

UNIVERSITY OF WALES TRINITY SAINT DAVID

**MODULE:
COACHING AND MENTORING SKILLS FOR THE
WORKPLACE**

**TASK 3: REFLECTIVE REPORT
OF MY COACHING AND MENTORING EXPERIENCE**

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Introduction

This report aims to discuss coaching and mentoring and compare them to understand their importance in the workplace. While discussing coaching in this report, the GROW model will be applied. Discussion about coaching model and analyse its advantages and disadvantages with proper examples are providing in this report as well as discussion about my experience of goal setting and coaching by using Gibbs's reflective cycle. The report will also use this reflective model to my reflection on the assessed experience in providing feedback on coaching and mentoring sessions.

Coaching and Mentoring- compare

The term 'coaching' is the development process which enables people to develop their capabilities so that they may achieve organisational, professional and personal objectives. Coaches mainly do partnerships with their customers in a creative and thought-provoking process which inspires people to maximise their professional and personal potential (Weinberg and Scandura, 2024). On the other hand, the term 'mentoring' occurs when someone shares their experience, skills and knowledge with other people to support them in progress. In comparison, mentoring is more informal and personal while coaching is more structured as well as tailored to specific results. Mentoring is highly holistic and normally concentrates on long-term development while coaching is normally concentrated on achieving particular goals. Mentoring normally involves a hierarchical relationship while coaching is a partnership of equals. Effective coaches need to have various coaching skills/attributes like questioning, listening, empathising, building rapport, staying focused, unlocking limiting beliefs, offering constructive feedback, reflecting and summarising. All these coaching skills/attributes are important for individual coaches to improve communication and foster a positive environment at work. CoachMastersacademy, 2024).

The 10 Top Effective Coaching skills and their importance

Listening- The most important skill. Good listening and observing give good understanding of the problem and easier way to find a solution.

Questioning- Open questions will empower people to find solutions themselves. This style of questioning builds confidence and promotes creative problem-solving.

Building rapport- It is essential for launching trust, effective collaboration, and healthy relationships in personal and professional aspects. It improves team dynamics and enhances leadership potential.

Empathising- By understanding the perspectives and emotions of the people, the coach can help the people to feel supported. This can build trust, respect, and loyalty, and the people will know that their leader cares about them.

Summarising and reflecting- It's important to summarise and reflect to the client the only what the coach heard, without interpretation, judgement or addition. This provides the coach and the client with clarity.

Unlocking limiting beliefs- The coach could help the client to unlock their full potential.

Staying focused- It helps to build trust and demonstrate understanding by creating a safe and supportive environment

Giving constructive feedback- Constructive feedback is critical in coaching. It is focusing on specific behaviours, good communication, and a supportive environment.

Resisting temptation to tell- Active listening and paying full attention to what the clients say is very important. The coach should resist the urge to interrupt or immediately offer solutions. When the coach constantly develops their skills in managing resistance, then they enhance their ability to guide clients through challenging alterations.

Critical evaluation of coaching and mentoring

Mentoring and coaching in the workplace may support staff to build their skills and become highly valuable to the firm in multiple ways. One of the key purposes of mentoring and coaching is high staff engagement. This is because engaged staff are more likely to contribute more to the organisation and be successful. Another purpose of mentoring and coaching is to build leadership (Shanks, 2023). Both mentoring and coaching may support leaders build self-awareness of their qualities and skills and make their own decisions about the way to progress. Mentoring and coaching can support staff develop a sense of belonging and confidence, particularly while they are new to the role. Mentoring and coaching can teach employees problem-solving skills. Employees may learn the processes and methods involved in devising solutions, that may prepare them for autonomous work. Mentoring and coaching may be helpful for staff to get support in succession planning regarding talent management and clarification on career aspirations (Chellappa, 2024).

