

PERFORMANCE TUTORING, COACHING AND MENTORING

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Abstract: If western countries currently use the full term career rediscovering, European countries, notably France, have kept the terminology of orientation and training. Why coaching and mentoring? You will recognise that to survive and prosper in these tough times, your organisation has to be performing at the highest level of effectiveness. This means leadership skills, decision-making, staff relations, creativity, stress and time management, meeting control or sensitive issue handling, has to be of the very highest order. Whatever your level of education or professional status, concern for the work done has any person. Desire for development, horizontal or vertical, it is generally human. Human aspirations are to evolution and not to involution.

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1. INTRODUCTION

Concerns about choice and career development issues have emerged long ago as professional orientation and reorientation, both in our country and especially abroad. Particular attention has been given orientation training at school age children, starting from the idea that the choice of profession is an important decision, with a largely irrevocable nature.

Profession, once chosen, is it difficult to change because change involves loss of time and energy. From the social point of view, abandoning a profession for which they have invested money and energy in preparation mean loss for both the individual and for society.

Concerns have intensified ever more in terms of this work, especially to youth. The premise underlying logic, moreover, from which we started in these concerns is that, using a metaphor, more beautiful and easier to grow a tree if you are taking care of than if it formed and shaped after the branches have increased untidy and incongruous.

In our country, the current concerns in this regard are to care for "trees" after having been invaded by insects or when some crooked branches have already increased in an attempt to find another way to reach the sun.

Therefore, we will try to highlight the role it can play an effective mentor, coach or tutor in career development and career effectiveness characteristics.¹

2. ROLE OF MENTOR , COACH AND TUTOR IN CAREER DEVELOPMENT

Effective relationships between boss and subordinate influence, obviously, the success of individual careers within an organization. Some elements of an effective relationship is effective mentor-disciple relationship. Both terms ‘coaching’ and ‘mentoring’ are used often as synonyms, and they are indeed closely related, but in a stricter sense, the two terms are not completely the same concepts.

Individual and management development can take place in many forms, some delivered by managers and some by internal or external coaches, or mentors. There are some definitions of different activities as follows:

Guiding: the process of directing an individual or a group along the path leading from present state to a desired state

Coaching: helping another person to improve awareness, to set and achieve goals in order to improve a particular behavioural performance

Teaching: helping an individual or group develop cognitive skills and capabilities

Mentoring: helping to shape an individual’s beliefs and values in a positive way; often a longer term career relationship from someone who has ‘done it before’

Counselling: helping an individual to improve performance by resolving situations from the past.

2.1. MENTORING

Mentoring is a process of improving individual knowledge, work efficiency, and way of thinking. It is also about maximizing the individual’s potential, but this can be an off-line procedure, which means that the mentor may not necessarily be your boss or your supervisor.

A mentor provides many benefits related to strengthening career of a young disciple. They are made possible by experience, status, knowledge of the functioning of the organization and influence in addition to the strong.

Mentor functions are:

- support - mentor may nominate for transfers and promotions disciple beneficial;
- exposure and visibility - the mentor gives the pupil the opportunity to work with key people and get to know other departments;
- training and feedback - mentor work suggests strategies and identify strengths / weaknesses of pupil performance;
- activities designed to develop capacity professional - exciting work that gives the pupil mentor can help them develop essential skills for career advancement.

In addition to direct aid, meet mentors and psychosocial functions that are useful in developing self-confidence.

They are²:

- role modeling - mentor has a set of attitudes, values and behaviors that may limit their disciple;
- acceptance and confirmation -the mentor can provide encouragement and support, helping him gain confidence disciple;

¹ Jigau M. – Consilierea carierei, Editura Sigma, București, 2007

² Păuș, V., Comunicare și resurse umane, Editura Polirom, 2006

- counseling-mentor opportunity personal concerns and anxieties about the discussions on career prospects, labor disputes per family.

2.2. COACHING

Coaching is a process of enabling individual learning and development, so performance and skills are enhanced.

Coaching is a method that aims to improve the performance and learning abilities of the subject, involves providing feedback, and use of techniques such as motivation, effective use of questions and adapt the management style conscious person in the availability of coaching, so it will take on certain tasks or to develop. He is the approach that unlocks the internal resources to maximize their individual performance.

