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1.0 Introduction

Twenty first century has been predominantly known for the advancement of the corporate sector, and management that demands a paradigm shift from traditional or mainstream skill developing criteria to relatively advanced modes of training. Furthermore, globalization has compelled employers to expand their skill base in order to affirm their skills in the corporate word. Companies are investing immensely to develop as well as preserve high performing staff for the sake of high organizational operations. High Performance, modern companies have realized that an organization is only as good as its employees. In the recent past, strong emphasis has been channelled towards selecting, training and developing employees. It is on this grounds that contemporary organizations have deemed good mentoring and coaching programs to be a highly efficient way of assisting the staff through elevating efficacy, self-esteem, self-direction and accomplishment, Mentoring and coaching can empower, elevate productivity, promote success, build commitment and grow talent. They are considered a fundamental component of contemporary managerial practice (Mateen, Aslam, & Khakwani, 2013). This report will critically analyse the purpose of coaching and mentoring in an organizational context, most notably, Malmaison hotel.

2.0 Company Overview

Malmaison hotel was first launched by a Scottish Hotelier Ken McCulloch, as of 1994, it is worth noting that this hotel was established in conjunction with the hotel Arcadian international. The first hotel was established at Edinburgh, subsequently, the second hotel was opened at Glasgow, a month later. Presently, Malmaison over 20 hotels within the circumference of the United Kingdom. Malmaison has operational hotels in Dundee, Leeds, Manchester, Reading, Liverpool, Newcastle and Oxford. It is worth noting that, currently Singapore-based Frasers are the present of the organization. Majority of their hotels are located around city centres, with majority of them containing around 70 and 250 rooms, with meeting rooms, a bar and private dining rooms. (Malmaison online, 2019)

2.1 Organizational Structure

Malmaison organizational structure takes the form of a decentralized model, where organizational administration encourages every department in every level to participate in giving ideas that enhances the effectiveness and efficiency of the company. Such a model provides learning opportunities for all employees of the company, because decisions are made from distinct levels. This organizational structure favours mentorship and coaching programs. By contrast, in centralized models, majority of the decisions are made by the upper levels of a company, such as the CEO or the Vice Presidents. In a decentralized company, each department has its operational team to support that specific department. For instance, the purchasing and supply unit or the human resource unit (Malmaison online, 2019).

2.2 Corporate Culture

The culture of Malmaison is similar to that of a democratic power culture, where power is distributed across all the departments in an organization. Unlike, autocratic power culture where one individual has the foothold of all the decision-making authority, democratic power culture shares power as well as decision making authority to the employees. Moreover, democratic culture encourages consultation between the employees and the managers. The corporate culture of Malmaison is to enhance and generate new products and services that elevates customer experience. This type of corporate culture undoubtedly inspires coaching and mentoring programs (Malmaison Online, 2019).

3.0 Understanding Coaching and Mentoring

3.1 Coaching

International Coach Federation (2019), defined coaching as, partnering the process of partnering with clients, in a creative and a thought-provoking process that encourages them to maximize their professional and personal potential. Coaching for practitioners can concentrate on components such as leadership, performance coaching, personal development, new role induction, interview preparation or succession. According to (Fieldn, 2014), coaching refers to intern-organizational practice where the manager or the manager or leader is entrusted with the role of improving and enhancing individual performance which eventually benefits both the workforce and the company. Mateen, Aslam, & Khakwani, (2013), conveyed that coaching denotes a collaborative helping association between a coach and their students, which is concentrated on working in a systematic manner towards attaining agreed goals and objectives to improve professional performance, elevate personal satisfaction, promote progressive self-directed learning as well as personal growth. In a workplace setting, there are three players linked to a coaching agreement, that is, the employee, the coach and the company. The coaching agreement stipulates the goals for the entire coaching process. A coach performs his job by inspiring trainee and instilling the skills necessary for the accomplishment of the tasks at hand, and eventually evaluating performance and providing feedback. Companies organize coaching programs according to the needs and requirement, in most scenarios, these programs are in alignment with performance enhancement required for an organization, physical and psychological capabilities required to perform a task, as well as the feedback required for performance enhancement.

