

The GROW Model

The GROW model developed by John Whitmore (2003) provides a model of coaching that aims to unlock potential following a cycle that explores the **G**oals, **R**eality, **O**pportunities and **W**ill to commit.

The model does not always follow a monocyclic route and you may find yourself moving between the different elements at various stages in series of coaching conversations. One of the key elements is the effective use of questions, such as those opposite.

Goal

- What do you want to achieve?
- What would achieving this lead to long term?
- When would you like to achieve this by?

Reality

- What is the current position?
- What stops you from moving on?

Options

- What could you do?
- What else?
- What else?
- and what else?

Will

- What will you do?
- What will be the first step?

The GROW Model



Boyatzis' Model of Intentional Change

Boyatzis' Model of Intentional Change provides a formula for an individual to move from a New Year's resolution approach to a long-lasting change in behaviour.

- First, for sustainable change you need a vision of where you want to be. What is the **ideal self**?
- Next, there needs to be some honest assessment. Where am I now? What is my **real self**?
- If the real and the ideal are the same there is no incentive to change or develop. If they are too far apart, then some aspects need to be prioritised.
- The comparison of the real and ideal allows **strengths** and **gaps** to be identified. The **learning agenda** can then be formulated to give the opportunity to build on strengths. Boyatzis proposes that 80% of the focus should be on strengths and the ideal.
- There needs to be the opportunity to **experiment**, to **practise** and to review progress. How can I change my behaviours so that I change old habits into new habits?
- At the heart of the model is **developing trusting relationships** and support – not just to support others but also to support you as a Subject Learning Coach.

Teaching and Learning Programme

Joyce and Showers

Bruce Joyce and Beverley Showers studied 200 in-service education and training programmes for tutors, all designed to change practice. They found that without the chance for teachers or trainers to experience peer observation and peer coaching there is no measurable impact on practice.

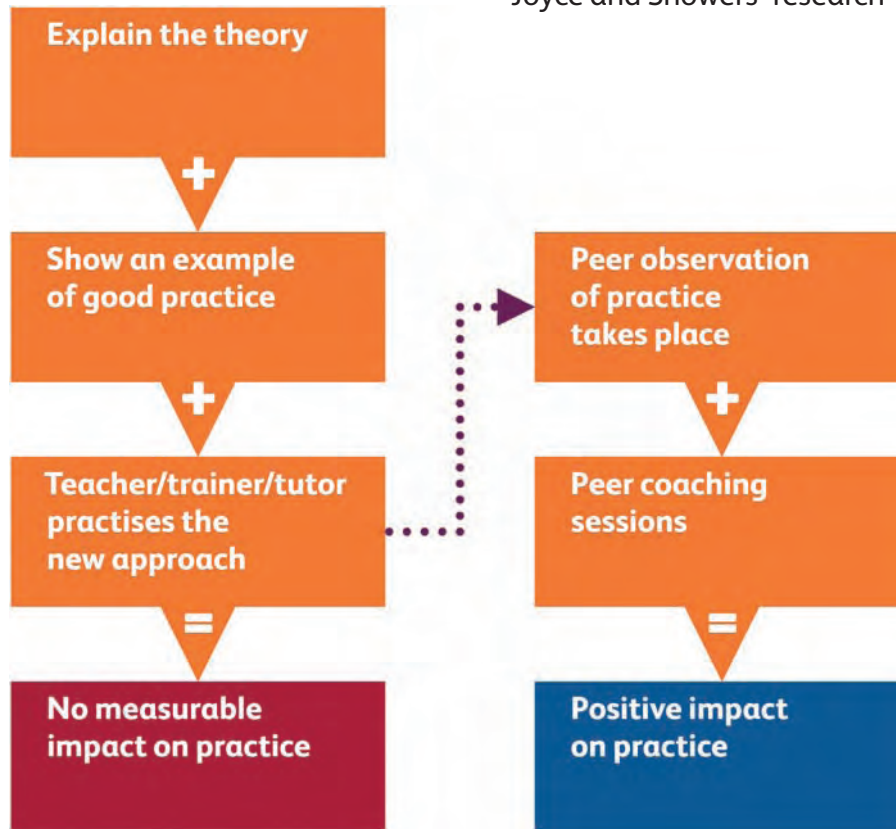
Coaching provides an opportunity to reflect on a session and consider, in a supportive climate, why an approach did or did not work and how it might be changed or refined.

Based on their research, Joyce and Showers assert that after attending a continuing professional development (CPD) event, if a practitioner receives coaching on the new practice, on their return to the workplace there will be a positive impact on performance. However, where there is no coaching there will be much less impact.

