Course name: Professional Development and Practice B (PDP420S)
Component: Test 2
Total Marks: 50
Date: 25 October 2019
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Instructions to the students

1. The Test consists of NINE (9) questions based on a case study.
2. Answer ALL questions.
3. Use the same numbering as used in the question paper.
4. Marks allocation are indicated at the end of each question, and determines the amount of answers required.
Bernadette Cloete is a TVET Trainer at NUST. One of her students, Ms Maria Shinyata decided to approach Mrs Cloete to become her mentor so that she is better prepared for the transition into a new position as a Trainer at the Nakayale VTC in Outapi. The Nakayale VTC in Outapi offers programmes in Hospitality Level 1, 2 and 3 and their students are either Grade 10 school leavers and/or Grade 12 school leavers.

Ms Shinyata holds a Bachelor Degree in Hospitality from NUST and a Certificate in TVET, Level 4. Ms Shinyata has plans to apply for a position as Lecturer in the Hospitality and Tourism Department at a later stage.

Ms Bernadette Cloete is a qualified teacher and has more than 10 years experience in teaching adult and TVET students. She is also a Marker Tutor for the TVET students at NUST. She holds an M.Ed Sciences Degree (Leadership and Administration) from the University of Nicosia (Cyprus).

Just after Maria approached Mrs Cloete, she has made a decision to design a mentoring/coaching scheme for all her students at NUST.

1. Identify the type of scheme in the Case Study. (1)
   Mentoring

2. Who is the mentor/coach and mentee/coachee in the Case Study? (2)
   Mentor – Bernadette Cloete
   Mentee – Maria

3. What is the purpose of the training scheme in the Case Study? (4)
   To develop the capacity of Ms Shinyata as VET Trainer (1) to manage change (1) and / or to better prepare Ms Shinyata from the Instructor Training Programme for the transition to a training position at Nakayale VTC in Outapi (1)
   To prepare Ms Shinyata for a position as a lecturer in the Hospitality and Tourism Department at NUST (1)
4. What factors do you think Maria has taken into account when she chose / selected Mrs Cloete as her coach/mentor?  

(4 x 2 = 8)

Eligibility: Maria has considered the eligibility of Mrs Cloete as a mentor.
Credibility: Mrs Cloete’s credibility – Her characteristics, attributes, experience and knowledge was taken into account.
Availability: Mrs Cloete is available and interested in becoming her Mentor
Motivation: Perhaps Maria is motivated by the previous successes (Holds a Master’s Degree in Education) of Mrs Cloete and maybe a role model for Maria. Maybe Mrs Cloete has a genuine desire to help/assist Maria

Any relevant answers will be considered.

5. The matching of coach-mentors and learners can be a complex business. However, it is of great importance to the success of the scheme. Identify and discuss four (4) points to be considered when you match coach-mentors and learners.

(12)

Matching Criteria: This stem from the purpose of the scheme. For example, if your purpose is to help learners in junior management positions develop higher-level management skills and assist them networking and making strategic personal connections within their field, they need to be matched with managers who have higher-level skills and networks of contacts that might be useful to the learner. In this situation, there is little point matching learners with a coach-mentor who is operating at a similar level to themselves and who has comparable management skills.

(Any two relevant answers will be considered)

Rapport (1): If there is a positive relationship in which the coach-mentor and learner find it easy to relate and talk to each other, there is much higher chance of the process being a success. However there may be a need to balance the issue of rapport with other factors.

Balance between similarity and difference (1): It is important for the learner and coach to have good rapport. This may lead the learner to choose someone that is similar to them, particularly in terms of attitudes and interpersonal style. However, if the coach – mentor is too similar, there may be little added value for the learner. A good coach-mentoring relationship stretches the learner by helping them develop new insights and understanding.
On the other hand, if the coach-mentor is too different, the learner may perceive a lack of empathy and the relationship may break down.

(Any two relevant answers will be considered)

Choice (1): Learners should choose mentors that they are comfortable with. The most suitable mentor should be selected. This person should have rapport with the mentee.
(Any two answers will be considered).

6. Do you think that there is an argument for letting learners choose their own coach-mentors, as Maria did? Would you give learners total control over their choice of coach-mentor? Discuss. (8)

Learners should be allowed to have some choice in who their coach-mentor should be. (1) Learners should choose mentors that they are comfortable with. (1) The most suitable mentor should be selected. (1) This person should have rapport with the mentee. (1) However, learners whose aim is career progression may be tempted to choose the most senior coach available. (1) Other factors such as relationship should be considered as well. (1) When designing your scheme, you need to consider how much choice you give individuals over the matching process, (1) what limitations you will place on individual choice and how and in what situations this will be done. (1)

7. There are seven (7) design stages that you need to consider when designing a coaching or mentoring scheme. Name these stages. (7)

- Define the purpose
- Decide on the type of scheme
- Select evaluation methods
- Plan selection processes
- Plan coach-mentor training
- Decide on the matching procedure
- Plan a supervision system

8. Just as with any other product, for it to be a success, one must market your coaching and mentoring programme. Whom would the target market for the training scheme of Mrs Cloete be? (2)

The TVET learners at NUST

9. What elements should be addressed in the marketing campaign of the training scheme? (6)
• The potential clients/target audience - those eligible to join the scheme
• If the whole organisation can participate
• Benefits for the organisation
• The benefits for the coach mentor
• Benefits for the participants
• Coach mentors must feel attracted to the scheme
• Line Managers must understand the scheme and see it as potential development for staff

In your marketing campaign, you need to address:
• Why is the organisation implementing the programme?
• What can the organisation gain from the programme?
• What can the learners and coach mentors expect to gain?

TOTAL MARKS FOR TEST 2: 50
END OF TEST