Connor, & Pokora, (2012), articulated two styles of coaching, that is, push style and pull style. Push style of coaching happens when the major powers are centralized towards the coach. In this regard, the coach dominates the association, where they have the decision-making power, authority and demand the staff to do what is directed by the coach. By contrast, the pull style happens when the major responsibility is channelled to the employee. In this aspect, the coach empowers the staff to make their own decisions as well as figure out solutions to their problems with constructive and guided feedback.

3.2 Mentoring

Fieldn, (2014), conveyed mentoring as a distinct process where an experienced professional individual act as a mentor who offers guidance, assistance and support to

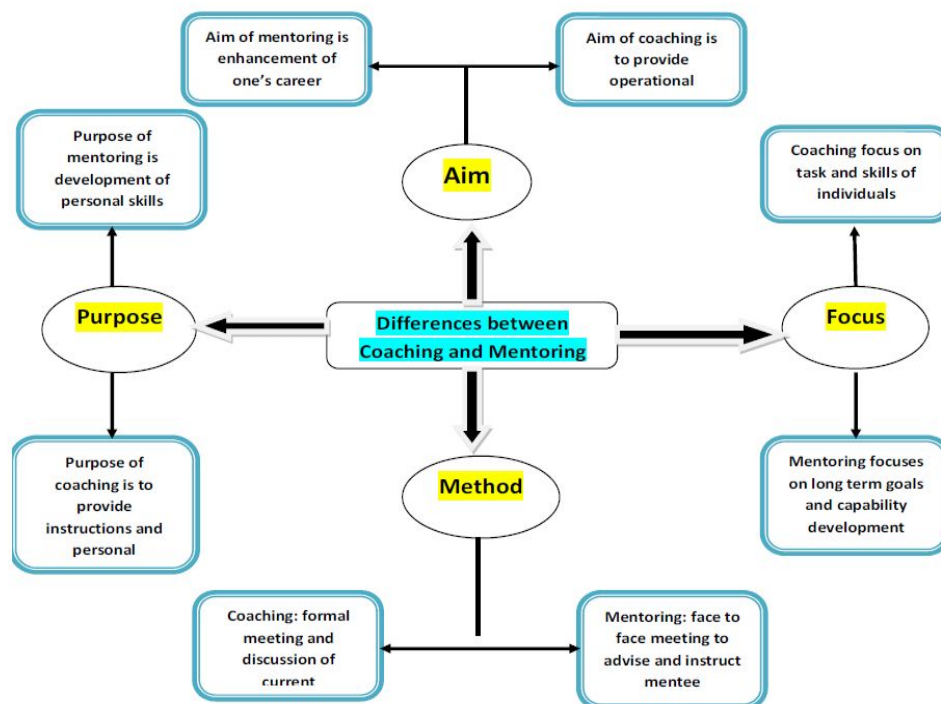
relatively less experienced individuals, in order to steer forward the career advancement of that individual. In that light, the mentor can be regarded as that person who has expertise to influence and guide other people in a positive manner that leads to the progress of their distinct careers.

Jones (2015), contended that mentorship referred to offline assistance by one individual in the process of making substantial transfer of attitude, knowledge or skill. The position of a mentor is normally conducted by an individual in a relatively senior position than the mentee, with the goal of supporting the career advancement of the less experienced employee. Provision of feedback and future career development are all mentor skills.

3.3 Distinctions Between Mentoring and Coaching

In the contemporary ever changing world, mentoring and coaching serve as professional development instrument. The major distinction between mentoring and coaching is the course of action adopted by mentor and coach, is that the mentor formulates all the action plans without the consultation of the mentee. By contrast, in coaching, the one being coached has their own action plans regarding what they want to learn. Moreover, in coaching, the manager sets goals and subsequently stretches or leads the staff to fulfil them, while maintaining professional development in a particular skill as the main product of the entire process. As such, coaching is concerned with two components of the employees which are professional development and personal development. The following figure exhibits the evident differences between coaching and mentoring.

Figure 1. Difference between Coaching and Mentoring



Conventionally, mentoring deals with the soft aspect of development. Those people who desire advancement on their career path, may require a mentor for guidance. In contrast, coaching concentrates on reinforcing operational competencies.

