



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

BMSW6105 Coaching & Mentoring Skills for the Workplace

Individual reflection regarding the coach and mentoring role play session

Student name	Loraine Kristel Tabila Eleccion
Student ID	1917097
Lecturer name	Nishi Ramsurrun

Table of Contents

Introduction	3
1. Reflection of the coaching and mentoring session.....	4
Description	4
Felling.....	4
Evaluation.....	4
Analysis	5
Conclusion.....	5
Action Plan	5
2. Critical evaluation of whether and how coaching and mentoring within the context could lead to improve performance and morale.....	5
3. Analysis of skills, behaviours, attitudes and beliefs of coaches and mentors	5
4. Conclusion	6
5. References.....	7
Bibliography	7
6. Appendix	8

Introduction

This individual reflection report attempts to critically evaluate the purpose of mentoring and coaching in the context of the organisations, by analysing the skills, behaviours, attitudes, beliefs, and values of the effective coaches and mentoring along with the strategies they implement.

Coaching is a personalised technique, primarily one-on-one, that helps individuals to develop their knowledge and abilities and boost their performance (*Armstrong & Taylor, 2020*).

(*Armstrong & Taylor, 2020*), in order to be effective as a coach, the coach must recognise that the job is to facilitate individuals learnings and maintain the enthusiasm of the individuals as a coachee. The coach and the coachee should be aware of the benefits it will bring to them and the organisation whenever they increase the present knowledge, skills or attitude. Since learning is an active process rather than a passive, individuals must receive a guidance on what they should be learning as well as feedback on how they are doing, it has to be actively engaged between them. Coaching should be a comprehensive plan for personal development, incorporating plans into performance agreements, providing motivation, structure, feedback, and fostering belief in the individuals success.

The benefits of coaching to an individual are, partnership approaches to work, insights into work issues, improved working relationships, shows compassion, provides an appropriate mix challenge and support. In the other side, benefits that the coachee or employees receive are, skill development, enhanced self management and learning skills, promotes self-awareness and self-knowledge, social and networking building of contacts, career development.

As the (*Armstrong & Taylor, 2020*), the organisation receives benefits as well, and they are, acts like a role model, values diversity and difference, ethically, sharing and disseminating learning, practice directly linked to individual, team and organisational objectives.

(*Armstrong & Taylor, 2020*) mentors by the other side provide guidance, advice and support to help individuals learn and develop, differing from coaching. It can be line managers or L&D professionals, with experienced managers, mentors are trained by specialists and possess necessary skills. Mentors provide with; general help with learning programmes, guidance on how to acquire the necessary knowledge and skills to do a new job, help in tackling projects – not by doing it for them but by pointing them in the right direction, information on “the way things are done around here” – the corporate culture in terms of

expected behaviour, advice in drawing up self development programmes or learning contracts.

The model that has been chosen for the role play session was the Grow model that is a framework developed in the 1980 by Graham Alexander, Alan Fine and Sir John Whitmore (*Team, N, d*). Grow stands for; goal, current reality, options and will. To stabilise grow model it must first decide where you are heading your aim and goal, and where are you right now that is the current reality. The options for getting there need to be examined, and the last step is establishing the will, you make sure that you are committed on the journey, and you are ready for any challenges and opportunities it might encounter.

1. Reflection of the coaching and mentoring session

Reflective writing involves students critically analysing their personal behaviours and cognitive abilities to improve future performance. The reflective cycle, consists of six stages, description, feelings, evaluation, analysis, conclusion and action plan (*Tawanwongsri & Phenwan, 2019*).

In order to give structure to learning from events, Graham Gibbs created the Gibbs Reflective Cycle in 1988. It provides a framework for analysing events and, due to its cyclical structure, lends itself particularly well to repeated events, allowing you to learn from both good and bad experiences and use them to guide future plans (*Edinburgh, 2020*).

By doing the reflective writing it supports better processing of thoughts and long term learning abilities. Improvement can be enhanced and systematic.

Description

The case study is about the health international, a company that produces medicines prescribed and over the counter products. The mentoring session is between Philippa that is the manager and Maria Cook, a graduate microbiologist, feeling unfulfilled and seeking for a promotion, despite limited opportunities, her frustration often leads to team antagonism, and she is actively seeking another job, but has been unsuccessful.

Feelings

Evaluation

Analysis

Conclusion

Action Plan

2. Critical evaluation of whether and how coaching and mentoring within the context could lead to improve performance and morale

(Garvey , et al., April 2010).

(Brockbank & McGill, 2012)

(Cox, et al., 2018)

3. Analysis of skills, behaviours, attitudes and beliefs of coaches and mentors

In order to be an effective coach or mentor is crucial to develop and enhance abilities like problem solving, decision making, empathy, self-awareness. These qualities are necessary

since coaches and mentors need to create a plan to boost staff members' performance (Armstrong & Taylor, 2020).

A person's attitudes impact how they perceive and interpret information, and they are connected to important aspects of the society experience, such as behaviour, emotions and belief (Sessa & Bowling, 2020). One of the behaviours that characterise good coaching and mentoring are, praise, support, encouragement, enthusiasm, engagement and collaborate (N, N, d).

4. Conclusion

Mentors assist and direct the growth of a professional network while also provide clear direction on how to navigate the company and uncover possibilities. Coaching on the other hand is linked to pre-established goals, setting goals and acquiring the necessary skills.

