

Student Name:	Lucy Paton
Student Number:	2119943
Module No:	BMSK6008
Module Title:	Coaching and Mentoring

Statement of Confirmation of Authenticity

By the act of making this submission, the student declares that this is the work of the student named above. The work has not, in whole or in part, been knowingly presented elsewhere for assessment, or where assessment has been built on a previous assessment, this has been identified. Where materials have been used from other sources it has been properly acknowledged. If this statement is untrue, the student acknowledges that an assessment offence has been committed.

Attention is drawn to the plagiarism and unfair practice policies of both the University and of ILM.

Introduction

Employee development has now become a strategic issue in modern organisations as organisations strive to remain at high performance as businesses strive to innovate with the changing markets and to sustain a high profile of skilled employees. Workplace learning methods, coaching and mentoring are lessons that are highly applied in helping individuals develop, transfer knowledge and keep improving personally. To a large extent, both practices imply organised relationships with the help of which the individuals will be able to reflect upon their skills, acquire new skills and professional aspirations. The organisation is adopting coaching and mentoring as part of a learning and development program due to the fact that coaching and mentoring encourages learning through experience, adds better engagement and allows employees to advance in their career in the long-term.

Mentoring has been especially important in the areas of skills based industries where professional competence is built up by on-hand experience and a mentor. An example of such an industry includes the beauty and aesthetics industry, where technical knowledge and skills coupled with skills of customer service and safety standards have become vital to the profession. In this regard, seasoned practitioners will tend to act as mentors in helping develop junior practitioners. Mentoring relationships also enable the experienced employees to impart practical information, demonstrate techniques and offer guidance to the less experienced employees to enable them gain confidence and professional competence.

Mentoring is a normal practice in the practice of a lash technician where the experienced technicians guide the trainees or the newly qualified practitioner. Mentors can conduct junior technicians in aspects that include methods and procedures of placing lashes on clients, client consultation, standards of hygiene and sanitation, and professional communication with clients. Mentoring enhances performance in technical competence as it builds professional behaviour and ethics through instant coaching and feedback. Mentoring is thus effective in enhancing the quality of service delivered, competence and higher client satisfaction among technicians in beauty salons.

This report will seek to examine coaching and mentoring in an organisational setting. In particular, the report will address the similarities and differences between coaching and mentoring, discuss in a critical manner the knowledge, skills, attitudes and behaviours of an effective mentor in the workplace, and analyze critical parts of the application of the GROW model in the mentoring practice. The report has been designed in parts and sections that first compares and contrasts coaching and mentoring, then the analysis of the mentoring competency and eventually the implementation of the GROW model into a professional mentoring scenario.

1. Explain the similarities and differences of coaching and mentoring within an organisational context

Definitions of Coaching and Mentoring

Coaching and mentoring is largely known as the developmental techniques employed by organisations to improve employee performance, professional competency and career development. Coaching is usually characterized as a process, which aids people to enhance their performance by facilitating theoretical consideration and goal-oriented dialogues. Whitmore has identified coaching as the process that helps one increase his or her potential to accomplish the greatest possible level of performance through instilling self-awareness and learning accountability. In this regard, coaching is usually a performance-driven aiming process that involves attainment of certain short-term objectives.

Conversely, mentoring can be relatively defined as more integrative types of relations that are long-term based, where the completed individual encourages the learning and development of a fellow employee who is less experienced. It is mentioned that Parsloe views mentoring as the support and encouragement of the self-directed learning involved in people so that they can maximize their potential and enhance their performance. Equally, Clutterbuck points out that in mentoring, there is exchange of knowledge, career coaching as well as personal growth. In the workplace, coaching and mentoring are also used to improve learning and skills acquisition as well as organisational performance in an organisational context.

