

# MENTOR TRAINING DELIVERER'S GUIDE AND CURRICULUM



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# About the ASC Mentor Training Program

The National Coaching Accreditation Scheme (NCAS) and National Officiating Accreditation Scheme (NOAS) aim to improve the standard of coaching and officiating in Australia by providing a structured pathway for coach and official education.

Mentoring can be a valuable tool to help coaches and officials improve their knowledge, skills and confidence, and achieve the requirements for accreditation. The aim of the Australian Sports Commission (ASC) Mentor Training Program is to develop and enhance the skills of mentors working with coaches and officials in community or high performance environments.

The ASC Mentor Training Program is used by:

- national sporting organisations (and their state sporting organisations) to train their mentors
- state and territory departments of sport and recreation delivering generic mentor training for all sports
- the National Coaching Scholarship Program and National Officiating Scholarship Program.

National sporting organisations can make the ASC Mentor Training Program sport specific to enable them to train mentors in any specific requirements of their mentoring program. For most of the activities within the program, there is information on how it can be made sport specific. Look for the 'sport-specific' icon within the activity descriptions in this publication.

State and territory coaching and officiating centres provide generic mentor training that can be accessed by educators from all sports. They can also assist national and state sporting organisations to deliver a tailored version of the program for each sport.

## Competency statements

At the completion of this program, the mentor will be able to:

- plan and organise the mentoring relationship
- assist mentees to develop and improve.

## Prerequisites

There are no official prerequisites to this program; however, some organisations may want participants to:

- be recognised by the sport as a mentor or potential mentor
- hold a current NCAS/NOAS accreditation
- be a current member of the organisation.

# Information for deliverers

## Supporting materials/documents

- The ASC Mentor Training Program PowerPoint slides are available from the ASC website at [ausport.gov.au/coachofficial](http://ausport.gov.au/coachofficial).
- The ASC *Mentor Training Manual* contains a range of background information on the topics covered in this program. Deliverers should familiarise themselves with the manual prior to the program. It is available through the AIS Shop at [shop.ausport.gov.au](http://shop.ausport.gov.au), and is an optional resource to provide to workshop participants.
- Three videos have been developed to support the ASC Mentor Training Program. The videos are available to view on the ASC website at [ausport.gov.au/coach](http://ausport.gov.au/coach) or can be purchased on DVD through the AIS Shop at [shop.ausport.gov.au](http://shop.ausport.gov.au). The three videos are:
  - *Mentoring — the initial meeting*
  - *Mentoring in Action*
  - *Mentoring Feedback*.
- The ASC developed a manual in 2002 called *Making Mentors* to help sporting organisations develop mentoring programs. This resource showcases some practical examples of mentoring programs and ways of developing mentoring programs. *Making Mentors* is available online at [ausport.gov.au/coachofficial](http://ausport.gov.au/coachofficial).
- Appendix 1 contains a pre-workshop information sheet that can be distributed to participants prior to the workshop, either as part of the registration process or after registration.
- Appendix 2 contains the ASC Mentor Training Curriculum, with further information about the learning outcomes and content of this program.
- Appendix 3 contains a sample mentoring agreement that can be used as an example in the 'Setting up the mentoring relationship' session (optional).
- Appendix 4 contains the activity sheet 'How does mentoring work in your sport?' to be used in the 'How does mentoring work in your sport?' session.
- Appendix 5 contains the activity sheet 'Characteristics of mentees' to be used in the 'Know your mentee' session.
- Appendix 6 contains the activity sheet 'Setting up the mentoring relationship' to be used in the 'Setting up the mentoring relationship' session.
- Appendix 7 contains the activity sheet 'Facilitating feedback: observation guide' to be used in the 'Facilitating feedback' session.
- Appendix 8 contains the activity sheet 'Challenging case studies' to be used in the 'Challenging situations' session.
- Appendix 9 contains the activity sheet 'Self-awareness: emotional intelligence' to be used in the 'Challenging situations' session (optional).
- Appendix 10 contains the activity sheet 'Mentor self-reflection' to be used in the 'Know yourself as a mentor' session.
- Appendix 11 contains the activity sheet 'Characteristics of mentors' to be used in the 'Know yourself as a mentor' session.

- Appendix 12 contains a sample workshop evaluation form to be distributed to participants at the completion of the workshop.
- Appendix 13 contains the ASC's Recognition of Prior Learning/Current Competence (RPL/RCC) Guide for this program.

## Deliverer requirements

Deliverers of the ASC Mentor Training Program should possess:

- mentoring skills (for example, successful completion of the ASC Mentor Training Program or have acted as a mentor in an informal or formal capacity)
- presentation skills (for example, successful completion of an ASC or sport-specific presenter/facilitator training program, Certificate IV in Training and Assessment, or equivalent)
- a current NCAS or NOAS accreditation, or up-to-date knowledge and experience of the workings of the NCAS or NOAS.

For professional development purposes, it is recommended that deliverers also undertake a:

- Disability Education Program module (visit [ausport.gov.au/disability](http://ausport.gov.au/disability), email [dep@ausport.gov.au](mailto:dep@ausport.gov.au), or telephone [02] 6214 1415)
- Play by the Rules training course ([playbytherules.net.au](http://playbytherules.net.au)).

## Workshop coordinator responsibilities

The workshop coordinator is responsible for:

- briefing the workshop facilitator(s) prior to the day
- organising the logistics and 'anchoring' the day, including introducing and wrapping up each session.

