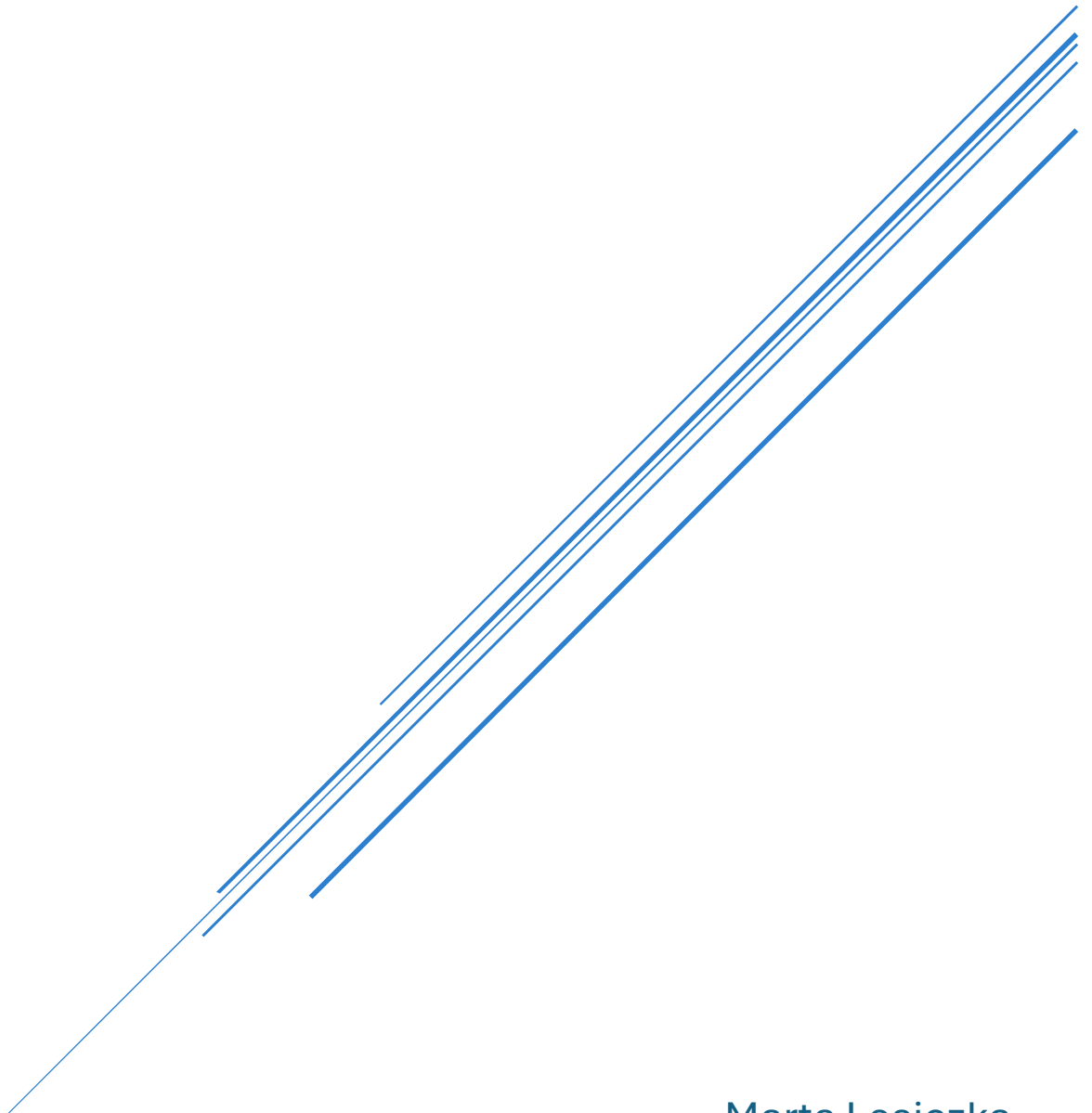


Coaching and Mentoring within an organisational context.

