

Empathetic Leaders: Cultivating Success Through Multifaceted Support and Continuous Growth

Sari Indrayani¹, Hasan Hariri¹, Riswandi¹, Handoko¹
Universitas Lampung, Lampung, Indonesia

Corresponding author e-mail: sariindrayani887@gmail.com

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Abstract: This study aims to explore the interconnected roles of mentoring, coaching, modeling, and supervision in supporting personal and professional development. A systematic literature review was conducted, sourcing 29 articles to clarify definitions, roles, and distinctions among these frameworks. Through mentoring, individuals gain structured guidance; coaching fosters self-discovery; modeling provides behavioral examples; and supervision ensures adherence to ethical standards. The results reveal unique and overlapping functions of these roles, especially emphasizing coaching supervision's value in maintaining quality and ethical practices. This study's novelty lies in its comprehensive integration of these concepts within a single framework, highlighting synergies that enhance developmental outcomes. Consequently, this work contributes to the field by offering a holistic approach for practitioners to optimize human potential across educational and professional contexts.

Keywords: Behavioral Modeling, Coaching Supervision, Ethical Standards in Coaching, Mentoring, Personal and Professional Development

A. Introduction

Individuals face challenges and opportunities in a changing world, and need support to reach their full potential (Ryketeng et al., 2023). In this context, mentoring, coaching, modeling, and supervision concepts become highly relevant (Brockbank & McGill, 2012). Mentoring involves guiding less experienced individuals, while coaching facilitates self-discovery through reflection. Modeling allows learning through observation and imitation of exemplary behaviors (Brockbank & McGill, 2012). In coaching, supervision plays a crucial role in guiding coaches to enhance their quality and align practices with high ethical standards (Iordanou et al., 2021).

In this article, we explore these concepts' practical workings and interconnections, aiding individuals in achieving personal and professional goals (Stott & Murphy, 2020). Therefore, crucial for bridging a knowledge gap as it's the first comprehensive discussion of mentoring, coaching, modeling, and supervision within a single framework. While each concept has been studied separately, rarely have they been

integrated holistically (Nkoala, 2024). The literature review in this article consists of mentoring, modeling, coaching, supervision, and coaching supervision.

Mentoring involves an experienced individual (mentor) guiding a less experienced person (mentee) toward their goals. It transfers knowledge, develops skills, boosts job satisfaction, and expands networks (Kram & Isabella, 2019). Mentoring is crucial because it involves knowledge and experience transfer, skill development, increased job satisfaction and performance, and networking development (Kram & Isabella, 2019; Allen et al., 2006).

Mentoring improves circumstances by maximizing potential, increasing employee retention, reducing errors and risks, and enhancing innovation and creativity. Mentees identify and reach their maximum potential with guidance and support, leading to higher retention rates. Access to a mentor's experience helps avoid mistakes, while idea exchange fosters innovative solutions (Kram & Isabella, 2019; Ragins & Kram, 2007).

Modeling involves creating representations of complex systems or phenomena using mathematical, physical, computational, or conceptual models (Bayer, 2004). It aims to improve understanding and provide insights for decision-making or designing solutions. Modeling is vital across fields like science, engineering, economics, and social sciences. It enables: 1) Better Understanding: Identifying factors influencing system behavior. 2) Prediction: Anticipating system reactions to changes for improved planning. 3) Optimization: Adjusting variables to achieve desired outcomes, is crucial for policy-making or production. 4) Simulation: Testing scenarios in a controlled environment, minimizing risks (Judge & Smith, 2023).

Modeling offers several benefits in problem identification, decision-making, innovation, and process optimization. By modeling a system, potential issues and contributing factors can be identified efficiently. Accurate models provide insights necessary for informed decision-making, aiding in the development of more sustainable policies, such as in natural resource management. Additionally, modeling allows for the testing of new ideas and innovations in a virtual environment, reducing risks and expediting the innovation process. Furthermore, process optimization through modeling enhances efficiency and reduces wastage across various fields, from manufacturing to logistics (Bayer, 2004; Law et al., 2007; Langer, 2018).