For more information see
'The Evolution of Peer Coaching'
(reprinted from Joyce, B. and B. Showers.
Educational Leadership, 53 (6): 12–16)
available from the resources section
of the SLC Community
(www.subjectlearningcoach.net).

Joyce and Showers

A CPD model for coaching based on Joyce and Showers' research



The Johari Window

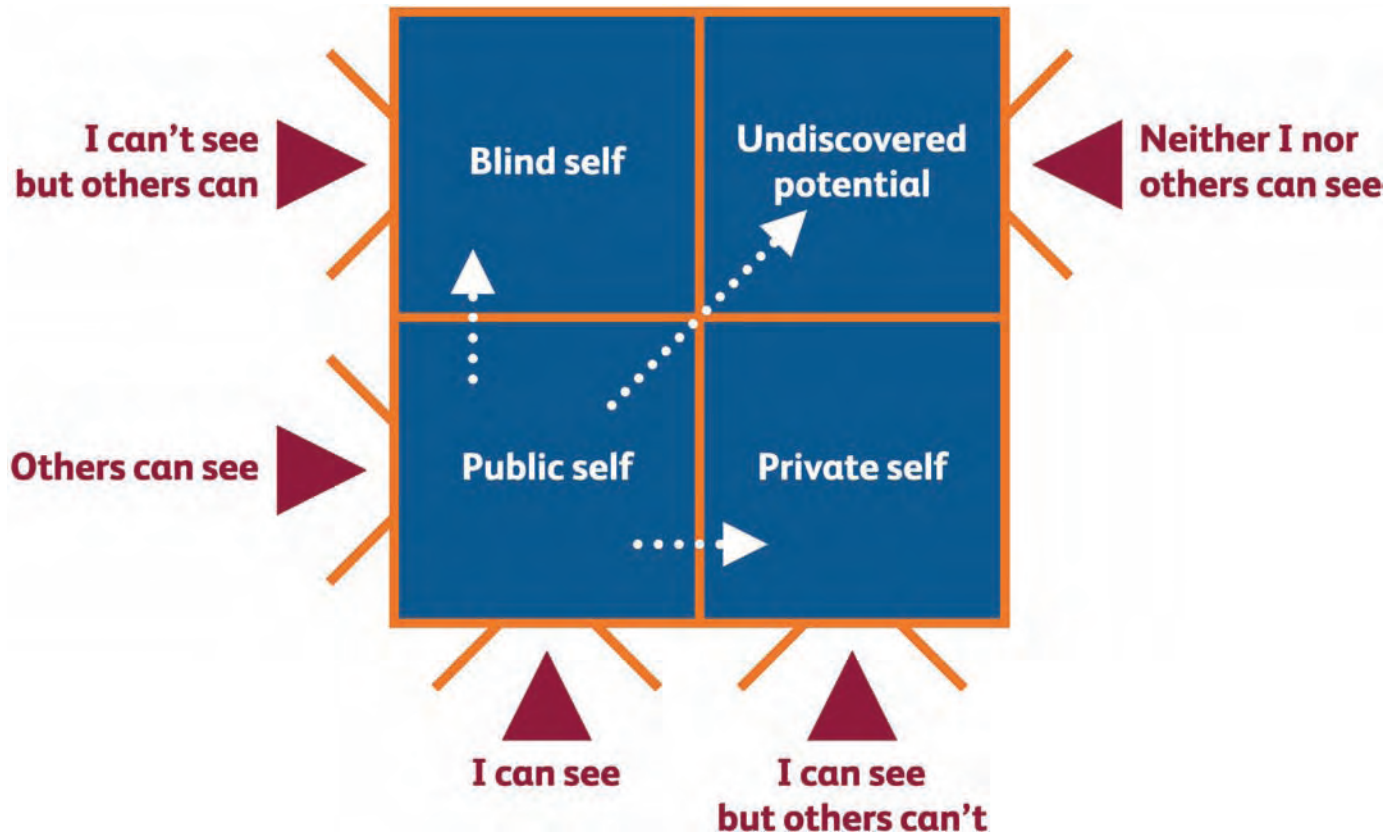
The Johari Window proposes four areas that make up our whole self: **public self**, **blind self**, **private self** and **unknown self** (undiscovered potential).

We can develop and expand our public self by inviting and receiving feedback about our blind self, and by disclosing appropriate areas of our private self. It is through this expansion that we develop our understanding of ourselves and others, so helping us to build relationships and begin to develop our potential.

- **Public self** is the area with which we are most comfortable: I can see into this area and so can other people. It is also what I know about myself and what others know about me.

