Coaching and Mentoring in Health and Social Care

Part 1: Reflective Review of a Coach-Mentoring Session

Introduction

Coaching and mentoring play a crucial role in developing and enhancing personal and professional skills within the health and social care sector. According to Connor and Pokora (2017), coaching and mentoring is a learning relationship that enable people to take control of their own development, realize their full potential, and achieve results that they value. Coaching is a collaborative partnership between a coach and a coachee, with the primary aim of facilitating goal attainment and driving individual change. In a workplace environment, coaching mostly involves leaders utilizing a range of emotional, cognitive, and behavioral techniques to help employees achieve their goals and enhance performance (Zuberbühler et al., 2020). On the other hand, mentorship can be described as a process in which an experienced person (mentor) guides and supports a mentee to develop skills and knowledge for their professional development (Burgess et al., 2018).

Integration of coaching and mentoring into the health and social care working environment can lead to various benefits for both individuals and the organization. For instance, coaching and

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mentoring can create opportunities for ongoing support and learning and advocating. Furthermore, novice nurses, as well as those transitioning to different roles, often face challenges in adapting to their new responsibilities (Joseph et al., 2022). Coaching and mentoring offer a platform for guidance and support during these transitions, helping individuals navigate

uncertainties and build confidence. Also, this initiative can make employees feel supported and valued, thus enhancing their satisfaction and well-being. Lastly, it promotes a learning and

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mentoring session that I conducted for a new staff member who had joined our multidisciplinary team and identify areas for my coaching and mentoring development in the next 12 months.

Background:

I am a registered nurse with over ten years of experience working in a psychiatric ward at the Hospital Authority. I am responsible for and work with a multidisciplinary team for providing mental health services and therapeutic treatments to ward patients. Psychiatric nurses are required to manage and care for patients with mental healthcare needs. A nurse working in a psychiatric ward will be required to provide services to persons presenting with health needs related to mental, emotional, and developmental problems, especially serious disorders and persistent disabilities.

A newly qualified nurse may face challenges, including adjusting to the unique demands of psychiatric care, like dealing with complex mental health cases and patient aggression, developing therapeutic relationships with patients, and collaborating with a multidisciplinary team. Within our organization, a culture of coaching has been integrated as a normal part of

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she expressed being overwhelmed by the demands of the working environment. The coaching session was conducted using the GROW model, which has been found to be an effective

technique for personal development. The model has four elements, including goal setting, reality checking, options, and the way forward (Deiorio et al., 2022). Figure 1 shows a GROW model with various components that are used to help coachees discover their own solutions.

For an effective coaching and mentoring session, I used the Gibbs reflective model as a guiding framework to enhance the learning and growth experience for both the mentee and myself (The University of Edinburgh, 2020). This reflective model consists of six stages: Description, Feelings, Evaluation, Analysis, Conclusion, and Action Plan.

Figure 1: The GROW Model (Whitmore, 2017)

Figure 2: Gibbs' Reflective Cycle (The University of Edinburgh, 2020).
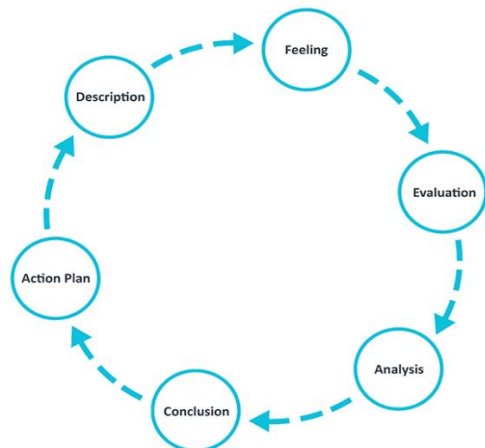
Description:

The coachee in this coaching session is a psychiatric nurse who has been working in the psychiatric ward for a month. The coaching session took place in a consultation room and lasted for one hour. I used the GROW model to structure the coaching session and to enable me to guide the coachee to select the best options. During the goal-setting phase, I asked the coachee several questions to enable her set SMART goals which align with her aspirations, I asked questions such as what do you want to achieve? What the goal will enable you to do? And for what purpose do you want to achieve this? The coachee articulated several goals for herself, including developing strategies for handling difficult clients, including those who may be

