



USING MENTORSHIP AND COACHING APPROACHES IN WORKING WITH YOUTH: METHODOLOGICAL FOUNDATIONS AND PRACTICAL EFFECTIVENESS

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Abstract: This research paper analyzes the theoretical and practical aspects of implementing mentoring and coaching approaches in the modern youth work system. Against the backdrop of the insufficiency of traditional directional and command-based pedagogical approaches in today's digital and rapidly changing society, the role of coaching and mentoring in personal development, professional orientation, and the formation of leadership skills is highlighted. During the study, experimental work was conducted with the participation of 120 respondents aged 18-25. The results showed that in groups using coaching and mentoring approaches, participants' personal responsibility, goal-setting skills, and motivation increased significantly.

Keywords: youth policy, mentoring, coaching, GROW model, personal development, soft skills, motivation, pedagogical innovations.

1. INTRODUCTION

The rapid development of socio-economic and technological processes in the modern world presents new challenges and opportunities for the younger generation. Young people's ability to find their place in society, professional development, and the realization of their personal potential largely depend on the quality of socio-pedagogical support provided to them. For many years, the traditional, i.e., directive (command-based) approach has been a priority in the practice of education and youth work. However, forcing ready-made solutions onto today's "Generation Z" and "Generation Alpha" is not yielding the expected results.

As a logical solution to this problem, the approaches of mentorship (a modern form of mentor-apprenticeship) and coaching (coaching - the art of unlocking personal potential), which are widely used in modern psychology and management, are emerging.

Relevance of the problem

Most young people face the problem of not being able to clearly define their goals, hesitation in planning for the future, and a lack of practical skills (soft skills). Although the traditional education system is focused on imparting knowledge, it does not fully encompass the mechanisms for applying it to life and assuming responsibility. Mentoring and coaching serve to fill this gap.

Purpose and hypothesis of the study

The aim of the study is to develop a methodological model for applying mentoring and coaching technologies in the process of working with youth and to evaluate the effectiveness of these approaches in the personal and professional development of young people.

Research hypothesis: If the practice of working with youth transitions from traditional educational methods to coaching (specifically, the GROW model) and structured mentoring

programs, the level of self-awareness, decision-making independence, and goal-setting indicators of youth will increase statistically significantly.

Literature review

The concepts of mentoring and coaching have been actively studied in scientific circles since the second half of the last century. In their research, Eric Parsloe and Melville Leedham (2009) define mentorship as the process of an experienced person sharing long-term knowledge and experience with a less experienced one. Sir John Whitmore (2002) describes coaching as "unlocking a person's inner potential and maximizing their effectiveness." He emphasizes that the main task of coaching is not to teach a person, but to create conditions for them to learn themselves.

Interest in these methodologies in youth resource management is also growing in the scientific literature of Uzbekistan and the CIS countries. However, the issues of adapting them to youth policy and the local socio-pedagogical context have not yet been sufficiently studied.

2. METHODS AND MATERIALS

The study was conducted during 2025–2026. A comprehensive set of theoretical, empirical, and statistical analysis methods was used in the work.

2.1. Research participants

The study involved 120 young people aged 18 to 25 from various regions of the Republic of Uzbekistan. Participants were divided into two equal groups using a random sampling method:

- Control group (Group A, n=60): Work with youth was conducted using traditional methods (lectures, general meetings, counseling).
- Experimental group (Group B, n=60): Work with youth was organized based on weekly coaching sessions and individual mentoring support.

2.2. Research Methodology and Models

The following 2 main models were implemented in the experimental group:

1. GROW Coaching Model (John Whitmore):

G (Goal) - Goal: To identify short-term and long-term personal and professional goals with young people (according to SMART criteria).

R (Reality) - Real situation: Analysis of current opportunities, resources, existing problems, and obstacles.

O (Options) - Options: Searching for various alternatives and ways to achieve a goal through brainstorming.

W (Will/Way Forward) - Action Plan: Defining clear steps, deadlines, and responsibilities.

2. Structured Mentoring:

Industry specialists (in business, science, ICT, and the social sphere) were assigned to the experimental group members as guiding mentors once a week.

2.3. Measuring instruments and indicators

The following parameters were established to evaluate youth development indicators:

1. Level of self-awareness and goal setting (via the Locus of Control questionnaire).
2. Independence and responsibility in decision-making (on a 1–10-point scale).
3. Communication and flexibility skills (Soft skills) (Evaluation by experts and mentors).
4. Indicator of achievement of set goals (As a percentage).