Coaching, a process aimed at maximizing individuals' or groups' potential, involves guiding clients to identify goals, overcome obstacles, and develop necessary skills for success (Grant, 2020). Its significance lies in several key aspects (Grant, 2020): Firstly, it fosters potential development by helping individuals recognize and optimize their untapped capabilities. Secondly, coaching facilitates performance enhancement across various domains, such as careers, interpersonal relationships, and personal life, by

addressing weaknesses and improving outcomes. Lastly, it aids in skill development, providing guidance on leadership, communication, time management, and other essential skills (Theeboom et al., 2014).

Furthermore, coaching enhances circumstances through interactions that encourage reflection, providing emotional and moral support, and equipping individuals with tools and strategies. Reflective practices help individuals recognize their strengths and weaknesses and understand the impact of their behaviors and decisions. Emotional and moral support from coaches keeps clients focused and motivated. Additionally, coaching offers tools and strategies such as stress management techniques and communication skills to overcome obstacles and achieve goals (Grant, 2020; Theeboom et al., 2014).

Supervision, overseen by a supervisor, aims to guide subordinates toward achieving specific goals effectively and efficiently, ensuring that their work meets established standards and enhances their performance (Kaya, 2018). It is crucial because it enhances performance through regular guidance and feedback, monitors work processes, develops employees' skills, and reduces errors (Smith, 2019), (Brown, 2020). Additionally, supervision provides constructive feedback, guidance on work techniques, problem-solving, and skill development, identifies issues hindering performance and encourages employee growth and development (Kaya, 2018; Brown, 2020).

Coaching Supervision, a reflective process aimed at enhancing coaching quality, involves collaboration between coaches and supervisors to discuss practices, dynamics, and theories (Hawkins & Smith, 2013; Hawkins, 2013). Supervision encourages reflection, provides constructive feedback, increases awareness, and fosters collaborative learning (Hawkins & Smith, 2013; Grant & Cavanagh, 2019), (Bachkirova et al., 2021). Additionally, it serves as a supportive platform for coaches to explore challenges and refine their skills in a safe and professional environment.

Based on the exposure to supervision, modeling, coaching, mentoring, and coaching supervision, the paper poses the following questions: (1) To what extent does the definition of each term? (2) What are the differences and the similarities of each term? (3) What do the roles of type relationships exist? (4) How do mentor, coach, model, supervisor, and coach supervisor behave?

Furthermore, this study aims to enhance our understanding of mentoring, coaching, modeling, and supervision interactions, aiding professionals in optimizing performance (DeLuliis & Saylor, 2021). Moreover, it emphasizes the significance of coaching supervision for quality and ethical coaching practices, providing insights for practitioners to improve their services and adhere to ethical standards (Grant & Cavanagh, 2019). Therefore, this study will improve and enhance understanding of

supporting individual growth and development, aiding practitioners in improving skills, and ensuring ethical coaching practices. It serves as a valuable reference for professionals aiming to optimize human potential and achieve personal and professional success.

B. Methods

A systematic search was conducted to identify studies on coaching supervision. To ensure a comprehensive collection of relevant literature, an extensive search was carried out on the top ten pages of the Google Scholar database. References from all included articles were also examined, without limiting the publication period, to capture a wide range of studies. The search was conducted in English, and only relevant articles were included in the study.

The article selection process involved a thorough screening of the titles and abstracts identified during the search. Initially, the researchers independently assessed the suitability of each title and abstract, discussing and resolving any discrepancies to ensure a consistent selection process. For articles deemed potentially relevant, the full texts were reviewed in detail.

Upon completing the full-text review, the researchers once again discussed the results to address any remaining discrepancies and agreed on specific reasons for excluding certain studies. Duplicates were removed, and records were excluded based on their titles and abstracts, leading to the retrieval of a total of 29 articles. The selection criteria were grounded in expert judgment, aiming to find answers to the research questions. This rigorous and collaborative approach ensured that the final set of articles included only those most pertinent to the study of coaching supervision.

