



# A MENTORSHIP GUIDE

FOR ADVANCING WOMEN IN COACHING

EFFECTIVE MENTORING PRACTICES FOR THE **MENTEE**

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EFFECTIVE MENTORING PRACTICES FOR THE **MENTEE**



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

THIS PROJECT HAS BEEN FUNDED THROUGH STATUS OF WOMEN CANADA'S  
WOMEN'S PROGRAM



Status of Women  
Canada

Condition féminine  
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 mentee 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.

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## 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)

31.5%

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

Women are underrepresented in sport leadership positions.

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).

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

## 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.



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,

## 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.

and/or wisdom offers advice, information, guidance, support, or opportunity to another for that individual's professional development.”



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
<b>Traditional</b>	<ul style="list-style-type: none"><li>• One-on-one pairing of a senior leader (mentor) with a junior protégé (mentee)</li><li>• Mentorship occurs face-to-face and is led by the mentor</li></ul>
<b>Modern</b>	<ul style="list-style-type: none"><li>• Mentee learns from multiple mentors</li><li>• Mentorship is self-directed by the mentee and can occur virtually</li></ul>
<b>Informal</b>	<ul style="list-style-type: none"><li>• Spontaneous process that occurs serendipitously over a flexible time period</li><li>• Mentor and mentee are drawn to each other based on mutual interests</li></ul>
<b>Formal</b>	<ul style="list-style-type: none"><li>• Structured process of mentorship that is time-limited</li><li>• Mentor and mentee are intentionally matched</li></ul>
<b>Group</b>	<ul style="list-style-type: none"><li>• Multiple experts (mentors) and multiple learners (mentees) or a group of learners (mentees) looking to learn from one another</li><li>• Learning is structured and individualized to each learner</li></ul>
<b>Peer</b>	<ul style="list-style-type: none"><li>• Occurs between two peers with similar knowledge, experience, and expertise</li></ul>
<b>E-Mentorship</b>	<ul style="list-style-type: none"><li>• Mentor and mentee communicate through an online forum, e.g., email, Skype, text messaging, websites, online chat rooms</li></ul>

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

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# 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,

### 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.

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).

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



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## 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.

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## 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.

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## 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,

### Barriers and Facilitators Experienced by Women in Coaching

#### BARRIERS

- 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 support
- Male control of sport

#### FACILITATORS

- 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.



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.



# 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

## Stages of Mentorship

1	ASSESS READINESS	<ul style="list-style-type: none"><li>• Understanding what the mentorship involves</li><li>• Consideration of fit for mentoring</li><li>• Determination of motivations for engagement</li></ul>
2	PREPARE	<ul style="list-style-type: none"><li>• Self-assessment and awareness building</li><li>• Training on how to be an effective mentee/mentor</li><li>• Connecting mentees and mentors</li></ul>
3	SET THE STAGE	<ul style="list-style-type: none"><li>• Vision and goal setting</li><li>• Clarifying roles of the mentee and mentor</li><li>• Developing a mentoring plan</li></ul>
4	DEVELOP TOGETHER	<ul style="list-style-type: none"><li>• Implementing the mentoring plan</li><li>• Regular check-ins</li><li>• Ongoing reflection and assessment</li></ul>
5	WRAP UP	<ul style="list-style-type: none"><li>• Assessing goal achievement</li><li>• Sharing of success with others</li><li>• Celebrating success and the mentorship experience</li></ul>
6	EVALUATE AND PLAN NEXT STEPS	<ul style="list-style-type: none"><li>• Evaluating effectiveness of the mentorship</li><li>• Planning next steps in career advancement</li></ul>

in career advancement (Banwell, Kerr, & Stirling, 2017).

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

A large red number '2' is overlaid on the left side of the image. The background is a photograph of a basketball coach, a woman with brown hair, crouching and talking to a group of Canadian basketball players. The players are wearing red jerseys with 'CANADA' and the number '11' visible. They are on a basketball court with a wooden floor and a crowd in the background.

# 2

## 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 identifying your motivations.

# Understanding What Mentorship Involves

Perhaps you are looking to improve your coaching skills or advance your position, 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, cost, and expectations. Each mentoring program is unique and may have varying parameters and expectations of the mentee. 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 mentee 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 analyzing my coaching philosophy and skills?

### 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?
- What type of mentorship will occur?
- Are there any costs to being mentored?
- Do I have any input on who my mentor(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 mentee?
- Am I expected to find a mentor or will a mentor be assigned?
- Are there any requirements upon completion (e.g., summary report)?
- How do I apply/sign up?
- Am I interested in developing and growing my capacity as a coach?
- Am I open to learning from a mentor coach?
- Am I willing to commit time and energy to fostering a productive relationship with my mentor?



### SUCCESS STORY

“I wanted to take my coaching and leadership skills to the next level but I didn’t know exactly how to do that. Having the guidance of a mentor helped me outline the steps I needed to take.”

*Sarah Kadi, Coach and Former Mentee, Tennis*

# Am I Ready to be Mentored?

You have already identified some potential reasons why you want to be mentored and assessing the type of motivation that is driving you can also be helpful.

Solidifying your motivation to participate in the mentorship program will make you more likely to persist and learn 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. Assess your motivation for being a mentee 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 be a Mentee

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

#### Coaching skill development

- ☐ Development of professional skills (e.g. leadership, negotiation, sport technical skills)
- ☐ Learning strategies for career advancement
- ☐ Exposure to and visibility by senior management/coaches
- ☐ Opportunity to network with other coaches
- ☐ Other: \_\_\_\_\_

#### Personal growth

- ☐ Interest in enhancing social relations with others in coaching
- ☐ Opportunity to shadow an expert coach
- ☐ Exposure to new challenges and opportunities
- ☐ Development of transferable skills (e.g. time and stress management)
- ☐ Other: \_\_\_\_\_

#### Please elaborate on your reasons for wanting to become a mentee:

What would you like to achieve as a mentee?

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What expectations do you have coming into the mentorship relationship?

