



COACH MENTORING BOOKLET FOR SPORTS MANAGEMENT 2ND YEAR STUDENTS

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Coach Mentoring – Mentor Handbook

What is Mentoring?

The activity known as mentoring has its origins in Greek mythology – ‘mentor’ being a trusted advisor or friend (Galvin, 2004).

Coaching is progressing well as a profession, and has already seen huge strides forward in areas such as coach education and resource development. However, mentoring is an area that is still relatively untouched within, and is without a clear definition.

Mentoring is used in many fields (e.g. nursing, education, business and sport), and although many agree on its value, mentoring in coaching, as in other areas, seems to lack a clear definition (Bloom et al, 1998).

Literature supports the notion that mentoring schemes have a positive effect upon a person’s personal and/or professional development (Stephen, A et al, 2008; D’abate, C. P., & Eddy, E. R, 2008 and Veenman, S et al, 1998).

There are many definitions of mentoring, taken from various fields. Some examples are given below:

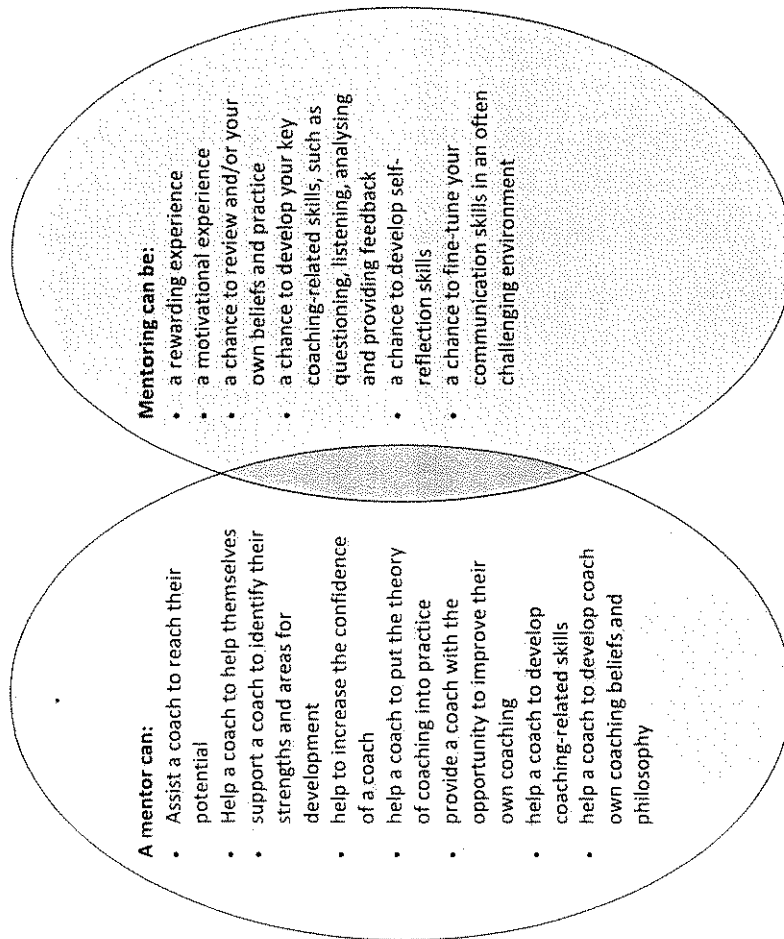
“A formal, or ‘formalised informal’, process whereby a coach is actively engaged in being guided towards acquiring new knowledge, feedback, ideas or advice by a more knowledgeable and experienced person who has both sporting and mentoring credibility and who has been selected by the coach to help meet their identified coach development needs.”
(InVEST, 2007)

“A mentor is a more experienced individual willing to share their knowledge with someone less experienced in a relationship of mutual trust. A mixture of parent and peer, the mentor’s primary function is to be the transitional figure in an individual’s development.”
(Clutterbuck, 1991)

“Behind every successful person, there is one elementary truth; somewhere, somehow, someone cared about their growth and development. This person was their mentor.”
(Kaye, 1987)

Mentoring Benefits

Mentoring is an activity that can be beneficial and rewarding for both the coach and the mentor. A number of benefits are highlighted below. This isn't an exhaustive list and others may come to the forefront during your mentoring relationship.

