FEEDBACK TUTORIAL LETTER

2ND SEMESTER 2019

Professional Development and Practice B (PDP420S)
Test 1
Dear Students

This serves to give feedback to your performance in Test 1. The purpose of this feedback is, inter alia, to make certain observations regarding your answers to the questions as contained in Test 1, in an attempt to guide you to find the most appropriate answers and/or solutions. This feedback can also assist you in doing better in Test 2. Most of you performed very well. Fifty two (52) Students wrote the test. 44 passed the test and only 8 students failed it. The highest grade obtained is 98 %. Congratulations to Student no 219024596, Mr J Kambinda for performing so well. The lowest grade scored is 22 % and the Group Average is 62 %, which is in my opinion, excellent performance, but I always believe that you can do much better.

**General Observations and Guidelines for answering questions:**

- Read the question thoroughly before you attempt to write the answers.
- Use the mark allocation to determine the number of answers that you will write. In other words, if total marks for a question is 2, it will mean that you have to write at least 2 answers, if it is ten marks, it warrants ten answers.
- Study the action verbs carefully as it will give you an indication of what the instruction is. For example, to discuss mean that you will have to elaborate on your answer. Please see the clarification below of the different verbs that are commonly found in test papers:
• Exam, Tests and assignment questions typically contain one or more key question words. Watch for and circle these key words whenever you read the questions.

Content
The test focused on the principles of Coaching and Mentoring. You had to demonstrate an understanding of the purpose, role and principles of Coaching and Mentoring.

Whilst marking, I had observed that many students had difficulties in the following questions:

Question 1: Most of you could answer the question but did not look at the mark allocation when you answered the question. Please note that five answers warrant five marks. In future, please look at the mark allocation before you answer the question, as it will determine the number of answers that you must write.

Question 4: This question required you to discuss the similarities between Coaching and Mentoring. Some students discussed the benefits of the different training schemes and some indicated the differences, whilst they had to discuss the similarities. Also, note that a discussion is not one / two answers. Please see above for a list of definitions and descriptions of action verbs for better understanding.

Question 5: Question 5 required one to read the case study and to identify the aspects associated with coaching and mentoring. You should expect these kind of questions at your level. This is called, critical reading. Therefore, you need to critical and thoroughly read the text/case study to be able to answer the questions. Once again, let me remind you that the mark allocation usually determines the number of answers that you must write. Also, focus on the action verbs.

Below is a list of action verbs that you should study thoroughly before you attempt any assessment task.

Analyze
Separate and examine the elements
• Break the question/subject into its major parts
• Describe, define, explain, or interpret each part
- Explain how parts relate to each other
- Judge overall quality of what has been analyzed
- Argue

**Defend a position/Give reasons for your answers**
- Provide reasons in support of your position
- Refute objections to your position
- Provide your objections to the opposing position(s)

**Apply**

*Use an abstraction to explain a concrete situation*
- Show how an abstract idea, concept, principle, model or method explains a concrete situation or solves a problem

**Comment**

*Offer statements on something*
- Critique, discuss, evaluate, explain, or illustrate the meaning of something and its implications

**Compare**

*Demonstrate the similarities and differences between 2+ items*
- Identify elements the comparison will be based on
- For each element, describe and support how items are similar or different
- Evaluate overall commonality and its significance in relation to what is being asked in the question

**Contrast/Compare**

*Demonstrate the differences between 2+ items*
- Identify elements that contrast will be based on
- For each element, describe and support how items are different
- Evaluate overall distinction and its significance in relation to what is being asked in the question

**Critique**

*Make informed and discriminating judgments*
- Identify positive/negative merit, validity/fallacy, etc.
- Offer support for your judgments
Define

State precisely the meaning of ‘something’

- Give precise meaning in concise manner
- Meaning is usually specific to the academic discipline

Demonstrate

Explain/describe by use of experiments, examples, etc.