C. Results and Discussion

There are some findings that can be described in this section. The findings related with the definition, the differences and the similarities. In this section explain the results of research and comprehensive discussion.

Mentoring is a process in which someone with greater experience and knowledge (mentor) provides guidance, advice, and support to someone with less experience (mentee) in achieving goals or overcoming specific challenges. This relationship fosters personal and professional growth for the mentee, allowing them to gain valuable insights and develop skills that are essential for their career progression. (Nuel et al., 2021; Mullen & Klimaitis, 2021; Fun et al., 2021).

Coaching is a process in which a coach helps clients find answers from within themselves through questions, reflection, and dialogue, with a focus on achieving

specific goals or personal and professional development. This process encourages self-discovery and empowers clients to unlock their potential and overcome challenges by leveraging their inner resources (Ivanova et al., 2022; Terblanche, 2021; Reynolds, 2020).

Modeling is a learning process by observing and imitating the behavior, attitudes, or skills of other people who are considered good models or examples. By watching and replicating these exemplary behaviors, individuals can acquire new skills, adopt positive attitudes, and improve their overall performance. This process is fundamental in various learning environments, from educational settings to workplace training, where role models play a crucial role in shaping the behavior and competencies of learners (Bandura, 2021; Tungkunan, 2020).

Supervision is a process in which a supervisor provides direction, feedback, and support to subordinates or employees in carrying out their duties, with the aim of improving performance and promoting professional development. Effective supervision fosters a supportive work environment, enhances employee motivation, and ensures that organizational goals are met efficiently (Penning de Vries et al., 2022; Ngwenya, 2020).

Coaching supervision is a process in which a coach receives supervision or monitoring from a more experienced supervisor, to improve the quality of coaching, increase self-awareness, and ensure compliance with ethical standards and coaching practices. This supervision process helps coaches refine their techniques, gain new insights, and maintain high standards of professional conduct (Ebewo et al., 2023; Humphrey, 2021; Passmore & Sinclair, 2020).

The authors summarize the distinctions and commonalities among Mentoring, Coaching, Modeling, Supervision, and Coaching Supervision in Table 1 (see Appendix). The authors present the roles of these types of relationships in Table 2 (see Appendix), specifically addressing the results of research question 3. The findings regarding research question 4 are summarized in Table 3 (see Appendix). This section examines the behaviors of mentors, coaches, role models, supervisors, and coach supervisors in providing assistance. Furthermore, the analysis includes how these behaviors impact the development and performance of individuals in their respective fields.

RQ1: To what extent does the definition of each term?

The definition outlines key concepts for personal and professional development: mentoring, coaching, modeling, supervision, and coaching supervision. Mentoring involves an experienced mentor providing guidance and support to a less experienced mentee, fostering goal achievement, and overcoming challenges through reciprocal

respect and trust (Akdağ, 2022). Coaching is a process where a coach helps clients uncover insights through inquiry, introspection, and discourse, focusing on achieving objectives and personal development. Unlike mentoring, coaching emphasizes empowering clients to find their solutions rather than providing direct advice (Reynolds, 2020).

Modeling is a pedagogical mechanism where individuals observe and emulate exemplary figures, finding its roots in social cognitive theory (Bandura & Walters, 1977). Mimicking successful models helps individuals assimilate behaviors and competencies more effectively (Qian, 2020). Supervision involves guiding, evaluating, and supporting employees to improve performance and promote professional growth. Supervisors play a key role in monitoring progress, providing feedback, and addressing challenges (Badul & Subban, 2022). Coaching supervision, tailored to the coaching profession, involves oversight from a more experienced practitioner (Hawkins & McMahan, 2020). It aims to enhance coaching quality by fostering self-awareness, refining skills, and upholding ethical standards (Roache et al., 2023), providing coaches with introspection, feedback, and professional growth opportunities.

In summary, mentoring, coaching, modeling, supervision, and coaching supervision each play distinct yet interconnected roles in enhancing personal and professional growth. These practices collectively strengthen competencies, expand knowledge, and increase effectiveness in various settings, from individual coaching to organizational leadership development.

