A MENTORSHIP GUIDE

FOR ADVANCING WOMEN IN COACHING

EFFECTIVE MENTORING PRACTICES FOR THE **MENTOR**

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FOR ADVANCING WOMEN IN COACHING

EFFECTIVE MENTORING PRACTICES FOR THE **MENTOR**

coach.ca
REACH HIGHER

CAAWS ACAPS
Canadian Association for the Advancement of Women and Sport and Physical Activity

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Status of Women Canada
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Focus of this Guide

This mentorship guide is intended to serve as a resource to enhance the advancement of women in coaching. There has been a mentorship guide developed specifically for each of the mentee, mentor and sport administrator. The practices included in this particular guide are intended for the mentor coach. Using a process for effective mentorship of women in coaching, key stages and practices are reviewed and concrete exercises are provided. While the information included in this guide may apply to mentorship in any context, this guide was developed with a focus on the mentoring needs of women coaches

In Chapter 1, an overview is provided of mentorship and the mentoring process, outlining the foundation for the remaining chapters. Chapters 2 to 7 provide background information and recommendations for effective practices to enhance the quality of the mentorship while addressing each mentoring stage: assessing readiness (Chapter 2); getting prepared (Chapter 3); setting the stage (Chapter 4); developing together (Chapter 5); wrapping up (Chapter 6); and evaluation and planning next steps (Chapter 7). Chapter 8 summarizes each of the stages and concludes with overall recommendations.

Symbols

This guide includes the following components:

KEY POINTS

Recommendations, guidelines and summary points

GIVE THIS A TRY

Sample tools, exercises and activities

SUCCESS STORY

Quotes, examples and stories

This mentorship guide is intended to serve as a resource to enhance the advancement of women in coaching.

PRELUDE

This guide is intended to serve as a resource to enhance the mentorship of women in coaching

Over **70%** of girls

between the ages of 5-17 years of age participate in sport across Canada (Physical Activity Monitor Survey, 2010).

61%

of Canadian Olympic athletes at the 2016 Rio Olympic Games were female (The Canadian Press, 2016).

42%

of the participants in USport are female (Norman, Donnelly, & Kidd, 2017).

Girls and women are active sports participants.

Despite growing participation of girls and women in sport, women represent only

25% of all coaches in Canadian sport

(Government of Canada, 2015).

Women represent approximately

30%

of new coaches engaging in NCCP coach training workshops.

Across **54** national teams

(both men & women), only 16% (9/54) of head coaches and 18% (9/48) of assistant coaches were female (Sport Canada, 2016).

At the Canadian University Sport Level (USport)

where most full-time coaches are found, there have been declining numbers of women in coaching.

Women head coaches comprised

19% 2010-2011

Declined to

17% 2012-2013
(Kidd, 2013)

Declined to

16% 2014-2015
(Norman, Donnelly, & Kidd, 2017)

Women are underrepresented in sport leadership positions.

31.5%

of the Canadian Olympic Committee (COC) members are women (Kidd, 2013).

17%

athletic director positions in Canadian universities are held by women (Kidd, 2013).

30.7%

of the 13-member board for the 2015 Pan/Parapan American Games were women (Kidd, 2013).

Women coaches are underrepresented in the international sport context.

At right are the percentages of women coaches at the Olympic Games:

2016 Rio:

17%

(17/98) of the Olympic coaches were women (COC, 2016).

2014 Sochi:

13%

(11/85) of Olympic coaches were women (COC, 2014).

Women are underrepresented in coaching.

The Importance of Recruiting and Retaining Women Coaches

Many advantages exist to having women in coaching and leadership positions in sport. Women in leadership positions reportedly have strong communication, team-building, and multi-tasking skills, as well as high emotional intelligence (Kerr & Marshall, 2007).

KEY POINTS

Reasons for Advancing Women in Coaching

- Coaching and leadership skill(s)
- Potential for role-modelling
- Mechanism for cultural change

References: Kerr & Marshall, 2007; Kidd, 2013; Marshall et al., 2010.

Women coaches have been found to create positive group dynamics, demonstrate fairness and strong conflict resolution skills, and emphasize group collaboration. It is important for athletes to see women in leadership positions such as coaching, so they see coaching as a viable domain for women. Females in leadership positions have the ability to increase girls' self-esteem and awareness (Kerr & Marshall, 2007), and have the potential to be important influencers of cultural change by challenging historical gender stereotypes (Marshall, Demers, & Sharpe, 2010) and sending the message that sport is an inclusive domain (Kerr, Marshall, Sharp, & Stirling, 2006). The presence of women in coaching positions further legitimizes sport as a safe, acceptable, and appropriate activity for girls and women (Kidd, 2013).

SUCCESS STORY

"Given the low numbers of women in leadership positions in both administration and coaching, more support is needed to accelerate the progress and development of women in sport."

Karin Loftstrom, *former Executive Director, CAAWS*

Mentorship as a Strategy for the Career Advancement of Women in Coaching

A number of strategies have been employed in the sport domain in an effort to enhance gender equity in coaching, including: the development of social networks, identifying female athletes with the potential to coach, female coaches-only conferences, encouraging new paradigms of coaching, and the establishment of gender equity policies (Kerr & Ali, 2012; Kerr & Banwell, 2014; Kidd, 2013; Lyle, 2002; Marshall et al., 2010).

A notable strategy to help support, develop, and advance women coaches is mentorship (Demers, 2004; Kerr & Ali, 2012). The mentorship of women for career advancement has been highlighted and researched extensively in non-sport domains as a critical strategy for helping women develop and advance, both personally and professionally, in their careers (Frei, Stamm, & Buddeberg-Fischer, 2010; McKenna & Straus, 2011; Steiner, Curtis, Lanphear, Vu, & Main, 2004; Straus, Straus, & Tzanetos, 2006).

The need for mentoring opportunities for advancing women in coaching is also widely acknowledged, and in fact, has long existed in many sport settings (CCAA, 2015).

Mentorship has been utilized for career advancement of women in the following non-sport domains:

- ✔ Business
- ✔ Health Care
- ✔ Higher Education
- ✔ Public service
- ✔ Administration

A notable strategy to help support, develop, and advance women coaches is mentorship.

1

WHAT IS MENTORSHIP?

This introductory chapter provides an overview of mentorship. Mentorship is described along with various forms and benefits of mentoring. Special considerations for the mentorship of women coaches are reviewed, and this chapter ends with a summary of steps for successful mentorship.

Mentorship Defined

Mentorship is a key element of personal and career development and has become the subject of intense study since the early 1980s.

Numerous definitions of mentorship exist in the literature all sharing the following basic elements, including that mentorship: 1) focuses on the acquisition or achievement of knowledge; 2) consists of emotional support and assistance with career and professional development; 3) is reciprocal, where both the mentor and mentee derive benefits; and 4) is personal in nature, involving direct interaction (Berk, Berg, Mortimer, Walton-Moss, & Yeo, 2005). As such, a general definition of mentorship is offered by Berk et al. (2005, p.67) as, "A relationship in which a person with useful experience, knowledge, skills, and/or wisdom offers advice, information, guidance, support, or opportunity to another for that individual's professional development."

KEY POINTS

Main Elements of Mentorship

1. Focus on knowledge acquisition
2. Support and assist with career development
3. Mutually beneficial for mentee and mentor
4. Involves direct interaction

Reference: Berk et al., 2005.

Mentorship is a relationship in which advice, information, guidance, support, or opportunity are offered for professional development.

Types of Mentoring

Types of mentoring approaches that have been defined in the literature include traditional, modern, informal, and formal mentorship, and types of mentoring relationships include group mentoring, peer mentoring and E-mentorship.

Types of Mentorship

MENTORSHIP	DESCRIPTION
Traditional	• One-on-one pairing of a senior leader (mentor) with a junior protégé (mentee) • Mentorship occurs face-to-face and is led by the mentor
Modern	• Mentee learns from multiple mentors • Mentorship is self-directed by the mentee and can occur virtually
Informal	• Spontaneous process that occurs serendipitously over a flexible time period • Mentor and mentee are drawn to each other based on mutual interests
Formal	• Structured process of mentorship that is time-limited • Mentor and mentee are intentionally matched
Group	• Multiple experts (mentors) and multiple learners (mentees) or a group of learners (mentees) looking to learn from one another • Learning is structured and individualized to each learner
Peer	• Occurs between two peers with similar knowledge, experience, and expertise
E-Mentorship	• Mentor and mentee communicate through an online forum, e.g., email, Skype, text messaging, websites, online chat rooms

References: Emelo, 2015; Ensher, Heun, & Blanchard, 2003; Law et al., 2014; Peroune, 2007.

Benefits of Mentorship

The benefits of mentoring are significant for everyone involved.

While the benefits of mentoring are often thought of and reported for the mentees only, they are not the only ones who learn and grow through mentorship; in fact, the benefits of mentoring are significant for everyone involved.

Benefits of mentorship

For the mentee: increased learning, motivation, self-efficacy, and productivity, greater compensation, decreased feelings of isolation, greater career mobility, and overall increase in career and self-satisfaction (Higgins, 2000; Kay & Wallace, 2010; Soklaridis et al., 2014).

For the mentor: renewed sense of commitment to job, stimulation of new ideas, continuous learning and career development, building of reputational capital, enhanced leadership skills, satisfaction of giving back to coaching community (Bower & Hums, 2008; Kay & Wallace, 2010; Soklaridis et al., 2014).

For the sport organization: loyalty and commitment from coaches, renewed enthusiasm from coaches, attraction of new coaches, development and retention of high potential talent, reduced turnover, increased productivity (Butyn, 2003; Payne & Huffman, 2005).

Considerations for Mentoring Women

Beyond the benefits of mentorship for the mentee, the mentor, and for the sport organization, mentorship is particularly important for women. According to research conducted in the corporate world, women start out behind and often remain behind men (Foust-Cummings, Dinolfo, & Kohler, 2011). Carter and Silva (2010) found that women make, on average, $4,600 less than men in their starting salary out of university and that men start their careers at higher levels than women.

