

Portfolio of Evidence

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i) A Coaching or Mentoring Contract

Coaching Contract

The Coach's Ethical Approach

In a coaching relationship, the coachee's agenda is at the centre of the relationship and will be worked on jointly by both coach and coachee. As coach I do not have the answers to your issues, but I am committed to working with you to explore them and help you identify how to move forward. I will at all times do my best to help you achieve all you want for yourself but there are no guaranteed results; you get out what you put in. At all times, I will treat you with respect and treat all you tell me in confidence.

Name of Coach:

Signed:

Date

Name of Coachee:

I agree that the prime purpose of this coaching contract is to support, maintain and enhance my personal development and performance over an agreed period of time. As the coachee, I will ensure that, to the best of my ability, I have met the agreed objectives and action plan set out at the end of each session.

We have both agreed the parameters of this relationship and discussed their practical implications for us.

We have agreed to meet every weeks for..... sessions. We have agreed that 1 hour is a suitable length of time for our sessions. It is the joint responsibility of both the coach and the coachee to agree the scheduling of these sessions.

Our first coaching session will be on:

Date:

Time:

Venue:

If for any reason a session is cancelled, we will meet again at the next mutually convenient date. The person who has cancelled the session has the responsibility to re-arrange the session. I understand that taking part in this coaching contract places responsibilities on me. I agree to prepare for each session, to be punctual and to actively participate. I agree to carry out any follow-up actions that I choose to commit to within the coaching sessions as per agreed

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timescales. I understand that all that is discussed between us will be treated in absolute confidence, unless we agree that information can be shared with another party.

I agree to complete an evaluation form when our sessions come to an end. I will ensure that the session is not interrupted, in order to give full attention to the interaction.

Any changes in circumstance will necessitate the discussion and agreement of a new coaching contract. Either party can request a termination of the agreement if there is a breakdown in the coaching relationship, inadequate commitment to the process or lack of progress being made.

I have read, and agree, this coaching contract.

Signed:

Coachee:

Date:

Coach:

Date:

ii) A Coaching/Mentoring Log

Name	Date of session	Length of session	Location
RWJ	10/6/26	1.5 hr	Teams
RWJ	17/6/26	1hr	Teams
RWJ	2/7/26	0.5 hr	Teams
BH	3/7/26	1.5 hr	In person – BH house
BH	9/7/26	1 hr	Teams
BH	20/7/26	1 hr	Teams

iii) A Reflective Journal

Client 1 (RWJ)

RWJ was in a new role as a HR administrator at a school and also studying Human Resources Management at the same time. She was interested in using coaching to help her move forward with some of the challenges she was facing in her new role, whilst letting go of the self-doubt and need to impress that was holding her back. In the first session she self-identified as a people pleaser and was struggling with boundaries between home and the workplace. She was also a perfectionist and was overwhelmed by the need to portray herself in a particular way, making it very difficult for her to let tasks go.

RWJ 10/6/26

Boundaries

Preconceived ideas of
self

People pleaser

Session 1.

I felt the session went better than expected. I got worried we would go round in circles and not find any actions because the coachee kept assuming nothing would change. I maybe need to explore how to move those kinds of conversations on - how to move the coachee past that assumption. Also worth looking at coaching models that would help her understand that she is doing that and

maybe question why?
I did find myself reverting
to GROW - as I always do
but I also realised that
I could use it without
thinking so perhaps I
need to concentrate now
on being able to do
that with other models
e.g. OSCAR. As it's familiarity
as much as anything and
that feels safe.
I was worried at times
that things I said were
veering on judgemental or
leading but I think
perhaps the important
thing about that is
that I know that and I
just need to practice more.
I had to think a lot
about how I phrase things
so again - perhaps
more practice is just
what is needed.

At the conclusion of this session, the Coachee came up with the following actions:

- Put a plan together outlining the next steps RWJ had identified to help her overcome one of her challenges.
- Arrange a meeting with her line manager to discuss these actions

- Arrange a meeting with her HR colleague to explore the feasibility of these actions.

RWS session 2 2/7

I spent some time before this session considering good questioning skills and question examples for perfectionists. I was worried after the last session that it might go around in circles. As part of the conversation around perfectionism, I wanted to explore what might have happened in her life that led to this behaviour and she did talk about her youth and formative years and how the expectations of her parents had led to her putting pressure on herself. However she then went on to talk about shared experiences from our childhood, particularly difficulties in

the relationship with our mother and I started to feel that this was crossing an ethical boundary and so I moved the conversation on.

She had managed to complete all the actions she'd set herself the previous week and was ready to tackle her next challenge from what we discussed last time. I found this heartening and the conversation flowed much more easily after that.

I'm still concerned about how I phrase things and the language I use. But ~~the~~ trying not to get too hung up on it. I just need practice.