RQ2: What are the differences and the similarities in the goal of each term?

Mentorship is vital in various settings, offering guidance and encouragement. Mentors provide invaluable insights, fostering growth (Daniels, 2021). In education, mentors, often educators or seasoned pedagogues, support students or novice teachers on their journeys (Mthokozisi, 2020). They serve as role models and sources of motivation, helping navigate chosen paths (Bai, 2024). Coaching stands as another indispensable facet of personal and professional advancement (Passmore & Lai, 2020). In various fields, coaches help individuals or teams set goals, improve skills, and reach their full potential. They do this through reflection, feedback, and support, fostering overall development (Manandhar, 2021). In education, coaches work with teachers to improve teaching methods, overcome obstacles, and achieve goals. They provide a structured framework for improvement, fostering a culture of ongoing growth in schools (Judge & Smith, 2023).

Exemplifying behavior, attitudes, and competencies is crucial for personal and institutional growth (Yildiz et al., 2023). Exemplars in various fields provide models for emulation, enhancing individuals' effectiveness. In education, instructors not only

demonstrate subject expertise but also instill values and learning strategies. Their conduct shapes the academic environment, motivating students to strive for excellence. The definition outlines key concepts for personal and professional development: mentoring, coaching, modeling, supervision, and coaching supervision. Mentoring involves an experienced mentor providing guidance and support to a less experienced mentee, fostering goal achievement, and overcoming challenges through reciprocal respect and trust (Meyers et al., 2023; Leithwood et al., 2024).

Coach supervision plays a vital role in maintaining quality and ethical standards in coaching. Supervisors oversee and mentor coaches, helping them improve their skills, reflect on their practice, and uphold professional standards. This includes reviewing sessions, providing feedback, and facilitating learning opportunities. By ensuring adherence to protocols and ethics, supervision strengthens coaching integrity and effectiveness, benefiting both coaches and clients (Yisihak et al., 2021).

In summary, mentorship, coaching, exemplification, supervision, and coach supervision are essential for personal and professional growth in both educational and non-educational settings. They each play distinct but interconnected roles in supporting individuals and institutions in their pursuit of excellence and continuous improvement.

RQ3: What do the roles of type relationships exist?

Mentors should use empathy, active listening, and constructive feedback to support mentees in reaching their goals. In education, they should also build trust, provide emotional and academic support, and guide the mentees' development. Additionally, mentors should recognize the unique needs of each mentee and tailor their guidance accordingly, ensuring a personalized approach that fosters growth and confidence (Davis et al., 2023).

In both educational and other settings, coaches employ active listening, ask insightful questions, provide honest feedback, and encourage self-reflection to help clients or teachers set and achieve their goals. Additionally, coaches should create a safe and supportive environment where individuals feel comfortable expressing their thoughts and challenges. This holistic approach not only aids in goal achievement but also promotes overall personal and professional development (Langlotz Kondzic, 2023).

Leaders in both educational and non-educational settings must demonstrate consistency, integrity, and clarity. They should lead by example, showing a commitment to learning and growth. Supervisors need skills in providing feedback, encouraging self-reflection, and supporting their team's professional development. By embodying these qualities, leaders can foster an environment of continuous improvement and mutual respect (Portillo-Lemus, 2023).

Educational supervisors offer clear guidance and support to educators, improving teaching methods and student learning outcomes. They play a crucial role in the professional development of teachers, providing resources and constructive feedback to enhance instructional practices. Additionally, they ensure that educational standards and policies are effectively implemented in the classroom. Coach supervisors oversee coaching practices, provide feedback, promote self-reflection, and ensure ethical standards are met. They facilitate the growth of coaches by encouraging continuous professional development and adherence to best practices. Moreover, they support the establishment of a positive coaching culture that emphasizes accountability and excellence (Möller et al., 2021).

The aforementioned discourse underscores the significance of effective communication, feedback provision, support provision, and behavioral modeling across educational and non-educational milieus. It emphasizes the importance of mentors, coaches, role models, and supervisors being attentive to the needs of those they oversee, while also modeling behaviors consistent with the standards they aim to promote in others (Schley, 2003).