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

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## Mentee Motivation Scale

### WHY ARE YOU INTERESTED IN BEING A MENTEE?

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 mentee	1	2	3	4	5	6	7
Because it gives me pleasure to learn more about being a coach	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 mentee 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 learn how I can 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 mentee	1	2	3	4	5	6	7
Because I have chosen to be a mentee 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 I have chosen 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 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 mentee 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:**  $(\#2 + \#7 + \#13) \times (3) =$  \_\_\_\_\_

**Integrated Regulation:**  $(\#4 + \#5 + \#15) \times (2) =$  \_\_\_\_\_

**Identified Regulation:**  $(\#11 + \#9 + \#17) \times (1) =$  \_\_\_\_\_

**Introjected Regulation:**  $(\#3 + \#12 + \#14) \times (-1) =$  \_\_\_\_\_

**External Regulation:**  $(\#16 + \#1 + \#6) \times (-2) =$  \_\_\_\_\_

**Amotivation Regulation:**  $(\#18 + \#10 + \#8) \times (-3) =$  \_\_\_\_\_

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 mentor
- ✓ Make sure you are open and committed to critically assessing and developing your skills as a coach
- ✓ Have an idea of what motivates you to be mentored



# 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 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 (Algiragri, 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](http://www.16personalities.com).

**After completing the survey, please answer the following questions:**

According to the MBTI test what is your personality type?

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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?

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---

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

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

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

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

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## GIVE THIS A TRY



### 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 how you can grow as a coach and find a good fit with a mentor.

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

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

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

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My main objectives as a coach are to...

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The reasons I coach and do what I do include...

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Assessing your strengths and areas for growth will help prepare you for mentorship.



# Identifying Areas for Growth

Being an effective learner starts with identifying your needs, first to yourself and then to your mentor (O'Rourke, n. d.). The exercises included in this chapter are designed to assess your current skills and areas for growth as a coach.

## 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?

- |  |   |   |
|--|---|---|
| <input type="checkbox"/> Peer coach(es)                                  | <input type="checkbox"/> Athletic Director    | <input type="checkbox"/> Parent(s)          |
| <input type="checkbox"/> Coach(es) at a higher level,<br>e.g. head coach | <input type="checkbox"/> Board member(s)      | <input type="checkbox"/> Sport scientist(s) |
| <input type="checkbox"/> Coach(es) at a lower level,<br>e.g. assistant   | <input type="checkbox"/> Sport administrators | <input type="checkbox"/> Team manager(s)    |
|  | <input type="checkbox"/> Athlete(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 a separate 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?

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Why is this insight important?

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What will you do in light of the feedback received?

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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 mentee to the mentoring relationship?

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

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What skills would you like to further improve? How may the mentor in the mentoring relationship facilitate this?

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## 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).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Manages his/her time in order to give quality attention to the development of all athletes (e.g., strength and conditioning, strategic planning, technical skills).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Manages administrative duties (e.g., equipment purchases, documentation, registration for competition).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Balances personal and professional obligations (e.g., demonstrates work life balance).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates new learning (e.g., learning from past experience, learning from successes and failures).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Seeks feedback and opportunities to improve (e.g., coaching skills and abilities).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participates in professional development opportunities (e.g., clinics, conferences, workshops).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sets goals for learning and development (e.g., has an action plan, uses a system of monitoring and evaluation for coach development).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Seeks support from others (e.g., asks questions, collaborates with other coaches, athletes, parents, administrators).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advocates for issues of importance to the coach (e.g., voice to be heard in meetings, personal views, beliefs).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE	UNABLE TO OBSERVE
Brings forward new ideas (e.g., ideas for team management, nutrition, sport science support).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interacts with those who are important for coach and athlete development (e.g., sport scientists, expert coaches, administrators).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communicates effectively with others (e.g., listens, delivers clear messages, empathic in communication, ability to have difficult conversations).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Resolves differences of opinion effectively (e.g., diffuses disagreements, problem solves).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses strong negotiation skills for topics important to the coach (e.g., salary, training time, athlete support services).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Encourages more women to pursue coaching.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supports women in coaching.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

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

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

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Reference: Stirling & Kerr, 2016.

## GIVE THIS A TRY



### The Coach I Want To Be

Now that you have articulated your coaching philosophy and assessed your skills as a coach you should have an idea of potential areas for improvement. Please use the space below and the prompts given to describe “the coach I want to be.”

The coach I want to be is...

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I plan on achieving these goals by...

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My main goals in becoming the coach I want to be include...

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When I retire as a coach, what I want to be remembered for is...

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## SUCCESS STORY

“The pre-assessment tools helped inform my initial conversation with my mentor about some of the things that I struggle with and some of the things I thrive in. They gave us something to focus on when planning what my goals would be for the mentorship.”

**Leah Ferguson**, *Coach and Former Mentee, Wrestling*

---

# Strategies to be an Effective Mentee

Now that you have an idea of what you want to get out of the mentorship and where you have room to grow and develop as a coach, another important stage in preparing to be a mentee is learning

strategies to optimize the mentorship relationship and learn effectively.

Important mentee skills include: effective communication, active listening, taking an active part in the mentorship relationship, willingness to try new things, and accepting

feedback gracefully and effectively (Eswara, 2017). Note that more information on mentee skills and making the most of mentorship is included in Chapter 5.

---

## Connecting with a Mentor/Mentors

Whether you end up being assigned a mentor or you have to seek out one, there are important questions to consider before committing to a mentorship relationship in order to set yourself up for success. This section also provides suggestions for how to find a mentor.

### GIVE THIS A TRY

#### How To Find a Mentor

**Look to your own network first:** Focus on expanding your network and making connections with other coaches. Consider the top 10 to 20 coaches you are aware of and whether one of them would be a good match or could suggest a match based on your strengths, needs, and mentoring goals.

**Actively build your network:** Reaching out to potential mentors who are not already in your network can be a fruitful strategy. This may require some research. Perhaps there is a coach whose work you admire, who inspires you, and who

you think you could learn from. Consider whether there is an opportunity to meet these individuals.

**Approach someone to be your mentor:** Reaching out to a potential mentor via email is a good, simple strategy and gives the coach a chance to consider your request and her or his interest in being your mentor. Be sure to include a brief description of your background, your resume, coaching career goals, and why you are reaching out to this particular person as a mentor.



