
COACHING AND MENTORING SKILLS FOR THE WORKPLACE (BMSW6105_LON)

Coaching and Mentoring Report at Faye. LTD

Lecturer

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DECEMBER 8, 2024

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Introduction

At Faye Ltd, employee satisfaction and effective management are critical to maintaining a productive and harmonious workplace. However, obstacles such as workload inequality, weakness, and real management ineffectiveness may impede both individual performance and organisational growth.

Managing these difficulties requires not just prompt solutions but also an ongoing commitment to professional growth via mentorship and coaching.

Aim and objectives

This report examines a situation in which an employee articulated dissatisfaction with an overwhelming workload and inadequate management assistance, asserting, “I can’t endure this any longer; I lose break and am constantly doing others' tasks....what is the issue with the manager?”

In my role as a coach and mentor, I directed the employee in using ways to constructively address these issues, while simultaneously developing resilience and clarity in their position.

The report defines the interventions completed, their results, and the understandings gained. It highlights the larger implications of mentoring and coaching in addressing workplace problems and fostering a culture of mutual support and responsibility at Faye Ltd.

Coaching and Mentoring: Definitions and Advantages

Coaching

Coaching is a systematic, objective-driven process aimed at improving an individual's abilities, understanding, and effectiveness in a particular domain. A coach is a facilitator, assisting individuals in recognising challenges, establishing attainable goals, and formulating actionable plans. Coaching is generally brief and focused, concentrating on particular skills or challenges within the professional environment (Orduña, 2024)

Advantages of Coaching:

1. **Improved Performance:** Coaching directly enhances job-related skills and productivity.
2. **Enhanced Problem-Solving:** It empowers employees to tackle challenges independently.
3. **Increased Accountability:** Regular feedback ensures employees remain aligned with organizational objectives.

4. **Personal Growth:** Coaching fosters self-awareness and confidence in decision-making. (Watson, 2024)

Mentoring

Mentoring is a developmental relationship in which a more experienced individual, known as the mentor, provides guidance and support to a less experienced person, referred to as the mentee. In contrast to coaching, mentoring typically adopts a wider, long-term viewpoint, focussing on personal and professional development that extends beyond immediate responsibilities. (Orduña, 2024)

Advantages of Mentoring:

1. **Knowledge Transfer:** Mentoring promotes the sharing of wisdom, expertise, and institutional knowledge.
2. **Career Development:** It supports mentees in navigating career pathways and achieving professional aspirations.
3. **Improved Employee Retention:** A strong mentoring culture contributes to job satisfaction and loyalty.
4. **Enhanced Leadership Skills:** Mentors develop their own leadership capabilities by supporting others. (Orduña, 2024)

Integrating coaching and mentoring into the workplace allows Faye Ltd to cultivate a supportive, dynamic, and productive environment, ensuring that employees feel empowered and valued.

The Top 10 Effective Coaching Skills

Effective coaching necessitates a solid foundation of essential competencies. In guiding clients through career transitions, personal development, or significant life changes, it is crucial to master these fundamental skills to ensure a lasting impact as a coach. (Pickford, 2024)



1. Listening

Active listening includes more than just the act of hearing words; it requires a deep engagement with and understanding of the client’s language, tone, and emotions. This ability allows for the discovery of profound meanings and the acquisition of insights regarding clients' needs and aspirations. Being fully present demonstrates to clients that their thoughts and feelings are appreciated.

Active listening serves as the foundation for effective questioning and guidance, enabling more thoughtful and helpful responses. (Pickford, 2024)

2. Questioning

The capacity to ask impactful, insightful questions is essential for facilitating a coaching dialogue that encourages deeper reflection and exploration. These enquiries are designed to prompt clients to expand their current viewpoints and consider new opportunities.

Formulate inquiries that encourage investigation and introspection, such as “What do you believe blocks your progress?” or “In what ways does this connect with your fundamental principles?” This ability enables clients to reveal insights that may otherwise be hidden, fostering enhanced self-awareness and clarity. (Pickford, 2024)

3. Building rapport

Establishing strong rapport is essential for encouraging trust and safety, which are critical components of effective communication.

As a coach, you foster a warm environment that promotes open and honest communication among clients. This skill entails demonstrating authentic interest, empathy, and respect, which facilitates the dismantling of barriers and promotes a more profound connection.