Coaching and Mentoring BMSW6007



Marta Lesiczka
06/12/2024

Table of Contents

Introduction	2
1.0 Reflection on the Peer Coaching Exercise.....	3
1.1 Description.....	3
1.2 Feelings.....	3
1.3Evaluation	4
1.4 Analysis.....	5
1.5 Learning and Improvement	5
2.0 Critical Analysis of Coaching in Post-COVID Workplaces	6
2.1 Unique Benefits of Coaching Post-COVID	6
2.2 Comparison with Mentoring and Training	6
2.3 Skills Required for Effective Coaching.....	7
2.4 Using Coaching at Tesco	7
3.0 Personal Development Plan	9
4.0 Conclusion	11
References	12

Introduction

Coaching has become a key tool in post-COVID workplaces, where organisations are facing unprecedented challenges, including a shift to hybrid work, and the need to adapt quickly (Brunning, 2021). Coaching offers a tailor-made and collaborative approach, unlike traditional educational interventions such as training courses, which provide standardised content, or mentoring, which often emphasises knowledge transfer. It enables individuals to address specific challenges, develop practical solutions, and foster long-term growth. This personalised support increases employee performance and drives organisational success by cultivating more agile and engaged employees (Schermuly, 2021).

As a Tesco employee, I believe coaching could significantly boost productivity and drive continuous improvement. While Tesco focuses on mentoring and training, adding structured coaching practices could better align individual development with organisational goals. (PLC, 2019). Coaching could be particularly beneficial in addressing individual challenges, promoting autonomy, and supporting employees in achieving sustainable outcomes.

For this peer coaching exercise, I used the Instant Payoff model (Landsberg, 2015), a practical framework designed to achieve immediate, results-oriented outcomes. Its simplicity and focus on overcoming blocks made it an ideal choice for addressing specific workplace challenges, such as productivity improvement. This reflection evaluates my coaching performance using Gibbs' Reflective Cycle (Gibbs, 1988), a structured framework that emphasises planning, doing, and reviewing. Through this process, I will critically analyse my strengths, weaknesses, and areas for development, outlining a personal development plan to enhance my future coaching effectiveness.

1.0 Reflection on the Peer Coaching Exercise

In this section, I used Gibbs' Reflection Cycle (1988) to evaluate my peer coaching performance, focusing on preparation, the session itself, assessment, and learning outcomes (Holewik, 2020). This structured approach allows me to identify strengths, weaknesses, and areas for improvement, while aligning my reflections with Tesco's workplace culture.

1.1 Description

While preparing for the coaching session, I thoroughly familiarised myself with the Instant Payoff model. This time-based model focuses on identifying obstacles that hinder progress and helping the coachee create practical solutions to overcome these barriers (Landsberg, 2015). I set myself the goal of helping Marcin, my coachee, develop strategies to increase his productivity. Given the rapidly changing work environment, I tried to provide practical solutions while encouraging Marcin to take responsibility for his development.

To ensure I was well-prepared, I reviewed coaching theory, Marcins organisational culture, and examples of workplace challenges post-COVID. This helped me frame my questions around productivity challenges common in logistic settings, such as managing emails, responding to customer demands, and balancing team collaboration with individual focus. Also, I drafted open-ended questions and reminders for follow-up prompts, intending to remain flexible and responsive during the session.

I also considered how Marcins organisation culture of teamwork and operational efficiency could shape Marcin's experience. For instance, I recognised that Marcin might feel pressure to respond quickly to colleagues, so I anticipated potential resistance to setting boundaries. My preparation included strategies for building rapport and making Marcin comfortable sharing his challenges while staying empathetic to the broader workplace context.

1.2 Feelings

The coaching session lasted 13 minutes and followed the Instant Payoff model to address Marcin's goal of improving his productivity. After a brief introduction where I outlined the session's purpose and established a coaching contract, I guided Marcin in identifying key obstacles, such as constant email interruptions, excessive meetings, and the internal pressure to be perpetually available.

Using reflective and open-ended questions, I helped Marcin explore the root causes of these issues. I encouraged him to reflect on his sense of urgency and the impact of this

behaviour on his focus. I summarised and reflected his thoughts to demonstrate active listening and ensure I understood his concerns. Together, we brainstormed solutions, including setting designated email-checking times, establishing focus periods, and communicating these boundaries with his colleagues.

The session concluded with a clear action plan: Marcin committed to trialing these strategies for a week, after which we would follow up to assess his progress. Throughout, I aimed to balance structure with flexibility, ensuring that Marcin felt empowered to take ownership of the process.

Initially, I felt confident in my preparation. As the conversation progressed, I became more comfortable, especially when Marcin responded positively to my reflective comments and actively generated solutions. I felt accomplished as he articulated actionable steps with confidence but recognised the need to dedicate more time to building rapport at the session's start.