Reference: Morgaine, n. d.; Gail & Wheeler, 2011.

## GIVE THIS A TRY



### Questions to Ask After Being Paired with a Mentor

#### Do our interests align?

Your interests don't necessarily have to be identical as different perspectives can be valuable (Hall & Davis, 2007). However, consider how you may relate to the mentor coach in order to develop rapport.

#### Will I be able to work well with this person?

To be able to answer this you need to know who you are and what you want to get out of the mentorship. Developing awareness of your mentor's coaching culture and practices can help you determine if your coaching philosophies mesh.

#### Is my mentor interested in my career goals?

You should have some idea of where you see yourself working as a coach and whether your mentor has the interest and knowledge to help you reach these goals.

#### What important characteristics should I look for in my mentor?

Your mentor should be willing to spend time with you, have good listening skills, and be able to give you constructive feedback based on his/her wisdom and experience.

#### What opportunities may exist for multiple mentors?

If your mentoring needs cannot be satisfied by just the one person, focus on what you can gain from the mentor you are paired with and consider working together to seek out other resources to support your mentorship goals.

Reference: Eswara, 2017

# General Expectations of Mentorship Relationships

Whether you end up being assigned a mentor or you have to seek out one, there are important questions to consider before committing to a mentorship relationship in order to set yourself up for success. This section also provides suggestions for how to find a mentor.

## KEY POINTS



### Checklist for Preparing for Mentorship

- ✓ Self-assess and foster self-awareness to understand strengths and weaknesses
- ✓ Learn strategies to become an excellent learner and communicator
- ✓ Connect with a mentor
- ✓ Clarify expectations



## 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 mentor. The key takeaway is that many of the following expectations and assumptions should be openly discussed with your mentor to foster open communication and limit the potential for misaligned expectations.

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

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

### Answer Key:

1. False: While the relationship can extend beyond the mentorship phase, the commitment to this program 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 coach is often the priority. That being said, you and your mentor may be interested in including sponsorship expectations in your mentoring partnership, in which case your mentor may be able to advocate for you 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 your exact same experiences, perspectives, goals, and needs so don't be afraid to express a differing opinion if you feel it is justified.

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 mentor early in your relationship to ensure you see eye-to-eye about what you both hope to gain from the mentorship relationship.

9. False: Your mentor should not have to take a risk for you because it is up to you to ensure that you make the most of opportunities that your mentor may be able to provide. Hopefully your mentor will develop faith in your ability to do so, however it is your responsibility to demonstrate that faith is warranted.

# 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). The process of developing a vision begins with you and your mentor sharing your personal interests and ambitions and then refining a collaborative vision on where you see yourself in the future (Kayes et al., 2005). The process of drafting a vision statement with your mentor will help to focus the

## 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 mentor



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 mentor, 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 your vision.



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

## GIVE THIS A TRY



### Questions to Build Rapport with Your Mentor

- Why did you get into coaching?
- What do you enjoy most about coaching?
- What are your goals as a coach?
- What experiences and people have influenced your interests and aspirations as a coach?
- How do you spend your time when you are not coaching?
- What do we have in common personally?
- What do we have in common professionally?
- What vision do we share for my 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 for you to achieve it?	<input type="checkbox"/>	<input type="checkbox"/>
Will the vision require that you develop or expand skills and proficiencies?	<input type="checkbox"/>	<input type="checkbox"/>
Do you feel excited and motivated by the vision you have created together?	<input type="checkbox"/>	<input type="checkbox"/>
Does your vision connect with your mentor's interests, needs, and ambitions?	<input type="checkbox"/>	<input type="checkbox"/>
Does your vision connect with your interests, needs, and ambitions?	<input type="checkbox"/>	<input type="checkbox"/>
Are there clear and concrete measures to indicate achievement of your vision?	<input type="checkbox"/>	<input type="checkbox"/>
Will this vision lead to feelings of accomplishment and pride when achieved?	<input type="checkbox"/>	<input type="checkbox"/>
Is the vision described in a straightforward manner that is easy to interpret?	<input type="checkbox"/>	<input type="checkbox"/>
Is the vision stated in a positive tone?	<input type="checkbox"/>	<input type="checkbox"/>
Does the vision encourage excitement about the mentorship experience?	<input type="checkbox"/>	<input type="checkbox"/>
Is achievement of the vision realistic?	<input type="checkbox"/>	<input type="checkbox"/>
Does your mentor support the vision you have created together?	<input type="checkbox"/>	<input type="checkbox"/>

Adapted from Zachary & Fischler, 2009.

# Setting Goals to Achieve Your Vision

After defining a common vision, mentees and mentors should 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 her/his 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 timeframe 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). As a mentee, it is important for you to be open and receptive to refining and/or altering goals throughout the mentorship experience (Watkins, 2003; Zerzan, Hess, Schur, Phillips, & Rigotti, 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 are several tools and guidelines that provide useful for developing and achieving your goals. Guidelines including SMART goals, and ten principles for goal setting are detailed below.

## Types of Goals

GOAL	DESCRIPTION
<b>Learning goals</b>	<ul style="list-style-type: none"><li>• development of knowledge or skills in an area of expertise</li><li>• emphasize the process of learning</li></ul>
<b>Performance goals</b>	<ul style="list-style-type: none"><li>• enhancement of specific performance targets (e.g., learning a new technique)</li><li>• emphasis on application and performance-based outcomes</li></ul>
<b>Process goals</b>	<ul style="list-style-type: none"><li>• emphasis on behaviours, actions, and strategies used to achieve performance goals (e.g., steps to complete the new technique)</li></ul>
<b>Outcomes goals</b>	<ul style="list-style-type: none"><li>• emphasis on results in relation to oneself or others, such as winning a race or achieving a personal best</li></ul>

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., mentor)
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., do not have requisite skillset to complete performance goal) or is not challenging (e.g., already have requisite skill set detailed in learning goal)

## GIVE THIS A TRY



### Goal Setting Exercises

#### Brainstorming Learning and Performance Goals:

Determine six to eight goals to achieve over the course of your mentorship. Identify each goal as a learning goal or a performance goal and the actions necessary to attain them. Ensure that all goals follow the SMART principle. Examples are provided for each type of goal.