Practice responding with empathy to enhance rapport, making certain that your clients feel genuinely heard and understood. (Pickford, 2024)

4. Empathising

Through empathic listening, one puts themselves in another individual's position, gaining insight into their worldview, comprehending their paradigm, and recognising their emotions. It requires attentive listening, not only with your ears but also with your eyes and heart. You attentively observe emotions, meanings, and behaviours; you perceive, you intuit, and you experience. (Room, 2023)

5. Summarising by reflecting

Reflecting and summarising are techniques that assist clients in processing their thoughts and ensuring mutual understanding. When reflecting a client's words, it is common to utilise paraphrasing to show empathy and affirm your understanding of their perspective. In summary, this process entails separating the key points addressed during a session, enhancing understanding, and emphasising significant themes. Both skills are essential for assisting clients in recognising their progress and motivating them to advance. (Pickford, 2024)

6. Unlocking limiting beliefs

The language a client uses is crucial and should be framed to reflect that change is in progress, that they are acknowledging the positive outcomes of this change, and that they are open and enthusiastic about learning and growing. This approach is more sustainable and empowering.

In the coaching environment, it is essential to provide the client with the opportunity to reflect on strategies for consistently challenging their limiting beliefs. This approach may offer valuable insights that reinforce the positive outcomes associated with implementing changes. (Ruikangma, 2022)

7. Staying focused

A productive coaching session depends on the coach's capacity to stay completely engaged, attentive, and intentional during the interaction. Maintaining focus guarantees that the session remains productive, aligns with the objectives of the individual being coached, and cultivates a sense of trust and collaboration.

By enhancing the skill of focus, a coach can facilitate a significant and transformative experience that enables individuals to navigate challenges and achieve their fullest potential. (Pickford, 2024)

8. Engaging in Non-Directive and Non-Judgmental Interactions

To effectively empower your clients, it is crucial to embrace a non-directive and non-judgmental approach.

This involves guiding conversations in a manner that enables clients to examine their ideas and solutions without the concern of judgement. Your responsibility is to facilitate the discussion through interest instead of steering it with recommendations.

This approach fosters an environment where clients can feel secure and encouraged to delve into their innermost thoughts and emotions with transparency. (Pickford, 2024)

9. Giving constructive feedback

Providing constructive feedback is an essential coaching skill that enables individuals to recognise their strengths and identify areas for improvement, thereby promoting growth and motivation. Feedback must be clear, actionable, and provided in a supportive manner to foster positive change. (Pickford, 2024)

10. Resisting temptation to tell

One of the prominent challenges for coaches is the temptation to "tell" or offer solutions during a coaching session. Coaching involves facilitating individuals in uncovering their own solutions through exploration, reflection, and self-awareness, rather than simply providing answers. Although providing direct advice or solutions may appear to be an efficient strategy, this method may limit an individual's capacity to cultivate critical thinking and independence.

G.R.O.W Coaching Model

Definition of GROW model

This coaching framework was established in the 1980s by Sir John Whitmore and his associates at Performance Consultants International. In effort to enhancing leadership effectiveness in business, GROW was established to cultivate stronger leaders. This approach has significantly enhanced performance worldwide. (MindTools | Home, s.d.)



As it can be seen in the above picture GROW is an acronym that stands for:

- ✓ Goal
- ✓ Reality
- ✓ Options
- ✓ Will

and the GROW model serves as an accessible and efficient coaching framework aimed at assisting individuals in navigating problem-solving and goal-setting processes. This approach organises discussions to concentrate on goal identification, options exploration, and the formulation of concrete actions. (MindTools | Home, s.d.)

This theory has been applied in my coaching and mentoring session with the colleague from Faye. Ltd and the results are as follow:

1. Establish the Goal

Initially, I and my team member should analyse the behavior that requires modification and subsequently formulate this change as a goal to be accomplished.

I need to ensure that this goal adheres to the SMART criteria: it should be Specific, Measurable, Attainable, Realistic, and Time-bound . (MindTools | Home, s.d.)

2. Examine the Reality

I am encouraging my team member to provide an overview of her current situation. This represents a significant step forward. Frequently, individuals attempt to address a problem or achieve a goal without thoroughly evaluating their initial position. Frequently, they lack certain information essential for achieving their objectives efficiently. (MindTools | Home, s.d.)

