

Reflection on the Coaching Session

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Reflection on Role-Play Process and Performance:

During the fifth week of the coaching curriculum, Timi and I used role-playing. I played Philippa, a leader and coach, and Timi played Maria Cook, a microbiologist who had both personal and professional problems during the course of the show. In order to comprehend coaching within an organisation, we required knowledge in both professions; hence, this combination contributed to learning that was both dynamic and collaborative.

When we were in the seventh week, Timi and I came to the realisation that we needed to begin preparing for and arranging rehearsals. To assist Timi in overcoming Maria's professional challenges, I conducted research as a Philippa's GROW model implementations. I decided to adopt the process known as Goal, Reality, Options, and Will. Because of this expertise, we were able to anticipate potential issues and build confidence. While I was encouraging critical thinking using open-ended questions, Timi took the Time to practice Maria's complaints and goals.

This week's role-playing day was a very thrilling events. In my role as Philippa, I initiated the conversation by adopting a straightforward and compassionate tone to encourage Maria (Timi) to feel at ease when discussing her issues. Maria was dissatisfied with her job since she was unable to advance in her career and struggled to maintain a healthy balance between her personal. In the GROW model, the question was posed, "What do you consider to be the most significant challenge in your current role?" How would you proceed to advance your career? Maria was asked to have a better understanding of her objectives and circumstances.

While we were having this conversation, I became aware that I was concentrating on my own solutions in the quest of providing a solution for Maria's. It was suggested by the instructor that Maria be asked open-ended questions in order to encourage her to think rather than supply answers. I advised that Maria's thoughts be replaced with an examination of professional development. I soon concluded that this approach made it more free for Maria to discover her own answers.

Following the initial role-play, Timi took on the part of Philippa, and I was Maria. To show coaching, we switched roles. Despite the fact that Maria had a hard time articulating her anxieties, Timi's portrayal of Philippa helped me think critically. Timi, in contrast to the instructor, posed questions that were completely open-ended and allowed me to think about the answers without offering any suggestions. It became clear from the comparison how important it is to strike a balance between coaching, autonomy, and guiding.

After doing an analysis of the method, we determined both the advantages and downsides of using role-playing. It is essential to instruct the coachee to focus on finding solutions rather than problems. As a result of my restricted ability to provide early solutions, I need to exercise caution when coaching. A useful piece of advice from the instructor is to priorities the coachee's goals. For the purpose of encouraging critical thinking in the coachee, I ask more questions that are open-ended. I am going to maintain my composure and let the coach to make the decision.

The coachee will be better able to examine their thoughts and feelings with the help of more in-depth questions, which will improve my coaching. My goal is to ensure that the coachee's schedule is not disrupted by the conversation. I would like to offer the coachee additional time to think about and address their advice since I believe that patience is quite important. The conclusion is that by switching roles, I will be able to evaluate teaching from both perspectives.

Through the role-play, I gained an understanding of the advantages of coaching variation. Even though preparation and organisation are extremely important, they should not take precedence over the ever-evolving needs of the coachee. Similar to Maria, I ought to have paid closer attention to Timi's nonverbal cues during the entirety of our session. It's possible that if I had asked her about her feelings or anxieties, she would have been less hesitant about accepting my offers. It's possible that Maria accepted her own point of view and explored her own without being constrained by mine.

Another goal is to improve one's active listening skills. The fact that I was concentrating on the GROW paradigm and the performance of the session might have stopped me from communicating with Timi in the role of Maria. During active listening, the coachee's thoughts and feelings are evaluated, and they are encouraged to communicate about their experiences. The coachee can feel understood through active listening, which in turn creates trust and increases productivity.

The instructor emphasised the importance of evaluating the coachee's long-term development as well as the outcomes of the session. It is the responsibility of coaches to assist children in achieving success outside of the classroom. It would be more beneficial for me to teach the coachee some problem-solving skills for a variety of situations rather than delivering solutions. As a result of this session, reflection and critical thinking are required.

At the conclusion of my coaching training, I will reflect. I evaluate my coaching sessions to determine what factors were successful and what aspects may be enhanced. Taking the time to consider and fulfil the requirements of my clients could help me become a better coach. I use these concepts to set coaching goals and track my progress towards achieving those goals.

Both the role-playing and the feedback from the teacher were educational. I learnt how to strike a balance between coaching and autonomy, as well as where I needed to improve. When I am coaching, I will keep these things in mind to ensure that the sessions are productive and empowering for the coachee.