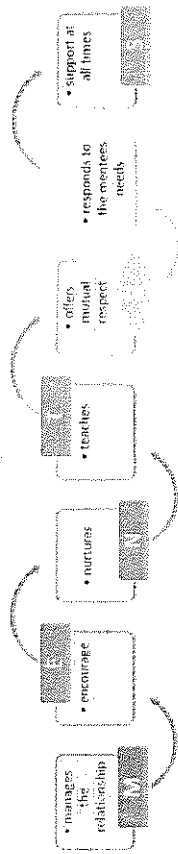


The Role of the Mentor

There are many roles, styles and approaches that a mentor can, or may opt to undertake. A mentor may decide to use a certain style or technique based upon the coach's aims, goals, learning style and preferences.

The mentor role can range from guiding someone through a new experience to being there for someone to turn to. Mentors may assist with building confidence, developing knowledge and skills (through a coach-centred approach), challenging and questioning.

Oxley, J et al (2003) suggests that coach's gain most benefit from mentoring when their mentor challenges their thinking, but critically does not problem solve on their behalf.



As a mentor, you are there to facilitate the process by which the coach uses information, skills and knowledge to develop his/her current coaching practice.

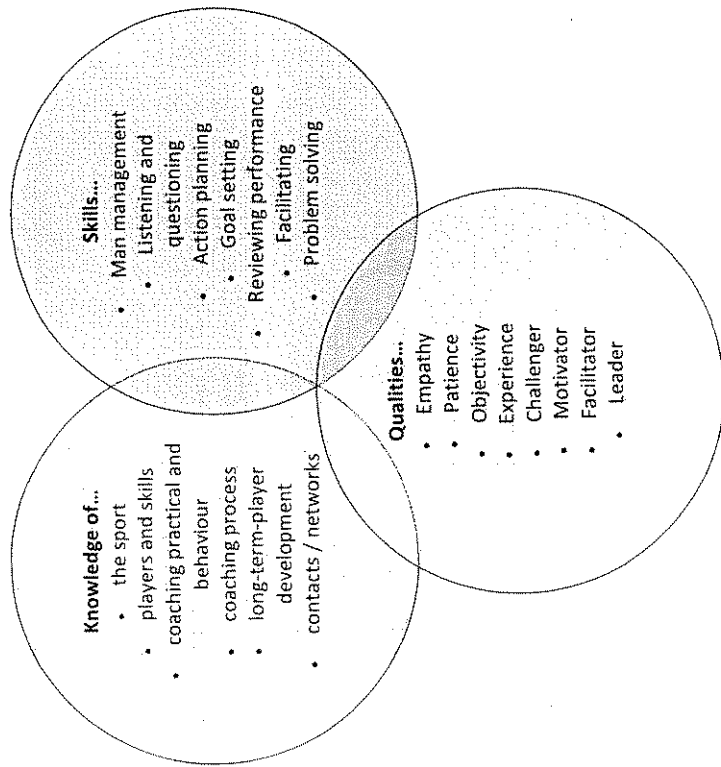
Ways you can help as a mentor are:

- Build confidence and belief in their ability
- Developer coaching skills and their knowledge
- by supporting and encouraging the coaches learning
- by being open-minded and willing to reflect on your own coaching performance/beliefs
- through adopting a **listen** and **ask** approach, rather than a **tell** approach

Above all, the mentor should adopt a *coach-centred* approach.

Mentor-centred approach	Coach-centred approach		
Requires Authority from the Mentor	Invites Creativity from the Coach		
Tell	Sell	Ask	Delegate
e.g. Mentor makes the decision & tells the coach what to do	e.g. Mentor makes the decision & persuades the coach that it is the right thing to do	e.g. Mentor outlines the situation & asks questions / invites suggestions on which the decision is then made	e.g. Mentor sets the problem & lets the coach decide how to solve the problem

Knowledge, skills and qualities of a mentor



The skill of mentoring

The key skills of a mentor are ones, as a sports coach, you may already have.

However, the skills used may vary at different stages of development of your coach. You should understand the key attributes a mentor should possess, and undertake a self-assessment to identify areas you need development in. You should be clear about your role, open-minded, honest, and willing to reflect on your own coaching practice and prepared to change.

Possessing excellent listening and questioning skills is vital to be an effective mentor. Being approachable, having the ability to display empathy and deal with any conflict and also key characteristics of a successful mentor. You need to have the available time and be accessible with a genuine desire to assist. You should be able to accept that it is a two-way learning situation and be open to the needs of the coach.