Coaching does not involve a learning activity itself, but an educational activity that allows the development of mechanisms to achieve their performance. Coach's goal is to help the person in charge to find resources and solutions to various problems. He departed from the premise that every client is creative and resourceful and build a positive relationship that can pull of these underused resources or, perhaps more difficult to access. The relationship between coach and client is the point of maximum interest, coaching is a partnership established with the aim of achieving "good" personal or professional life and enhance the quality of the customer. Throughout this relationship, the client focuses on the messages they send while the coach listens and tries through questions and comments to assist in making the client's self-explanatory. Coach's professionalism and harmony between him and his client are essential. It is difficult to specify how to choose the coach. However, the most important point is the ease with which they relate, "chemistry" between coach and client.

Fosters open communication link quality, and maximum results. As a rule, the client would have to mentally design a kind of ideal relationship, to identify items of interest and try to track the frequency with which they are encountered in the new coach. Coaching programs can interfere in different life: personal, organizational, socially, politically, being an approach that can be applied in every field, on almost any type of problem.

Depending on the customer and his needs, can be distinguished several types of coaching. Among them Business Coaching note addressed to business people and managers to "zero level".

In this case the service is directed to:

- creation and development of a vision of success for the companies they lead;
- develop overall vision of the company;
- strengthening the foundations for the development of a vision for professional success;
- development of a successful strategy for the company;
- building solid skills in conflict management;
- a positive approach to situations of stress;
- self-evaluation skills performance;
- improving ability to generate performance team behaviors, etc.

Coaching has been associated with various activities³:

Sport. Does the common principles such as teamwork or to obtain maximum efficiency. In this case, the athlete has a coach who is always beside him, is encouraged to continuously improve, the coach did not hesitate to show him his pupil and analyze the mistakes made with it.

Psychotherapy. Psychotherapy coaching approach, but it and differentiate it. First, coaching supports and encourages personal and professional development via changes initiated and generated by the subject in order to achieve certain objectives.

Coaching is action-oriented and forward. Therapy aims to alleviate grief, failures and conflicts with itself or with others. The therapeutic results are expressed as focus and emotional, while positive emotions can be a natural result of approaches made by Coach.

Management. Coaching has become a special concern of management, the “bible” of modern industry. Between manager and coach similarities and differences occur that it is desirable to know them and respect them.

2.3. TUTORING

Tutoring is an age-old practice. The dictionary definition describes a tutor as a person who gives individuals, or in some cases small groups, instruction. The purpose of tutoring is to help students help themselves, or to assist or guide them to the point at which they become an independent learner, and thus no longer need a tutor. The ultimate purpose of tutoring is to create independent learners. Tutors should, essentially, work themselves out of a job—at least with individual tutees.

Interpersonal skills needed in order to become a tutor:

- attitude
- appearance
- knowledge
- enthusiasm
- integrity
- dependability

2.4. DIFFERENCES BETWEEN MENTORING AND COACHING

It is helpful to understand these differences as, although many of the processes are similar, they are generally delivered by individuals with different qualifications and different relationships with their client⁴.

Table no.1 – Differences between mentoring and coaching

Source: <http://www.brefigroup.co.uk>

Mentoring	Coaching
Ongoing relationship that can last for a long period of time	Relationship generally has a set duration
Can be more informal and meetings can take place as	Generally more structured in nature and meetings are

³ Hardingham A., Brearley M., Moorhouse A., Venter B., – Coaching pentru un coach – Dezvoltare personală pentru specialiști în dezvoltare personală, Editura Codecs, București, 2007

⁴ <http://www.brefigroup.co.uk>

and when the mentee needs some advice, guidance or support	scheduled on a regular basis
More long-term and takes a broader view of the person	Short-term (sometimes time-bounded) and focused on specific development areas/issues
Mentor is usually more experienced and qualified than the 'mentee'. Often a senior person in the organisation who can pass on knowledge, experience and open doors to otherwise out-of-reach opportunities	Coaching is generally not performed on the basis that the coach needs to have direct experience of their client's formal occupational role, unless the coaching is specific and skills-focused
Focus is on career and personal development	Focus is generally on development/issues at work
Agenda is set by the mentee, with the mentor providing support and guidance to prepare them for future roles	The agenda is focused on achieving specific, immediate goals
Mentoring revolves more around developing the mentee professional	Coaching revolves more around specific development areas/issues

Table no.2 – Differences between counselling and coaching

Source:<http://www.brefigroup.co.uk>

Counselling	Coaching
Broader focus and greater depth	Narrower focus
Goal is to help people understand the root causes of long-standing performance problems/issues at work	The goal is to improve an individual's performance at work
A short-term intervention, but can last for longer time periods due to the breadth of issues to be addressed	Tends for be a short-term intervention
Counselling can be used to address psycho-social as well as performance issues	Coaching does not seek to resolve any underlying psychological problems. It assumes a person does not require a psycho-social intervention

