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Module: Coaching & Mentoring Skills for the Workplace.

**PROGRAMME: BA (HONS) LEADERSHIP SKILLS FOR
THE WORKPLACE**

Student name:	Ebitimi B McQuade
Student number:	2112488
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Dr Faizu Edu

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Introduction

This report will review the importance and effectiveness of coaching and mentoring in the workplace. Firstly, the reflective writing of role play, which was covered in class (week 9), composed of a reflective report of the role-play exercise; what went well and what did not go well, in reference to the application of Gibb's Reflective Model.

Secondly, to discuss the section, Egan's Skill model will be used to describe how mentoring could improve performance and morale with some examples from my workplace. Lastly, I will write an analysis of the skills, behaviours, attitudes, beliefs and values of an effective mentor, with some examples, providing a conclusion on how I will proceed based on the previous empirical data to hand.

From this best practice can be delineated for future application in coaching and mentoring future employees or anyone requiring direction in their profession or otherwise.

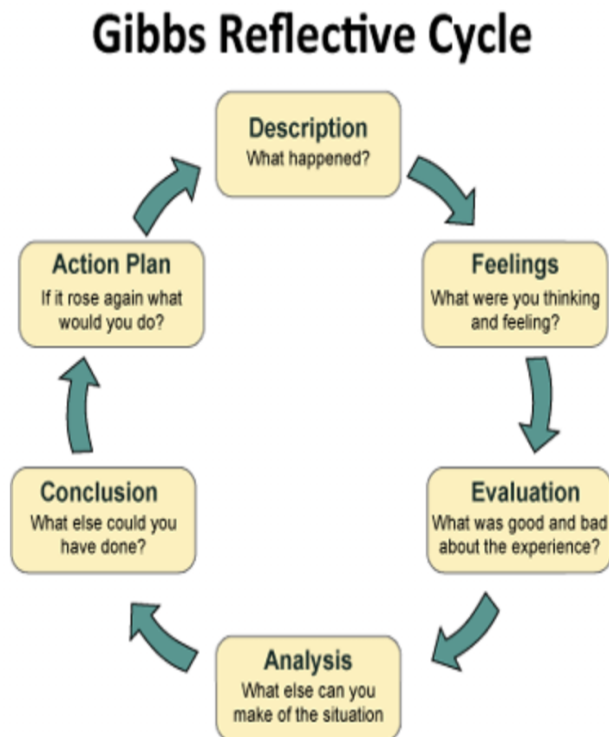
The aim of Writing this Reflective Report

The aim of writing this report is to provide a reflective writing of the role-play exercise done in class. In week 9, a partner was assigned to me, with whom I partnered from week 5. My partner and I formed a team in order to apply the role-play exercise. During our getting to know each other, as we practised the role-play on the *storming* stage, I remember asking her what model she was using due to the questions not being not open-ended. We looked at the GROW Model (which she was using) to correct this point and moved onto the *performing* stage when we both did the role play in class (week 9). The *reflective* writing is to explain what went well and what I could have done better.

Secondly, the reason for the report is to put all the information in short form on what I have learnt from the module, including some of the theories and their application to the workplace and its culture.

Lastly, the report also tests my ability, knowledge and understanding of what I have been taught for the last 3 years, if I can put them into practice in real life at my workplace and test my skills including my knowledge to manage my business.

Gibbs 'Reflective Cycle' Model (1984)



I. Reflective Writing

Reflective writing is a deliberate activity in which one analyses experiences to learn and develop skills. It is the act of looking back at what one has done or an event, thinking in-depth from a different viewpoint, thinking about what the event means and trying to explain how one could have done it better, and progress as a learner or in one's career. (Gibbs, 1984)

II. Description: A Reflection of the Coaching Session

I started by welcoming Maria to my office and then asked Maria why she had come to see me, she explained that she was not happy with the company, that she was looking for a job elsewhere and she did not care about the job at her present company.

III. Feelings: What Went Well

My reaction and feelings were:

- To calm Maria down by making her feel comfortable to discuss any concerns.
- Listening and taking notes regarding her concerns and reporting/relaying to management for future planning.

