

*Success is not a goal.
It's a choice.
(-Sharon Pearson)*

Coaching and Mentoring Skills for the Workplace

BMSW6105_LON

Sandra Tirala (2113304)

Contents

Reflection on Coaching Sessions	2
Session with Janice Rowlands (as Coachee)	2
Session with Robert Lee (as Coach)	3
Critical Evaluation of the Impact of Coaching and Mentoring on Performance and Morale.....	4
Analysis of the Skills, Behaviours, Attitudes, Beliefs, and Values of an Effective Coach (Continued)	5
The Role of Emotional Intelligence in Coaching	6
Conclusion.....	8
References	9
Role Play 1: Philippa Graham & Janice Rowlands	10
Role Play 2: Philippa Graham & Robert Lee	12

Reflective Statement on Coaching Sessions

This reflective statement is based on two coaching sessions in which I participated: one in which I acted as a coachee and another in which I took on the coach role. In this reflection, I will discuss what went well, identify areas for improvement, and critically evaluate how coaching and mentoring can enhance performance and morale within an organisational context. Additionally, I will analyse the skills, behaviours, attitudes, beliefs, and values essential for an effective coach or mentor.

Reflection on Coaching Sessions

Session with Janice Rowlands (as Coachee)

During my session with Janice, where I assumed the role of coachee, the coach successfully established a trustful environment by clearly introducing the session and ensuring confidentiality. This approach enabled me to express my concerns regarding the lack of visibility in my remote work. The session was well-structured, with the coach utilising questions that guided me toward identifying potential actions to enhance my profile within the company.

A positive aspect of the session was the precise definition of steps to be taken, such as seeking a mentor and engaging in high-visibility projects. Furthermore, specific deadlines were established, giving me a sense of direction. However, one area for improvement would be to delve deeper into my current challenges. Although we discussed solutions, the coach could have used more probing questions to explore the barriers limiting my progress. Research highlights the importance of thoroughly understanding the coachee's context to offer more effective support (Stober & Grant, 2006).

Focusing on goals and specific contextual challenges would be beneficial in future sessions. Questions like, "What obstacles do you foresee in implementing these actions?" could have allowed me to understand my current situation better. A more in-depth exploration of my concerns would have potentially uncovered underlying issues that might have been overlooked, which could be crucial to address to achieve sustainable progress.

Furthermore, reflecting on this session, I realised that while identifying actionable steps are valuable, and addressing underlying concerns that may influence the execution of those steps is equally critical. Janice's approach to coaching, though structured and transparent, lacked a deeper engagement with my emotional and psychological barriers, which could have enhanced the overall effectiveness of the

session. Research supports the value of addressing practical and emotional factors, suggesting that successful coaching requires a balance of strategic planning and empathetic engagement (Stober & Grant, 2006).

Session with Robert Lee (as Coach)

In my session with Robert, where I acted as the coach, I aimed to help him adapt to recent automation changes within the company. The session was effectively structured, utilising questions that helped.

Robert identified his primary concerns. I guided him toward establishing a concrete action plan, including creating a detailed schedule and improving communication with his team through digital tools.

Despite the productive outcome, one area of constructive criticism for my performance would be the need to make Robert feel more comfortable from the outset. Although the session was productive, it might have been more beneficial to use additional questions to explore how the changes in his work environment affected his productivity and emotional well-being. Whitmore (2009) suggests that coaches should ask questions that enable coachees to reflect deeply on their situation, facilitating greater self-awareness and self-discovery.

In future sessions, I will use more follow-up questions and probing techniques to understand the coachee's situation better and ensure they feel completely at ease throughout the coaching process. Establishing a deeper connection with the coachee is crucial, which can be achieved by creating a more open dialogue and providing a space where they feel comfortable sharing their vulnerabilities. By doing so, the coaching session can transition from merely addressing surface-level concerns to uncovering deeper emotional and cognitive barriers that might impede progress.

Moreover, the session with Robert informed me of the importance of balancing task-oriented coaching with emotional support. Although we successfully identified actionable strategies to cope with the new automation systems, the session could have benefited from more exploration of Robert's feelings toward the organisational changes.

This realisation is supported by research that underscores the need for a holistic approach to coaching, including practical guidance and emotional support (Whitmore, 2009).