#### Mentorship Learning Goals

*Sample goal: To develop my knowledge of athlete-centred coaching, I intend to spend one mentor-mentee meeting learning about my mentor's perceptions of the core components of this approach and her/his strategies in practice. I will implement one of these strategies in the next athlete training session.*

#### Mentorship Performance Goals

*Sample goal: Fitness and conditioning is a priority for my team. As part of the workout plan, I intend to introduce weekly nutrition tips for one month to help enhance performance. At the end of the month, I will conduct a fitness test and seek feedback from players about the performance benefits and usefulness of this approach.*

#### Road to a Successful Future:

Create a visual roadmap that displays your career trajectory over the next five years. At one end of the road, write the current date and at the other end, write the date it will be at the end of the mentorship. Along the road, 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 your map, include roadblocks or obstacles that may challenge you along your journey. At each roadblock, identify key resources, skills, or supporters that you may need to advance beyond the roadblock. Ensure you have used appropriate time-increments along your journey (e.g., avoid long periods of time without any goals).

#### Performance Profiling:

Performance profiling is a step-by-step tool to help determine your most important needs as a mentee and corresponding goals to meet these needs.

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.



## Goal Setting Exercises (Cont'd)

### Weekly Action Plan:

Consider using a weekly action plan to assist in determining the behaviours, attitudes and actions necessary to complete your goals. A sample weekly action plan is demonstrated below:

DATE:	BEHAVIOURS	ACTIONS
Week 1		
Week 2		
Week 3		

### Creating a Five-Year Timeline:

Generate and record 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:

Highlight the goals, actions, success indicators and expected personal learning for your mentorship experience.

- Goals for mentorship experience: \_\_\_\_\_
- Actions needed to achieve goals: \_\_\_\_\_
- Indicators of goal achievement: \_\_\_\_\_
- New 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 mentor 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, the role of a mentor may be as a teacher, sponsor, adviser, role

model, coach and confidante for you as the mentee (Tobin, 2004). As a mentee, some of your roles may include enthusiastic engagement in mentorship activities, demonstrating initiative, ongoing reflection and self-assessment, openness to constructive feedback, and professionalism.

# Boundary Setting

Identifying appropriate relationship boundaries is also an important task to complete in setting the stage for your mentorship experience. Boundaries function as appropriate behavioural guidelines to follow during interactions throughout your professional relationship with your mentor (Barnett, 2008). Potential boundaries that you may establish with your mentor include, guidelines about the location of your meetings, timing of contact (e.g., specific hours, or avoid evenings and 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 mentor.

Partnerships between a mentor and mentee often blur personal boundaries, as the nature of a mentor-mentee relationship

## GIVE THIS A TRY

### Questions for Discussing Boundaries

- What personal boundaries have been successful for you in your past mentor-mentee partnerships?
- What is your personal perspective or practice for engagement with mentees outside of the professional environment?
- Do you have any personal perspectives or practices about work life balance or engaging in work-related activities after you leave the workplace?

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 mentor and the

rationale for your interactions in these circumstances (Barnett, 2008). Further, when thinking about boundaries, consider particular identity factors that may make your relationship with your mentor unique, such as, gender identity and expression, race, cultural background, or potential age discrepancy (Barnett, 2008). Most importantly, it is critical to engage your mentor in continuous, open, and honest discussion about your personal boundaries within your partnership.



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

# 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 mentor 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 that must be addressed 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 (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 mentor (Huskins et al., 2011).

One key area of discussion for you and your mentor 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

Progress Report Prior to Each Meeting

☐ Mentor

☐ Mentee

☐ Yes

☐ No

#### Additional Comments:

#### Signatures of Agreement:

## KEY POINTS



### Checklist for Setting the Stage

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



## SUCCESS STORY

“Setting goals was the most important aspect of this mentorship program. The goals were real and measurable and they were set to help me achieve growth and development throughout the year. I was ecstatic when I would accomplish my goals and my mentor was incredibly helpful in seeing this process through.”

**Delaney Collins**, *Coach and Former Mentee, 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 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 your mentorship experience (e.g., before, during, or after). They can be formally scheduled as check-in meetings with your mentor or may occur informally as in-the-moment debriefs and discussions.

## KEY POINTS

### Criteria for High Quality Reflection

- 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 mentor
- Articulation of personal growth in the mentorship experience

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

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.



## SUCCESS STORY

“Knowing that my mentor had my best interest in mind, allowed me to put my guard down and accept feedback in a positive way. Sometimes feedback isn’t always easy to hear, but knowing that my mentor fully supported me gave me strength and belief that I can work through any challenges I was facing..”

*Sarah Kadi, Coach and Former Mentee, Tennis*



## Questions to Facilitate Reflection

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

The D.E.A.L. Model for Critical Reflection has three essential components: **describing** your experience, **examining** your experiences with attention to the links between the goals set in your plan and your experiences in the field, and **articulating** your **learning** and suggesting future actions.

#### Description of your 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 your experience:

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

#### Articulation of learning:

- What have I learned about myself personally through this experience?
- What have I learned about myself professionally through this experience?
- What will I 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: **Goal** setting, **Reality** checking, **Options**, and **What** is to be done.

#### Goal setting:

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

#### 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 out to help attain your goal(s)?

Adapted from Whitmore, 1992.

### 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).

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

- How would you assess the rapport you have built with your mentor thus far?

- What are the most positive aspects of your relationship with your mentor?
- 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?



## 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?

**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 achieve your goals?

- What challenges may emerge that may hinder your progress?
- **Cheer** encourages the integration of regular feedback about successes:
- What has been your biggest success as a mentee 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 success as you progress through your mentorship:

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

Adapted from Allen, 2015.