I went over the package that the company had laid out for Maria. The management was aware that Maria wanted to leave, and they are hoping that with the new proposed job offer, and the accompanying perks, she would consider staying with the company for the foreseeable future. With this new information, I approached Maria and discussed what was in stock for her and that the new role came with more responsibility. Once Maria went through all the advantages and disadvantages of this new proposal, and should she accept this new offer, the next phase would be to mentor her transition.

What I could do differently in the future?

As part of the decision-making process, Maria ought to have all the data to hand. In this case, I could have a) informed Maria that I would personally mentor her for her new role, b) we could work together to increase her competence in the new job and c) increase her skills and ability to take on the challenges that come with the new role. Additionally, I could have listened more to Maria and acknowledged why she was not satisfied with her current position to make her feel more understood.

IV. A Critical Evaluation of how Coaching and Mentoring could Improve Performance/Morale

In this context, as programmed with the company management, it has been decided to mentor Maria to achieve the skills necessary to perform effectively and lead her team alongside the company's goals. To discuss this section, Egan's Skill Model will be used to describe how *mentoring* could improve performance and *morale* in the workplace.

Egan's Skill Helper Model

This model is called the Skilled Helper Approach it was developed in the mid-1970s by a psychologist named Gerard Egan, professor Emeritus of Organization Development and Psychology at the Loyola University of Chicago. (Egan, 1970)

- **The main principle of the Skilled Helper Model**

Egan realized that 'the germs of a skills-centered, problem-management approach started to grow' as he began to think that 'the problems experienced by people were to do with external factors,' for example the social settings they were living in (family, culture, workplace) rather than internal factors (*Sanders, 2002, p.38*).

Egan developed the Skilled Helper Model, to help clients develop their problem-solving skills and thereby an opportunity to develop strategically.

I have decided to use this model because from my research it has been used to solve problems, increase skills and create opportunities in the workplace.

From using the questions from the Skilled Helper Model: I could observe the areas Maria needs *mentoring* and the areas she needs some directions to prepare her for her new role.

- **Component of the Skilled Helper and How they Apply to Mentoring**

Stage 1. Exploration

I gave her all my attention listening and understanding her situation, empathizing with her, and then I made sure that I understood what her situation was by clarifying with her.

Stage 2. Challenging

At this point, I encouraged her to look at the situation from different points, to see if she could come up with different solutions, see how she could expand her thoughts and see how she could enjoy the job better.

Stage 3. Action Planning

We went over the plan from the management of the package that has been prepared for Maria, getting her to understand that she will have to go through some mentoring sessions with me once a week, for the next 2 months. I also shared the responsibilities which came with the new role. Maria seemed to be pleased with the opportunity and ready to assume the role.

3.1 Turning good intentions into actual results

This aspect has to do with setting a goal that can be met, the goal here would be to observe the managers joining the meeting with the managers taking notes, listening and observing how the managers act, the way they communicate, their charisma, and how humble they are.

3.2 Setting achievable goals

What will one do first and note when it should be done and start practicing the behaviour of charisma, listen to your teammates, paraphrase to be sure they are understood, and practice having empathy. Extra actions to assist these goals are to continue going to the meetings, listen and observe, and take notes and practice.

From the second month, one's input into matters that concern one's department will be requested that one provide their findings at the meeting. Continue to meet once a week to collaborate and to get feedback if the targets were met and if not, what guidance is needed to complete that target. (Egan, 2002)

Research shows that 44% of *coaching* and *mentoring* is done by direct supervisors whilst another research shows that 50% is done by senior managers.

In a subsequent survey, 58% show that *coaching* and *mentoring* guides to help others realize their potential and lastly, 49% say *coaching* and *mentoring* prepare people for new roles or assignments (Aurora, 2022).

For example, when we first purchased our business, my partner and I had little idea about how to use the various machines to complete work orders but the individual, we bought the business from, stayed an extra month to coach us on how to use the various machinery, how to create jobs for corporate clients, place orders, and source new materials.