The Need for Sponsorship

The provision of sponsorship opportunities is arguably the most important consideration, and for some, is viewed as a necessity for advancing women's careers (Foust-Cummings et al., 2011). While some researchers distinguish between sponsorship and mentorship (Foust-Cummings et al., 2011), for the purpose of this guide, sponsorship is considered as an important element of mentorship (Luecke, 2004). Sponsorship involves the use of influence by senior level employees to give protégés exposure to other persons in a position of power or authority who might help their careers. Sponsors make sure their protégés are considered for promising opportunities and challenging assignments and protect their protégés from negative publicity or damaging contact with senior executives. They also proactively work to get their protégés promoted (Foust-Cummings et al., 2011; Ibarra, Carter, & Silva, 2010).

KEY POINTS

The Role of Sponsors

- Senior level managers/leaders with influence
- Give protégés exposure to persons of authority who might help their careers
- Make sure their protégé is considered for promising opportunities and/or challenging assignments
- Protect their protégé from negative publicity or damaging contact with persons of authority
- Proactively work to get their protégé promoted

Reference: Ibarra, Carter, & Silva, 2010.

The provision of sponsorship is arguably the most important consideration for advancing women's careers through mentorship.

Multiple Mentors, Both Female and Male

Female mentors can serve as role models for young women who may be struggling to define themselves in the professional world and can provide guidance on the needs of the mentee from the perspective of another female (Gilbert & Rossman, 1992). Saying this, the provision of multiple mentors, both male and female, should be highly considered when mentoring women. There is extensive support in the literature for the inclusion of multiple mentors both for the benefit of acquiring multiple perspectives as well as the various supports that different mentors, both male and female, may provide. Role modeling, friendship, and counseling forms of support are shown to be most beneficial for female mentees (Higgins, 2000), in addition to the need for backing and guidance from mentors in leadership positions.

Addressing Barriers and Facilitators

Researchers have reported numerous barriers and facilitators experienced by women in pursuing a career in coaching. Ideally, these should be considered within the mentorship relationship in order to most effectively support women coaches' career advancement.

Stage of Career Development

Another important consideration for mentoring women coaches is the mentee's stage of career development. Research has shown that graduating university/college female athletes would pursue a career in coaching if an opportunity was presented to them, but if not, they pursue alternative career interests (Kerr & Banwell, 2014). Mentorship is one strategy that can be used to engage veteran female athletes in a meaningful mentoring relationship to aid their transition from athlete to coach. Mentorship at the early stage of a woman's career signals that her contributions are valued and that she is viewed as having the potential to develop and progress as a professional (Higgins, 2000). Further, as women progress in their careers, mentorship becomes increasingly important again at the career stage when they are trying to break from a mid-level leadership position into senior level leadership positions. Guidance and support from a mentor in a senior level position can assist women in breaking through into those upper level positions.

Barriers and Facilitators Experienced by Women in Coaching

BARRIERS	FACILITATORS
• Job insecurity • Low salary • Lack of time due to family responsibilities • Stereotypes about women as coaches • Workplace harassment • Employers' reluctance to hire women coaches • Lack of recruitment, networking and supprt • Male control of sport	• Encouragement of others • Previous experience in sport • Informal networks • Personal skills and abilities • Mentorship

References: Demers, 2004; Kerr & Ali, 2012; Kerr & Marshall, 2007.

KEY POINTS

Key Considerations for Mentoring Women

- Need for sponsorship
- Multiple mentors, both female and male
- Addressing recognized barriers and facilitators
- Stage of career development

References: Demers, 2004; Foust-Cummings et al., 2011; Gilbert & Rossman, 1992; Higgins, 2000.

Steps for Successful Mentorship

In order for mentorship to be successful, it's important that the following steps are followed:

Before initiating the mentorship relationship, it's important that both the mentee and mentor **assess their readiness** by understanding what the mentorship relationship involves, considering whether mentorship is right for him/her, and identifying motivations for engagement in mentorship. After determining readiness to proceed with mentorship, the next step involves **preparing** for the mentorship before it begins. This stage involves self-assessment of personal and professional skills and needs, pre-mentorship training on effective strategies for being a mentee or mentor, and the informal or formal matching of mentees with mentors. **Setting the stage** occurs once the mentee and mentor are paired and are able to meet with one another. This stage builds the foundation for the mentorship and includes the mentee and mentor defining mutual goals and outcomes for the mentorship, a plan to achieve these goals with criteria for success, and clarifying expectations of one another. The bulk of the mentorship occurs within the stage of **developing together**. During this stage, the mentee and mentor implement the plan developed and check in on an ongoing basis to assess progress relative to the goals set for the mentorship. The **wrapping up** stage occurs at the end and is an important step in bringing the mentorship relationship to a close. In this stage, the mentee and mentor complete a concluding assessment of the goals that were achieved in the mentorship and celebrate the experience. Finally, **evaluating and planning next steps** is a significant step following the mentorship to evaluate the effectiveness of the mentorship programme and plan for how the goals and learning achieved throughout the mentorship may be applied to next steps in career advancement (Banwell, Kerr, & Stirling, 2017).

Stages of Mentorship

1	ASSESS READINESS	• Understanding what the mentorship involves • Consideration of fit for mentoring • Determination of motivations for engagement
2	PREPARE	• Self-assessment and awareness building • Training on how to be an effective mentee/mentor • Connecting mentees and mentors
3	SET THE STAGE	• Vision and goal setting • Clarifying roles of the mentee and mentor • Developing a mentoring plan
4	DEVELOP TOGETHER	• Implementing the mentoring plan • Regular check-ins • Ongoing reflection and assessment
5	WRAP UP	• Assessing goal achievement • Sharing of success with others • Celebrating success and the mentorship experience
6	EVALUATE AND PLAN NEXT STEPS	• Evaluating effectiveness of the mentorship • Planning next steps in career advancement

Additional mentorship models that can be used to inform the organization and facilitation of a successful mentoring scheme, include as a few examples:

- The mentoring life cycle (Hay, 1995)
- The five C's model of mentoring (Pegg, 2003)
- Stages of mentoring relationships (Kram, 1983)
- Mentoring cycle (Zachary, 2009)

CAAWS/CAC Advancing Women in Coaching through Mentoring Programme: Development and Evaluation

Purpose

The Canadian Association for the Advancement of Women and Sport and Physical Activity (CAAWS), the Coaching Association of Canada (CAC), and a team of researchers from the University of Toronto collaborated to develop, implement and evaluate an Advancing Women in Coaching through Mentorship program*.

Methods

Four NSOs participated by selecting eight female mentee coaches and seven (3 male and 4 female) mentor coaches. Zachary's (2009; 2012) mentoring cycle was used as the grounding theoretical model and included four phases of a mentoring relationship: 1) preparing; 2) negotiating; 3) enabling growth; and 4) coming to closure. The mentorship program included: training for the mentors, pre-program preparation, assistance in establishing the mentorship relationship, structured workbooks, and regular mentor-mentee interactions over the course of a year. The CIPP (Context-Input-Processes-Products) theory of program evaluation (Stufflebeam & Coryn, 2014) was used to evaluate the mentorship program. Surveys and interviews with mentors, mentees, and other stakeholders, as well as the completed workbooks, provided data for the evaluation.

Results

Participants reportedly found the pre-program preparation, the structured workbook, and regular interactions valuable. The mentees reportedly received helpful psychosocial and career-related support from their mentors. Additionally, mentees and mentors both reported benefits from being more purposeful in their mentoring functions.

Discussion

This research highlighted the need for pre- and post-mentorship stages in order to assure efficacy of the mentorship. Based on the results of this research, and building upon existing mentorship models, the following steps for effective mentorship were determined: 1) assessing readiness; 2) getting prepared; 3) setting the stage; 4) developing together; 5) wrapping up; and 6) evaluation and planning next steps. It is recommended that each of these steps be following in order to enhance the success of future women in coaching mentorship initiatives.

***This project was funded by the Status of Women Canada.**

Reference: Banwell, Kerr, & Stirling, 2017.

SUCCESS STORY

"Working with a mentor has absolutely positively impacted me and my career. While the responsibility of making a decision always rests with me, having someone whom I can bounce ideas off of, from whom I can seek guidance or validation, and with whom I can be vulnerable has helped me to hone my leadership instincts in a supportive environment."

Allison Sandmeyer-Graves, *CEO, CAAWS*

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ASSESSING READINESS

Before engaging in mentorship it's important to **assess your readiness** by understanding what the mentorship involves, considering whether mentorship is right for you, and determining your motivations.

Understanding What Mentorship Involves

Perhaps you are looking to give back to the coaching community and are interested in sharing your knowledge and expertise, however, you are unsure of what can be gained from mentorship or how it will unfold. Before making a commitment to participate in mentorship, there are a number of important considerations such as time and expectations. Each mentoring program is unique and may have varying parameters and expectations of the mentor. In determining this information it is important to ask lots of questions and gather as much information as you can about the mentorship.

Is Mentorship Right for Me?

After investing time in understanding what mentorship entails and what it means to be a mentor within the specific mentorship you are considering, and assuming you determine you are able to fulfill the expectations, the next question to ask yourself is whether or not mentorship is right for you. The following specific questions may be helpful:

- Am I interested in contributing to the growth and development of a woman coach?
- Am I willing to commit time and energy to fostering a productive relationship with my mentee?
- Am I willing to commit time and energy to listen to the goals of another coach and provide constructive feedback in alignment with the goals identified?
- Am I interested in analyzing my coaching skills and experience and sharing this reflection with another coach?

GIVE THIS A TRY

Understanding What the Mentorship Involves

Questions about the program:

- What is the purpose of the mentorship?
- How long is the mentorship?
- Is there a set start and end date?
- What is the time commitment involved?
- Is travel involved?
- Do I have any input on who my mentee(s) will be?
- Do I have any input on what the mentorship goals may be?
- Is there any recognition for engaging in the mentorship?

Questions about my role as a mentee:

- What are the expectations of the mentor?
- Am I expected to find a mentee or will a mentee be assigned?
- Are there any requirements upon completion (e.g., summary report)?
- How do I apply/sign up?

SUCCESS STORY

"I chose to be a mentor as I wanted to share my experiences with other women and I wanted to learn from their experiences. We need more female coaches and I want to be someone who is part of the change."

Allison McNeill *(Coach and Mentor, Basketball)*

Am I Ready to be a Mentor?

You have already identified some potential reasons why you want to be a mentor. Now, it's important to identify the motivations that are driving you.

