Coaching and Mentoring Skills for the Workplace

(BMSW6105_LON)

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Assessment 1

Task 1 and Task 2

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Task 1- Practical 1

Coach: Thanks for joining me. In today's coaching session, we will be using the GROW model. That means that we will talk through your goal, look at the reality of where you are currently, explore your options, and then decide what you will do next. Okay?

Coachee: Yeah, sounds good. I am up for that.

Coach: Great. So let us start with the goal. What do you want to achieve? It can be anything a short-term or a long-term goal (Collier and Williams, 2023).

Coachee: I think I intend to improve my time management. I have been struggling a lot on staying on the top of my assignments and part-time job.

Coach: That is a great goal. Now, I would like to know how would you define "improving time management"? What would success look like for you?

Coachee: I think it would be being able to submit my assignments on time without last-minute stress. I think it is also about not feeling guilty about working or resting because I know I have done what I needed to (Dutta et al., 2023).

Coach: So you define improving time management as a balance between study, work, and personal time?

Coachee: Exactly.

Coach: Let me summarise this for more clarity. Your goal is to manage your time better so that you can meet your academic deadlines without feeling stressed and you also want to balance your part-time job and personal life. Am I right?

Coachee: Yes, you have summed it up really well.

Coach: Okay, so let us move on to reality. What is your current situation like?

Coachee: Right now, I am usually behind on at least one thing like either my academic work or the work shifts. I am more likely to keep my assignments pending until the night before and then I have to stay up late to finish them. I also have tried to use a planner but I am not always able to stick to it (Farrell, 2022).

Coach: So it sounds like you are aware of your patterns. Why do you think that the planner has not worked out for you?

Coachee: I often start the week with good intentions. But then, I have to face unexpected things like extra shifts, social stuff, or I just procrastinate (Edmondson and Besieux, 2021). And then, I stop updating my planner.

Coach: Okay, so it seems that flexibility is a challenge for you. Do you have any routines in place?

Coachee: Not really, I just go day by day.

Coach: So would it be fair to say that without a clear routine, it is easy for you to feel overwhelmed or lose track of priorities?

Coachee: Yeah, that is accurate.

Coach: Thanks for being open. You have already identified a few things in your reality stage. Now, let us move into the option stage (Steinert, 2025). What are some possible ways you could use so that you can improve your time management?

Coachee: Well, maybe I could try using the planner again. But, now I want that when I use a planner this time I stick to it. I can also set up specific blocks of time every week for my university work, it will be like a routine.

Coach: Those sound like good options. Which of these options is more appealing according to you?

Coachee: I think having a routine (Cottrell, 2023). If I dedicate certain hours to my academic work, maybe I won't fall behind and would be able to complete my work on time without feeling stressed.

Coach: That makes sense. What kind of routine do you think would work for you?

Coachee: Maybe two hours in the evening on weekdays just for my work of university. I work on weekends mostly so I think that it will work for me.

Coach: That is a good start. How confident do you feel about sticking to this routine?

Coachee: I would say that about 7 out of 10. I still have a doubt that something would come up and would disrupt my plan (Bassot, 2024).

Coach: Fair enough. So what could you do to prepare for that? Like if some disruption or unexpected thing comes up, how would you stay on track?

Coachee: I think I can build in a buffer, like a catch-up slot on Friday evening or Sunday morning if I miss any of the weekdays.

Coach: That is a really smart idea like you are planning for flexibility. Is there anything else that could help or work for you?

Coachee: maybe I can further set reminders on my phone. In this way, I will be able to stay on track for my study blocks. I will also turn off notifications during that time so I can focus.

Coach: Nice, okay, so let us move on to the next and final stage- will. On the basis of everything that we have talked about, what exactly will you do next?

Coachee: Okay, at the start of this week, I will be creating a weekly routine where I will study from 6 to 8 pm, Monday to Thursday. I will also set up a catch-up session for Sunday morning in the case if I miss any days (Farzam and Campbell, 2021).

Coach: That sounds great. And how will you make sure that you stick to that?

Coachee: I will also set reminders on my phone. I will also turn off social media and additional notifications during those hours to avoid distractions. I may possibly even ask my housemate to check in with me so that they can help me in staying accountable.

Coach: Brilliant. This approach will add a layer of accountability to your plan. When will you review how it is going?

Coachee: May be next Sunday after the catch-up session. During this review, I will be reflecting on what worked and what did not.