Critical Evaluation of the Impact of Coaching and Mentoring on Performance and Morale

Coaching and mentoring within an organisational setting can have a significant impact on both employee performance and morale. In the case of Janice, the coaching session allowed her to develop a clear plan for increasing her visibility within the company. This type of intervention improves employee performance by focusing on specific actions and boosts morale by giving employees a sense of control over their career development. Studies have highlighted how coaching can increase

engagement and job satisfaction by enabling employees to make informed decisions about their professional growth (De Haan & Duckworth, 2013).

Janice's case illustrates the potential of coaching to empower employees, especially when remote work can lead to feelings of isolation and a lack of recognition. The coaching session instilled in her a renewed sense of purpose and motivation by providing a structured plan to increase her visibility. This outcome aligns with findings that suggest coaching enhances job satisfaction by helping employees regain control over their career trajectories (De Haan & Duckworth, 2013).

In Robert's case, the coaching session was instrumental in addressing his concerns about automation and equipping him with tools to better adapt to the changes. By helping him structure his workload and improve communication with his team, the coaching session enhanced his effectiveness and reduced his stress levels. This is crucial for maintaining his well-being in the years leading up to his retirement. Passmore and Fillery-Travis (2011) note that coaching can be particularly beneficial during organisational change, as it helps employees manage uncertainty and adapt to new work realities.

Moreover, Robert's case highlights the role of coaching in facilitating smooth transitions during technological disruption. Automation often brings about anxiety and uncertainty, particularly for employees nearing retirement who may feel overwhelmed by the need to learn new skills. Through targeted coaching, Robert was able to confront these challenges with a renewed sense of confidence, ultimately improving his performance and emotional well-being.

The positive impact of coaching on both Janice and Robert underscores the broader benefits that coaching and mentoring can bring to organisations. Not only do these practices help employees navigate complex challenges, but they also foster a culture of continuous learning and development. This is particularly important in today's fast-paced work environment, where employees must adapt quickly to changes while maintaining high-performance levels.

In conclusion, coaching and mentoring catalyze personal and professional growth, helping employees navigate complex challenges while improving their performance and job satisfaction. The examples of Janice and Robert demonstrate how coaching interventions can be tailored to address specific needs, ultimately leading to positive outcomes for both the individual and the organisation. Research supports that coaching can significantly enhance employee engagement, satisfaction, and overall well-being, making it a valuable tool for organisations seeking to foster a positive and productive work environment (Passmore & Fillery-Travis, 2011).

Analysis of the Skills, Behaviours, Attitudes, Beliefs, and Values of an Effective Coach (Continued)

When it comes to attitudes and beliefs, it is

The coach must believe in the coachee's capacity to find solutions. This coachee-centered approach is fundamental to effective coaching, as highlighted in the literature on strengths-based coaching, which emphasises the development of the coachee's self-confidence and self-sufficiency (Peterson, 2006). By fostering this sense of empowerment, coaches help individuals unlock their potential and encourage them to take ownership of their development. This belief in the coachee's capabilities can significantly impact the coaching process, as it drives the coach to adopt a facilitative rather than directive role, encouraging coachees to explore personally meaningful and sustainable solutions.

A related concept is the attitude of non-judgment and unconditional positive regard. Effective coaches approach the coaching relationship with an open mind, accepting the coachee's perspectives and experiences without imposing their judgments or biases. This attitude fosters a safe and supportive environment where the coachee feels comfortable exploring complex issues. Research indicates that such an environment of acceptance and non-judgment can lead to more profound personal insights and behavioral changes (Stober & Grant, 2006). Coaches must consistently check their assumptions and avoid leading the coachee toward predetermined outcomes.

Another vital belief that effective coaches hold is the value of continuous learning and growth for both the coachee and themselves. This commitment to ongoing development is critical in ensuring coaches stay current with best practices and emerging research in the field. Coaches can support their coachees more effectively by continuously refining their skills and knowledge. This attitude of lifelong learning also models the behaviour that coaches seek to cultivate in their coachees, reinforcing the idea that personal and professional growth is a continuous journey (Garvey, Stokes, & Megginson, 2014).