FWJ session 3 2/7

I got very distracted by the need to record and then the fact that I was being recorded. Watching the recording back, I could tell I felt a bit awkward.

I felt that for this session the coachee was not completely present in the session. Particularly as she perhaps felt like she'd met her immediate need for coaching - had achieved some things. The coachee was also interrupted during the session so I think she wasn't completely at ease. I feel like perhaps I should have reminded her about the contract but it wouldn't really have been appropriate at that time and the fact that we've agreed to

Client 2 (BH)

BH was interested in coaching because she was at a point of crisis with her role and couldn't decide what to do about it. She wanted to explore her options and decide on her way forward.

~~3/7/26~~ 3/7/26 BH

I was nervous. Struggled to get going. Felt imposter syndrome + couldn't remember any of the things I would ask yet because it was F2F, I didn't want to start rummaging through my notes.

She talked about issues at work. Wanting to leave, not feeling appreciated, yet fear of moving on. ~~She~~ Applied for a job + has interview on the 17th. Did it because a colleague said she might leave and so it spurred her on to do it. Mentioned perimenopause + ADHD (undiagnosed). Also mentioned that she's glass half empty. I struggled to get her to visualise

success or positives in the future so this might be why.

She talked about having imposter syndrome a lot so this might be something to explore. We also talked about negative self talk and overthinking, which she identifies as being a challenge for her. She also didn't respond well to language that was too cliché. Like I asked her what she could control and she asked me if I was looking for a particular answer such as 'I can only control what I say + do'. So maybe I need to find a different way to phrase things for her.

She's a very reflective person. Another thing we

talked about was just letting things go and not worrying how well they've been done. We did go around in circles a bit so I feel I need to find a way to get her to commit to something more constructive. It was very, I feel like this but sometimes I don't and I don't know what I want to do about it. Also I felt she had already tried a lot of things in her workplace but then asking her made her almost defensive. I think that because she's never had coaching before, she doesn't understand that I'm not there to judge or to lead her responses in any way.

I got the feeling she

really hopes I can help
her but doesn't believe
I can. I think that's
what made me doubt
myself ~~initially~~. I felt like
a fish out of water. But
also I'm glad I made the
effort to go out there +
meet her + ZF.

Following this session, I considered appropriate models for imposter syndrome and how to encourage BH to visualise what her ideal future might look like so as to help her to work out where she wanted to go next. I explored some Appreciative Inquiry coaching questions to help me with the next session.

~~11/11~~ 9/7 BH

I felt more prepared for this session and it was easier doing it on Teams because I could see my notes. Although with practice hopefully I'll do less of that because it is a bit distracting. But I was really pleased to notice that I was really listening to what she said. There were a couple of points where I felt a little bit of panic but I tried Julie's suggestion of just recapping. ~~an~~ I thought that positive psychology and Humanistic coaching might be good models to try on this individual as she talks quite negatively, focuses on the bad not the good and has imposter syndrome. She's also very

self-aware so I did clearly say at certain points that I'm not looking for particular answers. I'm picking up on what she tells me. She did have a realisation at one point in the session that she was being negative. She talked about not thinking she was right for leadership/management because of the way she perceives those people as being very serious and that you can't be people's friend. I tried to get her to explore the positives she brings to her current team and I think it could be worth revisiting that and asking her questions to get her to think about how her qualities are good for a leader/manager rather than her observing what

She isn't or doesn't want to be. I asked her to think about some positive examples of leaders or managers, either people she knows or even famous people, with qualities she admires rather than those she doesn't. So we can revisit that.

We also talked about her thought process when decision making and I asked her to think of examples of when she'd made a bad decision and how she'd dealt with that. I thought it would be useful to get her to reflect on whether things ~~had~~ ~~been~~ the worst had happened a lot - it hadn't. But when things hadn't gone to plan we talked about her approach to that and

it was actually really positive. ~~Wq n~~ She expressed her dissatisfaction over how long she takes to make a decision and I asked her to reframe that and tell me what the benefits were of making decisions that way.

She has a job interview coming up and her next session is timed to be after that. In the meanwhile she identified that she would like to stop overthinking about the interview and the future generally but didn't know how. She then said she just needed to distract herself and so we talked about ways she might do that. So possible to explore how that went in the next session.