Both clearly contribute the progress and change when new opportunities arise. The use of coaching and mentoring in the workplace is crucial because it helps the employees understand their personal circumstances, identify their requirements, address any issues and enhance their performance. The benefits to practices coach and mentoring are that create trust and respect, promotes action, acts ethically, assists goal development and setting, and encourage alternative perspective.

Based on the role play, I could see the importance of coaching and mentoring in the workplace, it must have knowledge to be able to provide solutions and able to be empathic which everyone. I personally believe, I should act instantly with the one to one role play instead of in scripted.

5. References

Bibliography

Armstrong, M. & Taylor, S., 2020. PART XIV People management skills, 64 Learning and developmemnt skills. In: M. Armstrong & S. Taylor, eds. *Armstrong's handbook of human resources management practice*. London: Kogan Page, pp. 1024 - 1030.

Brockbank, A. & McGill, I., 2012. Part two What is the difference between coaching and mentoring. In: A. Brockbank & I. McGill, eds. *Facilitating Reflective Learning: Coaching, Mentoring & Supervision*. London: Kogan Page, pp. 53 - 122.

Cox, E., Bachkirova, T. & Clutterbuck, D., 2018. *The complete handbook of coaching*. Third ed. Lodnon: Sage Publishing.

Edinburgh, T. u. o., 2020. *The university of Edinburgh*. [Online]
Available at: <https://www.ed.ac.uk/reflection/reflectors-toolkit/reflecting-on-experience/gibbs-reflective-cycle>
[Accessed 29 08 2023].

Garvey , R., Strokes, P. & Messinson, D., April 2010. Coaching and Mentoring: Theory and Practice. *NHRD Network Journal - Sage Journals* , 3(2), pp. 79 - 81.

N, d., N,d. *Believe perform*. [Online]
Available at: <https://members.believeperform.com/product/15-behaviours-that-characterise-good-coaching/>
[Accessed 05 09 2023].

Sessa, V. I. & Bowling, N. A., 2020. *Essential of job attitudes and other worklace psychological constructs*. 1st ed. New York : Routledge.

Tawanwongsri, W. & Phenwan, T., 2019. Reflective and feedback performances on Thai medical students patient history taking skills. *BMC Medical Education*, 9(1), pp. 1 - 9.

Team, M. T. C., N,d. *Mind tools*. [Online]
Available at: <https://www.mindtools.com/anOfzpz/the-grow-model-of-coaching-and-mentoring>
[Accessed 29 08 2023].

6. Appendix

Role play; questions of Philippa/Lorraine towards Maria/Sevda

Hi Maria, thank you so much for coming today, as you may be aware I am doing this session to know concern and issues from the team, due of this new flexibility job functions. We will be applying the coach model GROW, in which consists of goal, reality, opportunities and will.

We'll start by establishing clear objectives, investigating your current situation, and finding suitable options to enhance your career development. How are you feeling today?

Not very great, Philippa, as you might be aware. I have been working in this company for four years and feel I am in the rut; I have been doing the same repeatedly. These four years in the company it does not change anything for me.

Ok, Maria, you mentioned you're feeling about unprogressively. What emotion would you like to be feeling?

I want to feel appreciated.

Is your emotion of being appreciated, it focuses on your goal in the company?

Yes, as you know, I am ambitious, but I want to focus on the right steps that I need to move forward in the company as a microbiologist, like developing new pharmaceutical products.

Ok, you mentioned focusing on the right steps. What is the meaning for you?

I graduated as a microbiologist I had been settled in the same position. Right steps for me mean, learning and developing myself in different departments, like research and manufacturing practices.

What is holding you back from achieving?

It seems to have few opportunities for me, but talking about skills, I think I have to develop my team working.

How do you think you can develop it?

Probably by shadowing other members of the team.

Ok, Maria I had been writing down our conversation of today, thank you for your time and for expressing your feelings, my aim is to help the team members to grow and develop their potential. You mention shadowing your colleague, I think it will work well, so you can see that there is options and other responsibilities.

When do you think you can start?

As soon as possible.

Ok, I will work it your schedule and I will get to you soon. we will have another coaching session after 3 months.

Thank you Maria, have a good day.

BMSW 6005 **Feedback** **Date of Interview:** 31st July 2023
Coach Loraine Kristel tabila Eleccion **Coachee** Sevda Gyunaydan Beysim
Coaching Model: GROW MODEL

The numerical rating system is based on the scale below.

Scale: **5** – Yes **4** – Most of the time **3** – Some of the time **2** – Almost never **1** – No

Explained the purpose of the session first.

Rating

5 4 3 2 1

Is the coach asking open ended questions or closed questions

X ☐ ☐ ☐ ☐

Brief introduction and briefly explained the process. Open and ended questions were both encouraged

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?

X ☐ ☐ ☐

The coach was very patient and actively listening to the coachee

Is the coach focused on the coachee's agenda?

☐ X ☐ ☐ ☐

Hint: The Coach should focus on the coachee's agenda

Good questioning skills that allow coachee to reflect on experience and help coach to finding a better solution

☐ ☐ X ☐ ☐

Is the coach coaching in their own image?

Good – but could have probed in more detail and reflect on own experience

Is the coach acting as a problem solver, providing the solutions for the coachee?

☐ ☐ ☐ X ☐

The coach acted as a problem solver but solutions could have been offered, this was attempted to its minimal although training and development was offered

Additional Comments

GROW model was applied so the session was quite well structured, But SOLER techniques could have been applied to ensure the 7c's effective communication process