

1.

Coaching and mentoring practice are often misunderstood as their purpose are similar. This assignment aims to clarify their definitions and critically analyse practice within organizational environment in general, considering training issues and professional development.

At the present times the concept of mentoring and coaching has been developed and it is seen as a useful tool to organizations for training and professional development.

“Mentoring is a personal relationship in which a more experienced (usually older) faculty member or professional acts as a guide, role model, teacher, and sponsor of a less experienced (usually younger) graduate student or junior professional. A mentor provides the protégé with knowledge, advice, challenge, counsel, and support in the protégé’s pursuit of becoming a full member of a particular profession. (p.88)” (Allen and Eby 2010)

Mentoring is used in organizations to enhance personal or professional skills, to provide support and guide to staff members who are starting new roles, or members who are converting to a higher position. It helps the individual planning, develop understanding into learning or professional development. Mentoring can either be formal or informal and usually involves two individuals, the mentor and the protégé. Although there are other types of approaches such as in group, peer or electronic/online (National Mentoring).

According to Allen and Eby (2010) a mentor must acquire competencies such as communication, self-awareness, relationship management, emotional intelligence, interest in developing others and commitment. An organizational mentor can be directive, where mentors influence, this includes sponsor and guidance. A non-directive it is mentee driven involves a thinking and a professional partner, and in turn psychosocial support. The career support brings challenge, networking and performance towards achieving a goal, these are the four basic styles of helping (Lis Merrick, 2009). There are three different models of mentoring, the apprenticeship model which consists in putting the theory learned into practice, it refers to a student performing a new role in the industry, it requires an expert passing knowledge and skills (Bass, 2017). Competency model considers the skills and knowledge of the employee according with the requirements of the role job (Training Industry, 2013). The reflective practitioner model makes an examination and an explanation of practical experience thus, a greater understanding of ourselves in order to move on or to perform better on similar experience or future events (Bager-Charleson Sofie, 2010:14) The *cone of experience* created

by Edgar Dale, Gibbs cycle, Kolb cycle are methods and techniques that help to gradually develop actual knowledge until having the ability to apply it practically using skills (Participatory Methods).

On the other hand, coaching focus on human development and requires a structure, interaction and appropriate strategies. Although coaching may be a term associate to sports, coaching is used in different professional areas. To a better perception of the meaning of coaching, the three adult learning theories are described as andragogy (Knowles), experimental (Kolb) and transformative (Mezirow) these theories underpin all coaching practices. Opposite with the traditional pedagogy approach, andragogy defines an adult as learner, and use these characteristics as a guide towards a self-directed adult and a support of learning. Experimental learning concentrates with theory and process, according to Kolb (1984), experimental learning should not be focus on the outcomes but on the process, it is a constructivist theory that suggests *'ideas are not fixed and immutable elements of thought but are formed and re-formed through experience'* (Kolb, 1984: 26). Kolb sees experimental learning as a dialectic process that involves experience, concepts and observations (Cox *et al*). Within transformative learning, Mezirow argued that challenges are required to promote learning - these challenges may change our life perspectives and beliefs, and these may give to the individual a confused and lost feeling. Reflection is a crucial stage of transformational coaching, as it helps to determine the origin of these feelings and to re-orientate values and beliefs (Cox *et al*).

Coaching can be divided in four dimensions: subjective "I", objective "It", intersubjective "We" and interobjective "Its". Wilder (1996,2000) states, subjective as it focusses on the individual experience and process, objective concentrates on outcomes studies, intersubjective regards to relationships and cultural perspectives and interobjective focus on organizations society and factors that may influence coaching. Wilber's theory helps to understand personal self-development by taking knowledge of personal skills and areas of improvement (Cox *et al*). The most used coaching models of skills and performance, used by coaches to approach a coaching session are GROW, IMPACT, OSKAR and CLEAR (Niro, 2020).

