

Coaching and Mentoring Skills for the Workplace (BMSW6105)

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Introduction

This report reflects upon my coaching and mentoring experience in a busy hair salon. At the time when the report is being drafted, I've applied coaching to improve my colleague's work performance and mentoring to give somebody long term career guidance.

The difference between coaching and mentoring lies in the way that each one helps your personal and professional development in the workplace, but both are essential. In many cases, coaching is about achieving specific goals at a short time frame, normally such as trying to improve performance, or obtaining skills (Fitriani and Ramli, 2024). Usually, it is task oriented and used to solve short term problems, for example time management (Silaban et al., 2024). On the contrary, mentoring encompasses a more relational process centred on the career development and long-term growth (Milne et al., 2022). Some mentors share their experience through mentoring and may even guide mentees toward their professional journey (Panchal and Riddell, 2020).

I will discuss some models like SMART model for Coaching and tools such as Force Field Analyses for Mentoring to explain how they were operated in my own experience in this report.

Critical Evaluation of the Purpose of Coaching and Mentoring in the Workplace

Purpose of Coaching:

Workplace coaching is defined as the process of helping an individual develop new skills and accomplish specific goals through improvement of his or her performance. Coaching aims to improve performance, develop skills and help to meet measurable targets in a short time frame (Panchal and Riddell, 2020). Coaching could involve issues related to time management and work performance for example, such as these being important for improving client and own development satisfaction within their career. A coach would help the individual to understand the specific goals like improving punctuality or meeting daily targets so that he becomes more efficient and increases his possibility to reach the career advancement (Fitriani and Ramli, 2024).

Purpose of Mentoring:

On the one hand, mentoring is a longer term, more holistic process in which individual is encouraged to understand and develop his/her career and personal growth. More experienced person helping less experienced one in handling career challenges, giving advice, knowledge and support (Milne et al., 2022). Mentoring features long term growth, self-reflection and development as opposed to addressing short term concerns of performance.

Comparison of Coaching and Mentoring:

While coaching and mentoring are functionally different roles in addressing people performance and personal development, they have different approaches and scopes. Coaching is generally short term, performance driven and goal driven with immediate

challenges (Panchal and Riddell, 2020). On the other hand, mentoring has a broader, longer-term perspective, focusing on the growth of one's career, personal development, etc. Nevertheless, both approaches help to enhance the work performance and personal development.

In my case, coaching got my colleague to meet the immediate performance improvement and mentoring led to their career growth for the long term. Coaching and mentoring are important in the process of making employees well rounded, to excel in the roles and their professional journey.

Critical Analysis of a Coaching Model

Introduction to Coaching Model: SMART

Specific, Measurable, Achievable, Relevant and Time-bound model is a very commonly used model to coach someone. This model provides a structured set of steps for coaches and coachees to stretch goals in a specific area, to assess where you are currently, and to think through ideas for improvement, and then take actionable steps. It is especially useful to address performance problems by using a straightforward and simple method for setting and reaching defined goals. This model enables the practitioner to reflect upon themselves which makes it a proper tool to enhance performance in the work environment (Panchal and Riddell, 2020).

Advantages:

The most outstanding aspect of the SMART model is that it is clear and structured. It is a step-by-step process both for the coach and the coachee (Grant, 2022). The phase of goal setting serves in encouraging specific, measurable objectives and aiming for the aspects of a thorough understanding of the current situation. Also, if the goal is achievable and what is the time frame to seek for any results in the improvement process.

Disadvantages:

A big disadvantage of being so straightforward is that it might not be able to handle the more complicated or more in-depth issues. An example of one is that the model's emphasis on goal setting and problem solving might exclude those causes that play a role in the poor performances, such as stress or lack of motivation (Silaban et al., 2024). Furthermore, the SMART model is very good for short term goal setting, though depending on whether one wishes to focus on long term career development or broader developmental issues, mentoring may be better at that.

Application of the Model:

We defined goals, evaluated their work habits (not always listening to what client wants) and planned an action. Together, the model improved my colleague's long hair cutting technique, time management, work performance, and more importantly, helped them to stay focused, track progress and top it off by achieving more satisfying customers in the salon.

Situations for Use:

This model is good in cases when the coachee should reach a certain, measurable goal in a rather short amount of time. This is a good way to deal with performance problems,

improvement in skills, and to aim to set goals. On the other hand, it might not be as efficient in resolving more serious, deeper personal issues or in helping people to achieve their career goals (Panchal and Riddell, 2020).

Reflection on Practical 1

Context of Coaching:

Recent peer coaching that I did was to address a colleagues' performance and time management shortcomings. The struggle for them to deal with long haircuts in such a busy salon meant they had less chances of getting clients satisfaction therefore more regular personal clients. (Okorie et al., 2022). Coaching Session was to help them improve their art of how to manage time effectively and meet the performance expectations. What I wanted to do was to set clear goals, starting with tasks that needed to be done first, and working to be more focused and more accountable. I took up the role of helping them through the process, highlighting the areas where the issues were originating from, and assisting them in formulating a plan for solving their problems.