Understanding your motivations to participate in the mentorship program will make you more likely to persist and teach and guide your mentee effectively (Vallerand, Deci, & Ryan, 1987), and may be useful in determining your goals and intended outcomes for the mentorship.

Intrinsic motivation involves engaging in an activity purely for the pleasure and satisfaction of doing so. Having strong intrinsic motivation is associated with creativity, enjoyment, and high quality learning. In comparison, **extrinsic motivation** involves engaging in an activity for the sake of achieving a separate outcome such as a promotion, increased pay, or reward, as only as few examples. It is common to have a balance of intrinsic and extrinsic motivation when it comes to career goals and activities. Assess your motivation for being a mentor to see if committing to the mentorship relationship is something you will find engaging and satisfying (Ryan & Deci, 2000).

GIVE THIS A TRY

The Decision to Mentor

What motivates you to become a mentor (please check all that apply)?

Coaching skill development

- ☐ Opportunity to share your expertise
- ☐ Recognition of a perceived need for mentoring of women coaches
- ☐ Opportunity to acquire a fresh perspective
- ☐ Opportunity to network with other coaches
- ☐ Rewarding activity that contributes to the organization and profession
- ☐ Other:_____

Personal growth

- ☐ Interest in enhancing social relations with other women in coaching
- ☐ Benefitted from mentoring in the past
- ☐ Desire to identify and develop new coaching talent
- ☐ Interest in developing own coaching and leadership skills
- ☐ Other:_____

Please elaborate on your reasons for wanting to become a mentor:

What would you like to achieve as a mentor?:

_____

_____

What expectations do you have coming into the mentorship relationship?:

_____

_____

What will make you feel this experience was worthwhile for you as a mentor?:

_____

_____

Mentor Motivation Scale

WHY ARE YOU INTERESTED IN BEING A MENTOR? Circle the most accurate answer on the 7-point scale for each statement: 1 = not at all true, 4 = somewhat true, 7 = very true							
Because people around me praise me for being a mentor	1	2	3	4	5	6	7
Because it gives me pleasure to teach and guide other coaches	1	2	3	4	5	6	7
Because I would feel badly about myself if I didn't participate in mentorship	1	2	3	4	5	6	7
Because being a mentor reflects the essence of who I am	1	2	3	4	5	6	7
Because through the experience of mentorship, I am living in line with my deepest principles	1	2	3	4	5	6	7
Because I think others would disapprove of me if I didn't	1	2	3	4	5	6	7
Because it is very interesting to help other coaches improve	1	2	3	4	5	6	7
I don't know anymore; I have the impression that I am incapable of succeeding as a mentor	1	2	3	4	5	6	7
Because I have chosen to be a mentor as a way to develop myself	1	2	3	4	5	6	7
It is not clear to me anymore; I don't really think my place is in mentorship	1	2	3	4	5	6	7
Because it is one of the best ways to develop other aspects of myself	1	2	3	4	5	6	7
Because I feel better about myself when I engage in mentorship	1	2	3	4	5	6	7
Because I find it enjoyable to help others discover new coaching strategies for athletes	1	2	3	4	5	6	7
Because I would not feel worthy if I did not	1	2	3	4	5	6	7
Because being a mentor is an integral part of my life	1	2	3	4	5	6	7
Because people I care about would be upset with me if I didn't	1	2	3	4	5	6	7
Because I find it is a good way to develop aspects of myself that I value	1	2	3	4	5	6	7
I used to have good reasons for engaging in mentorship, but now I am asking myself if I should continue	1	2	3	4	5	6	7

Scoring Key:

Sum the scores out of 7 from each question to get a sum for each category of motivation and then multiply by the provided number:

Intrinsic Motivation: (#2 + #7 + #13) x (3) = _____
Integrated Regulation: (#4 + #5 + #15) x (2) = _____
Identified Regulation: (#11 + #9 + #17) x (1) = _____
Introjected Regulation: (#3 + #12 + #14) x (-1) = _____
External Regulation: (#16 + #1 + #6) x (-2) = _____
Amotivation Regulation: (#18 + #10 + #8) x (-3) = _____

Sum the scores you have calculated for each motivation category to get a *Relative Autonomy Index (RAI)* Score. The highest possible RAI Score is 108. Your RAI score indicates the degree of personal control and intrinsic motivation you have associated with your participation in the mentorship (Grolnick & Ryan, 1989). The higher the score the better!

Adapted from Pelletier, Rocchi, Vallerand, Deci, & Ryan, 2013.

KEY POINTS

Checklist for Assessing Readiness for Mentorship

- ✔ Make sure you understand what the mentorship entails
- ✔ Make sure you have the time and resources to engage in the mentorship
- ✔ Make sure you are willing and able to communicate regularly with your mentee
- ✔ Make sure you are open and committed to critically assessing and developing your skills as a coach so you can become aware of how to help others develop their skills
- ✔ Have an idea of what motivates you to be a mentor

3

GETTING PREPARED

After determining readiness for mentorship, the next step involves **preparing** for the mentorship before it begins. This stage involves self-assessment of personal and professional skills and needs, pre-mentorship training on effective strategies for being a mentee or mentor, and the informal or formal matching of mentees with mentors.

Self-Assessment and Awareness Building

The first step in preparing for mentorship is to engage in self-assessment activities to promote self-awareness.

Self-awareness refers to a coach's awareness of her or his personal values, desires, feelings, attitudes, motives, goals, and thoughts and how these interact to influence behaviour (Ilies, Morgeson, & Nahrgang, 2005). And **self-assessment** is a method to improve self-awareness, which involves evaluating your abilities to learn about your strengths and weaknesses (Algiraigri, 2014).

GIVE THIS A TRY

Myers-Briggs Type Indicator (MBTI)

This test is the first self-assessment tool that will help you determine your personality profile. The intention of this exercise is to connect who you are with your coaching practice. Please complete the online test at **www.16personalities.com.**

After completing the survey, please answer the following questions:

According to the MBTI test what is your personality type?

What is the degree to which you feel the test accurately reflects your personality? Please explain.

What aspects of the personality profile do you feel are a correct description of yourself?

What aspects of the personality profile do you feel are an incorrect description of yourself?

How does your personality type influence your role as a coach?

How does your personality type influence your professional development and career advancement as a coach?

How may your personality type influence your role as a mentor in the mentorship relationship?

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My Coaching Philosophy

A coaching philosophy is a set of values, principles, and beliefs a coach possesses that governs why you do what you do and how you behave in the context of your role as a coach. Articulating your coaching philosophy will help you determine the approach you will take to advise and guide another coach and find a good fit with a mentee.

Please use the prompts below to articulate and develop your coaching philosophy.

As a coach, what is most important to me is…

My coaching values, principles, and beliefs include...

My main objectives as a coach are to…

The reasons I coach and do what I do include…

Being an effective mentor starts with identifying your personal and professional strengths and weaknesses in your field of expertise (O'Rourke, n. d.). A 360 coaching assessment is a valuable exercise to complete to assist with this.

GIVE THIS A TRY

360 Coaching Assessment

The following scale has been developed to assess coaching performance relative to previously identified barriers and facilitators to the advancement of women in coaching, including time management, advocacy, negotiation, networking, and reflection.

In order to receive feedback from multiple perspectives, please make a copy of the coaching assessment form and have a minimum of 4 people complete it (more is better!). You should also complete the assessment.

Whose perspectives on your coaching skills should you seek out?

- ☐ Peer coach(es)
- ☐ Coach(es) at a higher level, e.g. head coach
- ☐ Coach(es) at a lower level, e.g. assistant
- ☐ Athletic Director
- ☐ Board member(s)
- ☐ Sport administrators
- ☐ Athlete(s)
- ☐ Parent(s)
- ☐ Sport scientist(s)
- ☐ Team manager(s)

For optimal assessments try to collect feedback from more than one person in each stakeholder group, and try to ensure confidentiality and anonymity for most honest results. A good strategy is to have another person facilitate the assessment distribution and collection on your behalf.

After you have had a chance to collect and review the completed assessments, please answer the following questions:

How did this 360 assessment exercise make you feel?

What did you learn about yourself as a coach? As a person?

Why is this insight important?

What will you do in light of the feedback received?

Based on the 360 assessment of skills related to recognizing barriers and facilitators of women in coaching, what skills do you feel you bring as a mentor to the mentoring relationship?

What additional skills do you feel you bring as a mentor to the mentoring relationship?

What skills would you like to further improve? How may being a mentor for a less experienced coach contribute to your continued development as a coach?

Reference: Stirling & Kerr, 2016.

Assessment of Coaching Performance

This formative assessment of coaching performance is being conducted for the purpose of identifying coaching strengths and areas for improvement. Your participation in this process is greatly appreciated!

Name of Coach:_____

Sport:_____

To what degree do you agree with the following statements about the coach? Please check the best option that reflects your sentiments about the coach.

The Coach

	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE	UNABLE TO OBSERVE
Demonstrates good time management (e.g., is on time for practice, finishes training on time, uses time in training effectively).	☐	☐	☐	☐	☐
Manages his/her time in order to give quality attention to the development of all athletes (e.g., strength and conditioning, strategic planning, health and safety).	☐	☐	☐	☐	☐
Manages administrative duties (e.g., equipment purchases, documentation, registration for competition).	☐	☐	☐	☐	☐
Balances personal and professional obligations (e.g., demonstrates work life balance).	☐	☐	☐	☐	☐
Demonstrates new learning (e.g., learning from past experience, learning from successes and failures).	☐	☐	☐	☐	☐
Seeks feedback and opportunities to improve (e.g., coaching skills and abilities).	☐	☐	☐	☐	☐
Participates in professional development opportunities (e.g., clinics, conferences, workshops).	☐	☐	☐	☐	☐
Sets goals for learning and development (e.g., has an action plan, uses a system of monitoring and evaluation for coach development).	☐	☐	☐	☐	☐
Seeks support from others (e.g., asks questions, collaborates with other coaches, athletes, parents, administrators).	☐	☐	☐	☐	☐
Advocates for issues of importance to the coach (e.g., voice to be heard in meetings, personal views, beliefs).	☐	☐	☐	☐	☐

	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE	UNABLE TO OBSERVE
Brings forward new ideas (e.g., ideas for team management, nutrition, sport science support).	☐	☐	☐	☐	☐
Interacts with those who are important for coach and athlete development (e.g., sport scientists, expert coaches, administrators).	☐	☐	☐	☐	☐
Communicates effectively with others (e.g., listens, delivers clear messages, empathic in communication, ability to have difficult conversations).	☐	☐	☐	☐	☐
Resolves differences of opinion effectively (e.g., diffuses disagreements, problem solves).	☐	☐	☐	☐	☐
Uses strong negotiation skills for topics important to the coach (e.g., salary, training time, athlete support services).	☐	☐	☐	☐	☐
Encourages more women into coaching.	☐	☐	☐	☐	☐
Supports women in coaching.	☐	☐	☐	☐	☐
Actively works to reduce barriers to women in coaching (e.g., informing and encouraging women to apply, advocating for other women to become coaches, sharing experiences as female coach).	☐	☐	☐	☐	☐

Overall, what are the coach's top three strengths?

