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Introduction

Within an organisation both coaching and mentoring practices are extremely beneficial in supporting the development of employees. Both approaches develop and reinforce abilities in order to maintain employee loyalty, by demonstrating an interest in their skill development and progression. There are a variety of strategies to improve learning within the workplace, with the most important one being coaching and mentoring practices (Armstrong, 2009). However, it is crucial to remember that coaching and mentoring are 2 separate principles.

The concepts of Coaching and Mentoring

Mentoring is defined by the CIPD as a partnership in which a more experienced team member shares their knowledge to help a less experienced team member develop. Mentoring relationships are typically more long-term than coaching partnerships, and they are most effective when both parties encourage, share, and learn together (CIPD, 2021). As mentoring is a long-term mutual connection, coaching is more strictly planned and based on a shorter time frame. It has been defined by Clutterbuck (2014) as: 'Off-line help from one person to another in making significant transitions in knowledge, work or thinking.' Mentoring can also be used to enhance formal training by providing individuals with one-on-one guidance from experienced managers who are "wise in the ways of the organisation" (Armstrong, 2006).

Coaching is facilitated by a line manager or a colleague with the necessary expertise and coaching skills, and it focuses on developing specific skills and goals. Coaching varies from mentoring as it strives to be a more continual process, with the goal being that the individual is coached to complete a task more effectively than before, or being able to solve problems on their own, which is a result of the coaching process being effective. Coaching may be required as a result of a formal or informal performance review, but coaching opportunities can also arise through normal day-to-day tasks (Armstrong, 2006).

Despite the fact that coaching and mentoring are two different concepts, they are often strongly linked due to being complementary when used together. Coaching and mentoring both strive for an employee's professional or personal progress, however, the strategy for achieving objectives varies. Mentoring is a method of assisting people in learning, as opposed to coaching, which is a more directive method of developing people's competency. Coaching and mentoring are important developmental tools for any organisation, and they are critical for early organisational and career success. Their approaches to creating relationships, questioning and active listening, and supportive connections with the mentor and coach are comparable (CIPD, 2021). Coaching is task-focused, whereas mentoring is based on the relationship between the mentor and the mentee, with both processes having different goals. According to (Lancer et. al, 2016) Instead of providing knowledge, the mentor uses their skills and experience to help the mentee gain confidence and develop their own knowledge. Similarly, the coach will use a questioning strategy to help the coachee take ownership of their own ideas and learn new things. Mentoring, like coaching, helps people achieve their goals and objectives while ensuring that they don't become too dependent on the mentor.

By combining coaching and mentoring practices, the coach/mentor will need to ensure that they explore issues, set objectives, that best practices are shared, and the individual takes accountability only then will it guarantee that concepts are extended further. This, however, will only succeed if both procedures are correctly established, and boundaries are set, and standards are followed. By combining these support methods together, in a considered and accessible way, it will support the

organisation to develop well-motivated, highly skilled and high performing employees (Morris, 2020).

Although coaching, mentoring and counselling can all be utilised to support employees with development and emotional needs, they all differ in significant ways (Indeed, 2021). Coaching and mentoring as concepts can be misinterpreted for, or transcend into, more of a counselling or one-to-one training procedure due to the process' heavy reliance on questioning and listening, which can sometimes produce more of a counselling session or training setting. It's crucial to keep these procedures separate because each concept has its own set of applications. As a result, it is critical to investigate and determine where each method is acceptable in order to ensure that the individual involved may achieve the greatest possible results in the most appropriate manner for them.

There is a distinct difference between coaching, mentoring and one-to-one training as an individual may be taught or instructed on how to do a new skill or learn a new behaviour at a training session. It is then up to the learner to put the skill or behaviour into practise. However, with the use of a coach or mentor the learner will have a better understanding on how to implement the skills, and where to use them and how to overcome any challenges. Coaching and mentoring are typically more casual and take place informally, such as by a conversation. Training is usually more structured and can involve a group, whereas coaching and mentoring is usually more casual and takes place informally, such as over a discussion. Training focuses on instruction to obtain good results, whereas coaching relies on listening.

Using the correct concept can help the mentee/mentor and coachee/coach achieve greater results. It's critical to take the time to ensure the right strategy is adopted, and to ensure that the processes, objectives and goals are planned, due to both being concepts being time-based and rely on reviews taking place at various stages.

Different types of coaching and mentoring

Coaching can focus on physical and spiritual development as well as mindsets, behaviours, abilities, and knowledge, as well as career objectives and ambitions. (Zentis, 2016). Coaching can be very informal and flexible, or formal and tightly structured, or a combination of the two. The 'GROW' model is the most well-known and widely used coaching model, it is a four-step process that helps structure coaching and mentoring practices with team members. (Whitmore, 1992) The following process must be followed in order to enable successful coaching, according to this model:

- **Goals** - must be established and agreed upon.
- **Reality** - the current reality must be examined to determine the starting point in order to reach the goal.
- **Options** – Explore the options of how to reach the defined goal
- **Will** - must be at the heart of the entire process, as having the willpower and dedication to achieve the objective will keep the individual committed.