Coaching is a type of consultation encompassing professional development. The task of a coach is to stipulate objectives, needs, drawbacks and powers of each and every employee. Osteen (2016), conveyed four major elements of coaching, most notably, modelling, support, encouragement and step-by-step development. A significant aspect of coaching is to give instructions to the workforce regarding how to perform tasks in a better way by using learned knowledge and skills effectively. The purpose of coaching is to improve, enhance and develop employee performance. In a great sense coaching mainly underscores on disseminating and gathering information, paying attention to details, answering questions and then conveying to employees what and how to perform jobs.

Majority confuse coaching and mentoring to mean the same thing, but these notions are diverse from each other since they have different objectives and purpose. In particular, mentors' task is to advise and counsel employees regarding their career paths, since they have a senior position with notable expertise and experiences which can place them in a position to give assignments to the staff with the goal of assisting them in the development process. Conversely, Downey, (2009) articulates coaching as the art of enabling learning, performance, and development of people. A coach is beyond an instructor, who is keen to observe the behaviour of the staff, since they are anticipated to formulate development plans with the workforce, obtain feedback from them and in turn recommend future actions. Hidden potential of employees can be unlocked through the coaching process, for enhanced performance.

In a significant number of organizations, mentoring and coaching happen on a daily basis. They both share identical principles; however, their process schedule differs a lot depending on the roles and aims. Both dimensions entail series of distinct meetings which may be informal or formal discussions on objectives regarding sessions agreed upon by the two parties. Mentors and coaches adopt distinct tools to carry out and develop their sessions. Mentoring programs mostly comprises face-to-face meeting between the learner and mentor where they exchange knowledge. Mentor advises the staff regarding how to work effectively, propose how they can enhance performance and provide instructions. On the other hand, coaching process occurs in relatively formal setting where both the coach and the workforce mostly adopt a relatively informal tone of conversation.

3.4 Similarities Between Mentoring and Coaching

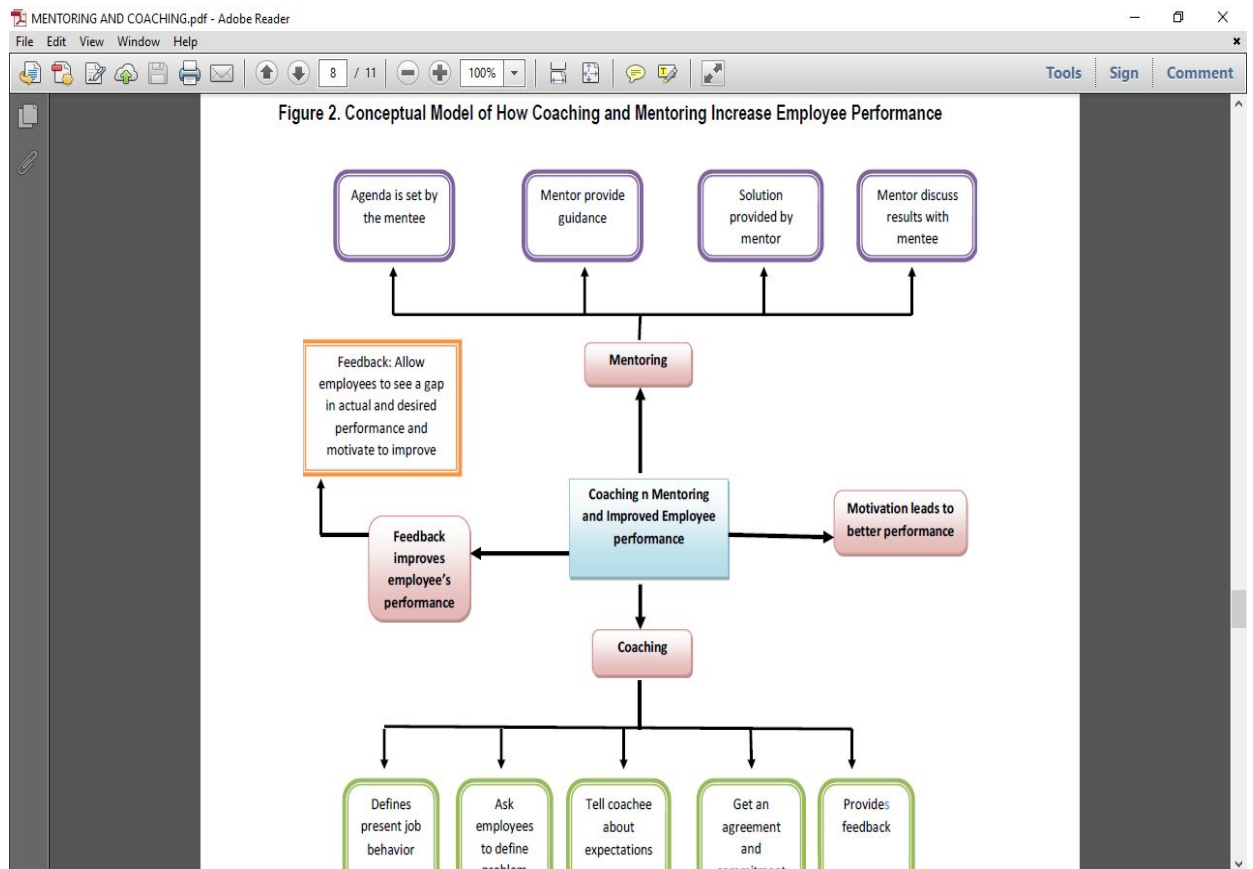
The Chartered Institute of Personnel Development (2019), pointed out that both the mentor and the coach aim to enhance performance and in turn deliver positive outcomes. However, the coach may be relatively hands-on in attaining specific outcomes. On the other hand, Skiffington and Zeus (2010), contended that both dimensions base their premise on basic beliefs and values, that human beings have the capability to change, and that they can select the best options available to them. They add by asserting that mentoring and coaching as fundamentally a dialogue where learning occurs by asking strategic questions. This in turn leads to professional and personal transformation.