1.3 Evaluation

The coaching session demonstrated a clear structure, which contributed to its overall effectiveness. The use of the Instant Payoff model helped maintain focus and facilitated actionable outcomes. There are my areas with strengths and weaknesses:

1.3.1 Strengths

One of my key strengths was creating a supportive and collaborative environment. I used empathetic language, such as "That's a solid idea," and asked permission before suggesting alternatives, which made Marcin feel respected and valued. My preparation enabled me to ask focused, open-ended questions that encouraged Marcin to reflect deeply on his habits and behaviours.

Active listening was another strong point. By summarising Marcin's responses and reflecting his thoughts to him, I demonstrated understanding and reinforced his confidence in developing his solutions. My use of follow-up questions, such as "What do you think causes this urgency to respond immediately?" helped probe deeper into the root causes of his challenges.

The structure of the session was effective, with a clear introduction, main discussion, and conclusion. The Instant Payoff model provided a logical framework that kept the conversation focused while still allowing flexibility. Marcin's positive response and engagement confirmed the session's success in creating actionable outcomes.

1.3.2 Weaknesses

One area for improvement was time management. The session ended two minutes short of the required 15 minutes, leaving time that could have been used to build greater rapport at the start. While I established a coaching contract, spending more time on rapport-building could have made Marcin feel more at ease and open to exploring deeper challenges.

While I adhered closely to the Instant Payoff model, I might have missed opportunities to adapt elements from other models, such as GROW (Goals, Reality, Options, Will) what is one of the most widely used coaching frameworks, developed by John Whitmore in the late 1980s, it provides a structured approach to coaching by guiding conversations in a logical sequence (Hogbin, 2022), or OSCAR (Outcome, Situation, Choices, Actions, Review) what is a solution-focused coaching framework developed by Mark McKergow and Paul Z. Jackson. It emphasizes strengths, resources, and actions to achieve desired outcomes (Gilbert, 2009). For instance, the GROW model emphasizes defining long-term goals, which could have added depth to Marcin's action plan.

1.4 Analysis

My strengths can be attributed to thorough preparation and familiarity with coaching theory. Active listening and empathy are core coaching skills (Rogers, 2024), and my ability to apply these in practice reflects both preparation and alignment with organisation collaborative culture. Using the Instant Payoff model enabled a focused approach, suitable for addressing specific workplace challenges within a short time frame.

However, the weaknesses highlight the limitations of rigidly following one model. While the Instant Payoff model emphasises immediate results, models like OSCAR could have provided a more holistic perspective by incorporating a detailed review stage. The GROW model's focus on goal setting might have been useful for addressing longer-term productivity goals beyond Marcin's immediate challenges.

Time management was another challenge. While I had prepared extensively, I underestimated the importance of building rapport, which is critical for fostering trust and openness. Spending more time here might have enriched the discussion and encouraged Marcin to explore additional areas for improvement.

1.5 Learning and Improvement

This session underscored the need to balance structure with adaptability. While the Instant Payoff model was effective, incorporating elements from other models could better address specific coachee needs. I also learned the value of tailoring coaching to Tesco's operational pressures, helping employees manage workloads. Moving forward, I aim to improve rapport-building and goal setting to address both immediate and long-term challenges. Overall, this exercise highlighted the importance of preparation, active listening, and structure, while revealing areas for growth like time management and model flexibility insights that will guide my development and support for colleagues.

2.0 Critical Analysis of Coaching in Post-COVID Workplaces

The COVID-19 pandemic has transformed workplace dynamics, emphasising the need for organisations to prioritise employee well-being, adaptability, and skill development (Dagar, 2023). Coaching has emerged as a powerful intervention, offering individualised support that enhances both personal and organizational outcomes (Starr, 2021). Unlike mentoring or training courses, coaching provides a collaborative framework for employees to explore challenges, identify solutions, and take ownership of their development—a crucial factor in navigating the post-COVID world.

2.1 Unique Benefits of Coaching Post-COVID

Coaching is particularly effective in addressing the unique challenges of post-COVID workplaces. The pandemic accelerated the shift toward hybrid work environments, requiring employees to adapt quickly to new technologies, workflows, and communication styles. Coaching helps individuals build resilience and adaptability by fostering self-awareness and problem-solving skills (Fadare, 2023). For example, in my peer coaching session with Marcin, the Instant Payoff model enabled us to identify productivity barriers, such as constant email interruptions, and co-create actionable strategies to overcome them.

Coaching enhances employee well-being by offering a space for reflection and growth, addressing post-pandemic challenges like burnout and work-life balance. Unlike training, it focuses on emotional needs, empowering employees to develop sustainable habits and overcome obstacles.

