



A MENTORSHIP GUIDE

FOR ADVANCING WOMEN IN COACHING

EFFECTIVE MENTORING PRACTICES FOR THE **SPORT ADMINISTRATOR**

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

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WOMEN'S PROGRAM



Status of Women
Canada

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Focus of this Guide

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

There has been a mentorship guide developed specifically for each of the mentee, mentor and sport administrator.

The practices included in this particular guide are intended for the sport administrator. 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.

Chapters 2 to 4 provide background information and recommendations to use in developing your mentorship program (Chapter 2); managing the mentorship (Chapter 3); and evaluating your mentorship program (Chapter 4). Chapter 5 provides a summary and concludes with general recommendations for advancing women in coaching beyond mentorship.

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

Up to **70%** of girls

and 16% of women participate in sport (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).

Inclusion of girls and women as athletes is improving.

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

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

Benefits of Mentorship

The benefits of mentoring are significant for everyone involved.



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

Benefits of mentorship

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

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

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

Considerations for Mentoring Women

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

The Need for Sponsorship

The provision of sponsorship opportunities is arguably the most important consideration, and for some, is viewed as a necessity for advancing women's careers (Foust-Cummings et al., 2011). While some researchers distinguish between sponsorship and mentorship (Foust-Cummings et al., 2011), for the purpose of this guide,

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.



Multiple Mentors, Both Female and Male

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

Addressing Barriers and Facilitators

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

Stage of Career Development

Another important consideration for mentoring women coaches is the mentee's stage of career development. Research has shown that graduating university/college female athletes would pursue a career in coaching if an opportunity was presented to them,

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

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 off of whom I can bounce ideas, 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



2

DEVELOPING YOUR MENTORSHIP PROGRAM

Developing a mentorship program is a great way to initiate, facilitate, and support the mentorship of women coaches. As sport administrators it's important to assess your readiness for a mentorship program, consider the role you can play in the mentorship relationship, how you may recruit and match coaches, provide resources for training mentees and mentors in advance of the mentorship, and explore potential sources and uses of funds to launch your mentorship program.

Assessing Readiness: Roles and Responsibilities of the Sport Administrator

An important first step for the effective mentorship of women in coaching is for all parties involved to assess their readiness for the mentorship. This also applies to the sport administrator. Before embarking on the process of developing a mentorship program, key questions you will want to consider as a sport administrator, include: Why is mentorship important in my sport organization? How does mentorship align with the mission, values and objectives of

the sport organization? Will a lead person be assigned to oversee the mentorship program? And, what other resources may be available to support the mentorship (e.g., finances, time, expertise, personnel)?

A critical aspect of your role as an administrator is to create and facilitate a culture of mentorship in your organization, characterized by the sharing of knowledge, skills and experience. As the sport administrator,

it will be important to demonstrate support for mentorship by recognizing the importance of mentorship, defining the overarching vision and goals of the mentorship program, advocating for the mentorship program, and acquiring and allocating funding, resources, and/or personnel to help support the program (Perrone, 2003).

KEY POINTS



Building an Effective Mentorship Program: Roles and Responsibilities of the Sport Administrator

Before *the Mentorship Begins*

- Recognize and describe the importance of a mentorship program for your organization
- Develop a common vision, overarching goals, broad mentor/mentee expectations, and procedures for implementation of the mentorship program
- Allocate organizational resources for the program and/or seek external resources
- Assign a lead person within your organization to manage the mentorship program
- Recruit, match, and coordinate mentors and mentees
- Facilitate and/or recommend pre-mentorship training for mentors and mentees (e.g., NCCP Mentorship Module)

During *the Mentorship*

- Provide supplemental training or opportunities to support mentorship goals
- Conduct progress assessments throughout the mentorship
- Communicate regularly with mentors and mentees and assist in resolving conflicts or addressing challenges
- Establish methods to recognize mentors for contributions to the program

After *the Mentorship has ended*

- Evaluate the effectiveness and impact of the program
- Share the mentorship successes
- Promote the program to colleagues and/or external organizations

References: Simpson & Beynon (2005); Columbia University (2017); Management Mentors (2013); Napolitano (2015); Perrone (2003); University of Michigan (2015); University of Stirling (2015).

Recruiting and Matching Coaches

Sometimes a personal approach to recruiting mentor & mentee coaches is most effective.



The recruitment of mentor and mentee coaches, as well as the process for matching them, are two important steps in developing your mentorship program and can be done in a variety of different ways based upon the specific needs of your program.