Key Similarities between Coaching and Mentoring

Coaching and mentoring, in spite of their dissimilarities, have some major similarities in terms of organisational development. The two methods are developmental relationships that aim at fostering the individual learning process and the enhancement of performance. In both cases, the procedure will usually involve the establishment of goals, evaluation of what is possible immediately and finding ways to plan how to improve it. Effective communication, active listening, constructive feedback and open communication are also critical to coaching and mentoring. Both relationships should include trust and mutual respect since people should feel psychologically secure enough to consider challenges and development areas.

The focus of reflective learning is another similarity that can be identified, as people are being encouraged to analyse their experience and find out how they can perform better. In the case of the beauty industry, e.g., one of the senior lash technicians can train a junior one by discussing the outcomes of the treatment, examining the technique and determining improvement areas. This support can be organized in the form of coaching or mentoring but the same aim is to increase the level of professional competence and help to sustain the learning process in the workplace.

Key Differences between Coaching and Mentoring

As much as coaching and mentoring have similar developmental aims, there are various notable differences between them. Among the greatest distinctions is connected to the duration and commitment of the relationship. Coaching is usually short term and performance based, usually aiming at certain skills, objectives or work-related issues. The coach facilitates the learning process by using questioning which helps in making the individuals find their own solutions. This nondirective method assists the coaches to become self-aware and to be responsible in improving performance.

Mentoring on the other hand is more likely to be a longer term developmental relationship and one that aids in extended professional and career development. Mentors usually tap on their personal professional experience and give guidance, advice and practice. Although coaching is

mainly aimed at short-term performance enhancement, mentoring puts more emphasis on long-term learning, professional identity and career development.

The other distinction is associated with the format of interactions. The sessions of coaching can be formal and based on some recognised models or frameworks which are aimed at directing the dialogue towards the particular objectives. These relationships are, however, more free and relaxed in terms of mentoring and the mentor and the mentee can discuss a large variety of professional and personal development concerns.

These differences qualify mentoring to be especially appropriate in the technical areas, like the practice of beauty therapy and the practice of lash technicians. These areas have professional knowledge that is gained as a result of practice and observation. Mentoring enables the experienced practitioners to showcase methods, impart knowledge in the industry and instruct new technicians as they gain confidence and competence in the actual work settings.

Workplace Example: Mentoring in Lash Technician Training

Mentoring in professional beauty salons is important in the assistance of the rise and fall of new lash technicians. The trainees in the initial years of practice are also directed by experienced technicians who show them how to apply it in practice, oversee the treatments, and offer feedback on the performance level. As an illustration, a senior lash technician can coach a new qualified technician who is practicing in mastering lash isolation skills or worse retention outcomes. The mentor can enable the trainee to recognize the errors in constructive feedback, support specific technical skills improvement and design more effective and efficient working practices.

Mentoring also offers a larger scope of professional growth than the technical skills. Senior technicians can mentor their trainees and provide information on how to perform efficient consultations with their clients, observe hygiene and safety regulations, and requirements of clients during the treatments. Eventually, such a mentoring process enables new technicians to be confident in their competence and shape up their professional after-standard to achieve a successful practice. Consequently, mentoring can help to achieve better service quality, greater competence and more customer satisfaction levels among the technicians in beauty salons.

2. Critically explore the knowledge, skills, attitude and behaviours needed by an effective workplace coach or mentor

Knowledge Required by a Professional Mentor

Workplace mentoring should be grounded with good technical and professional knowledge. The mentoring literature suggests that the credible mentors are expected to have an experience base which enables them to mentor the less experienced colleagues based on practical learning and professional growth. Clutterbuck insists that mentors should exercise competence in his/her area to be able to offer valuable advice and guidance. This knowledge in the beauty and aesthetics industry entails good knowledge in treatment procedures, professional standards and the practice of treating clients.

Technical knowledge is critical in the case of lash technician mentoring. Some of the areas that require a high level of competency among the mentors are lash isolation procedure, proper placement of lashes, safety of adhesives and eye care. A mentor is also expected to have knowledge of hygiene and sanitation policies that control beauty treatments so that he/she will practice safely and according to the industry standards. Besides technical skills, mentors also need professional knowledge, which is in connection with the management of clients, consultation processes, and providing service.

