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Critical Reflection

As an academic librarian with over twenty years' experience working in the library sector, I am neither professionally classified as a teacher, or mentor. My role specifically relies on my experience and knowledge to help 'teach' and improve students' information literacy skills, support academic staff and be the 'expert' in the library. We have undergone a major re-structure over the last year, which has affected both myself and my colleagues' current roles. As a result, and reflection on my Discovery Insights report (2022), I wanted to re-evaluate my skills with the aim of improving (in particular) my inter-personal skills, should any re-deployment or promotional opportunities arise. As 'mentoring is [believed to be] enhanced by the use of coaching methods', (Oxford Brookes University, quoted in Connor and Pokora, 2017, p. 10), undertaking this short coaching course seemed to be the perfect opportunity to explore and embed these methods into my current practice. Furthermore, developing coaching skills would support me should I supervise someone who I do not share the same experiences or knowledge (Connor and Pokora, 2017).

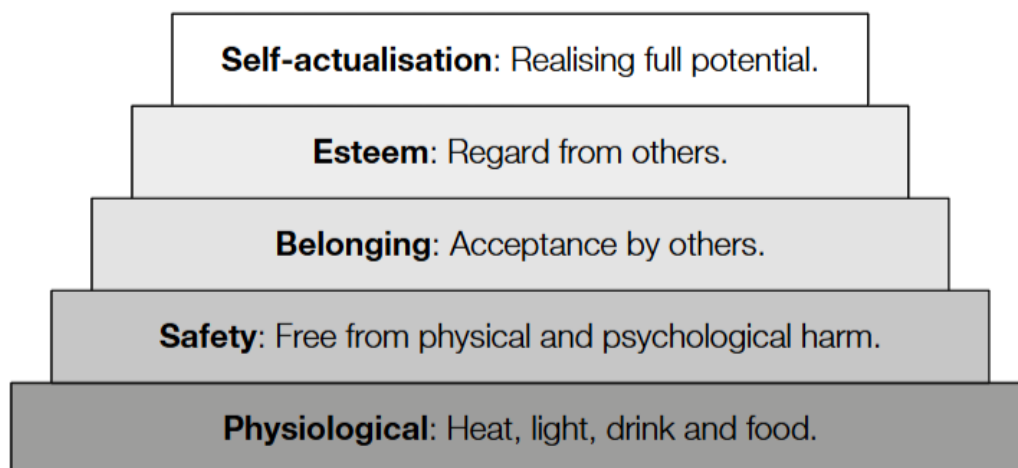
I completed over six hours of coaching with two coachees over three months. Coachee (A) (Appendix 4), is a colleague who has recently returned from maternity leave and is re-assessing their work-life balance and role within a recently re-structured workplace. Coachee (B) (Appendix 5), is my (recently divorced) sister who is trying to manage a demanding career, navigate menopause and bring up a teenager as a single parent.

Though not a qualified coach and inexperienced in this style of support, I created the coaching contract (Appendix 1) in a pre-coaching meeting with my first coachee. I attempted to remain ethically compliant and within the key guidelines provided by the International Coaching Federation (ICF, 2025). Contracts allow us to obtain consent, create trust and psychological safety in the process (Foy, 2021). Furthermore, it is a continuous process throughout the coaching relationship which may be adjusted over time. As both my coachees were well-known to me, I did not consider possible issues of non-compatibility or boundaries for either me or my coachees, which I would if I repeated the exercise. Nor did I consider how they may change during each session. I further did not consider the use of a 'safe word' if either of us felt we were straying from

the goal. ‘Without good boundaries, conversations – like rivers - can turn into floods or puddles... they provide the depth, drive and direction’ (Pedrick, 2026). This would have been a useful tool during the earlier sessions where we both noted we would go ‘off topic’ (Appendix 4 (iii)).

The intention of my coaching sessions was to support my coachee’s in raising their self-belief and confidence by operating within an environment of mutual trust, respect, openness and confidentiality, thus enabling them to realise their potential and allow them to freely choose the direction to reach their own conclusions (Whitmore, 2012, p. 112). I found the humanistic theories of Maslow, (Fig. 1 below), and Roger’s person-centred approach both useful and challenging. Within my current role I try to guide students to find their own research; to support them in retaining ‘ownership’ of their own research and journey (Saunders and Wong, 2020, ch. 18) but also have to offer advice and problem-solving techniques. Though it has been suggested, ‘few reach their full self-actualisation potential’ (Bates, 2015, p. 60) it felt important to recognise the humanistic view of self-belief and encourage a ‘growth mindset’ (Dweck, 2017). I was keen to ensure my coachee was comfortable and prepared to engage fully in the sessions whilst feeling safe and accepted.

Fig 1: Maslow’s Hierarchy of Needs



(Bates, 2015, p. 60)

Active listening is one of the essential foundational skills in coaching (Ferris, 2026), which supports the coachee and allows them to self-reflect and challenge (Connor and Pokora, 2017). Even though my coachees 'felt listened to' early in the process (Appendix 4), I was very much aware that I was reverting to type and struggling not to offer advice or problem-solve for my coachee. Joseph (2018, p. 59) believes person-centred coaching is not suitable for professionals who routinely give advice; they suggest utilising the reflective listening and empathic understanding principles from it. I realised through these early sessions (Appendix 4) and even in my first session with my second coachee (Appendix 5) I struggled to offer coaching not advice. I felt I was failing both them and me, even though they appeared to be making steps towards their goals.