Overall, what are the coach's top three areas for improvement?

Please elaborate on any of the above criteria and provide any additional feedback:

Reference: Stirling & Kerr, 2016.

What Can I Offer As a Mentor?

Now that you have articulated your coaching philosophy and assessed your personal and professional skills as a coach you can start to articulate the specific expertise and knowledge you will be able to bring to the mentoring relationship.

The mentoring relationship includes two important functions for supporting coach development: the provision of career-related support and psychosocial support.

What Can I Offer as a Mentor?

Career-related support

- **Sponsorship:** mentor opens career doors that would otherwise be closed
- **Coaching:** mentor teaches and provides feedback
- **Protection:** mentor supports the mentee and acts as a buffer
- **Exposure and visibility:** mentor steers the mentee into opportunities that make her known to professional superiors

Psychosocial support

- **Role modeling:** mentor demonstrates behaviours and values that lead to success
- **Counseling:** mentor helps the mentee deal with challenges
- **Acceptance and confirmation:** mentor supports mentee and shows respect
- **Friendship:** mentor demonstrates personal caring beyond business requirements

Reference: Luecke, 2004

SUCCESS STORY

"The preparation activities were all valuable. They allow you to prepare yourself to go into the mentorship and they get you on track for what needs to get done to build a quality mentoring relationship."

Claire Mitton *(Coach and Mentor, Basketball)*

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The Mentor I Want To Be

Describe "the mentor I want to be" using the prompts provided below:

The mentor I want to be is…

Ways in which I can facilitate career-related support (i.e., sponsorship, coaching, protecting, challenge, exposure, visibility) include…

The forms of career-facilitated support that I am most eager and able to provide to the mentee include…

Ways in which I can facilitate psychosocial support (i.e., role modeling, counseling, acceptance and confirmation, friendship) include…

The forms of psychosocial support that I am most eager and able to provide to the mentee include…

At the end of the mentorship relationship, what I want to be remembered for as a mentor is…

Strategies to be an Effective Mentor

Now that you have an idea of what you have to offer to a mentorship relationship and how you may contribute to the growth and development of a mentee coach, another important stage in preparing to be a mentor is learning strategies to optimize the mentorship relationship and teach effectively.

Important mentor skills include: effective verbal and nonverbal communication, active listening, taking an active part in the mentorship relationship, being willing and able to encourage debate and mentee growth outside of her comfort zone, providing continuous feedback and support, demonstrating enthusiasm, expressing warmth and understanding, and providing constructive criticism and feedback (Moak & Walker, 2014). Note that more information on mentor skills and making the most of mentorship is included in Chapter 5.

General Expectations of Mentorship Relationships

Clarifying some general expectations about what a mentorship relationship involves can help you avoid assumptions that may hinder your and your mentee's success.

KEY POINTS

Checklist for Preparing for Mentorship

- ✔ Self-assess and foster self-awareness to understand what you have to offer as a mentor
- ✔ Learn strategies to become an excellent teacher and communicator
- ✔ Clarify mentorship expectations

GIVE THIS A TRY

Mentorship Quiz

Answer true (T) or false (F) to the below questions about the mentorship relationship. Although a descriptive answer key is provided, some of the following questions do not necessarily have a right or wrong answer and may depend on the nature of your relationship with your mentee. The key takeaway is that many of the following expectations and assumptions should be openly discussed with your mentee to foster open communication and limit the potential for misaligned expectations.

	TRUE	FALSE
1. A mentee-mentor relationship is a lifelong commitment	☐	☐
2. In a successful mentoring relationship, the mentor should be able to find employment for her mentee coach	☐	☐
3. It is appropriate to discuss topics other than career plans with the mentee coach	☐	☐
4. The mentor-mentee relationship should be highly formal and professional	☐	☐
5. The most helpful coach mentors are those who have extensive, elite coaching experience	☐	☐
6. The relationship with my mentee can be successful even if it doesn't always go smoothly	☐	☐
7. A mentee should take all of her mentor's advice	☐	☐
8. The mentor will use her/his influence and network to help the mentee advance her career	☐	☐
9. The mentor should always have faith in the mentee's ability to succeed and risk her/his reputation for her	☐	☐

Adapted from UBC Mentoring Program: Mentor Handbook, n. d.

Answer Key:

1. False: While the relationship can extend beyond the mentorship, the commitment to the mentorship depends on the agreed upon time span by mentee and mentor.
2. False: Success of a mentee-mentor relationship is not measured by securing the mentee a job. Instead, learning, personal and professional development of the coaches is often the priority. That being said, you and your mentee may be interested in including sponsorship expectations in your mentoring partnership, in which case you may be able to advocate for your mentee in terms of employment and promotion opportunities.
3. True: Career and life issues are often inter-related. Therefore, appropriate topics for discussion may be work-life balance, personal values, and overcoming obstacles.
4. False: Professionalism and respect are important; however breaking through formality can facilitate open dialogue, questioning, and a more meaningful connection.
5. False: Coaches with a broad range of experience can offer value and wisdom. Recognition that coach mentors can help mentees gain skills, opportunities, and knowledge without being at the highest level of coaching is important.
6. True: Challenging situations can lead to productive, honest, and satisfying relationships. A mutual commitment to respecting each other can allow the mentor and mentee to learn from each other even if differences arise.
7. False: While a mentee should be open to considering all of her mentor's advice, certainly not everything a mentor suggests has to be followed. A mentor doesn't necessarily have the same experiences, perspectives, goals, and needs as her/his mentee so be open to your mentee expressing differing opinions.
8. True OR False: It depends! Some mentor relationships prioritize the sharing of advice and feedback and the creation of learning opportunities while others may become more of a sponsorship relationship where the mentor advocates for the mentee in terms of career advancement opportunities. This is an important expectation to discuss with your mentee early in your relationship to ensure you see eye-to-eye about what you both hope to gain from the mentorship relationship.
9. False: You should not have to take a risk for your mentee because it is up to the mentee to ensure that she makes the most of opportunities that you may be able to provide. Carefully consider risks that arise and only take those that you are comfortable with.

4

SETTING THE STAGE

Setting the stage occurs once the mentee and mentor are paired and are able to meet with one another. An integral component of successful mentorship is a high quality relationship between the mentee and the mentor throughout their work together (Gray & Smith, 2000; Liang, Tracy, Taylor, & Williams, 2002; Scandura, 1998). This stage builds the foundation for the mentorship relationship and includes the mentee and mentor defining a mutual vision and goals for the mentorship, a plan to achieve these goals with criteria for success, and clarifying expectations of one another.

Developing a Vision

The development of a common vision is an essential component of working within a partnership or team (Kayes, Kayes, & Kolb, 2005). "It is hard to arrive at a destination if you don't know where you have been and even harder if you don't know where you are going" (Zachary & Fischler, 2009, pg. 21).

KEY POINTS

Four Steps to Develop a Vision

- **Build rapport** and learn about one another
- **Explore reasons** for one another's interests, values, aspirations
- **Seek consensus** on a common vision
- **Assess feasibility** and alignment between the common vision and the personal interests and needs of you and your mentee

The process of developing a vision begins with you and your mentee sharing your personal interests and ambitions and then refining a collaborative vision based on where your mentee sees herself in the future (Kayes et al., 2005). The process of drafting a vision statement with your mentee will help to focus the work you will be doing together within the mentorship relationship. Adapted from Kayes and colleagues (2005), the four key steps that should be included in an initial planning meeting to help develop the vision with your mentee, include: building rapport; exploring the reasons or influences behind each other's personal interests and ambitions; discussion and refinement of a common vision for the mentorship; and assessing the feasibility of the vision.

The process of drafting a vision statement with your mentee will help to focus the work you will be doing together.

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Questions to Build Rapport with Your Mentee

- Why do you want to get into coaching?
- What aspects of coaching appeal to you most?
- What are your future goals as a coach?
- What experiences and people have influenced your aspirations to become a coach?
- How do you spend your free time outside of the sport environment?
- What do we have in common personally?
- What do we have in common professionally?
- What vision do we share for your development as a coach?
- What vision do we share for our mentorship relationship?

KEY POINTS

Checklist for Developing a Vision Statement

COMMON VISION CRITERIA	YES	NO
Will the vision require personal and professional growth of your mentee to achieve it?	☐	☐
Will the vision require that your mentee develops or expands skills and proficiencies?	☐	☐
Do you feel excited and motivated by the vision you have created together?	☐	☐
Does your vision connect with your mentee's interests, needs, and ambitions?	☐	☐
Does your vision connect with your interests, needs, and ambitions?	☐	☐
Are there clear and concrete measures to indicate achievement of the vision?	☐	☐
Will this vision lead to feelings of accomplishment and pride when achieved?	☐	☐
Is the vision described in a straightforward manner that is easy to interpret?	☐	☐
Is the vision stated in a positive tone?	☐	☐
Does the vision encourage excitement about the mentorship experience?	☐	☐
Is achievement of the vision realistic?	☐	☐
Does your mentee support the vision you have created together?	☐	☐

Adapted from Zachary & Fischler, 2009.