# Making the Most of the Mentorship

Mentorship is a partnership and as a mentee you play an active role in making the most of the support received from your mentor. Mentoring supports may be categorized into career-related and psychosocial support. Career-related support includes providing opportunities for mentee's professional growth and achievement and include, sponsorship (e.g., mentor provides new opportunities), coaching (e.g., teaching and feedback), protection (e.g., support), challenge (e.g., stimulating new perspectives), and exposure (e.g., enhancing your visibility to others) (Luecke, 2004). The second type of support, **psychosocial support**, aims to enhance a mentee's sense of competence, self-image, and self-esteem

(Allen, Eby, Poteet, & Lentz, 2004) and includes, modelling, counselling, acceptance and confirmation, and friendship (Luecke, 2004).

There are several ways you may make the most of the career-related and psychosocial supports your mentor provides, including appropriate responses to feedback and support, initiating communication, a willingness to move beyond your comfort zone, engaging in professional behaviours with your mentor and others, and taking initiative to network with others when presented with an opportunity by your mentor.

## Receiving Feedback

As a mentee, you may receive both scheduled and spontaneous feedback from your mentor, and it is important that you are open to and accepting of the feedback received as it can help you understand your current strengths as a coach, your opportunities for future development, and potentially opens up new doors for career advancement (Wake Forest University, 2017).



## KEY POINTS



### Tips for Receiving Feedback

<b>Know yourself</b>	The self-assessments that you completed in the previous sections allow you to identify strengths as well as specific skill areas that you want to develop. Knowing these areas will assist you in focusing on the feedback from your mentor that is most relevant to you.
<b>Keep an open mind</b>	Keep in mind that regardless of where we are in our careers we all have room for growth that may not be self-evident. Feedback can be highly beneficial for learning things about ourselves we were previously unaware of.
<b>Connect with your instructor</b>	A positive relationship with your mentor will ease the feedback process and foster good communication and dialogue.
<b>Ask for feedback</b>	Demonstrating a proactive approach by seeking feedback will encourage your mentor to be motivated to pay attention to your ideas and behaviours and provide effective feedback based on observable behaviour.
<b>Embrace positive feedback</b>	Don't be embarrassed or dismissive of positive feedback and compliments from your mentor. Express gratitude and continue to build your strengths further.
<b>Control your emotions</b>	Receiving negative or unconstructive feedback can be emotionally challenging. Instead of viewing this type of feedback as a failure, try to think of it as an opportunity for learning. Remain calm and avoid taking negative feedback personally to be able to address it objectively and professionally.
<b>Make an action plan</b>	Our immediate response is usually to defend ourselves or rationalize our behaviours when we receive feedback, especially if it is negative. Instead, use your listening and communication skills to clearly understand the issue your mentor is trying to address and then create an action plan to improve.
<b>Ask specific questions</b>	A common concern from mentees is that feedback is too general. If you feel a statement is too general try to probe deeper by asking specific questions.
<b>Be ready!</b>	Your mentor may provide feedback in different formats and at unexpected times. Worry less about how your mentor provides feedback and more about the content so that you can apply it effectively.

Adapted from Algiraigri, 2014.



Mentorship is a partnership and as a mentee you play an active role in making the most of the support received.

## Initiating Conversation

Throughout your mentorship, you will likely engage in many conversations with your mentor about her/his personal experiences as a coach. One key area of support and topic of conversation throughout your mentorship may be about the barriers and facilitators for the career advancement of women in coaching. Using the tips for effective communication described, an exercise has been developed to assist you in having this conversation with your mentor.

## Going Outside Your Comfort Zone

Being comfortable and willing to go outside of your comfort zone will help you make the most of your mentorship and will challenge you to grow personally and professionally (Kanaskie, 2006; Stewart, 2006).

### GIVE THIS A TRY



#### Discussing Barriers and Facilitators Experienced by Women in Coaching

Ask your mentor to consider the barriers she/he has faced as a coach in sport. List the various barriers and important details about them in the first column. Then, describe your mentor's perceptions of how she/he managed the barriers presented in the second column. Finally, ask your mentor if there are alternative ways she/he may have coped with these barriers in retrospect.

What barriers have you faced as a coach in sport?	How did you cope with these barriers when you encountered them?	Would you do anything differently if you encountered these barriers again in the future?

Additional open-ended questions to foster communication:

- What has been the most significant barrier that you have faced as a coach in your professional career?
- Are there any examples where you have encountered inequitable treatment of women in sport? If so, how did you manage to navigate these challenges?
- What advice do you have for negotiating an appropriate coaching salary?
- What expectations should I have for work-life balance? Do you have any advice?
- What advice do you have for overcoming some of the stereotypes of women as coaches?

### KEY POINTS



#### Going Outside Your Comfort Zone

- Be proactive and take risks
- Accept complex challenges and more important responsibilities
- Share new ideas with your mentor and others
- Acknowledge and accept vulnerabilities and insecurities
- Seek advice when presented with challenges
- Show initiative and complete tasks independently
- Identify new opportunities for learning that may exist outside of mentorship activities
- Set challenging goals that require personal and professional growth

Adapted from Imperial A.C., 2017; Kanaskie, 2006; Schira, 2007; University of Toronto, 2017.



## Networking and Professionalism

It's important to act professionally in all your interactions with your mentor, and generate a positive first impression when your mentor introduces you to others in the field and provides you with a career-related opportunity (e.g., conference attendance, job interview). A positive attitude plays a significant role in making a strong first impression and is shown through friendliness, humility, willingness to learn, adaptability, consideration and gratitude for the other's time (Miles, 2008). Ensure you are dressed in appropriate attire and demonstrate professional behaviours, such as good eye contact, strong posture, and politeness (University of Toronto, Political Science, 2013). If you are corresponding with someone via e-mail, a good impression is formed through professional written communication, including correct spelling, punctuation, grammar, and conciseness (University of Toronto, Political Science, 2013). Most importantly, making a good first impression must be followed by consistency, reliability, and commitment to those you meet during your mentorship experiences and beyond (Envisia Learning Inc., 2013). Positive first impressions are the first step to a successful career-related interaction; however, first impressions must continue to be developed and nurtured across interactions over time (Envisia Learning Inc., 2013).