2.2 Comparison with Mentoring and Training

While mentoring and training are valuable learning interventions, coaching offers distinct advantages. Mentoring focuses on long-term professional growth through guidance from

an experienced individual, often emphasizing career development rather than immediate problem-solving (Connor, 2017). In contrast, coaching is more flexible and action-oriented, making it suitable for addressing specific challenges, as demonstrated in my session with Marcin.

Similarly, training programs are typically designed to upskill groups of employees on standardized content, such as compliance or technical tools (Fraile, 2023). Training, while effective for knowledge sharing, lacks coaching's personalised approach. For example, coaching addressed Marcin's unique challenges, like managing expectations and setting boundaries, offering tailored and impactful solutions. (Passmore, 2021).

At Tesco, coaching could complement training and mentoring by helping employees manage operational pressures. For example, line managers could support productivity and collaboration through coaching. Introducing a formal coaching framework could boost engagement and performance.

2.3 Skills Required for Effective Coaching

Effective coaching relies on a combination of technical and interpersonal skills. Emotional intelligence, active listening, and the ability to provide constructive feedback are critical for building trust and guiding meaningful discussions (Sternad, 2021). In my coaching session, I demonstrated active listening by summarising Marcin's responses and reflecting on his thoughts to him. This reassured him that his concerns were understood and encouraged him to take ownership of the solutions we developed.

Empathy and adaptability are vital for meeting coachees' unique needs. I tailored my approach to Marcin's fast-paced workplace, acknowledging his pressures and guiding him toward realistic strategies through open-ended questions and balanced coaching.

Directive coaching involves the coach actively guiding the coachee by providing advice, solutions, or instructions. The coach typically assumes the role of an expert or authority figure, using their knowledge and experience to steer the coachee toward a specific outcome but according to Thomson (2009) non-directive coaching empowers the coachee to discover their solutions through reflection and self-directed problem-solving. The coach acts as a facilitator rather than an advisor, using active listening and open-ended questioning to help the coachee explore their thoughts and options

2.4 Using Coaching at Tesco

Tesco uses training and mentoring in practice but compared to the John Lewis Partnership coaching framework fosters empowerment, collaboration, and strong employee engagement by equipping managers to support teams and address challenges effectively (JLP, 2024). Tesco, while excelling in training and mentoring, lacks a similar structured approach. Introducing coaching at Tesco could enhance productivity, engagement, and

leadership development, helping the company match JLP's success in building a collaborative and resilient workforce while driving individual and organizational growth.

3.0 Personal Development Plan

What do I want/need to learn?	What will I do to achieve this?	What resources or support will I need?	What will my success criteria be?	Target dates for review and completion
Improve rapport-building skills: I need to spend more time establishing trust and comfort with my coachee at the beginning of sessions, as noted in my reflection. Rapport-building is critical for effective coaching relationships (Coller-Peter, 2020).	Research techniques for rapport-building by reading " <i>Coaching for Performance</i> " (Whitmore, 2010), focusing on sections about trust-building. Practice these techniques in informal interactions at work and during coaching sessions.	Observational opportunities with skilled coaches.	Feedback from coachees on my ability to build rapport. - Increased ease in starting coaching conversations with coaches.	Positive feedback from coachees on feeling comfortable and engaged during sessions. Review: 15th December 2024. Completion: 31st December 2024.
Improve my listening skills: During my practical exercise, I occasionally missed opportunities to respond appropriately to my coachee, as noted by my observer. Effective listening is a core coaching	Watch the YouTube video " <i>The Art of Active Listening Harvard Business Review Guide</i> " (HBR, 2022), and critically analyse how I can apply these techniques in coaching.	Practice the new listening strategies through a role-play coaching session with my coachee in two weeks. Access to a computer for online videos.	Support from my coachee is needed to participate in role-play. I will secure their collaboration by offering to reciprocate the exercise, also positive feedback from my coachee on my listening skills during the role-play session	Increased confidence in holding work-related conversations, especially in one-to-one discussions. Review: 12th December 2024 Completion: 19th December 2024.

skill (Burt, 2019).			compared to the previous exercise.	
Develop time management skills for coaching sessions: My coaching session was under the required time limit, which suggests a need to manage time more effectively to maximize session impact.	Record and analyse my role-play coaching sessions to identify areas of improvement, - Review guidance on structuring coaching sessions in <i>Coaching Skills: The Definitive Guide to Being a Coach</i> (Rogers, 2024).	Timer or stopwatch for practice.	Support from a peer or coachee to review role-play sessions and provide constructive feedback.	Review: 20th December 2024 (after practicing role-play sessions). Completion: 5th January 2025.