The agenda is generally agreed by the individuals and the counsellor	The agenda is typically set by the individual, but in agreement/ consultation with the organisation
Other stakeholders are rarely involved	Other stakeholders are involved

We live in a highly competitive world. Awareness of the need for performance has led to search for ways to increase the efficiency of our acts on a real crusade discovery of “recipes for success”, the explanation more or less scientific, theories, approaches and techniques that converge towards the same goal : achieving and exceeding standards, increasing efficiency.

Some new methods used for this purpose the ones showed below, which had a great success among organizations that have recognized the effectiveness of those methods and promoting them among ordinary people.

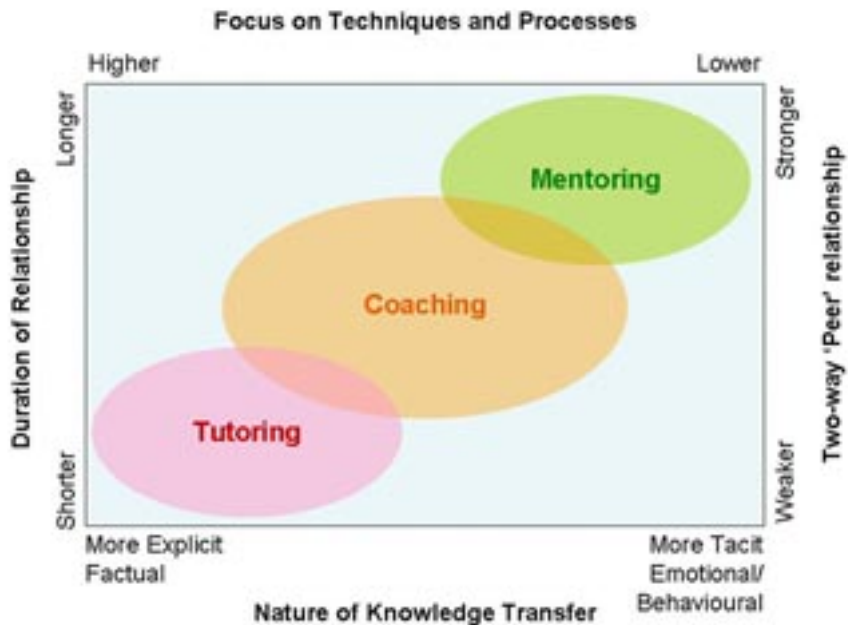


Fig. no.1 – Mentoring – Coaching - Tutoring

Source: <http://www.mosaicprojects.com.au>

3. CAREER PERFORMANCE

This is a very common type of coaching and mentoring especially in the workplace setting. Instead of rectifying issues of an individual’s performance, the coaching puts more emphasis on enhancing and identifying the person’s strengths in varied areas in order to create a better performance. One of the most important and highly complex issues of career

management is effectiveness. In an organizational framework, effectiveness is assessed both in terms of career individual and the organization itself. While there may be many features of career effectiveness, according to the literature and practice in human resources management, the most important criteria for assessing the effectiveness of career are:

1. Performance career

The most prominent indicators of performance pay and career are fasting, because an increase in salary or a more rapid progression reflects a high level of performance in the career.

From the perspective of the organization, career performance is particularly important because it is directly related to organizational effectiveness. Advanced salary and position in the hierarchy reflects, in most cases, the extent to which individuals contribute to organizational performance.

So, the performance is poor individual potential is much greater because the individual may have other interests unrelated to the post, such as: family, religion, different concerns profession, etc.

2. The attitude towards career

Attitudes towards career refers to how people perceive and evaluate their careers.

Individuals who have positive attitudes towards career and perception, and a positive assessment of their career. Also, positive attitudes towards careers and have important implications for the organization because individuals with such attitudes are generally well integrated into the organization and engage fully in activities required by their jobs.

Although the process is very complex psychological and social, is clear that positive attitudes may coincide with career needs and career opportunities that must meet the interests, values and skills of individuals.

3. Adaptability career

Involves applying the latest knowledge, skills and technology skills or in making a career as a result of numerous changes and developments of contemporary professions or occupations.