Measurements were performed in both groups before the experimental stage (pre-test) and 6 months later (post-test). Mathematical and statistical analysis of the data was performed using the SPSS 26.0 software using Student's t-test and chi-square. ^

3. RESULTS

The results obtained after 6 months of experimental work showed that there are significant differences between the experimental and control groups.

3.1. Goal setting and accountability indicators

Analysis of the obtained results showed that representatives of the Experimental Group (Group B), trained on the basis of coaching technology, demonstrated high dynamism in clearly formulating and implementing their goals.

Indicators	Group	Pre-test	Post-test	Change (Δ)	p-value
Ability to clearly set goals (10 points)	control (A)	4.2	5.1	+0.9	\$p > 0.05\$
	Experiment (B)	4.1	8.4	+4.3	\$p < 0.001\$
Taking responsibility (10 points)	control (A)	5.0	5.6	+0.6	\$p > 0.05\$
	Experiment (B)	4.8	8.7	+3.9	\$p < 0.001\$
Time-management	control (A)	3.8	4.5	+0.7	\$p > 0.05\$
	Experiment (B)	3.9	7.9	+4.0	\$p < 0.001\$

3.2. Efficiency in achieving goals

At the end of the 6-month period, the level of fulfillment of the personal and professional plans set by each participant at the beginning of the experiment was studied.

- Control group (A): Only 28.3% of participants reported that they were able to achieve more than 70% of their planned goals. The main obstacles are indicated as: lack of motivation, lack of a clear plan, and improper time allocation.

- Experimental group (B): 76.7% of participants who worked in the coaching and mentoring system fully or more than 70% achieved their goals.

GOAL ACHIEVEMENT RATE (70%+ completion)

Experimental group (B): [=====] 76.7%.

Control group (A): [=====] 28.3%

3.3. Results of qualitative analysis

As a result of the coaching sessions, the following positive qualitative changes were observed in the members of the experimental group:

1. Formation of reflection skills: Instead of looking for external blame when facing problems, young people learned to ask themselves: "What can I do in this situation?" or "What resources do I lack?"

2. Reduction of psychological resistance and fears: Mentor support and mutual trust relations reduced the fear of failure syndrome in young people.

4. CONFERENCE

The research results fully confirmed the obtained hypothesis. Combining mentoring and coaching approaches in working with youth has shown that it is several times more effective than traditional methods in realizing their potential.

Theoretical and practical analysis of the results

The secret to the effectiveness of coaching and mentoring lies in their principle of "not providing a ready-made solution." In traditional education, the teacher acts as an "expert" and provides instructions. This forms a dependent and passive position among young people. In coaching, the young person is seen as the "author of their own life." Open-ended questions asked by the coach-facilitator encourage young people to think analytically and critically.

The GROW model provides young people with a chain of logical thinking. Young people often stop at the "I want" (Goal) and "I can't" (Reality) stages. Coaching moves them to the "Options" and "Will" stages.

Mentoring, on the other hand, complements coaching: if coaching is aimed at unlocking internal resources, mentoring ensures the transfer of external experience, technical skills, and knowledge. The synergy of the two approaches yields high results in youth development.

Implementation issues and limitations

The following difficulties and limitations were encountered during the research process:

1. Human resource shortage: Among specialists working with youth (educators, youth leaders), there is a low number of personnel with professional coaching and mentoring techniques.

2. Time and resource requirements: Individual coaching and mentoring are not as popular as traditional lectures. Working with each young person individually or in small groups requires a lot of time and resources.

3. Stereotypes: Some young people and leaders mistakenly understand coaching as simply "saying slogans." To overcome this, a scientifically and methodologically grounded approach is necessary.

CONCLUSION

The study showed that implementing mentoring and coaching approaches into the youth work system is one of the most promising areas of youth policy and pedagogy.

Key takeaways:

1. Increased effectiveness: The use of coaching technologies has increased the level of personal responsibility and goal achievement of young people by almost 2.7 times compared to traditional methods.

2. Systematicity: The GROW model successfully shapes young people's skills in organized and logical thinking, proper time allocation, and the creation of a realistic action plan.

3. Personal growth: While mentoring accelerates the professional growth of young people, coaching enhances their soft skills and leadership potential.

Practical recommendations:

- Training of youth leaders: Organize basic retraining courses for employees of the Youth Affairs Agency, educational institutions, and non-governmental organizations using GROW and other coaching models.

- Creating a National Mentoring Platform: Expanding online and offline mentoring networks connecting professionals and youth from various fields.
- Opening coaching centers in higher education: Establishing coaching and mentoring services in universities to assist students in their career and personal development.

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