

Coaching and Mentoring Skills for the workplace

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Reflection of the coaching session

Gibbs reflective model

Gibbs (1988) has created a theoretical model for reflection which considers that reflecting on experiences is essential for effective learning. The model known as Gibbs reflective cycle starts with description of the experience, feelings about the experience and what are the reflectors thoughts about it, evaluation of the reflection which involves positives and negatives, analysis of the experience in order to make sense of what has been experienced, conclusion to reflect on what was learnt and what other ways would have been more effective and action plan to be put in place for future similar experiences and by applying what was learnt.

It will be used Gibbs reflection cycle to reflect on the coaching session organised for the pharmaceutical market leader Healthcare International in the manager role. This model will help me identify my strengths but also what areas I need to improve in the role of a coach and mentor. The description of the experience is the first stage of the model. The coach was the manager Philippa undertaken by myself and the coachee was Robert Lee the head of the section of the selected company who has been working there for 15 years represented by my colleague. My task was to deliver an introductory coaching session for one staff and had to be organised by using a coaching model and to take into account the characteristics of an effective coach or mentor. The training session had to be organised over 30 min period of time. I have started the coaching sessions by introducing myself in the role of the coach and presenting the purpose of the meeting. I have explained the aim of the company to improve performance and morale through coaching and mentoring and wanted to get the staff views and feedback on the current work environment. I was told by the staff that there are certain worries related to the reduced number of staff and dealing with the work volume. Have assessed the current reality and have considered the imperative need of training for the staff under the new working conditions. The staff has acknowledged the identified need for training and how would increase performance. The coachee has suggested the learning to be realised on the job so it is more effective and more practical for the company. The suggestion was agreed on and staff has been asked to contribute to scheduling and organising staff for the proposed training sessions. The coaching model used was the GROW model.

The feelings stage will reflect on how I found the experience and what were my feelings. I took an important role as a coach, having to lead the coaching session, being careful to not coach in own image, being patient, it was a lot of pressure and I had been nervous about my performance. I

consider that I could have been more confident which would have me allowed to display more leadership skills and rely less on the script I have prepared.

The evaluation stage looks into positives and negatives of the experience. I consider it was a good experience with overall positive results. I had presented the purpose of the session, I had good interaction with the staff, I had addressed the structure that I had prepared, I have identified what are the staff's concerns and what are the needs that should be addressed and have put in place a plan of action together with the staff. I have received good marks from the lecturer for approaching the coaching session. The negatives of the experience is that I was too nervous and had to rely too much on the script which was criticised by the lecturer and that I should have empowered the coachee to provide solutions and allow the staff to think on the solutions. My responses as a coach should have been more patient, allow the staff to process the information and act more as a problem solver.

The analysis stage looks into making sense of the situation. I consider that for a first time coaching role I had manage it quite well, it is a big responsibility and I consider that making use of theoretical models such as the GROW coaching model has gave me structure and has helped me to achieve results. I have realised that using theoretical models is very important to ensure aims and objectives are achieved. The experience would have been more interactive if I would have prepared more and would have been more confident in leading the session and showing my personality. I think it would have also helped more in depth research of the coach characteristics and ways to apply those. Relying on the script and reading the script did not help as has reduced the interaction with the coachee.

The conclusion stage is one of the final stages. I can conclude that this experience has helped me develop communication skills, leadership skills and coaching and mentoring. Has helped me to apply theoretical models to practical experiences and has helped me create an introductory coaching session. The learning throughout this module has helped me gain new knowledge and has gave me the tools to undertake the role of a coach and be able to mentor in working environments. It is the beginning of a path which has been unfamiliar to me and I did not know that I would be able to undertake such role. Leading a training session has also thought me about the importance of body language and its role in creating a connection and engaging with the coachee.

The action plan stage is based on the positives and negatives of the experience. I plan to use all the knowledge in future situations, to be more confident and be a problem solver. I understood better the role of a coach and mentor and I would like to improve the interaction levels, will ensure I apply effectively good coaching and mentorship skills. I will make use of the feedback provided by the

lecturer and would ensure that will not just read from the script and be more independent and confident in expressing thoughts and ideas towards the established framework. Further that I will perform individual research about mentorship and coaching and best methods to achieve results.

Johari Window

The Johari window is a theoretical model used for reflection on self awareness and the report with others. It is constructed around 4 regions: arena, facade, blind spot and unknown. The first region arena refers to adjectives on the individual personality traits and skills which the individual is aware of and the surrounding people are also aware. As an individual I am determined and ambitious. I am compassionate and have high levels of empathy. In the role of a coach this qualities enable me to empower others to have good choices. Everyone around me knows that I am always there is someone needs my help. It is also known that I do not give up easily. The second region of the map is the facade which refers to the information about self only known by the individual. I am a punctual and organised person, but I do not like early mornings, I struggle to function at best when I have to wake up early. I believe that could impact my performance. The next region is the blind spot and refers to the thoughts of the surrounding people on the individual which are not revealed to the individual. My colleagues have told me that when I am nervous I tend to talk too much about unrelated things to the subject discussed. This would impact my performance as a coach and mentor and I need to work on being focused and confident. The unknown region of the map refers to information not known by the individual nor the surrounding people. As an example I do not know if I would be a good healthcare provider as I have never been put in the situation of dealing with patients and giving medical care.