Moreover, an effective coach must have a clear set of values, including integrity, respect, and commitment. Integrity in coaching involves maintaining honesty and transparency throughout the coaching process, ensuring the coachee is fully informed and empowered to make decisions about their development. Respect is shown by valuing the coachee's perspectives, experiences, and goals and recognising that the coachee is the expert in their life. Commitment is reflected in the coach's dedication to supporting the coachee's progress, showing a consistent willingness to invest time and energy in helping them achieve their goals.

Integrity is essential in maintaining the ethical standards of coaching. Coaches must adhere to professional guidelines and uphold the confidentiality and trust placed in them by their coachees. This means being mindful of boundaries, ensuring that the coaching relationship remains focused on the coachee's development, and avoiding conflicts of interest. Research suggests that maintaining a solid ethical foundation is critical to the success of the coaching relationship, as it builds the coachee's trust and confidence in the process (Garvey et al., 2014).

Respect, as a core value, is also vital in recognising the diversity of experiences that coachees bring to the coaching relationship. Coaches must be culturally sensitive and aware of the unique challenges that individuals from different backgrounds may face. This involves being attuned to issues of race, gender, socioeconomic status, and other factors that may influence the coachee's experience. By demonstrating cultural competence, coaches can create more inclusive coaching practices that meet the needs of a diverse range of coachees.

Lastly, commitment to coaching is demonstrated through the coach's ongoing support and encouragement of the coachee's development. This includes being available for regular coaching sessions, following up on progress, and offering additional resources when needed. Commitment also involves the coach's willingness to invest in their professional development, ensuring they continue providing high-quality coaching that reflects the latest research and best practices. By showing this level of dedication, coaches reinforce their role as partners in the coachee's journey toward achieving their goals.

The Role of Emotional Intelligence in Coaching

An additional dimension to consider in a coach's effectiveness is the role of emotional intelligence (EI). Emotional intelligence, which includes self-awareness, self-regulation, motivation, empathy, and social skills, plays a critical role in the coaching process. A coach with high emotional intelligence is better equipped to manage their own emotions, understand the emotions of their coachees, and navigate the complex interpersonal dynamics that arise during coaching sessions.

Self-awareness allows coaches to recognise their emotional triggers and biases, which can impact their ability to remain objective and non-judgmental during sessions. By being attuned to their emotional states, coaches can prevent these emotions from interfering with the coaching process and maintain a focus on the coachee's needs. Self-regulation, or managing one's emotions, is essential in creating a calm and supportive coaching environment. Coaches who can effectively regulate their emotions are better able to handle challenging situations, such as when coachees express frustration, fear, or resistance to change.

Empathy is perhaps the most crucial component of emotional intelligence for coaches, as it enables them to understand and connect with their coachees on a deeper level. Empathy allows coaches to put themselves in their coachee's shoes, gaining insight into their feelings, thoughts, and perspectives. This ability to empathise fosters trust and rapport, which is essential for creating a productive coaching relationship. Research suggests that empathy in coaching leads to greater coachee satisfaction and more effective outcomes, as it helps coachees feel understood and supported throughout the process (Passmore & Fillery-Travis, 2011).

Social skills, another component of emotional intelligence, are also vital for effective coaching. These skills include communication, conflict resolution, and building and maintaining relationships. Coaches with strong social skills can better navigate the coaching relationship's complexities, ensuring clear and constructive communication. They can also effectively manage conflicts or misunderstandings during coaching, ensuring these issues do not derail the coachee's progress.

Motivation, the final element of emotional intelligence, refers to the coach's intrinsic desire to help others achieve their goals. Coaches genuinely motivated by a desire to see their coachees succeed are more likely to go above and beyond in supporting their coachees' development. This motivation is often reflected in the coach's enthusiasm and energy during coaching sessions, which can inspire and encourage the coachee to stay committed to their goals.

Conclusion

In summary, effective coaching requires a fine balance of skills, behaviors, attitudes, beliefs, and values, all underpinned by a strong foundation of emotional intelligence. Coaches should be skilled at asking probing questions, actively listening, and providing constructive feedback while displaying behaviors that build trust and a supportive coaching environment. Their attitudes and values should reflect genuine respect for the coachee's autonomy and a commitment to continuous learning and ethical conduct.

Values like honesty, respect, and dedication are crucial for upholding coaching quality and ethical standards, ensuring the coachee's well-being is prioritized throughout the coaching process.