Setting Goals to Achieve the Vision

After defining a common vision, you should work with the mentee to determine the goals required to achieve this vision

Setting goals helps to specify an individual's intentions and actions, facilitate effort, increase behaviour change, and encourage perseverance, as well as, boost an individual's belief in his/her ability to achieve an outcome (Locke & Latham, 1985; Moran, 2004; Munroe-Chandler & Hall, 2011; Wade, 2009). Generation and attainment of goals may be influenced by factors such as: an individual's interpersonal skills, the time frame in which the objectives must be met (e.g., short-term or long-term), level of difficulty or specificity, and ability to be creative when identifying and implementing strategies to achieve goals (Kyllo & Landers, 1995; Marchant, 2000; Munroe-Chandler, Hall, & Weinberg, 2004; Wade, 2009). There is a wealth of research centred on frameworks for goal setting that distinguish different types of goals, which may facilitate your goal setting process, including learning goals, performance goals, process goals and outcomes goals (Kingston & Hardy, 1997; Munroe-Chandler & Hall, 2011; Seijts & Latham, 2012).

There is a wealth of research centered on frameworks for goal setting that distinguish different types of goals including, learning goals, performance goals, process goals and outcomes goals (Kingston & Hardy, 1997; Munroe-Chandler & Hall, 2011; Seijts & Latham, 2012).

There are several tools and guidelines that are useful for developing and achieving your goals. Guidelines including SMART goals, and ten principles for goal setting are detailed below.

Types of Goals

Learning goals	• development of knowledge or skills in an area of expertise • emphasize the process of learning
Performance goals	• enhancement of specific performance targets (e.g., learning a new technique) • emphasis on application and performance-based outcomes
Process goals	• emphasis on behaviours, actions, and strategies used to achieve performance goals (e.g., steps to complete the new technique)
Outcomes goals	• emphasis on results in relation to oneself or others, such as winning a race or achieving a personal best

References: Kingston & Hardy, 1997; Munroe-Chandler & Hall, 2011; Seijts & Latham, 2012.

The **SMART** acronym (Weinberg & Gould, 1999, 2003) highlights the five essential aspects that should be incorporated when creating a new goal:

- **S** – specific
- **M** – measurable
- **A** – adjustable
- **R** – realistic
- **T** – timely

Seijts and Latham's (2012) "ten evidence-based principles of goal setting" may also be adapted to facilitate goal setting within your partnership:

1. Determine whether a learning goal or performance goal is more suitable for the particular behaviour, action, or outcome desired

2. Ensure the goal is clear and specific

3. Integrate a reasonable level of difficulty

4. Include relevant members in the goal setting process (e.g., mentee)

5. Ensure there is a clear rationale for each goal, particularly in cases where a goal is assigned (e.g., mentor to mentee)

6. Seek consistent feedback and/or regularly assess progress towards goals

7. Set smaller sub-goals to encourage progress, if necessary

8. Be aware of potential barriers to progress and address immediately if they arise

9. Evaluate the potential behaviours or actions that are facilitating or hindering progress on goals

10. Alter type of goal (e.g., learning or performance) or level of difficulty if progress is being hindered by ability (e.g., mentee does not have requisite skillset to complete performance goal) or is not challenging (e.g., mentee already has requisite skill set detailed in learning goal)

GIVE THIS A TRY

Goal Setting Exercises

Brainstorming Learning and Performance Goals:
Assist your mentee in determining six to eight goals to achieve over the course of her mentorship. Identify each goal as a learning or a performance goal and the actions necessary to attain them. Ensure that all goals follow the SMART principle. Once you have identified the mentee's goals together you can develop supporting goals for yourself as a mentor. Examples are provided for each type of goal.

Mentorship Learning Goals
Sample goal: To develop my mentee's knowledge of athlete-centred coaching, I intend to spend one mentor-mentee meeting teaching my mentee about my perceptions of the core components of this approach and my implementation strategies in practice. I will encourage my mentee to implement one of these strategies (or a similar one that she creates) in the next athlete training session.

Mentorship Performance Goals
Sample goal: Fitness and conditioning is a priority for my mentee as a coach. As part of a workout plan, my mentee would like to introduce weekly nutrition tips for one month to help enhance performance. At the end of the month, my mentee plans to conduct a fitness test and seek feedback from players about the benefits and usefulness of this approach. I will spend one session helping my mentee devise a plan for development and implementation of this goal and follow-up with my mentee after the month.

Road to a Successful Future:
Help your mentee create a visual roadmap that displays her mentorship trajectory. At one end of the road, your mentee should write the current date and at the other end, the date it will be at the end of the mentorship. Along the road, your mentee should create "goal checkpoints" that indicate short or long-term goals and include a timeline for each checkpoint. For instance, "Goal Checkpoint #1" may occur three months into the road trip. On the map, have your mentee include roadblocks or obstacles that may challenge her along her journey. At each roadblock, your mentee should identify key resources, skills, or supporters that may be required to advance beyond the roadblock. Ensure there are appropriate time-increments on the roadmap (e.g., avoid long periods of time without any goals).

Performance Profiling:
Performance profiling is a step-by-step tool you may use with your mentee to help determine your mentee's most important needs and corresponding goals to meet these needs. Your mentee should complete the following steps:

1. Consider a high performance coach in your field whom you aspire to emulate. Determine the essential skills and attributes of this coach, such as, technical or interpersonal skills.

2. Record each skill or attribute and rank its importance on a scale of one to ten. This rating represents your ideal score
.

NOT IMPORTANT									VERY IMPORTANT
1	2	3	4	5	6	7	8	9	10

3. Rate your current ability to perform the skill or emulate the attribute on a scale of one to ten. This rating represents your current score.

NOT LIKE ME									VERY MUCH LIKE ME
1	2	3	4	5	6	7	8	9	10

4. For each skill and attribute, subtract your current score from your ideal score to determine the discrepancy. The lower your discrepancy score, the closer you are to achieving the skills or attributes that are important to you as a coach. In contrast, a higher discrepancy score represents opportunities for improvement of these skills or attributes.

5. Prioritize your most important learning needs as a coach by identifying the highest discrepancies and choose four to eight of these skills or attributes that you would like to develop over the course of your mentorship.

GIVE THIS A TRY

Goal Setting Exercises (Cont'd)

Weekly Action Plan:
Help your mentee create a weekly action plan to assist in determining the behaviours, attitudes and actions necessary to complete her goals. A sample weekly action plan is demonstrated below:

DATE:	BEHAVIOURS	ACTIONS
Week 1		
Week 2		
Week 3		

Creating a Five-Year Timeline:
Assist your mentee in generating and recording short-term and long-term career-related and personal goals in specific increments of time (e.g., three months, six months, one year, three years, five years).

Gain Checklist:
Create a GAIN checklist with your mentee. Highlight the goals, actions, success indictors and expected personal learning for each of your mentorship experiences.

- **G**oals for mentorship experience: _____
- **A**ctions needed to achieve goals: _____
- **I**ndicators of goal achievement: _____
- **N**ew personal or professional learning through goal achievement: _____

Activities adapted from: Butler & Hardy, 1992; Jones, 1993; CAC, 2014; Munroe-Chandler & Hall, 2011; Watkins, 2003; Zerzan, Hess, Schur, Phillips, & Rigotti, 2009.

Clarifying Roles of the Mentee and Mentor

It is also important to communicate with your mentee about the potential roles each of you may embrace throughout your partnership together, and continually clarify and redefine these roles as the relationship evolves over time. From a broad perspective, your role as a mentor may be as a teacher, sponsor, adviser, role model, coach and confidante for your mentee (Tobin, 2004). Your mentee's roles may include enthusiastic engagement in mentorship activities, demonstration of initiative, ongoing reflection and self-assessment, openness to constructive feedback, and professionalism.

Boundary Setting

The mentorship plan serves as an overarching guide to nurture the partnership between you and your mentee.

Identifying appropriate relationship boundaries is also an important task to complete in setting the stage for your partnership with your mentee. Boundaries function as appropriate behavioural guidelines to follow during interactions throughout your professional relationship with your mentee (Barnett, 2008). Potential boundaries that you may establish with your mentee include: guidelines about the location of your meetings, timing of contact (e.g., specific hours, or avoid evenings/weekends), method of contact (e.g., text message, telephone, e-mail), discussion of personal issues outside professional setting (e.g., allowed or not allowed), social activities outside of professional mentorship, and the degree to which each person is integrated into the other's work environment (Barnett, 2008). Some of these personal guidelines may be developed independently, while others require discussion with your mentee.

Partnerships between a mentor and mentee often blur personal boundaries, as the nature of a mentor-mentee relationship tends to encourage reflection and involve deeply personal conversations regarding values, goals and future hopes for one's life (Barnett, 2008). Your mentor-mentee partnership may also require travel together to conferences, meetings with colleagues, or job-specific engagements (e.g., coaching a game together in another region; Barnett, 2008). In these instances, it is imperative to be mindful of appropriate interactions, respectful of personal space, aware of the best interests of your mentee and the rationale for your interactions in these circumstances (Barnett, 2008). Further, when thinking about boundaries, consider particular aspects of identity that may make your relationship with your mentee unique, such as, gender identity and expression, race, cultural background, or potential age discrepancy (Barnett, 2008). Most importantly, it is critical to engage your mentee in continuous, open, and honest discussion about your personal boundaries within your partnership.

GIVE THIS A TRY

Tips for Discussing Boundaries

- Engage in open discussion about the personal boundaries that have been successful for you in your past professional relationships and mentor-mentee partnerships
- Share your personal perspective or practice for engagement with mentees outside of the professional environment
- Discuss personal perspectives or practices about work-life balance or engaging in work-related activities after you leave the workplace

Creating a Mentorship Plan

Equipped with a common vision and established goals and roles, it is time to develop a complete mentorship plan. The mentorship plan serves as an overarching guide to nurture the partnership between you and your mentee throughout your collaboration (Huskins et al., 2011; Zerzan et al., 2009). The plan may appear in a number of formats, such as a contract, proposal, detailed chart or list of intentions. Key components to address in the mentorship plan include: a description of the partnership between mentor and mentee, suggested timelines (e.g., an overarching timeline of partnership and frequency of interactions or formal meetings), guidelines for the mentorship (e.g., essential duties and needs, expectations of one another, managing potential conflict), planning and organizational processes (e.g., meeting agendas, measures to ensure confidentiality) and success indicators to encourage accountability (Chin, Covinsky, McDermott, & Thomas, 1998; Huskins et al., 2011; Young & Wright, 2001; Zerzan et al., 2009). The mentorship plan should be flexible and catered to your unique partnership with your mentee (Huskins et al., 2011).

