

BA (HONS) LEADERSHIP AND MANAGEMENT SKILLS FOR THE
WORKPLACE

Module Title: Coaching And Mentoring In The Work Place

Module Code: BMSK 6005

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Reflective Statement on My Coaching And Mentoring session

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ABSTRACT

This reflection statement explores a coaching session I had with Arif using Gibbs' Reflective Cycle. The session was mainly focusing on general coaching skills and techniques, where I received feedback indicating my strengths in questioning and structure, whereas I showed weakness in listening actively and probing for more information. The GROW model was used to provide a guidance framework on the session. The reflection highlighted areas where I need to improve such as active listening by limiting my interruptions, using open-ended questioning, and managing time. In the future I will prioritize active listening, develop strategies for time management, practice open-ended questions, and obtain feedback from the coachee. The importance of building trust, rapport, and an environment that is safe is paramount. For purposes of ongoing development and learning, continuous learning and exploration of different coaching models are remain very important aspects.

1.INTRODUCTION

Coaching and mentoring continue to emerge as key elements of contemporary organizational development. Operating in a dynamic and competitive business landscape, requires organizations to recognize the relevance of investing in employee growth and development (Dachner et al., 2021). In one way, coaching and mentoring work as structured frameworks supporting individuals to attain full potential. Although used interchangeably, the two approaches provide unique and at the same time complementary benefits. Coaching mainly focuses on short-term, goal-oriented support, helping individuals to overcome specific challenges and improve their performance (Hawkins, 2012). Mentoring is rather a longer-term relationship focused on developing career and personal growth. Mentors help mentees navigate their professional journeys and build resilience through provision of guidance, knowledge transfer, as well as emotional support (Burke and ANoumair, 2015). Combined, coaching and mentoring make a significant contribution towards employee retention, engagement, and the general organizational success.

1.1 Coaching and Mentoring

Coaching is a focused process where a coach helps an individual identify goals, overcome obstacles, and reach their full potential. It's often short-term and goal oriented.

Mentoring is a longer-term relationship where a more experienced person provides guidance, support, and knowledge transfer. It focuses on career development and personal growth (Hawkins, 2012).

1.2 Coaching and mentoring are crucial for workplace success.

They facilitate the growth of the employee, boost their morale, and enhance the overall performance of the organization. Through support, guidance and knowledge sharing, such initiatives make big contributions to the development of talent, and increase job satisfaction, thus improving the employee retention rates (Deng and Turner, 2024).

1.3 Using the Grow model in coaching and mentoring

The GROW model is a coaching framework made to enable goal setting as well as problem-solving. The model was developed by Sir John Whitmore in the 1980s and is now a cornerstone in coaching and mentoring practice all over the world. The GROW model encourages a collaboration between the coach and coachee, to empower individuals in the

identification of their goals, exploring options, and developing action plans. The simplicity and effectiveness of the model have made it possible to be used across various industries and contexts worldwide (Binti et al., 2020).

The GROW acronym stands for *Goal, Reality, Options*, and *Will*. Following these steps, enable coaches to guide individuals using a structured process to ensure self-discovery and development.

In addition, the GROW model offers a framework for setting goals as well as problem-solving. It enables the coach and mentee in focusing on particular areas for improvement and the development of actionable plans. Through following the GROW model's steps, coaches are able to guide mentees to identify their objectives, and assess their current situation, and explore potential solutions, as well as commit to action (Thipatdee, 2019). Such a collaboration process empowers individuals in taking ownership of their development and attain their goals.

1.4 My coaching and mentoring session feedback

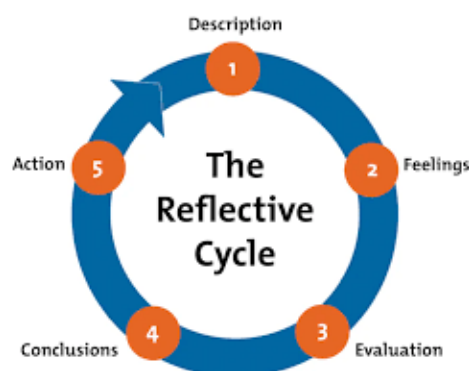
GROW model synchronises well with Gibbs' cycle in providing a structured reflection, to guide the goal setting, analysis experience, as well as action planning during the coaching and mentoring session (Robson, 2022).

