

Coaching and Mentoring Skills for the Workplace (BMSW6105)

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–Reflective Report by

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1. Introduction

This report seeks to discuss experiences in coaching and mentoring a colleague at the warehouse environment concerning time and performance challenges. Using existing framework and models of coaching and mentoring, this report will analyse the ways in which these methods can be employed to overcome these challenges. In the workplace context, coaching is meant to enhance an individual's performance by enhancing his or her own capabilities in defining and achieving a specific goal. It aims to help in developing skills accompanied with the eradication of all the challenges that exist, including problems regarding time management to improve workplace efficiency (Hussey and Campbell-Meier, 2020). On the other hand, mentoring provides a longer-term relationship between mentor and mentee in which the mentor helps the mentee by giving them guidance, support and advice that helps the mentee develop their career and personal development. What it embodies is that of a holistic approach of professional challenges and personal growth (Kamarudin et al., 2020).

The difference is that coaching and mentoring are different in focus and scope. Coaching focuses on immediate performance improvement and specific skills while mentoring is aimed at long term career goals and personal development (Lascu et al., 2024).

2. Critical Evaluation of the Purpose of Coaching and Mentoring within a Workplace

Coaching in the Workplace:

Coaching is very important in the workplace for the improvement in performance and skills. Coaching is applicable for the issues like time management, performance inefficiencies in the context of a warehouse environment. Being a warehouse coach, my responsibilities are to assist people in overcoming performance challenges whilst the structured methods of the SMART model are used to allow them to define clear goals, assess their current performance, consider options for improvement, and implement the steps to accomplish those goals (Hussey and Campbell-Meier, 2020).

The key objectives of coaching in the workplace include performance improvement, skill enhancement, and goal setting. For instance, a coach may help employees manage their time better, learn how to prioritize, optimize daily, and increase their productivity. Coaching in this sense is a task oriented and focused on reaping measurable outcomes (Kamarudin et al., 2020). Workplace coaching also helps islands develop organizational skills such as efficient task delegation and resource allocation.

Mentoring in the Workplace:

Coaching is usually short term and aim oriented while mentoring promotes long term career development. Development the workplace is another, which is more of a holistic approach that involves pupils experience in leading the career course of mentees. Not unlike peers in life, the mentee and mentor provide each other emotional support, as well as advice and feedback, that help the mentee overcome challenges and make critical career decisions (Lascu et al., 2024).

Mentoring goals include helping mentees to grow and enabling emotional support, both of which are important at the long term. According to Leeder and Sawiuk (2020), mentoring relationships are usually based on trust and the mentor assists the mentee in dealing with complicated workplace problems and in directing the mentee with regard to professional shifts. Data may include discussing career goals, giving feedback on interpersonal skills, and preparing the mentee for leadership roles.

Coaching vs. Mentoring:

While helping and guidance of coaching and mentoring have common features like giving support and guidance, there are different aspects in purpose and goals of coaching and mentoring. Specific skill improvement, task performance, and immediate problem solving, such as time management, are received by coaching that is more structured and short-term approach (Trawver and Brocious, 2023). On the other hand, mentoring is about long-term development and taking the mentee through career transition, personal growth, and emotional support. The need for both is important for employee development, however, coaching is most often focused on performance whereas mentoring is mostly centred around career and personal growth.

3. Critical Analysis of a Specific Model of Coaching

Chosen Model of Coaching:

In this coaching session, the SMART Model was utilized to resolve the performance and time management challenges faced in the warehouse by a colleague. SMART model is well adopted goal setting & problem-solving type of framework, based on which there are five steps: Specific, Measurable, Achievable, Relevant and Time-bound.

The aim was to increase time management capability and general performance in the warehouse conditions. They included defining measurable, clear goals like cutting down on low-value tasks and increasing the rate of task completion.

When the coach joined the colleague at the beginning of the coaching session there was evidence that time allocation and prioritization of tasks is a weak point, the colleague used to spend too much time on less important tasks. This caused the delay in delivery and reduced efficiency overall. In setting a baseline for improvement, they identified the gap between what was wanted and the current behaviours (Milne et al., 2022).

Task prioritization, delegation and using digital tools to track tasks were among other things. They encouraged the colleague to task break into smaller easier to manage task and set realistic deadlines. It also suggested delegating of less critical tasks to other team members to free time to work on more important tasks.

An agreement was forged to carry out the suggested strategies. The colleague agreed to use the task prioritization tool and to check in once every week. Actions were identified that included daily to do checklists, scheduled check ins to monitor improvements to time management (Oberholzer and Boyle, 2023).

Advantages of the SMART Model:

The SMART model is highly valued for its simple structure and structured approach. It gives you a more streamlined, specific way to set goals so that you can define performance improvement in clear terms and tackle it in bite-sized chunks. It helps the coach and the employee pinpoint where they stand with respect to achieving the goals (Northouse, 2020). Furthermore, the model also produces clear expectations which are key to determining specific outcomes for e.g. improved time management.

Disadvantages of the SMART Model:

But this model could be not flexible enough for the difficult or deeply rooted problems. For example, the model lacks emphasis on goal achievement when the colleague struggles with personal or emotional issues that could negatively impact his or her performance (Hayes, 2014).

Application in the Warehouse Setting:

In the warehouse, I had put the SMART Model to work in structuring a focused time management approach (Salhie and Alswaer, 2022). The goals were easy to define, and the action steps were realistic. By applying the model, the colleague had better define path to time management improvement with measurable outcomes to monitor progress.