Coach: Perfect. So let me summarise everything for you that we have discussed in this session. Your goal is to manage your time in a better manner so that you can maintain a balance in your academics, work, and even have adequate rest. You will be maintaining a balance by setting a study routine from 6 to 8 pm, Monday to Thursday. You will also be having a buffer session on Sunday. You will further make use of reminders and limit your distractions to help stay on track (Collier, 2023). You will also check in with yourself next Sunday so that you can reflect on your progress. Does that feel achievable to you?

Coachee: Yes, definitely. I already feel more in control just having a plan in place.

Coach: This is great mindset to have. I want to ask you one question just out of curiosity, what do you think might be the biggest challenge in following through with this routine?

Coachee: Probably, motivation. Even with reminders, there are days when I just do not feel like studying. This happens mostly when I am tired after work or something stressful happens.

Coach: This is completely normal. What could help you stay motivated on those low-energy days?

Coachee: Maybe reminding myself of the bigger picture like how much better I feel when I am not panicking the night before a deadline. Or maybe giving myself a small reward when I stick to the routine all week?

Coach: Both ideas are great. Rewards are helpful with the consistency. What kind of rewards are you thinking?

Coachee: Nothing much, something simple, like a movie night or ordering my favourite food (MacLeod and Brounstein, 2023).

Coach: This will be helpful for you in strengthening your habit in a positive way. And what if one week does not go as planned? What would you do in that situation?

Coachee: I would not let myself down, instead I will focus on reflecting on what got in the way and other possible disruptions. Then, I will make adjustments if I need to.

Coach: I was expecting this from you. This is a healthy approach towards progress and not perfection. Do you think that you have enough tools and strategies to move forward with your goal?

Coachee: I think so. my tools and strategies consist of setting a routine, having a backup session, using reminders, limiting distractions, and even building in rewards.

Coach: That is so incredible to hear. I have seen a lot of clarity in your thoughts in today's session. you have a set goal along with building a practical and flexible plan around it (Deng and Turner, 2024).

Coachee: Thank you very much. This session was really helpful for me in thinking things through.

Coach: You are welcome. You did all the thinking. I have just asked questions from you. Let me know how it all went next week.

Task 2- Practical 2

Mentor: Hey, good to see you again. How is everything going since our last coaching session on time management?

Mentee: Hi, it has been a bit of mixed things to be honest. I have started to implement the schedule that we discussed- blocking out 6 to 8pm on weekdays and using Sunday mornings as a buffer. All of it started well bit I have struggled to stay consistent (Weinberg and Scandura, 2024). This problem particularly came up when other things come up.

Mentor: Thanks for honesty. Everything that happened is the part of the process. Since today's sessions is a mentoring one, we will be focusing more on feedback using the Johari Window. Through this mentoring tool, we will be exploring your self-awareness and how others might be experiencing your efforts. Sound okay?

Mentee: Yeah, definitely. I am open up to feedback. I know there are areas that I still need to work on.

Mentor: Great. Just to recap, there are four parts of Johari Windows namely- the Open Area: things that are known by both of you and others, the Blind Spot: things others see but you do not, the Hidden Area: what you know but choose not to reveal, and the Unknown Area: which is outside awareness for both (Baker et al., 2021). Let us start with the open area. What are some things that you think have worked well with improving your time management recently?

Mentee: I think I have been more organised with doing my assignments. I have started planning earlier instead of leaving everything to the last minute. I also make a list in the mornings. This is helpful for me in keeping me on track, however, only when I follow it.

Mentor: That is a big improvement. From what I have observed in you is that you have become more active and committed to your goals. You even mentioned during the last session that you have blocked out your evenings for coursework (Stokes et al., 2021). This was really impressive to others.

Mentee: That is so good to hear. I was not sure that if people noticed.

Mentor: They absolutely did. So that is clearly part of your open area. All your efforts and intentions are aligned and visible to others. Now, I would like to explore your blind spot along with offering some constructive feedback. Is that alright?

Mentee: yeah, go for it.

Mentor: So, one thing I have picked up on and that has come up in a couple of team discussions is that even though you are setting aside time, you sometimes still miss small deadlines (Guccione and Hutchinson, 2021). For example, reading before group meetings or responding late to the team messages. There is a bit of inconsistency that affects the ways in which you seem to be reliable to others.

Mentee: Really, I did not realise that. I have been trying so hard to keep up but I guess when things pile up, the smaller stuff gets pushed aside and neglected.

Mentor: That makes sense. The efforts you are putting in are clear and you are managing a lot. But, this is the thing about the Blind Spot like you may not realise that how small inconsistency can affects the perceptions of others (Drake, 2021). It is not about the fault, just about awareness.