It would also be beneficial to have an idea of adult learning principles as the concept of mentoring is often associated with the idea of teaching people by observing them and reflecting on the facts presented in practice. A mentor should be able to use his/her knowledge of the adult learning process to recommend the type of guidance and feedback. Finally, the issue of professional credibility is vital; mentees tend to believe in and respect mentors with high competence, professionalism and expertise in the industry.

Skills Required for Effective Mentoring

Besides knowledge, mentorship skills cannot be achieved without interpersonal and communication skills that allow mentors to facilitate learning and professional growth. Communication is one of the most significant abilities. Mentors should be in a position to articulate the procedures, methods as well as professional expectations in such a way that the

mentees can know how to enhance their performance. In the training of lash technicians, this can be achieved by showing correct lash use or by relating to various lash products on how they influence the outcome of the treatment.

Another important mentoring skill is active listening. Mentors have to pay close attention to the issues, problems and learning areas of mentees so that they can be guided accordingly. Mentors provide the mentees with the sense of support and respect by listening. This is especially so when training cases because the new practitioners might not be that confident in their technical skills.

Another important mentoring skill is constructive feedback. High quality mentors offer feedback that is balanced and recognizes the good works of the employees, but also indicates areas that need improvement. This, in a lash salon setting, could be scrutinizing the job of one of the technicians and coming up with recommendations on how to change the isolation methods or adhesive application to enhance the retention of lash.

Questioning skills are also very essential to mentoring. Proficient mentors utilize the type of question that is open-ended, to ensure that the mentees consider what they are doing, and what answers they can determine on their own. This reflective practice facilitates learning at a higher level and enables the mentees to acquire doctor-solving skills.

Lastly, the mentors should be good problem solvers. The common practical problems that go through beauty professionals are sensitivities by clients, inadequate time management or lash retention during treatments. By having a mentor to counsel mentees on these challenges they are able to gain confidence and be able to come up with viable solutions that can enhance their professional competence.

Attitudes of Effective Mentors

Mentoring effectiveness is greatly dependent on the attitudes exhibited by the mentor along with knowledge and skills. Positive attitudes determine the goodness of a mentoring relationship and the level of comfort of the mentees when seeking mentoring. Patience is one of these attitudes. Technical competence is not a quick transition and especially when it comes

to professions that are skill-based like the case of beauty therapy, a mentor should have the capacity to withstand the mentees through a process of practice and education.

Another attitude is empathy. Those mentors who comprehend the difficulties that a new practitioner will encounter would be more at ease in giving emotional support and encouragement. The beauty industry can be anxious for novice technicians to administer the treatment or work on demanding clients. A kind mentor will be able to alleviate this stress through reassurance and positive guidance.

There should also be respect among learners. The interaction between the mentor and the mentee should be based on mutual respect whereby the mentor respects the view and the speed of learning of the mentee. Mentees will also be more active participants in the learning process when they feel that they are respected.

Lastly, good mentors also are open to life-long learning. The beauty world is dynamic as it is changing with new methods, products and fads. Mentors who are dedicated to revising their knowledge and skills portray building of their mentees and abilities as well as the significance of learning throughout their lives in the profession.

Professional Behaviours in Mentoring Relationships

The behaviours of professionals are important in ensuring effective mentoring relationships. Ethical conduct is one of the most significant behaviours. Mentors have to be knowledgeable and purposeful in their actions in order to make the mentees operate in accordance with their professional ethics and safe working conditions. Ethical behaviour in beauty therapy incorporates aspects such as adherence to hygiene levels, application of approved products and client safety.

Another major behaviour in mentoring is confidentiality. Most of the time the mentee opens up and talks to the mentor with personal issues regarding their performance or confidence and the mentor should be very discrete when handling such issues. Confidentiality fosters trust in the process of mentoring and supports candor.