If an assessment process is included by the sporting organisations, a further briefing with the assessors will be required to ensure consistency in the way the feedback and assessment processes are conducted.

## Tips for delivery of the program

- The delivery strategies outlined in this document are recommended, but deliverers have the flexibility to modify the activities to suit their own personal style and the needs of the group.
- The minimum number of participants required to conduct this workshop effectively is six. The maximum number will depend on the number of facilitators available to deliver the program and the size of the venue available. A ratio of one facilitator to 12 participants should be used.
- The time frames allocated for each session in the program are based on there being approximately 24 participants. If the workshop has more participants, you will need to increase the time allocations for each activity. Alternatively for a larger group, deliverers can use other strategies to keep to time for each session, such as only one to two groups reporting back for each activity.
- Much of this workshop is conducted in small groups. It is recommended that groups swap around regularly to ensure different facilitators and group members. The workshop coordinator should organise this.

Presenters should model:

- effective questioning
- reflective listening
- engagement of all groups and participants
- how to deliver effective feedback
- clear explanations and instructions
- effective time management
- positive attitudes and a supportive learning environment.

## Venue and resource requirements

- A main room, large enough for the number of participants at the workshop
- Additional breakout areas/rooms to enable small groups to break away for activities
- Whiteboards or flip charts (minimum of two)
- Butcher's paper, marker pens and Blu-Tack
- Laptop with PowerPoint, data projector and screen
- Television and DVD player

## Optional assessment

Assessment is not part of this program. Participants will receive a certificate of attendance when they attend the ASC Mentor Training Program. Some sporting organisations, however, may wish to assess their mentors. Therefore, activities from this mentor training program could be used to measure competence.

## Recognition of Prior Learning/Current Competence

Participants undertaking this training program are able to apply for Recognition of Prior Learning/Current Competence (RPL/RCC). This will be granted if all the stated competencies and related learning outcomes of this training program have been met. The ASC's Recognition of Prior Learning/Current Competence Guide (at Appendix 13) should be used to guide applicants through the various steps involved in the RPL/RCC process. National sporting organisations are generally responsible for granting RPL/RCC for this program. State coaching and officiating centres may grant RPL/RCC.

## Certification and record keeping

Participants who complete the ASC Mentor Training Program conducted by a state or territory department of sport and recreation on behalf of the ASC will be issued with an ASC Mentor Training Program certificate of attendance.

**Some national sporting organisations may require mentors who have completed the ASC Mentor Training Program to complete additional requirements in order to be endorsed as a mentor by their sport.**

Participants who complete the ASC Mentor Training Program conducted by a state or territory department of sport and recreation should have their details entered onto the ASC's Sports Accreditation Online system at [ausport.gov.au/sao](http://ausport.gov.au/sao). For further information on Sports Accreditation Online, telephone (02) 6214 1522 or email [accreditation@ausport.gov.au](mailto:accreditation@ausport.gov.au).

### **Sport-specific mentor training**

It is recommended that national and state sporting organisations delivering a sport-specific version of the ASC Mentor Training Program issue their own sport-specific certificate. Record-keeping processes and entry of successful participants' names onto a centralised database are at the discretion of the sport.

If a sport wishes to issue an ASC Mentor Training Program certificate rather than their own, they will need to provide evidence to the ASC that:

- the deliverers of the program meet the requirements outlined in this document
- the program delivered meets the outcomes of the ASC Mentor Training Program.

The ASC will provide a PDF version of the ASC Mentor Training Program certificate to sports that have met these requirements (hardcopy certificates will not be provided). The sport will need to provide participants' details to the ASC so they can be entered onto Sports Accreditation Online.

### **Accreditation of mentors within the NCAS and NOAS**

If a sport wishes their sport-specific mentor training program to be part of the NCAS or NOAS, they need to submit to the ASC a curriculum for approval that meets the requirements of the Guidelines for the Design and Registration of NCAS and NOAS Accreditation Programs. To download a copy of these guidelines, go to [ausport.gov.au/coachofficial](http://ausport.gov.au/coachofficial).

Requirements such as four-yearly updating, signing onto a code of behaviour, and four-yearly review and re-submission of the program for ASC approval will apply. Normal NCAS and NOAS certification and record-keeping processes will operate and be managed by the sport.

The ASC Mentor Training Program provides the minimum standard for any mentor training programs that are accredited as part of the NCAS or NOAS (that is, programs must meet the competencies outlined in the ASC Mentor Training Curriculum).



# Sample program

Time	Topic
9.00am	Workshop introduction and overview
9.20am	How does mentoring work in your sport?
10.00am	Know your mentee
10.45am	Morning tea
11.00am	Setting up the mentoring relationship
11.45am	Mentoring in action
12.15pm	Lunch
1.15pm	Facilitating feedback
2.45pm	Afternoon tea
3.00pm	Challenging situations
4.00pm	Know yourself as a mentor
4.45pm	Wrap-up and conclusion
5.00pm	Finish

Further details on each of the above sessions follow.

# Recommended activities for ASC Mentor Training Program

## Introduction



### Time

20 minutes



### Key messages

- Mentoring is a valuable tool for developing coaches and officials.
- A good mentor will possess a range of positive qualities.
- Key messages for the workshop:
  - Mentoring enhances the coach/official development process.
  - Effective mentors facilitate learning.
  - Mentoring is a two-way process in which both the mentor and mentee benefit from the relationship.
  - Taking the time to set up the mentoring relationship at the start is important for its long-term success.
  - Providing effective feedback is a critical skill for all mentors.



