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TUTORING, MENTORING AND COACHING AS STRATEGIC INSTRUMENTS FOR HUMAN CAPITAL DEVELOPMENT: TYPOLOGY, EFFECTS AND PRACTICES

The article explores the conceptual foundations of mentoring and coaching as strategic tools for human capital development within organizations. Based on an interdisciplinary analysis of contemporary research and empirical case studies (Google, SAP, Deloitte, DTEK, Metinvest, Borys Grinchenko Kyiv University), it highlights the differences between formalized coaching in the public sector and flexible mentoring in corporate settings. The study identifies key types of mentoring interactions – classical, peer-to-peer, reverse, group, and coaching-oriented – and analyzes their effectiveness depending on the implementation context. A typology of mentoring formats with real-world examples is presented, along with a systematization of their key organizational effects, including onboarding support, employee engagement, talent pipeline development, and emotional well-being. The research emphasizes mentoring as a component of an organization's emotional infrastructure that contributes to psychological safety, a culture of feedback, and the growth of leadership potential. The article concludes that a complementary integration of coaching and mentoring approaches can serve as a valuable resource for institutional advancement. The proposed directions for further research include the long-term impact of mentoring on career success, the effectiveness of various mentoring models across organizational sectors, and the integration of coaching and digital tools into mentoring programs.

Keywords: tutoring; mentoring; coaching; human capital; talent strategy; organizational culture; employee adaptation; HR practices.

Tab. – 3, Lit. – 12

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НАСТАВНИЦТВО, МЕНТОРСТВО Й КОУЧИНГ ЯК СТРАТЕГІЧНІ ІНСТРУМЕНТИ РОЗВИТКУ ЛЮДСЬКОГО КАПІТАЛУ: ТИПОЛОГІЯ, ЕФЕКТИ ТА ПРАКТИКИ

У статті розкрито концептуальні засади менторства та наставництва як інструментів стратегічного розвитку людського капіталу в організаціях. На основі міждисциплінарного аналізу сучасних досліджень та емпіричних кейсів (Google, SAP, Deloitte, ДТЕК, Метінвест, Київський університет імені Бориса Грінченка) обґрунтовано відмінності між формалізованим наставництвом у публічному секторі та гнучким менторством у корпоративному середовищі. Виокремлено основні типи менторських взаємодій (класичне, peer-to-peer, реверсивне, групове, коучинг-орієнтоване) та проаналізовано їхню ефективність залежно від контексту впровадження. Представлено типологію форматів менторства з прикладами застосування, а також систематизовано ключові ефекти менторських програм – адаптація, залученість, формування кадрового резерву, емоційний добробут. Дослідження акцентує на менторстві як елементі емоційної інфраструктури організацій, що сприяє формуванню психологічної безпеки, культури зворотного зв'язку та розвитку лідерського потенціалу. Зроблено висновок про доцільність комплементарного поєднання наставництва й менторства як ресурсів інституційного зростання. Запропоновано напрями подальших досліджень, зокрема: вивчення довгострокового впливу менторства на кар'єрну успішність, дослідження ефективності різних моделей у різних секторах, інтеграція коучингових і цифрових компонентів у менторські програми.

Ключові слова:, наставництво; менторство; коучинг; людський капітал; кадрова стратегія; організаційна культура; адаптація персоналу; HR-практики; лідерство.

Табл. – 3, Літ. – 12

Problem Statement. In a world facing unprecedented challenges and rapid transformations, the true strategic resource is no longer technology, but the human being – their flexibility, emotional maturity, and ability to learn through interaction. Under the influence of digital transformation, global crises, and increasing intergenerational diversity, organizations are focusing more than ever on the development of human capital as a key competitive advantage.

While the terms tutoring and mentoring are sometimes used interchangeably in academic and managerial discourse, this study treats them as distinct practices. Tutoring represents a structured, formalized process of onboarding support, mainly used in educational and public administration settings. Mentoring, in contrast, is a flexible, trust-based partnership aimed at fostering long-term professional growth, emotional intelligence, and leadership development in corporate and cross-functional environments.

Understanding these conceptual distinctions is essential for designing effective human capital strategies that combine structure and flexibility, ensuring adaptation while enabling deeper personal and leadership development. This study examines tutoring and mentoring as strategic instruments for human capital development, analyzing their typologies, effects, and practical applications across different organizational contexts.

