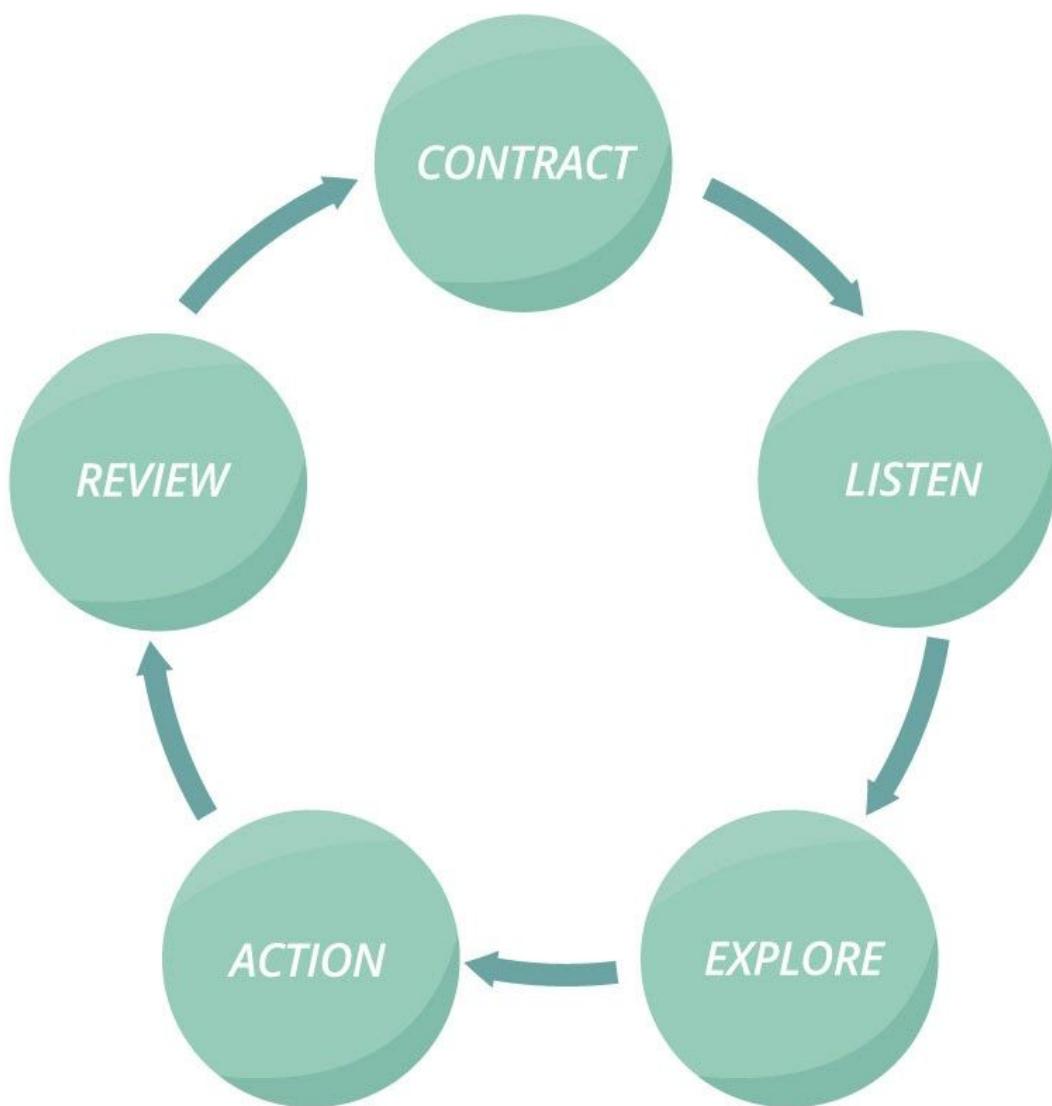


The CLEAR Model by Peter Hawkins

The CLEAR model was developed in the 1980s by leadership professor Peter Hawkins, pre-dating John Whitmore's popular GROW model. It proposes a five-stage coaching cycle of: Contract, Listen, Explore, Action and Review.

The model can be used to help develop an overall coaching plan - or it can be used to help provide structure for a single coaching session.



Step 1: Contract

The first step in the CLEAR model is for the coach and learner to reach an agreement on the practical aspects of the coaching relationship - how often they will meet, where these meetings will take place, how long the meetings will last, etc. - or, if the model is being used to help structure a single meeting, to agree what will be achieved in that session.

Once these practical elements have been taken care of, the coach and learner should define a set of goals - again, these may be objectives that the learner wants to achieve over the course of the coaching relationship or they may relate to what the learner wants to get out of that particular session.

Step 2: Listen

In step 2, the employee is encouraged to share their thoughts and feelings about their current situation and where they would like to get to. The coach's role here is to listen, and Hawkins identifies four levels of listening they should seek to employ:

- **Attentive** - the coach should give the learner their 'full and undivided attention', and they should demonstrate this using appropriate non-verbal signals, such as maintaining eye contact.
- **Accurate** - the coach must be able to reflect back to the learner the content of what they have said, either directly or by paraphrasing.
- **Empathic** - according to Hawkins, empathic listening "involves listening not only to the words being spoken, but also to the feelings being conveyed". This means the coach should be able to reflect back the learner's feelings as well as their words.
- **Generative** - this is the highest level of listening identified by Hawkins. It involves the coach being able to pick up and reflect back thoughts and feelings on the periphery of the learner's awareness to help them become more aware of these beliefs and how they might be impacting their behaviour.

Step 3: Explore

Once the employee has finished sharing, the coach's role is to ask open questions around the topics they have raised to further explore the context of the learner's situation. The aim is to help them recognise that they will need to change something about their behaviour if they wish to change their current situation.

Step 4: Action

In step 4, the coach and employee work together to identify the actions the learner will need to take to achieve meaningful change and reach their goals. The coach should encourage the learner to take the lead here, sitting back and asking questions to prompt the learner to think for themselves and to consider their own ideas. By the end of this step, the learner should have developed an action plan to follow.

Step 5: Review

In step 5, the coach follows up with the learner to monitor progress and make sure they stay on track towards achieving their goals. The coach and learner may meet up at regular intervals to discuss what they have done and to set deadlines for future actions.

Reference

Hawkins, P. & Smith, N. (2007) Coaching, Mentoring and Organizational Consultancy: Supervision and Development, Open University Press, Maidenhead.