### How to run the session

- Welcome participants.
  - Introduce facilitator(s).
  - Explain the format of the workshop.
  - Outline the aims and key messages of the workshop.
  - Provide information on emergency exits, toilets, access to tea/coffee, lunch arrangements, etc.
- Icebreaker**
- Place participants into several small groups.
  - Ask participants to introduce themselves and reflect on their personal experience of mentoring using the following prompts:
    - Name
    - Organisation and role
    - Who has influenced you the most?
    - What motivates you to become a mentor?
- Qualities of mentors**
- As a whole group, brainstorm and discuss the qualities of mentors. List the qualities on flip-chart paper and leave them up on the wall throughout the workshop.
- Expectations for the day**
- As a whole group, ask participants to share their expectations for the day and write these up on flip-chart paper. Leave the list up on the wall so you can refer back to it at the end of the day.



### Logistics

#### Space/area

- Main room

#### Resources

- Whiteboard and flip-chart paper
- A copy of the program for the day and the *Mentor Training Manual* (optional)
- PowerPoint slides 1–4



### Sport specific

- This session can be made sport specific by highlighting successful mentoring relationships or mentoring programs operating within your sport.

## How does mentoring work in your sport?



**Time** 40 minutes



- Key messages**
- Mentoring can be informal or formal, and can be adapted to meet the needs of individuals and sports.
  - There are pros and cons with mentees selecting their own mentor or being placed in a mentoring relationship by a facilitator.
  - Mentors may have multiple roles in their sport, including assessor, presenter, technical coach and adviser, and will often contribute to the NCAS and/or NOAS accreditation process.
  - Mentors play an important role in improving the operating environment and culture of the sport.



**How to run the session**

- Explain that this session will be looking at the purpose, roles and benefits of mentoring in sport.

### How does mentoring work in your sport?

- Split participants into smaller groups.
- Use the following questions from the activity sheet 'How does mentoring work in your sport?' to prompt discussion:
  - Does mentoring occur informally or formally?
  - How are mentors and mentees matched?
  - What are the roles and responsibilities of mentors?
  - What are the benefits of mentoring for the mentor, mentee and sport?
- Groups have 20 minutes for this discussion.
- Bring the groups back together and allow one person from each group to briefly summarise the group's discussion. Allow further discussion where there are points of difference among groups.

### Additional activity

- Use the case studies in the *Mentor Training Manual* to illustrate how mentoring can occur in different sports.



**Wrap-up**

- Summarise the key points covered during this session and highlight the key messages.



**Logistics**

### Space/area

- Main room, plus additional breakout areas

### Resources

- Flip-chart paper (several pieces per group)
- Marker pens (one per group)
- PowerPoint slides 5–6
- Activity sheet 'How does mentoring work in your sport?'
- Case studies in chapters 1, 3 and 4 of the *Mentor Training Manual*
- Refer to Chapter 1 of the *Mentor Training Manual*

### Tip

- To get the group up and active, stick the flip-chart paper on the wall, rather than working on it at a table. This will also allow for sharing of work, moving among groups and reporting back.



**Sport specific**

- To make this session sport specific, outline the sport's mentoring structure and any sport-specific roles, responsibilities, guidelines, processes, assessment requirements or other conditions to be recognised as a mentor for the sport.
- Outline how the process of identifying mentors and mentees works.

## Know your mentee



### Time

45 minutes



### Key messages

- Mentees will generally be adults, and mentors need to be aware of using adult learning principles when assisting mentees in their development.
- Being an effective mentor involves understanding and finding out how your mentee learns best.
- Mentors should recognise that mentees will have individual needs and the mentor will need to adapt their approach to suit those needs.



### How to run the session

- Explain that this session is aimed at understanding the needs of the mentee, different learning styles and how to communicate with people with different learning styles.

#### Adult learning principles

- Ask the following question to highlight the difference of adult learning and traditional school-based learning approaches:
  - What are the differences between school, tertiary and adult training courses?
- Outline adult learning principles.
- As a whole group, discuss how important it is to consider these principles when working with a mentee.

#### Learning styles

- Show the learning styles PowerPoint slide.
- Ask participants to identify their preferred learning style.
- Brainstorm ways of finding out a mentee's learning style (for example, online questionnaire or observing the language they use).

#### Group activity

- Place a sign in each corner of the room to represent the four different learning styles.
- Ask participants to stand in the corner of their preferred learning style.
- Ask each group to plan a feedback session for a mentee who has a different preferred learning style.
- Ask each group to outline their feedback session, then ask the group who prefer this learning style to comment on its appropriateness.
- Bring all the groups back together and ask participants to comment on what they learnt from the activity.
- Discuss the advantages and disadvantages of working with a mentee with the same or different learning style.

#### Tip

- Inform participants that they and their mentees can complete the VARK 'How do I learn best' questionnaire online at [vark-learn.com](http://vark-learn.com).

#### Characteristics of mentees

- In small groups discuss the scenarios on the activity sheet 'Characteristics of mentees'.
- Groups have ten minutes to discuss.
- Bring the groups back together and ask each group to outline their approaches to each type of mentee.
- Draw out participants' experiences from their own mentoring, what they learnt from them and how they adapted.