It took time and considerable effort on my part to become more comfortable with the silence required to allow my coachee to reflect more deeply and respond, (reflected in the final session of coachee (A): Appendix 4: (ix), (x)). The first few sessions left me very underwhelmed and frustrated. I was eager to help but felt anxious about 'doing it right' and knew I was still not actively listening. I often found myself focusing on the 'right' questions to ask next (especially when being recorded), rather than actively listening to what the coachee was communicating, both verbally and through observation of their body language. I struggled to reflect appropriately during the sessions (in action) but reflecting (on action) after the event - especially listening to the recordings, I was able to reflect more deeply (Schon, 1987, cited in Tee and Passmore, 2022, p. 64). I recognised I was trying to sympathise and relate their experience to my own; to give it meaning for me. I was focusing on my needs not theirs (Burt, 2019). A profound realisation, I recognised I had unintentionally been leading the conversation and making suggestions framed as questions (Connor and Pokora, 2017, p. 39). I had missed opportunities to ask meaningful and deeper questions or utilise clean language (Doyle and McDowell, 2014, p. 103) and active listening skills such as repeating the coachee's words back to them or paraphrasing to confirm and show understanding, empathy and non-judgmental presence (Ferris, 2026). I was not practicing what I knew I should.

By the third session I did far less thinking about what I should be saying and genuinely more listening to my coachee and attempted to use cleaner language. A breakthrough moment with coachee (A) in their final session (Appendix 4 (ix) and recording) where I

recognised they had already found a solution to their perceived issue of time management but not yet realised it themselves, gave me a sense of empowerment for the very first time; I felt I was actually making a difference and helping them realise they held the power within themselves to solve their issues. Recognising this helped me significantly with my further sessions with my second coachee. However, I now recognise this takes lots of practice. In my eagerness to not talk so much, we lost focus allowing my coachee to divert off topic (Appendix 5).

I was very apprehensive, and if honest, a little cynical as to how coaching would benefit me personally, but I have come to the realisation that, 'mentoring is [indeed] enhanced by the use of coaching methods,' (Oxford Brookes University, quoted in Connor and Pokora, 2017, p. 10). I did not know myself well enough, with regards to my strengths and weaknesses, before I began coaching. Revisiting my Insights report further helped me explore my self-knowledge and (uncomfortably at times) admit my evident flaws and celebrate my strengths. The process, though very challenging at times, has really given me a sense of clarity in my current role and a deeper insight into my personality. I recognise I do naturally try to resolve a problem (as highlighted in my Insights report) and noted in my early reflections (Appendices 4 and 5) but it is also a core skill within my current job. Coaching, however, is about discovery not solution (Burt, 2019, p. 47). The process has highlighted my poor active listening skills; I must work much harder at staying present during conversations; engage fully in active listening and think more carefully before responding. Active listening is more about the clarification rather than the elicitation of information (Joseph, 2018). I also now, however, realise it is not an either-or skill in my current role. I am respected in my work by colleagues and students and not afraid to offer advice or challenge others if required. I recognise my strengths include looking forward, problem-solving and helping people to consider the 'what if's' alongside being empathetic and supportive.

The benefits and transferable skills of coaching, especially focusing on the active listening skills it requires will improve my skills in my professional career, in addition to my personal relationships. I am intentionally focusing on this aspect going forward - as outlined in my Personal Development Plan (Appendix 6). The opportunity to reflect on my current strengths and weaknesses during this coaching course has provided far

more insight than I ever envisaged and I am looking forward to learning more;
developing these skills and utilising them in my everyday work practice and life in
general.

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Appendix 1: Coaching Contract

Figure 2: Coaching Contract

The coach's statement

- In these coaching sessions, we will focus on your agenda together.
- As a coach I am not here to provide the answers but will do my best to work with you to explore and identify objectives to move forward with your issues.
- I agree to do my best to help you achieve all your goals. However, there are no guaranteed results - you will get out as much as you put in.
- At all times, I will treat you with respect. I will treat all you tell me in absolute confidence, unless you are at risk of harming yourself or others, or are engaged in illegal activity.

Name of coach:

Signature:

Date:

The coachee agreement

- I agree the main purpose of this coaching is to support, maintain and enhance my personal development over a mutually agreed specified time.
- I agree to be open and honest during the sessions, and will prepare, engage and actively commit to any agreed upon steps and follow up actions.
- I agree to complete a reflective log to help me reflect on the process and to help me achieve my goals.
- I agree to inform the coach if I feel it is not working or need to adjust the goals at any point during the process.
- I understand that everything I discuss will be treated with respect and in complete confidence, unless agreed it can be shared with a third party, or where there is risk of harm to myself, others, or am engaged in illegal activity.

Name of coachee:

Signature:

Date:

Coach and coachee

We, (the undersigned) have agreed to the parameters of this relationship and discussed any practical implications for us.

We have mutually agreed to meet for a minimum of 3 hours in total and further agreed that each session should last for a minimum of 30 minutes and a maximum of 90 minutes.

I have read and agree to this coaching contract.

Coach:

Coachee:

Signature:

Signature:

Date:

Date:

Appendix 2: Instruction documents for coachee

Thank you so much for agreeing to be my coachee.

Please find attached the following documents which will need to be completed either before, during or after each session.