In contrast, mentoring and coaching are both one-to-one relations which may support people build their skills and growth. Both mentoring and coaching may offer a safe space for people to share as well as be vulnerable without fear of judgment. Both mentoring and coaching need confidentiality. Both use the feedback, listening and questioning skills of the provider. Both mentoring and coaching need effective management and supervision alongside appropriate and useful processes based on having a highly positive impact on the mentee. Both mentoring and coaching involve meaningful dialogue focusing on unlocking the potential of mentees and increasing their performance. Both mentoring and coaching need understandable and clear ground agreements, protocols and rules. Both coaching and mentoring need the provider to have good working knowledge and good interpersonal skills in organisation and learning principles (Rahayu, 2023). On the other hand, in comparison, coaching focuses on achieving short-term goals whereas mentoring is highly effective as an ongoing, long-term practice. There is a short-term nature of the coaching relationships whereas mentoring evolves over several years, allowing mentees to build skills as well as grow constantly within the firm. Mentoring is normally hierarchical whereas coaching is a partnership between equals. Coaching is highly structured, with set lesson activities and plans while mentoring allows mentees and mentors to build their structure and is less structured. Mentoring is considered as relationship-focused while coaching is considered task-specific. Mentors are normally experts in the organisation, role or work and may offer advice while coaches can or cannot be experts however support coaches explore options as well as unlock their knowledge. Coaching normally concentrates on work-related problems or properly defined areas for development. Even coaching normally does not require to have had direct experience in the occupational role of the mentees. The coach may be the line manager. Mentoring on the other hand concentrate is broader and holistic, covering the development of mentees as an individual and their careers. Mentors are normally more qualified and experienced compared to their mentees and therefore pass on direct experience and knowledge including engineering mentors who can share their experience with the upcoming generation of engineers. Even a mentor is often not a line manager (Zimmermann et al., 2023).

Critical analysis on GROW model

The chosen model of coaching in this report is The GROW model. This model is the coaching framework which supports people set goals, improving performance and solving issues. Grow model stands for 'Goal', 'Reality', 'Options' and 'Way Forward'. A goal defines a desired endpoint, reality assesses a current situation, options determine obstacles and identify ways to deal with them as well as 'way forward' converts options into the action steps to reach the objectives. The Grow model is one of the highly applied coaching models in the workplace. This is applied by managers, individuals and coaches to achieve desired results, improve performance, develop agency, instil leadership qualities, solve issues and formulate answers on their own. The GROW model of coaching is vital because this may

support organisations and people in various manners such as improved performance (Cannon-Bowers et al., 2023). This model may support people enhance their productivity and performance. This may support group members and businesses improve communication, the quality of the work environment and interpersonal relations. The GROW model of coaching is crucial for professional and personal development. This model may help people determine their strengths and develop them. This coaching model is vital for leadership development. Coaches through this model may support leaders and managers to build effective coaching models and improve their coaching skills. The coaches also encourage team members to tap into their resources and make effective decisions which align with their priorities and values. This model also allows team members or people to assess their progress regularly and adjust as required. This model depends upon the idea of which team members or people tend to improve faster while they are leading their learning (Staff, 2023).

Advantages

The GROW model of coaching supports people in determining solutions. It supports people in determining issues, understanding the recent situation and identifying solutions to achieve their objectives. Another benefit is improving the interaction and relations. This model may support and improve interpersonal relations and communication. It also has benefits in increasing productivity. The GROW model may support increased performance and productivity. The model also promotes engagement and may support and promote engagement around organisations and groups. It also improves self-confidence and self-esteem. The Grow model may be applied in several situations like onboarding new leaders, improving mentoring sessions or even supporting customers to lose weight. This model helps people achieve objectives. This model may support people to set SMART objectives as well as achieve them. The Grow model supports a person to address areas for growth instead of thinking of them as weaknesses. The GROW model is a well-known coaching model which may be applied by individuals or with professional coach support (Staff, 2023).

Disadvantages

The GROW model has been criticised because approaches such as GROW do not account for various philosophical aspects. It means that at the time GROW might be suitable for objective-oriented fields including sports or business, but this is not suitable for life-coaching conversations. On the other hand, this model has a disadvantage for unrealistic goals. The coaches may end up getting exaggerated objectives which they can think are achievable rather not being realistic. The limitation of this model based on goal setting is that both the coachee and coach are required to have realistic objectives (Staff, 2023).

Reflection on Role Play- Coaching session

As a researcher, I have selected Gibb's reflective cycle to reflect my coaching and goal-setting abilities and experiences in Role Play- Coaching session.