**Wrap-up**

- Summarise what has been learnt during this session and highlight the key messages.
- 

**Logistics****Space/area**

- Main room, plus additional breakout areas

**Resources**

- Flip-chart paper (several pieces per group)
- Marker pens (one per group)
- PowerPoint slides 7–9
- Activity sheet 'Characteristics of mentees'

**Mentee 1** is in awe of mentor, not confident, wants the mentor to tell them what to do, struggles to self-reflect or drive things.

**Mentee 2** is very confident, thinks they know it all, wants to argue with feedback from mentor, mentor has difficulty relating to them.

**Mentee 3** is very hard working, but very tough on themselves, 'beats themselves up' mentally if they make a mistake, high achieving but a 'stress-head'.

- Refer to Chapter 2 of the *Mentor Training Manual*
- 

**Sport specific**

- To make this session sport specific, adapt the activity sheet 'Characteristics of mentees' to contain sport-specific examples.
-

## Setting up the mentoring relationship



### Time

45 minutes



### Key messages

- The first three steps of the mentoring process — identifying needs, setting goals and establishing an agreement — are vital to the future success of the mentoring relationship.
- Building rapport, trust and empathy is the foundation for all successful mentoring relationships.
- In a successful mentoring relationship the mentee is responsible for initiating and driving the relationship.



### How to run the session

- Explain that this session will be looking at the mentoring process and the planning behind a successful mentoring relationship.

#### The mentoring process

- Show the mentoring process diagram and outline the first three stages.

#### DVD: *Mentoring — the initial meeting*

- Show the DVD *Mentoring: the initial meeting* and ask participants to observe how the mentor builds rapport, identifies needs and establishes an agreement.
- As a group discuss what happened in the initial meeting.
- What skills did the mentor use to establish rapport, trust and empathy?
- Break participants into small groups to discuss how they would approach each of the following:
  - building rapport, trust and empathy
  - identifying needs and setting goals
  - types of ground rules/boundaries for the mentoring relationship
  - ways to establish an agreement.
- The activity sheet 'Setting up the mentoring relationship' can be used to record responses, or alternatively flip-chart paper can be used.
- Ask each group to report back and summarise their ideas.
- Discuss formal versus informal mentoring relationships and the differences in how these would be established, including the pros and cons of mentoring agreements. Look through the sample agreement forms that can be used to 'formalise' the mentoring relationship.

#### Alternative activity: The first meeting

- In pairs, role-play the first meeting between a mentor and mentee to determine the goals and ground rules for the relationship. The person playing the mentor will need to develop some initial questions to draw out this information. Then conduct an analysis of the mentee's needs and discuss how to develop a personal action plan.
- Bring the groups back together and discuss what participants learnt from the role-play.

#### Extension activity: Building rapport and trust (optional)

- Ask participants to think of an interaction with someone they did not trust or who was difficult to relate to. Write down what this person said or did that made relating to or trusting them difficult.
- Ask participants what they look for when they meet a person for the first time (for example, body language).
- Draw out the important points regarding body language as a tool to enhance communication.

**Wrap-up**

- Summarise what has been learnt during this session and highlight the key messages.
- 

**Logistics****Space/area**

- Main room, plus additional breakout areas







**Resources**

- Flip-chart paper
  - Marker pens
  - DVD player and television, or laptop, projector, speakers and screen
  - *Mentoring — the initial meeting* DVD
  - Activity sheet 'Setting up the mentoring relationship'
  - PowerPoint slides 10–11
  - Sample mentoring agreement at Appendix 2 of the *Mentor Training Manual*
  - Refer to Chapter 3 of the *Mentor Training Manual*
- 

**Sport specific**

- To make this session sport specific, provide examples of sport-specific matching procedures, agreements and other guidelines used to set up the mentoring relationship.
-

## Mentoring in action

	<b>Time</b>	30 minutes
	<b>Key messages</b>	<ul style="list-style-type: none"> <li>• Mentors can observe, analyse and provide feedback to their mentees in a number of ways.</li> <li>• If a mentor attends a training session, their role should be clearly outlined to other people involved, such as athletes, assistant coaches and officials.</li> <li>• If feedback is provided to the mentee during the session, the mentor should ensure that it is given in a subtle way that is not undermining the mentee.</li> <li>• Mentors should encourage the mentee to set clear, specific goals so they can observe and provide feedback for the session.</li> </ul>
	<b>How to run the session</b>	<ul style="list-style-type: none"> <li>• Explain that this session will be looking at the observation and analysis stage of the mentoring process, and the skills needed to maintain a successful mentoring relationship.</li> </ul> <p><b>Group discussion</b></p> <ul style="list-style-type: none"> <li>• Discuss the ways that a mentor can observe a mentee in action, including at training or competition, or using video, and some of the advantages and disadvantages of these.</li> <li>• Discuss other ways that the mentor can gather information, such as reports from a third party.</li> </ul> <p><b>DVD: <i>Mentoring in Action</i></b></p> <ul style="list-style-type: none"> <li>• Before showing the DVD, explain the context behind <i>Mentoring in Action</i>, including that the mentor and mentee have been working together for a while and have previously agreed on the approach and how feedback will occur, and have informed the athletes of the mentor's role at the training session.</li> <li>• Show the <i>Mentoring in Action</i> DVD and ask participants to look at how the mentor observes, analyses and provides feedback to the coach.</li> <li>• Use questions to generate discussion with the whole group about:             <ul style="list-style-type: none"> <li>– Who set the goals for the session?</li> <li>– Where did the mentor position herself?</li> <li>– How and when did the mentor provide feedback to the mentee?</li> <li>– What was the outcome?</li> </ul> </li> </ul>
	<b>Wrap-up</b>	<ul style="list-style-type: none"> <li>• Summarise what has been learnt during this session and highlight the key messages.</li> </ul>
	<b>Logistics</b>	<p><b>Space/area</b></p> <ul style="list-style-type: none"> <li>• Main room</li> </ul> <p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• Whiteboard or flip-chart paper</li> <li>• Marker pens</li> <li>• DVD player and television, or laptop, projector, speakers and screen</li> <li>• <i>Mentoring in Action</i> DVD</li> <li>• PowerPoint slides 12–13</li> <li>• Refer to Chapter 4 of the <i>Mentor Training Manual</i></li> </ul> <p><b>Tip</b></p> <ul style="list-style-type: none"> <li>• Make sure all participants can see the screen and that the audio is good.</li> </ul>
	<b>Sport specific</b>	<ul style="list-style-type: none"> <li>• To make this session sport specific, provide examples and discuss how mentoring in action occurs in your sport.</li> <li>• The <i>Mentoring in Action</i> DVD can be replaced with sport-specific examples or role-plays if the scenario is not appropriate for the sport.</li> </ul>