Title of form	Instructions
Before the first coaching session:	
Coaching contract	Read, sign and date
Self-analysis questionnaire / coaching wheel	Use either or both as a guide to help you consider and identify your coaching needs and objectives
During each coaching session:	
Coaching session summary	We will complete together at the end of each session, so we are both clear of any actions we need to complete before the next session.
After each coaching session:	
Reflective log	Try and complete immediately after each session or as soon as possible after to reflect on your experience. You can choose to complete the example log provided, create your own, or be more creative by using mind maps, images etc with descriptions.
On completion of coaching period:	
Coachee testimony and evaluation document.	Final feedback document after the coaching period ends

Appendix 3: Coaching and Mentoring Log

Coachee		Session no.	Date	Time
1		1	11/06/26	90mins
1		2	24/06/26	60 mins
1		3	15/07/26	45 mins
TOTAL (1)				195 mins
2		1	14/08/26	30 mins
2		2	21/08/26	90 mins
2		3	02/09/26	60 mins
TOTAL (2)				180 mins
TOTAL				375 mins (6.25 hrs)

Appendix 4: Reflective Journals: Coachee A

(i) Coachee Self Analysis: How appropriate is coaching for me?

Coachee Self Analysis – How appropriate is coaching for me?

The following questions are designed to assist identification of development needs and whether coaching is the most appropriate tool. Use the questions as guidelines to help identify characteristics of an Ideal coach and develop awareness of own objectives and goals in having a coach.

How could I benefit from having a Coach?

- An accountability partner
- To open my mind to ~~the~~ new ideas

What can I gain from coaching that is different from another development option?

- A more introspective type of development.
- A better way to approach workloads.

What are my objectives?

- Better working relationships
- commitment to my ongoing CPD
- Better motivation to workload.

How can I best use the skills of my Coach?

I can draw on the experience of a ~~pr~~ senior professional.

How supportive or challenging do I need my Coach to be?

Honest and kind in their support but no fluff and ~~downfalls~~ straight to the point.

What skills do I have that can make me a successful Coachee?

How: Positive minded?
Flexible and resourceful?
Self-aware?
Non-defensive?

....am I?

I am open to change.

I love a challenge.

I am quite self-aware.

I have strong opinions + values.

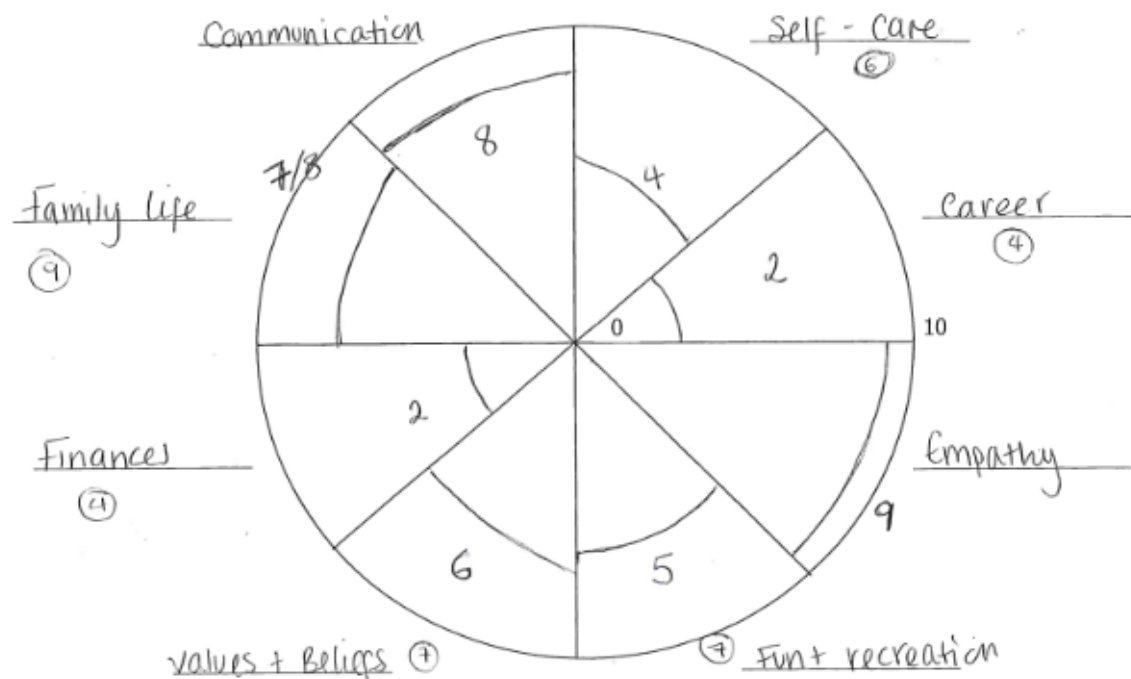
(ii) Coaching Wheel



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

NAME: Sian

DATE: _____

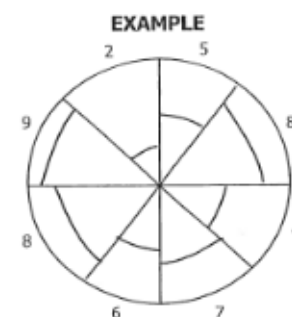
**COACHING WHEEL INSTRUCTIONS**

The 8 sections in the Coaching Wheel represent balance.

Instructions: Identify 8 categories that are significant for your development and record them against each of the 8 segments, above. You can choose your own categories, however, examples you *could* use are provided, below, although there are other suggested categories overleaf:

Management	Leadership
Conflict management	Project management
Communication	Innovation and creativity
Leading change	Delegation
Motivating teams	Decision making

- Please ensure categories are meaningful for you and, if not, rename any so that it represents a balanced life for you.
- Next, taking the centre of the wheel as 0 and the outer edge as 10, rank your **level of satisfaction** with each area out of 10 by drawing a straight or curved line to create a new outer edge (see example)



(iii) Coachee Reflection: Session 1

This is for your own reflection as a coachee, picking up immediate thoughts and feeling about your coaching sessions.

