**Individual Development Plan Outline**

**Mentee's Name: Pamela Person**

**Mentor Value Proposition:** Mentees need someone to develop and advise them as far as their goals and needs are concerned. In this paper, I will discuss various objectives for my mentee and that should guide them in excelling in their studies as well as succeeding in obtaining a job. By the end of it, the mentee should have understood how I will address their needs as well as help them in setting up goals that will govern them throughout the plan.

**Mentee's Vision:** The mentee wishes to own her daycare center and become a program director for early childhood education.

**Needs Assessment Results:** The mentee’s vision showed that the mentee needed to understand a child’s brain.

The mentee also needs to understand the different groups of children so that she does not focus on one group and unknowingly neglects the other groups.

To understand what is the right environment for child development is the other need that will be catered for. This is important in the construction of a healthy personality. Each stage of development should be met with surroundings that enhance the right effects on the child’s personality.

The mentee needs to understand the basic needs of a child. A child’s basic needs are more than adult’s basic needs. Cutting across from meals to the activities they should engage in.

To understand the child’s perspective of things, This way they can take the child through their struggles and lead the child into coming up with solutions on their own.

The mentee needs ideas on what they should include in their facilities to influence the child so that they are attracted to the daycare facility more than home. This way the child has a more positive view of the daycare facility and longs to back to it again.

**Short-Term Goals (0-6 months):**

She must be able to narrate all the cognitive development stages of children in a chronological order. This will put her at a position to be aware how the brain of a child develops so that she may not ruin the young minds since they are delicate to handle.

To identify the groups of children for example to identify the category of children in the same age bracket like the gifted and talented. This will put her in a best position on how to handle them so that one group should not be affected when dealing or attending the other.

She will be at a position to distinguish the environments in order to come up with the appropriate environment for a favorable for a daycare. This will guide her to have and design a good environment so that her daycare can be of benefit to her as well as children.(Laura. ( n. d)).

Present a well-designed timetable which accommodates well the children activities and meal periods and durations. This will help her to prepare children well both physically and mentally so that they cannot be affected in one way or the since a child to be active in his/her daily activities all his/her basic needs must be meet.

**Long-Term Goals (6 months-2 years):**

To be in a position of telling what the child is thinking or being affected from by examining his/her characteristics. This will help her to guide and counsel the kids in the right time and by the right way.

She will be at a position of decollating the daycare to be more attractive and interesting than the homes to attract more children in a short period of time. This will be effective since children are much attracted to shapes, pictures and toys that keep them busy.

She should be at a position of identifying the right individuals who may assist her in managing the daycare. This is very critical aspect in that not all individuals that can handle the young minds therefore she must be at a position of reading psychologically the individual and to come out with the best ones so that children should not suffer due to unqualified employees.

She will be at a position to come with a detailed program on how a daycare is conducted which involves all basic necessities of a daycare and also the sources of sourcing the requirements in the drafted in the documented program.

**Activities to Meet Short-Term Goals:**

Read literature on the child’s cognitive development.

Work with an early childhood education facility this way the mentee can have fast hand data on the challenges of being a child educator. They will also be able to interact with children and understand them.

Visit different Child development facilities so that they get to have different ideas on what is the most favorable environment for children.

Give her a sample of a timetable from one of my daycare on how we conduct ourselves day in day out. From here, have her create her own sample.

**Activities to Meet Long-Term Goals:**

Read Child Development literature, these literary works should cover the psychology of all the groups of children including the disturbed and how to handle them.

Drafting a plan for her childcare facility and how it will be decorated to fit child’s needs and entertainment

Discuss on the employment of the right workforce. Later Invite one employer from a well-recognized daycare to come and shade more light to her on this and how to see if the employer qualifies to work in a daycare.

**Mentoring Techniques (to support the predetermined activities):**

**Coaching Techniques (to support the predetermined activities):**

*Define the goal of the mentoring program*. This can be done by inquiring about the mentee’s vision or by listening and figuring out the mentee’s vision in their conversation. The mentee’s needs can then be broken down from this vision.

*Keep the conversation focused.* If the conversation tends to go off the track of reaching your goal, it is important that you refocus it.(Joanne. (2017 May 30))

*What and how* are the questions to be asked mainly. This helps make the mentee guide themselves in their own style of creating an environment that will help them handle children better. This way you will not impose your style on them.(Joanne. (2017 May 30))

*Do follow ups.* The activities assigned to the mentee should be followed up to check on the mentees progress.

**Obstacles or Concerns:**

Remaining focused during the exercise. After the mentee completes an activity they tend to have questions on new obstacles they faced. This might cause losing track of the schedule while trying to solve these new problems.

Time adequacy, I mentor a number of mentees. Sometimes a topic becomes so wide more than anticipated but then I have to go to my next appointment.

The challenge of not trying to impose my style on the mentee, There are basics which are necessary for every child educator to know but each person has a different approach that makes it easy for them to handle their tasks. Sometimes guiding and imposing have a thin line between them. This makes it hard to know when you are imposing your own style on the mentee instead of guiding them through their own style.

Sometimes the mentee had school activities overflowing into the time we had scheduled and we had to reschedule for another time, something that was challenging because we both have busy schedules.

**Observations/Results (determined after implementation):**

Mr. Smith had a better grasp of how to start a child care facility. She was confident enough and even went ahead to register her facility and started working on opening it.

Mr. Smith had consultations on handling children from various parents.

Mr. Smith was able to come up with a timetable that had activities that favored a child’s development.

**Modifications or Future Suggestions (determined after implementation):**

Limit the number of mentees to coach. This will give me sufficient time with my mentees and therefore better quality work.

Sufficient preparation prior to the session will be important and allocating more time to the impromptu questions.

References:

M. Joanne. (2017 May 30). 5 Important Coaching Techniques Every Leader Should Practice.

 Retrieved from

 https://leaderchat.org/2017/05/30/5-important-coaching-techniques-every-leader-should-

 practice/

E. Laura. ( n. d). Scaffolding Children's Learning: Vygotsky and Early Childhood Education.

 NAEYC Research into Practice Series: Volume 7.

E. W. Hart. (2010 July 30). Seven Ways to Become an Effective Mentor. Retrieved From

 https://www.forbes.com/2010/06/30/mentor-coach-executive-training-leadership-managi

 ng-ccl.html