## Facilitating feedback



**Time**

90 minutes



**Key messages**

- Mentors facilitate the feedback process by using supportive but challenging questions and active listening skills to encourage the mentee to self-reflect on their performance.
- When feedback is given the environment needs to be positive and supportive.
- Mentors assist mentees to develop an action plan. This may include the mentor recommending other people and/or resources to assist in specific areas of the mentee's development.



**How to run the session**

- Explain that this session will be looking at the skills required to facilitate an effective feedback session, such as building rapport, questioning, active listening and self-reflection.

### **DVD: Mentoring Feedback**

- Distribute the activity sheet 'Facilitating feedback: observation guide'.
- Show the *Mentoring Feedback* DVD
- Ask the participants to complete the activity sheet 'Facilitating feedback: observation guide' after observing the DVD.
- As a group discuss each of the questions and the key points from the participant's responses.

### **Role-play activity**

- In this activity, participants will role-play a feedback session between a mentor and mentee. The aim is for the mentor to practise structuring an effective feedback session, including building rapport, using questioning and active listening skills, and encouraging the mentee to self-reflect.
- There are three scenarios for the group to complete. Participants should be placed into groups of three. Each group member will have a turn at playing each of the roles of mentor, mentee and observer as they progress through the scenarios.
- The presenter can use one of the scenario cards on the following page, or show the *Assessor Training* DVD, which contains a number of video clips of coaches and officials in action. The person playing the role of the mentee will pretend that they are the coach/official from the scenario card or video clip. The mentor will lead the feedback session, and the observer will watch and make notes on how the mentor conducts the feedback session using the activity sheet 'Facilitating feedback: observation guide'.
- After appointing the roles of mentor, mentee and observer within each group, present the first scenario card or DVD clip.
- After reading the scenario or viewing the DVD clip, allow time for the mentor to plan the structure of the feedback session, including the questions they are going to use to draw out responses from the mentee.
- Give the group five minutes to conduct the first role-play.
- After the role-play is completed, the observer needs to provide comments to the mentor on how they provided feedback to the mentee, using the observation sheet as a guide.
- Repeat the same process with the second and third scenarios or DVD clips and ensure the participants in each group swap roles each time.

- Conduct a debrief discussion on the role-play activity for approximately 30 minutes once all role-play scenarios are completed. Ask participants to report back on:
  - how their role-plays went (what they did well and what were challenges)
  - the types of communication skills needed by mentors (listening, questioning, giving feedback, body language)
  - how to give effective feedback, including when and how to give criticism, praise and advice
  - how mentors facilitated the feedback process and encouraged mentees to self-reflect
  - the impact the environment has on developing the mentee (positive — encouraging, autonomous; negative — loss of confidence, anxiety, conflict).

#### Alternative activity

- Some people may be more comfortable discussing how they would provide feedback rather than conducting a role-play, therefore facilitators are encouraged to be flexible in this regard.



#### Wrap-up

- Summarise what has been learnt during this session and highlight the key messages.



#### Logistics

##### Space

- Space for each group to break off and conduct their role-plays without disturbing the other groups is needed.

##### Resources

- DVD player and television, or laptop, projector, speakers and screen
- *Mentoring Feedback* DVD
- Role-play scenario cards or *Assessor Training* DVD
- Activity sheet 'Facilitating feedback: observation guide' (two copies per participant)
- PowerPoint slides 14–15
- Refer to Chapter 4 of the *Mentor Training Manual*
- Scenario cards:

**Scenario 1** — The mentee official has just had a particularly challenging time awarding penalties correctly during the game. The mentor is trying to help the official to come up with strategies to better deal with penalty decisions in future.

**Scenario 2** — The mentee coach has just conducted a training session where most of the activities conducted did not really work, and the athletes were confused and did not respond well to the session. The mentor is trying to help the coach to come up with strategies to improve for next time.

**Scenario 3** — The mentee coach/official is having an ongoing personality clash with a particular athlete. The mentor is trying to help the mentee to come up with strategies to better deal with this situation in future.



#### Sport specific

- The scenarios can be replaced by sport-specific scenarios, or sport-specific DVD clips of coaches or officials in action.