One key area of discussion for you and your mentee is the development of an appropriate timeline (McDowell-Long, 2004). It is suggested that the mentorship follows approximately a six-month to one-year timeline, with interactions on a consistent schedule (McDowell-Long, 2004; Zerzan et al., 2009).

GIVE THIS A TRY

Mentorship Plan

Mentor's Name:	**Mentee's Name:**	**Date:**
Common vision of partnership:		
Timeline Length of Formal partnership:	**Frequency of meetings** ☐ Weekly ☐ Bi-weekly	☐ Monthly
Communication preferences	☐ Communication by email Email address:	☐ Communication by phone Phone number:
Meeting preferences	Weekday availability: Mornings: Evenings: Preferred day/time:	Weekend availability: Mornings: Evenings: Preferred day/time:
Guidelines for Partnership Expected Behaviours of Mentor: Expected Behaviours of Mentee: Mentor's Needs: Mentee's Needs: Roles and Responsibilities of Mentor: Roles and Responsibilities of Mentee: Strategies for Managing Conflict if it Arises:		

GIVE THIS A TRY

Mentorship Plan (Cont'd)

Key Goals of Mentorship Experience
Include target date of completion and actions necessary to achieve each goal

Learning Goals:
Performance Goals:
Indicators of Success/Measurement Criteria:
Potential Roadblocks to Progress:
Suggested Actions to Prevent and Manage Roadblocks:

Planning and Organization:	Preparation of Meeting Agenda	☐ Mentor	☐ Mentee
	Progress Report Prior to Each Meeting	☐ Yes	☐ No

Additional Comments:

Signatures of Agreement:

_____ _____

KEY POINTS

Checklist for Setting the Stage

- ✔ Develop a common vision
- ✔ Set goals with your mentee to achieve the vision
- ✔ Define specific roles of the mentee and mentor
- ✔ Establish boundaries of the partnership
- ✔ Create a mentorship plan

SUCCESS STORY

"It is important to set goals so that you can stay on a path and reach your goals in a timely fashion."

Jim Fetter *(Coach and Mentor, Hockey)*

5

DEVELOPING TOGETHER

The bulk of the mentorship occurs within the stage of **developing together.** During this stage, the mentee and mentor implement the plan developed and check in on an ongoing basis to assess progress relative to the goals set for the mentorship.

Checking In: Reflection and Ongoing Assessment

Engagement in reflection with your mentee is critical for facilitating growth within your mentorship because it creates, deepens, and records learning through asking important questions, confronting issues or challenges, recognizing others' viewpoints and broadening personal perspectives, identifying gaps in ability, analyzing and reasoning, and expressing learning in written or verbal form for discussion and evaluation (Ash & Clayton, 2009b, 2009c; Rogers, 2001; Whitney & Clayton, 2011). Reflection activities may occur at any time throughout the mentorship experience (e.g., before, during, or after). It can be formally scheduled as check-in meetings with your mentee or may occur informally as in-the-moment debriefs and discussions. A few reflection models and questions are included in this guide. Feel free to choose the model(s) and questions that apply best to you and your goals for the mentorship. The most important thing is that you are checking in with your mentor and reflecting on your progress.

KEY POINTS

Criteria for High Quality Reflection with Your Mentee

- Consistency in engagement throughout mentorship experience
- Connection to specific mentorship goals
- Relevance to the broader purpose of career advancement
- Guidance through structured activities and discussion with your mentee
- Articulation of personal growth in the mentorship experience

Adapted from: Ash & Clayton, 2009a; Bringle & Hatcher, 1999; Eyler, Giles, & Schmeide, 1996; Rogers, 2001.

SUCCESS STORY

"The ability to push out of one's comfort zone and to face a new challenge is essential. A mentor is someone who can help the person take that leap of faith. This is especially important for our young female coaches. Working with someone you trust, who supports you and you know has been there before make the journey seem doable."

Mike MacKay *(Performance Manager, Women's High Performance, Canada Basketball)*

GIVE THIS A TRY

Questions to Facilitate Reflection

To facilitate reflection, the following questions should be engaged in by your mentee.

D.E.A.L. Model For Critical Reflection

The **D.E.A.L. Model for Critical Reflection** has three essential components: describing the experience, examining the experience with attention to the links between the goals set in your mentorship plan and your mentee's experiences in the field, and articulating learning and future actions. Sample questions to discuss with your mentee are provided.

Description of the experience:

- What occurred?
- Where and when did the learning experience occur?
- Were others present? If so, what actions did others display/not display?

Examination of the experience:

- What goals, actions, or outcomes were you trying to accomplish?
- What assumptions or predetermined expectations did you have?
- What personal traits or abilities contributed to your success in this learning experience?
- What issues or challenges did you encounter?
- How do you feel about this experience?

Articulation of learning:

- What have you learned about yourself personally through this experience?
- What have you learned about yourself professionally through this experience?
- What will you do in light of this learning?

Adapted from Ash & Clayton, 2009a, 2009b, 2009c.

G.R.O.W. Model

The G.R.O.W. Model consists of four core components to guide reflection, including: **G**oal setting, **R**eality checking, **O**ptions, and **W**hat is to be done.

Goal setting:

- What short and/or long-term goals would you like to focus on next?
- Are these goals challenging?
- Have you documented your goals?

Adapted from Whitmore, 1992.

Reality checking:

- How do you feel about the goal(s) you have identified?
- Are you feeling motivated to reach the goal(s)?
- How would you rate the level of confidence you have towards achieving the goal(s)?

Identification of options:

- How can this goal be broken down into smaller, more manageable sub-goals?

What is to be done?:

- What behaviours or actions are necessary to complete your goal(s)?
- What additional resources and supports may you seek to help attain your goal(s)?

Five C Process Model

The **Five C Process Model** is a model for reflection that is built upon five core components: connect, contemplate, course correction, cheer, and celebrate (Allen, 2015). The questions below are written here from the perspective of the mentor but can be adapted for the mentee.

Connect refers to the strength of the relationship between you and your mentee:

- How would you assess the rapport you have built with your mentee thus far?
- What are the most positive aspects of your relationship with your mentee?
- What steps are required to further strengthen your mentorship relationship?

Contemplate prompts reflection about the mentoring plan developed and progress made:

- What goals detailed in your mentorship plan have been completed thus far?

GIVE THIS A TRY

Questions to Facilitate Reflection (Cont'd)

- What goals documented in your mentorship plan have yet to be attained?
- Are there any goals that need to be expanded, refined, or eliminated?
- Are there any new goals that you would like to set with your mentee?

Course correction refers to reflection about the potential actions or steps in response to challenge:

- Are there any behaviours, actions, or attitudes that need to be refined or altered in order to help your mentee achieve her goals?
- What challenges may emerge that may hinder your mentee's progress?

Cheer encourages the integration of regular feedback about successes:

- What has been your biggest success as a mentor so far?
- What situation has challenged you to go outside your comfort zone?
- How have you extended your skillset and learned something new about yourself?

Celebrate refers to reflection about your mentee's success as she progresses through her mentorship:

- What steps have you and your mentee taken to monitor and celebrate her successes?
- What has your mentee done to celebrate her successes in the partnership?
- What have you done to celebrate your mentee's successes in the partnership?

Adapted from Allen, 2015.

SUCCESS STORY

"My mentee got to see me, how I coach, how I speak, how loud my voice is, what I say, what I don't say. I think having this experience, working alongside another coach, is the most impactful thing a young coach can have in her career."

Oded Jacob *(Coach and Mentor, Tennis)*

Making the Most of the Mentorship

Mentorship is a partnership and as a mentor you play an active role in making the most of the mentorship for your mentee by providing career-related and psychosocial-related support.

Career-Related Support

Career-related support centres on providing opportunities for your mentee's professional growth and achievement. This process involves providing your mentee with sponsorship (e.g., new opportunities), coaching (e.g., teaching and feedback), protection (e.g., support), challenge (e.g., stimulating new perspectives), and exposure (e.g., enhancing your mentee's visibility to others) (Luecke, 2004).

GIVE THIS A TRY

Reflecting on Career-Related Support for My Mentee

To facilitate thinking about career-related support for your mentee, you may complete the following reflection questions at the beginning of your partnership and regularly follow-up on these questions throughout your experience. Ensure that your career-related support aligns with your mentee's goals for the mentorship.

Sponsorship:

- What actions may I take to create new opportunities for my mentee?
- In what ways or circles of influence may I share performance reviews of my mentee?
- How might I provide support for my mentee to further advance her career as a coach, such as nominating her for a desired coaching position?

Coaching:

- What coaching or teaching style(s) will I use with my mentee?
- What is the most appropriate and useful method(s) for delivering feedback?
- How frequently will I provide my mentee with feedback on her progress?

Protection:

- In what ways may I support my mentee through career-related challenges when they arise?
- How do I plan to navigate professional and personal boundaries when my mentee is faced with a career-related challenge?

Challenge:

- What are some of the challenges I have faced in getting to where I am today? How did I overcome these challenges?
- How do I plan to encourage my mentee to push beyond her comfort zone?
- What behaviours must I demonstrate to show my openness to new ideas, express willingness to provide career-related advice and encourage my mentee to take risks?
- How will I prepare my mentee to be independent in her development as a coach?
- In what ways do I plan to challenge my mentee with more complex tasks over time?

Exposure:

- What aspects of my career have been enhanced due to professional connections in high performance coaching?
- Within my professional network, who may be a significant source of learning, development, and career-related support for my mentee?
- What actions may I take to introduce my mentee to some of the influential contacts in my professional network?

Adapted from Kanaskie, 2006; Luecke, 2004; Schira, 2007; University of Toronto, 2017.

Managing conflict to ensure it is growth enhancing is essential for the mentorship relationship.

Psychosocial Support

Psychosocial support aims to enhance a mentee's sense of competence, self-image, and self-esteem (Allen, Eby, Poteet, & Lentz, 2004). Your role as a mentor in providing psychosocial support includes, modelling (e.g., demonstrating professional behaviours, networking), counselling (e.g., sharing insight), acceptance and confirmation (e.g., celebrating successes and working through challenges), and friendship (Luecke, 2004).

GIVE THIS A TRY

Reflecting on Psychosocial Support for My Mentee

To encourage thinking about psychosocial support for your mentee, you may complete the reflection questions at the beginning of your partnership and regularly follow-up on these questions throughout your experience. Your mentee's need for particular psychosocial support will emerge throughout the mentorship based on her experiences in the field, however, the following points of reflection may help you to think about ways you may provide this type of support throughout the mentorship.

