

Coaching and Mentoring Skills for the Workplace

Task 3



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Introduction

This report gives reflections about coaching and mentoring practises in the workplace and uses GROW model and Gibbs' cycle of reflection. Coaching and mentoring are the key activities which manage personal skill enhancement; while the former concentrates on explicitly task-oriented, the latter may cover both short-term and lifelong personal and career development objectives (Martens and Vealey, 2023). One of them is an interpersonal communication process that takes place within the organisation and the other is more of an advocacy process with the goal of persuading an audience outside the organisation. Coaching is usually often short term corrective, *potrzebujące*, as opposed to mentoring that focuses on building a long term supportive alliance for the purpose of developing the mentee (Cassidy et al., 2023).

In this report, I will critically evaluate the purpose of coaching and mentoring in the workplace, analyze the GROW model as a structured coaching approach, and reflect on two practical experiences One as a coach and the other as a mentor. Gibbs' (2008) model of reflection will be used to examine my learning from these experiences so as to determine the issues I got right, the issues I got wrong, and things in between. From this reflection, I hope to enhance knowledge on the principles of good coaching and mentoring, as well as, its use in the workplace.

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

Since coaching and mentoring improve people, they are essential components of organizational training and development. Employee skill development, performance promotion, and career advancement training and development are all well-known benefits of these practices. The goal of coaching, a relatively recent, more focused, and structured technique, is to help clients achieve the key performance they want in a specific amount of time (Weinberg and Scandura, 2024). On the other hand, it is widely accepted that the idea of mentoring frequently covers a longer time frame and is centered on the subjects' career promotion, personal and professional development, and the sharing of knowledge between senior specialists and their junior counterparts (Cleary and Horsfall, 2015).

The development of performance and skills is the primary motivation for coaching in the workplace. According to Jones et al. (2016), workplace coaching is a successful strategy for fostering learning and enhancing performance, among other facts. Coaching encourages the

development of abilities suitable for an organization since it provides individuals with targeted knowledge and direction. In addition to building employee resilience, coaching helps the staff deal with specific problems, in this case improving problem-solving abilities (Passmore et al., 2019). As a result, coaching directly contributes to improved employee utilization and organizational success by assisting individuals in meeting present major goals and developing critical skills.

The goal of the mentoring process is career growth and company absorption, whereas coaching concentrates on the client role development in the specific task or project. Other benefits of formalizing the relationship between a mentor and mentee include fostering organizational culture, improving leadership abilities, and establishing professional connections (Connor and Pokora, 2017). Existing employees of a company or other people who have moved occupations or positions may find this approach very helpful. Coaching increases employee engagement and retention rates by providing guidance on how to thrive in organizational structures and the appropriate course of action (Al Hilali et al., 2020). Furthermore, it is clear that implicit knowledge—which is truly a significant organizational resource crucial to preserving corporate memory—can be transferred through mentorship (MacLennan, 2017).

Although they both aim to increase employees' potential, coaching and mentoring are not the same. Mentoring is more comprehensive and involves development over the course of a person's career, whereas coaching is typically behavioral and involves specific goals or performance areas that need improvement (Cleary and Horsfall, 2015). The distinct roles that coaching and mentoring play in meeting organizational and personal development needs provide a clear understanding of these distinctions. While coaching helps employees meet performance targets, mentoring promotes job fulfillment and personal growth for the long-term benefit of both the individual and the company.

In conclusion, coaching and mentoring are excellent methods for developing capable and adaptable workers. Accordingly, combining the two strategies can support both the best possible development of the workforce and the organization's daily performance needs (Weinberg and Scandura, 2024). By responding to current and future work demands, professors ensure that employee quality improves and organizational stability is reinforced for innovations through this concurrent delivery.

Critical Analysis of a Specific Coaching Model

One of the most popular and used models with clients, especially in performance and workplace settings is known as GROW model by Sir John Whitmore. GROW is an acronym of Goal, Reality, Options, and Will, where all of these are parts of the coaching process. This process also helps the coaches to set agendas which enable people to establish goals, assess their status, consider choices, and make promises (Grant, 2022). While it is effective the GROW model has been criticised in some ways, especially where the coaching situation is more complex or dynamic in nature (Grant, 2020).