Both mentoring and coaching demand effective personal skills from the manager, which in turn will enable them to inspire trust, obtain commitment and in turn steer new actions. Besides, both dimensions target at improving employee's performance and productivity by unlocking the hidden potential of the employees.

3.5 Mentoring and Coaching and Enhanced Employee Performance

According to Mateen, Aslam, & Khakwani (2013), managers in the contemporary organizations have been keen to master mentoring and coaching. Large volumes of studies have showcased that organizations have begun coaching programs to build their skills and in turn boosts performance. Undoubtedly, companies require skilled employees who are limited in number. In the present fast-changing technological world, unquestionably, the market demands skilled workforce for efficient work. As such, to train current workforce regarding novel skills, companies are employing mentoring and coaching approaches. Despite the fact that these approaches assist organizations in a myriad of ways, but the most significant benefit provided is that they both enhance the performance of the workforce. This is because, the principal purpose of these training programs is to make employees more capable to confront the obstacles that come in their way and alter their behaviour to boost performance.

With regards to mentoring program, the mentee becomes capable to elevate their skills and knowledge to step forward and fulfil their respective career development objectives and goals. It not only assists the staff but also grants them one step ahead in their specific career development endeavours. Mentoring is deemed by many companies as a three-fold beneficial process, in that, it not only helps the mentee but equally benefits the organization. The advantage of mentoring to the mentor, is that it grants them a respectful responsibility to craft a guide and a mentoring program for the employees. The mentoring goals encompasses, solidification of staff and manager relationship, advancing the career of the workforce, deepening commitment to goals as well as development of personal association. As such, mentoring offers solutions to issues concerning performance, since the key to effective performance lies in obtaining the best out of others. Mentored employees boosts organizational performance by boosting productivity and enabling them to be focused on their responsibilities (Mateen, Aslam, & Khakwani, 2013).



Organizations are highly impacted by a good coach since they deem themselves to be in charge of the professional development of the workforce. Coaching is not a single event process, instead, it requires desire to participate as well as real commitment. It is pivotal for both the coach and the employee to keep at the back of their minds that the end product of coaching is to elevate employee's performance. Coaching can enhance performance in the following regard. First and foremost, the main role of a coach is to paint the present, concerning job behaviour of the workforce associated with performance. For instance, behaviours leading to poor performance might be, lack of training, job dissatisfaction, absenteeism, late coming or power conflict (Fieldn, 2014).