Regarding to organizations in general, the use of a mentoring or a coaching depends of the aims of the company. Mentoring and coaching sessions are designed to ensure team members define standards, improve performance and learn tasks. Mentors and coaches become paramount professionals to employers and organizations as employers become more skilled, engaged, promote career growth and leadership skills. In an organization, mentoring and coaching tend

to be seen together, although there are some differences between them. While a coach helps an individual to learn a skill, a mentor has a holist view of the individual, approaching all the aspects of their career. This includes supporting the employee to be part of the company and not just work in the company, by using this method the employee will receive a greater sense of responsibility, and in result the individual becomes a motivated hard worker aiming for higher opportunities inside the company thus, contributing to expand and grow of the organization (Merrick, 2009).

Initially, organizations may have to know the difference between a coach and a mentor so they can make an assertive choice to both parties, the employer and the employee. As a result, the organization will get the expected business objectives. This is a crucial first step as mentoring and coaching set different relationship times and cause different impact on the individual. However, if mentoring or coaching are not well differentiated, this may possibly cause issues, and a contrary effect of the expected and this may often have a financial impact. A mentor or a coach also need to consider policies and procedures of the company, this may include confidentiality or safeguard. Dealing with different individuals can often have an emotional impact on the mentor or coach, to ensure safeguard in place, organizations should apply monitor measures, such as the use of anonymous mentor or coach feedback surveys and mentors or coach meetings (Merrick, 2009). Organization should be prepared to take coach and mentoring programmes considering staff and financial costs, according to Education Endowment Foundation (2018) the costs are estimated as moderated.

A mentor or a coach can also be an external professional and not someone inside the company, this requires a confidence relationship, the organization may face issues as the professional may not be reliable or fully trust. Mentoring to a large group of people often is not a success as there is not enough time to develop relationships, and this would also interfere on matching the mentor and the mentee as there are different types of mentoring, depending on the organization interest, this can either be self-matching (preference-orientated), admin-matching (potential-employees) or hybrid (controls connections) (Schnieders 2018).

Mentoring and coaching may entail issues which can influence professional development, cultural differences may be an issue when comes to build an efficient relationship. The mentor should be aware of cultural mannerisms. The lack of understanding can influence confidence and credibility, understand behaviours or emotions that may interfere with the relationship.

Evidence shows that male mentors can be beneficial for female protégé and vice versa (Morgan and Rochford 2017).

In conclusion it could be said that mentoring and coaching can be a powerful and trendy tool to develop professionals and personal skills, whether in organizations or in private matters. Regarding to organizations these professionals can benefit and have a positive contribution in order to develop talents of the employees thus, increasing the success and development of the companies. However, the lack of understanding of mentor and coaching definitions, can result in negative outcomes to both parties, the organization and individuals.

2.

It is known that a teacher is seen as a mentor, *“As mentors, teachers typically pass on knowledge of subjects to improve educational achievement”* (Heller and Sindelar, 1991, p. 7) teachers mentor students to facilitate personal development, encourage students to make choices and transitional path. Although this mentoring practice refers to a product-model orientation, characterized by transfer knowledge, to a process-model orientation, characterized by knowledge acquisition, application and practical reflection (Zachary, 2003). Nevertheless, teaching rely on the teacher knowledge and methods of delivery. In order to teachers deliver both processes, a teacher must acquire certain skills in order to prepare students with the right skills to process to a university level or a career. To develop these skills, teachers have the support of a coach (Zachary, 2003). The second part of this assignment aims to display the coaching playing role in schools.

Contrary to traditional coaching, one-to-one, educators and students can perform a coaching approach when develop interactions. Coaching is relevant in terms of creating the right environment to individuals learn for themselves, offering an effective collaboration and effective practice. Coaching role implies coaching teachers, this is dominated by peer-coaching. Peer-coaches refers to a teacher leader helping other, consists in a teacher who assists a peer to improve standards based, teaching skills, institutional and technology integration strategies. Also supports peer's effort to engage students in learning activities (Coaching roles and Responsibilities).

In evaluation, could be suggested that coaching and pedagogical approach can have the same relevance to education, as it is paramount that teachers believe in every student ability to grow, learn and become confident. Educators have the necessary tools to develop student's self-

awareness and beliefs. Regarding to post compulsory education and training (PCET), teacher's students can see in their tutors a coach, as they give the appropriate structure and strategies. *"Coaching is unlocking a person's potential to maximise their own performance. It is helping them rather than teaching them"* (Whitmore, 2002). Could also be suggested that within PCET coaching and mentoring overlap? As during the course, the tutor also guides the students developing their own shape and enhancing abilities and the right competences to start a new role.

