FEEDBACK TUTORIAL LETTER

2ND SEMESTER 2019

Assignment 1

Professional Development and Practice B (PDP420S)
Dear Students

This serves to give feedback to your performance in Assignment 1. Firstly, I am very disappointed in the number of students that submitted their Assignments. I only received and marked forty six assignments whilst there are 57 registered students. As usual, I strongly advise you to not just decide not to submit an Assignment as it is a missed opportunity. Remember – an Assignment is an opportunity to score 100 %.

Overall Performance
The highest grade obtained is 86 %. Congratulations to Student no 217040357, IJ Ilonga for performing so well. The lowest grade scored is 38 %. So far, only three students did not meet the minimum requirement of 50 %. To those, I would like to encourage you to please read thoroughly through your individual feedback and the Study Guide to get a better understanding of the topic at hand to improve.

Below are general comments and common mistakes that I have observed whilst marking.

GENERAL COMMENTS

Introduction
No matter how many times I emphasise on how students introduce the topic, I still find that many of you still have difficulties in formulating an introductory statement. Please note that an Introduction can be done after you have answered all the questions in your assignment. This does not mean that you have to write it at the very last end of the Assignment, but merely that you have an understanding of what the Assignment was all about.

An introduction is a brief summary of what the topic is all about. In Assignment 1, the topic was about Coaching and Mentoring. You could have described/defined coaching and mentoring and thereafter introduced the objectives of the Assignment. Also note that the objectives of the Assignment is not the same as the learning outcomes. The aim of the Assignment was to establish whether you can identify
aspects related to coaching and mentoring as well as to increase your knowledge on how a professional VET Trainer should maintain and enhance the professional status as a coach or mentor in the TVET environment. Please revisit this part of your Assignment to improve.

Conclusion
The main points of the Assignment must be summarised in the conclusion. The conclusion is also not the same as the Introduction. Whilst you introduce the topic to the reader in the Introduction, you are now required to conclude the topic. Please do not tell what you have learned in the assignment but rather what the main points were. For example, coaching and mentoring are development methods involving discussions between a coach-mentor and a learner. Key benefits derived from coaching and mentoring include improved organisational performance, increased skill levels, better job satisfaction and to the individual, greater self-awareness. Coaching and mentoring work particularly well when accompanied by a Personal Development Plan system. I therefore would suggest, that any trainer or trainee in TVET use their PDP as an integral part of a coaching and mentoring system.

Content
The Assignment covered Unit 1 and Unit 2 of the Study Guide. In this assignment, you had to read through the different scenarios that described either coaching or mentoring relationships. Most of you could answer the questions but failed to see the difference between coaching and mentoring. The content below will assist you in achieving this outcome. You may also use this content to prepare for subsequent assessments. Very important - the content in this feedback tutorial letter is not exhausted. Please use other sources as well as indicated in your tutorial letter.

You have learned in PDP410S that there are formal and informal training strategies. On-or off-the job training and development could be regarded as a broad distinction in terms of being formal or informal, with the difference lying in how it is structured and also the context within which it takes place.

The key lies in being able to distinguish what the nature of the training and development is and how it is structured – i.e. whether or not it is a national and recognised qualification or an award or certificate which has a specific measurable objective or outcome. Should none of these prerequisites apply, then the training and development is most likely to be informal. Many VTCs through the NTA provide extensive on-the-job training and even consulting activities which do not necessarily lead to a particular
qualification. For example, attending a workshop organised by the NTA through your VTC on assessment. This type of training could result in training and development being structured and formal.

However, training and development of applied knowledge and skills can also be informal and could for example be delivered through coaching and mentoring.

The following is an overview of coaching and mentoring when it is on the job:

**Coaching**

Coaching gives insight into a manager’s interpersonal relations, which gives him/her the opportunity to offer counselling and strategic business advice. A coach is often involved in a direct line relationship with the person being coached. For example, the coach may help an inexperienced manager work through a decision that has to be made, give advice on how to develop a cohesive team of loyal subordinates or help to negotiate a contract with a key supplier or customer.

Often the inexperienced manager is the model for correct behavior or skills. The key advantage of this method is that it provides rapid feedback on performance or learning by doing. When combined with job rotation, coaching can be a very effective technique or learning by doing.

According to Aguinis (2013), Coaching is a collaborative, ongoing process in which the manager interacts with his/her subordinates and takes an active role and interest in their performance.

**Four guidelines that provide a good framework for understanding successful coaching:**

1. A good coaching relationship is essential
2. The employee is the source and director of change
3. The employee is whole and unique
4. The coach is the facilitator of the employee’s growth

Why do you think coaching is an important skill in managing employees performance successful?

Managers need to possess coaching skills in order to serve as coaches, to observe and document performance accurately.
Major Coaching Functions

In more specific terms, coaching involves the following functions:

- Give advice
- Provide guidance
- Provide support
- Give confidence
- Promote greater competence

Coaching Behaviour

Managers need to display several behaviors in order to perform the various coaching functions. Some of that behavior includes:

- Establish developmental objectives
- Communicate effectively
- Motivate employees
- Document performance
- Give feedback
- Diagnose performance problems
- Develop employees

Coaching Styles:

1. **Driver style:** A manager who just tell employees what to do.
2. **Persuader style:** A manager who tries to sell what he/she wants the employees to do.
3. **Amiable style:** A Coaching style in which feelings take precedence and urge the employee to do what feels right or what the employees feel is the right way to do things.
4. **Analyser style:** These managers have tendency to follow rules and procedures in recommending how to perform.