There are four main processes involved in the GROW model which is one of the main reasons why it is so useful- it is very easy to use. It is feasible, and it follows a logical sequence that even first-time coaches may follow, making CoActive suitable for use in numerous coaching domains, including career and performance coaching (Deiorio et al., 2016). The model's emphasis on specific goals resonates with past literature stating that mastery and performance often work to enhance goal oriented behaviour and goal effort (Kurz et al., 2017). Using the GROW model, coachees find themselves committed in some way to moving forward in a structured sense, which may be useful in an organisational context.

However, current research has brought some questions about the GROW model that its versatility and effectiveness is disputable (Grant, 2022). Huang and Brown (2016) and Kurz et al., (2017) also pointed out that this model looks more like a linear process, but actual coaching sessions may not always be the same. Similarly, the model's avoidance of long-term goals may prevent a person from achieving true self-reflection from time to time depending on the individual's need for transformation. For client populations requiring more diverse services, as in education and healthcare where clients can present with complex needs, a more flexible system of service delivery might be advantageous (Deiorio et al., 2016).

The weakness of the GROW model is that it may overcomplicate the process of coaching, turning from a fascinating dialogue into a set of steps to go through. Investigations into person-centred growth modelling show that each person has a unique growth path and that this path is determined by various factors (Grimm, 2016). Hence, a simple goal-oriented model, such as GROW, could not adequately capture these issues, particularly when it comes to adaptive tasks or novel challenges. It is also essential to incorporate features from other models to be more 'open', for example, in the form of a multidisciplinary approach to instructional coaching (Kurz et al., 2017).

It would be most useful in situation-specific coaching where the goal of the session is defined, and time is a critical factor, or in the corporate world where goals and other performance-related factors might dictate its use (Baccaro & Pontusson, 2016). However, for the coachees who need self-coaching for a long term or where the problem is more complex, they will realise the drawbacks of the model. Grant (2020) has discussed about some of the refinements made to the model for example, the reflect and develop model.

Reflection on Practical 1 - Coaching Experience

Recalling my own first experience in a workplace as coach, I used the GROW MODEL. This session was also good for coaching skills to use for sense making with such specific aids as listening and questioning. Martens and Vealey (2023) underscore that the process of coaching is aimed at creating conditions that are favourable for the coachee. As per Gibbs' model of reflection, this will followed by description, feelings, evaluation, analysis, conclusion, and action plan.

Description

The purpose of the session was to assist one employee (George) who has a bullying (harassment) problem with a colleague (Jack), to find ways towards solving the issue and restore work efficiently. The one thing we decided on from the beginning was that we need to hear the full story. After that, we analysed why the situation developed in that direction. Different questions were asked for better understanding.

Feelings

At the beginning of the study I was quite nervous as this was my first experience in coaching in organisational setting. But as the session went on and seeing that I'm confident, this eased me, and I became more comfortable. It was rewarding to see him trying to be open about the problem, highlighting the sense of empowerment (Cassidy et al., 2023).

Evaluation

A good feature of the session was that the GROW model was structured so that the discussion flowed through each of the model's stages. George could leave with a sense of relief and the talk was certainly helpful. However, I understood that as a linear model, we might not dive into more profound reasons like stress or other issues affecting this situation, as (Fukuda-Parr 2016) noted concerning institutional factors influencing performance. etc

Analysis

The idea of using the GROW model was useful in as far as organisation of the conversation especially having just entered the role of a coach. Nevertheless, I noticed that unlike some other approaches, it might not adequately cover some tasks, such as handling one's stress or organisational issues. As Cassidy et al. (2023) highlighted, to enhance clients' learning and development, it is crucial to consider cultural contexts even more in future sessions.

Conclusion

As with all things in coaching, the session placed the importance of structure in contrast with the need for being flexible to the participants' requirements. Incorporating GROW into future sessions applied extra flexibility to enable working through of all the broader and underlying issues. Coaching session ends with agreement that we meet again in two weeks' time.