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ensure timely and appropriate interventions. Finally, she highlighted the need to develop strategies for self-care and stress management to prevent burnout and maintain mental and emotional well-being. Exploring the reality step of the GROW model, I asked questions to understand the reality of the current situation and the actions that the coachee has already taken

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but still feels unsure about how to handle these situations effectively. She further explained that she has been struggling to instantly identify a patients' condition and to applying theoretical knowledge she acquired from class. She was planning to seek consultation and assistance from ward colleagues. The coachee also shared that she has been trying to prioritize patient needs and

attend to critical needs on time, but she feels as if she is not prioritizing correctly. Finally, she felt overwhelmed and stressed due to the demands of her role. She has tried meditation, talking to friends, and self-care activities but still feels like she needs more support in this area. For options available and alternatives, she highlighted various approaches, including building rapport

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at the way forward part of the GROW model, the coachee noted that she will seek consultation from colleagues, conduct research relating to psychiatric care on a daily basis, identify a proper prioritization tool to use, and set time for meditation and self-reflection. We set a review session to three weeks to assess the progress that the coachee has made toward her goals and discuss any challenges or obstacles that she may have encountered. We will also discuss any additional support or guidance that may be required to achieve her goals.

Feeling:

Due to lack of extensive coaching experience, I felt nervous and unsure about my ability to coach. I was concerned that I would not be able to provide the support and guidance that the coachee needed. I was also worried that there would be a lack of trust between us and that the

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lack of experience made me feel less confident in my abilities to coach her effectively. During the coaching session, I realized that the coachee knew what she wanted, and she had her goals in

mind as she actively engaged in the process, but she lacked a clear path to achieve those goals. I thought that the coaching session was a positive experience, and I am glad that I had an opportunity to coach someone, which was great a learning opportunity for me. I was pleased with the progress that the coachee made toward her personal and professional development.

Evaluation:

Analyzing how the coachee was engaged during the session, what we accomplished and her feedback, I believe that the coaching went well. The session was well-structured, and I was able to guide the coachee to come up with her own goals and strategies to achieve them. I made sure to actively listen and ask open-ended questions to enable the coachee set her own goals. I

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and they include a positive attitude, empathy, patience, enthusiasm, attention, interested, and a sense of humor (Eller et al., 2014). I believe that my personal attributes helped to create a supportive environment for the coachee to share her goals. Also, I think that being passionate and enthusiastic about the sessions was helpful despite having limited experience in coaching and mentoring. During the session, I realized that since I did not have a long working relationship with the coachee, she had difficulties fully trusting me and sharing. Nonetheless, I was attentive, patient, and encouraging, which helped to build trust and create a supportive environment, and I can say that the overall experience was positive.

Analysis:

Mentoring or coaching is a social change process that entails learning and development of an individual. The coaching session with the newly qualified psychiatric nurse can be better

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experiences and aims to empower her to take charge of her development. The coachee was fully

engaged in her goal setting and exploring strategies for achieving them, which reflects her self-

directedness, a key concept in the Andragogy theory. The theory asserts that as an individual

matures, their self-concept moves towards becoming a self-directed human being (Loeng, 2020).

As seen in the case description, the coachee was willing to take charge of her self-learning

journey, which indicates that she was motivated to enhance her skills and capabilities in her

psychiatric nursing role. The theory also stipulates that adults prefer planning and directing their

own learning, which was observed in this session and was critical in the success of the coaching

and mentoring session. As per the adult learning theory, among adults, there is a change in time

perspective from one for future application to immediate application learning (Daily & Landis,

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where adults prioritize learning that can be immediately put into practice. According to Saunders

(2020), adults are most motivated when their drive comes from within rather than being

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influenced by external factors. This principle explains why things went well because the coachee was motivated to address the challenges she was facing in her new role.

Another theory that can be used to make sense of the coaching session is cognitive coaching, which holds that a person's feelings and emotions are the product of one's thoughts, including

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session. My value for empathy and active listening helped establish a rapport with the coachee, fostering a safe environment for open communication. However, my lack of experience led to feelings of nervousness and self-doubt, which influenced my confidence in guiding the session effectively.