Date of session: 11/6/26

My goal: To better my procrastination and complete CPD

My action(s):

- Take a look at module 1 of MOS Training

My deadline(s): By next session

Date of next session: 17/10/26
24

3 words that describe today's session

- Apprehension
- Enlightening
- Productive

What went really well?

- We really understood each other and I felt listened too.
- At first I was unsure of what to expect, but came to realise what works for me are deadlines + incentives.

What went less well

- We are both chatty so could divert off topic at times, but we always got back on track.

Did anything surprise you? (For example, about something you discovered about yourself, working with others, the way you reacted to anything that happened etc.)

Yes - I realised I work best with deadlines and incentives (mainly chocolate biscuits)

What did I learn about myself today?

That my procrastination comes from a fear of possible feared failing.

Was anything challenging or uncomfortable? Why?

It was uncomfortable finding out that my procrastination comes from something more psychological.

What did I like about today's session. Why did I like it?

It was surprisingly easy to have these conversations.

On a scale of 1 – 10 (1= low, 10 = high), how motivated am I to change?

8

Any other general reflections?

- I struggle with self-discipline. Give me a task and I will complete it with a deadline.
- Also like the 'no distractions' and 'one bit at a time' element - easier to digest.

(iv) Coach Reflection: Session 1

Thursday 11th June 2026

Session information (duration, issue, theme etc.) 90mins

- Introductory session.
- Explained what coaching is and isn't.
- Signed contract and agreed minimum terms.
- Discussed their coaching wheel and possible direction of sessions –

What 3 words best describe the session?

Informative, relaxed, honest.

How did you build a rapport with the coachee?

We made a cup of tea together before sitting down and made small talk about the day. I explained I was very new to this process, and everything would be completely confidential and not discussed with anyone else. We discussed the coaching contract which helped to put our minds at ease and manage expectations.

What went really well?

Using the wheel.

(A) brought 3 possible developmental categories as completed the coaching wheel independently before the session. After questioning them, they came to the realisation 2 were related (finances and career development).

(A) gave a lot of insight into where they feel they are stagnating right now and naturally concluded they need to stop procrastinating. They said they loved to learn and had a learning mindset. When probed further, admitted they had a fixed mindset when it came to challenges, they believed were outside of their capability. Their expectation was to fail before they even started. Procrastination was holding them back.

Did you do anything completely new?

I gave a printout of the coaching wheel to (A) prior to our meeting as a possible tool they could use to help them reflect and consider what was most important to them, and what they really felt they wanted to explore further. We used this as a starting point in our goal setting.

Did anything surprise you? (For example, about something you discovered about yourself, working with others, the way you reacted to anything that happened etc.)

I was surprised how different it was sitting one to one without an audience in a 'real' situation, rather than the 'artificial' environment in the practice sessions. I felt far more comfortable asking the type of questions we have been practicing and it came far more naturally to me than I expected or had previously experienced in the practice sessions.

What I found difficult

I felt empathy with (A) as had also been in a similar situation at their age, so found it difficult not to offer advice or recount my own experience, to show empathy and understanding.

(A) is a close colleague and we often chat at lunch and during the working day. It was very easy to forget I was in a coaching session, so the boundaries became blurred very quickly and I talked way too much. Ethically, this is something I need to be very aware of going forward to ensure I retain the boundaries and do not keep falling into offering advice.

Frameworks

(A) felt they wanted deadlines to work to, as felt this had hindered their own motivation in the past. Seeing it as homework then made them complete it.

On reflection, I naturally gravitated towards the GROW model (as this type of goal setting was most familiar to both of us).

1. Goal – setting for short and long term
2. Reality – exploring current situation
3. Options – what are their realistic options and alternative strategies
4. What – is to be done, by whom, when and will to do it.

(v) Coaching Summary

1. Key messages you took from the coaching session
optimistic it will help achieve goals.
2. What do you feel are your strengths?
keeping my morals + values intact.
3. What do you think are your areas for development?
motivation / procrastination
confidence
~~procrastination~~
4. Goals/actions identified
Mos. excel.
5. What did you agree to do before the next session?
- Start the LinkedIn Learning module 1. for 1 hour.
- Schedule further weekly LinkedIn Learning.
6. What did your coach agree to do before the next session?
Check in with me to ensure I have done it.
7. Any other points or comments?

Please ensure that Coach and Coachee keep a copy as a reminder of the session.
Thank you

Name Sion Stranger Jones Date 11/06/26
 Name of coach Wendy Ellis
 Date and venue of next session: 24/06/26

(vi) Coachee Reflection: Session 2

REFLECTIVE LOG - Coachee

This is for your own reflection as a coachee, picking up immediate thoughts and feeling about your coaching sessions.

Date of session: ²⁴ ~~10~~ 6/26. My goal: To continue my MOS CPD My action(s): - Start module 2 of MOS - set up private room once a week for 1 hr. My deadline(s): Next session. Date of next session: 16/7/2026.

3 words that describe today's session

- Productive
- Enlightening
- Useful.

What went really well?

- We made a clear plan for what works and what doesn't work for me.
- We delved into more of why / procrastinate

What went less well

- We still diverted the conversation sometimes so could go off topic, and it was difficult to get back to the conversation we should be having.

Did anything surprise you? (For example, about something you discovered about yourself, working with others, the way you reacted to anything that happened etc.)

I don't think anything surprised me this session but I think it was more of a realisation and something clicking that then made sense.