It is also based on professionalism. Mentors are expected to be punctual, reliable and committed to the mentee development. Through modeling professional behaviour, the mentors establish high standards of expectation of behaviour at the workplace. It is specifically this role-modelling role relevant to service industries where the experience and reputation of a client are strongly associated with professional behaviour.

One more significant behaviour is the development of psychological safety. The junior lash technicians need to be free to ask questions and speak of errors without being afraid of being criticized. Mentees are prone to reflection of their practice and learn by experience when there is a supportive environment created by the mentors. Open communication and healthy debate are among the ways to promote a healthy relationship between mentor and mentee and empower effective professional development.

Mentors achieve this through such behaviours by making the learning process supportive towards building confidence, skills and a long term professional growth.

Critical Reflection on Mentoring Competencies

Despite the numerous advantages of mentoring, some restrictions also should be taken into consideration. Instead of encouraging self-directed learning, mentors tend to impose their methods of operations unwittingly on their mentees instead of depending on personal learning process. Opportunities to engage in effective mentoring may be curtailed also by the time constraints in the salon settings that are busy. Besides this not every experienced professional has formal training in mentoring which may influence the quality of the mentoring given. Such difficulties make the need to have well-organized mentoring programmes and other technological opportunities of development capable of building on the competences of the mentors to facilitate learning.

3. Critically assess a model or process that should be followed when formally coaching or mentoring

Overview of the GROW Model

GROW model is among the most prolific models of facilitating developmental discussions during the coaching and mentoring. The model which was originally formulated by John Whitmore offers a well systematized process that enables individuals to determine their objective, analyze their present condition and what they can do practically to improve their situation. The model comprises of four major steps: Goal, Reality, Options and Will.

Goal is the first stage, and it is the process of finding out what the mentee intends to accomplish and having specific outcomes of the development. The second phase is Reality which aims at examining the present condition of the mentee, the skills he or she has, challenges and obstacles to change. Options is the third level in which the mentee tries to seek the ways in which the intended goal can be accomplished. Lastly, the Will stage is a decision-making process on certain courses of actions and commitments likely to propel the mentee to the goal.

This process aids mentors to conduct reflective discussions which prompts the mentees to assess themselves and make effective actions towards future trickle improvement.

Application of the GROW Model in Lash Technician Mentoring

GRW model can be effectively applied in mentoring relationships within the beauty industry through the assistance of the mentoring of junior lash. Mentors play a major role in directing trainees on learning experience in salon environments and the GROW framework offers a practical framework through which these development discussions can be structured.

In the Goal stage, the mentor and the mentee collaborate in trying to pinpoint a particular professional goal. An instance is that a junior lash technician might have the desire to have more lash retention or less time on treatment and still maintain quality. Having a clear definition of the goal assists in the maintenance of the mentoring conversation focused and outcome oriented.

Reality stage includes determining the performance of the mentee at present. The mentor can gain an idea of what a treatment session looks like and deliberate on the current skills of a technician, and how that relates to challenges that can be encountered. As an example, the mentee might have problems with the exact positioning of adhesives or the same position of lashes. Through such problems, the mentor is able to make the mentee realize the difference between the present performance and the required objective.

During the stage of Options, the mentor will invite the mentee to think over various strategies of improving it. Some potential solutions may be further training on training manikins, watching some experienced technicians working with the patients or reading more teaching materials about the specialized lash techniques. Active involvement in learning should be encouraged by encouraging the mentee to come up with alternatives.

Lastly, there is the Will stage where an action plan is agreed upon. The mentee can undertake the responsibility of practising certain techniques weekly or seeking feedback on the subsequent treatments. The GROW model, in this systematic process, constitutes reflective learning and also allows junior technicians to become competent and confident in the profession.