Action Plan

In future, I will recast the questions to be more probing to create an exploration of possible underlying difficulties. Furthermore, which is also explained by Martens and Vealey (2023), I will advance the contextual factors' awareness to provide clients with well-coordinated assistance towards individual and organisational objectives.

Reflection on Practical 2 - Mentoring Experience

I wanted to review my working career by successfully coaching one of the employees (George) with a bullying (harassment) problem. In this session I was able to incorporate the use of actual mentoring skills to foster professional practise as Martens & Vealey (2023) postulated that proper mentoring entails protection and stimulation that aids in development. As in the previous seminars, my analysis of this encounter will align with Gibbs' paradigm. Vulnerable situation, emotions, evaluation, reflection, summary, judgement, and call to action.

Description

Because my employee needed to find solution for his harassment problem. I tried to be open minded about this issue and see through different perspective any possible options. On meeting George said that the situation improved and Jack, his colleague apologised for his behaviour.

Feelings

It was easy to give my advice; therefore, I counselled without attempting to impose any decisions. When I started communicating, I became relaxed and noticed George was also calm. Such and other results corroborate Cassidy et al. (2023)'s assertion that an ideal mentor should create the openness in which the mentee can discuss his ideas and issues. For this reason, I attempted to create an environment that was more favourable for him.

Evaluation

The session was useful for my employee and help him to feel more confident. I felt one of the major strengths of the session was engagement, with an understanding for the employee. I can try as a mentor to come with idea of booking psychologist appointment to discuss if George was affected, but he refused, saying is ok. I also suggest that a Christmas party to socialise it's a good idea for staff to know each other. Looks that George is fine for now.

Analysis

Deiorio et al. (2016) have suggested assertive, enabling mentoring where the mentor helps the mentee to look for solutions to problems. For the workplace, the best option is to create a safe and productive work environment towards improved culture.

Conclusion

This showed me about the elasticity of mentorship and the advantage of amicable and synergistic environment. My technique enabled him to look for fair opinions and answers, as well as addressed the mentee's capacity in the aspects of usability and personality improvement.

Action plan

The next time that I'll see the mentee, I will ask questions whose answers will have more than one option to make the mentee deal with the thinking process on their own. In line with Martens & Vealey (2023), I suggest giving only comments that can be responded to based on the capability of the mentee, so that they have a responsibility to find ways of developing better understanding on their own. (Advise more socialising in breaks)

Conclusion

Finally, this reflective report has offered an exploration of my practise of coaching and mentoring, following the GROW model and applying Gibbs' cycle of reflection. Consequently, it became apparent during the coaching session that structured goal setting is necessary and the

need to align goals and strategies to individual needs as espoused by Martens & Vealey (2023). However, the mentoring experience revealed that the independence-orientation model should involve structure coupled with encouragement to grow independently (Cassidy et al., 2023). These episodes also brought out the importance of flexibility, understanding, and listening.

Based on the findings we have been able to understand more on the successful coaching and mentoring practises in and apply it in the next session. In the future, it is my plan to adopt a more flexible form of coaching to better facilitate the resolution of issues and to further improve the nature of the mentoring by encouraging more self-development in the mentees. In conclusion, all these experiences will act to be useful building blocks for future perpetual growth in my career practise.

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BMSW 6005	FEEDBACK	Date of Interview:	02.11.2024
Coach	Mihaita	Coachee	George
Coaching Model:	SMART /GROW/MMM/RAW		SMART

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
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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 questions used were well structured, different techniques were used to create a rapport between coach and coachee, here you may want to review socratic and probing techniques</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? Active listening and full attention to details practiced, the coach was relatively calm and approachable and letting coachee enough time to talk	☒	☐	☐	☐	☐
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 with a summary of the conversation provided</i>	☒	☐	☐	☐	☐
<i>The coach was professional and at any time acted as judgmental. The session was professional and well planned</i>	☒	☐	☐	☐	☐
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 without solving problems</i>	☒	☐	☐	☐	☐
Has the SOLER technique been applied Good attempt	☒	☐	☐	☐	☐
Additional Comments Coaching skills were satisfactory					