Recruiting Coaches

Whether recruiting mentee or mentor coaches, women respond well to personal invitations and a combination of formal and informal recruitment strategies. Formal strategies for recruiting potential mentor and/or mentee coaches may include: sending formal invitations, holding an informational seminar, building mentorship into a coach's annual performance review, or requiring newly hired coaches to be mentored by a

senior coach in your sport organization. While formal strategies can be effective, sometimes the best approach to recruiting mentee and mentor coaches is a more personal approach. For example, mentors often respond positively if they are told, "I have a mentee who would benefit greatly from your experience and expertise as a coach. Would you be willing to take her on as a mentee?" On the flip side, approaching a

potential mentee coach and saying "You show great potential as a coach and I know of another coach who would be a perfect fit as your mentor to further your development and help you achieve your goals. Would you be interested in participating in a mentorship program as a mentee?" (Management Mentors, 2013).

GIVE THIS A TRY



Questions to Consider in Facilitating the Matching Process

- Do you have enough mentor and mentee coaches to match one-to-one?
- Will you generate the pairs and then notify the coaches of their mentor or mentee?
- Will mentees choose their mentors based on their own set of criteria?
- If mentors and mentees are allowed to form their own pairs, how will you ensure this is done in a timely fashion and that no coach is left out of the process?
- Is there another way to consider matching coaches other than one-to-one?

Adapted from Insala (2011).

Matching Coaches

Now that you have recruited mentor and mentee coaches for your mentorship program, how will you match them? The three most common ways of matching mentors and mentees are: 1) Deliberately matching mentor and mentee coaches based on complementary personalities, professional characteristics, shared values, or other pre-established

criteria; 2) Randomly assigning mentor and mentee coaches without the use of pre-established criteria; and 3) Allowing mentor and mentee coaches to form their own matches (Law et al., 2014).

After considering the above questions, decide whether you will match the coaches one-to-one in a traditional mentor-mentee dyad or whether matching coaches in a team, group, or peer-mentoring format will be more appropriate for your program (Ontario

Mentoring Coalition, 2017). Each form of mentoring serves a different purpose and may be more or less appropriate and effective for your mentorship program. You may also consider implementing more than one of these models simultaneously as in the case of incorporating mentor-mentee dyads or team mentoring as well as peer mentoring.

KEY POINTS



Forms of Mentoring

Mentor-Mentee Dyad	Match mentees and mentors one-to-one <i>Ideal when:</i> you have an equal number of mentees and mentors and can facilitate a deliberate, random, or self-selected matching process.
Team Mentoring	Match several mentors with small groups of mentees <i>Ideal when:</i> you have an odd number of mentees and mentors, and have multiple mentors with expert knowledge and experience you would like all mentees to have equal access to.
Group Mentoring	Match one mentor with a small group of mentees <i>Ideal when:</i> you have more mentees than you do mentors and you would like to facilitate a team environment in your program.
Peer Mentoring	Create a group of mentees who will mentor one another <i>Ideal when:</i> you have a group of motivated mentees with coaching expertise and unique experience that can benefit one another's learning and development.



Decide between implementing a deliberate, random, or self-selected matching process.

Mentorship Training

Now that you have recruited and matched your coaches appropriately, it is important to give mentees and mentors a short orientation of their upcoming mentorship experience.

While mentees and mentors often have the best of intentions entering into their mentorship relationship, most are unprepared for their roles (Kupersmidt, 2014). Training can contribute to the success of your mentorship program by ensuring mentees and mentors are well informed of their roles and responsibilities, and have the necessary skills and competencies to build effective mentorship relationships and a mentoring plan.

Mentee Training

Information and resources that may be used for training the mentee, including exercises to assess readiness, facilitate self-assessment in preparation for the mentorship to begin, and strategies to use to set goals and a mentorship plan are included in the Mentorship Guide for the Mentee. Information is also provided on ways mentees can make the most of the mentorship including tips for receiving feedback, initiating conversation, going outside your comfort zone, networking and professionalism, and managing conflict and challenges. **See “A Mentorship Guide for Advancing Women in Coaching: Effective Practices for the Mentee.”**

Training for your mentee coaches may help them develop a sense of self-awareness and purpose for participating in your mentorship program. It can support the development of core competencies and knowledge needed to navigate their relationship with their mentor and set themselves up for success.

