

University of Wales Trinity Saint David

Assignment On Coaching and Mentoring Reflection

**Moodle name: Coaching & Mentoring Skills for the Workplace (BMSW
6105_London)**

Lecture's name: Nishi Ramsurrun

Student name: Luiza Hysneli

ID:2124225

Contents

<u>Introduction</u>	2
<u>Advantages of Coaching and Mentoring</u>	2
<u>The Top 10 Effective Coaching Skills</u>	3

<u>Listening</u>	3
<u>Questioning</u>	3
<u>Building support</u>	3
<u>Expansions</u>	4
<u>Summarizing and reflecting</u>	4
<u>Empathy</u>	4
<u>Patience</u>	5
<u>Feedback</u>	5
<u>Goal setting</u>	5
<u>Motivation</u>	5
<u>GROW Model</u>	5
<u>1. Goal</u>	6
<u>2. Reality</u>	6
<u>3. Options</u>	6
<u>4. Will</u>	7
<u>Reflection Using Gibbs Reflective Cycle</u>	7
<u>Description</u>	7
<u>Feelings</u>	7
<u>Evaluation</u>	7
<u>Analysis</u>	7
<u>SWOT Analysis</u>	8
<u>Conclusion</u>	8
<u>Action Plan</u>	8
<u>SMART Action Plan</u>	8
<u>Conclusion</u>	9
<u>References</u>	10

Introduction

As a professional in the business field, specifically working as a project manager in a fast-paced corporate environment, I have come to appreciate the critical role that coaching and

mentoring play in personal and professional development. As part of my role, I lead teams, use resources, and ensure project deliverable is within their period and at the right budget. In such a case, coaching and mentoring has become and will continue to be important 'tool' for boosting team's performance, for developing leadership skills and for bringing success into a company. In this reflection I will look at how beneficial the coaching and mentoring is, what the key coaching skills are, what the GROW model is and my experiences using the Gibbs Reflective Cycle. I will also perform a SWOT analysis and draft an action plan for my improvement in coaching and mentoring practice.

Advantages of Coaching and Mentoring

With the SMART (Specific, Measurable, Achievable, Relevant, and Time-bound) framework, coaching and mentoring have a lot of advantages. The coaching is a personalized guidance which provides specific goals and milestones and help to achieve tangible results (Coers et al., 2021). Let me give you an example of how once as a coach, I have used coaching to help people in my team develop specific skills; for instance, how I coached people to become better with time management and effective communication. Mentoring, however, involves a broader view, extending beyond career development to future growth. Because coaching and mentoring set SMART goals, both the goals are clear, achievable, and relevant to the individual and organization's needs (Susanto & Sawitri, 2022). The structuring approach not only increases performance but creates continuous improvement and accountability process in organization.

The Top 10 Effective Coaching Skills

To be effective in coaching, a coach needs to possess a host of skills to carry out conversations to achieve important outcomes. Furthermore, these skills are necessary to develop a strong coaching relationship and to assist coaches in achieving their goals (Coers et al., 2021). The 10 coaching skills rated as the most important in the top 10 are listening, questioning, building support, expansion, summarizing and reflecting, empathy, patience, feedback, setting goals, and motivation. I would say that each of these skills is critical to the coaching process, and I have used them on numerous occasions as a project manager where I may coach my team members to be better performing and achieve their objectives (Hussey & Campbell-Meier, 2021).

Listening

The basis of effective coaching is listening. Active listening helps the coach to understand what the coached needs, what are his concerns and his aspirations (Khan et al., 2022). My hearing goes beyond the mere listening of otherwise words, it involves the listening in paying attention of body language and tone of voice. For instance, during a coaching session with one of the team members who were struggling with deadlines, I sensed that they were anxious and

hesitating. Active listening allowed me to notice my anxiety side — one of the reasons they were anxious was due to their unclear tasks (Martens & Vealey, 2024).