In these circumstances, if individuals do not demonstrate their ability to adapt to those changes and not changes in the practice of placing them in their career, there is a risk of premature aging of the acquired knowledge, therefore, lead to loss of jobs. Also, given the mutual benefits of career adaptability and organization is concerned about the effectiveness of career fulfillment of this criterion, this awarding large sums of money for training and developing employees.

4. Identity career

This criterion for assessing the effectiveness of career includes two very important components:

- the extent to which individuals are aware and demonstrate quality in terms of their interests and future aspirations and their own value systems;
- the extent to which individuals perceive their lives in relation to the time that passes means to solve life's problems alone, without help, as an extension of their past.

Therefore, the effectiveness of career achievement is a highly complex process that can be assessed according to several criteria (performance, attitude, adaptation and identity),

which are mutually in different ways for different individuals. For example, obtaining a high level of performance does not result always in a positive attitude towards career and individual differences in personality or perception of life and career in general and in particular lead to differences in the effectiveness of the criteria or characteristics career. Also, the relative importance of career efficacy criteria vary not only between individuals but also between organizations. Thus, some individuals and some organizations can assess the performance of his career at the expense of its adaptability, while other individuals or other organizations may assign greater importance to career adaptability compared with its performance. Also, the adaptability adaptability is directly related to career and organizational development and career identity is directly linked to satisfaction, the latter may be linked to other criteria, but those with a high level of identity exclusive production and efficiency.

How can organizations help their members as they direct their careers to contribute to the effectiveness of your organization? If human resources programs focus on long-term human capital development and anticipated future transactions that will pass through employee training, work will repay the trouble⁵.

When seeking to train and develop employees and future leaders in your organization, knowing this information can be one of the most important tools at your disposal. Imagine no longer blindly throwing generic training at team members. Think of how it would make individuals in your organization feel to know that their employer is investing in training that will actual benefit them. We must take a different approach to employee coaching and mentoring efforts. We understand that each individual is different and that the methods chosen to help that individual reach his or her full potential should be different as well. It's quite simple: if you understand an employee's motivators, personal talents, and the ways in which he or she is likely to behave and communicate, you stand a much greater chance of effectively coaching and training an employee to success within your organization.

After an employee team member has completed a thorough assessment of his or her behavioral style, personal values and motivators, and personal skills, you will receive a comprehensive coaching report outlining the employee's strengths, weaknesses, and professional development opportunities. After receiving the coaching report, a professionally trained and certified advisor will work closely with you to develop a detailed, actionable, and measurable coaching plan for this individual team member.

A job coaching report will provide valuable information about the following:

- Values - The hidden, driving motivators behind our behavior. Knowing what values motivate an employee's behavior is invaluable knowledge. Is the employee motivated by Power? Money? Knowledge? Helping People? With a values report, you will know with relative certainty what gets your employees "out of bed" each morning. Use this knowledge to better determine how to motivate and reward your employees.
- Behaviors - How an employee is likely to act/react in certain situations. This dimension of the personality assessment reveals insights into general behavior patterns, preferred work environment, how the employee is likely to perceive him/herself and others, as well as valuable insights for effectively communicating with each individual employee. The communication component of the behaviors

⁵ Pânișoară, I-O., Comunicarea eficientă, Editura Polirom, Iași, 2004.

report can be one of the most valuable tools available to help coach and ultimately retain a valued employee. This report will outline a checklist of communication do's and don'ts to keep in mind when communicating with this individual. Certain people require communication styles different than their superiors' or co-workers' and it is important to realize this and tailor communications to the individual when possible.

- Talents/Attributes - Soft skills can dramatically effect job performance. This report measures the Emotional Intelligence (EQ) of an individual based on a number of criteria. Seven different aspects of Emotional Intelligence are measured on a scale of 1-10 and compared against the population average.

Coaching an employee is only one part of helping your team members to reach their full potential. Employee performance management is also critical. Employee performance management is the process of prioritizing team member tasks, ensuring that these tasks are completed effectively and in a timely manner, and providing feedback to the employee on their performance of these tasks. Let there be no doubt - performance management is the heart and soul of a manager's duties and responsibilities.

