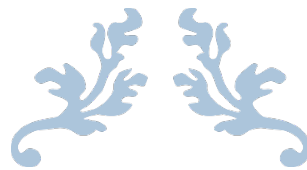




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# INDIVIDUAL REFLECTION ON COACHING & MENTORING SKILLS FOR THE WORKPLACE

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COACHING & MENTORING SKILLS FOR THE WORKPLACE (BMSW6105)  
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### Introduction

An individual's own experience can be effectively conveyed through reflective statements. People have found that reflecting on their prior experiences helps them establish a routine that works well when organising future activities of a similar kind. It is essential for nurses to reflect on their own performance and on what is happening in the workplace. Medical professionals are encouraged to reflect on their present knowledge and find ways to improve it (Reljić, 2019). Medical experts have a responsibility to address people's needs in a way that considers their unique health issues by coming up with novel approaches. This report serves as a reflection of the coaching session. What worked well during that coaching session and what may be improved upon going forward will be detailed. Furthermore, a critical assessment of the potential outcomes of coaching and mentoring in this setting, including enhanced performance and morale, will be provided. This research will outline the qualities of a good coach or mentor, including their actions, demeanour, views, and principles. The procedure that pertained to the stated reflective statement was defined using Gibbs's reflection model.

### The positive outcome of the coaching session

In the corporate sector, coaching and mentoring are used to inspire workers to cultivate the highest potential in their jobs. The primary goal is to provide a wide range of assistance to an employee. So that they may become a designated coach and assist those in making remote changes that are utilised to achieve. Philippa changed her leadership style to be more open to hearing her team members' opinions and concerns after realising they weren't happy. Regular conversations are implemented by her, and open communication is encouraged. A happier and more inspired team is the result of resolving issues related to workload, psychological well-being, and work-life balance (Grant, 2013). They have a lot of respect and admiration for Philippa since she is always prepared to listen and change. Upholding efficiency and quality are crucial for the organisation. The Quality Assurance team has maintained their high standards and output even though they have had to slash costs. These are only possible outcomes and the actual outcomes, so keep that in mind. Philippa and the business may decide to do different things; therefore, these can change (MacLennan, 2017).

Robert Lee has the position of lead auditor. He is responsible for ensuring that tasks are completed within the allotted time frames. This necessitates that he determines the proper batch priorities and

ensures that resources are accessible at the appropriate times to handle the workload. He is unhappy with the recent changes in the department and would want a period of stability to prepare for his departure. The next part will provide a full description of this coaching session, using Gibbs' reflective cycle, and how helpful it was.

### Gibbs Reflective Cycle

The utilisation of Gibbs' reflective cycle to alleviate stress has highlighted the reflecting process's emotional significance. The learning-related obstacles that individuals may face at work have inspired the concept of positive reflection, which aims to assist students in finding solutions to their own problems (Ahmed, 2020). To get the greatest outcomes, it's necessary to go into one's history, which is utilised to display one's ideas and recollections. Many different types of events, both in and out of the workplace, may be analysed using Gibb's Reflective Cycle. Individuals may leverage any experience for personal growth and skill enhancement by adhering to its six steps (Dhaliwal, 2018). One must be able to reflect on their own experiences and emotions to accurately portray the acts of others. To plan for future success, one must be aware of the opportunities that are there on the path travelled.

### Description

The Department has been productive under Philippa Graham's leadership for four years now in terms of quality assurance. Staff turnover is minimal, morale is excellent, and productivity objectives have been met and beyond. But many of changes must be made recently to reduce expenses and boost performance because of corporate demands (Arnold, 2013). Two were let go: one by retirement and never replaced, and the other by a departmental move. To compensate for the loss of manpower, Philippa ramped up the responsibilities of the remaining team members and brought in a slew of new tools.

Philippa eliminated overtime and reduced departmental expenses with the help of this new technology, combined with some leeway in work habits and a slight reduction in workload. Throughout her career as a microbiologist, she has taken the lead in developing ground-breaking methods of study, solving complex technical problems, and establishing rapport with those involved in manufacturing. Despite her strong drive and obvious joy in her profession, she may have trouble understanding that other people do not share her enthusiasm.

Everyone felt comfortable enough to open out during my coaching session. Robert was able to express his worries regarding automation and workload when we opened the conversation. And the alterations' possible effects on his mental health, which was something he was previously uncomfortable with. Listening attentively and validating his feelings without passing judgment was crucial (Jones, 2016). Robert should have been more actively involved in coming up with ideas for solutions rather than just hearing my suggestions. He would feel more in control of the changes and empowered by this. Philippa suggests that managers launch a department-wide guidance and instruction initiative to boost morale and productivity. This can thereafter be enlarged according to need.