"Mentoring is about helping others help themselves"

Descriptors used by established coaches to define a mentor

Key Words or Phrases Used by Coaches	Characteristic	Defining Term
Easy to talk to	Approachable	Good interpersonal skills
Approachable		
Do not make me feel as if I'm intruding		
Open policy	Friendly	Good interpersonal skills
Very friendly		
Not aggressive	Sense of humour	Good interpersonal skills
Friends, but not close friends		
Able to have a joke with them...enjoy your time	Empathy	Good interpersonal skills
Sense of humour		
Acknowledge they have had that experience	Awareness of others	Good interpersonal skills
Show an interest in me and my problem		
Understand what the coach is going through	Empowering	Good interpersonal skills
Good at finding out where others need help		
Can tell if there is something wrong	Supportive	Good interpersonal skills
Aware of the different ways the people learn		
Can get the negative over in a nice way	Giving feedback	Able to give feedback
Understanding there are effective ways to communicate		
Give coach the tools to go and do something about it	Probing	Good communication skills
Shoulder to cry on		
Someone to talk to	Questioning	Good communication skills
Emotional support		
Supporting...bounce ideas off	Listening	Good communication skills
Supportive throughout		
Constant feedback	Communicating	Good communication skills
Willing to come in and observe my coaching		
Probing - the right questions to get the right answers	Rationalising	Professional approach
Asks questions to point you in the right direction		
Questioning type role	Serious	Professional approach
Questioning skills		
Sits there and listens...his strength was listening	Honest	Professional approach
Good listening ability		
Ability to communicate well	Committed	Professional approach
Calm and reasoned - not too emotive		
Serious	Patient	Professional approach
Vigorous and honest		
Honest overview of my work in practice	Leadership	Professional approach
Shows passion and commitment		
Patience	Advisor	Professional approach
Gives me advice		
Information clarification and direction	Knowledgeable	Professional approach
Knowledgeable otherwise...wouldn't be in this position		
Know what he is talking about	Qualified	Credible
You would expect them to be more knowledgeable		
Good level of knowledge or expertise	Experienced	Credible
Know about the things coaches want to know about		
Sport-specific knowledge	Successful	Credible
Academic excellence		
Knowledge of coaching and the coaching process	Experienced	Credible
Gone through the coaching qualifications		
Has had different experiences	Successful	Credible
Have a lot of experience in the coaching field		
Been involved as a competitor	Successful	Credible
I did respect him and I'd respect anything he said		
Really value their opinions	Successful	Credible
Someone who was superior to me		
A proven track record	Successful	Credible

(Sports Coach UK: 2008)

The Mentoring Process

The Mentoring Process Lifecycle (MacLennan, 1999), involves 4 key phases or stages;

Beginning (getting started)

1. Establishing rapport (initiation/preparing)

- Work out whether can get on and respect each other
- Exchange views on what the relationship is and is not + manage expectations
- Consider ethics and confidentiality
- Agree a way of working together – consider roles & responsibilities
- Establish a regular pattern of contact – meet on regular basis
- Set up the boundaries of what will be discussed/ground rules
- GAIN COMMITMENT, GET INVOLVED, GET TOGETHER

2. Direction setting (getting established / negotiating)

- a. Diagnose learner's style and preferences
- b. Diagnose needs and aspirations/potential
- c. Establish the current reality, determine the goals and identify priority areas
- d. Agree and set objectives and their success criteria/measures
- e. Begin work – create personal development plan

Middle (making the relationship a positive experience)

3. Progress making (development/enabling)

- a. Create a forum for progressing the learner's issues
- b. Use each others expertise as agreed
- c. Review progress and adapt if necessary
- d. Empower, identify and create opportunities
- e. Identify new issues and ways of working
- f. Explore feelings/emotions about progress so far
- g. Recognise (and celebrate) achievements
- h. Confront and reflect on less positive behaviours/actions and roadblocks
- i. Consider various options/possibilities beyond the obvious
- j. Review goals/objectives – maintain momentum
- k. Get to know each other, work & learn together

End (review, evaluation and closure)

4. Moving on (finalising/maintenance/closing)

- a. Allow the relationship to evolve or end
- b. Revisit purpose - review and critically reflect on what has been learnt
- c. Address feelings & concerns
- d. Establish friendship
- e. Review and evaluate, say goodbye, closure

