

Ways of reviewing own performance

1. Immediate review of the effectiveness of a session

A useful method of identifying areas for improvement of your coaching/mentoring skills is to conduct an immediate, joint review of a session

Reviewing a coaching/mentoring session is about reflecting on how the session went and what could be done differently next time. It should be done immediately after a specific session, but it is also worth doing periodically as an overview of general progress. It is probably best to conduct the review as an informal two-way discussion, and we could begin with a very open question – how do you think the session went? It may be useful to ask specific questions related to the session to aid the review process.

2. Obtain feedback

From coachees/mentees:

It is very important that coaches and mentors also receive more specific feedback from learners about their own performance as coach/mentor. Seeking feedback gives a positive message to the learner about the value of feedback and helps them to understand that everyone needs feedback to help them to develop.

Begin by making it clear that you need feedback to help your own development in the coaching or mentoring role. Ask open questions such as:

- How do you feel about the coaching style I use?
- What can I do better as your coach/mentor?
- What can I do differently as your coach/mentor?
- Is there anything that you would like me to change about the way that I coach/mentor you? If so what?
- What further support do you need from me?

Avoid questions like:

Are you happy with the way I coach/mentor you? (You're likely to get a yes/no answer)

Actively listen to the person giving feedback

Thank them for any positive feedback, don't be embarrassed but accept it with good grace

Assure them that you will try to continue with positive behaviour

Reflect back any criticism to check your understanding

Seek clarity - ask for specifics and more information

Ask for their suggestions for a solution and/or offer you own suggestions

From supervisor:

You may have a coach of your own, who would be able to give you feedback on your coaching/mentoring performance.

You should also obtain feedback from your tutor who will observe you conducting a coaching/mentoring session. Your tutor should be able to give you independent and

objective criteria-based feedback. Take the opportunity to discuss any issues concerns and development opportunities.

3. Review of coaching/mentoring records

Coaching/mentoring records can obviously be used to help the learner progress towards achieving their goals. What about the on-going development of the coach/mentor?

You are looking at how your learner is doing - how do you know how well you are doing as the coach/mentor?

Reviewing learner records is a form of reflective practice that is sometimes overlooked but it can be very useful in assessing our own performance.

Learner records can help in identifying patterns and re-curring issues that may need to be addressed. Why are there unresolved issues? Does the coachee/mentee need more support or direction to deal with these?

Do the records show that the coach is making too many suggestions?

Is the coach or mentor taking on too much responsibility for actions?

Can we see our own progress and development in the records? For example, are sessions progressively more focused or productive, because we are managing them more effectively?

4. Self – assessment

What should we assess?

- Coaching/mentoring performance during specific sessions (could compare, contrast and trace development)
- Skills – diagnostic tests repeated over time
- Benchmarking – against internal and external standards and codes of practice (see Clutterbuck 2004 Code of Practice)

You could use a pro-forma for this (as below) or you could just keep some informal notes.

It is also useful to use self assessment exercises to measure progress and development over time, for instance by repeating a self assessment exercise in six months time.

5. Self reflection

You could use the self – reflection models as produced by Gibb, Rolfe or Kolb or the DEAL model