Training Outcomes for Mentees:

- Learn about mentoring
- Understand their role and that of the mentor
- Develop general expectations for the mentorship relationship
- Understand their responsibilities as a mentee
- Understand how to manage limits of confidentiality and the boundaries of the relationship
- Practice skills that will assist them throughout the mentorship

Adapted from Strother-Taylor (2003)

To begin, decide on the content, delivery, and structure of your mentee training. This planning will help ensure you are delivering relevant information and increasing the chances that your program will bring about its desired outcomes (Strother-Taylor, 2003). There are lots of different ways you can deliver your training, including:

- Presentations
- In-person workshops
- E-workshops
- Guided discussions
- Guest presenters
- Videos
- Fillable workbooks
- Reading materials

Female mentee coaches report that in-person training is a particularly valuable approach because it allows them the opportunity to meet other mentee coaches and is a means for facilitating networking within their sport (Banwell, Kerr, & Stirling, 2017).

Mentor Training

It is also important to help your mentors understand what mentorship is all about, the skills required to be an effective mentor and develop a mentorship plan, and how the mentorship process will unfold. Included in the Mentorship Guide for the Mentor is further information and resources that may be used for training the mentor, including exercises to assess readiness, facilitate self-assessment in preparation for the mentorship to begin, and strategies a mentor can use to set goals and a mentorship plan with the mentee. Information is also provided on ways mentors can make the most of the mentorship including tips for providing career-related and psychosocial support over the course of the mentorship relationship. **See “A Mentorship Guide for Advancing Women in Coaching: Effective Practices for the Mentor.”**

The following topics should be considered when designing your mentor training: background to the program, why it came about and what it is intended to achieve; benefits of mentorship for both the mentors and the mentees; barriers and facilitators faced by women coaches; your program’s process of mentorship; opportunities to share expectations, concerns, expected challenges and ways to overcome these; key contacts and supports available for mentors

throughout the mentorship; and the overall commitments required from all involved (The National Coaching Foundation, 2013).

Similar to the benefits of in-person training for your mentees, one of the most effective approaches for training your mentors is to bring all of the mentors together in-person to allow coaches to connect with one another and build a network of support for their upcoming mentorship (Kerr & Stirling, 2017). You may even decide to run the mentee and mentor training together!

One option to ensure that the mentor receives training to enhance the mentee's experience is to recommend completion of the NCCP Mentorship Module, which is accessible in all provinces and territories: <http://coach.ca/-p140497>.

The Coaching Association of Canada (CAC) has recently created a Mentorship Module that is a part of the National Coaching

Certification Program (NCCP) multi-sport module series and is available to all Canadian coaches looking to formalize their training in mentorship. This course is designed to help mentors transition into their role as a mentor with clarity and purpose (Coaching Association of Canada, 2017). Through this formal training, mentors will learn: the

concept of mentoring; the process of cognitive coaching; how to perform the communication skills required to be an effective mentor; and the steps of the mentoring process. This course is available across Canada and is a viable option for training the mentors in your mentorship program.

GIVE THIS A TRY

NCCP Mentorship Module

The Coaching Association of Canada (CAC) developed a Mentorship Module as part of the National Coaching Certification Program (NCCP) multi-sport modules series.

For more information on the NCCP Mentorship Module visit <http://coach.ca/multi-sport-training-s15501>

To register for the NCCP Mentorship Module contact your Province or Territory: <http://coach.ca/-p140497>



GIVE THIS A TRY

Sample Mentee and Mentor Training Workshop Agenda

(9:00 a.m. – 5:00 p.m., followed by dinner and social)

Icebreaker Activity

Overview of Workshop:

- Introduction to the context of women in coaching (e.g., review of statistics on women in coaching, overview of barriers and facilitators)
- Group exercise: facilitated discussion of experienced barriers and facilitators

Break

Overview of Mentoring:

- Definition and functions of mentoring
- Benefits of mentoring for mentees and mentors

Overview of Mentoring Program:

- Purpose of program
- Importance and context of program
- Mentees'/Mentors' key roles and responsibilities

Lunch

Building an Effective Mentoring Relationship:

- Steps for effective mentorship
- Tips for being an effective mentee/mentor in each phase

Critical Mentoring Skills Needed by Mentors and Mentees:

- Mentee-specific skills (e.g., going outside your comfort zone, networking, professionalism)
- Mentor-specific skills (e.g., providing feedback, career-related support, psychosocial support)
- Core skills for both mentors and mentees (e.g., communication, conflict competence)

Break

Potential Challenges and Solutions:

- Examples of challenges and resolutions

Evening Dinner and Social for Mentee and Mentor coaches

Adapted from Mentoring Plus Workshop Series 1 (n. d.)