### Feelings

At first, I felt rushed to allay Robert's fears and discover answers. Though I felt bad for him, I could also relate to the pressure he was under. His willingness to confide in me and express his worries was a relief to me as the session went on. In this case, I did not settle for gaining the necessary job experience to handle employee difficulties on my own. Based on my analysis, I realised that I should have intervened with my co-workers sooner to guarantee appropriate treatment, but I let my worries get the best of me and I failed to do so. It came as a surprise to me when the nurse flat-out refused to record any information from each ward visit for fear that the service user or public user may face serious consequences (Le Comte, 2017). On the other hand, I was growing anxious since I felt she wouldn't let me take a break to gather my thoughts and ideas. Even though I was unwell for a few weeks after that, I still wanted to discuss their new placement supervisor once I was better.

### Evaluation

The meeting had its benefits, but it also had its drawbacks. We ventured into potentially fruitful areas. Examples include investigating methods of managing workloads and making the most of automation. These things gave Robert hope for the future and inspired him to act. The temptation of the "expert" status was too great, though, and I'll admit that I caved occasionally. That he was presented with alternatives without first asking his collaborative nature to participate. It has now occurred to me that this top-down approach may have unintentionally diminished his feeling of control and responsibility.

It is critical to find competent people to fill these roles since mentoring and coaching programmes have a track record of success in spotting and cultivating future leaders in organisations. It would appear that there would be benefits to recognising Black workers, particularly Black or handicapped workers, who are capable of occupying leadership responsibilities. It is crucial to provide employees with coaching and mentoring so they can apply what they have learned in training (Cameron, 2013). For starters, it's an excellent tool for knowledge transfer and makes succession planning easier, which is especially useful when it comes to crucial company abilities.

### Analysis

Regarding that person, my capacity to deal with the issue more effectively increased with a thought. A few things came together to cause Robert anxiety, like tangled roots. He was anxious about the impending retirement deadline, the impact of automation on his job, and the recent changes to his workload (Garvey, 2014). Also, his anxiety may have been heightened since I have a habit of making judgements seem like commands from on high.

### Conclusion

Robert was able to begin overcoming his obstacles after this coaching session. However, there is still a long way to go. A change in my strategy is critical if I want to help him reach his full potential and become actively involved. It's time to stop prescribing answers from on high and start working together to solve problems. If this had happened to me in a similar position before, I think I would have handled it differently (Lancer, 2016). It would have been better if I had directed them to resources that may help them acquire more marketable abilities. To establish trust and open a common route towards great results, it is essential to empower Robert, use his experience, and listen to what he has to say.

### Action plan

There will be no taboos surrounding the subject of retiring. We will validate his fears, investigate his worries, and maybe plan a seamless transition that puts his health first. The days of making grand proclamations from on high are over. Our approach will be based on honest discussion, where we will both explain our reasoning and work to gain a mutual understanding before making any judgements. We should take aggressive measures to address Robert's concerns over the workload and his return to the workplace. We will prioritise his well-being, provide him with access to resources, and propose confidential support channels as we go along in our coaching

journey. That session wasn't a temporary solution. Success in the long run depends on constant two-way communication, careful tracking of development, and regular check-ins. In addition to creating a productive and encouraging workplace for everyone.

This section details the numerous observations made throughout the coaching session. The coach set the tone for the session by outlining its goals; then, without delay, he summarised and clarified its method. The coach was paying attention, so I didn't read too much into the talk and made it brief and coherent (Parsloe, 2016). The coach's empathy and concentration on the questions at hand were commendable, but they would have been even more effective with the application of Socratic inquiry. The coach took on the role of problem solver, considering potential solutions and offering suggestions tailored to the specific situation. Examples include doing better in training, learning new things, and improving one's skills.

### **Coaching and Mentoring: A Critical Evaluation**

In the field of human resource management training, coaching is a potent instrument. Both mentoring reframing and questioning coaching abilities utilise the same models and abilities. In the long run, it will influence more extensive knowledge that may help with management in the workplace by providing insight. When applied properly, coaching and mentoring may help Philippa's team overcome the obstacles brought on by recent changes, which in turn boosts morale and productivity (Van Wyk, 2019). A critical review is presented here. Each team member's unique needs and objectives may be met by either method.

Robert can benefit from Philippa's advice in overcoming his anxiety and heavy schedule. That mentorship can help Janice find her way to higher-level positions in her profession. Coaching may help team members improve their performance by teaching them new techniques and methods. The long-term perspective of mentoring makes it an ideal tool for facilitating the growth of both expertise and capacity for self-improvement. Certain knowledge and education are necessary for coaching and mentoring to be effective (Short, 2014). In their absence, Philippa may find it essential to seek out either internal or external resources. It takes consistent work and dedication to put coaching and mentoring programmes into action. Prioritising this task is crucial for Philippa, and she must avoid letting it interfere with her own duties.

The morale and productivity of Philippa's staff may be greatly enhanced via the use of coaching and mentoring. Their success, nevertheless, depends on considering the problems they've uncovered and putting them into action with patience and persistence.