The GROW model encourages the setting and achieving of SMART goals and therefore can be used by coaches to support coachees in improving their performance. According to (Armstrong, 2006) Coaching can be informal, but it must be organised ahead of time. It's not just about checking in on what individuals are doing now and then giving them advice on how to do it better. It's also not just about telling individuals where they've gone wrong and giving them a lecture every now and then. Coaching should take place as much as practicable within the framework of a strategy for the directions in which individuals will benefit from further growth. Therefore, the GROW model will

be beneficial in supporting not only improvement in performance but also for development opportunities.

Another Model to support coaching and mentoring is the OSCAR coaching model, originally developed by (Whittleworth and Gilbert, 2002) It was created to improve the GROW model and to equip managers with a coaching approach that would help their organisation and teams. Like the GROW model it has a step-by-step approach as follows:

- **Outcome** – Identify the issue and work together to determine an outcome
- **Situation** – to discuss skill, ability and knowledge with the mentee/coachee to provide them with insight into their own situation.
- **Choices** – identify all avenues to achieve the desired outcome whilst being aware of the consequences
- **Actions** – SMART actions are identified to work towards and to measure progress
- **Review** – Regular meetings will be held to ensure that each stage is met and has the desired outcome.

The OSCAR model's major purpose is to promote employee development in the short and long term. It's especially valuable for coaches who don't have a lot of time to personally monitor and coach each employee to their goal, because it allows them to provide support while also motivating them to take charge of their own development (Lea, 2018). The OSCAR model, which focuses on solutions rather than issues, this model would be beneficial in executive coaching, especially for those in charge of a company that is undergoing a change.

In addition, there is another method known as instant payoff coaching, which was developed by (Landsberg, 2015) and is occasionally used to support a coaching process in a shorter period. The Model is a mixture of coaching and mentoring. The coachee describes their problem or issues, and the coach encourages them to describe their desired outcome. Any barriers are investigated and discusses and the coach and coachee will then share ideas on how to get through these obstacles, identify the paths to achievement and choose and agree on the ultimate strategy, actions, and timeline.

Mentoring begins with a mentor passing on their superior knowledge and wisdom to another (Hay, 1995). It's critical to remember this fundamental principle measure when approaching mentoring, and to distinguish it from coaching. The most recognised form of mentoring is the one-on-one model with a mentor who is a trusted, experienced advisor who invests directly in an employee's development. A mentor can be a manager, but more often than not, a mentor is a peer with the expertise and attitude to lead someone through a process (Armstrong, 2006). Peer mentors serve as good role models for those who require support. Peer mentorship can also be used by organisations to help employees progress their careers in a collaborative partnership. Each participant participates and learns from the other, and they can advise and encourage one another to achieve goals.

The group mentoring approach, however, needs a mentor to work with 4-6 mentees at a time, and is a blend of senior and peer mentoring, in which the mentor and peers assist one another in learning. This strategy works effectively for organisations with a small number of mentors because it allows mentees to learn not just from their mentor but also from their peers. However, this strategy is restricted by the difficulties of holding frequent sessions owing to schedule conflicts, and it also lacks the personalised approach that one-on-one mentoring provides (Creighton, 2016).

Another mentoring method is known as reverse mentoring, where roles are reversed, and junior employees are able to mentor the senior members of the team with an activity or change process.

This technique is beneficial in retaining talent, according to (Jordan and Sorell, 2019), especially in situations where maintaining younger talent is key, the organisation is looking for ways to remain current to younger people.

Coaching and mentoring and the role of line managers

When it comes to coaching and mentoring, line managers play a critical role, and there are numerous benefits to coaching teams. Coaching is typically used as a day-to-day managerial activity, included into one-on-one meetings and performance discussions (CIPD, 2021). The line manager as a coach ensures coaching conversations through appraisals, supervision meetings and regular feedback on performance. Line managers providing coaching and mentoring to their employees can be beneficial as it encourages open and honest conversations and better working relationships. To establish continuity and enhance efficiency, line managers must focus on and develop coaching and mentoring abilities, and a suitable support system is essential. Leaders must be adequately prepared for their coaching or mentoring role, and they must recognise that mentoring is more time consuming than coaching methods. One of the most significant duties a line manager must undertake, according to Clutterbuck (2018), is to manage the individuals who work for them. Clutterbuck goes on to say that coaching and mentoring are two of the most effective methods to support others to develop. Nevertheless, it was also recognised that, irrespective of the technique used, being not only a line manager but also a coach/mentor in the same environment could lead to conflicts and frustrations.

