



WHAT IS MENTORING?

Mentoring helps to develop another person by sharing resources, expertise, values, attitudes, abilities, and perspectives.

Being mentored will help you to build your skills and knowledge and attain your development goals.

Both the mentor and the mentee benefit from this shared experience.

COE Women's Coach David Herbert: *"One thing I have learned as a coach, and I stand by is the following statement. Once you realise you don't know everything as a coach you will inevitably become a good coach. Seek knowledge, share knowledge, and help grow and develop the game."*

Let's take a look at some of the terms we use in this resource:

Mentor - refers to the person who is doing the mentoring.

Mentee - refers to the person who is being mentored.

Roles – refers to your position: coach, umpire, bench official.

MENTORING GOALS

Whether you're a coach, umpire, or bench official, setting your mentoring goals will help you achieve what you want from this course.

Write down your mentoring goals following reading this resource, for example:

The reason I want to read this resource is...

What I want to learn from completing this resource is...

I want to improve my skills and knowledge in the areas of...

Mentoring relationships

They can either be:

Formal - mentors are assigned to coaches, umpires, officials, or

Informal - they develop from a chance encounter.

Mentoring can take many forms.

Have a think and write down, What roles can a mentor play?



BENEFITS OF MENTORING

Mentoring has mutual benefits for all parties. Next to the three groups below record the benefits of mentoring for:

1. Basketball (the game)
2. The mentor
3. The mentee.

Some suggestions.

1. Improve the quality and confidence of the individual coaches.
2. Improve the quality of coaching communities.
3. Retain coaches in the game when they feel they are improving.
4. To provide follow up after formal training courses.

QUALITIES OF A MENTOR

Everyone is different; however, all good mentors have some key qualities in common.

For example, if a mentor is concerned about their future as a senior coach and views upcoming coaches as a threat, then this quality may not be conducive to the person being a good mentor.

Write your thoughts on the qualities of a mentor.

MENTORING STYLE

Mentoring is a very personal thing. Everyone has their own style, but there are some key things that a mentor should aim for when taking on a mentee.

Answer True or False to the following questions. (Scroll to the end to find the answers)

The mentor encourages the mentee to direct the mentoring relationship?

The mentor guides the mentee by providing information and advice?

The mentor sets the agenda for all meetings and discussions with the mentee?

The mentor uses questions to assist the mentee in making decisions?

The mentor gives the mentee scope to try new things and possibly make mistakes from which they will (hopefully) learn?

Educative Mentoring

Educative Mentoring positions the mentor and mentees as co-learners within a collaborative relationship, emphasising reciprocal learning.

Mentoring has traditionally positioned the mentor as expert and mentee as novice, emphasising a one-way flow of information, where mentors offer generic strategies to help mentees in need.

Recent studies show more success is achieved if you attempt to re-frame mentoring as an educative

practice resulting in a move away from knowledge transmission towards a shared process of knowledge transformation.

Mentors would demonstrate a move towards collaborative knowledge sharing while encouraging mentees to challenge accepted norms and engage in critical reflection. Specifically, mentors would encourage an inquiry stance interrogating the why and how generating considerable learning opportunities for both mentor and mentee. The mentor would take a stance of a learner, seeing him/herself not only as a holder of knowledge but also as a receiver.

Through mentoring, mentors will become exposed to several professional development opportunities, especially when they anticipate the reciprocal nature of learning through sharing experiences and reflective practice. For example, mentors can enhance their own self-development and awareness (e.g., increased confidence, responsibility, broadened perspectives), skill development (e.g., organisational, interpersonal) and career prospects. Specifically, encouraging mentees to reflect enables mentors to critically review their own practice and beliefs, which over time allows mentors to view themselves as co-learners.

Mentoring process

1. Identify Needs
Identify needs so the mentee is clear on what they hope to achieve.
2. Set Goals
Specific goals are set based on identified needs.
3. Establish an agreement.
Establish expectation and the logistics of the relationship.
4. Meetings, Observations, Activities
Observations and analysis can occur at meetings, trainings, competitions, etc.
5. Feedback
Feedback is a shared process with the mentee using self-reflection and the mentor providing analysis.
6. Action Plan
Decide on strategies for improvement and develop an Action Plan.
7. Review
Review against identified goals.

REFLECTING ON PROCESS

As you read through the steps of the mentoring process above, some steps might have felt familiar, while others, not so much. These are the ones you will need to learn more about.