- Depending on context, ‘demonstrate’ could mean: to prove, provide evidence, or illustrate with an example

Describe

Give a mental picture or idea

- Identify main aspects, characteristics, components, and qualities
- Clarify through illustration, comparison, and contrast

Discuss

Explore various points of view

- Identify viewpoints and their respective positive/negative aspects
- Evaluate the positive and negative merits of a matter to provide an overall judgment on its validity, strength or worth

Evaluate

Determine the value of something

- Identify criteria by which something will be measured
- Appraise degree to which the matter satisfies the criteria
- Provide reasons that justify your appraisal
- Support your reasons with evidence and illustrations

Explain

Make plain or understandable

- Provide a detailed presentation of the elements required to obtain the product
• Identify factors that influence outcome; provide evidence for each factor and demonstrate how factors are related

**Summarise**

*Give a brief, condensed account*

• Include conclusions
• Avoid unnecessary details

**The Scope for Test 2:**

Test 2 is scheduled for Monday, 18 October at 14:00. Please study Unit 3 thoroughly as the test will cover the entire Unit. Work through the Self-mark activities and make sure that you can answer each of the questions posed in these activities. You may also use the feedback of Assignment 1 to study for the test. If you still have problems in grasping the content, please feel free to contact me at +264 81 728 2687 / bcloete@nust.na / bernadetteclt@gmail.com for assistance.

The Memorandum below will give you an indication of possible answers for the test.
PROFESSIONAL DEVELOPMENT AND PRACTICE B (PDP420S)

Test 1 : Memorandum

First Name (s): ............................................................................Surname: ..........................................................................

Student number: .................................................................

25 September 2019

Prepared by: Ms Bernadette Cloete

Aim of the course is to:
The aim of this course is to enable the competencies required to Coach and Mentor in a Vocational and Training and Assessment Environment.

Students should be able to:
- Explain the principles of Coaching and Mentoring.
- Demonstrate an understanding of the purpose, role and principles of Coaching and Mentoring

QUESTION 1 [10]
a). What do you understand by the term Coaching?

Coaching is a form of development in which a person called a coach supports a learner or client in achieving a specific personal or professional goal. The learner is sometimes called a coachee. Occasionally, coaching may mean an informal relationship between two people, of whom one has more experience and expertise than the other and offers advice and guidance as the latter learns.
Method of directing, instructing and training a person or group of people, with the aim to achieve some goal or develop specific skills.

b) In your own words, describe Mentoring.

Mentoring refers to a personal developmental relationship in which a more experienced or more knowledgeable person helps a less experienced or less knowledgeable person. It is a process for sharing knowledge relevant to work, career, or professional development. They provide insight, guidance, and often pointed advice and direction, based on their own experience and expertise. Effective mentoring requires agreed upon goals, scheduled meetings, and evaluation of outcomes.

OR

Mentoring is a relationship between two individuals based on a mutual desire for development towards career goals and objectives. In a mentoring relationship, the two individuals are referred to as the ”mentor” and the “mentee” (the individual being mentored).

OR

Mentoring is to support and encourage people to manage their own learning in order that they may maximise their potential, develop their skills, improve their performance and become the person they want to be.
QUESTION 2

Against each sentence given below, indicate in the provided box whether it is Coaching or Mentoring.

<p>| | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td><strong>A.</strong></td>
<td>Generally more structured in nature and meetings are scheduled on a regular basis.</td>
</tr>
<tr>
<td><strong>B.</strong></td>
<td>Focus is on career and personal development.</td>
</tr>
<tr>
<td><strong>C.</strong></td>
<td>Relationship generally has a set duration.</td>
</tr>
<tr>
<td><strong>D.</strong></td>
<td>It is specific and skills focused.</td>
</tr>
<tr>
<td><strong>E.</strong></td>
<td>More information and meetings can take place for advice, guidance and support.</td>
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</tbody>
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QUESTION 3

True or False Questions (Defend your choice with reasons). [2 Marks each]

a. In mentoring feedback is direct and extrinsic.
   **FALSE**
   In mentoring feedback is intrinsic.

b. In the VET Environment Coaching and Mentoring can be used for handling conflicts.
   **TRUE**
   In VET Coaching and Mentoring can be used for handling conflicts so that they are resolved effectively.

c. Coaching is usually conducted “off-line”
   **FALSE**
   Coaching is usually conducted by the line manager but mentoring is usually conducted off-line.

d. Coaching and Mentoring takes place between the coach and the team.
FALSE
Coaching and Mentoring takes place between two individuals

e. The names used to describe the person being helped in a coaching and mentoring relationship are coachee and mentee.
TRUE
The coachee is the person being coached and the mentee is the person being mentored.