Analysis of Recent Studies and Publications. The modern development of human capital is determined not only by technological innovations but also by a shift in managerial priorities, where the human being is recognized as a strategic resource. The UN Human Development Report 2025 [1] emphasizes that in an era of growing AI influence, progress depends on the ability of institutions to expand human agency, invest in competencies, and ensure equal access to opportunities. Choosing people over technology will shape the quality

of the future; therefore, managerial strategies must focus on creating conditions for increasing the value of human capital.

In this context, Deloitte's "2024 Global Human Capital Trends" [2] introduces the concept of *human performance,* which combines business and human outcomes (well-being, skills, belonging, career development) and calls for replacing outdated productivity metrics with value-creation measures for employees. Among the key tools highlighted are mentoring programs, the nurturing of microcultures, and *boundaryless HR*. Thus, mentoring and coaching emerge as strategic instruments for developing human capital, aligning individual growth with the organization's long-term goals, fostering knowledge transfer, identity formation, emotional competence, and engagement.

The understanding of the strategic role of mentoring and coaching outlined in global reports is deepened by academic research. Clutterbuck and Lane [3] provide an international overview of competencies and capabilities essential for effective mentoring, emphasizing the need for adaptable approaches depending on context, participant maturity level, and interaction goals. The authors highlight that successful mentoring programs combine interpersonal sensitivity, flexibility, and systematization, with effective mentors being able to adjust their style of support according to mentee needs.

The classical study by Kram, *Mentoring at Work* [4], laid the foundation for the theory of professional relationship development, defining the phases of mentoring (initiation, cultivation, separation, transformation) and two key functions – career and psychosocial. Kram demonstrates that mentoring not only transfers knowledge but also shapes organizational identity, creates a supportive environment, and enhances employee engagement. Continuing this work, Kram and Ragins co-authored the seminal *Handbook of Mentoring at Work* [5], which systematizes decades of research in the field. The book presents a multidimensional model of mentoring relationships, encompassing formal and informal formats, individual and group models, and various contexts – from corporate to academic – with a particular focus on the connection between mentoring, organizational culture, inclusion, and leadership development.

An important contribution to understanding the conditions for effective mentoring was made by Edmondson [6], who introduced the concept of *psychological safety* as a key factor in team learning and innovation. In her later work, *The Fearless Organization* [7], she expanded this concept to the strategic level, defining psychological safety as the foundation for engagement, knowledge sharing, and trust-building, including within mentoring programs.

The combination of contemporary management trends and academically grounded approaches shapes a holistic view of mentoring and coaching as multidimensional mechanisms for human capital development. At the same time, international practice increasingly relies on formalized standards that define the quality and effectiveness of mentoring programs. One of the most recognized frameworks is the *International Standards for Mentoring and Coaching Programmes (ISMCP)* [8], developed by EMCC Global. This framework sets criteria for designing, implementing, managing, and evaluating organizational mentoring and coaching programs, ensuring their sustainability, alignment with strategic goals, and consistency with ethics and inclusion principles.

At the corporate level, these standards are embodied in the programs of leading international companies. Google's Project Aristotle [9] revealed that the key factor for team effectiveness is psychological safety, enabling open communication and trust, and creating a favorable environment for learning and mentoring. SAP's report *Mentorship Programs at SAP: A Strategic Approach to Talent and Belonging* [10] describes a global mentoring and leadership development infrastructure, featuring automated mentor-mentee matching, regular Diversity Surveys, and best-practice analysis aimed at supporting diversity and inclusion. Deloitte Ukraine's Impact Report 2023–2024 [11] illustrates the integration of mentoring into employee

and leadership development systems, where mentors receive regular training, and programs facilitate knowledge transfer, onboarding of young professionals, development of managerial competencies, and strengthening of corporate culture.

Thus, the review of contemporary literature shows that mentoring and coaching are multidimensional, dynamic, and strategically important tools of human capital management, combining academically validated approaches, international standards, and effective corporate practices. This provides a strong foundation for further analysis of their conceptual distinctions, functions, formats, and impact in real organizational contexts.