Emotional intelligence helps coaches connect with their clients, navigate interpersonal dynamics, and create a supportive and empathetic coaching environment. By integrating these elements, coaches can facilitate transformative change in their coachees, helping them achieve personal and professional goals while fostering empowerment and self-confidence.

As the coaching industry evolves, coaches must remain dedicated to their development, staying up to date on new research and best practices to enhance their effectiveness. This ensures coaches provide their coachees with optimal support, contributing to individual and organizational success and well-being.

References

- De Haan, E., & Duckworth, A. (2013). **The Coaching Relationship: Putting People First**. London: Routledge.
- Garvey, B., Stokes, P., & Megginson, D. (2014). **Coaching and Mentoring: Theory and Practice**. London: SAGE Publications.
- Passmore, J., & Fillery-Travis, A. (2011). **A Critical Review of Executive Coaching Research: A Decade of Progress and What is to Come**. *Coaching: An International Journal of Theory, Research and Practice*, 4(2), 70-88.
- Peterson, D. B. (2006). **People are Complex, and the World is Messy: A Behavior-Based Approach to Executive Coaching**. In Stober, D. R., & Grant, A. M. (Eds.), **Evidence-Based Coaching Handbook: Putting Best Practices to Work for Your Clients** (pp. 51-76). Hoboken, NJ: John Wiley & Sons.
- Stober, D. R., & Grant, A. M. (2006). **Evidence-Based Coaching Handbook: Putting Best Practices to Work for Your Clients**. Hoboken, NJ: John Wiley & Sons.
- Whitmore, J. (2009). **Coaching for Performance: GROWing Human Potential and Purpose: The Principles and Practice of Coaching and Leadership**. London: Nicholas Brealey Publishing

Role Play 1: Philippa Graham & Janice Rowlands

Participants:

- **Philippa Graham** (Coach)
 - **Janice Rowlands** (Coachee - Senior Microbiologist)
-

Philippa: Good morning, Janice. Thank you for being here today. Please, have a seat. How are you feeling today?

Janice: Good morning, Ms. Graham. I am doing well, thank you. I am glad to be here and looking forward to our conversation.

Philippa: I am glad to hear that. Please make yourself comfortable. I want to remind you that this session is entirely confidential. Everything we discuss will stay between us. This is a safe space for you to express your thoughts and feelings openly so we can work together to achieve your goals. How does that sound?

Janice: That is precisely what I need right now. It is reassuring to know that I can speak freely.

Philippa: Great! I aim to help you gain clarity and develop actionable steps to move forward. Let us dive in. **Could you tell me what specific outcomes you want from our conversation today?**

Janice: I love what I do and am very passionate about my work as a senior microbiologist. I am enthusiastic about my results and always optimistic about the impact I can make. However, something has been bothering me lately, especially since I started working from home. While I enjoy the flexibility and the comfort of working remotely, I cannot shake the feeling that my contributions are not being fully recognised. I worry that because I am not physically present in the office, I miss opportunities to interact with others, particularly senior management, which might affect how my work is valued.

Philippa: It sounds like you are experiencing a bit of a disconnect due to the remote work situation, which impacts your sense of visibility and recognition within the company. That is a valid concern, especially given how much you care about your work. **Have you considered any specific actions you could take to improve your visibility and ensure your contributions are recognised?**

Janice: Yes, I have been thinking about it a lot. I need to take a proactive approach. I want to enhance my skills and qualifications to be better positioned to take on more

significant responsibilities. I am also interested in participating in high-visibility projects that align with our company's goals and would showcase my expertise to senior management.

Philippa: That sounds like a solid plan, Janice. It is excellent that you think strategically about increasing your visibility and impact. What do you think would be the first steps toward achieving these goals? Have you identified any specific actions to help you move in that direction?

Janice: I am considering seeking mentorship from a senior colleague who has already established a strong presence within the company and could offer guidance on navigating this situation. Additionally, I am looking into high-visibility projects where I could contribute meaningfully. Lastly, I am interested in some of the certified courses that our company offers. Further education and training could enhance my skills and make me even more valuable to the team.

Philippa: Those are excellent ideas. Seeking mentorship, getting involved in critical projects, and investing in professional development are all powerful ways to raise your profile. When do you plan to start implementing these actions? Have you set any specific timelines or milestones for yourself?