What did I learn about myself today?

- As long as I have a deadline/target I will do it.
- I am still struggling with the 'Starting' of a task.

Was anything challenging or uncomfortable? Why?

- I found ^{the prospect of} coming back to Mos after a 2 week break very challenging.

What did I like about today's session. Why did I like it?

I like that it still feels very easy to have these conversations and I still feel very listened to, and not judged.

On a scale of 1 – 10 (1 = low, 10 = high), how motivated am I to change?

(8)

Any other general reflections?

- I think I realised I try to laugh things off as a deflection, when having the serious conversations are important - something to work on.

(vii) Coach Reflection: Session 2

Session 2: Wednesday 24th June 2026

Session information (duration, issue, theme etc.)

60 min follow up from initial session to see how (A) was progressing.

Discussed what was different this time and what was working for her.

What 3 words best describe the session?

Clarifying, apprehensive (due to recording), awareness.

How did you build a rapport with the coachee?

We talked about the current heatwave and how we are coping with working in it.

What went really well?

(A) had used the feedback forms to record how she felt after the last session and as she has now started it – she can see how digestible it is by the bitesize targets we have set. More comfortable now she has felt the fear and started it anyway. I felt relief to see that she had completed the objectives set and gratifying to see her slowly build in confidence.

Did you do anything completely new?

I recorded the session, to explore how that might change it. I felt it changed the way in which I was questioning A. I was not as relaxed and was more nervous and apprehensive and it felt forced rather than instinctive, as if I had to perform in a certain way and ask the ‘correct questions’. (A) also admitted they felt unable to relax and be

as open and honest as they intended. Once the recording stopped – we both visibly relaxed and a more candid discussion ensued.

Did anything surprise you? (For example, about something you discovered about yourself, working with others, the way you reacted to anything that happened etc.)

I was surprised how different it felt being recorded. On reflection this is something I feel I need to work on as felt judged – even though no one had listened to the recording. It was however useful to listen back to the questions I asked and the leading questions I may have inadvertently asked and the cues I missed. I think if I hadn't been recording – I may have followed up with further prompts as would have been focussing more on the listening skills rather than what to ask next. However, the recording allowed me to recognise where I had missed opportunities to follow up and where I had asked leading questions or possibly judged – so a bit of a dilemma here.

What I found difficult

The recording. It made me nervous, tense and guarded. This likely impacted my coachee too, so I need to be very aware going forward. I also asked too many closed, leading or judging questions – they could have been phrased better I further missed opportunities to ask follow up more probing questions, such as 'What makes you think you are not smart enough'?

(viii) Coachee Reflection: Final Session

The recorded session included in this portfolio took place during this final session.

REFLECTIVE LOG - Coachee

This is for your own reflection as a coachee, picking up immediate thoughts and feeling about your coaching sessions.

Date of session: 16/7/2026 My goal: continue module 2 of my CPD My action(s): - Give myself 1 hour to complete as much of module 2 as I can. My deadline(s): By next session Date of next session: TBC...

3 words that describe today's session

- Positive
- Productive
- Enthusiastic

What went really well?

This session seemed to have more structure so we didn't go off topic as much, which was great.

It was really good to revisit the wheel and look how far I've come in just 3 sessions.

What went less well

Did anything surprise you? (For example, about something you discovered about yourself, working with others, the way you reacted to anything that happened etc.)

That I do actually have the ability to complete these courses and that I can reframe obstacles into actions to move forward.

What did I learn about myself today?

That if I talk through a problem, I probably already know the answer. By the end of the session I had already fixed my own obstacle!

Was anything challenging or uncomfortable? Why?

I think I always find anything about talking about myself in this capacity a challenge but Lisa has made me feel really at ease.

What did I like about today's session. Why did I like it?

I liked it felt more structured and there were less distracted conversations. - I felt I gained more from this session.

On a scale of 1 - 10 (1 = low, 10 = high), how motivated am I to change?

8

Any other general reflections?

- As a final session, I felt it was really important to see how ^{much} ~~far~~ I'd achieved in such a small amount of time. It was a great confidence booster.

(ix) Coach Reflection: Final Session

Session 3: 16th July 2026

Session information (duration, issue, theme etc.)

60 min session of which 30 mins was recorded.

Discussed how they are working through their MOS course and what issues they have had / having.

Time management appeared to be a key problem

What 3 words best describe the session?

Empowering

Rewarding

Motivating

What went really well?

I did far less thinking about what I should be saying and more genuinely listening to my coachee. I felt empowered as it made me feel like I was actually making a difference and helping the coachee find it within themselves.

I felt I was actively listening more than previously and really considering the questions I was asking before I asked them. I conveyed empathy and praise (where due) with nods and brief words rather than trying to empathise by sharing experiences. This very much felt more like I was trying to get A to dig deeper and find the answer herself, rather than me coming up with the answer, or trying to find the 'right question'. It was more focused on (A) and her needs and reflection.

(A) really seemed more confident in her ability and determination to continue with her MOS course. She was more thoughtful and reflective than in earlier

sessions. Because she has now started it – she can see how digestible it is by the bitesize targets we have set. More comfortable now they have felt the fear and started it anyway. There is a quiet determination there that she can actually do this!

Did you do anything completely new?

No. I recorded part of the session, but not all.

Did anything surprise you? (For example, about something you discovered about yourself, working with others, the way you reacted to anything that happened etc.)