As well, in making the most of the mentorship, think about ways in which you can take advantage of networking opportunities when presented. Networking is considered an essential practice of interacting with others and sharing knowledge or ideas, employment or career-development opportunities, resources, and extending your network of support to assist you in reaching your career goals (Jones, 2013). Over the course of your experience, your mentor may introduce you to new people, experiences, or career-related opportunities and it is up to you to maintain connection with those you encounter through these experiences.

### KEY POINTS



#### Professionalism Basics

- ✓ Positive attitude
- ✓ Appropriate attire
- ✓ Good eye contact
- ✓ Strong posture
- ✓ Politeness
- ✓ Reliability
- ✓ Consistency
- ✓ Commitment

References: Envisia Learning Inc., 2013; Miles, 2008; University of Toronto, Political Science 2013.

### GIVE THIS A TRY



#### Networking Exercise

Learn about those within your mentor's network, identify potential individuals you may want to network with (e.g., coaches, sport administrators), where you may meet them (e.g., formal or informal meeting), and consider what you might like to learn from them (e.g., skills, career-related advice, personal experiences, useful resources). Share this list with your mentor for feedback and planning.

Who would I like to meet from my mentor's network?	Where would I like to meet them?	What would I like to learn from them?

A few questions that may assist in facilitating conversations when networking with someone new, include:

- Who was most influential in helping you get into coaching?
- Who has been most influential in helping you succeed in coaching?
- What are some of the challenges you may have faced in getting to where you are today? How did you overcome these challenges?
- Are there any professional associations, organizations, or resources that are critical to your success in coaching?
- What resources do you use for information or tips for enhancing your coaching?

Adapted from Cardillo, Settle, Kellsell, & White, 2003.

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# 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 of 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; Rush, Blair, Chapman, Codner, & Pearce, 2008). It should be expected that your mentor may not always meet your expectations and you may not always agree with your mentor'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 mentor, 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 mentor, 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).



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



## SUCCESS STORY

“I had the opportunity to watch my mentor work with his players. He also took time to watch me coach and I was able to pick his brain about how he would approach the development of my athletes. This was so useful in enhancing my coaching and overall confidence.”

Nicole McLennan, *Coach and Former Mentee, Tennis*

## GIVE THIS A TRY



### Discussing Conflict or Challenges with Your Mentor

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

- **Opening Statement:** I'm having difficulty/a challenge...
- **Behaviour:** When \_\_\_\_\_ (specify issue/behaviour)
- **Effect:** Because \_\_\_\_\_ (describe impact on you)
- **Feelings:** I feel \_\_\_\_\_ (express feelings/emotions)
- **Action:** 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 mentor's response and point of view (e.g., her/his feelings, issues, and reasons for behaviour), determine common ground with your mentor, 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 and includes:
  - Receiving feedback
  - Initiating conversation
  - Going outside your comfort zone
  - Networking and professionalism
- ✓ Understand that conflict is inevitable in any relationship and take steps to ensure it is growth enhancing if/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 that were achieved and celebrate the mentorship experience.

# Assessing Goal Attainment

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 mentor to have a final debrief.

Use this as an opportunity to summarize what you learned and the progress you have made towards achieving the goals set out in your mentorship plan.

A great way to assess the learning and skill development is to compare your skills as a coach now with the assessments you completed in “Chapter 3: Preparation”,

including the 360 Coaching Assessment, which involved collecting the perspectives of people in your coaching community. Use the chart below to identify your strengths as well as areas for continued growth and improvement regarding each category of skills from the 360 Coaching Assessment.



## GIVE THIS A TRY

### Revisiting the Mentorship Plan

MENTORSHIP GOAL	ACHIEVED?		SUMMARY OF EVIDENCE
	YES	NO	
Goal #1:	<input type="checkbox"/>	<input type="checkbox"/>	
Goal #2:	<input type="checkbox"/>	<input type="checkbox"/>	
Goal #3:	<input type="checkbox"/>	<input type="checkbox"/>	
Goal #4:	<input type="checkbox"/>	<input type="checkbox"/>	





## Assessing Personal and Professional Development

SKILL CATEGORY	STRENGTH <i>How have you improved since beginning the mentorship?</i>	AREAS FOR GROWTH <i>How can you continue to improve?</i>
<b>Time Management</b> <ul style="list-style-type: none"> <li>On time for practices, finishes training on time, uses training time effectively</li> <li>Manages time to give quality attention to all athletes</li> <li>Manages administrative duties</li> <li>Balances personal and professional obligations</li> </ul>		
<b>Opportunities for New Learning</b> <ul style="list-style-type: none"> <li>Learns from successes and failures</li> <li>Seeks feedback/opportunities for improvement</li> <li>Engages in ongoing professional development</li> <li>Sets goals for learning</li> <li>Seeks support from others</li> </ul>		
<b>Interpersonal Interaction</b> <ul style="list-style-type: none"> <li>Advocates for issues of importance to the coach</li> <li>Brings forward new ideas</li> <li>Interacts with those who are important for development and career advancement</li> <li>Effectively communicates/manages conflict</li> </ul>		
<b>Advancement of Women in Coaching</b> <ul style="list-style-type: none"> <li>Encourages more women in coaching</li> <li>Supports women in coaching</li> <li>Actively works to reduce barriers to women in coaching (advocating/informing)</li> </ul>		

Adapted from Stirling & Kerr, 2016.



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# Sharing your Success with Others

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## Include Your Mentorship Experience on Your Resume

Highlight your mentorship experience on your resume using accomplishment statements. **Accomplishment statements** are a clear way to describe the impact of your experiences. They should start with an **action verb**, followed by **what you did**, and finally the **result/impact**.

### Writing an Accomplishment Statement

RESULT/  
IMPACT

#### Sample accomplishment statement:

Collaborated *[action verb]* with a mentor coach to develop a volunteer initiative in the University of Toronto Junior Blues program *[what you did]* which encouraged high school girls to assist with coaching in the youth sport programs *[result/impact]*.

Reference: U of T Career Centre, 2017.

Take time to celebrate your success!





## SUCCESS STORY

“Over the course of the past year, I received incredible mentorship through this program. It played an integral role in my development and I believe there is a need for more women in the coaching profession to have an opportunity like this.”