Securing and Allocating Funding

In addition to recruiting, matching and training coaches to engage in a mentorship relationship, another role you may play as a sport administrator in developing the mentorship program is to secure and allocate funds and resources for the mentorship program.

Funds can be secured in a number of ways, including through grants provided by various governments (e.g., municipal, provincial, federal) and non-government organizations, or financial support from

your provincial or national sport organization. Funding may be sought for a variety of uses, including: training workshops and activities, professional development opportunities for mentors/mentees, creating newsletters to share important information, bursaries for mentorship participants, knowledge

sharing of best practices, travel for mentorship, tools for evaluation, and establishment of recognition and awards program (e.g., professional development points, award ceremony for colleagues; Adapted from Simpson & Beynon, 2005; Mentoring and Befriending, 2012).

KEY POINTS



Funding Checklist

- Are there funds available within my organization to support the mentorship program?
- What external resources or funds may be available to support the mentorship program?
- How may the organization use the funds secured?

Formally train your mentors through the NCCP's *mentorship module*.





SUCCESS STORY

“The process of mentorship supports the coach and creates the opportunity for professional development while also providing a community of support, often not currently available to female coaches.”

Lorraine Lafrenière, (CEO, CAC)

GIVE THIS A TRY



Potential Funding Opportunities to Support Your Mentorship Program

- **Culture, History, and Sport Division of the Government of Canada:**
<https://www.canada.ca/en/canadian-heritage/services/funding.html>
- **Petro-Canada Fuelling Athlete and Coaching Excellence (FACE)™:**
<http://retail.petro-canada.ca/en/olympics/how-we-help.aspx>
- **Canadian Association for the Advancement of Women and Sport and Physical Activity (CAAWS):**
<http://www.caaws.ca/grants-and-recognition/other-funding/>
- **Status of Women Canada:**
<http://www.swc-cfc.gc.ca/fun-fin/index-en.html>
- **Fuelling Women Champions Fund:**
<https://www.womenchampions.ca>
- **viaSport Funding:**
<http://www.viasport.ca/grants/other-funding-sources>
- **Own the Podium Funding:**
<http://www.ownthepodium.org/Funding>
- **Investors Group Community Coaching Grants:**
<http://www.coach.ca/investors-group-community-coaching-grants-s12763>
- **Ontario Sport and Recreation Communities Fund:**
<http://www.grants.gov.on.ca/GrantsPortal/en/OntarioGrants/GrantOpportunities/PRDR006918>
- **British Columbia Sport Funding:**
<http://www2.gov.bc.ca/gov/content/sports-culture/sports/sport-funding>

KEY POINTS



Checklist for Developing Your Mentorship Program

- ✓ Understand your roles and responsibilities as the sport administrator in your mentorship program
- ✓ Recruit and match coaches in a way that meets the needs of your program
- ✓ Facilitate mentee and mentor training
- ✓ Explore possible options for funding your mentorship program



MANAGING THE MENTORSHIP

Once a mentorship programme is up and running within your sport organization, it will be beneficial for you, as a sport administrator, to stay involved and support the mentorship. It will help to motivate the mentor and mentee coaches in the program to stay actively engaged if they are aware of your involvement, their relationship is supported, assistance is provided in managing any conflict or challenges that may occur, and if their time and effort are recognized and rewarded.

Providing Ongoing Support



Especially at the outset of the mentorship programme you should check in regularly with both mentor and mentee coaches based on a mutually agreed upon schedule (e.g., monthly, bi-monthly), to ensure that the matching process and the establishment of a plan for the mentorship relationship have gone smoothly.

After these initial phases it may not be necessary to check-in as regularly, however, it is encouraged that you maintain an awareness of the progression of the mentorship program so that you can provide support when needed and recognize the coaches' participation.

GIVE THIS A TRY

Providing Ongoing Support

Questions to consider when planning support:

- How involved should the sport organization be in the mentorship?
- How often should I check-in with the coaches in the program?
- Should I meet with mentors and mentees separately, together, or a mix of both?
- Do I want to implement a formal progress report system or informal check-ins, or both?
- How might I help to maintain the boundaries of the mentorship relationship?
- How will confidentiality be addressed to protect the mentorship relationship?
- How can I motivate coaches to stay engaged throughout the program?
- Should the sport organization provide reminders to participating coaches to meet with their mentor/mentee?
- How can I informally monitor the program to become aware of any potential conflicts or challenges?