Being recorded still made me uncomfortable, but not quite as much as last time. It is the feeling judged and not good enough factor, however I realise this is part of the learning process and as in my everyday role - not all sessions go well all of the time. My thought process was that if I was not totally happy with it, I could try again with my other coachee. This seemed to take the pressure off slightly, though it was still intimidating, thinking someone is listening to it and judging you on it. No one is perfect and I have to learn to be more pragmatic with my own learning and it is ok not to be perfect. The best learning takes place through making mistakes.

What I found difficult

I still found it difficult not to add my own thoughts. Especially when I could see them making the connections and the realisation dawning that they were solving their own issue. But as in life, sometimes the most difficult things are the most rewarding. Though I did manage to stop myself from giving my opinion for the most part, I also did not challenge her as much as I should have. I almost went to the other extreme and just let her talk. I think this is due to my lack of experience and will need to hold myself more accountable for that.

(x) Coachee Testimony and Evaluation

Coachee Testimony and Evaluation

Have the coaching sessions helped you move forward?	
Yes/No - <i>most definitely.</i>	
If yes, in what way? If possible, please specify the actual outcome(s) achieved:	
<i>Most definitely have helped! in</i> <i>I feel more motivated and confident ~~but~~</i> <i>my ability to start CPD courses.</i>	
What specific issues have your coaching sessions helped you to address?	
<i>I found I had a fear of failing or self</i> <i>confidence issue of my own abilities that</i> <i>I needed to reframe and push through.</i>	
What would you say have been your key insights/learning points during the coaching sessions?	
<i>That I do have the abilities to do anything</i> <i>as long as I take it one step at a time rather</i> <i>than thinking of it as one whole project.</i>	
How useful have the coaching sessions been for you?	
<i>Very useful. I feel confident I can compartmentalise</i> <i>a task now to make it not so overwhelming.</i>	
If not useful, how can these sessions be improved:	
<i>The sessions ~~are~~ were very useful. However the</i> <i>last session I would say I felt was more structured</i> <i>so I felt I got more out of the session.</i>	
Signed: <i>SJS</i>	Date: <i>31/07/26</i>
Name: <i>Sian Stringer-Jones</i>	Role: <i>~~IT~~ Digital Services Support <i>Specialist</i> Officer</i>

Appendix 5: Reflective Journals: Coachee B

(i) Coachee Self Analysis: How appropriate is coaching for me?

Coachee Self Analysis – How appropriate is coaching for me?

The following questions are designed to assist identification of development needs and whether coaching is the most appropriate tool. Use the questions as guidelines to help identify characteristics of an Ideal coach and develop awareness of own objectives and goals in having a coach.

How could I benefit from having a Coach?

to identify and recognise
how I can improve certain aspects
in my life, encourage me to
step outside of my current comfort zone.

What can I gain from coaching that is different from another development option?

professional, objective conversations
between 2 people in an
informal, non judgemental environment

What are my objectives?

improve my sense of
well being by listening ^{talking} and acting
on achievable simple lifestyle changes to
improve my relationship at home and work.

How can I best use the skills of my Coach?

engage in conversation
honest and open to the process
Discuss realistic objectives - trust the professional

How supportive or challenging do I need my Coach to be?

I do need a coach to challenge me
as I can be set in my ways
Shut down and shut people / conversations
down. I need positive criticism
and honesty.

What skills do I have that can make me a successful Coachee?

How: Positive minded?
Flexible and resourceful?
Self-aware?
Non-defensive?

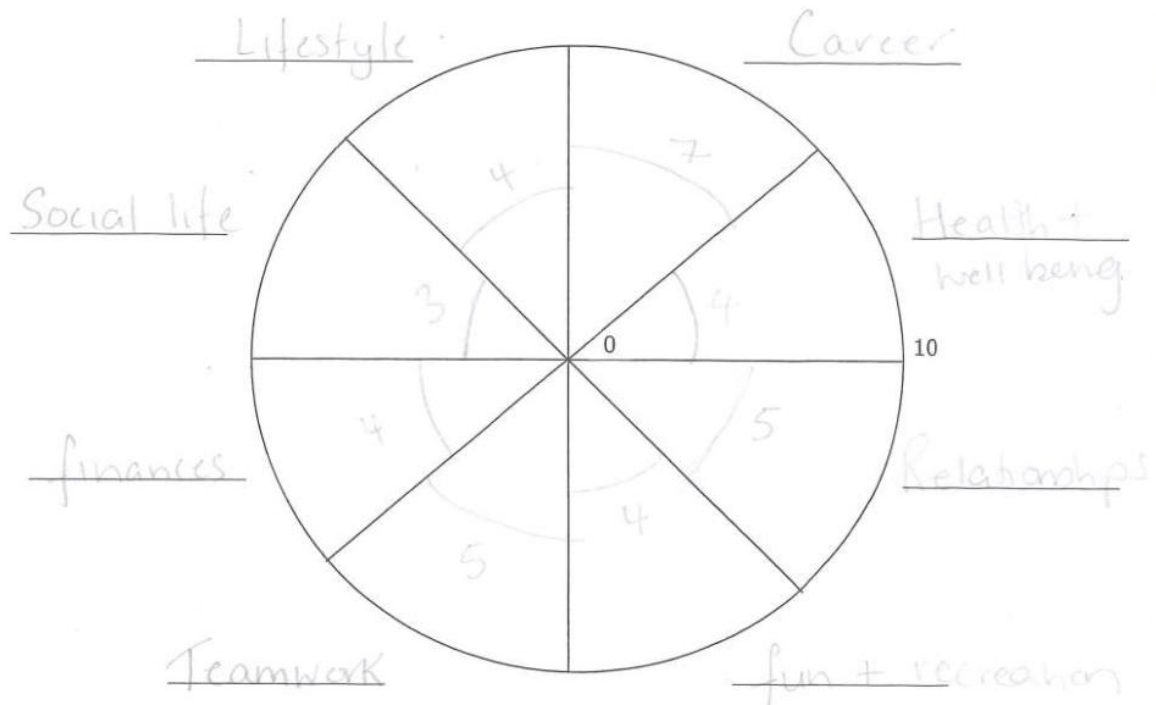
....am I?