Strengths of the GROW Model

The simplicity of the GROW model and its systematic way of developmental conversations is also among the main assets of the model. The four-step model will also assist mentors direct the discussion in a logical and focused fashion that will see the goals to be clearly established and with practical action plans to back them up. Self-reflection is also promoted in the model since the mentees are challenged to assess the performance they are getting and seek their own solutions. Its versatility in various industries as well as a professional setting is another strength of this product. The model is used in the technical training settings like the beauty salons to assist the mentor in organizing the learning sessions and ensuring accountability and individual responsibility in terms of professional growth.

Limitations of the Model

Although the GROW model has its benefits, there are some limitations associated with it. The framework can simplify the developmental issues that may be complex, especially in case the mentees have emotions or confidence related problems that need to be explored in more depth. The communication skills of the mentor are also critical to the model, unless there is great success in questioning and listening, the talk can be superficial. As well, the GROW model is mostly centred on problem-solving and achievement of goals as opposed to relationship-building. Other models like the CLEAR or ACHIEVE models can be more holistic in approach as they make greater use of reflection, emotional awareness as well as continuous appraisal into the mentoring process.

Organisational Considerations for Mentoring Programmes

Successful mentoring programmes in organisations are reliant on various organisational and managerial factors. The issue of careful selection and training of mentors is one of such considerations. Not only must they have excellent technical skills, the experienced professionals must have the required interpersonal skills needed to facilitate the development of the mentee. Enhanced mentoring programmes must also be considered since having clear guidelines, set goals and planned mentoring encounters could be a way of providing the integrity of mentoring. Another method in which organisations should assess the mentoring results include performance improvement and the value of mentoring to the participants. Mentoring programs are significantly supported by the management. Salon managers that provide time to mentor and knowledge sharing in the beauty salon settings develop a nurturing learning culture that foster development of the technicians and improvement in service delivery.

Conclusion

In conclusion, the report has discussed the importance of mentoring in the development of organisations, especially in the case of the beauty industry. Mentoring is a significant power related workplace learning strategy through which the experienced professionals can assist in developing a less experienced colleague by taking the lead on the educational sectors, sharing of knowledge and practical training. Mentoring is relevant in sectors where professional ability

and the quality of service is of paramount essence such as beauty and aesthetics to ensure that the level of service and the overall practice remain highly stable.

The report initially examined the similarities and differences amid coaching and mentoring in organisational contexts. Although the two are similar in that they facilitate learning of employees, setting of goals, and improving performance, they vary in terms of priorities and time span. Coaching is usually the performance, which is aimed at short term basis using structured questioning though mentoring is the case ensued on a longer relationship with an aim of approaching an extended professional and career growth. This is due to the fact that these differences make mentoring especially suitable in practical careers, where experience and observation are involved in the learning process.

Another issue that was brought out in the analysis is the knowledge, skills, attitudes and behaviours that would be needed when doing mentoring. To establish effective mentoring relationships, mentors should have high technical skills, communication skills, patience, empathy and professional ethical consideration. The competencies facilitate development of a trusting and a psychologically safe environment which motivates mentees to reflect on their performance and to build skills.

Lastly, the GROW model was appraised as a systematic model, which facilitates mentoring discussions. The model promotes reflective learning and accountability by facilitating conversations on the basis of objective-setting, reality testing, option exploration and action commitment. Mentoring when properly implemented produces an impact on skill level, professional confidence and better service delivery when working in a beauty salon setting.