2. A REFLECTION OF MY COACHING SESSION WITH ARIF

Personal reflection after a coaching or mentoring session is very important when it comes to professional growth, allowing coaches and mentors in identifying their strengths, weaknesses, as well as areas of improvement. Through analysing the session, the refine skills, adapt approaches, ensuring continued effectiveness. Regularly reflecting on the session facilitates continuous learning as well as development, eventually improving the coaching or mentoring experience for both parties (Barnett and O'Mahony, 2009).

The reflection below is about my coaching session between with Arif. I use Gibbs' Reflective Cycle to help me identify my strengths, my weaknesses, and areas where I need improvement in my coaching practice

2.1 Gibbs reflective cycle



Mindtools.com (2024)

1.Description

My coaching session with Arif was focusing on general coaching skills and techniques. The feedback obtained gave me an insight into how good my questioning, my listening, and problem-solving approaches are.

2Feelings

I felt satisfied with the general structuring of the session, because the GROW model which was used during the session provided a framework to guide the session. On the other hand, I was frustrated in some areas like active listening where I could have done better which probes for depth in insights.

3.Evaluation

The session enabled me to identify the strengths and weaknesses the coaching style I used. I was encouraged by the positive feedback I received on the questioning and session structure. However, I need to focus on areas like active listening, and problem-solving, where I still need to improve.

4.Analysis

An improvement in active listening by limiting the interruptions I give the coachee when expressing their thoughts can enhance my coaching skills. In addition, focusing on asking open-ended questions will encourage a much deeper reflection as well as problem-solving. Moreover, time management play an important role in ensuring that the session is focused and very productive.

5.Conclusion

In conclusion the session gave me some valuable insights in the coaching practice. Although the I showed strength in some areas, there is an urgent need for improvement in by ability to listen actively as well as probe for a deeper understanding.

6.Action plan

My action plan involves the following:

- a) Prioritizing active listening while conducting coaching sessions.
- b) Practicing open-ended questioning techniques.
- c) Developing time management strategies to ensure session efficiency optimization.
- d) Seeking feedback from my future coachees in order to gain further insights.

Through the application of Gibbs Reflective Cycle, I was able to acquire a much deeper understanding of the coaching strengths and weaknesses I have. Such a reflection benchmarks my future practice and contributing to my career and professional development.

2.2 Effective coaching skills



www.makingbusinessmatter.co.uk (2024)

Effective coaching skills are crucial in enhancing the performance of employees, boosting their morale, as well as enabling a positive work culture (Yeltan, 2007).

Using targeted guidance support as well as development opportunities, coaching can empower and individual to attain full potential, which leads to an increase in job satisfaction, teamwork improvement, and the general organizational success.

2.A CRITICAL EVALUATION OF WHETHER AND HOW COACHING AND MENTORING COULD LEAD TO IMPROVED PERFORMANCE/MORALE.



www.pro-noctis.com (2022)

Critically evaluating the coaching and mentoring's impact on the employee morale and performance is very important for a number of reasons. First of all, it proves the effectiveness of coaching and mentoring as initiatives, in giving the organization a return on investment. It helps in the identification of best practices as well as areas where one needs to improve in their coaching and mentoring programs (Shah et al., 2016). A clear

understanding of factors like these that influence organizational success, may lead to the optimization of the implementation. Furthermore, this evaluation allows the dismissal of the misconceptions and building of evidence-based value for coaching and mentoring. Lastly, such critical analysis makes huge contributions to the refinement of development strategies in the organization as well as create Overy high-performance work environments.

3.1 Coaching and Mentoring: Impact on Performance and Morale

Coaching and mentoring have emerged as pivotal strategies for organizations seeking to enhance employee performance and morale. These initiatives offer a structured approach to personal and professional development, fostering a supportive and growth-oriented workplace culture (Lennick and Kiel, 2011).