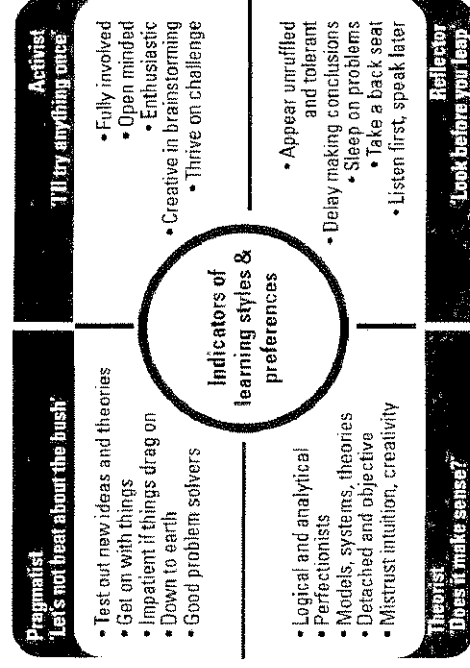
Developing a Successful Mentoring Relationship

Having an understanding of the key elements of effective mentoring will help you to build rapport with your coach. This requires both parties to contribute, and takes commitment.

Identifying roles

Establishing clear roles between you and your coach must be agreed at the beginning of the mentoring relationships. This is usually done at the first meeting, where the main goal or objective forms the basis of a mentoring agreement.

Identifying coach's learning style and preferences



As part of the process of building rapport, and to ensure a successful relationship, you need to gain a full understanding of the coach. To help you with this, you should consider the following:

Learning styles – Each of us learns differently. Having an understanding of how the coach learns, and considering this in relation to the general characteristics displayed by people from his/her community, will be crucial to the relationship.

Learning preferences – Again, as each of us learns differently, we each have preferred methods of learning.

These are: Visual, Auditory, Reading and Kinaesthetic

The implication for you as a mentor is to vary your style in accordance with the coaches learning preference. This ensures maintaining a coach-centred approach. However, from time to time, you should challenge the coach to be open to other learning styles and formats.

Building rapport

A fundamental element of a successful relationship is building rapport.

"A close and harmonious relationship in which the people or groups concerned understand" each other's feelings or ideas and communicate well."

Openness and honesty are the key; talking about experiences, successes and failures. A mentor should look to use the early meetings to discuss roles and responsibilities, the focus of the relationship and show respect for the coach by making the topics he/she raises central to the conversations.

To make progress, it is essential that communication takes place in a trusting environment and that you, as the mentor, use effective questioning to allow the relationship to develop.

Listening skills

Communication in the early stages of a mentoring relationship should be safe and non-judgemental. Conversations should be kept of track and focus on factual information.

Some people listen - Others wait to speak

Listening is a skill and can therefore be developed. Listening is an integral part of a mentor's role. Using inappropriate questions early on will not allow for growth of the mentoring relationship.

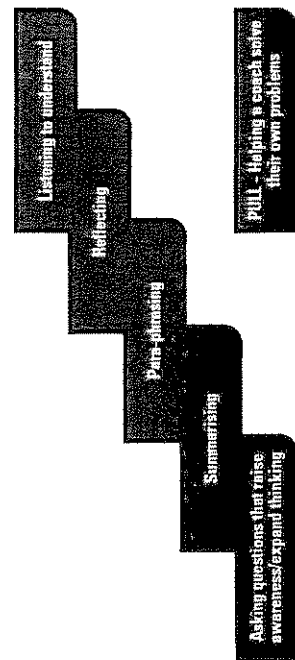
Things that improve listening:

- Observing body language, voice, changes
- Placing full attention on speaker (eye contact & body language)
- Using supportive body language
- Using encouragement, summarising, reviewing

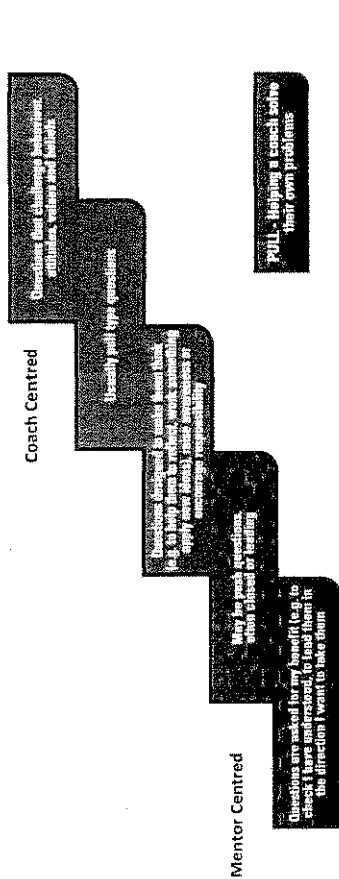
Things that disrupt listening:

- focusing only on content, not intent
- attention switching internally to your next question
- assuming you know what they are going to say
- wanting to finish their sentence
- Interruption

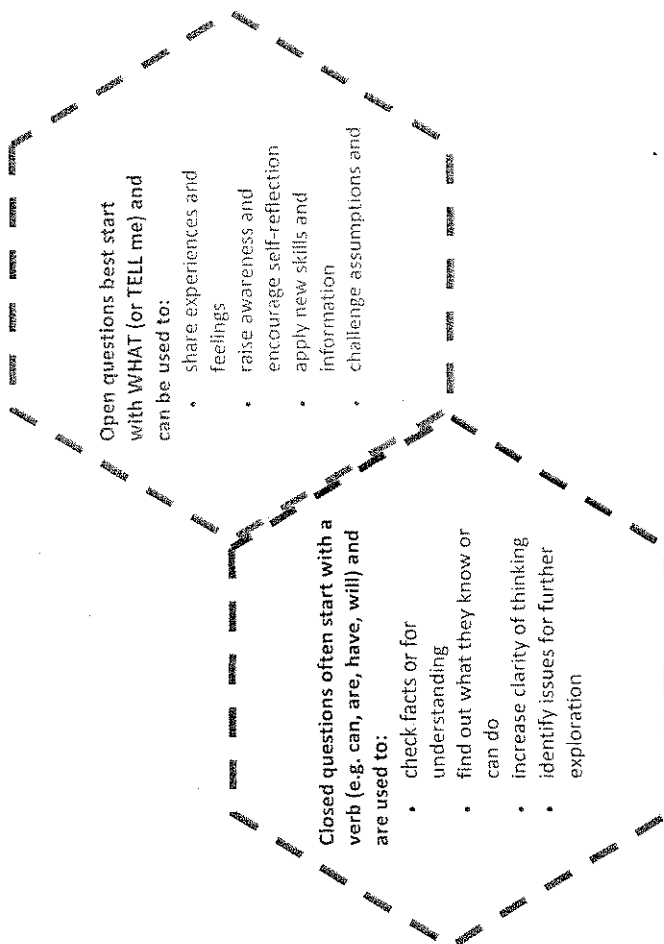
Non-directive



Questioning skills



Open v Closed Questions



Some (reflective) questions that could be used whilst mentoring

1. By how much do you want to improve, by when?
2. What is causing this feeling? How might this affect whether you achieve outcome?
3. Why do you need to control this situation?
4. How committed are you to achieving this?
5. How could you find the courage to do what you think is right?
6. How could you have done this better?
7. How do you like to be managed?
8. How does this fit in with your personal values?
9. How genuinely committed are you to this goal?
10. What could you do to improve your openness to feedback?
11. How much do you think you could have contributed to the problem?
12. How much is enough? Good enough?
13. How pure are your intentions here?
14. How will you feel about this decision looking back in 2 years time?
15. How will you make it possible to hear those unwelcome messages?
16. How would your role model handle this?
17. How would you explain this to your children/partner?
18. How/what do you feel?
19. If all the obstacles disappeared, what would you do?
20. If our roles were reversed, what would you be asking me now?
21. If this is really what you want, why haven't you already started?
22. If you did know the answer, what would it be?
23. What will give you what you want?
24. If you had another 100 years to live, would this be a priority for you?
25. If you weren't here for a month, what wouldn't get done?
26. What would your direct reports say about you?
27. What are your beliefs about this issue? Which are helpful / unhelpful?
28. What are your responsibilities here?
29. What could increase your commitment?
30. What could you stop doing something to help your situation?
31. What do you care about the most? Fear the most?
32. What do you think you might be doing to cause this reaction in others?
33. What do you want the outcome to be?
34. What does this experience/situation tell you about yourself?
35. What else could you do? What else have you done?
36. What first steps could you take to give you the confidence to make real progress?
37. What happens if you do nothing?
38. What have you not done? Why? Does it matter?
39. What help would you most value from me?
40. What is your need from this situation?
41. What makes you feel valued?
42. What messages do you not want to hear?
43. What permission have you given yourself?
44. What stops you walking away?
45. What could you lose by winning?
46. What would put you back in control?
47. What would your best-self say and do about this?
48. Who are you? Who do you want to be?

Mentoring Sessions

Mentors can utilise a range of methods to enable effective learning by the coach (some listed below). However it is important that the mentor sets and agree ground rules early on and that these form part of the mentoring agreement. Goals for each session/intervention should be set and records kept of any outcomes, learning etc.