Mentee: No, that is fair. I did not think about how it looks from their side. I think I have only been thinking that I am performing my best. However, it is not necessary that it would show in the details.

Mentor: Exactly, it is a perception gap. So now, let us explore this further. What do you think is getting in the way of following through on those smaller tasks?

Mentee: I think I am in a habit of overestimating how much I can do in a short space of time. I say to myself that I will just do this quickly and then something unexpected happens like an extra shift at the work or a family thing (Bachkirova et al., 2021). This obstructs my growth.

Mentor: That is quite a valuable insight. That brings us to your hidden area. These are the things that you know but have not necessarily talked about. Is there anything else you have been feeling about your workload or your routines that you have not shared?

Mentee: Yeah, sometimes I develop a feeling of shame when I miss things. Like I know I have let something slip, and then I avoid checking the group chat or replying to messages because I feel guilty (Garvey and Stokes, 2021).

Mentor: That is honest of you and I appreciate you are saying it. There are a lot of people who feel the same but they just never say it loud. That feeling of guilt can really get in the way of recovery. Sometimes, all you need is a quick acknowledgement or message to reset.

Mentee: Yeah, I guess I make it worse by avoiding it. I need to be better at communicating even when the things are not on track or are delayed (Viera, 2021).

Mentor: That is a great take over the situation. You just have moved the part of your hidden area into your open area. This is exactly how growth happens with the Johari Window. So let us discuss how are you feeling about everything that we have talked about so far?

Mentee: It is quite uncomfortable for me but in a good way. Like I am seeing things I did not want to admit before, but now I can do something about it.

Mentor: That is the ideal outcome. So let us recap what is coming up today. When we talk about open area, you have made improvements in your planning and blocked out study time. These commitments of yours are being noticed by the people. In the blind spot, certain level of friction is created by inconsistencies in small tasks and communication. For others, it is a reliability issue, even if that is not your intention. When we talked about hidden area, you have been feeling guilty when things not go as planned (Hussey and Campbell-Meier, 2021). This leads you to avoid communication which makes the issue worse. Is this summary accurate according to you?

Mentee: Yes, definitely. It covers all points.

Mentor: You have indeed done a lot of reflection today. And hence, we have explored open area, a blind spot, and hidden area. Final stage of Joharis Window is left that is, the unknown area.

Mentee: Right, that is the one where neither of us knows what is there yet, right?

Mentor: Exactly, it is made up of behaviours, strengths, or habits that have not been discovered or tested. Sometimes, we can only uncover it when we try something new or face a challenge we have never had before (Rahman, 2023). So is there anything that you have

never tried in managing your time or habits? Is there anything that you have never tried out of your comfort zone or something that you have dismissed or overlooked?

Mentee: Yeah, interesting. Well, I have never tried working in a library or study lounge. I always study alone at home, even when I get easily distracted there. I have just assumed that I would not like to be around other people when I am working.

Mentor: It can be the part of your unknown area. You have never tried it, so you cannot yet know whether it might boost your focus or help you in staying more consistent. Sometimes, amid the changes in the environment, people find out their new strengths and behaviours.

Mentee: That is possible, I have never thought of it that way (Mukherjee et al., 2023). Maybe, I would focus better in a more structured setting even when the people are around.

Mentor: Worth testing out, right? The unknown area does not involve fixing anything. It is mainly about discovery. You might also find that you are better at adapting to the changes in schedule than you think. This will happen once you start applying some of these strategies in a more flexible manner.

Mentee: This quite makes sense. There is probably more that I can do if I just experiment a bit and stop assuming what it won't work.

Mentor: I love that mindset. So, as you continue to develop your time management, keep asking yourself certain questions like what I have not tried yet? What I do not know about myself yet? That is how the unknown becomes known (Welch, 2023).

Mentee: It is quite motivating for me. I will definitely try studying and working on assignments in library this week. I feel like I know myself a bit better after this session.

Mentor: Perfect, so if we summarise this last stage it would go as first the exploration of unknown area through the identification of something new to try like studying in a different environment like library.

Mentee: This session has provided me a strong reflection (Grant, 2022). Now, I feel like I know myself a bit better.

Mentor: That is what mentoring is all about. This shows that you are making progress and now you are even open to discovering even more about your actual capabilities.