Secondly, enquiring from the employees concerning the problem by employing strategic questions. At this juncture, staff may provide lame excuses, but it is the task of the coach to figure it out the root causes of poor performance. Thirdly, the coach may give directions by articulating the way forward, by conveying expectations, goals, objectives and the purpose. Fourthly, after articulating the way forward, the coach should obtain agreement from the workforce. In this phase, the coach may utilize documents adopted for job analysis, containing job descriptions and specifications which may assist the coach. Fifthly, the

moment the staff arrive at consensus, the coach may go ahead and formulate an improvement plan. In this aspect, both the coach and the staff design ways in which they can resolve performance issues. Sixthly, the coach strives to get the commitment of the workforce, in this regard the employees are required to demonstrate their willingness to alter their behaviours for the sake of enhancing performance. Seventhly, the coach seeks progress report from the staff. Subsequently, the coach gives comments as well as recommendations on areas that needs to be worked on (Jones, 2015).

By contrast, mentoring equally assists the workforce to obtain new skills and knowledge for enhanced job performance. In this component, the agenda is determined by the mentee which relies on addressing the needs of the mentee while directions are provided by the mentor to attain the goals established by the mentee. Consequently, it leads to high performance, since the mentor enriches and empowers the mentee with the necessary skills required to work on the tasks. Mentoring has been predominantly considered as a learning adventure that concentrates on the association between the mentee and the mentor. As such, mentoring elevates performance by expanding business insights as well as making the workforce take charge by encouraging the exchange of information between the organization and the employees (Jones, 2015).

3.6 Importance of Feedback and Motivation

One significant element is performance enhancement is the feedback that is given by the coach or mentor. This is because the coach provides descriptive feedback to the workforce, which encompasses descriptions of observable staff behaviours which is based on actual work setting condition and situation. While giving feedback, the coach should be keen on pinpointing the needs of the workforce. When the staff receive feedback, they can in turn analyse their present state and in turn commit to improve next time (Cook, Hay, & Blackman, 2017).

Motivation denotes individuals' psychological condition which is consistent with a person's directions, intuitions, persistence and behavioural transformation. Motivation is yet another enabling component in employees enhanced performance, particularly, by rewarding positive workforce behaviours. As such, the coach should associate positive behaviours of the staff to the recognition arrangements of the organization. Rewards may be non-monetary or monetary, but it always elevates job performance, satisfaction and commitment. Motivation plays a pivotal role since it compels the workforce to exert a higher degree of effort.

Large volume of studies has substantiated that coaching and mentoring have positive implications on the workforce as well as the organization. It offers the staff with a communication network that assists them to exchange information, assist each other and fulfil social needs. By these two dimensions, strategies and interventions established by both the managers and the workforce can in turn convert poor performance into excellent performance. This is because they enable them to be conscious of their capabilities to do work and subsequently lead them regarding how they can unlock their hidden potential. The staff can obtain additional knowledge and skills which assists them in their respective career. Coaching can assist the employees by involving them in an effective communication and inspiring them to openly mention their issues (Cook, Hay, & Blackman, 2017).

4.0 GROW Coaching Framework

Evidently, the GROW Coaching framework is among the most successful and established coaching framework. Thanks to its pioneers John Whitmore and Alexander Graham who developed this model in the early 1980s. This model was popularized in the book titled *Coaching for Performance*, as authored by John Whitmore. This model provides a simple yet powerful tool to elicit, highlight and amplify inner potential via a series of coaching dialogues. Since then it has been globally accredited for its effectiveness in terms of goal setting and problem solving, assisting to maintain and maximize productivity and personal achievement. As a result, it has emerged as the prevailing cornerstone of coaching in a majority of Universities and organizations across the globe (Mcalpine, 2016).

The GROW framework is an acronym denoting Goals, Reality, Options and Will, articulating the four key phases in the execution of the GROW framework. By working through these four phases, this model elevates individual's awareness about their current state and that of their organization. By formulating goals that are both challenging, inspiring as well as specific, achievable and measurable in a realistic timeline, the GROW framework efficiently fosters self-motivation and confidence, leading to enhanced personal satisfaction and productivity (Mcalpine, 2016).

Execution of the GROW framework, by employing carefully structured questions, fosters responsibility and inspires proactive behaviour, and in turn leading to practical techniques to fulfil goals and conquer obstacles. The adoption of progressive coaching skills establishes a structure which eventually assists to unlock employees hidden potential by

affirming their motivation confidence, leading to long-term and short-term benefits. In particular, this model has been proven to improve interpersonal relationships, communication, higher productivity as well as better working atmosphere. GROW model adopts the following steps:

Step 1: What are the Goals?