Critical Evaluation of Coaching and Mentoring Context:

I was able to provide Maria with guidance and instruction in critical evaluation through Philippa. Teaching and finding solutions to problems are challenging tasks for coaches. I made a mistake by concentrating on my responses rather than Maria's problems. In terms of autonomy and self-reflection, Maria was lacking. The most effective coaching occurs when the coachee is allowed to make their own choices. The need for patience, avoiding problem-solving, and coaching in self-discovery and progress was emphasised throughout this program.

Impact on Performance and Morale:

Positive Outcomes: Through their mentoring, Phillippa and Maria Cook demonstrated how GROW has the potential to influence career trajectory. To further understand their problems, Phillippa and Maria utilized the GROW paradigm, which stands for Goal, Reality, Options, and Will.

Phillippa was able to evaluate the demands of the company and the management of the team with the assistance of GROW. The strategy assisted her in evaluating her objectives, the department, and the ways in which she could improve morale and production (Ivey and Dupré, 2020).

Following the conversation, Phillippa came to the realization that team briefings that were more inclusive and increased communication were both necessary. The coworkers of Phillippa might experience a greater sense of solidarity and unity.

The GROW methodology was utilized by Maria Cook in order to evaluate her job stagnation and her desire for progress. Maria talked about her professional aspirations, challenges, and potential solutions during the discussion. Through the use of structured GROW, Maria evaluated her professional aspirations and devised strategies for promotion. Because Maria's job path is obvious, preparation might be of use.

Phillippa and Maria were able to triumph over their difficulties with the assistance of GROW's methodical methodology. The performance, confidence, and morale of coachees are all improved using empowerment and planning (Giacumo, Chen and Seguinot-Cruz, 2020). People were able to take responsibility for their success and improve their job conditions with the assistance of coaching that explained goals and explored potential solutions within a framework.

Challenges: Even though the GROW paradigm offered structure and clarity, the sessions revealed that there were possible problems around the lack of coach autonomy. The excessive use of advice and early solutions during coaching sessions was a source of frustration. The autonomy and control of the coachee may be reduced.

Training that would increase morale was proposed by Phillippa's coach. The advice that was given to Phillippa was well thought out and pertinent; yet, it may have prevented her from pursuing other ideas that were more suitable to her observations and the dynamics of the team (Giacumo, Chen and Seguinot-Cruz, 2020). The coachee's ability to innovate and debate is hindered by early reactions.

Maria Cook received guidance from the coach regarding promotion during this session. Despite the fact that they are beneficial, these ideas have the potential to muddle Maria's mind and prevent her from following her own path (Mullen and Klimaitis, 2019). There is a possibility that the coachee will feel pressured to reply when the coach dominates with ideas. It's possible that this will deter the coachee from responding. There is a possibility that the coachee's agency, which is necessary for sustained motivation and engagement, would decrease.

The coach provides directions to the coachee while allowing them to take the lead in the conversation. It is most effective for coaching to take place when the coachee is in charge and the coach is supportive of their ideas. Effectiveness of sessions and student autonomy are both hindered by coaches who are overly directive.

Effectiveness of the GROW Model:

When it came to these sessions, the GROW coaching strategy was successful. Over the course of the lessons, Maria and Phillippa followed the model. Because of its user-friendliness and adaptability, GROW is ideal for a wide variety of educational environments. To put the concept into practice, the coach needs to show respect for the coachee's independence and encourage active engagement (Saez et al., 2020).

When it comes to future sessions, it might be beneficial for coaches to focus less on reactions and more on thinking. Coaches can assist their coachees in arriving at exciting findings by encouraging them to think critically and asking them questions that are insightful. It is through this strategy that coachees are motivated to lead and work more.

By utilizing the GROW technique, Phillippa and Maria were able to successfully complete their coaching sessions. However, the coach should allow the coachees to take the lead in the conversation and further explore their ideas (Saez et al., 2020). To improve both performance and morale, coaching needs to strike a balance between teaching and freedom. Motivating coachees to develop both personally and professionally is something that the coach may do rather than taking the lead in the conversation.

Analysis of Coaching Skills, Behaviors, Attitudes, Beliefs, and Values:

Skills:

Questioning: Only open-ended questions were asked by the coach with whom Philippa and Maria Cook were working. When coaching is done with open-ended questions, it lets coachees express themselves without having to respond with yes or no affirmations (Hakro and Mathew, 2020). As a result of the insightful questions that the coach asked throughout these sessions, Phil and Maria were required to engage in critical thinking. This was evidenced by the way the coach dealt with

the situation involving Phillippa's teamwork and Maria's career stagnation. Using questions such as "What do you think are the root causes of these challenges?" and "How do you envision overcoming this obstacle?" The coaches were able to assist the players in conquering their situations. When it comes to engaging and developing their charges, coaches ask the appropriate questions at the appropriate time (Hakro and Mathew, 2020).