- **Blind self** is the area of my life where other people can see things about me to which I am blind. These may be outstanding qualities or unhelpful qualities that are holding me back from growth and improvement. Without feedback I will stay the way I am; with feedback I can choose to change behaviours.
- **Unknown self** is sometimes referred to as the undiscovered, or hidden, or deeper self, and often as our undiscovered potential. This quadrant represents things that I have yet to discover about myself, and that others have yet to discover too.
- **Private self** is the area of my life that I choose keep private, perhaps out of shyness, lack of confidence, or because I do not trust others enough to share it with them – yet. It is worth considering whether some disclosure of this information might release growth within me.

The Johari Window



The Iceberg Model

The Iceberg Model is one way of exploring our role, self-image, traits and behaviours, and how they affect people we come into contact with.

Based on a model originally developed by Freud, it helps us to explore the many different things that drive our behaviour. Just as with an iceberg, only a small proportion of these are visible.

Above the waterline ...

- **Skills** such as questioning, listening, summarising, reflecting, organisational skills, teaching skills.
- **Knowledge** of our subject, the resources, coaching and mentoring, coaching models, our organisation, our colleagues.

Below the waterline ...

Characteristics below the waterline are relatively less obvious and may be more difficult to develop.

- **Social role** how we project ourselves; our image; where we put our emphasis in performing our roles; the expectations others have of us, and whether those expectations are legitimate or not!
- **Self-image** the feelings we have about ourselves and what is important to us as individuals – our inner self. There may be issues of self-confidence, too, in that we may not see ourselves as having the capacity or capability to perform some of the roles of a Coach.
- **Traits and motives:** In exploring the deeper levels of the iceberg, we begin to learn things about ourselves – opening our ‘blind self’ to feedback and disclosing more about our ‘private self’. We discover more about our ‘hidden’ or ‘deeper’ areas – our potential.

The Iceberg Model

As we grow as Subject Learning Coaches we will explore some of these deeper levels and reflect on which behaviours are helpful to us as Coaches and which may get in the way.

At a much deeper level we may begin to glimpse an understanding of why we do what we do, begin to understand more about our drivers of behaviour, or our motives.

Source: www.buffalostate.edu/offices/hr/pepds/sf/tb.asp



Emotional intelligence

Daniel Goleman defines emotional intelligence as:

‘The capacity for recognising our own feelings and those of others, for motivating ourselves, for managing emotions well in ourselves and in our relationships’

Effective Coaches will show emotional self-awareness, self-confidence, empathy and self-control when developing others and building effective relationships.

Self-awareness

- Emotional self-awareness
- Accurate self-assessment
- Self-confidence

Self-management

- Emotional self-control
- Transparency
- Adaptability
- Achievement orientation
- Initiative
- Optimism

Social awareness

- Empathy
- Organisational awareness
- Service orientation

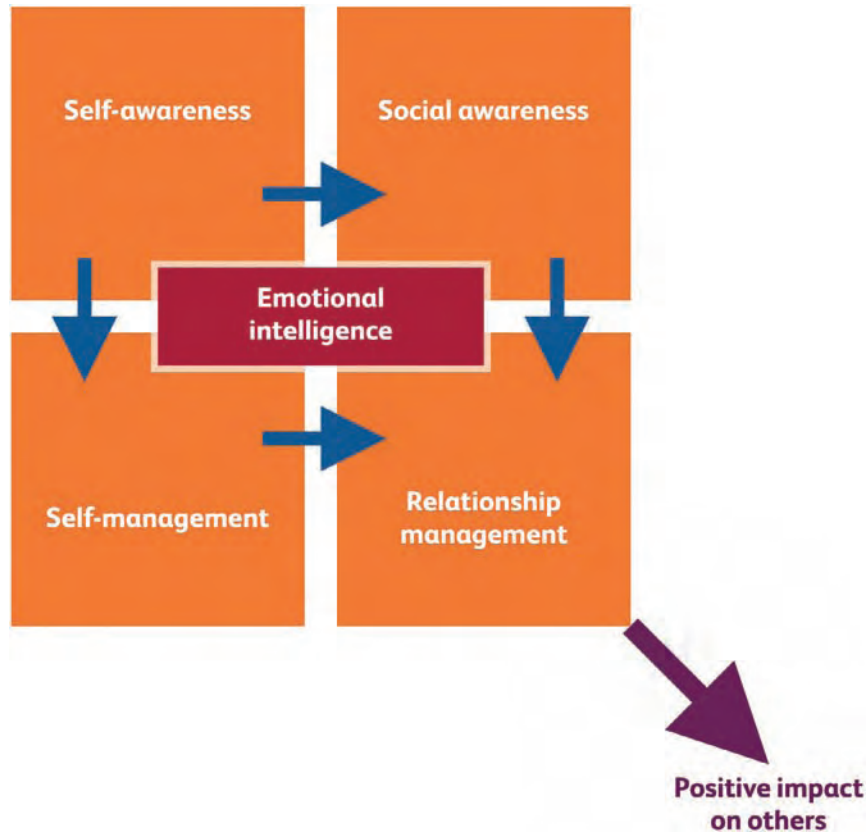
Relationship management

- Developing others
- Inspirational leadership
- Change catalyst
- Influence
- Conflict management
- Teamwork and collaboration