Task 3- Reflection

Introduction

A reflective analysis will be presented in this reflective part. There are two assessed sessions: one focused on coaching and goal setting and the other on mentoring and feedback. The sessions were conducted in pairs and will be examined through the usage of Gibbs' Reflective Cycle (Collier and Williams, 2023). It is a widely recognised model that supports deep reflection through six stages namely- "description, feelings, evaluation, analysis, conclusion, and action plan". Using this reflective approach, a structured examination of the practical experience can be done effectively. This will allow identifying strengths, areas for development, and lessons for future practice.

Coaching is defined as unlocking the potential of a person so that the performance can be maximised. It is typically short-term and goal-focused. Coaching is done by questioning and in this way, self-discovery is encouraged (Dutta et al., 2023). On the contrary, mentoring is a longer-term developmental relationship in which guidance, advice, and support are provided by a more experienced individual. The intentions of coaching and mentoring are to support growth and learning. However, there is a difference that coaching is more performance-driven and non-directive. On the other hand, mentoring can be more directive and relational.

Major models that will be explored in this reflective writing include the GROW model which is Goal, Reality, Options, Will for coaching, and the Johari Window for mentoring. This will be helpful in uncovering blind spots along with improving self-awareness (Farrell, 2022). Effective coaches and mentors are known to have strong listening skills, empathy, open questioning, summarising, and the ability to build trust. Meaningful conversations are promoted by these attributes that further potentially result in insight and action.

Critical evaluation

Purposes of using coaching and mentoring

Coaching as well as mentoring act as developmental tools that are useful in the workplace. These tools are supportive of the growth and performance of the employees. These tools also encourage progression in the career in the long term (Edmondson and Besieux, 2021). These approaches focus on the personal as well as professional development. However, they have different purposes to serve.

Coaching is a typically short to medium-term intervention that is performance driven. It is likely to be used for helping employees so that they can improve specific skills and overcome their challenges. This also provides them an edge to achieve particular goals (Steinert, 2025). The main purposes of the coaching in the workplace can be making improvements in the individual performance along with enabling the development of leadership and management capabilities. Coaching will also support the achievement and accountability of goals. This also aids in facilitating the change as well as adaptability among employees.

On the other hand, mentoring is usually a longer term and relationship based process. This is supportive of the overall development of career for the employees. Mentors usually have more experience who share their knowledge along with offering guidance to individuals. Mentors also contribute their efforts towards supporting the growth of the mentee through a trust-based dialogue. The purpose of mentoring is to focus on the transfer of knowledge as well as skills development. It also involves building confidence and self-awareness among the workforce (Cottrell, 2023). Mentoring further comes up with a purpose of supporting succession planning along enhancing the engagement and retention of the employees.

Coaching as well as mentoring contribute towards a culture of learning within the workplace. They improve productivity and support talent management when implemented effectively. These tools also promote an environment where continuous learning is encouraged. These methods are likely to be used by organisations so that they can enhance individual capabilities. These methods also effectively align the development of the employees with strategic business goals.

Comparison and contrast on coaching and mentoring

Aspect	**Coaching**	**Mentoring**
Purpose	It is performance-focused and addresses specific objectives (Bassot, 2024)	It is focused on the progression of career, personal growth and broad developmental support
Duration	It is short to medium-term	It is long-term relationship between mentor and mentee

Focus	It is known to be task and goal-oriented.	It is about sharing of experiences as well as development of careers.
Structure	Coaching involves a structured and formal process. It further includes regular sessions (Farzam and Campbell, 2021)	It can possibly be informal or semi-structured (Collier, 2023).
Expertise Required	Coach may not have experience in the field of mentee	Mentor typically has experience in the same field
Approach	In coaching, questioning and reflection are used in order to unlock the actual potential.	The approach in mentoring involves advice-giving and guidance on the basis of experience.
Power Dynamics	It is more equal and coach facilitates discovery	Mentor are likely to be seen as more senior or authoritative
Typical Outcome	Its outcomes consist of skill acquisition, improved performance, and confidence building (MacLeod and Brounstein, 2023)	Its outcomes comprise of career progression, broader perspective, and increased motivation.

Critical analysis

GROW model of coaching

The GROW model is a goal-oriented coaching framework that is designed for guiding structured conversations. These conversations are supportive to the individuals in achieving their specific outcomes. This model was developed by Sir John Whitmore and the acronym GROW stands for "goal, reality, options, and will" (Deng and Turner, 2024).

- **Goal**: It is about establishing what the coachee wants to achieve. It can be short-term or long-term goals.
- **Reality**: It involves exploring the current situation along with identifying obstacles.