SUCCESS STORY

“Coach mentorship, when based on a partnership of shared goals and outcomes, is a fantastic way of supporting the development of female coaches in the association”

Tamara Medwidsky, *Executive Director, Wrestling Canada*



Managing the mentorship and checking in with participating coaches may involve providing feedback.

Coaches may come to you as a resource for advice on the mentoring relationship, creating a mentorship plan, and/or challenges faced. Feedback should act as an unbiased critique of behaviours and ideas, with the intention to clarify, manage issues, and foster new ideas (Thomas & Arnold, 2011). Keep the following strategies in mind to deliver constructive feedback (Altmiller, 2016):

- Main message should be clear
- Delivery should be timely
- Present discussion as an opportunity for learning and personal improvement
- Feedback provider should model civil and respectful behaviour by staying calm and focused
- Foster an environment that feels safe and comfortable to reduce defensiveness
- Encourage coach to see issues being discussed from multiple points of view
- Engage in and encourage self-reflection during and after the conversation

GIVE THIS A TRY

Questions to Facilitate Check-Ins with Mentee and Mentor Coaches

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). Try using these questions when you check-in with the coaches to assess the progress of the mentorship program.

Connect refers to the strength of the relationship between mentor and mentee:

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

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

- Which goals detailed in your mentorship plan have been completed thus far?
- Which goals documented in your mentorship plan have yet to be attained?
- Are there any goals that need to be expanded, refined, or eliminated?
- Are there any new goals that you would like to set with your mentor/mentee?

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

- Are there any behaviours, actions, or attitudes that need to be refined or altered in order to 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 mentor/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/mentee taken to monitor and celebrate your successes?
- What has your mentor/mentee done to celebrate your successes in the partnership?
- What have you done to celebrate your mentor/mentee's successes in the partnership?

Adapted from Allen, 2015.

Managing Conflict

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



As a sport administrator implementing a mentorship program, you may have a role to play in helping mentor and mentee coaches manage conflict within the mentorship relationship. Be prepared to be called upon as a resource to mediate issues, or to step in if you perceive a potential conflict arising.

Managing conflict to ensure growth enhancement rather than growth inhibition is essential for the mentorship relationship. An important starting point is to recognize that some conflict is inevitable and is to be expected in any relationship, including the

mentorship relationship. It is also helpful to remember that conflict is useful for personal and professional growth and development. There are several potential sources for conflict within a 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, and lack of professionalism (Hobson, Ashby, Malderez, & Tomlinson, 2009; Hudson, 2014; Rush, Blair, Chapman, Codner, & Pearce, 2008). It should be expected that mentee and mentor coaches may not meet each other's expectations, and they may not agree on each other's perspectives, behaviours, or actions. It is critical to take measures to confront and manage these conflicts to allow the partnerships to continue in a positive and productive manner (Rensselaer Polytechnic Institute, 2017). Prior to confronting an issue with your mentor and mentee coaches, 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 the 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 the coaches, including: revisiting their mentorship plan; maintaining open, honest communication; providing advice from an outside perspective; and suggesting the coaches sign up for a professional development workshop together (Hudson, 2014).

It is often perceived that there are only negative outcomes when it comes to conflict. However, if managed appropriately it is possible for conflict to eventually lead to positive outcomes. Keeping this in mind can act as powerful motivation to address conflict appropriately and quickly.



SUCCESS STORY

“I know what a profound impact this [mentorship] experience has had on me and I hope that more young coaches get this opportunity.”