RQ 4: How do mentor, coach, model, supervisor, and coach supervisor behave?

In non-educational settings, effective mentoring emphasizes empathy, active listening, constructive feedback, and support (Zachary & Fain, 2022). This approach fosters a relationship of understanding and guidance, with the mentor assisting the mentee in achieving their goals and empowering them to reach their full potential. By creating an environment of trust and mutual respect, mentors can help mentees navigate challenges and develop essential skills for personal and professional growth.

Similarly, in an educational context, mentoring takes on a collaborative form where trust, support, and guidance are paramount. As outlined by Gray and Grant, an educational mentor must establish a trusting relationship with the mentee, offering both emotional and academic support while providing constructive feedback to aid in their professional growth (Cypress, 2020). This process involves not only guiding the mentee through their educational journey but also fostering an environment where they feel empowered to explore and excel. Through this mentorship model, educators can cultivate a supportive learning environment that nurtures both personal and professional development, ultimately enriching the educational experience for both mentors and mentees alike (Alston & Hansman, 2020; Schatz Oppenheimer et al., 2024).

D. Conclusions

In conclusion, this article underscores the essentiality of mentoring, coaching, modeling, and supervision in facilitating individual growth and development, both

in personal and professional realms. By integrating these concepts into a cohesive framework, the article not only enhances our comprehension of their interconnections but also emphasizes their synergistic potential in optimizing human potential.

Moreover, it accentuates the pivotal role of coaching supervision in ensuring the quality and ethical standards of coaching practices. Through meticulous research and analysis, this article fills a crucial gap in the existing literature by providing a comprehensive understanding of these concepts and offering valuable insights for practitioners to improve their skills and uphold ethical practices in coaching. Consequently, it serves as an invaluable resource for professionals seeking to unlock and maximize their personal and professional achievements in an ever-evolving world.

Additionally, the article highlights the importance of continuous learning and adaptation in the face of changing circumstances. It encourages practitioners to remain vigilant and proactive in their professional development, ensuring they are well-equipped to address the dynamic challenges that arise in their fields. By doing so, they can maintain a high standard of practice and contribute to the broader community's well-being and success.

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Appendixes

Table 1. The Differences and the Similarities

No	Mentoring	Coaching	Modeling	Supervision	Coaching Supervision
1.	In noneducational setting: Providing guidance, support, and advice to someone for personal, career, or life development (Okolie et al., 2020), (Kram, 1988).	In noneducational setting: The goal of coaching is to help individuals or teams achieve their maximum potential in their careers or personal lives by providing reflective questions, feedback, and support (Grant & Practice, 2017).	In noneducational setting: The general goal of modeling is to provide examples of behavior or skills that others are expected to emulate in a specific context (Bandura & Walters, 1977).	Noneducational setting: Ensure quality, compliance, and development of employees or work in a professional context (Kadushin & Harkness, 2014).	Noneducational setting: Coaching supervision in education is the process in which a coach receives supervision or monitoring from a more experienced supervisor, with a focus on improving the quality of coaching, self-reflection, and professional growth (Oluwakemi, 2023).
2.	In Educational setting: Mentoring in education is the process in which a mentor provides guidance, support, and advice to a student or educator in achieving academic, career, or personal development goals (Allen et al., 2004), (Asuo-Baffour et al., 2019).	In the Education setting: Coaching in education is the process in which a coach works with a teacher or educator to help them improve teaching skills, solve problems, or achieve learning goals (Showers, 1985), (Hakro et al., 2020), (Knight, 2007).	In the Education setting: Modeling in education is a process in which a teacher or educator provides a good example through their behavior, attitudes, or skills, which students then imitate for learning (Joyce et al., 2008), (Ahn et al., 2020), (Bandura, 1986).	in Education setting: Supervision in education is the process in which a supervisor (usually a principal or academic coordinator) provides direction, feedback, and support to teachers or educators to improve their teaching practices (Zepeda, 2013), (Balyer et al., 2020), (Glickman et al., 2001).	In Education Improving the quality of teacher or educator coaching, self-reflection, and professional growth, as well as ensuring compliance with coaching ethical standards (Oluwakemi, 2023).