Question 4

Discuss the similarities between Coaching and Mentoring

Coaching and mentoring share many similarities

- Facilitate the exploration of needs, motivations, desires, skills and thought processes
- To assist the individual in making real, lasting change.
- Use questioning techniques to facilitate client’s own thought processes in order to identify solutions and actions rather than takes a wholly directive approach
- Support the client in setting appropriate goals and methods of assessing progress in relation to these goals
- Observe, listen and ask questions to understand the client’s situation
- Creatively apply tools and techniques which may include one-to-one training, facilitating, counseling & networking.
- Encourage a commitment to action and the development of lasting personal growth & change
- Both have develop skills knowledge and attitude
- They require feedback
- There is a coach and coachee, mentor and mentee

QUESTION 5
CASE STUDY

“I have been a Vocational Trainer for more ten years and I am still an Instructor. It is time to move on.” lamented Richard. “I need to work hard so that one day I can move into the management position.”

To prove that he is serious about his plans he decided to approach the Head of Career Programmes. (HOCP) formerly Head of Training (HOT) and explained his idea of wanting to move into the management position in future. After a lengthy discussion the HOCP agreed to act as a Coach-Mentor for Richard. They planned to be meeting twice a month and they agreed on two objectives:

1. To gain vast experience in management tasks such as directing, strategic planning and policy development and
2. Develop leadership skills.

Despite the fact that the Head of Career Programmes is his immediate supervisor he is not his line manager.

The Head of Career Programmes advised Richard to go the Vocational Training Centre’s Website and download all the necessary documents related to management such as, the strategic plan, various polices and reports.

While Richard is busy writing an annual report for his section he meets with his Coach-Mentor who advices him on changes to be made in the report immediately.

As a Senior Vocational Trainer he has been given the responsibility for the induction and supervision of two newly appointed Vocational Trainers in his department. In the meetings with his coach-mentor he discusses all the difficulties and successes he has experienced in supervising them. His coach-mentor always listens to him very attentively and asks him how best he can handle these problems he experienced with the new Vocational Trainers.

ANSWER THE FOLLOWING QUESTION
Identify the aspects of the relationship associated with Coaching and those associated with Mentoring in given the Case Study [15]

**Coaching**

- The focus is on the development of skills. (1) These are strategic planning, policy development and leadership skills.
- The objectives are concrete and fixed. (1)
- There is extrinsic or immediate feedback when the Coach-Mentor advises him what to change in his report. (1)
- They plan to meet twice a month. (1)
- The Head of Career Programmes advised Richard to go the Vocational Training Centre’s Website and download all the necessary documents related to management such as, the strategic plan, various polices and reports. (1)
- To gain vast experience in management tasks such as directing, strategic planning and policy development (1). Develop leadership skills. (1)

**Mentoring**

- “I have been a Vocational Trainer for more ten years and I am still an Instructor. It is time to move on.” lamented Richard. “I need to work hard so that one day I can move into the management position.” (1)
- The focus is on the future regarding his move into the management position. (1)
- The Coach-Mentor is not his line manager. (1)
- The Coach-Mentor is one of the senior member of staff with a lot of experience in management and leadership. (1) The Head of Career Programmes. The relationship is therefore off-line. (1)
- The relationship is non-directive because Richard to have set the objective and is in control of what he wants to achieve. (1)
- There is intrinsic feedback. The Coach-Mentor advisees Richard to reflect on his problems. (1)
• The HOCP is not the line manager. (1)
• In the meetings with his coach-mentor he discusses all the difficulties and successes he has experienced in supervising them. (1)

END OF TEST

TOTAL MARKS: 50