SELF-REFLECTION ON COACHING AND MENTORING EXPERIENCE

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Topic one

QN 1. How to use personal abilities to coach or mentor

Mentoring means that the mentor understands more about the field than the mentee, and the mentor, therefore, needs to boost the mentee’s understanding. The mentor must use his personal qualities effectively by reflecting his good qualities on the mentee (Abbidin, 2012). If you want to cultivate enthusiasm in the mentee for their roles and responsibilities, ooze the enthusiasm to yours first. The mentor must exhibit personal attributes and show them in practice for the mentee to learn from. If I want to show the mentee how to communicate effectively with the patients, then I must show it in practice by engaging a patient in his presence.

QN 2. How the qualities add value to the mentee

The mentee is a learner and needs to learn from the mentor. Some of the ways of learning include observation and putting the observations in practice. The mentee will realize the value of dedication to work by observing how dedicated the mentor is in theirs. A mentor that is a good communicator will serve as observation grounds for the mentee to learn how to be an effective communicator, more especially to the patients. A mentee will surely benefit from a mentor that is ready to answer any questions addressed to them. As a result, the mentor becomes a resource for the mentee to learn from (Abbidin, 2012).

QN 3: Establishment of trust with those around you.

Trust between people serves as a bond that connects them. Establishment of trust with family, co-workers, and friends is very important because trust is the glue that binds the relationship together. With trust, people are able to rely on each other, be confident in others, and feel safe physically and emotionally whenever they are with them. The mentor/mentee relationship needs trust so that the mentee can be free to ask questions of the mentor, while confident that a mentor is a reliable person. Trust would make the mentor and mentee develop a personal relationship important to the goals of both.

Topic two

QN 1. Personal qualities preferable in a mentee

I prefer qualities like humility, drive, ambition, and others in a mentee. Humility is crucial for a mentee because, in the learning process, the mentee must be humble enough to accept that they have limited knowledge and be ready to learn from those with a better information background. The drive is a quality that is very crucial in a mentee. For a mentee to set and accomplish goals, they must possess the innate urge to work even against odds to achieve their goals. Ambition is the desire to achieve, and a mentee needs it to help attain their set goals and dreams (Carmel and Paul, 2015).

QN 2. Difficulties in selecting a person to coach or mentor

A mentor prefers people with the qualities they are looking for to be their mentees. Establishment of a working relationship between a mentor and the mentee needs that both share their qualities, values, and be flexible enough to adjust to each other’s weaknesses and strengths. One difficulty that arises in finding such a mentee is that they may not possess all the qualities a mentor needs as a package. A mentor can only identify mentors through observation and interactions, whereby some potential mentees may not be conspicuous enough, especially if they are the quiet type. Observing and interacting will help a mentor identify potential mentees.

QN 3. How to decipher long-term and short-term goals

To come up with goals, whether short-term or long-term, the mentor needs to do an assessment of the mentee and identify needs that need addressing to help develop their skills and knowledge. The magnitude of the needs of the mentee will determine how much input in terms of skills and knowledge is needed to help them grow to the desired level of competence. With such information, those needs that would require a short time to accomplish will be short-term goals while those that would take long will be long-term. The mentee will need to understand the size of their knowledge gap to help develop short and long-term goals.

Topic three.

QN 1. Reflection on coaching techniques

Two of the coaching techniques to be used include using attraction instead of coercion and personalizing the activities. Personalizing of the activities is basically the mentor creating a personal relationship with the mentee, and making sure that they appeal to the mentee’s personal goals. Use of attraction instead of coercion involves promising rewards to the mentee for performance improvement and not threats that if they don’t achieve, they will fail (Grant & Hartley, 2013). The techniques were selected so that they could help create personal interactions with the mentee and motivate them to work harder in the knowledge that improved performance will attract incentives.

QN 2. Reflection on mentoring techniques

Two of the mentoring techniques to be used include managing-up and alternating strategies. Managing-up means that the mentee is empowered by the mentor to take charge of the sessions through activities like preparing agendas and setting up of meetings (Terzan, et al., 2009). In alternating strategies, different strategies will be implemented to help determine which ones work best for the mentee in line with their visions and goals. The techniques were selected to help the mentee increase their engagement and dedication to the process of mentorship, and also make sure that the most suitable strategies related to the mentee’s learning ability are used for effectiveness.

QN.3 Decision on techniques to use with the mentee

The techniques to use in the mentorship program were decided on based on the mentee’s needs and their personal qualities, as well as the beliefs and personal qualities of the mentor, and the goals set for the mentee and mentor to achieve at the end of the program. These techniques represent the values of the mentor and mentee in the sense that they aim to establish a working relationship between the two that can only succeed if their values and beliefs align with each other. Ethical considerations include justice, accountability, fidelity, etc. (Sibson and Mursell, 2010). The mentee must work towards providing justice to the patients while treating them and should be accountable in their actions.

Topic four

QN 1. Importance of the individual development plan

The individual development plan spells out the vision of the mentor and what they aim to achieve and make the mentee achieve. The plan is a guiding principle for the mentor in the process of equipping the mentee with the necessary skills and knowledge to improve their competence. The vision statement in the plan spells out clearly what the mentor intends to see the mentee achieve. After the mentee has set goals for themselves, the individual development plan will act as a checklist and quality assessment tool that the mentor will use to evaluate the performance of the mentee from time to time.

QN 2. Activities for the mentee and their importance

Activities that I would present to the mentee include

1.     Using specialist equipment like ventilators during their process of dealing with patients.

2.     Dressing wounds and injuries and taking part in other medical procedures.

3.     Training members of the public on how to correctly use first aid techniques.

4.     Frequently engaging patients and addressing their needs by employing effective communication.

The mentorship will basically be geared towards the improvement of the mentee’s communication skills with the patients, improve his knowledge on using specialized tools, and develop a swiftness and confidence in addressing patients’ needs. These activities will help him achieve these goals, thereby meeting the vision.

QN 3. Incorporation of leadership skills in the mentorship

Mentoring and leadership must go hand in hand for the mentor and mentee to achieve their goals. To mentor is to guide a mentee through a process of acquiring knowledge and skills, and the guidance is leadership in itself (Grant & Hartley, 2013). As a mentor, I will incorporate leadership skills by leading by example. If I need the mentee to learn compassion, kindness, and demonstrate the goodness of the organization and the community, I must reflect those values. I must show kindness to the mentee and how I deal with the people around me to impact the mentee positively. Leading from the fronts will be the way to incorporate leadership.

QN 4. The distinction between coaching and mentoring activities

Coaching and mentoring activities have a line that can be used for distinguishing them. For instance, mentoring activities will seek to impart long-term knowledge and skills while coaching will be geared for the immediate need that is short-term. Mentoring involves creating informal relationships with the person being coached while coaching is majorly formal. Amongst others, these parameters are used to distinguish mentoring from coaching.

1.     Offering guidance on communication – mentoring

2.     Guiding the mentee on how to use specialized tools and engaging in certain procedures – mentoring

3.     Training members of the public on how to correctly use first aid techniques – coaching

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