Listening: During these sessions, coaches paid close attention to what was being said. Comprehending, responding to, and remembering the comments made by the coachee are all components of active listening. Feelings, concerns, and statements should all be understood. The coach paid close attention to Phil and Maria's points of view from the beginning. By providing a summary of the most important comments and asking follow-up questions, the coach proved that they understood and respected the feedback provided by the coachee. The coach attempted to understand Maria's difficulties with her advancement (Zimmer and Matthews, 2022). The necessity for Maria to be heard and trusted to instruct was essential.

Behaviors:

Supportiveness: Both Phillippa and Maria were able to feel more at ease expressing their concerns during meetings thanks to the coach. When it comes to coaching, the coachee is not only understood but also encouraged to freely express themselves. In the aftermath of significant departmental shifts, Phillippa had a conversation with the coach about the team's morale and process difficulties (Zimmer and Matthews, 2022). Maria was assisted by the coach in discussing her objectives and challenges. Trainers require this to handle difficult things without passing judgment.

Encouragement: Both Phillippa and Maria were inspired to investigate their concerns and acquire new perspectives as a result of the encouragement. The coachee is motivated and praised for their achievements when they are receiving coaching (Akhbari Ziegler and Hadders-Algra, 2020). Both Maria's aspirations for her profession and Phillippa's leadership were lauded by the team coach. In order to boost their confidence and solve any issues that arose, the coach highlighted their accomplishments and talents. At a time when Phillippa was having doubts about her ability to guide her team through transitions, the coach suggested that she take inspiration from her previous successes. The career route that Maria was on was evaluated by her coach, who also highlighted her growth ambitions. With the assistance of the support, Phillippa and Maria were able to reframe

their challenges and act. A coach who is encouraged can face obstacles with optimism and determination (Akhbari Ziegler and Hadders-Algra, 2020).

Attitudes:

Empathy: In addition to having empathy, the trainer supported the viewpoints expressed by Phillippa and Maria. When it comes to the coachee's emotions, empathy coaching requires reactions that are both sympathetic and effective. After hearing Maria's frustration with her career and Phillippa's struggles with the morale of the team, the coach was able to comprehend the situation (Vlachopoulos, 2021). The feelings and experiences of the coachees were affirmed by the coach. The coachees were able to feel supported and understood, which promoted the development of trust.

Non-Judgmental Approach: The coach placed an emphasis on nonjudgment during sessions (Vlachopoulos, 2021). The thoughts, feelings, and experiences of the coachee are respected by a coach who exhibits impartiality. Maria and Phillippa were able to speak freely without fear of retribution. The struggles of the coachees were well received by the coach. Within the confines of this secure environment, Maria and Phillippa were able to freely address their concerns. The coachee is abler to contribute and be open to new ideas when the coach does not pass judgment with them. Both trust and openness are necessary for this.

Beliefs and Values:

Respect for Autonomy: During the sessions, the coach emphasized the amount of autonomy that the coachee possessed. Allow customers to make their own decisions and thrive. According to the coach, Phillippa and Maria ought to care for themselves. As a means of assisting her team in overcoming challenges, the coach posed questions to Phillippa. Before making a recommendation, Maria's coach strongly suggested that she do some research on the positions available (Fitzgerald, 2020).

Commitment to Development: Within the framework of the Development Commitment, the long-term performance and well-being of coaches are given precedence above rapid improvements (Fitzgerald, 2020). To support coachees in setting goals, evaluating reality, exploring possibilities, and committing to sustainable change, the coach utilized the GROW framework. To foster growth,

the coach suggested that Phillippa and Maria consider the long-term consequences of the activities they were participating in.

Conclusion:

Phillippa and Maria Cook attained their objectives with the assistance of coaching. During both sessions, Phillippa and Maria were able to resolve their concerns by utilizing GROW. It is possible to increase coachee session control. Although the directiveness of the coach was beneficial, it may have impeded the process of problem-solving. The performance of GROW in these sessions is indicative of its potential as a coach; nonetheless, the coach must respect the coachee's autonomy and encourage the coachee to discover themselves individually. For the purpose of complementing the content of the session and preparing for changes, a comprehensive analysis of the strengths and shortcomings of the coaching process is conducted. Updates can be informed by feedback and insights gained from sessions.

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