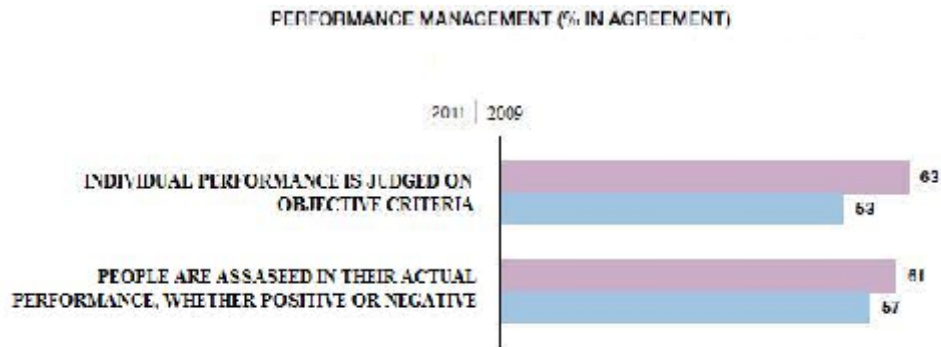
Here are some points managers must follow in order to be able to better manage the performance of their team members by:

- Allowing team members to submit proposed weekly tasks and their respective priority levels to their manager or supervisor.
- Providing a quick and streamlined platform for managers to review, revise, and provide feedback on a team member's proposed action plan.
- Establishing a trackable and measurable system that ensures that tasks are completed in a timely manner.
- Providing a quick and convenient interface for managers to provide feedback on an employee's performance and suggestions for improvement in the future.
- Eliminating employee confusion over what results he or she is responsible for and what tasks are most important.

BRD - Groupe Société Générale is the second bank in Romania, a big name as for the diversity and the quality of its offert and also as for the national and international prestige. This performance were made by the employees of BRD - Groupe Société Générale.

Ambition SG 2015 is a transformation program started two years ago that should guide the immediate and long-term actions needed to succeed⁶.

⁶ 2011 Societe Generale Employee Barometer



PERFORMANCE MANAGEMENT & CAREER DEVELOPMENT
 Employees think that their performance is appraised more objectively (+10 points since 2009) and that the way results are achieved is taken into consideration as much as the results themselves.

Nevertheless, only 50% of employees are satisfied with the development opportunities that exist within the Group, mainly for reasons of mobility: deemed to be good within each entity (62% believe that it is easy to have access to opportunities on that basis), but perceived as more difficult between divisions and departments.

Figure no.2– Performance management

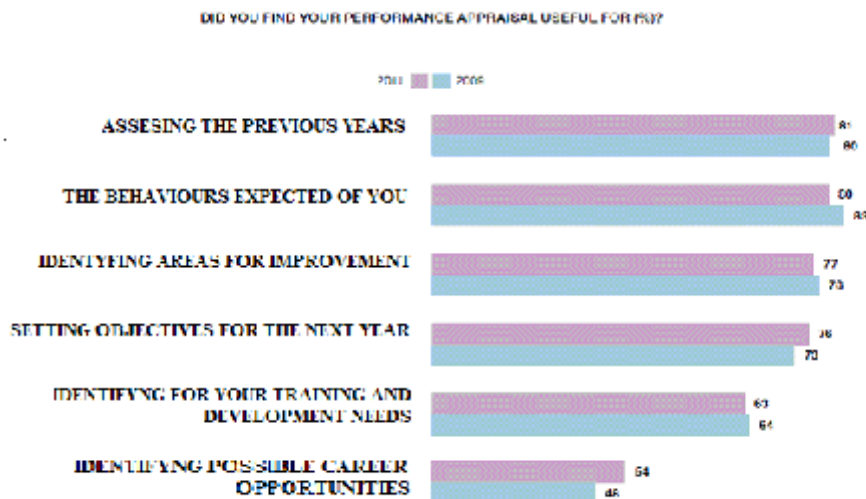


Fig. no.3– Did you find your performance appraisal useful for?⁷

Source: 2011 Societe Generale Employee Barometer

This transformation was already indispensable and now it has become urgent.

4. CONCLUSIONS

With the maturation of biological, psychological and social maturation takes place and work, done by shaping a professional identity. But as if that mature processes bio - psycho-social, and vocational maturity is a developmental process that involves going through stages or phases, sometimes not so smooth and flowing smoothly as we wish.

Anyone, regardless of profession, wants to find a job according to his training, a place to work where the potential, where they feel valued, secure, where they can continue their professional development, to build a beautiful and rewarding career.

The workplace should be a place where people come to enjoy, where an activity that meets all points of view feels right for himself, for the abilities, skills, knowledge and preparing you. However, the service should provide the opportunity to meet needs: In addition to the basic (resource financial) and social (for inclusion in a group of esteem and status, communication, interaction, friendship, etc.) security of self.

Moreover, satisfaction of such conditions and employing human right place depends largely effective organization.

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