### **The skills, behaviours, attitudes, beliefs and values of an effective coach or mentor**

A strong mentor or coach may be an invaluable asset in one's career and personal growth. They help people realise their greatest potential by guiding, supporting, and challenging them. A mentor or coach must possess the talent of active listening. The capacity to listen attentively without passing judgment, to inquire for clarification, and to comprehend the other person's point of view is of utmost importance (Al Hilali, 2020). The foundation of every successful mentoring or coaching relationship is open, honest, and compassionate communication. A sense of direction and advancement may be fostered by goal setting and providing assistance to individuals. It is crucial to act in a way that shows trust and respect.

Coaches and mentors create an environment where their mentees or coaches feel secure enough to open up and share their vulnerabilities when they demonstrate self-confidence. Although it should be provided with kindness and consideration, constructive criticism is essential for progress. Effective mentoring and coaching stem from a heartfelt conviction in the abilities of others and a strong desire to witness their success (Van Wyk, 2019). The safety and well-being of the coach, mentor, and mentee are guaranteed by maintaining a professional atmosphere that adheres to ethical norms. The main objective is not to offer dependent answers, but rather to teach people the tools they need to find their own ways.

## Conclusion

Case studies like this highlight the value of lifelong learning and mentorship in improving healthcare administration. A definition of Gibbs's introspective Cycle might shed light on this introspective technique. One of the well-known medical professionals whose job it is to ensure workplace quality is Philippa Graham. Her dedication and ability to self-manage on a daily basis set him apart. Philippa is unable to boost morale and productivity because she communicates from on high and doesn't fully grasp the issues that her employees face. It is critical to establish trust by expressing empathy and engaging in open communication. What this means is that Philippa will never stop working to build a staff that is more invested and efficient. Her leadership style should be one of collaboration and empathy, and she should make sure to listen to her team members and fix any communication problems that arise. She has the ability to use mentorship and coaching to foster an encouraging workplace where everyone can succeed. Everyday tasks may be transformed into chances for professional and personal development through reflective practice, which connects experience with learning.

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|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|-----------------------------|-----------------------------|--------------------------|-------------------------------------|-------------------------------------|--------------------------|--------------------------|
| <b>BMSW 6005</b>                                                                                                                                                                                                                                                                     |                  | <b>Date of Interview:</b>   | 25/11/2023                  |                          |                                     |                                     |                          |                          |
| <b>Coach</b>                                                                                                                                                                                                                                                                         | Giuseppe Mannino | <b>Coachee</b>              | Marta Zapparolli            |                          |                                     |                                     |                          |                          |
| <b>Coaching Model:</b>                                                                                                                                                                                                                                                               | GROW MODEL       |                             |                             |                          |                                     |                                     |                          |                          |
| The numerical rating system is based on the scale below.                                                                                                                                                                                                                             |                  |                             |                             |                          |                                     |                                     |                          |                          |
| <b>Scale:</b>                                                                                                                                                                                                                                                                        | <b>5 – Yes</b>   | <b>4 – Most of the time</b> | <b>3 – Some of the time</b> | <b>2 – Almost never</b>  | <b>1 – No</b>                       |                                     |                          |                          |
| Explained the purpose of the session first.                                                                                                                                                                                                                                          |                  |                             |                             | <b>Rating</b>            |                                     |                                     |                          |                          |
|                                                                                                                                                                                                                                                                                      |                  |                             |                             | <b>5</b>                 | <b>4</b>                            | <b>3</b>                            | <b>2</b>                 | <b>1</b>                 |
| Is the coach asking open ended questions or closed questions<br>Good introduction and greeting from both parties – The coach explained the purpose of the session , He immediately summarise the session and explain the process                                                     |                  |                             |                             | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> |
| Is the coach patient? Are they giving the coachee time to think through issues and arrive at a conclusion in the way THEY process information?<br>The coach was actively listening but kindly remember to keep the conversation concise and coherent and avoid reading too much text |                  |                             |                             | <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Is the coach focused on the coachee's agenda?<br><i>Most of the time the coach was focused on the questions asked while being empathetic however could have been improved by applying the socratic questioning</i>                                                                   |                  |                             |                             | <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Is the coach coaching in their own image?<br><i>Good – but could have probed in more details</i>                                                                                                                                                                                     |                  |                             |                             | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> |
| Is the coach acting as a problem solver, providing the solutions for the coachee?                                                                                                                                                                                                    |                  |                             |                             | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> |

|                                                                                                                                                                                                                                                                                                                                                                                                     |  |  |  |  |  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|--|
| <p><i>The coach acted as a problem solver he allowed the coach to think about the solutions and also propose solutions based on the circumstances such as enhancing on training, developing knowledge and upskilling</i></p>                                                                                                                                                                        |  |  |  |  |  |
| <p><b>Additional Comments</b></p> <p><b>GROW model was applied so the session was quite well structured. However, there could have been further clarity/objectivity as the session was ending. The coach and coachee could have agreed on when to see again before ending the session, although a brief comment about next meeting was planned. The SOLER technique could have been applied</b></p> |  |  |  |  |  |