4.0 Conclusion

Reflecting on the peer coaching exercise has deepened my understanding of coaching's role in individual and organisational growth. I have honed skills like active listening, rapport-building, and guiding coachees toward actionable solutions. Using the Instant Payoff Model highlighted the structured yet adaptable nature of coaching and its potential to enhance productivity and empowerment. This experience underscored the value of coaching in post-COVID workplaces like Tesco, where it addresses challenges like well-being, adaptability, and skill development more effectively than traditional interventions. Coaching's personalised approach fosters ownership, engagement, and business success. Looking ahead, I am committed to improving my coaching skills, including time management, as outlined in my Personal Development Plan, and integrating diverse models like GROW and OSCAR. Lifelong learning and self-reflection will guide me in supporting others effectively. These lessons will enhance my contributions at Tesco while fostering positive change in both professional and personal contexts.

References

- Brunning, H. (2021) From here to eternity? Work, coaching, and consulting in a post-Covid world. *Organisational and Social Dynamics*, 21, 171-188. Accessed: November 13, 2024.
- Burt, S. (2019) *The Art of Listening in Coaching and Mentoring*. Routledge, London.
- Coller Peter (2020) Strategies to establish rapport during online management coaching. *SA Journal of Human Resource Management*, 18. doi: <https://doi.org/10.4102/sajhrm.v18i0.1298>
- Connor, M. P. (2017) *Coaching and Mentoring at Work*. Open University Press. Berkshire.
- Dagar, R. (2023) Navigate Crises: Leadership Role In Fostering Employee Well-Being and Resilience. *Seybold report*, 18, 721-738. doi:10.17605/OSF.IO/N5HPM Accessed: November 19, 2024.
- Fadare, S. A. (2023) The Unmasked Coach: Mastering Decision. *Journal of Propulsion Technology*, 44 <https://d1wqtxts1xzle7.cloudfront.net/> Accessed: November 15, 2024.
- Fraille, F. (2023) A Methodological Framework for Designing Personalised Training Programs to Support Personnel Upskilling in Industry 5.0. *MDPI*, 12, 224. from <https://www.mdpi.com/2073-431X/12/11/224> Accessed: November 15, 2024.
- Gibbs. (1988) *Learning by doing: A guide to teaching and learning methods*. Further Education Unit. Oxford.
- Gilbert, A. (2009) *OSCAR Coaching Model: Simplifying Workplace Coaching*. Worth Consulting, Redbrook.
- HBR. (2022) *The Art of Active Listening*. Available at: Harvard Business Review Guide: <https://www.bing.com/videos/riverview/relatedvideo?q=%22The+Art+of+Active+Listening>, Accessed: November 29, 2024.
- Hogbin, J. (2022) *The GROW Coaching Model for Performance*. United Kingdom
- Holewik, K. (2020) Peer Feedback and Reflective Practice in Public Service Interpreter Training. *Theory and Practice of Second Language Acquisition*, 2, 133-159. Accessed: November 14, 2024.

- JLP. (2024) *Annual Report and Accounts 2024*. Available at: John Lewis Partnership PLC: <https://www.johnlewispartnership.co.uk/annualreport>, Accessed: November 25, 2024.
- Landsberg, M. (2015) *The Tao of Coaching: Boost your effectiveness at work by inspiring and developing those around you*. Profile Books.London.
- Passmore, J. (2021) *Excellence in Coaching*. Kogan Page.London.
- PLC, T. (2019) *Supporting diverse talent through Tesco Executive Mentoring*. Available at: Tesco PLC: <https://www.tescopl.com/blog/supporting-diverse-talent-through-tesco-executive-mentoring/> Accessed: November 15, 2024.
- Rogers, J. (2024) *Coaching Skills: The Definitive Guide to Being a Coach*. Open University Press.London.
- Schermuly, C. (2021) The future of workplace coaching – an explorative Delphi study. *Taylor and Francis*, 15, 244-263.
doi:<https://doi.org/10.1080/17521882.2021.2014542>
- Starr, J. (2021) *The Coaching Manual*. Pearson Education.London.
- Sternad, D. (2021) *Developing Coaching Skills*. econcise GmbH.Austria .
- Thomson, B. (2009) *Don't Just Do Something, Sit There: An Introduction to Non-Directive Coaching*. Chandos Publishing.Hull.
- Whitmore, J. (2010) *Coaching for Performance*. Hachette UK.London.