Example mentor interventions:

- one-to-one meetings (when, where, duration etc)
- coach and mentor observe another coach or competition
- telephone/email (convenient times, frequency etc)
- written reports by coach, analysed by the mentor
- 3rd party involvement – head coach etc

The first mentoring session should ideally be one to one (perhaps away from any distractions). In this first session, you should look to complete a mentoring agreement. This sets out the expectations of the coach and mentor, and the frequency, time and type of interventions. The agreement should be signed by both the coach and mentor. The mentor, coach and programme coordinator should each have a copy.

The structure of each mentoring session should follow a similar format.

Pre-session:

- Gain a shared understanding of the session
- Clarify expectations
- Establish priorities
- Agree goals

Session:

- Keep the session relaxed and comfortable
- Keep it focused on the agreed priorities
- Agree any actions

Post-session:

- Reflect on the meeting and actions to explore what the recruit is learning
- Ensure you follow up on agreed actions
- Plan for your next session

Interaction depends upon the mentoring session, the coach's stage of learning and your level of acquaintance with the coach. Allow the coach to develop his/her own strategies – beware of advising.

There are many different ways in which mentoring can work, and you can have different focuses throughout your relationship; for example, you may:

- be required to provide or signpost your coach to technical advice about coaching
- support him/her through his/her qualification
- support him/her through any other issues

The most sustainable form of mentoring is where you support the coach to identify his/her own coaching issues and guide him/her to reach his/her own solutions.

Top tips for building a successful relationship

- Be clear about your role and the key attributes of a mentor
- **Adopt a coach-centred approach – listen and ask, don't tell!**
- People learn in different ways and use different methods – remember this
- Developing a meaningful relationship and building rapport take time. **Openness and honesty are the key**
- Have a mentoring agreement that is signed and keep records or notes of interventions

Top tips for supporting the development of mentors and recruits:

- A mentoring partnership should be a positive experience for you, as the mentor, as well as the coach. You need to feel supported in this role.
- Therefore, profiling and developing a Personal Development Plan to support you with your role should be encouraged. You should also look to share this with the programme coordinator so he/she is aware of your development needs and can offer support and advice.
- Each of you understanding how the other party in the mentoring partnership learns and approaches learning will help you build a successful working relationship.
- The mentoring relationship should focus on, and be driven by, the needs of the coach – profiling the coach and developing a personal development plan will help to identify his/her development needs.
- Developing a personal development plan will also help to set goals for the mentoring relationship and allow the coach and yourself to identify the support he/she needs.
- Self-reflection is an important tool in helping someone to learn from his/her coaching experiences. One of the key roles of a mentor is to support the coach with the self-reflection process so he/she can learn from his/her experiences and develop.

Managing the End of the Mentoring Relationship

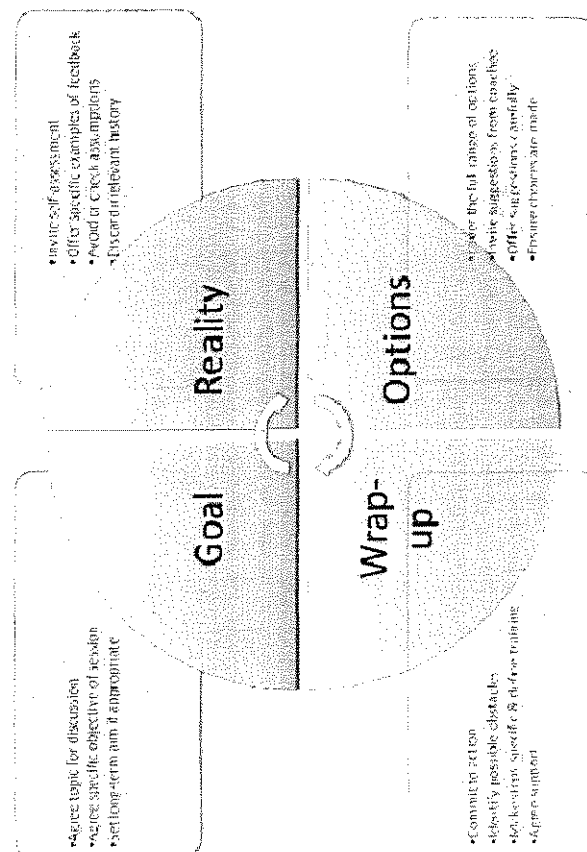
Many successful mentoring relationships have no end point. The relationship will develop and change as the coach develops, with the relationship becoming a friendship and an opportunity to exchange views and share ideas.