Claire Meadows, *Coach and Former Mentee, Basketball*

## Communicate Your Mentorship Experience in a Job Interview

You will likely be asked in an interview to describe a time when you demonstrated a particular competency related to coaching and realize there is an experience from being a mentee that is relevant. The “STARR Method” is a simple process to use to clearly articulate your example, and includes a description of the situation, task, action, results and reflection on the experience in relation to the job

### KEY POINTS



#### Sharing Your Mentorship Experience in an Interview

##### Sample Interview Prompt:

Describe a time in which you actively sought out an opportunity to expand your knowledge as a coach.

##### Situation

##### Set the stage by describing the opportunity:

“Last summer the mentor coach whom I was working with encouraged me to participate in a week-long professional development conference geared towards educating coaches on strength training principles.”

##### Task

##### Describe what was required of you:

“Over the course of five days my fellow coaches and I attended workshops and presentations on the topic of strength training and collaborated with each other to adapt our respective training plans to accommodate the new knowledge that we gathered.”

##### Action

##### Describe how you applied this experience:

“When I returned from the conference I reviewed what I had learned with my mentor and purposefully integrated the strength training principles into the athletes’ programs.”

##### Results

##### Describe how this experience benefitted you as a coach:

“This experience significantly improved my understanding of the appropriate way to integrate a new training modality into athletes’ programs. Upon seeking feedback from my mentor and the athletes about the new additions, it was clear to me that the athletes were enjoying this new training component.”

##### Reflection

##### Share what went well and what didn’t go as well. Explain what you learned and how this relates to the job:

“Upon reflection, I gained greater awareness of the need to introduce new initiatives slowly and to explain the rationale for new initiatives to the athletes.”

# Celebrating the Mentorship Experience

You did it! You and your mentor have established a fulfilling and professional relationship which has helped you progress toward your goals as a coach. 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!

Dedicating time to reward accomplishments helps create a psychologically motivating climate which tends to improve performance and make work more enjoyable and personally meaningful (Applebaum & Kamal, 2000; Beary, 1990 as cited in Koning, 1993). Purposefully 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 mentor (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 female coaches to engage in mentorship
- Express gratitude to your mentor

### Formal Approaches:

- Give your mentor a thank you card
- Make or purchase a small gift of appreciation for your mentor
- Create certificates of achievement, one for you and one for your mentor
- 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 mentor
- Make the celebration timely, don't let the opportunity for recognition slip by

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

## KEY POINTS



### Checklist for Wrapping Up

- ✓ Assess goal attainment
- ✓ Share your success on your resume and in future interviews
- ✓ Celebrate!

# 7

## EVALUATION AND PLANNING NEXT STEPS

Congratulations! At this point you have worked extensively with your mentor to set and accomplish goals, overcome challenges, and hopefully learn new strategies and approaches to developing as a successful woman in coaching. 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 mentor has contributed to your development and goal attainment through the mentorship relationship and how you can make goals for the future to become a lifelong learner.



# Evaluating the Mentorship

Dedicating time and attention to evaluation of your mentoring relationship will help you develop into a more independent learner

(Angelo, 1991 as cited in De La Harpe & Radloff, 2000) by prompting you to reflect on what worked and what didn't work well

for you. This can provide you with insight for your next mentoring experience, either as a mentee or mentor coach.

## GIVE THIS A TRY



### Evaluating Yourself as the Mentee

For each of the statements in the chart referring to yourself as the 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).

MENTEE RESPONSIBILITIES	1	2	3	4	5
I came prepared to meetings with my mentor so that we could use the time effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I received and used feedback from my mentor effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I communicated well with my mentor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I demonstrated appreciation for my mentor's commitment to our relationship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I took an active role in setting goals and taking action steps toward them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I regularly shared progress toward my goals with my mentor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I took time to reflect on my learning process and progress	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I applied lessons learned from my mentor to my coaching practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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



Dedicating time and attention to evaluation of your mentoring relationship will help you develop into a more independent learner.

## GIVE THIS A TRY



### Evaluating Your Mentor

For each of the statements in the chart referring to your 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).

INTELLECTUAL GROWTH AND DEVELOPMENT	1	2	3	4	5
Encouraged inventiveness and creativity in my coaching practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Helped me to be critical and objective	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Helped me to become independent in identifying and overcoming challenges	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provided timely and constructive feedback	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provided thoughtful advice on my coaching practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Helped me set goals and develop strategies to achieve them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Helped me work effectively with other individuals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PROFESSIONAL CAREER DEVELOPMENT	1	2	3	4	5
Provided counsel for important professional decisions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assisted me in navigating barriers to success	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provided opportunities to network with others in positions of authority	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maintained balance between supporting the mentor's coaching role and helping me develop mine	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Helped me envision a career plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provided guidance in developing skills needed to mentor others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Encouraged me to advocate for myself	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Motivated me to achieve my goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PERSONAL COMMUNICATION	1	2	3	4	5
Listened carefully to my concerns	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Worked with me to set clear expectations of the mentoring relationship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Consistently observed my performance as a coach and progress toward goal achievement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Considered and was sensitive to gender, ethnic, cultural, and other identity-related issues in interacting with me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Respected my time and abilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Was accessible to me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SERVED AS A ROLE MODEL	1	2	3	4	5
Conveyed high ethical standards and concern for athlete well-being	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Illustrated active teamwork and collaboration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrated good work habits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrated good work/life balance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I would recommend this mentor to other coach mentees	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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



## 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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The structure of the program made it easy to perform my role as a mentee	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The time commitment to my mentoring relationship was appropriate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There was a good fit between my mentor coach and me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participation in this program has benefitted my professional development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I felt confident in what was expected of me throughout the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I experienced learning and growth during the mentoring process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My expected outcomes for this mentorship program were met	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I would recommend this mentorship program to others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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 mentor excelled in, it is worthwhile to consider whether discussing this evaluation with your mentor would be valuable. As long as the conversation is approached with sensitivity, respect, and gratitude for the areas in which your mentor did excel, discussing this evaluation could help your mentor continue to hone her/his mentoring skills.

