?"</p>

How to know if it's working

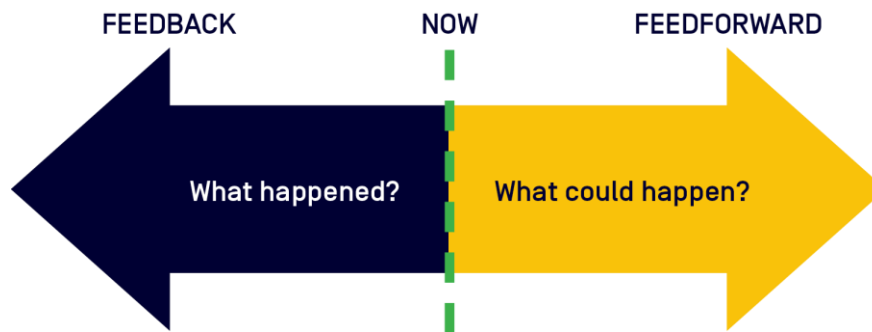
You will know the use of GRIP is working when the coachee you have just observed in practice is becoming more self-reflective and able to answer your open-ended questions with insightful responses about what worked well and what didn't work so well. Your coachee will also walk away committed to a clear plan of action for their development, with time frames and ways of determining success.



Other useful tips

The Feedforward model

While you have heard of feedback, feedforward may be less familiar to you. It can be a helpful alternative to support and challenge people to enhance, repeat, or do more of a behaviour to carry momentum in a positive direction, rather than change course. However, note that it should not always replace feedback, as understanding the past impact of behaviour can have significant developmental benefits and create those 'a-ha' moments.



Feedforward can be better suited to in-the-moment application and does not necessarily have to be during a one-on-one conversation.

Feedforward is an improvement-focused interaction, with emphasis on what can help someone achieve their goal, task, etc.

Feedforward is most effective in situations where you can review the work/task/activity before it is finalised, rather than waiting to provide comments on something already complete.

Self-reflection and action learning

Use the [Action Learning Guide](#) to practice applying the models and techniques in your specific context and situation.