However, there will be an end point for every coach involved in the programme, which you will need to be aware of and consider within your relationship. It may be that your mentoring relationship has been so rewarding for both of you that you decide to keep working together beyond the scheme, or that the coach you are working with is based at your club and so you keep the relationship going and continue to support him/her through his/her coaching journey.

Whatever you decide to do at the end of the programme, you should discuss this with the person you are working with and the programme coordinator **before** the end of the programme. It should be a joint decision.

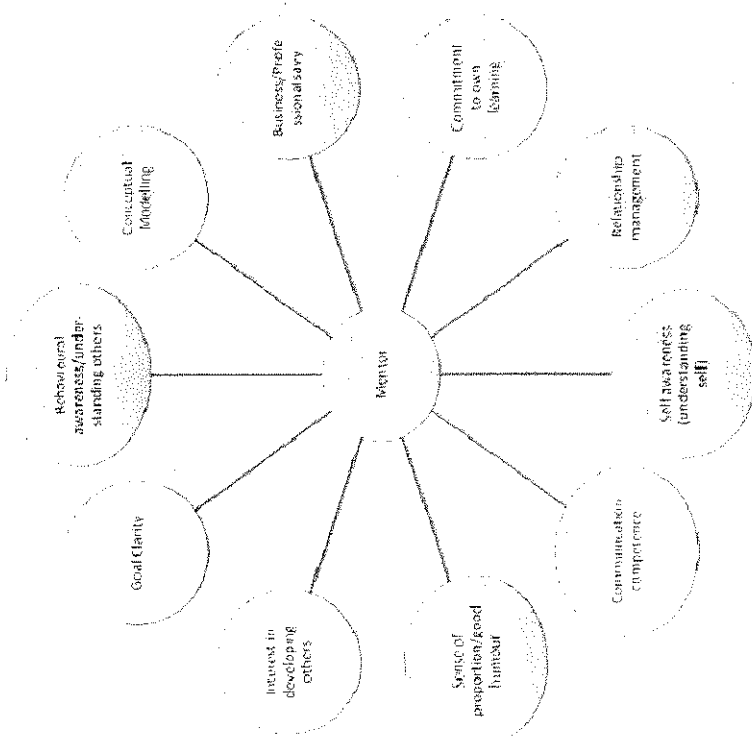
Top tips for working together and managing the mentoring relationship

- The most important relationships that between you (the mentor) and the coach
- If there is a problem within the mentoring relationship, seek support if needed, but try to address the issues yourself, rather than through a third party



- Ensure you both have access to a support mechanism within the programme so either person in the relationship can get extra advice and support where needed
- Ensure you evaluate what you do in the relationship on a regular basis to be sure you are both happy with the way the relationship is progressing and that the aims and objectives of the partnership and the coach are being met
- Ensure you both discuss the end of the mentoring relationship at an appropriate time and agree the way forward

The 10 Mentor Competencies (Clutterbuck 2000)



Key models/techniques to use during the mentoring sessions

There are a variety of models and techniques that can be used during the mentoring sessions and these can be associated with coaching and/or mentoring. A few have been listed below, (mostly taken from www.mentoringforchange.co.uk).

CLEAR model

- Contracting – opening the discussion, setting the scope, agreeing the desired outcomes
- Listening – using active listening to develop understanding of the situation
- Exploring – helping the learner to understand the effect this is having and challenging them
- Action – supporting them to choose a way ahead
- Review – reinforcing ground rules and value added, giving/receiving feedback

OSKAR model

- Outcome – what is the objective of this session what do we want to achieve today?
- Scaling – rate the situation on a scale of 1-10. How did you get this far? How to get to 10?
- Know-how & resources – what helps you perform at n rather than 0? How does this happen?
- Affirm & Action – what is already going well? What is next? What will it take to get to...10?
- Review – what is better now? What did you do to effect that change? What will change next?

Although, more recently has been quoted as OSCAR with the C = Choices & options

The Story Telling model

- Listening – demonstrating active listening at least 80% of the time
- Appreciating – showing that you are appreciating what they are saying/clear about success
- Suggesting – what alternatives can be suggested? Sharing personal reactions. Drawing out
- Asking – what else do you need? What else do you/they need to do?

Frequently Asked Questions and Answers

What if we just don't get on at the first meeting?