Coaching in art and design foundation, help students to improve performance as the programmes sets tasks considering students abilities. Students intentions are to pursue to a university level or a career, this pinpoints the goal - the tutor explores student's interest, identifies strategies for students, providing steps and tasks to achieve the goal. A coach is not a teacher, but can a teacher play a coach role? Art teachers and staff give relevance to engagement in the classroom, by knowing students names, likes, dislikes and what motivates them to be in the building daily. Staff also provides opportunities for students to display artwork outside the building promoting this way time to socialize, networking and to become involve into the art community. Tutors balance the importance of this engagement along with procedures and productivity (Bruzewski, 2019).

Studies proposed that the traditional method of teaching was not providing sufficient skills to students achieve success. *"Educators and policy makers from across the United States banded together to create the Common Core State Standards, at least in part because of the growing consensus that traditional education was not preparing students with the kinds of skills they need for success"* (Coaching roles and Responsibilities). The emerge of technologies and students requiring more support could be reasons why the educational system had to adapt the coaching approach rather than following traditional methods of teaching. The same progress was seen in the development of coaching definition and perception. In 1900's through 1920's a period of technological advances where the roots of coaching were founded (Morrison, 2010).

The industrial revolution demanded work specialization, unity of command and an appropriate hierarchical chain (Morrison,2010). At the present days the same hierarchical chain can be seen in organizations and in education. Behaviourism and humanist approach also have great influence nowadays, behaviourism focus on experience as a method of learn and humanistic has a holist view of the individual, this is considered the third force of psychology created by Maslow and Rogers (1950), also during this time Perls popularized the Gestalt therapy, focus

on the present, brings actual awareness and mindfulness. and cognitive psychology (Morrison,2010).

There are different theoretical perspectives approaches to determine how personal changes can be adapted in coaching. Originally created by Sigmund Freud, first person interpreting psychotherapy, state the psychodynamic approach refers that “*the problem you represent is not the real problem*” (Cox *et al*), this approach works the unconscious and explores the reasons of our behaviours. The cognitive behavioural coaching, promotes self-awareness by exploring cognitive and emotional barriers aims to identify goals, develop effective thinking and behavioural skills. The solution-focused approach supports the individual to determine goals in the future creating a direction in order to achieve the goal, a collaborative thinking using questions (coach/tutor), may possibly originate solutions (individual/learner) (Cox *et al*). The person-centred approach assume that the individual acquires all the conditions to self-growth and development. Existential coaching explores the individual personal point of views depending on personal concerns. Psychological development in adulthood suggest that development changes occurred from a logical sequence of stages (Cox *et al*). Other approaches such as, narrative, ontological, transpersonal, the positive psychology approach highlights strengths, the transitional analyses offer accessible language and a thinking structure, this benefits the individual to acquire goals and to be motivated. The NLP approach, neuro-linguistic program, supports individuals to analyse their reality (Cox *et al*).

Although adult learning is not included on the behavioural-cognitive or Gestalt theories. It concerns to the concept of change of behaviour as result of learning. The adult learning and development are consequently the characterization of coaching practices. Coaching embraces a vast of positive aspects in education, despite the fact some disadvantages can be outlined. The constant raise of costs in education can be a barrier for middle-class and lower-middle-class families, tuition fees along with school extra costs are often an impediment for students to pursue an academic path. Classrooms with many students can also affect students learning and consequently teacher and student inability to develop a relationship. Also, this can bring difficulties for the tutor to be able to track student progress and development, in the other hand the students may not feel enough attention and support from the tutor. Student who are not prepared to self-study or who have lack of confidence may find this method of teaching challenging and consequently lost interest in school and possible causing psychologic issues. (Learning Cultures, 2020).

In conclusion the concept of coaching developed and spread until the present days and can be applied in different types of organizations, this includes the education, industry or other fields. Coaching can have a great impact on students or professionals; however, it has some disadvantages that need to be considered. A higher quality lessons can be developed when a teacher considers a peer-coaching to work along with.

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