Research Aim. The purpose of the study is to develop a comprehensive understanding of mentoring and coaching as tools of human capital management, identifying their distinctions, formats, and effects, as well as outlining the conditions for their effective integration into personnel development strategies

Presentation of the Main Material. In contemporary academic and practical literature, the terms *mentoring* and *tutoring* are often used interchangeably. However, in the context of this study, it is important to distinguish between them conceptually:

• Tutoring (in the public and educational sectors) is a formalized system of professional support implemented within institutional programs aimed at onboarding new employees. It is based on clearly defined job responsibilities, individual tutoring plans, and administrative monitoring of outcomes. The goal of tutoring is to ensure a quick integration into the professional environment, mastery of work standards, and immersion into corporate culture

• Mentoring (in corporate and cross-functional environments) is a flexible, partnership-based model of interaction built on trust, voluntariness, and mutual exchange of experience. Mentoring is not always formally structured; instead, it focuses on developing thinking, career vision, emotional competence, and leadership qualities. It often integrates elements of coaching, facilitation, and emotional support.

Mentoring and tutoring carry different meanings, serve distinct functions, and apply in different organizational contexts. A clear understanding of their distinctions is essential for designing effective employee support programs. In this study, we define tutoring as a formalized, structured system of onboarding support typically implemented in educational institutions and public administration settings, while mentoring is understood as a flexible, partnership-based model of professional interaction focused on personal growth, emotional competence, and leadership development. The main systemic differences between these two practices are summarized in Table 1.

Thus, tutoring and mentoring are not interchangeable concepts. They serve distinct functions within human capital strategies: tutoring provides structured adaptation support, while mentoring creates opportunities for deeper career and leadership development. This distinction is fundamental to the further analysis presented in this paper.

Mentoring, on the other hand, creates opportunities for deeper personal and leadership growth, particularly in times of change, innovation, and the need for talent development. Mentoring is uniquely positioned to foster a culture of trust, self-reflection, and sustainable growth in modern organizations. Therefore, a complementary combination of both approaches – depending on the goals, career stage, and context – allows organizations to achieve the maximum effect in developing human capital.

Table 1 – Systemic Characteristics of Tutoring vs. Mentoring in Human Capital Development

Comparison Criterion	Tutoring	Mentoring
Context of application	Education, public administration, onboarding of new employees	Business, corporate sector, cross-functional environments
Level of formalization	High – fixed in job descriptions and plans	Flexible – often voluntary and informal
Type of interaction	Vertical (experienced – junior employee)	Partnership or horizontal interaction
Focus	Transfer of professional experience, institutional adaptation	Career development, mindset, emotional intelligence
Duration of interaction	Limited in time (e.g., up to 3 months)	Can be long-term, without fixedlimits
Target audience	Newly hired employees without experience	Young talents, high-potential employees, change leaders
Expected outcome	Mastery of standards, integration into professional community	Potential development, leadership support, engagement
Integration of coaching	Rare, usually in the form of instruction	Often integrates coaching and facilitation

Source: compiled by the authors

Based on the analysis of literature and practical case studies, it has been determined that contemporary mentoring goes beyond the classical "senior mentor – junior protégé" model and encompasses diverse formats: peer-to-peer, reverse, group, and functional mentoring. Despite their variety, all these formats are grounded in trust, mutual development, and emotional support. Mentoring functions as a mechanism of personalized growth, facilitating adaptation, shaping career strategies, and mitigating organizational risks associated with employee turnover.

Mentoring is transforming from a one-dimensional vertical interaction into a multi-format tool of support, learning, and co-creation. This evolution is driven both by generational shifts and by the demand for new leadership models built on trust, partnership, and emotional connection.

As mentoring becomes institutionalized as a core element of HR strategy, there is a growing need for a clear understanding of its typology. Depending on the organizational context, interaction goals, and participant roles, mentoring programs are implemented in various formats, each with its own specific features. Table 2 provides a summarized classification of mentoring types with brief descriptions and practical examples of their application.

Table 2 – Formats of Mentoring Interaction in Organizations: Essence and Examples of Implementation

Type of Mentoring	Definition	Examples of Application
Classical mentoring	A traditional model where an experienced employee supports a newcomer by transferring knowledge, norms, and organizational culture.	Onboarding of new lecturers at a university; orientation of young specialists in public institutions.
Peer-to-peer mentoring	Mentoring relationships between employees of the same level or experience, fostering mutual learning, support, and reflection.	Peer support programs for junior specialists in IT companies; student mentoring initiatives in education.
Reverse mentoring	A younger employee (usually with digital or socio-cultural expertise) acts as a mentor to a more experienced colleague.	Digital transformation programs where young employees train senior staff on new tools.
Group mentoring	Mentoring in small groups, where one or several mentors work simultaneously with several mentees to promote experience exchange.	Leadership schools discussing cases, challenges, and development strategies; cross-departmental academic mentoring programs.
Mentoring with coaching elements	Combines mentoring support with a coaching approach, helping not only with adaptation but also with achieving personal and professional goals.	Career mentoring in international companies; individual development programs in public administration.