Mentees and mentors who are matched together by a facilitator can be beneficial, allowing new relationships to develop based on relevant qualities and experience.

A questionnaire is often useful to ensure the right match and may provide both parties with the best opportunities for success.

A mentoring relationship works well when:

- Goals and expectations match
- Values are compatible.
- Experience of the mentor is relevant to the mentee.
- The mentor is an appropriate role model for the mentee.
- The arrangement is workable for both parties.
- There is a match with gender, age, and culture.

IMPACT OF MENTORING

Your mentoring style is likely to reflect your personality, your experiences as a coach, umpire or official, and your mentoring philosophy.

The experiences you've had - and your interpretation of those experiences - shape the way you view the world and your roles within it. This in turn influences your behaviour and your impact as a mentor.

We all have our own style of interpersonal communication which affects the way we relate to others, and they relate to us. A classic example is two coaches: one gives very little feedback during the game and quietly summarises everyone's match performance afterwards; the other coach constantly yells feedback and instructions throughout the entire game. Each style is valid and both yield results, however, they have varying impacts or effects on the players.

Think about your style and the attributes you would use to describe your personality. Understanding the way, you manage yourself in relation to others, can positively or negatively affect relationships and results. This is known as 'emotional intelligence'.

Basketball Australia Group Mentoring framework

If you are reading this resource with the intention of taking on a mentoring role in your club or association with a group of coaches, we have created a framework around the coaching competencies that you can use to facilitate a series of meetings with them to provide some structure to a mentoring relationship.

- Session 1 - Creating a vision and a philosophy.
 - Appreciate the big picture – understand your coaching context and implications for your coaching programs.

- Develop and effectively communicate a personal coaching philosophy which articulates your purpose, principles, and values.
 - Your philosophy
 - The big picture for your coaching programs
 - What is your why?
 - Purpose
- Session 2 - Build relationships and guiding learning
 - Build and maintain healthy connections with players, parents, officials, club coaching coordinator and committee members.
 - Prepare a safe and effective environment for maximising learning and improvement.
 - Understand and implement athlete wellbeing principles and practices.
 - Dealing with people
 - Coach/athlete relationship
 - Feedback
 - How people learn and being learner centred
 - Managing expectations
 - Showing you care / emotional intelligence.
- Session 3 - Shaping the environment.
 - Use mentor to assist with season planning, coaching practice, and growth as a coach across the course of a season.
 - Understand and apply the principle of season planning including reference to the 6 coach competency themes.
 - Establish a positive team culture within and around the team and club incorporating individual and team standards.
 - Understanding how to build a culture.
 - Applying and living values
 - How do you create the right team environment
 - Player development
 - Influencing wider community
- Session 4 - Coaching at training
 - Understand and apply skill acquisition principles to teach and develop advanced skills of basketball.
 - Incorporate the principles of the demands of the game when programming representative practice design.
 - Demonstrate effective coaching practice and behaviours utilising game sense and constraints-based approaches at training.
 - Apply the principles of positive sports coaching in coaching practice to improve player optimism and resilience.
 - Acquisition of skill acquisition principles
 - Principles of play at training
 - Structuring and delivering training.
 - Communication at training
 - Using vision
 - planning
- Session 5 - Coaching at the game
 - Apply advanced tactics and strategies of basketball in a competitive situations.

- Observe, analyse, and provide feedback – demonstrate effective noticing skills of players and team in practice and competition and other feedback and instruction.
- Understand the principles of game analysis and supporting tools such as video to gather and examine data to gauge progress and improve performance.
 - Team playing strategy.
 - Principles of play in the game
 - Game day communication
 - Game day structures
 - Game day planning
 - One the sidelines
 - Feedback during games
- Session 6 - Personal learning and reflections
 - Constantly seek opportunities for formal and informal learning to ensure continuous growth.
 - Know your strengths and weaknesses, self-reflect on coaching practice with help of mentor- include review of season and actions to progress and improve.
 - Manage personal development and own health and wellbeing.
 - Formal and informal learning
 - Reflections
 - Mentoring
 - Self-Care

Individual Mentoring steps

PLAN YOUR FIRST MEETING

It's common practice to have a written agreement between a mentor and mentee. This helps develop some 'ground rules' of shared expectations, to establish the mentoring relationship.

A mentoring agreement can be formal or informal, but we can provide some ideas for key inclusions.

Make sure both parties include;

How much time do you have or are prepared to commit to the relationship?