Critical evaluation of whether and how coaching and mentoring within the proposed context could lead to improved performance/morale

The selected coaching model was the GROW model which refers to grow, current reality, options or obstacles and will or way forward. This theoretical model can provide the required framework to establish strategies and plan for achieving objectives and long term aims. In the working environment coaching people to perform and do their best is an important role which needs to be undertaken as a leader. The coach has the role of providing help to the employees to work as highest potential, to solve problems and take decisions in difficult times when they struggle and lack vision. It would also empower them to progress career, having learnt new skills and gaining knowledge. Having a coach when getting formal training is very beneficial for the employees. Lack of coaching requires high levels of discipline to be able learn and progress (Mind Tools, 2023).

The GROW model of coaching is a simple model but it offers a powerful framework for the coach or mentor to structure the coaching or mentoring sessions. This theoretical model has been introduced by several business coaches in 1980s, their names are Graham Alexander, Alan Fine, and Sir John Whitmore. It has been selected this coaching and mentoring model for the proposed scenario for the pharmaceutical company, because it helps the coach to plan the journey by assessing main points: decision on the intended goal and desired direction, evaluating the current situation which is very important because the coach needs to have know and have a base to build on. The next phase is exploration of various routes and analysis of various options that are required to achieve the end results. The last step is establishing the will, ensuring parts are committed to the goals, are prepared to embark on the journey with more or less obstacles, but with determination to surpass challenges (Linkedin, 2023).

In the coach role as the manager Philippa for Healthcare International it has been applied the GROW model. It has been established the goal of the company: to improve the performance and morale of the employees in rapport with the current internal changes. This goal is a smart goal it is specific, it is measurable, it is attainable and realistic and can be time-bound. Achieving the proposed goal can be identified by looking at reports, assessing employees performance, obtaining feedback on the working environment. This will gain insights of the morale of the employees. It has also to be taken into account the employees objectives and if the proposed goals are aligning with the teams objectives. The second step Current reality has been examined in the coaching session by Philippa by asking directly the staff the team leader Robert Lee what are his concerns regarding the current work environment. Emphasising that the company is there to offer support has determined

the staff to provide more details on how things are and that was the starting point as the solutions started to emerge. The next step of exploring the options has been considered by the coach on the proposed scenario and with the main problem being acknowledged it has been suggested two types of training, on the job training or online training. It has been empowered the staff to decide on the better option who has assessed that on the job training would be more beneficial. This stage would have been more beneficial if staff would have provided the solutions rather than imposing a solution. The team leader Robert Lee has expressed positive attitude towards the solutions and both coach and coachee have committed to achieve the goal. It has been observed high levels of motivation to make the working conditions easier and to ease the pressure on operations due to lack of training. In the role of the coach boosting motivation to the coachee should have been more effective. A 2 weeks period of preparation has agreed upon and a collaboration has been created for creating a strategy for training and for reviewing progress.

The selection of this coaching model could help with improving performance and morale for the company as long as the coachee is motivated along the journey and is empowered to solve problems and risen obstacles. The coach should act as a facilitator in order to help the employees to take best decisions rather than giving advice and offering strict direction. Is a difficult position as in the manager's role Philippa has to lead the department and guide the team to make decisions that suit both them and the organisation.

Analysis of the skills, behaviours, attitudes, beliefs and values of an effective coach or mentor

An effective coach or mentor has to have certain skills, has to behave in certain ways and has to adhere to certain beliefs and values. Leadership skills and communications skills are some of the most essential skills because a coach has to inspire trust and confidence, has to be knowledgeable and has to know how to manage situations and communicate effectively. Within the communication skills a good coach has to know what questions needs to ask, which are the best questions that needs to be addressed and with equal importance has to have the ability to listen effectively. Asking closed questions would not provide a detailed picture of the situation and some information could be missed. Using open questions such What, Why, How should be applied for each stage of the selected coaching or mentoring model. The coachee is the source of information for assessing the situation and for generating solutions. Active listening is a skill that is very important in coaching as it helps the coach to offer help and guidance to achieve the goals.

According to Carter et al (2016) a coach should act under confidentiality and honesty. For best results it should have experience in coaching and in the coachee's industry. It should display acceptance and empathy for the coachee. Also the following skills and generic behaviours should enhance effectiveness: having good questioning techniques and effective listening; obtaining and giving feedback, having good communications skills and being able to discuss openly; being able to empower, to offer trust and be trusted; it should be able to value people over tasks and accept the ambiguous nature of the workplace; it should create a supporting system and a promoting environment and it should also chase objectives that are pushing people to challenge themselves and stretch themselves.

In conclusion an array of elements are important to offer effective coaching and mentoring and it also depends greatly on the personalities of the involved parties.

References

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