Conclusion:

Reflecting on this coach-mentoring session has provided valuable insights into my coaching abilities. Overall, I have gained a deeper understanding of the principles of coaching and mentoring and their applications within the health and social care sector. Specifically, I have learned the significance of creating a supportive environment, active listening, and using structured models like GROW to guide coaching sessions. I recognize the need to address my own feelings of nervousness and self-doubt, especially when faced with coaching situations where I lack extensive experience. To handle coaching sessions more effectively in the future, I can focus on building my confidence and knowledge in coaching by frequently taking part in coaching and seeking advice from colleagues.

Action plan:

The following action plan will help me to enhance my coaching and mentoring skills, provide more effective support to colleagues and team members, and create a positive impact within the health and social care sector. I plan to;

- Actively seek opportunities to engage in coaching conversations, whether informally during discussions or in more formal mentoring sessions.

■ Explore resources and training programs focused on coaching and mentoring techniques

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professional network to receive guidance and feedback on my coaching approach.

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Part 2: Enhancing Personal Development in Coaching and Mentoring

The practice of coaching and mentoring has gained significant recognition in recent years as a powerful means of driving professional growth and organizational development. In a rapidly changing and dynamic work environment, coaching and mentoring provide individuals with personalized guidance and support to navigate challenges, develop skills, and achieve their goals (Hilali et al., 2020). However, creating a coaching culture within the workplace and effectively harnessing the potential of coaching and mentoring come with their own set of challenges.

Challenges of Creating a Coaching Culture:

Establishing a coaching culture within the workplace requires a shift in mindset and organizational practices. This involves fostering an environment where coaching and mentoring are not seen merely as additional tasks or duties but as integral components of personal and professional development. One challenge that can hinder organizations from creating a coaching culture is the presence of a traditional hierarchical model, which is characterized by top-down structures that highly rely on hierarchy (Smith & Bhavsar, 2021). For coaching to be effective, organizational leadership should shift to models that empower staff and servant leadership. Time

coaching culture may be a challenge (Gunderson et al., 2018). An organization can address this challenge by encouraging leaders and managers to discuss their expectations and their roles as coaches and mentors. Financial resources pose another challenge in establishing a coaching

culture because organizations may perceive coaching as an expensive investment. This may be due to the fact that the coaches will need to be compensated for their time needed for training programs and materials. The organization should ensure they provide scalable and affordable coaching skills training.

Personal Development:

After a comprehensive coaching and mentoring exercise and theoretical learning, I have created a path for enhancing my personal development in coaching and mentoring in the next 12 months. To begin with, the development of leadership and coaching skills stands as a central focus of my

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prepared so as to perform to the best level. For instance, the HKU Space (2023) has a coaching skills practice and mentorship workshop in which participants participate in coaching practice and are coached by other coaches, then they receive debrief and feedback. This workshop experience will help me to use appropriate coaching skills and techniques confidently. Additionally, I will read one book for coaching and mentoring, titled "Knowledge Base of

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course fee amounting to HK $5600, which is expensive and will run for four weeks. I will thus search for free or low-cost resources, such as online courses, to supplement my learning.

I will seek out opportunities to practice by working with different coachees or mentees. During the coaching session, I felt I lacked confidence in my coaching abilities, and I believe that more practice will build my confidence. One problem that I may encounter is committing time to coach due to heavy workload and fatigue. Regardless, I will adjust my schedule and delegate

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feelings and progress (Porter, 2017). Importantly, I will also look for a peer mentor who can support and guide me throughout my personal development journey. This will also provide me with an opportunity to learn best practices and techniques from a person with diverse experience (Kroll et al., 2020). A study conducted by Eisen et al. (2013) found that peer mentoring can help peers to develop perceived competencies in leadership, supervision, clinical skills, and decision-making. Finally, I will join a professional network or a community where I can connect with peers, share best practices, and learn from each other.

Role of Supervision as a coach

Supervision plays a critical role in the development and effectiveness of coaches and can serve to ensure support, accountability, and ongoing professional growth. According to Rothwell et al. (2021), supervision entails an ongoing professional relationship between one or more staff who have different levels of knowledge or expertise so as to support professional development and to enhance knowledge and skills. Inskipp and Proctor's model of supervision highlights three functions of supervision, including restorative, normative, and formative (Sheppard et al., 2018).