## Challenging situations



**Time** 60 minutes



### Key messages

- Conflict, if left unmanaged and unresolved, can destroy mentoring relationships. Conflict that is managed can bring positive outcomes.
- Understanding and managing emotions can assist in dealing with challenging situations.
- Mentors should gather information and try to understand the other person's views before entering a discussion where conflict may arise.



### How to run the session

- Explain that this session will be looking at communicating in difficult situations.
- Provide an overview of how emotions can sometimes affect communication and create conflict.

#### Planning a difficult conversation

- Divide the participants into four small groups.
- Provide each group with a different case study from the following page. These also appear on the activity sheet 'Challenging case studies'.
- Using the steps below, ask each group to plan how they will approach the situation:
  - 1 What outcome are you hoping to achieve?
  - 2 Identify the emotions the mentor and mentee may be feeling.
  - 3 How would you start the conversation?
  - 4 What questions could you ask to challenge assumptions and perceptions?
  - 5 What behaviours would you like to display?
  - 6 How will you defuse conflict if it occurs?
- Responses can be recorded on either the activity sheet 'Challenging case studies' or flip-chart paper.
- Bring the groups together and ask each group to report back.
- Discuss what each group came up with, and other ways to deal with conflict.
- Discuss what you would do if the mentoring relationship was not working and when to end the relationship.

#### Alternative activity

- Group members can be asked to role-play one of the case studies in front of the bigger group.
- The person playing the role of the mentor should use the six steps above to plan their approach to the conflict situation.
- Discuss the outcome of the role-play and if there was conflict. Was it defused effectively?

#### Extension activity: Emotional intelligence (optional)

- Ask participants to complete the activity sheet 'Self-awareness: emotional intelligence'.



### Wrap-up

- Summarise what has been learnt during this session and highlight the key messages.

**Logistics****Space/area**

- Main room, plus additional breakout areas

**Resources**

- Flip-chart paper (several pieces per group)
- Marker pens (one per group)
- Activity sheet 'Challenging case studies'
- Activity sheet 'Self-awareness: emotional intelligence' (optional)
- PowerPoint slide 16
- Refer to Chapter 6 of the *Mentor Training Manual*
- Case study cards:

**Case study 1** — There is conflict between the mentor and mentee because the mentor has heard from a third person that the mentee did not agree with their feedback at their last meeting. How should the mentor approach the next meeting?

**Case study 2** — The mentee is really upset after an 'ordinary' refereeing performance. How should the mentor approach the feedback session?







**Case study 3** — The mentee has just missed out on a coaching or officiating position and wants to discuss what they need to do to get it next time. How should the mentor approach this conversation?

**Case study 4** — The mentee coach has just verbally abused a player in front of the whole club. The mentor needs to have a 'tough' conversation with them about this being unacceptable. How should the mentor approach this conversation?






**Sport specific**

- To make this session sport specific, use sport-specific case studies.

## Know yourself as a mentor

	<b>Time</b>	45 minutes
	<b>Key messages</b>	<ul style="list-style-type: none"> <li>• Self-reflection is an important tool both for mentors and mentees.</li> <li>• Mentors should evaluate their own performance and be aware of the impact that they can have on a mentee.</li> <li>• Mentors often become the ‘face’ of the sport and need to be good ambassadors.</li> </ul>
	<b>How to run the session</b>	<ul style="list-style-type: none"> <li>• This session is aimed at helping participants to self-reflect to better understand themselves and their mentoring style.</li> </ul> <p><b>Mentor self-reflection</b></p> <ul style="list-style-type: none"> <li>• Ask the participants to complete the activity sheet ‘Mentor self-reflection’.</li> <li>• Discuss ways that participants can address areas for improvement.</li> <li>• Outline the self-reflection process, identifying ways mentors self-reflect.</li> <li>• Discuss how to use self-reflection.</li> </ul> <p><b>Characteristics of mentors</b></p> <ul style="list-style-type: none"> <li>• Divide participants into small groups.</li> <li>• Provide each group with a different scenario below. Scenarios also appear on the activity sheet ‘Characteristics of mentors’.</li> <li>• Ask each group to discuss what impact the scenario would have on a mentee.</li> <li>• Each group reports back to the bigger group.</li> <li>• Through the discussion ask the participants to share experiences they have had, and their effect on their mentoring.</li> </ul>
	<b>Wrap-up</b>	<ul style="list-style-type: none"> <li>• Summarise what has been learnt during this session and highlight the key messages.</li> </ul>
	<b>Logistics</b>	<p><b>Space/area</b></p> <ul style="list-style-type: none"> <li>• Main room, plus additional breakout areas</li> </ul> <p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• PowerPoint slide 17</li> <li>• Activity sheet ‘Mentor self-reflection’</li> <li>• Activity sheet ‘Characteristics of mentors’</li> <li>• Scenario cards:</li> </ul> <p><b>Mentor 1</b> — The mentor has a good network that they have started introducing the mentee to, but is worried that the mentee is getting too good and might end up taking their job. They subconsciously try to ‘sabotage’ the mentee’s confidence in their own ability by being very critical of their performance.</p> <p><b>Mentor 2</b> — The mentor is generous with their time and very involved in the mentee’s development, but wants the mentee to be a ‘clone’ of themselves and expects the mentee to do everything exactly as they would do it.</p> <p><b>Mentor 3</b> — The mentor is very friendly, caring and relaxed in their approach to being a mentor, but lacks organisational skills and sometimes forgets to attend the mentee’s matches.</p> <p><b>Mentor 4</b> — The mentor is very organised and has a clear vision but is a traditionalist, raised through the school of hard knocks, and believes the mentee needs to serve their apprenticeship before they progress.</p> <p><b>Mentor 5</b> — The mentor is a high-level coach/official and provides excellent technical advice, but is very busy and due to their commitments is only able to give limited time to the mentee.</p>
	<b>Sport specific</b>	<ul style="list-style-type: none"> <li>• To make this session sport specific, use sport-specific scenarios.</li> </ul>