Modelling:

- What professional behaviours are critical to success in coaching? How will I model these behaviours for my mentee?
- In what ways may I help facilitate my mentee's development of positive professional behaviours, appropriate work attire, and attitude?
- What is my personal philosophy about work-life balance? How may I model my philosophy for my mentee?
- How may I assist my mentee in preparing for professional opportunities, such as employment interviews or networking events?

Counselling:

- What has been the most significant challenge I have faced in my career? How did I manage to overcome the challenge? What lessons were learned from this experience?
- What has been the most significant barrier that I have faced in my professional career? How did I manage to overcome this barrier?
- In what ways may I ease some of the career-related barriers that my mentee may face as a woman in coaching?

Acceptance and Confirmation:

- In what ways may I encourage my mentee to share and discuss her vulnerabilities and insecurities as a coach?
- In what ways may I encourage my mentee to share professional challenges she is facing throughout her mentorship experience?
- How do I plan to celebrate my mentee's successes and progress?

Friendship:

- What is my personal perspective on developing a friendship with my mentee?
- What strategies may I implement to develop a positive working relationship with my mentee while being respectful of professional boundaries between us?

Managing and Trouble-Shooting Conflict or Challenges

Managing conflict to ensure it is growth enhancing rather than growth inhibiting is essential for the mentorship relationship. An important starting point is to recognize that some conflict is inevitable and to be expected in any relationship, including your mentorship relationship. It is also helpful to remember that conflict is useful for personal and professional growth and development. There are several potential sources for conflict within your mentor-mentee partnership, including: contradicting expectations of one another, power struggles related to whose needs guide the experience, issues related to control, incompatible personalities, perceived lack of expertise, lack of professionalism (Hobson, Ashby, Malderez, & Tomlinson, 2009; Hudson, 2014; Rajuan, Beijaard, & Verloop, 2007; Rush, Blair, Chapman, Codner, & Pearce, 2008). It should be expected that your mentee may not always meet your expectations and you may not always agree with your mentee's perspectives, behaviours or actions. It is critical to take measures to confront and manage these conflicts to allow your partnership to continue in a positive and productive manner (Rensselaer Polytechnic Institute, 2017). Prior to confronting an issue with your mentee, you may consider the most appropriate way to raise the concern, weigh the importance of speaking up about the issue, and think about the potential impact of raising the concern on your mentor-mentee partnership (University of Toronto, 2017). If you decide to proceed with addressing the issue, there are a few broad approaches you may take to help you raise the issue with your mentee, including: revisiting your mentorship plan; maintaining open, honest communication; seeking advice from others; and suggesting signing up for a professional development workshop together (Hudson, 2014).

GIVE THIS A TRY

Discussing Conflict or Challenges with Your Mentee

In circumstances where you plan to raise an issue with your mentee through discussion, an approach called OBEFA may be helpful for initiating conversation and specifying the issue for your mentee. The OBEFA approach is as follows:

- **O**pening Statement: I'm having difficulty/a challenge...
- **B**ehaviour: When _____ (specify issue/behaviour)
- **E**ffect: Because _____ (describe impact on you)
- **F**eelings: I feel _____ (express feelings/emotions)
- **A**ction: Could we discuss this issue/challenge together? I'd like to work out a solution with you.

As part of the OBEFA approach, it is important for you to acknowledge your mentee's response and point of view (e.g., her feelings, issues, and reasons for behaviour), determine common ground with your mentee, and collaborate to solve the issue or overcome the challenge.

Reference: University of Toronto, Centre for Interprofessional Education, 2016..

KEY POINTS

Checklist for Developing Together

- ✔ Check in to reflect and engage in ongoing assessment
- ✔ Recognize that making the most of the mentorship is the responsibility of both the mentor and mentee
- ✔ Understand that conflict is inevitable in any relationship and take steps to ensure it is growth enhancing when it occurs

6

WRAPPING UP

The **wrapping up** stage occurs at the end of the mentorship and is an important step in bringing the mentorship relationship to a close. In this stage, the mentee and mentor complete a concluding assessment of the goals and learning that were achieved and celebrate the mentorship experience.

Assessing Personal and Professional Development

Now that you are approaching the conclusion of the mentoring relationship and are preparing for closure, it's important to schedule a meeting with your mentee to have a final debrief.

Use this as an opportunity to summarize your mentee's progress towards achieving the goals set out in your mentorship plan.

It is also important to assess your own personal learning and development as a mentor throughout the mentorship relationship. You can do this by comparing your skills and knowledge as a mentor now with what you hoped to learn by revisiting exercises you completed in "Chapter 3: Preparation", including the 'Mentor I want to be' or the 360 Coach Assessment (if applicable). Use the chart below to identify your strengths as well as areas for continued growth and improvement as a mentor.

GIVE THIS A TRY

Revisiting the Mentorship Plan

MENTORSHIP GOAL	ACHIEVED? YES	NO	SUMMARY OF EVIDENCE
Goal #1:	☐	☐	
Goal #2:	☐	☐	
Goal #3:	☐	☐	
Goal #4:	☐	☐	

GIVE THIS A TRY

Assessing Personal and Professional Development

SKILL CATEGORY	STRENGTH *How have you improved since beginning the mentorship?*	AREAS FOR GROWTH *How can you continue to improve this feature of your mentoring?*
Intellectual Training • showing leadership • being available • promoting self-directed learning • teaching through questions • showing enthusiasm • assisting in skill development • being open-minded and creative		
Community Building • building a coaching community • introducing mentee to your network • utilizing collaborators and close colleagues		
Personal Relationships • appreciating individual differences between you and your mentee • showing empathy • celebrating mentee achievements		
Perspective • being conscious of mutual learning • giving difficult or unwelcome advice • evolving your mentoring strategy • mentoring for life		
Advancement of Women in Coaching • encouraging more women in coaching • supporting women in coaching • actively working to reduce barriers to women in coaching (advocating/ informing)		

Adapted from Stirling & Kerr, 2016.

Celebrating the Mentorship Experience

You did it! You and your mentee have established a fulfilling and professional relationship that has helped you grow and develop as a mentor. At this point you have agreed to come to closure on your formal mentoring partnership, and whether you move forward separately, as friends, or continue to work together, there is yet one more experience that you should share together…CELEBRATION!

Recognizing our successes validates our sense of self, and reinforces the relationships that were integral to our achievements, which in this case, likely pertain to your relationship with your mentee (Macoby, 1988 as cited in Koning, 1993).

How to Celebrate the Mentorship Experience

Informal Approaches:

- Celebratory lunch or dinner
- Discuss positive experiences of the mentorship
- Spread the word! Encourage fellow mentor coaches to engage in mentorship
- Express pride in your mentee

Formal Approaches:

- Give your mentee a congratulatory card
- Make or purchase a small gift of celebration for your mentee
- Create a certificate of achievement for your mentee
- Share a testimonial of your experience in your sport organization's newsletter

Regardless of which approach, or combination of approaches, you decide is most appropriate to celebrate your experience, keep the following principles in mind:

- Focus on the positive
- Celebrate overcoming challenges
- Share the experience with your mentee
- Make the celebration timely, don't let the opportunity for recognition slip by

References: Brun & Dugas, 2008; Koning, 1993.

SUCCESS STORY

"This experience has allowed me the opportunity to focus for the first time in my career on understanding & experiencing the challenges women coaches face and to be a part of changing this environment in an attempt to create a more even playing field. My perspective of women in coaching has changed significantly over the last decade due in large to programs such as this. It has grown from one of tolerance, to acceptance, to now seeking out & creating opportunities for women to not only participate but for them to excel at the highest levels."

Adrian Bruce *(Coach and Mentor, Wrestling)*

Sharing your Experience with Others

Share your mentoring experience with the broader coaching community.

Knowledge Sharing

An important final step of wrapping up your mentorship relationship is sharing your mentoring experience with the broader coaching community. Spreading the word about the value of mentoring women in coaching may create a mentoring culture within your coaching community.

Methods of Knowledge Sharing

Informal methods

- Email
- Social media (e.g. Twitter, Facebook)
- Informal conversations
- Conference calls
- Communities of practice (colleagues, coaching network)

Formal methods

- Lunch 'n' learn sessions
- Guest lectures or speeches
- Sport organization newsletter/ memo
- Coaching conferences or seminars
- Articles in an online sport forum (e.g. Female Coaching Network)

References: Brun & Dugas, 2008; Koning, 1993.

KEY POINTS

Checklist for Wrapping Up

- ✔ Assess personal and professional learning
- ✔ Celebrate!
- ✔ Share your experience with others through knowledge sharing

7

EVALUATION AND PLANNING NEXT STEPS

Congratulations! At this point you have worked extensively with your mentee to set and accomplish goals, overcome challenges, and hopefully learn new strategies and approaches to developing as a successful mentor. Before moving on, a critical step for getting the most out of this process is **evaluating and planning your next steps.** The information and exercises in this chapter will help you evaluate how your mentee has contributed to your development through the mentorship relationship and how you can make goals for the future to become a lifelong mentor.

Evaluating the Mentorship

It's beneficial to dedicate time and attention to evaluation of your mentoring relationship (Angelo, 1991 as cited in De La Harpe & Radloff, 2000) prompting you to reflect on what worked and what you can focus on to be a better mentor for your next mentoring experience.

GIVE THIS A TRY

Evaluating Yourself as the Mentor

For each of the statements in the chart referring to yourself as the mentor, indicate the degree to which you agree or disagree **(1= Strongly Agree, 2= Agree, 3=Neither Agree or Disagree, 4= Disagree, 5=Strongly Disagree).**

MENTOR RESPONSIBILITIES	1	2	3	4	5
I came prepared to meetings with my mentee so that we could use the time effectively	☐	☐	☐	☐	☐
I provided ongoing constructive feedback relative to my mentee's goals	☐	☐	☐	☐	☐
I communicated well with my mentee	☐	☐	☐	☐	☐
I demonstrated appreciation for my mentee's commitment to our relationship	☐	☐	☐	☐	☐
I took an active role in helping my mentee achieve her goals	☐	☐	☐	☐	☐
I regularly inquired about my mentee's progress towards her goals	☐	☐	☐	☐	☐
I took time to reflect on my own learning process and progress	☐	☐	☐	☐	☐
I applied lessons learned from my mentee to my own coaching practice	☐	☐	☐	☐	☐

Adapted from University of Illinois at Chicago, n. d. a; Center for Clinical and Translational Science, n. d.