Source: compiled by the authors

As the comparative analysis shows, mentoring is a multifaceted tool for organizational development, adaptable to the needs of both newcomers and experienced employees. From classical forms to innovative ones (peer-to-peer, reverse, group mentoring), each mentoring format has the potential to unlock new leadership models, support institutional learning, and enhance intergenerational collaboration. A comprehensive use of various mentoring practices allows organizations to strike a balance between stability and innovation in human capital development.

Group mentoring has proven to be an effective approach to leadership development and strengthening communities of practice, while mentoring with coaching elements enables work not only on competencies but also on employees' goals, motivation, and inner needs.

This typology provides a foundation for designing flexible mentoring programs in organizations, tailored to environmental specificities, strategic challenges, and the needs of the target audience.

An analysis of international and Ukrainian experience reveals key success factors for mentoring in organizations:

Google. Mentoring is deeply embedded in the culture; informal mentors are active, facilitation is widely used, and a culture of openness and feedback is strongly encouraged [9].

SAP. A global mentoring support structure has been established, with automated mentor-mentee matching and dedicated programs for diversity and inclusion development [10].

Deloitte. Mentoring is an integral part of career management, with regular training for mentors and effectiveness monitored through HR analytics [11].

DTEK. A strategic mentoring program is implemented as a tool for leadership development and change management. Mentors undergo certification training with coaching modules, and programs are supported by internal knowledge platforms and KPI tracking.

Metinvest. Mentoring approaches are integrated into succession planning and talent pipeline development. Within the Talent HUB program, mentoring is aligned with individual development goals, supported by digital progress trackers, and focused on soft skills assessment.

Educational Institutions. Mentoring and coaching practices also operate effectively in the education sector, albeit with their own specific features. At Borys Grinchenko Kyiv University, a formalized model for onboarding newly appointed lecturers has been implemented, which includes an individual plan, mentor assignment based on teaching quality criteria, systematic support, and reporting [12]. This approach ensures rapid integration into the academic community, the transfer of professional values, and a reduction in psychological stress during the adaptation stage.

Each of these cases confirms that successful mentoring is not only about knowledge transfer but also about connection, vision, and trust. Organizations that invest in mentoring programs create conditions for sustainable growth, knowledge management, and internal leadership development.

The effects of mentoring in organizations go beyond individual employee development, encompassing strategic aspects of human capital management. Their manifestation depends on the chosen interaction format, mentors' readiness for partnership, and the organization's ability to embed mentoring practices into its culture. Table 3 summarizes the key effects of mentoring in the organizational context, highlighting their essential characteristics, recommended forms of implementation, and possible indicators for assessing effectiveness.

Thus, mentoring emerges as a multidimensional tool that simultaneously influences the level of employees' personal self-realization, the quality of managerial decision-making, and the overall state of the organizational environment. Its effects encompass both "hard" dimensions – adaptation, productivity, employee turnover – and "soft" aspects, such as trust, emotional safety, and intrinsic motivation. The successful implementation of mentoring programs requires not only the existence of structures but also systematic work on mentor competencies, clearly defined expectations, and established feedback mechanisms. A comprehensive consideration of these effects allows mentoring to be viewed as a strategic resource for human capital development in the context of dynamic change.

The findings of this study not only confirm the effectiveness of tutoring as a personnel management tool but also deepen the understanding of its role in the modern organizational context. Comparison with previous studies (Clutterbuck, Kram, Ragins, Edmondson) confirms that mentoring is simultaneously a process, a relationship, and a social technology that supports employee adaptation, development, and retention.

Within the scope of this research, several aspects should be emphasized:

• Mentoring vs. Coaching. While many sources distinguish these approaches, in real practice, they are increasingly intertwined. Mentoring that incorporates coaching elements (mentor-coach) proves to be most effective with young professionals, where both career guidance and decision-making support are crucial.