- ❖ This step pinpoints and clarifies the destination that an individual or organization wants to go, they may take the form of progress or performance goals. The set goals should be measurable, specific, realistic, attainable and time-bound. Potential Strategic questions that can be asked ranges from:
 - What results do you want from this program?
 - What would be the best result from your viewpoint?
 - What would your ideal future look like?
 - Where would you like to be after ...?
- ❖ This component provides a robust and intensive comprehension regarding the principal aspirations and aims.
- ❖ Ascertains the desired outcomes from the session.

Step 2: What is the Reality?

After the goal is set, an individual will be required to investigate the facts and evidence revolving around their present state. This component is intended to raise self-awareness and awareness of the mentee. Awareness denotes understanding the surrounding as it really is, conversely, self-awareness denotes recognizing those internal elements that hinders own conception of reality.

- ❖ This phase entails assessing the present circumstance in terms of what has been accomplished so far. Particularly, what is happening on the ground. Asking questions such as who, when, what and how? For example, have you taken towards attaining your goals? What is happening currently?
- ❖ Substantiates the outcomes and consequences of the actions taken previously.
- ❖ Grants an understanding of internal impediments limiting or preventing progression.

Step 3: What are the options and obstacles?

The moment an individual is aware of the present reality revolving around the present circumstance, they need to figure out ideas, solutions and actions that will enable them to move forward. Therefore, this component assists the mentee to do the following:

- ❖ Explore the alternatives, possibilities or routes of arriving at the goals?
- ❖ Questions and outlines distinct strategies for progression. For instance, what else could be done? What if the present obstacles were eliminated? What are the pros and cons of each alternative? What considerations will be employed to weigh all the alternatives? What do you need to do or stop doing to attain this goal?

Step 4: What will you do?

- ❖ Grants a comprehension of what has been learned so far and what can be altered to attain the initial goals.
- ❖ Develops a summary and a course of action for execution of the pinpointed steps.
- ❖ Enumerates possible future impediments.
- ❖ Approximates the certainty of commitment and dedication to the agreed actions.
- ❖ Strategic questions that can be asked can range from: What actions are going to take? When are you going to take those actions? Will it meet your goals? What challenges might you confront along the way? What support is needed? When and how will that support be attained?

5.0 Mentorship and Coaching at Malmaison Hotel

After undertaking rigorous investigation through informal interviews, I observed and ascertained that this organization carry's out intensive in-house training programs on the basis of popular training modules. Especially, those at the managerial positions are inducted by the administration to be certified trainers to their subordinates. Moreover, the company sends the personnel to attend workshops and programs both at the national and international platforms. The workforce is in some scenarios sent to other subsidiaries within the vicinity of UK, to gain more exposure in a diverse environment. Such cross-exposure programs grant opportunities for the personnel to obtain valuable experience and knowledge that can be employed for the enhancement of the company. Such programs make it possible for the hotel

to standardize the quality of services offered to the customers. This is because cross exposure programs encourage information exchange concerning the competitive nature of the sector due to the presence of many hotels competing for the same share of customers.

Moreover, the personnel are given an opportunity to polish through taking professional courses. Employees through their own plans are encouraged to induct in University programs such as hotel management, hotel catering or any other associated program. After choosing a specific program, they can go ahead to apply for a scholarship from the administration. Subsequently, based on the relevancy of the program as well as the performance of the employee, the administration can decide to sponsor them. Such chances make the personnel to be loyal to the company in terms of sharing and applying their skills for the sake of improving the efficiency of the organization.

I also ascertained that Malmaison hotel had well established databases concerning all their employees as well as their respective markets. These databases are fundamental in the process of monitoring and evaluating the performance of the personnel and at the same time determining the competitive position of the hotel. The administration highly depended on internal knowledge instilled by the employees. Knowledge is stored and preserved by using training modules crafted by in-house trainers. These modules were updated periodically to align the dynamic requirements of the hotel. Transforming obtained knowledge into training modules converts tacit knowledge into explicit knowledge which can be disseminated to future staff.