SUCCESS STORY

"Being a mentor gave me the opportunity to share my experiences and help younger coaches not make some of the same mistakes I have made."

Jim Fetter *(Coach and Mentor, Hockey)*

GIVE THIS A TRY

Evaluating Your Mentee

For each of the statements in the chart referring to your mentee, indicate the degree to which you agree or disagree **(1 = Strongly Agree, 2 = Agree, 3 = Neither Agree or Disagree, 4 = Disagree, 5 = Strongly Disagree).**

INTELLECTUAL GROWTH AND DEVELOPMENT	1	2	3	4	5
Demonstrated inventiveness and creativity in coaching practices	☐	☐	☐	☐	☐
Demonstrated critical and objective thinking	☐	☐	☐	☐	☐
Became independent in identifying and overcoming challenges	☐	☐	☐	☐	☐
Received constructive feedback well	☐	☐	☐	☐	☐
Received thoughtful advice on coaching practices	☐	☐	☐	☐	☐
Set goals and developed strategies to achieve them	☐	☐	☐	☐	☐
PROFESSIONAL CAREER DEVELOPMENT	**1**	**2**	**3**	**4**	**5**
Received counsel for important professional decisions	☐	☐	☐	☐	☐
Navigated barriers to success	☐	☐	☐	☐	☐
Took advantage of opportunities to network with others in positions of authority	☐	☐	☐	☐	☐
Envisioned and articulated a career plan	☐	☐	☐	☐	☐
Demonstrated motivation to advocated for herself	☐	☐	☐	☐	☐
Demonstrated motivation to achieve her goals	☐	☐	☐	☐	☐
PERSONAL COMMUNICATION	**1**	**2**	**3**	**4**	**5**
Listened carefully to my feedback and concerns	☐	☐	☐	☐	☐
Worked with me to set clear expectations of the mentoring relationship	☐	☐	☐	☐	☐
Considered and was sensitive to gender, ethnic, cultural, and other identity-related issues in interacting with me	☐	☐	☐	☐	☐
Respected my time and abilities	☐	☐	☐	☐	☐
Was accessible	☐	☐	☐	☐	☐
SERVED AS A ROLE MODEL	**1**	**2**	**3**	**4**	**5**
Conveyed high ethical standards and concern for athlete well-being	☐	☐	☐	☐	☐
Illustrated active teamwork and collaboration	☐	☐	☐	☐	☐
Demonstrated good work habits	☐	☐	☐	☐	☐
Demonstrated good work/life balance	☐	☐	☐	☐	☐
I would recommend this mentee to other mentor coaches	☐	☐	☐	☐	☐

Adapted from University of Illinois at Chicago, n. d. a; Center for Clinical and Translational Science, n. d.

Dedicate time and attention to evaluation of your mentoring relationship.

GIVE THIS A TRY

Evaluating the Mentorship Program: Option #1

For each of the statements in the chart referring to the mentorship program, indicate the degree to which you agree or disagree **(1= Strongly Agree, 2= Agree, 3=Neither Agree or Disagree, 4= Disagree, 5=Strongly Disagree).**

PROGRAM EVALUATION	1	2	3	4	5
The goals and objectives of the mentoring program were clearly defined	☐	☐	☐	☐	☐
The structure of the program made it easy to perform my role as a mentor	☐	☐	☐	☐	☐
The time commitment to my mentoring relationship was appropriate	☐	☐	☐	☐	☐
There was a good fit between my mentee and me	☐	☐	☐	☐	☐
Participation in this program has benefitted my professional development	☐	☐	☐	☐	☐
I felt confident about what was expected of me throughout the program	☐	☐	☐	☐	☐
I experienced learning and growth during the mentoring process	☐	☐	☐	☐	☐
My expected outcomes for this mentorship program were met	☐	☐	☐	☐	☐
I would recommend this mentorship program to others	☐	☐	☐	☐	☐

Adapted from University of Illinois at Chicago, n. d. a; Center for Clinical and Translational Science, n. d.

Now that you have evaluated your mentorship relationship and have an awareness of areas that you and your mentee excelled in, it is worthwhile to consider whether discussing this evaluation with your mentee would be valuable. As long as the conversation is approached with sensitivity, respect, and celebration for the areas in which your mentee did excel, discussing this evaluation could help your mentee continue to hone her coaching skills.

Seeking out Additional Opportunities to Mentor

To further optimize your experience as a mentor, consider how you can seek further opportunities to mentor and have an impact in your community.

Questions to consider, include:

- How can you apply your mentorship experience and the skills you developed as a mentor to your relationships with the athletes you coach?
- How can you apply your mentorship experience and the skills you developed as a mentor to your professional relationships?
- What steps could you take to mentor others in your sport organization?
- What contributions can you make to the advancement of other women in coaching?

KEY POINTS

Ongoing Mentoring

- ✔ Become a mentor for another coach
- ✔ Apply your new skills to mentoring athletes
- ✔ Be a source of support for current mentors
- ✔ Implement a mentorship program in your sport organization

KEY POINTS

Checklist for Evaluation and Planning Next Steps

- ✔ Dedicate time and attention to evaluate your mentorship experience
- ✔ Consider how you can engage in future mentoring

SUCCESS STORY

"The CAAWS mentoring project provided me with an opportunity to give back and, hopefully, serve as a 'sounding-board', an advisor, a supporter, and a resource to my mentee. I would encourage anyone with the desire to share their experience and knowledge, to give their time to a mentee and enable future coaches to grow from your experience and knowledge."

Mike McNeill *(Coach and Mentor, Basketball)*

8

CONCLUDING RECOMMENDATIONS

This closing chapter provides a brief summary of the guidelines provided in each of the previous chapters. As well, concluding recommendations are shared for further enhancing the advancement of women in coaching beyond mentorship.

Success Elements of Mentorship

Summarizing the content presented in the preceding chapters, the following six steps should be followed in order for the mentorship relationship to be most effective:

1. Assess readiness;
2. Prepare;
3. Set the stage;
4. Develop together;
5. Wrap up;
6. Evaluate and plan next steps

(Banwell, Kerr, & Stirling, 2017).

Steps for Effective Mentorship of Women in Coaching

1	ASSESS READINESS	• Understand what mentorship involves • Determine if mentorship is right for you • Assess whether you are ready to be a mentor
2	PREPARE	• Build self-awareness through self-assessment • Identify areas for growth • Learn strategies to be an effective mentor • Connect with a mentee/mentees • Clarify expectations for the mentorship relationship
3	SET THE STAGE	• Contribute to developing your mentee's vision • Set goals to achieve your mentee's vision • Create a mentorship plan • Identify appropriate relationship boundaries • Clarify roles of the mentee and mentor
4	DEVELOP TOGETHER	• Engage in reflection and ongoing assessment • Make the most of the mentorship • Manage and trouble-shoot conflict or challenges
5	WRAP UP	• Assess personal and professional development • Celebrate the mentorship experience • Share your experience with others
6	EVALUATE AND PLAN NEXT STEPS	• Evaluate the mentorship program and relationship • Engage in future mentoring

Advancing Women in Coaching Beyond Mentorship

While mentorship is one approach to developing and advancing women in coaching, there are additional strategies that promote the advancement of women in coaching beyond mentorship.

The following strategies are taken from the women in coaching literature. While this list is not exhaustive, it should serve as some food for thought for what you and your sport organization can do to further promote and support women coaches.

What More Can Be Done to Advance Women in Coaching Beyond Mentorship?

1. Retain current women in coaching positions: retaining women coaches in their current positions and making these positions more attractive is important so that other women view coaching as a viable career option. Critical questions to ask yourself:

- *How can I support female coaches who are currently coaching in my sport organization?*
- *What resources are required for this support? Where can I access these resources?*
- *How can I make the current coaching positions held by women more desirable?*

2. Establish hiring quotas: hiring quotas require you to hire a specific number of female coaches (and male coaches) across your sport organization. One example of this would be to adopt the Rooney Rule, which would require your sport organization to interview minority candidates, including women, for each coaching position that becomes available. Critical questions to ask yourself:

- *How can I ensure my sport organization considers minorities, such as women, for each coaching position?*
- *How can I open more doors for women to interview for coaching positions of female teams and male teams?*

3. Create job-sharing opportunities: many women face the challenge of pursuing a career in coaching while also balancing other responsibilities at home and in the workplace. Job sharing opportunities would allow women to co-coach and is a workable and creative solution to making coaching a viable career option for women. Critical questions to ask yourself:

- *Would job-sharing work at my sport organization? If so, how? If not, why?*
- *What other possibilities exist that would allow women to stay in coaching?*

4. Enact gender equity policies: gender equity policies that have well-articulated goals for achieving gender equity in your sport organization, developed plans for achieving these goals, and resources in place to monitor progress can be highly effective for advancing women in coaching. Critical questions to ask yourself:

- *Are the goals set out in my sport organization's gender equity policy attainable?*
- *What is my sport organization's plan for achieving these goals?*
- *How will my sport organization monitor its progress towards achieving the goals set out in its gender equity policy?"*

5. Shift the sport culture within your organization: everybody has a voice in your sport organization and has a responsibility to speak up to ensure women coaches have viable careers in coaching. It is also through your actions that you can advocate for change in your organization and begin to shift the culture of sport to an inclusive and equitable environment for both male and female coaches. Critical questions to ask yourself:

- *What can I do today that will make a positive difference for women coaches within my sport organization?*
- *How can I make my sport organization more inclusive for women coaches?*

Adapted from Marshall, Demers, & Sharpe (2010)

KEY POINTS

Summary of Concluding Recommendations

- ✔ The success elements of mentorship include: 1) assess readiness; 2) prepare; 3) set the stage; 4) develop together; 5) wrap up; and 6) evaluate and plan next steps
- ✔ Continue to advance women in coaching beyond mentorship by: retaining current coaching positions; establishing hiring quotas; creating job-sharing opportunities; enacting gender equity policies; and shifting the sport culture within your sport organization

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