3.2 The Influence on Performance

A well-structured coaching and mentoring program can make significant contributions to performance improvement. When employees are provided with dedicated support and guidance, it unlocks the organizations' potential and thus enhancing their capabilities. Coaches and mentors can assist employees in the identification of the performance gaps, setting of clear goals, and development of action plans to attain them. Such individualized attention enables a certain growth mindset, which encourages employees in taking ownership of individual development and unafraid of new challenges (Koh et al., 2017).

Furthermore, coaching and mentoring creates an environment of knowledge transfer as well as skill development. Experienced mentors tend to pass on their expertise and help employees in the acquisition of new competencies and hence enhancing their job performance. This is beneficial for potential employees with high potential requiring some kind of targeted support in their career progression.

Mentoring relationships assist employees in building strong connections with their colleagues, which fosters a sense of belonging and camaraderie. This eventually creates a healthier workplace culture and reduces employee turnover rates. In addition, coaching helps employees in managing stress as well as a work-life balance, which leads to an increase in the job satisfaction and their general well-being (Khojah and Asif, 2020).

3.3 Critical Considerations

Although the benefits of coaching and mentoring may be visible, it is important to keep in mind other factors that may affect their impact. First of all, the coaches and mentors' selection criteria are key. Coaches and mentors who are effective tend to possess strong interpersonal skills, and they are empathetic with a deep understanding of the organization's goals. Secondly, the design and implementation of the programs need to be carefully considered. Objectives, roles, and responsibilities need to be clearly defined ensuring the program's success (Connor and Pokora, 2017).

Moreover, the program's sustainability is very important. Continuous evaluation and as well as seeking to improve are necessary in the adaptation to the changing need and of the organizational as well as employee expectations. Making measurements of the impact of coaching and mentoring in terms of performance and morale is key in the justification of the organization's investment as well as a demonstration of the value to the organization.

Coaching and mentoring are essential tools that drive employee performance and boost morale. Through targeted support, guidance, as well as opportunities for development, an organization is able to create a high-performing organizational culture. Although,

maximizing their impact requires a comprehensive plan, implementation, as well as being able to evaluate it. This way, an investment in coaching and mentoring, make organizations to significantly reap returns from employee engagement, their productivity, and general success (Owen et al., 2001).

4. AN ANALYSIS OF THE SKILLS, BEHAVIOURS, ATTITUDES, BELIEFS AND VALUES OF AN EFFECTIVE COACH OR MENTOR

4.1 Skills of and effective coach or mentor

Effective coaching and mentoring hinges on a specific skill set. Active listening is paramount to fully grasp the coachee's perspective. Skilful questioning uncovers underlying issues, while providing constructive feedback guides improvement. Empathy fosters trust and understanding, enabling tailored support. Clear communication ensures messages are effectively conveyed. Finally, the ability to set clear goals provides a roadmap for progress. These skills collectively create a supportive environment for growth and development (Batson and Yoder, 2012).

4.2 Behaviors of an effective coach or mentor

Effective coaching and mentoring demands specific behaviors. Patience is crucial, allowing coachees time for reflection. Encouragement fosters confidence and motivation. Maintaining confidentiality builds trust and safety. Adaptability ensures the coaching process aligns with the coachee's needs. Open-mindedness promotes exploration of diverse perspectives. These behaviors collectively create a supportive environment for growth and development (Martens and Vealey, 2024).

4.3 Attitudes of an Effective Coach or Mentor

An effective coach or mentor possesses a distinct set of attitudes. Central to their role is a profound belief in the coachee's potential, fostering a growth mindset. Celebrating achievements and progress through positive reinforcement builds confidence and motivation. A non-judgmental stance creates a safe space for open dialogue and exploration. Curiosity drives a deeper understanding of the coachee's motivations, while empathy fosters a strong connection. These attitudes collectively contribute to a supportive and empowering coaching or mentoring relationship (Batson and Yoder, 2012).