Source: Goleman, D. (2001). ‘An EI-Based Theory of Performance’ in *The emotionally intelligent workplace*. Chemiss and Goleman (ed.).

Emotional intelligence

Daniel Goleman



Reflective models

Amended from Rolfe *et al.* (2001)

What...

- ...is the situation?
- ...am I trying to achieve?
- ...actions did I take?
- ...was the response of others?
- ...were the consequences?

So what...

- ...does this teach me?
- ...was I thinking and feeling?
- ...other knowledge can I bring to the situation?
- ...is my new understanding of the situation?

Now what...

- ...do I need to do to improve things?
- ...broader issues need to be considered if this action is to be successful?
- ...might I do differently in the future?
- ...might be the consequences of this action?

Reflective models



Reflective Cycle
amended from
Gibbs (1988) and
Atkins and Murphy (1994)

Bloom's taxonomy

Bloom's taxonomy identifies six levels of learning, each requiring a different kind of thought process. Applying Bloom's taxonomy involves use of a range of strategies, including questioning, to encourage learners to employ a variety of cognitive processes and improve their ability to learn at deeper levels.

Knowledge

The learner is challenged to describe or identify, often in terms that answer the question who, what, where or when.

Comprehension

The learner is asked to translate or predict, involving them in selecting facts to describe, compare, contrast or explain something.

Application

This encourages learners to apply information they have learned to solve a problem or demonstrate a solution, often using terms such as solve, apply, classify or select.

Analysis

The purpose is to help learners to organise information and analyse evidence to support statements. It involves inferential thinking, prediction and explanation, and may involve terms such as why, identify, conclude or determine.

Synthesis

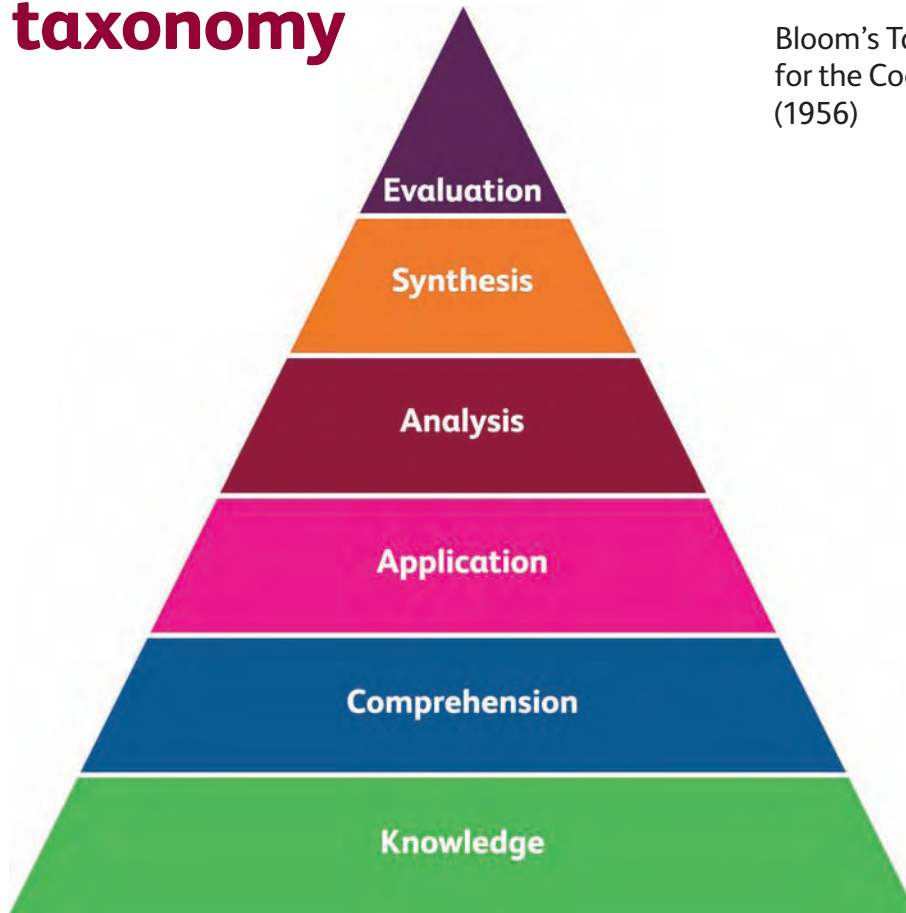
The learner is challenged to develop their creative thinking. This differs from analysis and application because it allows for a variety of creative answers. Terms such as plan, predict, compose or propose may be used.