Daily briefing across all departments, level and division is a cultivated culture in this organization. The administration conducts face-to-face discussions at the management and departmental level. This is fulfilled by establishment of committees from all ranks of the hotel, personnel as well as other social activities. During the informal assembling, employees have a chance to air their issues, grievances and problems to the top management. Besides, the employees are encouraged to contribute ideas and suggestions to boost services delivered. This is because Malmaison hotel values and treasures ideas given by the employees, in fact, they give away standard recognition and incentives, such as bonuses, free stays, trips, monthly awards, or management recognition. Such gatherings and activities reinforce the relationship between the workforce, regardless of position or rank.

Additionally, this company has the philosophy that knowledge attained by a minority of the personnel should subsequently be shared and disseminated to a majority of

the workforce. Therefore, employees who had the chance to attend professional training programs such as workshops and conferences are expected to prepare training modules. They are also anticipated to conduct training on the basis of knowledge obtained from the programs attended.

Last but not least, the staff in this organization are constantly challenged and encouraged to be creative and innovative when carrying out their daily tasks. As such, they are allowed to make decisions based on their individual discretion in particular situations. The relatively informal atmosphere in this company inspires the personnel to air their ideas and opinions regarding ways in which the company can elevate the customer experience.

6.0 Skill, Behaviours and Attitudes of a Workplace Coach or Mentor

1. Active Listening

Unquestionably, active listening can be deemed as the basic skill required by a mentor or a coach. It is gathered from the employees. When the coach demonstrates that they are listening to their client, they then prove that they are concerned about them. As a result, the client feels valued, respected and accepted, hence, making them ready to open up and ready to share their issues or problems. Furthermore, through listening to the coach or mentor can fully understand what the client is going through and how they can go ahead to help them (Fieldn, (2014).

2. Building Trust

The ability to inspire trust among the client is indeed pivotal in the process of coaching or mentoring, the more trust, the more committed they will be forming a partnership. As a result, the coach becomes more effective. Besides, the client freely opens up to the mentor or coach, since they believe that the disclosed information will be kept private and confidential.

3. Encouraging

According to a study conducted by Harvard Business School (2019), it was ascertained that giving encouragement was among the most valued coaching or mentoring skills. All encompasses giving the client positive verbal feedback and recognition. Survey questionnaires and interviews conducted at fortune 500 companies unveiled that majority

enjoyed their jobs more when their abilities and accomplishments were recognized publicly. Employees disclosed that they wished such behaviours could be cultivated and reinforced in the organization, provided that it was sincere.

4. Instructing or Supervising

Evidently, all mentors and coaches are involved in the process of teaching, instructing and supervising the client. This skill is particularly relevant when clients are unsure of future goals/objectives. During this early period, the coach can give direction to the client until they become confident in their abilities to set goals and in turn actualize them (Fieldn, (2014).

5. Giving Corrective Feedback

According to Cook, Hay, & Blackman, (2017), despite providing sincere positive feedback, efficient coaches should be in a position to give the clients corrective feedback. That is, when the coach pinpoints that the client is making mistakes or behaving in a relatively undesirable manner. The coach should be direct and suggest alternative solutions.

6. Managing Risk

Managing risk is deemed as among the distinguishing attribute of an impactful coach or mentor. This aspect particularly refers to the ability to safe-guard the client from the unseen disasters. Coaches try and prevent clients from making unnecessary mistakes. In that respect, the coach is expected to be always one step ahead of the client. The coach should inform the clients the specific risks attached to every course of action prior to taking them.

7.0 Conclusion

In summation, by taking everything into account from the above study, it is evident beyond a shadow of doubt that mentoring and coaching are phenomenon that can impact the effectiveness of the employees and subsequently influence the efficiency of an organization in a positive way. Both coaching and mentoring concept share a lot of similarities but equally

they have a myriad of differences, in terms of their purpose, aim and mission. The GROW model has substantiated how strategic questions can be utilized in the process of encouraging and challenging employees to ponder about their professional, personal and career development by setting goals and formulating ways of achieving those goals. Working at Malmaison hotel granted me an opportunity to learn and practice the notion of coaching and mentoring. This study has also articulated that for an effective coach or mentor, then they must have good listening, instructing, building trust, encouraging and giving corrective feedback capabilities.

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