I am open to discussions,
realistic and flexible.
Maybe over self aware at
times - can negatively impact
decisions, try to be positive
minded most of the time

(ii) Coaching Wheel



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

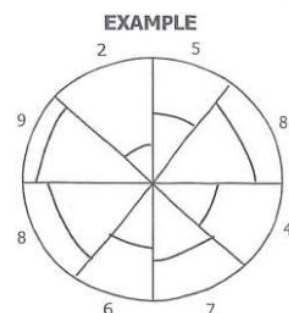
NAME: Joanna BridgesDATE: **COACHING WHEEL INSTRUCTIONS**

The 8 sections in the Coaching Wheel represent balance.

Instructions: Identify 8 categories that are significant for your development and record them against each of the 8 segments, above. You can choose your own categories, however, examples you *could* use are provided, below, although there are other suggested categories overleaf:

Management	Leadership
Conflict management	Project management
Communication	Innovation and creativity
Leading change	Delegation
Motivating teams	Decision making

- Please ensure categories are meaningful for you and, if not, rename any so that it represents a balanced life for you.
- Next, taking the centre of the wheel as 0 and the outer edge as 10, rank your **level of satisfaction** with each area out of 10 by drawing a straight or curved line to create a new outer edge (see example)



(iii) Coachee Reflection: Session 2

Note: The coachee did not complete a reflection after the first session as it was a brief 30-minute introduction to what coaching is, explaining the wheel and confirming the contract. They instead completed the coaching wheel and self-evaluation forms.

REFLECTIVE LOG - Coachee

This is for your own reflection as a coachee, picking up immediate thoughts and feeling about your coaching sessions.

①

Date of session:	
My goal:	stop talking myself out of experiences
My action(s):	look at groups / events / sports / that are centred around solo parenting
My deadline(s):	by next session
Date of next session:	

3 words that describe today's session

uplifting
supportive
constructive

What went really well?

- Realised I need support at times and it's OK to ask.
- Need timeframes to achieve my goals
- I opened up, usually I am very guarded.

What went less well

diverted a lot (my fault).
Still apprehensive this will encourage / help changes.

Did anything surprise you? (For example, about something you discovered about yourself, working with others, the way you reacted to anything that happened etc.)

I was surprised how honest I was with myself / coach regarding personal life / social anxiety / fear of change.

What did I learn about myself today?

I fear the unknown (also)
I need routine to feel fulfillment

Was anything challenging or uncomfortable? Why?

Confronting outland my insecurities /
personal

What did I like about today's session. Why did I like it?

gave my self goals
held my self accountable for in action in
personal / social life

On a scale of 1 – 10 (1= low, 10 = high), how motivated am I to change?

7

Any other general reflections?

I always meet my targets / goals
in work -
At home I am much less disciplined
procrastinate + overthink - leading to
negative thoughts becoming non-
productive.

(iv) Coach Reflection: Session 1 and 2

Session 1: 14th August 2026

Session information (duration, issue, theme etc.)

- This was just a short introductory session to discuss what the coaching would entail and confirm the contract.
- I gave the coaching wheel to (B) and explained how it may help them decide what direction they wished the coaching, or where they would like to begin.
- We also discussed the reflections and work that was expected of them during and in between any sessions.
- Explained what coaching is and isn't.
- Signed contract and agreed minimum terms.

What 3 words best describe the session?

- Brief
- Clarifying
- Apprehensive

How did you build a rapport with the coachee?

The coachee is my sister, so I already have a very good rapport and close relationship.

What went really well?

(B) was fully engaged and willing to participate fully in this exercise to help her navigate this difficult period in her life. I felt we would be able to separate our familial relationship to engage professionally.

Did you do anything completely new?

No. The coaching wheel had worked really well with coachee (A), so wanted to use again for these sessions.

Did anything surprise you? (For example, about something you discovered about yourself, working with others, the way you reacted to anything that happened etc.)

I was surprised that I could put our relationship to one side and hold a more formal and professional discussion.

What I found difficult

As this was the first session and we were just setting up the future sessions and paperwork, it felt very natural and easy. Whether that continues during the actual coaching sessions, remains to be seen.

Session 2: 21st August 2026

Session information (duration, issue, theme etc.)

- Discussed coaching wheel and went through scores and which areas they felt needed most attention.
- Prioritised the primary areas and created some action points to take forward for next meeting.
- Theme was relationships in work and home with work life balance at home taking priority.

What 3 words best describe the session?

Open

Honest

Reassured

How did you build a rapport with the coachee?

We made tea and discussed how the day had gone so far for both of us. It was at home and we sat in the lounge rather than at a table to help us both feel more relaxed and less intimidated.

What went really well?

(B) opened up far more than I expected. Notoriously independent, I knew this was difficult for her to be frank and honest. She was able to dig deep and really reflect on what she was saying and feeling in a safe space. I did feel reassured, as it went far better than I envisioned. We finished the session with clear objectives and actions for the next session.

Did you do anything completely new?

No.