Evaluation

Learners are asked to make assessments and judgements, using comparisons. This also elicits creative thinking and may involve terms such as judge, decide, assess and justify.

Bloom's taxonomy

Bloom's Taxonomy
for the Cognitive Domain
(1956)



Modes of learning

Professor John West-Burnham's model describes characteristics of different modes of learning. It is not intended to be hierarchical or to reflect academic values. In some contexts shallow learning is entirely appropriate; as he says: 'my knowledge of how my car's engine works is shallow; but I hope that the mechanic's is deep if not profound'.

Shallow learning calls largely on memory and replicating information. For example, memorising vocabulary when learning a language is a useful skill but does not necessarily mean the learner understands the language.

Deep learning moves beyond this and towards greater reflection and understanding. Learners are more actively involved in creating their own knowledge and understanding, interpreting, contextualising and applying this knowledge. Crucially, deep learning moves the learner into higher order thinking or metacognition where they take greater active control of the cognitive processes involved in learning (eg planning, monitoring comprehension and evaluating progress).

Profound learning builds on shallow and deep learning and takes it to a different level altogether. Professor West-Burnham suggests that profound learning is about redefining both problem and solution: 'Profound learning is about the more arcane branches of philosophy but it is also about the qualities of a counsellor, the skills of a joiner and the moral insights of a child'.

Modes of learning

Professor John West-Burnham

	Shallow What?	Deep How?	Profound Why?
Means	Memorisation	Reflection	Intuition
Outcomes	Information	Knowledge	Wisdom
Evidence	Replication	Understanding	Meaning
Motivation	Extrinsic	Intrinsic	Moral
Attitudes	Compliance	Interpretation	Challenge
Relationships	Dependence	Independence	Interdependence
	Single loop	Double loop	Triple loop

Traits

Are you trying to be perfect or to please people? In a hurry to finish a task? Trying hard? Trying to be strong?

- Do you recognise parts of yourself in any of these?
- How do you know that you have these traits?
- Would others agree?
- Which of the traits do you recognise in colleagues?
- How could you adapt the way you work to meet different needs?
- How might this affect your coaching role?

Traits are habits – long-established patterns of behaviour that have built up over time and of which we may be unaware. As we grow as Subject Learning Coaches we will explore some of these behaviours and reflect on which are helpful to us as Coaches and which may get in the way.

At a much deeper level we may begin to glimpse an understanding of why we do what we do, begin to understand more about our drivers of behaviour, or our motives.

Traits

How can you learn to manage your own traits and work with your colleagues' traits?

For example...

Trying to please people?

Ask them questions to find out what they want, instead of guessing, and listen carefully to what they say.

If you are working with someone else trying to please, praise them for who they are rather than what they do.

A hurry up?

Plan work in stages and set interim target dates to give satisfaction and avoid rushing to completion.

If you are working with a hurry up praise them for taking time, and not for their speed or ability to do several things at once.

Trying to be perfect?

You may need to learn to set realistic standards of performance and accuracy.

If you are working with someone else trying to be perfect do not discount their worries.

Trying to be strong?

Monitor your workload so that you do not take on too much work.

If you are working with someone else who is being strong praise them for consideration because they are often taken for granted.

A try hard?

Be willing to distinguish between the things you can change and those you cannot.

Avoid competing with a try hard.

Action learning sets

‘There is no action without learning and no learning without action’ Reg Revans

The objective of an action learning set is to help a person achieve deeper understanding of a problem or issue and help them to see it differently so that they can find their own solutions.

As a member of an action learning set you should:

- listen openly and without prejudice
- give help, advice and assistance
- question positively to increase understanding
- support each other
- challenge the problem owner
- generate options for action.

Key points

- Issues need to be current.
- The owner of the problem must want to act to resolve it.
- Each member is helped by others to review in a way that allows new insights to develop and from which new ideas about solutions emerge.
- The process works from problems rather than puzzles.
- Listening and questioning by the group are focused on better understanding and insights, and on supporting the owner of the problem, rather than on solving the problem for them.
- The process supports different levels of learning about:
 - the problem
 - oneself
 - the process of learning.