Subsequently, he came once every fortnight for 4 months to mentor us, ask us questions and to further guide us on the business. Whenever there was a situation, we could not handle, we did call him and sometimes he would come in and talk us through the situation. This bolstered our performance, improved our knowledge of the business and increased our sales. As a result, we have been able to give back to the community by employing 3 new staff.

This individual could have sold the business to us and walked away, leaving us to deal with the business and we probably would not make it or as a business would have struggled for some time and prevented the success of its growth.

V. An Analysis of the Skills, Behaviours, Attitudes, Beliefs and Values of an Effective Coach or Mentor

Who is a coach and a mentor?

A **coach** is someone who would guide another to go through some steps that allow learning and development. Having increased performance and potential skills assists the trainee to build confidence in the completion of assigned tasks. They are normally appointed to guide the trainee; they are paid for coaching and the coaching session is designed to be short-term.

A **mentor** is someone the individual is looking up to, they have achieved something that one admires. A person would select their mentor, but they do not get paid, the mentor wants to help another grow in the long-term, they help one gain skills up to their potential, they help one understand his or herself more and improve for long-term. Both the individual and the mentor learn from each other. (Garvey, B, Stokes, P & Megginson, D.2018)

The mentor is a transformational leader while the coach takes place on a one-on-one basis, and they have a specific target to meet. The coach and the mentor both work for the best interest of the individual, they ask the right questions to bring about greater self-awareness and more informed decision-making. Their role is to question how the best solution might be found.

Some Coaching and Mentoring Skills

The mentor and the coach should have good listening skills, both verbal communication and presentation skills. They should have good written communication skills for example: to write presentable business documents and summary briefs. Unlocking limiting belief and staying focused, they must be non-judgmental give constructive feedback, and they must resist the temptation to tell. They should have high knowledge in the fields of coaching and mentoring. For example, how to manage problems, how to manage complex situations, how to manage difficult individuals, leadership, and how to be assertive when a task needs to be done.

Another example from my workplace is: a customer came in wanting to print out some documents, but I had to get an instruction on how he wanted the documents printed, at the end I got all the instructions, I asked him to make a deposit and come back for his documents. After an hour he came back, and it was all ready for him. He checked that it was the right paper, the correct colour, the correct number of pages as he had asked for and that it was printed on one side of the page. He was satisfied and paid the balance, thanked me and went away with his documents.

Behaviour and Attitudes of a Coach and a Mentor

Being self-reflective is an important element of effective coaching and mentoring, they both need to reflect strongly on their behaviours ensuring they are creating an

environment of patience, respect and empathy. The coach and the mentor must acknowledge both their successes in developing these skills but also nurture an attitude of celebration and responses to a learning pathway to both the individual and learner.

The coach and the mentor must understand emotions and their effects, they must allow the safety of being able to manage emotions, it is an important element of a coach and a mentor. They are professionals and must be accountable in their discretion they must have high standards of confidentiality and integrity.

(Harrison, 2022)

Some beliefs and Values of a Coach and a Mentor.

A coach or a mentor is admired and respected, not only for their accomplishments but how they go about their daily routine and how they treat others. Being human themselves, they could sometimes come across as self-centered so they must have integrity and should never compromise. They must exemplify excellent qualities traits such as respect, honesty and kindness. The mentor's values and the student should align for a successful relationship. *(Duchene, 2019)*

As an example of this, a lecturer would ask students a question. One student answers the question correctly and another answers the question wrong. The lecturer does not say to the one who gave the incorrect answer that they are wrong, the lecturer explains the answer to the class without making any of the students wrong, but he says it in a way that both students would learn from what the lecturer said.

VI. Conclusion (General): from what I have done

In conclusion, the above reflective writing depicts how coaching and mentoring are critical to effective performance in the workplace. Using Gibbs' reflective cycle and its components applied to my assessment. My writing also shows how the Egan Skill Helper approach is a useful guide for the mentor and the mentee. My reflective writing covers the critical evaluation of how coaching and monitoring could improve performance. Lastly, my writing depicted an analysis of skills, behaviours, attitudes, beliefs, and values of effective coaching and mentoring.