Questioning

Another critical skill is questioning, which helps you uncover the underlying issue and guide clients towards deeper thoughts. Open-ended questions effective, while asked, increase the Coache's ability to delve deeper into their thoughts and feelings (Hussey & Campbell-Meier, 2021). In one of my coaching sessions, I employed open-ended questions to extract the cause of procrastination by a team member. Some questions you can ask are, "What do you think is holding you back?" or "What are one to two things that get in your way from achieving this?" In this case we ask: and "What do you feel when you take such a task on?" This allowed me to aid them in coming to see that their procrastination was a fear of failure.

Building support

To create a safe and trusting place for coaches, it is essential to first build support (Coers et al., 2021). As a role to play, in my circumstance, I have noticed that it is being able to build support and people need to show an aspect of how to go about it and that is by showing genuine interest into the coached well-being and someone that is approachable to whom they can approach questions. It, for instance, I used to be training a team member new into the organization who was just too overworked. I gave support and reassurance to them, by doing so they were more confident and capable, so their performance became better (Susanto & Sawitri, 2022).

Expansions

The expansions practice involved prompting coaches to dream and contemplate new ideas and thoughts (Martens & Vealey, 2024). This skill is especially helpful when a coached is stuck in a way of thinking. In one of my coaching sessions, I encouraged a member of my team to think creatively regarding a problem that is emerging in front of him. Instead of searching for one route, they explored other options and managed to produce a fresh solution during the process (Hussey & Campbell-Meier, 2021).

Summarizing and reflecting

Summarising and reflecting are an important means of clarifying understanding and of ensuring that coach and coached are on the same page (Khan et al., 2022). This way they are summarizing the key points and reinforcing, the reflecting allows the coaches to process their thoughts and feelings. For instance, following a coaching session on improving the person's communication skills, I summarized the key takeaways, had the coaches reflect on what would have been possible in his or her daily interactions if the learned insights were applied.

Empathy

The ability to understand and share the feelings of the coached is what is taught by empathy. It is a vital building skill for building rapport and trust (Martens & Vealey, 2024). As I learnt,

empathy entails being able to feel and validate the feelings of the coaches. Feelings get shared and you explain to the team member that you are there to help them, even if when it comes to a teammate who has taken on a personal matter — I did that. It helped to establish a safe space, where there was a little bit of comfort to talk about challenges and work out solutions (Susanto & Sawitri, 2022).

Patience

The patience, or non-interference, is needed to allow coaches to review and grow at his or her own speed (Nyfoudi et al., 2023). Coaching is not about fast solutions but about allowing coaches time to reflect and develop. During one of my sessions, I had a team member in one of my sessions who did not seem to be adapting well to a new role. Through patience and letting them get used to their new position, I was able to help them grow in their confidence and then successfully fill their new position.

Feedback

Feedback is a great tool to help coaches improve. The title of this statement describes constructive feedback as Coache's working with specific, actionable insights to increase their performance (Hussey & Campbell-Meier, 2021). As a part of my role, I have realized that the best feedback comes from having another person approach it in a supportive and non-judgmental way. If, for instance, it was to offer feedback to a team member about their presentation skills I would highlight the good aspects and be explicit about points of improvement (Nur Latifah et al., 2023).

Goal setting

Helping coaches set goals that are realistic and achievable is particularly important for goal setting. SMART framework is one of the main frameworks that I use in my coaching sessions of setting goals, and I often use it to make it a form of specific, measurable, achievable, relevant, and time bound (Coers et al., 2021).

Motivation

The final key skill involves motivation, persuading and encouraging coaches to remain committed to their goals (Ellinger, et al., 2023). Motivation is what helps coaches on when they have lost the intrinsic drive and remind them of their potential. Take for example coaching a team member that was torn down by the fact that they were not motivated, and I connected them to their passion for their work and then helped them set meaningful goals that aligned with their values. It rekindled their passion and brought back their enthusiasm (Ellinger et al., 2023).

GROW Model

The GROW model is a widely recognized and effective coaching framework that stands for Goal, Reality, Options, and Will. Thus, it gives a structured approach to coaching, helping the individual to clarify the objectives, defines the current situation, explores the potential solution, and put the commitment to actionable steps (Ellinger et al., 2023).