3. Explore the Options

After my team member and I have explored the current reality, we will proceed to determine the possible options for achieving her objective. I will provide my own recommendations in this step. I will allow my team member to present her suggestions first, and I will let her take the lead in the discussion. It is essential to provide guidance to the coachee while allowing them to make their own decisions. (MindTools | Home, s.d.)

4. Establish the Will

The final step is to ensure my team member's commitment to specific actions to advance towards her goal. In doing this, I will assist her in establishing her determination and enhancing her motivation. Furthermore, we settled upon a date to conduct a review of her progress. This will establish a framework for responsibility and enable her to adjust the strategy if the initial plan indicates as ineffective. (MindTools | Home, s.d.)

Reflective essay: Coaching and mentoring session

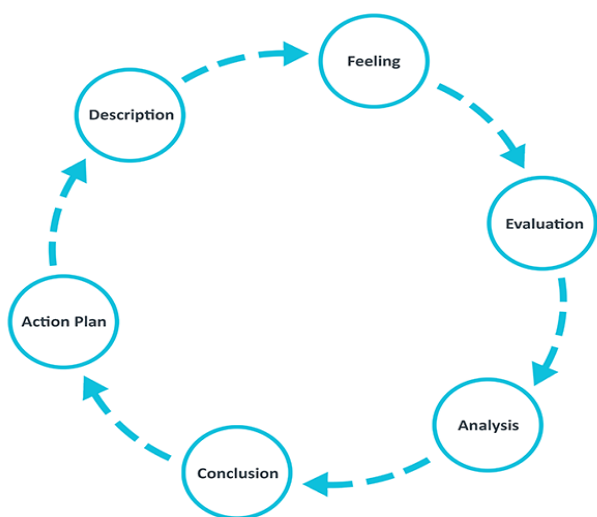
Introduction:

The examination of mentoring and coaching sessions within this module has been essential for enhancing my understanding of leadership practices and the complex structure of the business world. This document examines my learning journey, the skills I have demonstrated, and the leadership competencies I have developed to evaluate my ability to fulfil key leadership traits and address significant challenges through established models and theories. I have decided to explore the subject in greater depth and offer a detailed account of my learning journey, along with the skills I have acquired from this module, illustrated by examples. As a result, I have concluded that Gibbs' reflective cycle model is the most appropriate framework to utilise. This model is more descriptive, prompting the student to explore the details more thoroughly. (Gibbs' Reflective Cycle, 2020)

Gibbs' Reflective Cycle methodology

In 1988, Graham Gibbs created Gibbs' Reflective Cycle in order to systematically structure learning gained from experiences. This framework facilitates the analysis of experiences, and its cyclic nature causes it particularly fitting for repeated experiences, allowing participants to learn and organise based on both successful and unsuccessful outcomes. The process consists of six phases:

This work defines an analysis of an experience, encompassing emotions and reflections. It includes an evaluation of both positive and negative aspects to understand the context better. The conclusion draws on lessons learnt and considers alternative actions that could have been taken. Additionally, it proposes a plan for addressing similar situations in the future or suggests general modifications deemed appropriate, referencing Gibbs' Reflective Cycle(2020)



1. Description:

The coaching and mentoring module at the university aims to equip students with the necessary skills and knowledge for effective guidance of others. The program comprised theoretical frameworks, including the GROW model and emotional intelligence, alongside practical exercises like peer coaching and mentoring simulations. I engaged in a role-play in the capacities of both coach and mentee, facilitating the application of theoretical concepts in real-time scenarios.

The session focused on establishing SMART goals and delivering constructive feedback regarding the mentee's progress. After the session, I obtained feedback from my lecturer. The feedback identified strengths, including active listening and empathy, while also highlighting areas for improvement, such as enhancing session structure and incorporating more open-ended questions to facilitate deeper reflection.

2. Feelings:

Initially, I experienced concern regarding my capacity to coach others, especially in facilitating silence and formulating open-ended questions. As the module advanced, my confidence and engagement increased, particularly during the peer coaching sessions. I was surprised to discover my ability for active listening and attention to detail. Also, following reflection, I understood that constructive feedback, even though occasionally difficult to accept, presents a significant opportunity for personal development.