- **Options**: It consists of generating possible strategies or actions so that the goals can be achieved (Weinberg and Scandura, 2024).
- **Will**: It involves agreeing on concrete actions and making commitment to move forward.

The model is simple and flexible which is used widely across sectors because of its structure and clarity (Baker et al., 2021).

Advantages and disadvantages of GROW model

Advantages

- **Clarity and structure**: A clear framework is provided by the GROW model for coaching conversations. This is helpful for new coaches or managers. Every stage logically follows the previous one. It makes it easier to navigate the complex discussions (Stokes et al., 2021).
- **Goal-focused**: It keeps the coaching session focused on outcomes. This is helpful in ensuring that the time is used effectively and the coachee walks away with actionable steps.
- **Empowers self-discovery**: Questioning and reflection is encouraged by this model instead of offering solutions. It further enables coaches to find their own answers along with taking ownership of their progress (Guccione and Hutchinson, 2021).
- **Versatile application**: It can be used in individual or team settings, formal coaching relationships, or informal developmental conversations.
- **Encourages accountability**: Commitment is promoted in the final stage- will. It also follow-through by asking the coachee to decide what they will do and by when.

Disadvantages

Oversimplification of complex issues: This model may not be suitable for deeper emotional or psychological challenges where more nuanced approaches are required (Drake, 2021).

Lack of focus on emotions and mindset: The model is more action-based and cognitive. It is not required that it always addresses the emotional or limiting beliefs that might be holding a person back (Bachkirova et al., 2021).

Best situations for using the GROW model

The GROW model is useful in scenarios where there is a clear performance gap or specific goal. For example, it is useful in professional development like when a manager is helping an employee improve time management or leadership skills. This model is also beneficial in academic coaching where a student is setting goals for better study habits or assignment planning (Garvey and Stokes, 2021). In team settings as well, this model is useful it enables to review goals and progress by facilitating structured check-ins for the project leads. Specific challenges such as meeting deadlines or achieving KPIs can be addressed using this model. This ensures improvement in performance.

In result-oriented environments, the GROW model is considered to work best. In such environments, accountability, goal-setting, and structure are priorities.

Reflection on practical 1

Using Gibbs' Reflective Cycle

Description

In our first assessed coaching session, I took on the role of coach, while my peer acted as the coachee. We used the GROW model. This model was helpful in structuring the conversation around improving time management skills (Viera, 2021). This is a relevant and ongoing issue that the coachee had acknowledged. The session focused on setting a clear and achievable goal using questioning, listening, and summarising techniques. Jamie's initial aim was to complete tasks on time, and through the discussion, they identified the goal of using weekly planners to improve organisation and reduce last-minute stress.

Feelings

Initially, I felt slightly nervous about leading the conversation in a natural, yet structured way. I was concerned about asking open-ended questions effectively without making the session feel too formal or forced (Hussey and Campbell-Meier, 2021). However, as the conversation progressed, I felt more confident and engaged, especially as Jamie began to open up and

reflect deeply. By the end of the session, I felt proud that the coaching approach had helped Jamie clarify their goal and feel motivated to act on it.

Evaluation

The coaching session had several strengths. First, the GROW model provided a clear structure. This was helpful for me in staying focused and guide the conversation in a logical manner. My use of active listening was helpful for coachee to feel heard and valued. We were also able to keep track of the progress by summarising throughout the session. The goal of the coachee was realistic and specific (Mukherjee et al., 2023). This successfully matched the criteria of the SMART model as well. However, one weakness was that I occasionally jumped ahead in the model, moving to 'Options' before fully exploring the 'Reality' stage. I also could have used silence more effectively. In this way, coachee could have been given more time to reflect.

Analysis

The effectiveness of the GROW model was evident in how it encouraged goal clarity and personal ownership. Jamie identified that although they had strategies in place, inconsistency was the real challenge. This insight only emerged because of the exploratory questions asked during the 'Reality' phase. By the time we reached the 'Will' stage, Jamie had committed to trying new strategies and reflecting on outcomes (Welch, 2023). This showed how coaching can uncover both internal motivation and practical solutions. One major learning was the importance of maintaining a balance in the structure with flexibility. While the GROW model is linear, real conversations are not. I learned that it is okay to revisit earlier stages if new insights emerge. The other insight was how much coaching is dependent on building trust along with showing genuine curiosity, instead of just delivering a model.