Table 3 – Key Effects of Mentoring in Organizations

Key Effect	Impact Description	Optimal Mentoring Format	Evaluation Indicators
Accelerated employee adaptation	Mentoring shortens the onboarding period for newcomers, supporting them in mastering duties and	Classical 1:1 mentoring, shadowing	Time to independent work, productivity evaluation
Employee engagement and loyalty	Mentoring relationships foster trust, reflection, and a sense of role significance.	Peer-to-peer, regular reflective meetings	eNPS level, participation in events, engagement
Talent pipeline development	Mentoring helps identify future leaders and creates a basis for promotions.	Mentoring + coaching, development conversations	% of promoted employees, talent pool formation
Reduced turnover	Mentoring reduces anxiety and uncertainty in new employees, lowering early	Mentor-ambassador during onboarding	Staff turnover rate within 6–12 months
Enhanced emotional well-being	Mentoring creates a safe space where employees can openly discuss challenges, receive feedback, and grow with support.	Group mentoring, facilitated trust circles	Employee well-being surveys, stress level assessments

Source: compiled by the authors

- Formal and Informal Mentoring. In the public sector, formalization prevails, providing process control but potentially limiting flexibility. Corporate experience demonstrates the effectiveness of informal mentor-mentee pairs based on voluntariness and mutual choice, though this approach requires a higher level of mentoring culture.
- Mentoring as Part of the Emotional Infrastructure. A growing number of studies indicate that mentoring provides not only professional but also emotional support, fostering a sense of psychological safety and belonging. This is particularly relevant in hybrid work environments, where the risk of isolation is higher.
- Mentoring in Educational Institutions. The case study of Borys Grinchenko Kyiv University shows that formalized mentoring for lecturers not only accelerates adaptation but also contributes to building an academic community, transmitting values, and shaping norms of professional conduct. This highlights mentoring's potential in education as a long-term investment in the quality of human capital.
- Underestimated Challenges. Despite numerous positive outcomes, mentoring programs often face barriers – formalism, lack of mentor motivation, insufficient time, absence of feedback. This requires a holistic approach to designing, launching, and maintaining such programs, involving HR specialists, leadership, and mentors themselves.

Thus, the discourse around mentoring should go beyond the functional perspective and consider it as a sociocultural phenomenon that shapes trust, belonging, and the organization's

future. Mentoring serves as a channel for transmitting not only knowledge but also values that determine the quality of the organizational environment.

Conclusions. The findings of the study confirm that mentoring and tutoring are not merely tools for professional development but systemic mechanisms of strategic human capital management. They are capable of simultaneously ensuring adaptation, building leadership potential, developing emotional competence, and strengthening organizational resilience. The conceptual distinction and systemic characteristics proposed in this paper help avoid terminological ambiguity and lay the groundwork for designing effective HR strategies.

The synthesis of international standards (ISMCP), academic approaches, and corporate case studies of leading companies (Google, SAP, Deloitte, DTEK, Metinvest), along with the example of a formalized onboarding model for new lecturers at Borys Grinchenko Kyiv University, demonstrates that the most effective programs combine structure and flexibility, voluntary participation and clear success indicators, and integrate coaching, facilitation, and digital tools. Importantly, the identified formats of mentoring interaction (traditional, peer-to-peer, reverse, group-based, and coaching-enhanced) enable organizations to design individualized development trajectories for different employee groups, maintaining a balance between stability and innovation.

The scientific value of the study lies in constructing an integrated model of understanding mentoring and tutoring, combining their functional distinctions with an assessment of their impact on organizational culture, psychological safety, and the strategic goals of human capital development. The practical significance of the findings is reflected in the potential use of the proposed typologies, criteria, and formats to design adaptive mentoring programs in various sectors, considering environmental specificities and organizational maturity levels.

Future research should focus on the empirical assessment of the long-term impact of mentoring on career success; evaluating the effectiveness of different tutoring models across organizational contexts; analyzing its role in fostering psychological safety; developing innovative approaches to mentor training using coaching tools; and exploring the potential of digital platforms for personalized mentoring support.

The research highlights the importance of maintaining a clear conceptual distinction between tutoring and mentoring in human capital strategies. Tutoring ensures structured adaptation and knowledge transfer during the onboarding phase, whereas mentoring provides broader, personalized support that nurtures leadership potential, emotional competence, and sustainable organizational growth. Recognizing their unique contributions allows organizations to design complementary programs that combine structure and flexibility for maximum impact.

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