Megan Pinske, (*Coach and Former Mentee, Basketball*)

KEY POINTS



List of “Do’s” for Conflict Management

As a leader for mentor and mentee coaches, you should be at the forefront of managing conflict. Be sensitive to overt and hidden conflict. Overt conflict manifests as observable incidents such as arguments or direct complaints. Hidden conflict shows itself indirectly, such as through lack of cooperation or commitment. The following list is designed to provide strategies for third-party conflict mediators, which you may be as a sport administrator:

- **Be candid:** address issues when they arise. If you assess the situation and think you can help, don’t ignore that instinct.
- **Be receptive:** be open to all points of view - let everyone involved know that they have a safe space to express their opinions and that it’s okay to disagree with you, their mentee, or mentor.
- **Depersonalize:** view the conflict as a solvable problem rather than a personal issue. Encourage reason to prevail over emotion and ego.
- **Be clear about the decision-making process:** everyone involved should know whether the conflict will be resolved unilaterally, consultatively, or by a consensus.
- **Learn to listen:** use listening and communication skills to make sure you get all the facts and demonstrate that you value both the mentees’ and mentors’ voices.
- **Encourage accountability:** help mentors and mentees recognize components of the conflict they are responsible for, without assigning blame, and where they can improve.

Reference: Guttman, 2004.

Outcomes of Conflict

Positive

- Increase in motivation and creativity
- Clarification of issues and roles
- Enhanced performance in cohesion
- Increase in flexible thinking
- Flaws or issues with a program brought to light

Negative

- Demoralization and stress
- Distrust of coworkers
- Disrupted communication and cooperation
- Unproductive or dissatisfying relationships
- Decline in productivity

Reference: Hanson, n. d.

GIVE THIS A TRY



Discussing Conflict or Challenges within the Mentorship Relationship

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

- **Opening Statement:** It has come to my attention that there is a 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 the mentor's and mentee's responses and points of view (e.g., their feelings, issues, and reasons for behaviour), determine common ground between them, and collaborate to solve the issue or overcome the challenge.

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

Acknowledging and Recognizing

The coaches involved in the mentorship program have likely committed a significant amount of time and effort to establishing a relationship, goal-setting and planning, and addressing and overcoming challenges.

The sport organization that these coaches are part of has a responsibility to acknowledge and recognize this effort, as well as to reward participation and successes in the program. Feeling as though their sport organization is aware of and values their participation in a mentorship program can make coaches feel more personally invested. This makes sense given that dedicating time to reward accomplishments helps create a psychologically motivating climate

which tends to improve performance and make work more enjoyable and personally meaningful (Appelbaum & Kamaal, 2000; Beary, 1990 as cited in Koning, 1993). Purposefully recognizing successes validates individuals' sense of self, and reinforces the relationships that were integral to their achievements, which in this case, likely pertain to the mentoring relationship (Macoby, 1988 as cited in Koning, 1993).

KEY POINTS



Checklist for Managing the Mentorship

- ✓ Provide ongoing support and regular check-ins
- ✓ Manage conflict to ensure it is growth enhancing
- ✓ Provide timely acknowledgement and recognition

How to Acknowledge and Recognize Mentee/Mentor Coaches

Formal Approaches:

- Hold regular check-ins with coaches to get feedback on their experiences
- Host an annual celebratory event for coaches who have participated in the program
- Provide financial compensation for time dedicated to the mentorship
- Create a certificate that is displayed at the sport organization
- Offer professional development points for mentee and mentor coaches
- Include acknowledgement of coaches' participation in the organization's newsletter

Informal Approaches:

- Ask questions about the mentorship experience when you cross paths with mentee or mentor coaches
- Congratulate coaches on successes in the program at team meetings
- Demonstrate enthusiasm for the program at team meetings

Regardless of which approach, or combination of approaches, you employ, keep the following principles in mind:

- Focus on the positive
- Celebrate overcoming challenges
- Demonstrate awareness of the coaches' commitment to the program
- Make recognition timely, don't let the opportunity for acknowledgement and celebration slip by

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

Recognition helps create a more enjoyable and motivating climate.





EVALUATING YOUR MENTORSHIP PROGRAM

Mentorship can have benefits for the mentee, mentor, and sport organization. By evaluating your mentorship program, you can record these benefits, determine the effectiveness of your program and better understand what worked and what did not work in order to make necessary adjustments moving forward.

What is Program Evaluation?

Evaluation gives us a process to improve our ways of thinking and, therefore, our ways of developing, implementing and changing programs.

(Fitzpatrick, Sanders, & Worthen, 2011, p. 33)



Program evaluation is defined as the use of formal methods to collect evidence about a program, product, or performance (Mertens & Wilson, 2012).

This evidence can then be used to inform decision making about the quality of the program and/or areas for improvement. In practice, this might mean a sport administrator distributing surveys and conducting interviews with participating mentor and mentee coaches to provide data about their experiences in, and outcomes of, the mentorship program. At year-end, you may want to know what

changes need to be made to the program, if any, and what additional supports are required to improve the effectiveness of the mentorship program in the future.