Use of Reflective Model:

I evaluated the session by applying the Gibbs' Reflective Cycle (1988). Six stages of Gibbs' model of reflection are described by Gibbs, as he encourages reflection through these stages of: Description, Feelings, Evaluation, Analysis, Conclusion and Action Plan.

Description: Description of this session included trying to understand the performance and time management problem which he faced and ways to help him get over it.

Feelings: At first, I got a bit apprehensive over whether I could support the colleague in the way they needed support. Yet, as the session went on, we worked together and had more assurance in practical solutions (Ibrahim and Lim, 2024).

Evaluation: I evaluated the root causes of their time management issues with questioning and summarized their key points. It was very successful at making my colleague feeling heard and understood. But I had realized that we could've devoted more time for setting out intermediate milestones instead of just the end goal.

Analysis: It enabled us to find out the root cause of the performance issues such as unorganized task prioritization (Soares Ito et al., 2022). Building rapport and trust was about listening actively and it encouraged my colleague to open about their struggles.

Conclusion: As such, performance and time management coaching are a blend of short-term achievable objectives and nurturing long term habits. I should have persuaded my colleague to take much smaller, more concrete tasks so they didn't feel all the task.

Action Plan: In future sessions, the coaching is going to break down goals into smaller parts and progress monitoring through regular check in (Kamarudin et al., 2020).

Personal Reflection:

When I was awake through the session, I felt a responsibility to help my colleague and a bit of nervousness about whether coaching would make a difference. Later, I reviewed what I did in the performance, and it was that I was able to steer the conversation well, but maybe I

could have given better examples or strategies on how to manage time better. I thought I had a good approach generally but could add more structured steps in the future sessions.

Outcomes of Coaching:

The session was good for my colleague's performance. As a result, they were more aware of their issues and thus small changes were implemented. Looking forward, I intentioned on making an action plan with more specific targets that I know I can start to make results more quickly.

Reflection on Practical 2

Context of Mentoring:

Related to my mentoring experience, the case dealt with constructive feedback to a colleague when I found some time management and performance issues (Kapatsyna, 2022). One of the problems they faced was not enough knowledge on the long haircuts; I took on the role of mentor and intended to give them feedback that would allow them to identify these challenges, take actionable improvements. In the process, constructive feedback was key to this process as it provided clear clues about what they could work on and gave both encouragement and suggestions on how to move forward.

Use of Reflective Model:

To evaluate the mentoring session, I applied Force Field Analyses that enables a structured assessment of my approach.

Description: What I am describing is that in the mentoring session we were discussing and providing feedback to my colleague regarding his performance. I asked him about the forces that were driving him towards his goal and forces that were holding him back. I felt responsible to help my colleague but at the same time didn't want to sound harsh when giving feedback. I was conscious to provide the feedback constructively and supportively.

The session was somewhat productive as my colleague responded well to feedback giving and was ready to discuss the issues. But I did realize that I could have had better examples of incidents involving performance causing slips, which would have been more relatable feedback.

Conclusion: I was able to conclude that getting feedback is a walk line between providing the solution and ensuring we empower the mentee to own their growth. I learned that the session was effective but can always improve by giving them more actionable and concretely examples to follow their path.

Action Plan: I will provide Action Plan going forward for the next mentoring sessions, that would mean, giving split and digestible steps of the feedback, giving action points for the assignment keeping a regular check of that.

Personal Reflection:

I found myself a mixture of responsibility and empathy as a mentor. Constructive feedback, particularly performance issues, is a difficult business, but is needed for growth. I avoided

criticizing my colleague and focused on being respectful and compassionate, thus, I made my colleague feel supported. My feedback was well received, but on my examples, I could have been more precise. With clear, actionable steps to frame feedback, I could give a better guide to their development (Cannon-Bowers et al., 2023).

Outcomes of Mentoring:

The mentoring session made my colleague recognize how lack of long haircuts skills is impacting them and inspired them to make some effort of small value to minimize the impact. The feedback was appreciated by him, and he seemed more dedicated to do better at it. But this will require continuous monitoring and follow up support to maintain the improvement.

Conclusion

Summary of Key Points:

The purpose of this report was to discuss the significance of coaching and mentoring to cope with performance and time management issues in the workplace. I applied coaching (using the SMART model) to get the job of my colleague to set clear goals and improve his performance. As for mentoring, the goal was to provide long term guidance and feedback to help their careers progress. My colleague used both approaches and increased their self-awareness while learning how to overcome time management issues and how to improve their work performance and get a client satisfaction.

Impact on Future Practice:

All these experiences have shaped me to become both a great coach and a good mentor. Being a coach, I knew it's important to structure sessions towards goals that are possible and achievable but really integrate follow up to ensure you're moving forward. The process of mentoring makes me better at providing this constructive feedback that is both supportive and actionable. My experience from these will influence my work with coaching and mentoring sessions in other places, focusing on clarity, actionable steps, and ongoing support. I have come to realize that techniques need to be adaptable to the needs of the individual, either working directly with immediate performance issues using coaching, or acting as a longer-term coach to help them with potential growth. What I learned from this can be applied to move forward and feel more confident in helping others navigate similar challenges and have them grow their professional development.

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