Janice: Yes, I have given it some thought. I plan to meet with my manager this week to discuss potential projects to increase my visibility. I want to understand where I can make the most impact and how I can align my efforts with the company's strategic goals. As for the courses, I intend to enrol in an advanced microbiology course by the end of this month. I also plan to ask my manager if additional training opportunities could further enhance my skills.

Philippa: That is a very well-thought-out plan, Janice. You are committed to taking concrete steps to achieve your goals. How do you feel about the steps you have planned to take? Do they give you a sense of confidence and direction?

Janice: I feel much more confident now that I have articulated my plan. Knowing that I have specific actions to take makes me feel more in control of my career trajectory. I am motivated to chase my goals and make the most of the opportunities that come my way.

Philippa: I am glad to hear that, Janice. It sounds like you are in a good place mentally and emotionally to pursue these goals. I am here to support you every step of the way. To ensure that you stay on track, I would like to schedule a follow-up session once a month. This will allow us to review your progress, celebrate your achievements, and make any necessary adjustments to your plan. How does that sound?

Janice: That sounds perfect, Ms. Graham. I appreciate your support and guidance. I am looking forward to our next session.

Philippa: You are very welcome, Janice. If you need anything, do not hesitate to email me. I will see you next month.

Janice: Thank you so much, Ms. Graham. Have a great day!

Philippa: You too, Janice. Take care!

Role Play 2: Philippa Graham & Robert Lee

Participants:

- **Philippa Graham** (Coach)
 - **Robert Lee** (Coachee - Head of Section)
-

Philippa: Good morning, Robert. Thank you for joining me today. How are you feeling?

Robert: Good morning, Philippa. I am doing well, thank you.

Philippa: I am glad to hear that. I have invited you to this coaching session to discuss recent changes within our company, mainly how they have impacted your role. I want to assure you that this conversation is entirely confidential. This is your time to express any concerns or challenges you might be facing, and we will work together to find solutions. How does that sound to you?

Robert: That sounds reassuring. I appreciate the opportunity to discuss these issues in a confidential setting. Thank you for setting this up.

Philippa: Excellent. Let us start by discussing your goals from today's session. Are there any specific challenges you are facing that you would like us to focus on?

Robert: I appreciate being included in this coaching process. I have been with the company for 15 years, and I have seen many changes over that time. However, the recent changes, especially the automation processes that have been implemented, have been particularly challenging for me. Before automation, I felt much more efficient in my work. Now, I feel overwhelmed by the increased workload, and it becomes difficult to organise shifts with the limited staff and available time. I am concerned about how I can continue to be effective in my role for the remaining three years of my tenure.

Philippa: I understand, Robert. The automation process has brought about significant changes that have disrupted your workflow. It is natural to feel this way, especially after being with the company for so long. Let us focus on how we can address these challenges and find a way to help you adapt to these changes effectively. What steps do you think you could take to start addressing these challenges?

Robert: I have been thinking about it, and I believe the first step is to create a detailed weekly schedule to prioritise tasks. This will help me manage my workload more effectively and ensure everything gets done on time. Additionally, I need to set up a meeting with the automation team to understand the new systems better and see if I can do anything to streamline the process or receive additional support.

Philippa: That sounds like a proactive approach, Robert. Creating a detailed schedule will help you regain control over your workload, and meeting with the automation team could provide valuable insights that could make your job easier.

What specific actions will you take to move closer to your goal?

Robert: First, I will start a WhatsApp pilot program to ensure that everyone on my team receives the weekly schedule and their specific tasks. This will also help me stay connected with the staff and ensure clear and consistent communication. Regarding the automation team meeting, I will email them today to arrange a discussion. I want to understand our systems better and see if there are any ways to improve the process.

Philippa: That is an excellent plan, Robert. Significantly, you are taking concrete steps to address your challenges. **When do you plan to start implementing these actions?**

Robert: I will have the new schedule ready by the end of this week. With the help of my assistant, I will create the WhatsApp group and share the schedule with the team. As for the meeting with the automation team, I will book it as soon as I receive a response to my email.

Philippa: Wonderful, Robert. It looks like you have a solid plan in place. I am confident these steps will help you regain efficiency and adapt to the changes more smoothly. **Let us reconvene next week to review your progress and make any necessary adjustments. How does that sound?**

Robert: That sounds great, Philippa. Thank you so much for your guidance. I am looking forward to our next session.

Philippa: You are very welcome