Why is it Important to Evaluate Your Mentorship Program?

Evaluating your mentorship program provides quality assurance as well as an understanding of your program's contribution to progress made in the broader women in coaching community.

Furthermore, program evaluation can be used to plan and improve programming to meet the needs of those involved, including mentor and mentee coaches, and the host sport organization and administration. Evaluating your mentorship program should be viewed as an ongoing strategy towards growth and a tool for better understanding the impact of your program over time as it continues to change relative to the evolving field of coaching (Stirling, Kerr, Banwell, MacPherson, & Heron, 2016).

A Practical Model for Evaluating Your Mentorship Program

A pragmatic model you can use to evaluate your mentorship program is Daniel Stufflebeam's CIPP model. CIPP is an acronym for: context (evaluating the goals of your program), input (evaluating the program's plan), process (evaluating what went on during the mentorship), and product (evaluating the outcomes of the program) (Stufflebeam & Coryn, 2014). The purpose of using the CIPP model is to generate useful information from the evaluation results for stakeholders involved in the program who can then use the information to make program improvements.

Some of the ways in which you may collect information about the mentorship program include, surveys, individual interviews with each coach, or group interviews with the mentee and mentor coaches.



GIVE THIS A TRY



Mentee/Mentor Feedback Survey

- How frequently are you in contact with your mentee/mentor?
- In what ways have you and your mentee/mentor been in communication throughout the course of the mentorship?
- What were your main mentoring goals set for the mentorship?
- What is going well in your mentorship?
- What challenges have you experienced in your mentorship?
- Has anything changed about you as a coach (e.g. thoughts, feelings, behaviours) as a result of the mentorship program?
- Has anything changed about you as a person (e.g. thoughts, feelings, behaviours) as a result of the mentorship program?
- What successes have you and your mentor shared?
- In what ways could your sport organization better support you in your mentorship?

Adapted from Banwell, Kerr, & Stirling, 2017.



SUCCESS STORY

“We have seen tangible evidence that nurturing the development of female coaches via a well- structured mentorship program can help provide female coaches with invaluable tools and guidance which we hope will help them successfully navigate the world of High Performance Sport in the future.”

Debbie Kirkwood, *High Performance Director, Tennis Canada*

KEY POINTS



When evaluating your mentorship program, ask yourself these questions...

Context:

- What is the current status of women in coaching in my sport? In my organization?
- To what extent does mentorship target the needs of women coaches for career advancement in my sport/sport organization?
- What contextual factors help to facilitate mentorship success? What are the stumbling blocks?

Input:

- What are the intended objectives of my mentorship program?
- What is the plan for development and implementation of my mentorship program?
- To what extent are the structure, procedure, and plans of my mentorship program consistent with my sport organization’s values, mission statement, and objectives?
- What resources, personnel and funds, are available to support my mentorship program?

Process:

- What are the critical components and/or activities of my mentorship program?
- How do these activities connect to the goals and intended outcomes of my program?
- What goals for the mentorship are set by the mentors and mentees? How are these goals addressed in the mentorship relationship?
- What successes are occurring as a part of my mentorship program?
- What challenges may be experienced in the delivery of my mentorship program?

Product:

- What intended and unintended impact has my mentorship program had on mentors, mentees, my sport organization, and the broader community?

Adapted from Mertens & Wilson, 2012; Stirling et al., 2016; Stufflebeam & Coryn, 2014.



Sample Interview Guide: The Six Steps for Effective Mentorship of Women in Coaching

Assessing Readiness:

- How did you decide that mentorship was right for you?
- What were your main motivations for engaging in the mentorship relationship?

Getting Prepared:

- What aspects of working through activities such as the 360 Coach Assessment, MBTI, the Coach/Mentor I Want To Be, etc. did you find valuable in preparing yourself for your mentorship relationship?
- What did you learn about your coaching-related skills from working through activities such as the 360 Coach Assessment? What did you learn about yourself as a coach more broadly through activities such as the MBTI, My Coaching Philosophy, and the Coach/Mentor I Want To Be?
- How did mentorship training prepare you before commencing the mentorship relationship?
- What barriers did you experience in preparing yourself for your mentorship relationship?
- After completing these preparation activities, what were your thoughts and feelings about entering into your mentoring relationship?

Adapted from Banwell, Kerr & Stirling, 2017.