1. Goal

The first of the 4 G's (Grow Model) is to define the Goal. It means helping the coached determine what they want to achieve. The specificity, measurability, achievement, appropriateness, and time (SMART) should be your objective. For instance, during a coaching session with a team member, I also encouraged them to create a goal of diminishing their number of missed deadlines by 50% within the next 3 months (Susanto & Sawitri, 2022). Defining the goal clearly gives direction and motivation to the coach and the coached and finally, that the goal is aligned by both the coach and the coaches.

2. Reality

Reality in the second segment involves assessing the Coache's present situation. At this step, the coach must put it in asking probing kind of questions so that the coached gets the conceptual idea about where he/she is situated regarding the goal (Khan et al., 2022). In the time management example, I inquired from the coaches where they are in terms of workload, the way they prioritize work as compared to how they should and the challenges they encounter when they need to meet deadlines (Hussey & Campbell-Meier, 2021).

3. Options

The second step is to produce Options given that the reality and the goal are clear. Brainstorming strategies and solutions to close the gap between the status and the point of the desired goal (Ellinger et al., 2023). For time management example, we talked about the options available like us of project management tools, breaking down each task into smaller steps, and setting daily priorities. The essence is to foster creativity and open mindedness for the coaches to envision a broad scope of possibilities (Susanto and Sawitri 2022). The coach's responsibility is to assist this process by asking open ended questions and helping the coaches think critically of each option. This action gives rise to the coached to make their own decisions and pick the right path to choose.

4. Will

The final segment, Will, focuses on commitment and action. Once coached has explored these options, the coaches also must decide what actions s/he is going to take, what would this look like put into practice and commit to one's specific plan (Khan et al., 2022). In this time management example, the coaches decided to add a time priority structuring and let a project management tool help to track deadlines. According to Hussey & Campbell-Meier (2021), one of the coach's roles is to make sure that the coaches is committed to the course of actions that they are planning to undertake and to establish the period for follow-up. This step is crucial because it works to transform ideas into skilled and educated steps crucial to the coaching

process leading to actual results. As such, even best plans do not work without commitment (Sekarwinahyu et al., 2019).

Reflection Using Gibbs Reflective Cycle

Description

I was coaching a team member who struggled with meeting project deadlines recently. During the session, we identified sources of the issue and what would help them manage time and prioritise tasks better.

Feelings

I had a feeling in my ability to drive the coached through the process and a sense of knowing how little I knew about using several types of questions (Gibbs, 1988). I wanted to promote a productive session and a coached who feels supported and comprehended.

Evaluation

The session was effective for setting up goals and having an action that could be taken (Gibbs, 1988). Nevertheless, it dawned in me that I could have asked more varied questioning so that the challenges tackled by the coaches could be further investigated instead of only on the surface (Susanto & Sawitri, 2022). But the coaches responded well to the structured approach and the probing questions could have been more.

Analysis

SWOT Analysis

Strengths	Weaknesses
- Active listening skills	- Limited questioning techniques
- Patience and professionalism	- Lack of probing/Socratic questions
- Focus on Coache's agenda	- Need for a more approachable demeanour
- Effective use of SMART goals	- Limited use of varied questioning

Opportunities	Threats
- Advanced teaching workshops and training	- Time constraints in a busy work environment
- Peer feedback for continuous improvement	- High-stress situations impacting coaching effectiveness
- Practicing varied questioning techniques	- Resistance to feedback from coaches
- Learning new coaching models	- Inconsistent opportunities for coaching practice

Conclusion

Looking back on this coaching session, I do realize that while having structure leading to clear goals and tangible actions using the GROW model helped to achieve that, I could improve my questioning. I can do this by sticking to more asking progressively deeper and varied questions, which helps increase Coache's exploration of the challenges and enhance self-awareness. I plan to attend next coaching workshop that would improve my questioning skill and my overall coaching effectiveness and get peer feedback around those areas.