Ensure you tackle this at the next meeting – what could you be doing differently as a mentor that would help your relationship? What are the areas that you seem to be clashing on and why? What can you both change, to try and accommodate each other?

What if we have tried to tackle our differences but we still can't seem to get on?

Talk to the Programme/Scheme Co-ordinator and explain the issues. It may be that you will be able to swap and/or suggest a better match for your coach.

What if we are doing a lot of talking but not many actions are getting done?

Take a more 'to-the-point' approach and discuss what you see, share your concerns and encourage the coach to share their views. Remember mentoring is not just about meeting when you say you will and ticking the boxes.

Their Line Manager doesn't seem to be very supportive

Encourage the coach to explore this with their line manager (this is not your job as a mentor to tackle) and/or ask the mentee to speak to the Scheme Co-ordinator about encouraging the manager to be more committed to the programme.

Some things are being discussed, that are out of my comfort zone.

Refer to your initial mentoring contract where you agreed what you would and wouldn't talk about – re-explain your role and what other help is out there i.e. counselling etc if needed.

The mentee is looking for answers and I don't have them

It is not your job to give them the answers. Your role is to ask them questions so that they can come up with their own options/choices and solutions.

Action What three actions will you now take to meet your goals (try and be specific)?	
Commitment How likely are you to achieve the above actions?	
Time When will you start these actions? When do you expect to have achieved them?	
Involve Who do you need to involve to assist / support you in achieving your actions?	
Obstructions What might prevent you in achieving those actions? How will you overcome them?	
Know How will you know you have achieved your actions?	

Coach signature:

Educator signature:

Date:

Behavioural Questionnaire (Pre-course)

Where am I now?

Read each statement that describes a typical coach educator behaviour and then:

- 1 Determine honestly the frequency with which you do this when delivering your coach education sessions, (Never, Sometimes, or Often)
- 2 Decide whether the behaviour would have a positive or negative impact on learning
- 3 Consider the implications for you – what do you need to do more or less of to make your tutoring even more effective?

Trainer/Coach Educator /skills and behaviours:	Frequency:	+ or - impact on learning	Implications for me?
1 Use questioning to raise awareness	N S O	+Ve or -Ve impact	
2 Use questioning to encourage learners to think, problem solve or challenge	N S O	+Ve or -Ve impact	
3 Use effective questions to guide learners' thinking	N S O	+Ve or -Ve impact	
4 Give advice / information	N S O	+Ve or -Ve impact	
5 Provide constructive feedback	N S O	+Ve or -Ve impact	
6 Share experiences or examples of good practice	N S O	+Ve or -Ve impact	
7 Help learners when they hesitate by finishing their sentences for them	N S O	+Ve or -Ve impact	
8 Help learners by re-wording the question to help them find the answer	N S O	+Ve or -Ve impact	
9 Set goals for learners	N S O	+Ve or -Ve impact	
10 Set tasks to help learners learn for themselves or from each other	N S O	+Ve or -Ve impact	
11 Listen until you get the answer you are seeking	N S O	+Ve or -Ve impact	
12 Tell learners how to do it	N S O	+Ve or -Ve impact	
13 Half listen while planning what to say next	N S O	+Ve or -Ve impact	
14 Rephrase the question immediately after I've said it	N S O	+Ve or -Ve impact	
15 Interrupt to try to get the discussion back on course	N S O	+Ve or -Ve impact	
16 Display frustration in my body language	N S O	+Ve or -Ve impact	
17 Rush through material because time is running out	N S O	+Ve or -Ve impact	
18 Provide encouragement and enthusiasm	N S O	+Ve or -Ve impact	
19 Facilitate feedback (group and self)	N S O	+Ve or -Ve impact	
20 Role model good practice	N S O	+Ve or -Ve impact	
21 Problem solve (eg difficult people, time, difficult task)	N S O	+Ve or -Ve impact	
22 Leave silences to give people time to think	N S O	+Ve or -Ve impact	
23 Motivate tutors by giving them praise and encouragement	N S O	+Ve or -Ve impact	
24 Spend most time talking to Coaches rather than allowing them to coach	N S O	+Ve or -Ve impact	
25 Treating Coaches as players	N S O	+Ve or -Ve impact	
26 Time Management allows time for reviews and action planning	N S O	+Ve or -Ve impact	
27 Allow time for coaches to self-reflect	N S O	+Ve or -Ve impact	
28 Use non-intimidating questions	N S O	+Ve or -Ve impact	

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UKCC Rugby Union Source Group.