Many companies incorporate coaching and mentoring into their HR policies and procedures, and they promote a coaching mindset. Coaching and mentoring should be introduced by the HR department and facilitated by line managers and employees with the relevant knowledge. When implementing coaching and mentoring programmes, there should be clear lines of communication and employee should be made aware of the key benefits of a coaching and mentoring program such as benefits and expected roles to enable people to be committed and motivated. The implemented program should align with organisational values, objectives and culture (Wieczorkowska, 2018).

External coaches are used by some organisations; there are some benefits to using coaches who have no personal links to the organisation. External coaches have the advantages of having specialist talents in each sector, having time to commit to internal practises, and not being affected by the organisational environment. This, however, can be expensive, and the coach's approach may not be acceptable for the organisation's overall environment. As a result, an organisation may decide to train its own individuals in order to facilitate coaching and mentoring without the need for outside input.

During the COVID-19 pandemic coaching and mentoring practices were challenged due to restrictions that were put in place and the new 'normal' becoming virtual. Coaching and mentoring practices were carried out over a screen and were not as regular as previously been pre-covid. However, while traditional types of learning initiatives have declined, organisations have managed to maintain an emphasis on mentoring and coaching activities and programmes, according to (CIPD, 2021). During the COVID-19 pandemic well being check-ins became an important part of coaching and mentoring practices. According to (Gino and Cable, 2020) Leaders were urged to recognise how they may serve the people they lead by asking employees how they could support them. Due to many people working remotely, this form of mentoring was more necessary than ever. The support from managers or leaders helped to improve employee engagement and also allows people to be their genuine selves.

The benefits of Coaching and Mentoring

There are many benefits of coaching and mentoring, not only for the individual and their mentor or coach, but also organisations. Whilst there are many similarities, it is beneficial to have a clear understanding of the similarities and differences between both concepts. Many stakeholders within the organisation are influenced by the benefits of good coaching and mentoring, and the effects are not only noticed internally but also to external stakeholders. Employees will feel more supported and developed, which will inspire them to perform more efficiently, resulting in improved organisational performance.

Various studies have demonstrated the advantages of coaching for coachees. The ILM (2011) report 'creating a coaching culture' ascertained a variety of benefits including improved self-awareness (43%), increased confidence (42%) and improved business knowledge and skills (45%).

Improvements in communication, interpersonal skills, leadership and management, resolving conflict, and preparing for a new post or promotion were also mentioned as advantages. Most organisations will benefit from offering more coaching opportunities. However, in order to provide coaching as a development tool it will firstly need buy-in from senior management, so that it can then be rolled out across the organisation. A mentor is someone who helps their mentee develop personally and professionally by sharing their knowledge, competence, and experience. Mentors may have greater job satisfaction as a result of the mentoring process, which makes their job more challenging and interesting due to them providing support and sharing resources. Employees can benefit from being mentored because it is a cost-effective and excellent growth opportunity.

A mentee can gain a wide range of benefits by having the direction and support of a mentor with relevant experience. According to (indeed, 2021) A mentee will benefit from individualised advice from an expert, as well as expedited professional development, expanded networking possibilities, more focused goals, and greater motivation. When knowledgeable mentors help influence their careers and offer chances for them, mentees may feel a greater sense of connection and loyalty to the organisation.

When handled in an effective and productive manner, coaching and mentoring can provide a variety of benefits for organisations. Coaching and mentoring provides employees with a way to interact, learn, and develop inside the company and along their career paths. A positive workplace culture can be created by establishing a mentorship programme into an organisation. It is also a cost-effective method of offering professional development within an organisation because mentors voluntarily share their skills. Research carried out by (Merrick, 2018) identified the importance of coaching and mentoring within the workplace. It was established from a survey carried out with 1000 UK professionals, that 79% of them thought that coaching was important for embracing new technology and ways of working and it was also identified that coaching is deemed as critical to productivity and success. Finally, 84% decided that coaching and mentoring should be a part of all organisations management and development programmes.

Finally, including coaching and mentoring into organisational strategies will not only empower employees, but it will also have a significant impact on retention because employees will feel valued as a result of the growth opportunities provided. Also, by providing leaders with the correct tools to coach and mentor employees it will enable career opportunities for their line managers, along with the skills to coach and mentor which will empower them to grow as leaders and in turn will encourage improved team communication, improved staff connections and less conflict. Employees that are given the opportunity to be more independent with their opinions are more likely to

innovate and be more engaged with the company. Employees that are given the opportunity to be more independent with their views are more willing to advance and be more engaged with the company. This will enable turnover to decrease, culture to improve and the company to maintain a strong relationship and reputation with its internal and external stakeholders, all of which benefit the organisation.

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