What strengths and weaknesses do you bring to the relationship?

What are your goals and expectations for the relationship?

1. Regular contact

Frequency (how often?):

Duration (how long each time?):

Term (over what period of time?):

2. Professional courtesy

(Specifically, for example, being on time)

3. Ground rules

(What we will and won't do, for example, maintain confidentiality)

4. Scope and boundaries

(Topics we may discuss)

You can continue to develop and use this document as the basis for your mentoring.

ADULT LEARNING PRINCIPLES

A mentor will mostly work with adult mentees.

Compared with children and young people, adults learn a bit differently. As a mentor, it is worth keeping in mind some of these basic principles.

Adults are:

- independent and self-directed
- have accumulated a foundation of life experiences and knowledge.
- goal-oriented
- practical, focusing on information most useful and relevant to them in their role.

All learners, whether children or adult, need to be shown respect.

TIPS ON GIVING FEEDBACK

How you provide feedback will have a huge impact on the way it is received. Whilst the process necessarily involves suggesting alternative ways of doing things, it's important to make the feedback constructive. So, focus on what they are doing well, including areas for improvement.

The following tips will help to maximise the benefit of your feedback for the mentee.

- Keep it short, simple, and sincere.
- Be realistic about what can be changed and influenced and set realistic timeframes.
- Protect the mentoring relationship, your own integrity, and the mentee's self-esteem.
- Be careful and considerate so feedback has the greatest chance of being listened to and acted on.
- Use positive body language.
- Be specific about what you are commenting on and say what you do want, not what you don't want.
- Be action- and future-focused.
- Describe and name behaviours and actions, and their effect in the coaching or officiating situation – performance-based, not personal.

GIVING FEEDBACK

A simple structure for giving feedback is to:



- Outline the context or the situation of the feedback.
- Describe the behaviour or action.
- Explain the impact or effect of the behaviour.

Providing feedback involves communicating effectively.

To do this:

- Explain objectively and ask useful questions.
- Use the person's name and make eye contact.
- Encourage the other person to speak and listen actively.
- Assess what you hear without being judgmental.

MENTORING REVIEWS

It's important to review how your mentee is progressing, as well as the general status of the mentoring relationship. Reviewing the mentee's performance against the goals set at the start of the mentoring process is a good way to gauge whether the mentee is improving.

When reviewing your mentoring relationship, look for the following characteristics:

- Good rapport between the mentor and the mentee
- Trust and confidentiality observed.
- Demonstrated interest and enthusiasm.
- Clear objectives and goals
- Mutual respect
- Clear communication and feedback – mentor as a 'critical friend'
- Comfortable physical environment for meetings
- A shared experience
- Fun and enjoyment
- Acknowledgment and celebration of achievements
- Others are aware and supportive of the mentoring relationship.

HANDLING CONFLICT

Conflict and difficult situations are a natural part of life and can lead to greater awareness and growth.

When meeting with your mentee, keep emotions in check by focussing on the behaviour you want to address, rather than making it personal.

Use questions and active listening to gather information to help your understanding of the other's point of view before entering into a discussion to resolve the conflict.



TIPS FOR DISTANCE MENTORING

- More time will need to be spent on getting to know each other.
- Tell them about yourself and your experiences.
- If meetings aren't face to face you will not have the benefit of body language, therefore re-cap and ask more questions for clarification.
- Use the internet and a webcam (such as Skype), to add a face-to-face element to phone calls.
- Provide support and encouragement.
- Use emails. When things are written down, they tend to be more detailed and specific than when people simply talk about them.
- Keep the communications informal but always check for interpretation. Use video to show examples and analyse situations.
- Remember, learning should be fun and social so keep things informal and chatty.

WHEN AND HOW TO END A MENTORING RELATIONSHIP

The effectiveness of the relationship needs to be reviewed at regular intervals.

If the relationship is no longer meeting the needs of the mentee, or their goals have been achieved, then it might be time to set new goals, conclude the mentoring relationship, or transfer the mentee on to another mentor.



Answers

Mentoring Style

The mentor encourages the mentee to direct the mentoring relationship ? True

The mentor guides the mentee by providing information and advice? True

The mentor sets the agenda for all meetings and discussions with the mentee? False

The mentor uses questions to assist the mentee in making decisions? True

The mentor gives the mentee scope to try new things and possibly make mistakes from which they will (hopefully) learn? True