

# Active listening research

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Reflective Paper BY YOU YOUR SCHOOL INFO HERE Reflective Paper Both participants in the study identified that being a coach/mentor assisted in building the self-esteem of the mentee and also achieve personal fulfillment by providing support to those in need. The most prevalent qualities that the participants felt made an effective mentor were patience, perseverance and passion, of which one participant called the three Ps of being a quality mentor. What was most interesting was how one participant aligned described alignment of mentoring methods with the mentee's personal learning style. Experiential learning, which is hands-on learning, was discussed as being effective regardless of one's learning style because it provides the ability to take abstract concepts and apply them using concrete methods. That ensures that the mentee comprehends all subject matter and discourse.

Establishing trust was considered one of the most difficult aspects of being a mentor because such relationships take time and trust evolves as the relationship develops. Trust, agreed upon by both participants, is best built by role modeling with a strong vision of ethics and integrity. Through role modeling, mentees are more likely to have faith in the mentor's abilities and adopt the same behaviors. This seemed to be aligned with behavior modeling which was deemed as being effective because it allows for routine questions to be asked, which removes uncertainty as to whether the mentor is actually grasping what is being discussed or illustrated.

Both participants utilize active listening in their coach/mentor roles, something deemed quite important also for building trust. Paraphrasing the mentee's own words was cited as part of active listening in their coaching/mentoring roles, which confirms that the mentor is hearing and <https://assignbuster.com/active-listening-research/>

comprehending what the mentee has proposed or discussed. Goals are established in this fashion, using active listening, as it provides opportunities the mentor and the mentee to fully understand what direction the relationship intends to progress.

Overall, the basic participants' expectations for what constitutes a quality mentor are staying motivated and committed to providing excellence for the mentee. In the mentee/mentor relationship, there are many frustrations and complications that can arise, which can be a de-motivator for the mentor. Therefore, one participant indicated that inspiring motivation means having regular self-talks where the mentor reminds herself that they can make a significant difference for the mentee in terms of building self-esteem and instilling a sense of pride in the mentee that has long-term implications for their quality of lifestyle.

The focus group was an eye-opening experience which allowed me to fully understand the dynamics of being a mentor or coach. I utilized active listening by asking questions which restated what was said by the participant, showing that I fully and accurately interpreted their concepts and beliefs. I was told by one participant that they appreciated my summarizations and believed that I would make an excellent mentor with my ability to emphasize that I fully comprehended all discourse. I found that paraphrasing what was being discussed and showing this confirmation made the participants much more interested in continuing with the discussion and better engaged more animated and energetic responses. This was manifest through positive body language when I continuously restated their beliefs, helping me, also, to be more expressive during the group session.

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