Description

As a coach in the week 5 practical assessment, I conducted a short coaching session for my team member at the workplace. During the session, I communicated with her and listened carefully to understand her current situation and viewpoint regarding further career progress. It helped me to understand her properly, showcase empathy and provide key strategies for her to accomplish her goals. As a suggestion, I recommend a SMART framework for her to set realistic goals. Also recommend the GROW model to encourage her perform accordingly to the set goal to achieve it.

Feelings

While doing coaching and taking coaching sessions, I felt excited to communicate with the team member and encourage her to achieve goals through proper action plans. I also felt

happy to coach her and be a part of her journey to success. After completing the session, I felt confident to take more coaching sessions in the upcoming days and improve my current weaknesses.

Evaluation

Things went well were interaction both verbal and listening, building healthy relationships with team member and many more. On the other hand, things did not go well, and I failed to manage my time and analyse the situation critically.

Analysis

Things went well because I utilised my communication skills well. I have effectively listened to the team member and provided suggestions as per her current situation. I also utilised my building rapport skills during the coaching session to develop healthy relations with the team member. On the other hand, things did not go well because I failed to utilise my time management skills to manage my time effectively.

Conclusion

The above discussion helped me to learn that I have communication both verbal and listening and building rapport skills. I also learnt that my weaknesses are time management and critical thinking skills.

Action plan

I can improve my time management by joining an online course and seeking advice from experts. I need to learn to use different time management techniques to manage my time effectively.

I can improve my critical thinking skills by asking proper questions and being non-judgemental and open-minded. I can also take advice from experts.

Reflection on Role Play- Mentoring session

As a researcher, I also have selected Gibb's reflective model to reflect on my experience of mentoring at the workplace.

Description

As a mentor, I conducted a mentoring session for my team member to provide short-term solutions as per the feedback. During the mentoring session, I interacted with her and shared our viewpoints. I suggested short-term goals for her further career success. It helped me to cooperate with her and encourage her to follow the suggestions for further benefit.

Feelings

While taking the mentoring session, I felt happy to interact with the group member and understood her current situations and personalities by using mentoring tools. After completing the mentoring session, I felt confident enough to take more short mentoring sessions in the future and take a proper action plan to improve my current weaknesses.

Evaluation

Things went well communicated with the team member during the session, giving constructive feedback by using proper techniques.

Analysis

Things went well because I utilised my communication and mentoring technique implementation skills properly during a short mentoring session. I maintained proper eye contact and shared the strategies with the team member in simple and easy-to-understand language. On the other hand, things did not go well because I failed to utilise my problem-solving skills to provide proper suggestions to the group member to make her use the techniques and strategies properly.

Conclusion

I have learnt that communication and mentoring technique skills are my strengths and cooperation, and problem-solving skills are my weaknesses.

Action plan

I can improve my cooperation skills by focusing on developing my emotional intelligence. I can also improve my problem-solving skills by defining the issue and determining the root cause of the problem.

Conclusion

Mentoring and coaching may support employees build a sense of belonging and confidence while they are new to their roles. The GROW model of coaching is useful for both people and companies in terms of improving performance. The report detailing that this model supports people to identify solutions, improve self-esteem and self-confidence and enhance productivity. Disadvantages of the GROW model such as unrealistic goals from coaches and does not account for different philosophical aspects. From self-reflection, it is determined that as a coach and mentor, the researcher has been able to communicate well and maintain healthy relations with the team member.

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Appendix 1: CMS Feedback

MSW 6005	FEEDBACK	Date of Interview:	09.11.2024				
Coach	Elena F	Coachee	Dimitrichka				
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				
Questioning techniques were applied and relevant questions were asked , here probing questions could have been further expanded			☒	☐	☐	☐	☐
Was 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 paying attention to the coachee			☒	☐	☐	☐	☐
Was the coach focused on the coachee's agenda?			☒	☐	☐	☐	☐
The Coach focus on the coachee's agenda - Time Management skills – 15 minutes were fully utilised with a summary of the conversation provided			☒	☐	☐	☐	☐
The coach was professional and non judgemental			☒	☐	☐	☐	☐
Was the coach acting as a problem solver, providing the solutions for the coachee?			☒	☐	☐	☐	☐
The coach did not provide solutions but instead planned for a mentoring session without solving problems			☒	☐	☐	☐	☐
Was the SOLER technique been applied			☒	☐	☐	☐	☐
Additional Comments							
Good attempt							