VII. Conclusion (Specific): concerning my unique personal situation

In conclusion from my own unique personal situation and way of working, this module has been very useful to me personally in my life and at my workplace. I have had to coach and mentor my employees at the business to take over some roles. It was not easy until I started this module, and the Emotional Intelligence module has been great assistance to me. I now can handle disputes with employees, how and when to take a deep breath when things escalate, or when to tell the employee to go have a cup of tea and take five minutes and come back. Doing this module has increased my confidence, responsibility, knowledge and ability. I have learnt from my lecturers to be empathetic, be inspirational to others and motivate others to achieve their goals. I have learnt to be transformational to those around me.

VIII. Personal action plans:

What am I going to do differently in this type of situation next time?

In this situation, next time, I could communicate to a greater degree and listen much more to what was being said and not assume I knew what was needed. To correct some points, I would read more and do more research about coaching and mentoring to gain a greater understanding, knowledge and ability in this field. (Gibbs, 1984)

What steps am I going to take based on what I have learnt?

The key steps that I have learnt, and can apply, are to keep expanding my career, professional development, plus increase my knowledge in the fields of coaching and mentoring. These steps can be enhanced by reading books and articles and joining webinars on coaching and mentoring to become a leader. I have also applied for my MBA, and I have an offer to start in October which I am extremely excited about.

Thank you for your time and I am grateful to be one of your students.

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Role play questions attachments

Student Name: Ebitimi Blessing McQuade

Student Number: 2112488

Programme: Level 6 BA (Hons) Leadership and Management Skills for the Workplace

Module: Coaching and Mentoring Skills for the Workplace

Module code: BMSW6105

Role Play: Week 8.

Note:

Maria Cook: is a basic-grade microbiologist. She is a graduate who has been with the company for four years and feels in a nut. She is ambitious and looking for a promotion (**wants more opportunities**)-although there appear to be few opportunities. Her frustration sometimes leads to antagonism with the other members of the team (**team culture missing**). She has made no secret that she is actively looking for another job (**do not care about the job any more**) but so far has been unsuccessful.

What model: Egan's Skilled Helper Model

- Exploration?
- Challenging?
- How might I achieve what I want?

Hello Maria, I Hope you are well nice to see you again. ☺

Have a seat, do you want a cup of tea or coffee?

Maria, why have you come to see me today?

Note:

The company understand that you are frustrated and looking for other opportunities, but the point is we really want you here and would rather you stay, there are some opportunities for a Line Manager and more pay once the training for that post is complete. If

you are interested the application form will be sent to you to apply for this post.

- It will come with more responsibility.
- Better pension package.
- Free Gym card
- Childcare vouchers with a renounce company.
- But it also means that you will join the monthly meetings with the managers twice a month and enjoy the time out with them.
- It would be a great opportunity to move up your career ladder to becoming a manager.

On the other hand, there is also a pay rise in two months, this is to help everyone or to mitigate the economic difficulties people are facing after the Pandemic.

Note:

The plan is to mentor Maria to be a line manager, this model has been chosen because, from the written note about Maria wanting to progress in her career and wanting a promotion but not succeeding, she does not seem to care about the team and does not care about the work, she frustrated as there is little opportunities for her at the company she is currently working

Stage 1. Exploration (attention-giving, active listening, acceptance and empathy, paraphrasing and summarising, focusing, questioning).

- What is your present work situation?

Stage 2. Challenging

(encouraging the mentee to think about whether there is another way to look at the issue)

- What other areas could you work on?
- If you were describing someone else in this situation, how would you describe how they could manage it?

2

Stage 3. Action Planning

(moving them forward from being stuck, by identifying an area in which they can progress)

- what are your short and long-term goals as compared to the company's goals?
- what is the possible way forward?

4. Turning good intentions into actual results.

- What opportunities do you think you have and what are your threats?
- How can you turn your threats into opportunities?

5. Setting achievable goals

- What will you do first and by when?
- How can you turn your weaknesses into strengths?

The wider team:

Where do you fit with the existing team and how could you engage better with your colleagues?

Maria Cook	Mentoring program
objective	To train up as a Line manager
Standard targets	Exploration Challenging Action plan Personal development/Professional development.
Assessment	06/08/24
Evaluation	

3