Action learning sets

‘I am part of the problem and the problem is part of me’ Reg Revans

How to organise an action learning set

The protocol must be clearly established with the whole group before the set moves off into its own space. Group size can vary but all members must have equal ‘airtime’.

Ground rules

- Divide the available time equally among the set members.
- Ask the set to appoint a timekeeper or chair to ensure that the set is managed fairly and as agreed.
- Start with a round robin – each person to have two minutes to say what they hope to get out of the session.
- Each person should use their airtime to explore a real and current issue.
- The person presents the problem and makes clear how much help they want and what sort of help.
- The group asks questions to help the person gain a different view of their problem.
- Close with a summary of learning. There is another round robin where each member has a further two minutes to reflect on their learning from the session, determine any key issues and review the process.

Strategies for facilitating group discussion

Facilitating group discussion

The role of a good facilitator should be based on the first three letters of that old phrase: ‘**IF A** job is worth doing, it’s worth doing well’ ...

I = initiate get the discussion going

F = facilitate keep it going, make sure everyone has their say ... and all the other things on the list opposite

A = adjudicate there may be times when someone has to decide what the next step in the process is going to be, if, for example, people have lost focus or been diverted from the main goal.

There are many different strategies for facilitating group discussion and information sharing using different sizes of groups, approaches and a variety of structures but they all share the same ground rules. See overleaf for two examples.

Ground rules

Everyone should:

- be actively encouraged to contribute
- offer opinions and ideas
- provide reasons for their opinions and ideas
- share all relevant information
- feel free to disagree if they have a good reason
- ask other people for information and reasons
- treat other people’s ideas with respect
- try to come to an agreement and ...
- change their minds if they are persuaded by good reasoning.

Strategies for facilitating group discussion

Snowball

An individual thinks about an issue then joins with one other person to find a statement both can agree with. (The statements should ideally be short – maximum 20 words.)

The pairs then double up to fours to continue the process, then into groups of eight.

Finally, the whole group draws together and spokespersons for each group of eight feed back ideas.

Jigsaw

The trainer divides the cohort into small groups, each reflecting the balance of the whole cohort – gender, ability, attitude.

Each group is given a common task using handouts – one for each member of the group.

All the participants with a particular task regroup and work. They become expert on this matter, through discussion and collaboration with the other 'experts'.

The original groups re-form for a follow-up task requiring understanding of all four questions or sets of information – all the pieces of the jigsaw have to fit together.

The home groups are set a final task – either a group outcome or an individual task. The crucial element is ensuring that participants have to draw on the combined 'wisdom' of the home group to complete it successfully.

Appreciative enquiry

The appreciative eye apprehends **‘what is’** rather than **‘what is not’**

Appreciative enquiry is a positive approach to focusing on things that go well to find solutions to problems. It can form the foundation for future development because it is appreciative, applicable, provocative (not everyone likes to focus on the positives) and, with any luck, collaborative.

Key assumptions

- In everybody’s organisation or group, something works.
- A positive approach helps take things forward.
- It is important to set out a positive reality.
- People have more confidence to journey to the future (the unknown) when they carry forward parts of the past (the known).
- If we carry forward parts of the past, they should be what is best about the past.
- It is important to value differences.
- The language we use when we talk about things creates our reality.

Appreciative enquiry

Appreciative enquiry can help you to understand and describe your organisation when it is working at its best. You can then identify the gap between your ideal and your reality, and start to look for and develop potential solutions.

Some simple protocols

- Focus on the positives – what is going well.
- Make it relevant and useful.
- Challenge existing thinking.
- Work collaboratively to develop ideas and thinking.
- Build on the positives identified – having identified what is working well think about how you can extend this.

Try these questions

- What has worked well previously?
- What is going well now?
- How and why is it going well?
- What would I like to do more of?
- What will the 'improved future' be like?

Using a think piece

This protocol is based around the principles of awareness and responsibility.

Ideally a think piece should be used with published articles, research papers, extracts and summaries. It asks participants to re-structure their learning to create deeper understanding.

Good practice dictates that the piece should be provided to participants beforehand to support those who read or process text in different ways.

There are four stages:

stage 1 **preparation and set up**

stage 2 **group activity**

stage 3 **the learning exchange**

stage 4 **learning.**

Stage 1

Preparation and set up

A group of 3–5 people can undertake this protocol. Larger groups should be divided into smaller groups.

One person acts as a facilitator whose function is to ensure the protocols are followed – keeping to time, ensuring equity and keeping to task.

Choose a written piece that is relevant to the topic. There is a balance to be struck between long and difficult and short and light pieces – practice makes perfect here.