BH

~~Session~~ Session 20/7/26

②

She had been for a job interview and been offered the job. I had expected perhaps a bit less certainty but she had decided pretty much straight away that she would take it and was feeling really excited. I asked her how she felt about some of the self-criticisms she'd made before this and she said she'd found that actually some of the things she does were part of her process and actually worked for her. In the last session, I'd tried to get her to take her negative assumptions about things that might go wrong and reflect

on whether that had happened before i.e. was her fear that something would go wrong based on any evidence from the past. She'd come to the conclusion that when things had gone wrong previously she'd always dealt with it and couldn't identify any big decisions that she regretted. She said that these reflections had really helped her in making the decision to accept the job because she'd just thought - it probably won't go 'wrong' but if it did, she'd think about it then. This was quite gratifying for me because I feel like I helped her to a realisation that was

instrumental to her.
There didn't feel like
there was much place
else to go from there
though. She'd come to
a good place and it
felt like a bit of a full
stop for now. We explored
a little of her imposter
syndrome etc but she
was so upbeat I could
tell she didn't want to
go there which is fine.
~~She~~ She also reflected on ~~her~~
what she might do
differently next time. And
she also chose to come
back to the question I'd
asked her about an
example of someone
she admired and talked
about that. I did
flounder after all that
and I realised that
3 sessions seems to
be a bit of a tipping

point for both coaches.
So either that's coincidental
or there is a natural
rhythm that by the
third session the
coachee is starting
to come to a turning
point or to respond to
some self-realisations
so perhaps what I now
need to do is think
about how to move
the conversation on
from there and not let
it fizzle out. I did
belatedly start to ask
her about the new job
and get her to talk
about her hopes and
worries but I think
by the time I came to
that realisation we'd
lost momentum. So
we did finish 10 mins
early is even she
recognised that I'd run

out of questions. The
next session is in 3
weeks due to holidays
etc so that gives me
time to reflect further
on how I can probe
her or regroup almost.

iv) A recorded coaching or mentoring session - submitted separately

v) A critical reflection (1500 words)

I have been using Gibbs Reflective Cycle to aid me in my reflections. I am a naturally reflective person, as evidenced by my extensive journal entries where I reflect immediately after each session, but I work best with a structured approach in order to ensure that I reach some conclusions from my reflections and Gibbs works very well for this.

The two coachees that I am using as evidence for this portfolio were my first real-life coachees. Previously, my coaching practice has been less formal and has been made up of interventions within the workplace or as part of regular 1-2-1 meetings with my team. Both coachees work outside of my own place of work in different sectors to my own; one within a Comprehensive School and the other for the Citizens Advice Bureau. I approached the coaching sessions with a view to staying open-minded and authentic as I have a tendency to overanalyse and this impacts my ability to listen actively. I frequently rely on GROW as my main coaching model and through practice I find it natural at this point and so I allowed myself to use GROW whilst taking time to reflect after sessions on the coaching theories and models that could also be applied.

As one of my coachees is not based locally, I had to use Microsoft Teams for their coaching sessions. I had a pre-existing relationship with them though so had a rapport with them already. The other coachee is based locally and I had never met her before beginning coaching and so I wanted to do the first session in person to help create a rapport and after that used Microsoft Teams.

I felt nervous throughout the coaching sessions and struggled with imposter syndrome. As my coaching practice is limited so far, I felt pressure to perform and questioned my own qualifications and experience to be putting myself across as a coach. I know that my lack of confidence comes partially from a lack of experience and that the only way to remedy that is to continue along this path and keep going. I referred back to Bachkirova's chapter (2021) on understanding yourself as a coach as she discusses the ideas of self-identity and self-inventory, highlighting the need for reflective practice and a professional qualification for the Coach, and this is already what I am doing here. My journal entries after the sessions were really helpful as upon reading them back, I realise that I expressed on multiple occasions that I felt the sessions had gone better than expected. I also felt an element of disappointment with myself for sticking to GROW too much but as I had given myself permission to do this, I will instead put this energy into my development plan to help me expand my toolkit as a coach.

Feedback from my coachees was really helpful in getting me to step away from the self-doubt and look at the sessions more objectively. I sought feedback from my coachees about how well the coaching had gone at the end of the series of coaching sessions each time and on reflection, in future I will do this at the end of each session instead via a slightly more formal way such as a session reflection log for the coachee. The second coachee referred to having had 'lightbulb moments' during session 2 as she had reframed a conversation she'd been having with herself on repeat and viewed her situation in a different light, helping her to come to a realisation about what she wanted to do next. This was really heartening to hear because I had found her to be quite stuck in her way of thinking and I had tried applying the Transpersonal theory to the conversation by asking questions to get her to visualise an ideal future. At the time it felt unsuccessful but by the following session, she had come back with a fresh view.

I found both coachees to be very reflective people which was helpful but also a barrier as I felt that often conversations were going around in circles and coming to no resolution. Both felt that they had spent so long thinking about their issues that there couldn't be a solution and that they were destined to remain in this cycle. However both reflected that this hadn't been the case and were able to identify, in different ways, some goals or solutions. I did find that both coachees only needed 3 sessions before the relationship came to a natural end. This concerned me as I was very focussed on the idea that the relationship should last for at least 6 sessions and I felt like I had somehow failed by not being able to get beyond 3 sessions. This led me to return to

Meggison's chapter on ending the coaching relationship (2005, pp.163-165) and reflect on the need to better define success from the start and better collect coachee feedback to inform this.