4. Reflection on Practical 1 (Coaching and Goal Setting)

Overview of Coaching Session:

In the warehouse, I had a colleague who was down in the same performance area and time management. However, it tended to be difficult for them to prioritize tasks and that often resulted in inefficiencies and delays in putting through orders (Okorie et al., 2022). During this coaching session, the issues relating to time management were identified and clear objectives and purpose of achieving them were set. The framework for the coaching process was then the SMART model. The session was aimed at improving time management in the warehouse setting, reducing delays and improving performance in general of the colleague.

The session was structured as follows:

The goal was set to improve task prioritization and ensure that daily tasks were completed on time. The colleague's current time management issues were discussed, and it was identified that they often spent too much time on less critical tasks.

Various strategies were explored, including task delegation and using a prioritization tool to help manage workloads (Shousha et al., 2023).

A commitment was made to implement these strategies with a review plan to track progress.

Description: In the coaching session, we talk about the colleague's problem with time management today. We described the situation using the SMART model and worked out how we could improve (Ainsworth, 2020). It created a to do list in which they committed to prioritize tasks before delegating certain tasks to other team members.

Feelings: However, I was nervous at the beginning of the session. As a coach of that colleague, I wanted the session to be productive and make sure the colleague was being supported. Although, I felt more comfortable as the session generated, as I observed how the SMART model structured our conversation (Bachkirova et al., 2020).

Evaluation: I think both the goal was established and the practical steps to improve time management were identified in the session. The model helped greatly in breaking down a problem into what was possible to address in manageable steps. But I could have spent more time on the options phase, looking at time blocking to handle workloads better.

Analysis: First, the model helped the colleague set goals and second, it included one important area to improve (time management). But there could have been a better discussion on the potential causes behind the time management issues, the likes of personal or emotional issues affecting work in some way or the other.

Conclusion: The way to make coaching more effective is to provide such structure in form of SMART, which helps break problems into parts and gives clear action steps.

Action Plan: Option in future coaching session, I will invest more time in 'Option' stage and will explore more options. I will also make sure to follow up regularly and provide ongoing support so that I can monitor progress.

5. Reflection on Practical 2 (Mentoring and Providing Feedback)

Overview of Mentoring Session:

In the mentoring session, I focused on giving feedback about my colleague's performance as well as time management. Since our last coaching session, the colleague had been making progress but was still having trouble prioritizing tasks so that they got done and still didn't have the time needed to be productive in any true sense. This session aimed to help the colleague to gain more self-aware of their time issues to make recommendations to help the colleague change their time management practices (Oberholzer and Boyle, 2023).

During the session, I employed the Force Field Analyses as a mentoring tool. This tool helped the colleague to understand what forces were holding them back or driving them towards their goal. In this process, we wanted to improve upon self-assessment so that they can improve how they manage time and do better in the warehouse setting.

Reflection Using Force Field Analyses:

Description: I gave feedback on my colleague's progress since our last discussion as part of the beginning of the mentoring session. I praised the improvements but noted that they were hitting by prioritization and priority issues especially during peak hours. I implored them to think about their actions and pick out places where they may not have known about their inefficiencies. Consequently, the conversation helped them to get new insights about their performance (Ainsworth, 2020).

Feelings: Initially, I felt that I was confident in giving the feedback since it was based on feeling observations of what happened during our past sessions. Meanwhile I was also cautious so that the feedback wasn't demotivating and was constructive. The Force Field Analyses helped me structure the session in a way in which I approached it in a self-reflective manner rather than just give top-down advice.

Evaluation: Force Field Analyses was used effectively for the colleague to view their strengths and weaknesses in a new way. This feedback type was well received but, I could have leveraged their blind spots better by asking more probing questions to try and create deeper reflection into their time management habits (Milne et al., 2022).

Analysis: The feedback was able to influence my colleague's self-awareness, although, the session could have been more impactful if I would have helped them create a more detailed action plan for the feedback.

Conclusion: I found out that providing feedback based on the Force Field Analyses is a suitable way for understanding self through reflective practice. It promotes open dialogues and provides opportunities for individuals to know their operation points. Feedback that fosters self-reflection was the draw of the session (Bachkirova et al., 2020).

Action Plan: In future mentoring sessions, I will ask more open-ended questions that will encourage greater self-reflection. I will also make sure I take away actionable steps from the feedback and then create actionable steps from it therefore to mentees being able to have clear thoughts to improve.

6. Conclusion

This report describes my coaching and mentoring of a warehouse worker who was struggling with performance and time management. The SMART approach was used in coaching to define goals, examine present challenges, develop choices, and reflect on them to enhance time management. I used the Force Field Analyses to provide constructive criticism and improve personal growth throughout the mentoring session. Coaching focused on skills, whereas mentoring focused on professional growth and emotional support. The pros and cons of both models and ideas to enhance my own were considered.

The coaching and mentoring they provided transformed my workplace development approach. I realized that improve provides a great framework for short-term goals, and mentoring helps you improve personally and professionally. I will continue to use these models and ensure that criticism is constructive and self-reflective. I will seek input from peers and administration and attend frequent training to improve my coaching and mentoring abilities. I'll also analyses how I can flood communications and enhance my listening skills to be more effective and compassionate while coaching and mentoring.

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