Divide the written piece into equal sections – three sections with three people works well. Explain that they are reading for understanding and to explain their section to others in the group.

continues overleaf ▶

Using a think piece

Stage 2 Group activity

Each person is given equal time to speak about what they have read – five minutes maximum. The others remain silent and listen carefully. The listeners may wish to take notes, jot down questions to ask later or add their own reflections. This is a crucial part of the protocol.

At the end of each person's reflection and explanation the others can ask for questions for clarification. This is to establish understanding of the whole piece.

Stage 3 The learning exchange

When all the group members have had their say, the facilitator opens up the group to further reflections that have emerged. The purpose here is to establish:

- the meaning of the piece
- any issues that emerge from the piece
- any implications for practice
- actions that may have been suggested.

A fixed amount of time up to a maximum of 10 minutes is recommended here.

Stage 4 Learning

Finally, each of the participants reviews the process of learning by sharing their personal experience. This is a valuable source of information and helps to embed the learning.

Teaching and Learning Programme

Building a roundtable

The roundtable approach is a non-prescriptive way for you to build support and sponsorship for your work on the Subject Learning Coaches programme throughout your organisation. It:

- combines a practical and strategic approach
- aids informed decision-making
- can support and influence your strategic goals
- allows the exchange of views, perspectives and knowledge among academic and support staff
- encourages empowerment and ownership to its members.

Before setting up a roundtable, you need to consider:

- how it will be managed and maintained
- what are realistic expectations
- the time commitment of key individuals
- how it can complement and support existing structures and not be seen as a threat.

You may wish to include colleagues from the following areas:

- senior management
- curriculum staff and managers
- e-learning
- administration and systems
- management information systems (MIS)
- human resources
- technical support
- learning resources
- CPD / ITT staff
- cross-curriculum co-ordinators.

It is crucial to the success of your roundtable that you have a senior management representative to champion this initiative.

Protocols

Building a roundtable

Step 1

Who should sit at your roundtable?

Consider:

- Who should join the roundtable (by role within organisation)?
- What can they offer?

Step 2

Building effective structures

Now that you have established who should join your roundtable, look at your current communication structures and see what improvements can be made.

- Draw a rough diagram showing the current flow of information relating to the Subject Learning Coaches programme within your organisation, between technical staff, curriculum / support staff and management.
- Using this diagram, try to identify any gaps or inefficiencies in this flow.
- If you identify any gaps or inefficiencies, try to work out methods of resolving the problems.
- Identify three things you would like the roundtable to have achieved within three months, six months and one year.

Teaching and Learning Programme

Happy Families

This exercise is designed to help you make links between the various models used on the Professional Training Programme for Subject Learning Coaches, such as GROW, Iceberg, emotional intelligence, Joyce and Showers and Boyatzis, as well as protocols such as appreciative enquiry and triads.

The Happy Families protocol is designed to encourage equality of voice and ensure contributions from everyone. When you follow the protocol exactly, everyone else should be listening as the contributing member of the group explains why this contribution matches the one already on the table. In this way, no one should dominate the discussion, everyone is listened to, all ideas can be brought to the table and learning is enriched.

Working in groups

Six would be the ideal number in the group.

Step 1 (5 minutes)

Reflect individually on any links you might make between models. Record each link on a separate slip of paper. Make as many links as you can.

Step 2 (20 minutes)

Share your links with the rest of the group, using the following protocol.

- Identify someone to start (person A) by placing a slip of paper on the table and explaining the link they are making.

continues overleaf ►

Happy Families

► continued from overleaf

- Going clockwise and keeping in turn, if the next person has the same link, then he/she can add it, and so on until all have had the opportunity to add to that link. As you seek to add your link, it is important to say why you think it is similar – as this helps to build meaning and understanding. (If you do not have a similar link, you say ‘pass’.)
- When the circle has been completed, the person to the left of person A introduces a new link, and the process begins again until all the links have been placed on the table.

If any individual links remain at the end, the group may be able to agree where they might best fit with another link, or they may stay separate as singletons.

Step 3 (10 minutes)

Take each pile in turn. Agree together why, as Coaches, you think it is important to make this link.

Questioning for understanding

This is a useful variation of action learning that develops questioning and coaching skills and provides a powerful experience of learning from small pieces of information.

It is best conducted in groups of three or four people so that everyone can be a questioner and be questioned. It can, however, also be conducted in pairs. The process is managed using a clear set of protocols, as follows.