Conclusion

Overall, the objective was fulfilled in the session. This aided coachee in identifying a meaningful goal and commit to specific actions. I also grew in my own confidence as a coach, particularly in applying the GROW model and listening with intent. However, there is still room to improve in terms of pacing and giving the coachee more space to reflect.

Action Plan

In future sessions, I will focus on staying longer in the 'Reality' stage to fully explore the coachee's context. I also plan to use silence more strategically and allow more time for reflection (Grant, 2022). Practising different questioning techniques and observing experienced coaches could also help me further develop my style.

Reflection on practical 2

Using Gibbs' Reflective Cycle

Description

In our second assessed practical, I acted as the mentor, and my peer continued as the mentee. This session built upon our earlier coaching conversation and shifted focus toward feedback and self-awareness. We used the Johari Window as our mentoring tool (Rahman, 2023). It intends to explore the strengths, blind spots, hidden traits, and unknown potential of mentee. The session involved giving constructive feedback on consistency and reliability, while also encouraging mentee to reflect more deeply on their self-perception and how they are seen by others.

Feelings

I felt more confident going into this session because of the rapport established during our previous coaching session. However, I was slightly apprehensive about delivering critical feedback, as I did not want mentee to feel criticised or demotivated (Farzam and Campbell, 2021). Once the conversation began, I found that using the Johari Window helped create a balanced and open space. Mentee responded well, which helped me feel more relaxed and focused on guiding the session instead of controlling it.

Evaluation

Significant strengths of the strengths of this session was the trust and openness that had been built previously. This made the feedback feel constructive instead of confrontational. The Johari Window gave a strong structure to explore different areas of self-awareness. For example, when discussing the blind spot of mentee around how inconsistency could be perceived by others, the model helped frame the feedback in a non-threatening way. We also successfully explored the hidden area which were feelings of mentee of guilt and avoidance. This aided in making the conversation more meaningful (MacLeod and Brounstein, 2023). However, a minor weakness was that I initially struggled to incorporate the "Unknown Area"

naturally. I realised later in the session that asking exploratory questions helped reveal new opportunities that mentee had not yet considered, such as working in new environments.

Analysis

The mentoring session highlighted the value of structured reflection tools like the Johari Window. It allowed us to go beyond surface-level discussions and address deeper personal and interpersonal dynamics (Farrell, 2022). Giving feedback through the lens of the blind spot made it easier for Jamie to accept without defensiveness. One of the most valuable parts of the session was helping Jamie realise that their intention and behaviour were misaligned at times, and that small inconsistencies could affect how others perceive their reliability. By the end of the session, mentee had identified an action like trying new working environments such as a library that emerged from discussing the Unknown Area. This showed how mentoring can not only clarify the present but also open doors for self-discovery and growth.

Conclusion

This experience showed that mentoring when done with the right balance of challenge and support, can result in deep personal insights (Dutta et al., 2023). The Johari Window was particularly effective in the facilitation of structured feedback and reflection. I also became more comfortable with the role of a mentor in giving feedback with empathy and care.

Action Plan

In future mentoring sessions, I will work on deepening the exploration of the Unknown Area from the start. I also want to improve my questioning techniques (Collier and Williams, 2023). This will enable me to support discovery and reflection. I plan to reflect in a more intentional manner after each session to continuously improve my mentoring practice.

Conclusion

The following reflection has critically reflected on two practical experiences namely- coaching and mentoring. This reflective has been carried using Gibbs' Reflective Cycle. The coaching session was guided by the GROW model, focused on structured goal-setting, questioning, and accountability. On the contrary, the mentoring session utilised the Johari Window framework. This was helpful in allowing for deeper feedback, exploration of blind spots, as well as enhanced self-awareness. Different purposes of coaching and mentoring

within the workplace were highlighted in both sessions. In first session, coaching was identified as a short-term and performance-focused tool, and in the second one, mentoring was recognised as a long-term and relationship-based support mechanism. Skills like active listening, summarising, empathy, and powerful questioning were essential in both contexts. In these experiences, the importance of adaptability and trust-building has been strengthened.

In both contexts, skills like active listening, empathy, powerful questioning, and summarising were essential. Through these practical applications of theory, it has significantly contributed to my understanding of developmental conversations. I have also recognised the value of flexibility and emotional intelligence in tailoring my approach to the individual needs of others. My future workplace practice will be informed by these experiences. This will aid me in supporting my colleagues and team members through effective coaching and mentoring. I intend to develop these skills further by engaging in continuous learning. I will consider the application of reflective models regularly to evaluate and improve my performance as a coach and mentor within professional settings.

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