It is worth to note that none of these four styles is necessarily better than the other. The best coaches are able to change their styles and adapt to the needs of the employees. Ask yourself the question: If you are to coach the trainees/employees of your centre, which coaching style will you adopt and why?
Mentoring on the other hand is focused on the establishment of a learning relationship where a mentor, who is mostly a senior manager (on-the-job), acts as an advisor and role-model to a more junior manager. A mentor is a valuable facilitator who usually promotes the mentee’s development. It is essential that mentors are also skilled in this process and should be meticulously selected on the basis of their interpersonal skills and a desire to develop a more junior person in the mentee’s situation.

Such a relationship also provides the mentee with psycho/social support from the mentor in various capacities such as being a friend and being more knowledgeable about the structures, policies and internal policies within the VTC/business. It is critical that the mentor is not in any direct line seniority relationship associated with the mentee as this could severely retard the trust in openness of the mentee to enlist guidance from the mentor. Ideally, a mentor should be from a totally different department and have no influence over the mentee at all. This relationship is critical for leadership and development and operates optimally in fairly large enterprises, i.e. a VTC such as NIMT or Windhoek Vocational Training Centre.

Mentoring can also take place outside the job (off-the-job) and away from the normal work place. One of the reasons for conducting mentoring outside the workplace is to remove the manager from the daily environment to minimise interruptions and distractions. But careful, caution must be exercised in planning such a training scheme as it may be perceived as being offensive or threatening participants.

The Purpose of Mentoring in the TVET environment:

Mentoring can be used in a wide variety of situations. Some examples in which mentoring can be used with TVET include:

- Helping trainers who are promoted into management or supervisory positions to develop their management skills
- Helping trainees who are studying to become VET trainers to understand the role of the trainer and to build relevant skills and attitudes
- Developing an individual’s potential and providing career support
- Developing a more strategic perspective after a promotion to a more senior role
- Handling conflict situations so that they are resolved effectively.
The difference between mentoring and coaching:
What is the difference between coaching and mentoring? Whilst there are many ways in which coaching and mentoring are similar, we can also draw some distinctions between the two. Coaching and mentoring can be seen to represent the two ends of a continuum of practice. In general terms we can say that a coach usually focus on improving the learner’s performance in a specific context, whereas a mentor works with a learner to increase their potential in a more general and holistic manner. In mentoring, the learner has greater control than in coaching (over both the goal and the process of reaching the goal. In coaching, the learner relies on the coach for feedback on his or her performance, whereas in mentoring the learner develops self-reflection to learn from their experiences without the need for feedback from the mentor. To conclude, the difference between coaching and mentoring is located in how it is structured and the context in which it takes places. This means that both schemes are accommodative in an effort to achieve a certain set of learning outcomes and that both are complementary.

See page 13-20 in your Study Guide for further explanations of the differences between coaching and mentoring.

Now that you know what the functions of coaching and mentoring is, would you opt to be a coach / mentor, mentee/ or being coached? If you choose to be a mentor/coach, do you have the right set of skills for them? Please see the notes that I provided during the Vacation School on the skills mentors and coaches should have. Now revisit your Personal Development Plan that you have developed in Semester 1 and review your needs and goals. The goals and objectives must be more specific and agree on a timescale for each objective. Do not forget to take your learning preferences and learning styles into account. Read through the four stages of the Kolb’s learning cycle again to refresh your memory. You can find details about the four stages on pages 24-25 in your Study Guide. Also consult your ILS410S & ILS420S Study Guide.

Please note that this self-reflection is necessary to do Assignment 2 as the Kolb’s learning cycle fits very well with the learning experience that takes place within coaching and mentoring.

Tips for Assignment 2:
Create/develop a training scheme which includes the following but not limited to:

- Type of Scheme
- Target group
- The purpose of the training scheme
- Assigned goals, objectives and competencies (these must be SMART)
- Summary of the content based on the purpose of the scheme
- Resources required to deliver the training scheme
- Monitoring and Evaluation – how will you assess the success of the training program?

**STRUCTURE OF ASSIGNMENT 2**

Please organise your assignment in such a way that your arguments are presented in a logical and coherent manner. Note that 10 marks are allocated to this part of the Assignment. Therefore, a well organised assignment is required, if you wish to earn these 10 marks.

Also note that copy and paste is not allowed as it constitutes plagiarism which is a punishable offence. Copy and Paste will result in a zero (0) grade. Use of practical examples are required and if you decide to copy and paste, a further 10 marks will be deducted.

To conclude, I hope that this feedback tutorial letter will be of immense help when you prepare for Assignment 2, Test 1, 2 and 3. As usual, I strongly advise you to please write all three tests. The best mark will replace the lowest mark.

Best of luck with the upcoming assessments. Please contact me at bcloete@nust.na/bernadetteclt@gmail.com or Tel: +264 81 728 2687 should need be.

Regards

Bernadette Cloete