References

- Akbar, A., Ahmad, Dr. S., Ali, M., Muhammad, D., Ali, I., & Muhammad. (2024). *Employee Development and Training: How HRM Helps in Staying Competitive in the Changing Market Condition*. Al-Qanṭara. <https://alqantarajournal.com/index.php/Journal/article/view/579>
- Bakhshandeh, B. (2023). Role of Effective Communication and Active Listening in Building a Coaching Culture. *Routledge EBooks*, 1(1), 225–241. <https://doi.org/10.4324/9781003379577-18>
- Ben-Amram, M., & Davidovitch, N. (2024). Novice Teachers and Mentor Teachers: From a Traditional Model to a Holistic Mentoring Model in the Postmodern Era. *Education Sciences*, 14(2), 143. <https://doi.org/10.3390/educsci14020143>
- Briggs, A. M., Zohr, S. J., & Harvey, O. B. (2023). Training individuals to implement discrete-trial teaching procedures using behavioral skills training: A scoping review with implications for practice and research. *Journal of Applied Behavior Analysis*, 57(1). <https://doi.org/10.1002/jaba.1024>
- Busch, C., Crawshaw, J., Guillaume, Y., & Legood, A. (2023). Ethics-Related Mentoring: A Scale Development and Test of its Role in Promoting Protégé Ethical Behaviour. *British Journal of Management*. <https://doi.org/10.1111/1467-8551.12707>
- Calaguas, N. P. (2023). Mentoring novice nurse educators: Goals, principles, models, and key practices. *Journal of Professional Nursing*, 44(1), 8–11. <https://doi.org/10.1016/j.profnurs.2022.11.002>
- Davis, J., Sakwe, A. M., Ramesh, A., Lindsey, M. L., & Woods, L. (2023). How to be a GREAT Mentor. *Advances in Physiology Education*, 47(3). <https://doi.org/10.1152/advan.00054.2023>
- Dreer-Goethe, B. (2025). The impact of mentor support and high-quality connections on student teachers' psychological safety and engagement during practicum. *Frontiers in Education*, 10. <https://doi.org/10.3389/feduc.2025.1499749>
- Edmondson, A. C., & Bransby, D. P. (2023). Psychological safety comes of age: Observed themes in an established literature. *Annual Review of Organizational Psychology and Organizational Behavior*, 10(1). <https://doi.org/10.1146/annurev-orgpsych-120920-055217>
- Grant, A. M. (2022). Is It Time to REGROW the GROW Model *Coaching Practiced*, 7(2), 29–40. <https://onlinelibrary.wiley.com/doi/abs/10.1002/9781119835714.ch3>
- Greif, S., Möller, H., Scholl, W., Passmore, J., & Müller, F. (2022). Coaching Definitions and Concepts. *International Handbook of Evidence-Based Coaching*, 1–12. https://doi.org/10.1007/978-3-030-81938-5_1
- Ka, H. (2023). Practices and Challenges of Modern Leadership in the Era of Technological Advancement. *Scientific Research Journal (SCIRJ)*, XI(XI). <https://doi.org/10.31364/SCIRJ/v11.i11.2023.P1123972>

- Shadan, M., Shalaby, R. H., Ziganshina, A., & Ahmed, S. (2025). Integrating portfolio and mentorship in competency-based medical education: a Middle East experience. *BMC Medical Education*, 25(1). <https://doi.org/10.1186/s12909-024-06553-1>
- Szymańska-Tworek, A. (2022). Mentoring as Professional Development for Mentors. *Theory and Practice of Second Language Acquisition*, 2(8), 1–22. <https://www.ceeol.com/search/article-detail?id=1061629>
- Venktaramana, V., Ong, Y. T., Yeo, J. W., Pisupati, A., & Krishna, L. K. R. (2023). Understanding mentoring relationships between mentees, peer and senior mentors. *BMC Medical Education*, 23(1). <https://doi.org/10.1186/s12909-023-04021-w>
- Wang, Q., Lai, Y.-L., Xu, X., & McDowall, A. (2021). The effectiveness of workplace coaching: a meta-analysis of contemporary psychologically informed coaching approaches. *Journal of Work-Applied Management*, 14(1), 77–101. <https://doi.org/10.1108/jwam-04-2021-0030>
- Wisdom, J., Morrow, C., Greene, J., Stone, S., Domskey, S., & Heiser, D. (2025). Perspectives of Mentors on Mentoring: A Scoping Review of Benefits and Challenges. *The Clinical Teacher*, 22(3). <https://doi.org/10.1111/tct.70101>
- Wragg, F. (2024). Defining technicians. *Routledge EBooks*, 1–19. <https://doi.org/10.4324/9781003296119-1>