3. Evaluation

The feedback was both balanced and constructive. The positive aspects included the capacity to establish rapport and encourage a supportive environment, which was acknowledged by the mentee. This strength facilitated the mentee's comfort in sharing their challenges. The feedback regarding session structure indicated a necessity for enhanced time management and the establishment of clear objectives for each segment of the session. The recommendation to incorporate more open-ended questions is useful, as it promotes deeper self-reflection and enhances the mentee's ownership of their development.

Swot Analysis

SWOT ANALYSIS

Strengths	Weaknesses	Opportunities	Threats
- Good communication skills; - Active listening; - Attention to detail	-non-verbal communication such as facial expression and posture needs improvements; -R- from "relaxed" was inconsistent	-opportunity to gain experience in mentoring and coaching sessions and practice SOLER technique -Skills development -familiarizing with feedback	- Time pressure - Gaps in non-verbal communication may limit engagement from the <u>coachee</u>

4. Analysis

The feedback was fair and consistent with established best practices in mentoring and coaching. Effective mentoring sessions necessitate a balance between support and challenge. I recognised that a more rigorous structure would facilitate the attainment of this balance. Open-ended questions, such as “What are the key challenges in achieving this goal?” or “What is your perspective on the progress made thus far?” can promote deeper insights and encourage the mentee to independently explore solutions. Implementing a clear agenda at the beginning of the session would enhance time management and maintain focus in the discussion.

5. Conclusion

The feedback offered significant insights regarding my strengths and areas needing enhancement. Active listening and empathy are critical elements of an effective mentoring relationship, and I will persist in developing these skills. To improve the effectiveness of future sessions, it is essential to focus on structuring them more effectively and utilising open-ended questions to encourage deeper reflection.

6. Action Plan

This reflection has led to the establishment of an action plan focussing on identified areas for improvement:

- Develop a session template that outlines a clear agenda, specifies time allocation for each segment, and identifies key objectives.
- Establish a list of open-ended questions specifically designed to address the mentee's objectives and obstacles.
- Utilise the GROW model (Goal, Reality, Options, Will) to facilitate discussions and promote effective problem-solving.
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And a SMART action plan specifically for improving SOLER technique:

Improve Application of SOLER Technique

- **Specific:** Fully integrate the SOLER technique (Sit squarely, Open posture, Lean forward, Eye contact, Relaxed demeanour) into coaching sessions.
- **Measurable:** Demonstrate 100% adherence to SOLER in all sessions over the next 8 weeks, tracked via peer or mentor feedback.
- **Achievable:** Allocate 15 minutes before each session for posture and demeanour preparation, and practice with a peer weekly.
- **Relevant:** Enhances non-verbal communication, a key area of improvement highlighted in feedback.
- **Time-Bound:** Achieve measurable improvement by March 1, 2024.

Conclusion

Utilising Gibbs' model for feedback reflection has proven to be an important exercise in enhancing self-awareness and fostering professional development. Implementing the actions detailed in this report will enhance my effectiveness as a mentor and coach, thereby supporting the growth and success of my mentees.

BMSW 6005	FEEDBACK	Date of Interview:	02.11.2024				
Coach	Elena R	Coachee					
Coaching Model:	SMART /GROW/MMM/RAW		GROW				
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.			Rating				
			5	4	3	2	1
Is the coach asking open ended questions or closed questions <i>The coach has come up with a set of structured questions and a scenario which was appropriately used, Probing as well as socratic questions could have been used and applied</i>			☐	☒	☐	☐	☐
Is the coach patient? Is He/She giving the coachee time to think through issues and arrive at a conclusion in the way THEY process information? <i>Active listening and full attention to details practiced</i>			☒	☐	☐	☐	☐
Is the coach focused on the coachee's agenda? <i>The Coach focus on the coachee's agenda - Time Management skills – 15 minutes were fully utilised however the session should have been wisely wrapped up such as summarising the key points discussed</i>			☐	☒	☐	☐	☐
The coach was professional and at any time acted as judgemental			☒	☐	☐	☐	☐
Is the coach acting as a problem solver, providing the solutions for the coachee? <i>The coach did not provide solutions but instead planned for a mentoring session</i>			☒	☐	☐	☐	☐
Has the SOLER technique been applied <i>You may want to review the technique to fully apply it such as being relaxed</i>			☐	☒	☐	☐	☐
Additional Comments Overall a good attempt, where the coaching skills have been applied such as building rapport with the coachee . Effective communication used but could be improved in terms of facial expressions and posture							

Appendix: _____

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