## Thinking Ahead

Over the course of the mentorship relationship you have likely become very in-tune with your strengths as a coach, as well as areas where you can keep improving. This awareness is part of your development as a **lifelong learner** and making the commitment to being a lifelong learner will facilitate continued progress toward your coaching career goals.

## KEY POINTS



### Characteristics of a Lifelong Learner

- ✓ Self-awareness
- ✓ Self-confidence
- ✓ Persistence
- ✓ Positive view of the value of learning
- ✓ Good self-management skills
- ✓ Effective time and effort management
- ✓ Willingness to seek help and collaborate with peers

References: De La Harpe & Radloff, 2000.



## SUCCESS STORY

“This mentorship opportunity has made me want to become a mentor for other coaches. This was a great deal of fun to be involved in and allowed me to become a better coach.”

Delaney Collins, *Coach and Former Mentee, Hockey*

## GIVE THIS A TRY



### Getting You Started on the Path to Lifelong Learning

- To assess the progress you have made toward achieving heightened self-awareness, complete the same Metacognitive Awareness Inventory: <https://www2.viu.ca/studentsuccessservices/learningstrategist/documents/MetacognitiveAwarenessInventory.pdf> (Schraw & Dennison, 1994)
- Take a moment to think about your experience as a mentee and the area of your coaching practice in which participation in this mentorship has had the most significant impact. Based on what you have learned, complete the following Action Card:
  - I will start...
  - I will stop...
  - I will continue...
- In the previous section you assessed your progress toward the learning and performance goals you and your mentor identified at the outset of the program. Now it's time to plan for the future and make new goals! Before answering the following questions, review the “Areas for Growth” you identified for your original goals in the previous section. You can also review the “Guidelines for Goal Setting” provided in Chapter 4 to remind yourself how to set SMART goals (Weinberg & Gould, 1999, 2003).
  - a) What are your short-term (1-2 years) career goals in coaching?
  - b) What are your long-term (5-10 years) career goals in coaching?
  - c) What further skills must you acquire to achieve these goals?
  - d) Whose support and what resources can you recruit to assist you in achieving these goals?

University of Illinois at Chicago, n. d. b

# Paying it Forward

The final step in optimizing your experience as a mentee is to consider how you can pay it forward and have an impact in your community. Questions to consider, include:

- How can you apply your mentorship experience and the skills you developed in your mentoring relationship to your relationships with the athletes you coach?
- How can you apply your mentorship experience and the skills you developed in your mentoring relationship 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

### “Paying it Forward”

- ✓ Become a mentor for another coach
- ✓ Apply your new skills to mentoring athletes
- ✓ Apply your new skills to professional relationships
- ✓ 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
- ✓ Think ahead about new goals and opportunities for learning
- ✓ Consider how you can pay it forward



Being a mentor for other women in coaching can be beneficial for both you and the mentee.

# 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.

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# 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	<ul style="list-style-type: none"><li>• Understand what mentorship involves</li><li>• Determine if mentorship is right for you</li><li>• Assess whether you are ready to be mentored</li></ul>
2	PREPARE	<ul style="list-style-type: none"><li>• Build self-awareness through self-assessment</li><li>• Identify areas for growth</li><li>• Learn strategies to be an effective mentee</li><li>• Connect with a mentor/mentors</li><li>• Clarify expectations for the mentorship relationship</li></ul>
3	SET THE STAGE	<ul style="list-style-type: none"><li>• Develop a vision</li><li>• Set goals to achieve your vision</li><li>• Create a mentorship plan</li><li>• Identify appropriate relationship boundaries</li><li>• Clarify roles of the mentee and mentor</li></ul>
4	DEVELOP TOGETHER	<ul style="list-style-type: none"><li>• Engage in reflection and ongoing assessment</li><li>• Make the most of the mentorship</li><li>• Manage and trouble-shoot conflict or challenges</li></ul>
5	WRAP UP	<ul style="list-style-type: none"><li>• Assess goal attainment</li><li>• Share your success with others</li><li>• Celebrate the mentorship experience</li></ul>
6	EVALUATE AND PLAN NEXT STEPS	<ul style="list-style-type: none"><li>• Evaluate the mentorship program and relationship</li><li>• Think ahead and embrace lifelong learning</li><li>• Pay it forward</li></ul>



# Beyond Mentorship: Advancing your Career in Sports Coaching

## What More Can I Do to Advance as a Woman in Coaching Beyond Mentorship?

There are additional strategies you can employ to facilitate your continued coaching success and make yourself an attractive candidate when it comes to promotion opportunities. The following five points are adapted from Ann Daly's (2016) five essential career accelerator skills:

**1. Manage your talent:** Engagement in mentorship was a significant step in the right direction to hone your skills as a coach and identify areas for continued growth. This process is part of continuously managing your talent and fostering lifelong learning skills. You will be more likely to advance your career if you continue to build new knowledge and skills, and seek out new experiences to expand your repertoire.

**2. Build your social capital:** Working with a mentor has also been a step in the right direction in terms of building your social

capital. Introduce yourself to others in your field and build connections with them based on mutual trust and goodwill so that you have other people in your corner when opportunities to advance arise.

**3. Foster your uniqueness:** What is special about your coaching philosophy, skills, or practices which make you stand out amongst your peers? Being aware of how others perceive you in your field and highlighting your uniqueness can enhance your desirability as a job candidate.

**4. Establish your professional presence:** Having a professional presence means making good decisions, assuming responsibility for your actions, and behaving in

an appropriate and professional manner in your role as a coach. Establishing a presence of this nature is how you inspire confidence in your peers and superiors that you are capable of facing challenges and taking on more responsibilities.

**5. Act like a leader:** This point is particularly important for women trying to advance their careers in a culture typically dominated by men. Leaders have a vision, have an impact in their community, and are excellent communicators. This mentorship has emphasized these skills and you should keep using them in your day-to-day coaching practises.

### 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 your career by: managing your talent, building your social capital, fostering your uniqueness, establishing your professional presence, and acting like a leader.



### SUCCESS STORY

"I strongly encourage women to take up coaching — not just for their own personal benefit, but to inspire young athletes of the future."

**The Honourable Carla Qualtrough**, *Former Minister of Sport and Persons with Disabilities*



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