4.5 Core Beliefs of Effective Coaches and Mentors

Effective coaching and mentoring are underpinned by a specific set of beliefs. A growth mindset is paramount, recognizing the coachee's potential for continuous improvement. Collaboration is essential, fostering a partnership where both parties contribute to the process. Accountability is emphasized, empowering the coachee to take ownership of their development. Additionally, a strong ethical compass is crucial, maintaining professional boundaries and confidentiality. These beliefs collectively shape a supportive and empowering coaching or mentoring relationship (Lawrence, 2017).

4.6. Core Values of Effective Coaches and Mentors

Effective coaching and mentoring come from a strong value system. As such, respect for the coachee is very important, and it creates a basis for trust as well as openness. Integrity is key, to ensure honesty and transparency during the sessions. Being empathetic creates space for deep connections and understanding, which fosters supportive environments. Patience is also key to enable the coachee to grow at their own pace. Lastly, a strong commitment to the process of coaching or mentoring shows dedication to the coachee's development. These values put together shape a more impactful coaching or mentoring experience.

When a coach or mentor embodies such skills, behaviors, attitudes, beliefs, and values, they possess the ability to create a supportive and empowering environment that fosters personal and professional growth (Lawrence, 2017).

5. CONCLUSION

In conclusion building rapport and trust with the coachee is necessary to effectively execute the coaching and mentoring sessions. Moreover, creating a safe and supportive environment is equally key in effective coaching. Regular practice and getting feedback enable me to continuously improve my coaching and mentoring skills. And lastly, I intend to explore the different coaching models as well as approaches to enhance my effectiveness in coaching as this reflective process has revealed to me complexity of coaching as well as the importance of participating in learning and development on an ongoing basis

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7. APPENDICES

BMSW 6005	Feedback	Date of	11/08/2024														
Coach	Joshua	Coachee	Arif														
Coaching	GROW Model																
The numerical rating system is based on the scale below.																	
Scale:	5 – Yes	4 – Most of the time	3 – Some of the time	2 – Almost never	1 – No												
Explained the purpose of the session first.			<table border="1"> <tr> <th colspan="5">Rating</th> </tr> <tr> <th>5</th> <th>4</th> <th>3</th> <th>2</th> <th>1</th> </tr> </table>					Rating					5	4	3	2	1
Rating																	
5	4	3	2	1													
Is the coach asking open ended questions or closed questions? <i>Hint: The Coach should ask open ended questions</i> Good introduction – explained the purpose of the session for example, she asked what brought the coachee to her office and how			<table border="1"> <tr> <td>☒</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>☐</td> </tr> </table>					☒	☐	☐	☐	☐					
☒	☐	☐	☐	☐													
Is the coach patient? Are they giving the coachee time to think through issues and arrive at a conclusion in the way THEY process <i>Hint: The Coach should be patient</i> She could have improved on the listening skills and be more patient to allow the coach to think about the solution.			<table border="1"> <tr> <td>☒</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>☐</td> </tr> </table>					☒	☐	☐	☐	☐					
☒	☐	☐	☐	☐													
Is the coach focused on the coachee's agenda? <i>Hint: The Coach should focus on the coachee's agenda</i> The coach some of the time focused on the agenda this could have been improved with good questioning skill that will bring out the solutions to the problems.			<table border="1"> <tr> <td>☐</td> <td>☒</td> <td>☐</td> <td>☐</td> <td>☐</td> </tr> </table>					☐	☒	☐	☐	☐					
☐	☒	☐	☐	☐													
<i>Hint: The Coach should not coach in their own image</i> Good – but could have probed/clarified the options/ asked further questions/ in more detail Is the coach acting as a problem solver, providing the solutions for the coachee? <i>Hint: The coach should not provide solutions</i> The coach acted as a problem solver she allowed the coach to think about the solutions.			<table border="1"> <tr> <td>☒</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>☐</td> </tr> </table>					☒	☐	☐	☐	☐					
☒	☐	☐	☐	☐													
Additional Comments																	
GROW model was applied so the session was quite well structured. It was very interesting everyone enjoyed the session. The coach observed most of the qualities of a good coach such as good questioning, good listening, empathy and so. However, the coach could have recapped the discussion to know if there is a need for further meetings. The coach could have asked if the questions or problems from the coachee was resolved or not. Time management needs to be improved.																	