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The normative function of supervision addresses the aspect of monitoring, standards, and ethics, which is important for me as a coach because I will be able to review, assess, and receive feedback on whether the sessions meet the desired outcomes (Styles et al., 2023). It will enable me to discuss any challenges or concerns I may have with a more experienced coach or

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facilitating learning. According to Styles et al. (2022), formative supervision enables the development of professional knowledge and skills. Thus, supervision can provide me with a supportive environment, allowing me to develop skills, understanding, and capacity as a coach (Lawrence & Whyte, 2014). Supervision also serves a restorative function, allowing for support and refreshment (Sheppard et al., 2018). This restorative function will allow me to process the coaching experiences, address challenges I encounter, and receive support.

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Appendix 1

<u>Self-Assessment Form 1 - Skills Assessment Form</u>

A Coach's Self-Evaluation Checklist		
The questions below relate to the skills and qualities needed to be an effective coach. Use this tool to evaluate your own effectiveness as a coach		
Question	**Yes/No/ Maybe**	**Action**
1. Do you show interest in career development, not just short-term performance?	Yes	As I work towards a managerial position as a registered nurse (psychiatric) I hope to also develop coaching skills and expertise to help me support my team members.
2. Do you provide both support and autonomy?	Yes	I maintained a balance between offering support and guidance and giving the coachee the autonomy to make their own decisions.
3. Do you set high yet attainable goals?	Yes	I always set SMART goals that are challenging yet achievable to encourage growth and improvement.
4. Do you serve as a role model?	Maybe	I am not certain whether I serve as a role model but I always try to set good examples through my actions and behaviour.
5. Do you communicate business strategies and expected behaviours as a basis for establishing objectives?	No	I have not yet communicated business strategies and expected behaviours as a basis for establishing objectives.
6. Do you work with the individual you are coaching to generate alternative approaches or solutions that you can consider together?	Yes	I collaborate with colleagues to explore different approaches and solutions, encouraging their input and creativity.
7. Before giving feedback, do you observe carefully and without bias, the individual you are coaching?	Yes	I always observe the person objectively and without preconceived notions before providing feedback.
8. Do you separate observations from judgements or assumptions?	Yes	I always differentiate between objective observations and personal judgments or assumptions in my coaching.
9. Do you test your theories about a person's behaviour before acting on them?		
10. Are you careful to avoid using your own performance as a yardstick to measure others?	Yes	I normally confirm any theory that I may have about a person's behaviour through further observations and conversations.
11. Do you focus your attention and avoid distractions when someone is talking to you?	Yes	I am an attentive person and a good listener and I avoid distractions such as using my phone or looking away when talking to someone.
12. Do you paraphrase or use some other method to clarify what is being said in a discussion?	Yes	I tend to summarize what someone says and put it in a more concise manner. I also ask clarifying questions.
13. Do you use relaxed body language and verbal cues to encourage a speaker during conversation?	Yes,	I tend to learn forward so as listen keenly, make eye contact and nod to agree with something.
14. Do you use open-ended questions to promote sharing of ideas and information?	Yes	Mostly I ask open-ended questions to encourage the coachee to share their thoughts, feelings, and ideas more freely.
15. Do you give specific feedback?	Yes	I provide feedback that is precise and focused on specific area.
16. Do you give timely feedback?	No	Heavy workload and tight schedules make it challenging for to provide timely feedback.
17. Do you give feedback that focuses on behaviour and its consequences (rather than vague judgements)?	Maybe	Mostly I leave out the consequences part
18. Do you give positive as well as negative feedback?	Yes	I always acknowledge both positive and negative aspects of feedback
19. Do you try to reach agreement on desired goals and outcomes rather than simply dictate them?	Yes	I try to reason with the person to stablish mutually agreed-upon goals and outcomes.

20. Do you try to prepare for coaching discussions in advance?	Yes	I write down the key details and prepare the questions so as to be more effective and productive during the coaching sessions
21. Do you always follow up on a coaching discussion to make sure progress is proceeding as planned?	Yes	I set a reminder to follow up and encourage the person to reach out any time.
Totals	Yes = 17 Maybe = 2 No = 2	

When you have these characteristics and use these strategies, people trust you and turn to you for both professional and personal support. If you answered "**yes**" to most of the questions, you are probably an effective coach. If you answered "**no**" or maybe to some or many of these questions, you may want to consider how you can further develop your coaching skills.

Adapted from: Coaching People (2006) Harvard Business School Press. Harvard Business School Publishing. Boston Massachusetts