Did anything surprise you? (For example, about something you discovered about yourself, working with others, the way you reacted to anything that happened etc.)

I am quite emotional as a person and find it very difficult not to 'wear my heart on my sleeve'. I was surprised I was able to keep a more professional stance whilst acknowledging some of the problems she was navigating.

What I found difficult

- To keep my emotional 'big sister' personality at bay and not try to solve the issues raised or provide reassuring hugs when the going got tough. I lapsed back into talking more than I should and offering advice where I should have questioned instead
- To not bring the conversation back on track. In my determination to not interrupt, I let it veer off topic. I let I definitely need to reflect on that and read up on more tools I can use to keep me in check.

(v) Coaching Summary

①

Coaching Session – Summary

1. Key messages you took from the coaching session

Open to changes to achieve goals.

2. What do you feel are your strengths?

determined
good listener

3. What do you think are your areas for development?

confidence
enthusiasm / energy ~~hardwork~~

4. Goals/actions identified

stop waiting
start planning

5. What did you agree to do before the next session?

start to look at social groups
for solo parents in the same position
as myself fit in with our lifestyle

6. What did your coach agree to do before the next session?

check in

7. Any other points or comments?

Please ensure that Coach and Coachee keep a copy as a reminder of the session.
Thank you

Name Date
Name of coach
Date and venue of next session:.....

(vi) Coachee Reflection: Final Session

REFLECTIVE LOG - Coachee

This is for your own reflection as a coachee, picking up immediate thoughts and feeling about your coaching sessions.

Date of session:	
My goal:	To prioritise my next goal of writing a will.
My action(s):	Research solicitor's / price / timescale + arrange apt.
My deadline(s):	4 weeks
Date of next session:	

3 words that describe today's session

focused
actionable
Reflective

What went really well?

focused on what I had managed to achieve, applied the insights from last discussion that directly resulted in encouraging me to join a solo parent group.

What went less well

- still feel slightly overwhelmed, ~~difficult~~ unable to put everything into practice but building momentum.

Did anything surprise you? (For example, about something you discovered about yourself, working with others, the way you reacted to anything that happened etc.)

Surprised by taking this small step of joining a group forum, making connections, noticed a shift in my momentum - How supportive the group is + is doable

What did I learn about myself today?

I learned fear + hesitation ~~was~~ is keeping me on the sidelines. I have let precious time + memories slip past me.

Was anything challenging or uncomfortable? Why?

This realization is uncomfortable, as I am stepping away from my comfort zone. Realization that I am my own barrier.

What did I like about today's session. Why did I like it?

Realizing I don't need to wait / get approval / stay stuck - my goal is achievable ~~there~~ and not outside of my power.

On a scale of 1 - 10 (1 = low, 10 = high), how motivated am I to change?

9

Any other general reflections?

forced me to confront what is holding me back... (myself).

(vii) Coach Reflection: Final Session

2nd September 2026

Session information (duration, issue, theme etc.)

Final session to review existing objectives and feedback. Theme was still work life balance and creating experiences.

What 3 words best describe the session?

Affirming

Productive

Reflective

What went really well?

(B) had really taken to heart the objectives she set herself. Though acknowledging how uncomfortable it was, she is realising that the only person stopping her creating experiences for her and her daughter is herself and lack of confidence. Feeling the fear and doing it anyway has really given her a focus and quiet determinations to push forward with other objectives she has been procrastinating over.

Did you do anything completely new?

No.

Did anything surprise you? (For example, about something you discovered about yourself, working with others, the way you reacted to anything that happened etc.)

To find coaching can apply really well to personal relationships as well as in my professional life.

What I found difficult

I am still finding it really difficult to not offer advice, especially so as an older sister.

(viii) Coachee Testimony and Evaluation

Coachee Testimony and Evaluation

Have the coaching sessions helped you move forward?	
Yes/No	
If yes, in what way? If possible, please specify the actual outcome(s) achieved:	
joined a community group - solo parenting holidays - took advice, networking + research, booked our 1st holiday abroad on our own.	
What specific issues have your coaching sessions helped you to address?	
confidence - face fear - regret.	
What would you say have been your key insights/learning points during the coaching sessions?	
personal growth + self awareness giving myself permission to do it - lost time validates how important creating memories with my child is	
How useful have the coaching sessions been for you?	
Very - learned waiting until I feel ready is a trap. prompted me to join community groups shifted my perspective on what is achievable for us.	
If not useful, how can these sessions be improved:	
Signed: Date: Name: Role:	

Appendix 6: Personal Development Plan

Area to be Addressed	Activities to address this	Resource or support required	What does success look like?	By when?
Improve Active Listening Skills	- Listen to podcasts, e.g. The Art of Listening in Coaching (The Coaching Crowd Podcast with Jo Wheatley and Zoe Hawkins). - Explore more subject specific articles and books, e.g. The Art of Listening in Coaching and Mentoring. - Complete LinkedIn courses on Listening skills, e.g. Active Listening: The Secret to Effective Communication.	Spotify or Amazon account. Library resources. LinkedIn Learning account.	Improved communication with students and colleagues. Less talking from me and more listening to them.	Ongoing

Build confidence in coaching skills	- Practice using coaching questions in interactions with colleagues and students. - Using Action Learning Sets with my course colleagues to help us retain and improve skills learned on the course.	N/A Requires organisation and support from course colleagues.	Improved feedback from colleagues and students - Less emphasis on my skills and more on how I have empowered my coachee. Increased confidence and skills in handling support requests from colleagues and students.	Ongoing Book in sessions for late November
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