Action Plan

SMART Action Plan

SMART Objectives	Specific Activities	Measurable Criteria	Achievable Steps	Relevant Goals	Time - Bounded (Start & End Date)
Improve questioning techniques	Attend advanced coaching workshops	Completion of training and application in sessions	Dedicate time weekly for study & practice	Enhances ability to engage coaches effectively	Nov 2024 – Mar 2025
Enhance approachability	Practice active listening and empathy	Receive positive peer feedback & self-evaluation	Role-play scenarios and seek mentorship	Builds stronger rapport with coaches	Dec 2024 – Jun 2025
Learn new coaching models	Enrol in courses on GROW variations	Demonstrate understanding through application	Complete online/offline courses & practice	Expands coaching methodologies	Jan 2025 – Jul 2025
Develop transformational leadership skills	Complete MBA program	Successful course completion & skill application	Allocate study hours and manage resources	Enhances leadership and coaching abilities	Nov 2024 – Mar 2025

To improve my actions, I will focus on attending advanced coaching workshops to enhance my questioning techniques and overall coaching effectiveness. Additionally, I will seek peer feedback to improve my approachability and empathy. Enrolling in courses on new coaching models and completing my MBA program will further develop my leadership and coaching skills. By setting SMART goals and regularly reviewing my progress, I aim to become a more effective coach and mentor.

Conclusion

In conclusion, coaching and mentoring are essential tools for personal and professional development, particularly in the business field. A SWOT analysis and the Gibbs Reflective Cycle helps me understand through my experiences, my strengths, and areas for improvement. The GROW model and SMART goals have been used as a structured approach in coaching the coached for desired outcome. From now on, I am learning mentally to continuously learn and be better in my coaching and mentoring. Attending some advanced workshops, seeking peer feedback, enrolling in some relevant courses are some of the things I plan to do to become a superior and impactful coach and mentor so that I will be driving my team and organization to success.

References

- Adeana, I. S., Febriano, R. B., & Syafryadin, S. (2020). Using GIBBS 'reflective cycle in making reflections of literary analysis. *Indonesian EFL Journal*, 6(2), 139-148.
- Coers, N., Stedman, N., Roberts, G., Wysocki, A., & Carter, H. (2021). Mentoring as a mediating factor for efficacious leadership development. *Journal of Leadership Education*, 20(4), 32-49.
- Ellinger, A. D., Jones, J., Hamlin, R. G., & Beattie, R. S. (2023). The manager as coach. *The complete handbook of coaching*, 263-280.
- Gibbs, G. (1988). *Learning by Doing: A Guide to Teaching and Learning Methods*.
- Hussey, L., & Campbell-Meier, J. (2021). Are you mentoring or coaching? Definitions matter. *Journal of Librarianship and Information Science*, 53(3), 510-521.
- Khan, A., Butt, M. Z. I., & Jamil, M. (2022). Communication as a key determinant of the successful coaching. *Gomal University Journal of Research*, 38(2), 205-213.
- Martens, R., & Vealey, R. S. (2024). *Successful coaching*. Human kinetics.
- Nurlatifah, L., Purnawarman, P., & Sukyadi, D. (2023, December). The implementation of reflective assessment using Gibbs' reflective cycle in assessing students' writing skill. In *AIP Conference Proceedings* (Vol. 2621, No. 1). AIP Publishing.

- Nyfoudi, M., Shipton, H., Theodorakopoulos, N., & Budhwar, P. (2023). Managerial coaching skill and team performance: how does the relationship work and under what conditions? *Human Resource Management Journal*, 33(2), 328-345.
- Sekarwinahyu, M., Rustman, N. Y., Widodo, A., & Rianda, R. (2019, February). Development of problem-based learning for online tutorial program in plant development using Gibbs' reflective cycle and e-portfolio to enhance reflective thinking skills. In *Journal of Physics: Conference Series* (Vol. 1157, No. 2, p. 022099). IOP Publishing.
- Susanto, P. C., & Sawitri, N. N. (2022). Coaching, Mentoring, Leadership Transformation and Employee Engagement: A Review of the Literature. *Dinasti International Journal of Education Management & Social Science*, 7(2).