One less successful aspect was that I tried to use a Psychodynamic approach with the first coachee as my reflections led me to believe that she was responding to events in her life in ways that were brought about by past events. Specifically perfectionism and a need to please people. I think this could have been successful with a different coachee however due to my pre-existing relationship with her, although we kept a strict divide between that and our relationship as Coach/Coachee, it was too easy for this to slip into examinations of childhood trauma, resulting in my feeling an ethical duty to move on and choose a different angle. I would try this approach again but with coachee's whose past history is not known to me and where the relationship is not as familiar.

I think that the things that went well, did so because of my natural empathy and listening skills. I think that things went less well where I had to apply more technical knowledge and as I alluded to earlier, this is because I need more practice. One of the barriers for myself is that I feel a need to make the session have an outcome and achieve a set of goals. This is one of the reasons that I find GROW so easy to apply as it appeals to my natural sense of logic and task-focussed mindset. So on the one hand, my use of GROW went very well but on the other hand, I need to let go of the idea of there being a solid outcome and end to a coaching interaction where some kind of conclusion is reached if I want to be as successful with some of the other models. Perhaps for me, this is around further reflection on what a 'successful' outcome to coaching is and more emphasis on the coachees reflections following their sessions. A more structured approach to ascertaining what the coachee wants to get out of the coaching sessions may also help here; let them define a successful outcome rather than imposing my own expectations onto them. Price wrote a chapter on this, stating that "professional bodies are revising competencies for coaching practitioners; for example, replacing the competency of Planning and Goal-Setting, including explicit reference to setting SMART goals, with Facilitating Client Growth" (2021, p. 81) and it is perhaps this idea of encouraging personal/professional growth that I perhaps need to focus on.

This portfolio has highlighted both my strengths and my developmental needs as an emerging coach. Through working with two coachees from different professional contexts, I have gained valuable experience of establishing coaching relationships, facilitating reflective conversations, and supporting individuals to identify their own insights and actions. While I entered the coaching process with considerable self-doubt and a strong sense of imposter syndrome, my reflections, journal entries, and coachee

feedback all suggest that I was able to create a supportive environment in which meaningful learning and change occurred.

The coaching practice undertaken for this module has also deepened my appreciation of the practical application of coaching theories and models. My experience of exploring a psychodynamic perspective demonstrated the need for strong boundaries, self-awareness and careful judgement when working with issues that may extend beyond the scope of coaching. Equally, it reinforced the importance of continual reflection in helping coaches recognise when a particular approach is or is not appropriate within a given context.

Perhaps the most significant shift in my thinking has been my understanding of what constitutes success in coaching. Initially, I viewed success largely in terms of achieving stated goals and sustaining a coaching relationship over a predetermined number of sessions. However, through reflection and engagement with the literature, I have come to recognise that successful coaching is not necessarily defined by the length of the relationship or the achievement of specific SMART objectives.

Moving forward, I intend to continue developing my coaching practice through increased experience, ongoing reflective practice, and further exploration of coaching theories. In particular, I would like to deepen my understanding of the approaches I focussed on for component 1 of this module such as Transpersonal Coaching, OSKAR and the Skilled Helper Model.

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vi) A personal development plan

Development Area	Development Goal	Actions	Success Measures	Timescale
Broaden coaching toolkit	Increase confidence and competence in using coaching models beyond GROW	Study and practice at least three alternative coaching models. Maintain reflective journal entries comparing approaches.	Evidence of successful application of at least three models and reflective evaluation of each.	Next 6 months
Confidence and coach identity	Develop a stronger professional identity as a coach and reduce imposter syndrome	Continue reflective journaling. Expand network of other coaches to reflect with.	Increased confidence noted in reflective journal.	Next 6-12 months
Managing outcomes and ambiguity	Become more comfortable with coaching that focuses on growth rather than predefined goals	Consciously practise using approaches where the emphasis is on exploration rather than action planning.	Greater comfort with less structured coaching conversations.	Next 6 months
Use of feedback and evaluation	Develop a more systematic approach to gathering and using coachee feedback	Design a brief post-session reflection form for coachees. Collect feedback after every session rather than only at the end of the coaching relationship. Analyse themes emerging from feedback.	Feedback collected consistently from all coachees and used to inform future coaching practice.	Within 3 months
Practical coaching experience	Build breadth and depth of coaching experience	Undertake coaching with at least four additional coachees. Aim to complete a minimum of 20	Completion of 20 coaching hours with at least 4 coachees	Next 12 months

		hours of coaching practice.		
Use of coaching tools	Integrate practical tools into coaching sessions that will help encourage reflection and discussion for the coachee.	Identify a suite of resources that could be used with coachees e.g. coaching wheel.	Evidence of using at least two different resources during coaching sessions.	Next 6 months