Setting the Stage:

- What aspects of developing a vision and goals for your mentorship did you find valuable for your mentorship relationship? What aspects, if any, did you not find valuable? Why?
- What did you learn about your personal and professional needs (qualities) as a coach with respect to creating a mentoring plan and process for developing coaching-related skills and knowledge? How was this learned?
- After completing this phase, to what extent did you feel prepared and ready to implement your mentorship plan?

Developing Together:

- What aspects of working together with your mentee/mentor did you find valuable for your mentoring relationship? Why? What aspects, if any, did you not find valuable? Why?
- What coaching-related skills/knowledge did you develop, if any? What transferable life skills did you develop, if any? How were these learned/developed?
- What barriers and/or supports did you experience while carrying out your mentoring work plan, if any?

Wrapping Up:

- At the conclusion of your mentorship relationship, to what extent did you feel ready to wrap it up?
- To what extent were the goals you established in your (mentee's) work plan achieved? How were these achieved?
- What barriers and/or supports did you experience during the wrapping up phase, if any?

Evaluation & Planning Next Steps:

- Following your final meeting with your mentor/mentee, to what extent did you feel satisfied with your mentorship relationship?
- To what extent did the mentorship meet your expectations?
- What did you learn from participating in the mentorship program? How were you successful and how were you challenged?
- What will you do next in light of this mentorship experience?

KEY POINTS



Checklist for Evaluating Your Mentorship Program

- ✓ Understand what program evaluation is and why it is important for the growth and improvement of your mentorship program
- ✓ Use a practical model (e.g. CIPP model) for evaluating your program
- ✓ Distribute mentor and mentee surveys or conduct individual or group interviews to evaluate your mentorship program

5



CONCLUDING RECOMMENDATIONS

This closing chapter provides a brief overview of the summary 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.

Summary

Summarizing the content presented in the preceding chapters, the following three steps should be followed in order for your mentorship program to be most effective: 1) Develop your mentorship program; 2) Manage the mentorship; and 3) Evaluate your mentorship program.

Effective Mentoring Practices for the Sport Administrator

PRACTICE	MAIN COMPONENTS
Develop your mentorship program	<ul style="list-style-type: none">• Understand your roles and responsibilities as the sport administrator• Recruit and match coaches• Train your mentees and mentors• Secure and allocate funding
Manage the mentorship	<ul style="list-style-type: none">• Provide ongoing support• Manage conflict within the mentorship• Acknowledge and recognize both the mentees and mentors
Evaluate your mentorship program	<ul style="list-style-type: none">• Understand what program evaluation is and why it is important for your mentorship program• Use a practical model for evaluating your mentorship program (e.g. CIPP model)



SUCCESS STORY

“The lack of female leaders at the highest levels of our sport is a major challenge. The Women’s Mentorship Program was seen by our NSO as an important step in helping us to both recognize some of the challenges/barriers that currently exist and to offer one potential solution – Mentorship.”

Debbie Kirkwood, High Performance Director, Tennis Canada

Advancing Women in Coaching Beyond Mentorship

While mentorship is one approach to developing and advancing women in coaching, there are additional strategies that promote the advancement of women in coaching beyond mentorship. The following strategies are taken from the women in coaching literature. While this list is not exhaustive, it should serve as some food for thought for what your sport organization can do to further promote and support women coaches.

What More Can My Sport Organization Do to Advance Women in Coaching Beyond Mentorship?

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

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

Establish hiring quotas: hiring quotas require you to hire a specific number of female coaches (and male coaches) across your sport organization. One example of this

would be to adopt the Rooney Rule, which would require your sport organization to interview minority candidates, including women, for each coaching position that becomes available. Critical questions to ask yourself:

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

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

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

Enact gender equity policies: gender equity policies that have well-articulated goals for achieving gender equity in your sport organization, developed plans for

achieving these goals, and resources in place to monitor progress can be highly effective for advancing women in coaching. Critical questions to ask yourself:

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

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

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

Adapted from Marshall, Demers, & Sharpe (2010).

KEY POINTS

Checklist for Concluding Recommendations

- ✓ The success elements of developing an effective mentorship program include:
 - 1) Develop your mentorship program;
 - 2) Manage the mentorship;
 - and 3) Evaluate your mentorship program
- ✓ Continue to advance women in coaching by: retaining current coaching positions; establishing hiring quotas; creating job-sharing opportunities; enacting gender equity policies; and shifting the sport culture within your sport organization



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