## Workshop wrap-up and conclusion

	<b>Time</b>	15 minutes
	<b>Key messages</b>	<ul style="list-style-type: none"> <li>• Mentoring enhances the coach/official development process.</li> <li>• Effective mentors facilitate learning.</li> <li>• Mentoring is a two-way process in which both the mentor and mentee benefit from the relationship.</li> <li>• Taking the time to set up the mentoring relationship at the start is important for its long-term success.</li> <li>• Providing effective feedback is a critical skill for all mentors.</li> </ul>
	<b>How to run the session</b>	<ul style="list-style-type: none"> <li>• Discuss and summarise the characteristics of a successful mentoring relationship.</li> <li>• Reinforce the key messages covered in the workshop.</li> <li>• Ask participants to identify two things they have learnt from the workshop.</li> <li>• Refer back to the expectations that were captured in the introduction.</li> <li>• Explain the process for issuing certificates from the workshop.</li> <li>• Thank participants for their involvement.</li> <li>• Ask participants to complete the ASC Mentor Training Program evaluation form (Appendix 12).</li> </ul>
	<b>Logistics</b>	<p><b>Area/space</b></p> <ul style="list-style-type: none"> <li>• Main room</li> </ul> <p><b>Resource</b></p> <ul style="list-style-type: none"> <li>• PowerPoint slides 18–19</li> <li>• ASC Mentor Training Program evaluation form</li> </ul>
	<b>Sport specific</b>	<ul style="list-style-type: none"> <li>• Reinforce any sport-specific requirements to be recognised as a mentor and any ongoing evaluation needed to stay current.</li> </ul>

# Appendixes

## Appendix 1: Pre-workshop information sheet

### ASC Mentor Training Program

Mentoring can be a valuable tool to help coaches and officials improve their knowledge, skills and confidence, and help them achieve the requirements for accreditation. Suitably skilled mentors ensure that coaches and officials receive a positive mentoring experience. To assist in the training of mentors in sport, the Australian Sports Commission (ASC) has developed a Mentoring Training Program.

### What is the ASC Mentor Training Program?

The ASC Mentor Training Program is a one-day workshop. It aims to develop and enhance the skills of mentors working with coaches and officials in community through to high performance sporting environments.

### Who is the program aimed at?

The program is aimed at people who are mentoring coaches and officials either as part of accreditation requirements for the National Coaching Accreditation Scheme (NCAS) or National Officiating Accreditation Scheme (NOAS), and/or for the professional development of coaches and officials. It is recommended that participants are familiar with the mentoring structure and the role of a mentor within their sport before attending the workshop.

### What is covered in the program?

The program covers the interpersonal skills required for mentors, and the planning and processes of mentoring. It contains a number of practical activities to practise mentoring skills. On completion of the workshop, mentors should be able to plan and organise the mentoring relationship and assist mentees to develop and improve.

### How can I enrol in the program?

The program is available through state and territory departments of sport and recreation. Some state and national sporting organisations also deliver the program as part of their sport-specific mentor training.

Contact details for your state or territory department of sport and recreation can be found at [ausport.gov.au/coachofficial](http://ausport.gov.au/coachofficial).

### How can I further improve my skills as a mentor?

The ASC's *Mentor Training Manual* can be purchased through the online AIS Shop ([shop.ausport.gov.au](http://shop.ausport.gov.au)). Topics covered in the manual include the mentoring process, knowing your mentee, setting up the mentoring relationship, skills of mentoring, communication skills, and managing and resolving conflict.

For more information on developing coaches and officials, go to [ausport.gov.au/coachofficial](http://ausport.gov.au/coachofficial).

<Workshop coordinators can insert information below on the enrolment process for the workshop, or include an enrolment form on the reverse of the page.>

## Appendix 2: ASC Mentor Training Curriculum

The ASC Mentor Training Program contains two modules and is designed to be delivered as a one-day program. However, this can be tailored to suit the needs of the participants (for example, conducted over several evenings).

### Module 1: Planning and processes for mentoring

#### Competency

At the completion of this module, the mentor will be able to:

- plan and organise the mentoring relationship.

#### Approximate duration

- 2 hours

Learning outcome	Content
Identify the stages of the mentoring process in order to prepare for a mentoring relationship	<p><b>Understanding mentoring</b></p> <ul style="list-style-type: none"> <li>• What is mentoring?</li> <li>• Benefits of a mentoring program</li> <li>• Qualities of a good mentor and good mentee</li> <li>• Purpose of a mentoring program in sport</li> </ul> <p><b>The mentoring process</b></p> <ul style="list-style-type: none"> <li>• Identify needs</li> <li>• Set goals</li> <li>• Establish an agreement</li> <li>• Observation</li> <li>• Feedback</li> <li>• Action plan</li> <li>• Review</li> </ul>



## Module 2: Interpersonal skills for mentors

### Competency

At the completion of this module, the mentor will be able to:

- assist mentees to develop and improve.