Table 2. The roles of type relationships

No	Mentoring	Coaching	Modeling	Supervision	Coaching Supervision
1.	In noneducational setting: A mentor provides guidance, advice, and support to someone with less experience in achieving their personal or professional goals (Kram & Isabella, 2019), (Kram, 1988).	In noneducational setting: A coach helps individuals or teams identify goals, develop skills, and reach their maximum potential through reflective questions, feedback, and support (Grant & Practice, 2017).	In noneducational setting: A model provides an example of behavior, attitudes, or skills that are considered good and imitated by others in a professional or organizational context (Bandura & Walters, 1977).	In noneducational setting: A supervisor provides direction, feedback, and support to subordinates or employees to improve their performance and professional development in the workplace (Kadushin & Harkness, 2014).	In noneducational setting: A coach supervisor provides supervision or monitoring to a coach to ensure coaching quality, improve practices, and comply with coaching ethical standards (Passmore & Sinclair, 2020), (Passmore, 2011).
2.	In Educational setting: A mentor guides a teacher or student in achieving their academic, career, or personal development goals in an educational context (Allen et al., 2006), (Asuo-Baffour et al., 2019).	In Educational setting: A coach supports teachers in improving teaching practices, solving learning problems, and achieving learning goals in educational settings (Joyce et al., 2008).	In Educational setting: An educator sets a good example through their behavior, attitudes, and skills for students to emulate in learning and personal development (Bandura, 2021), (Zepeda, 2013).	In Educational setting: A supervisor provides direction and feedback to educators to ensure quality teaching practices and supports their professional development in the school (Passmore, 2011).	In Educational setting: A coach supervisor provides supervision to an educational coach to ensure coaching quality, self-reflection, and professional growth (Oluwakemi, 2023).

Table 3. How mentor, coach, model, supervisor, and coach supervisor behave

No	Mentoring	Coaching	Modeling	Supervision	Coaching Supervisor
1.	In noneducational setting: A mentor should adopt an empathetic approach, listen actively, provide constructive feedback, and provide the right support to the mentee to help them achieve their goals (Zachary, 2011).	In noneducational setting: A coach must use active listening skills, and effective questioning, provide honest feedback, and inspire self-reflection to help clients identify goals and reach their maximum potential (Stober & Grant, 2010).	In noneducational setting: A model should pay attention to consistency, integrity, and clarity in their behavior, as well as pay attention to how they set a good example for others to emulate (Goldstein, 1994).	In noneducational setting: A supervisor must have skills in providing constructive feedback, facilitating self-reflection, providing appropriate support, and encouraging the professional development of their subordinates (Kilburg, 2007).	In noneducational setting: A coach supervisor must provide close monitoring of coaching practices, facilitate in-depth self-reflection, provide constructive feedback, and ensure compliance with ethical standards and coaching practices (Passmore, 2020).
2.	In Educational setting: A mentor in education must build a trusted relationship with the mentee, provide emotional and academic support, provide constructive feedback, and guide them through the learning and professional development process (Cleary et al., 2017), (Gray & Downer, 2021).	In Educational setting: An educational coach must use effective coaching skills, listen actively, ask relevant questions, provide constructive feedback, and support teachers in improving their teaching practices (Killion & Harrison, 2017).	In Educational setting: An educator must pay attention to their behavior, attitudes, and skills, set a good example in learning, interact with students, and demonstrate a commitment to learning and personal development (Bandura & Walters, 1977).	In Educational setting: An educational supervisor must provide clear direction, structured feedback, and appropriate support to teachers to improve their teaching practices, facilitate professional development, and improve student learning outcomes (Passmore, 2011).	In Educational setting: A coach supervisor in education must monitor teacher coaching practices, provide in-depth feedback, facilitate self-reflection, and ensure compliance with ethical standards and coaching practices (Tripp, 2011).