- The questioner is the initiator and controls the agenda but with the objective of helping the person being questioned to gain deeper understanding and insight into their own issue, problem or event.
- The questioner invites the questioned to share their story through careful, sensitive and insightful probing and supportive challenge. This should help the person being questioned to dig deeper to make meaning, gain more understanding and give consistency and coherence to their experience in relation to what they already know about themselves.

continues overleaf ▶

Questioning for understanding

► continued from overleaf

- The process ends with the person being questioned sharing reflections on their learning and the group sharing the learning relating to the development of questioning skills and the power of the methodology.
- This is not solution focused but uses the skills of questioning and answering to improve understanding – leading to better solution generation.

The aim is to use questioning and discussion to raise your awareness of how you might move forward and to facilitate wider impact of the Subject Learning Coaches programme in your organisation.

Try these questions

You may find it useful to think about what you are trying to achieve and focus on the following questions:

- What has been successful so far?
- What does success look like?
- Where am I now in the grading system? What would I have to do to make an incremental increase?
- Who could I work with to help that happen?

Triads

Working in triads is an effective way to practise active listening and coaching behaviours. It can improve your coaching skills and boost your confidence. You work in groups of three (triads) and take it in turns to adopt each of these roles:

- coach
- coachee
- observer (to give feedback to the coach on an aspect they want to develop, eg listening, questioning, use of GROW, empathy, self control ...).

Each coachee chooses a topic which is relevant to their professional life. Times needs to be allocated for this – it should be as real as possible. The coach should use questioning techniques to develop the session, probe the coachee and help to move them forward and come to some conclusions.

The observer feeds back to the coach only. They should listen and make notes on what the coach wants feedback on. When giving feedback the observer should be descriptive, specific, non-judgemental and refer to things that could be changed and improved.

Triads

How to structure a triad

Consider the positioning of the triad. Sit in a triangle on chairs away from a table where the observer is slightly removed.

Suggested timings

- 15 minutes when the coachee is reflecting and the coach questioning.
- 5 minutes reflection by the coach and coachee around the questions:
 - ‘How was it for me?’
 - ‘What did I learn about coaching?’
- while the observer prepares some feedback about the process.
- 5 minutes for feedback from the observer to the coach.

Repeat the above 25-minute slot three times so that each person takes a turn at each role. You may wish to build in a 2-minute break in between each time for everyone to prepare for the next session.

Teaching Squares

Teaching Squares provide a form of peer observation.

A Square consists of four teaching colleagues who:

- visit at least one session taught by each Square partner;
- reflect on their observation experience;
- share reflections with their Square partners;
- share their experiences as a group and reflect on the overall experience.

Those involved can be from the same curriculum area or from different areas. Visiting a colleague from a different area can provide a richer experience but might be more difficult to organise.

Teaching Squares provide a safe and mutually supportive environment for you to:

- observe, reflect on and celebrate good teaching and learning;
- increase your understanding and appreciation of the work of colleagues;
- gather ideas for developing your teaching and learning 'repertoire';
- formulate a plan for trying out and developing new approaches.

The focus is on learning from observing, not on giving feedback.

Planning your Teaching Square

Each Square can set its own ground rules and procedures but you may want to consider:

- how much notice you give of a visit;
- the role of the visiting teacher;
- what information is useful in advance of the visit;
- how long the visit should last;
- when each pair should share their reflections on the visit;
- all Squares share – where the whole group reflects on the experience.

Some participants find that the Squares work best when paperwork is kept to a minimum but it is useful to make informal notes as a prompt for reflection and sharing. It takes several weeks to complete a Teaching Square so some planning is needed.

Example Teaching Square timetable

Week	Activity
Week 1 All Squares kick-off	Meet as group, agree Square partners, ground rules and arrangements for visits.
Week 2 Visit 1 Week 3 Visit 2 Week 4 Visit 3	Organise materials and information needed, carry out visit, note observations and reflections.
Week 5 Reflection and Square share	Review your notes and share positive reflections with Square partner.
Week 6 All Squares review and celebration	All four participants review and share their experience.

Some suggested prompts are given opposite.

Your group may prefer Square partners to share reflections immediately or soon after the visit if this can be timetabled.

Suggested prompts for All Squares review session

- What did you observe that you might use to make your teaching more effective?
- What have you tried out as a result of your visit(s) and how did your learners respond?
- How did the experience give you a greater appreciation of:
 - your learners?
 - your colleagues?
- What are some specific things you liked about the Teaching Squares experience
- Why?
- How could we improve the process?

Variations

Some teams have adapted the approach to form Teaching Triangles. This can help resolve logistical problems but reduces the range of observations.

References

Further details of Teaching Squares can be found in: Moore, R. and Moore, P. (2006) *Little acorns taking root: systematic approaches to good practice transfer within organisations (Appendix 10)*. LSN.