### Approximate duration

- 3 hours

Learning outcome	Content
Assist mentees to develop and improve, taking into account the individual needs of the mentee	<p><b>Know the mentee</b></p> <ul style="list-style-type: none"> <li>• How to gather information about the mentee (for example, learning styles, personality types, confidence and competence levels)</li> <li>• How to use this information to best work with the mentee</li> </ul> <p><b>Know yourself as a mentor</b></p> <ul style="list-style-type: none"> <li>• Mentoring style</li> <li>• Analysing your own strengths and weaknesses</li> <li>• Mentoring philosophy and values</li> <li>• Using self-reflection</li> </ul> <p><b>How to help your mentee to improve</b></p> <ul style="list-style-type: none"> <li>• Providing effective feedback</li> <li>• Questioning skills</li> <li>• Encouraging mentees to self-reflect</li> <li>• Helping the mentee to help themselves</li> </ul> <p><b>Relationship building</b></p> <ul style="list-style-type: none"> <li>• Building rapport and trust</li> <li>• Communication tools and body language</li> <li>• Managing difficult mentoring situations</li> </ul>

# Appendix 3: Sample mentoring agreement

## Mentoring agreement

We \_\_\_\_\_ (mentee) and  
 \_\_\_\_\_ (mentor) agree to enter into a mentoring relationship and comply with the following conditions.

Commencement date: \_\_\_\_\_ Expiry date: \_\_\_\_\_

Mentee's current position: \_\_\_\_\_

Strengths	Areas for improvement

Mentee's goals:

Goal	What do I need to do to get there?	How long will I take to achieve this goal?

**Outcomes for the mentor** (what you wish to get out of the relationship; how will you know you have achieved these outcomes)

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**Observation dates and times** (when, where and how often observation will take place)

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**Feedback opportunities** (how and when you will communicate with each other)

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**Ground rules**

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We agree to commit to establishing a mutually beneficial mentoring relationship for the duration of this agreement. We agree to an assurance of confidentiality and a no-fault termination of this relationship if necessary. This agreement may be reviewed at the request of either party.

Signature of mentee: \_\_\_\_\_ Date: \_\_\_\_\_

Signature of mentor: \_\_\_\_\_ Date: \_\_\_\_\_

## Appendix 4: Activity sheet — How does mentoring work in your sport?

In small groups, discuss the current mentoring environment in your sport.

Does mentoring occur informally or formally? \_\_\_\_\_

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How are mentors and mentees matched up? \_\_\_\_\_

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What are the roles and responsibilities of mentors? \_\_\_\_\_

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What are the benefits of mentoring for the mentor, mentee and the sport?

• Mentor benefits: \_\_\_\_\_

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• Mentee benefits: \_\_\_\_\_

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• Sport benefits: \_\_\_\_\_

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## Appendix 5: Activity sheet — Characteristics of mentees

In small groups, discuss the differences in approach the mentor might need to take with each of the following mentee scenarios:

**Mentee 1** is in awe of mentor, not confident, wants the mentor to tell them what to do, struggles to self-reflect or drive things.

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**Mentee 2** is very confident, thinks they know it all, wants to argue with feedback from mentor, mentor has difficulty relating to them.

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**Mentee 3** is very hard working, but very tough on themselves, 'beats themselves up' mentally if they make a mistake, high achieving but a 'stress-head'.

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## Appendix 6: Activity sheet — Setting up the mentoring relationship

In small groups, discuss how the mentor might approach the following:

Building rapport, trust and empathy

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Identifying mentee needs and setting goals

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Types of ground rules for the mentoring relationship

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Ways to establish an agreement

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## Appendix 7: Activity sheet — Facilitating feedback: observation guide

<p>How did the mentor establish rapport?</p>	
<p>What questions did the mentor use to help the mentee self-reflect?</p>	
<p>How did the mentor show that they were attentive and interested?</p>	
<p>How was the action plan developed? Were the next steps clear?</p>	
<p>If there was conflict, how did the mentor deal with it?</p>	

## Appendix 8: Activity sheet — Challenging case studies

Plan a difficult conversation with the mentee in the situation below. Use the following steps:

- 1 What outcome are you hoping to achieve?
- 2 Identify the emotions the mentor and mentee may be feeling.
- 3 How would you start the conversation?
- 4 What questions could you ask to challenge assumptions and perceptions?
- 5 What behaviours would you like to display?
- 6 How will you defuse conflict if it occurs?

### Case study 1

There is conflict between the mentor and mentee because the mentor has heard from a third person that the mentee did not agree with their feedback at their last meeting. How should the mentor approach the next meeting?

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### Case study 2

The mentee is really upset after an 'ordinary' refereeing performance. How should the mentor approach the feedback session?

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## Appendix 9: Activity sheet — Self-awareness: emotional intelligence

Identify a person or situation you deal with that is an emotional trigger for you. Outline your emotional reactions, behavioural responses and strategies for dealing with them.

Person or situation: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Emotional reaction: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Reason for emotional reaction (for example, thoughts, perceptions): \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Behavioural response: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Management strategy: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Appendix 10: Activity sheet — Mentor self-reflection

In order for mentors to be effective in their guiding role, they must be able to self-reflect and understand their values, beliefs and philosophy regarding their mentoring.

The questions provided below and the mentor profile wheel on the following page are a simple means of stimulating self-reflection.

Why did you choose to take on the role of being a mentor?

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What are your hopes for, and expectations of, being a mentor?

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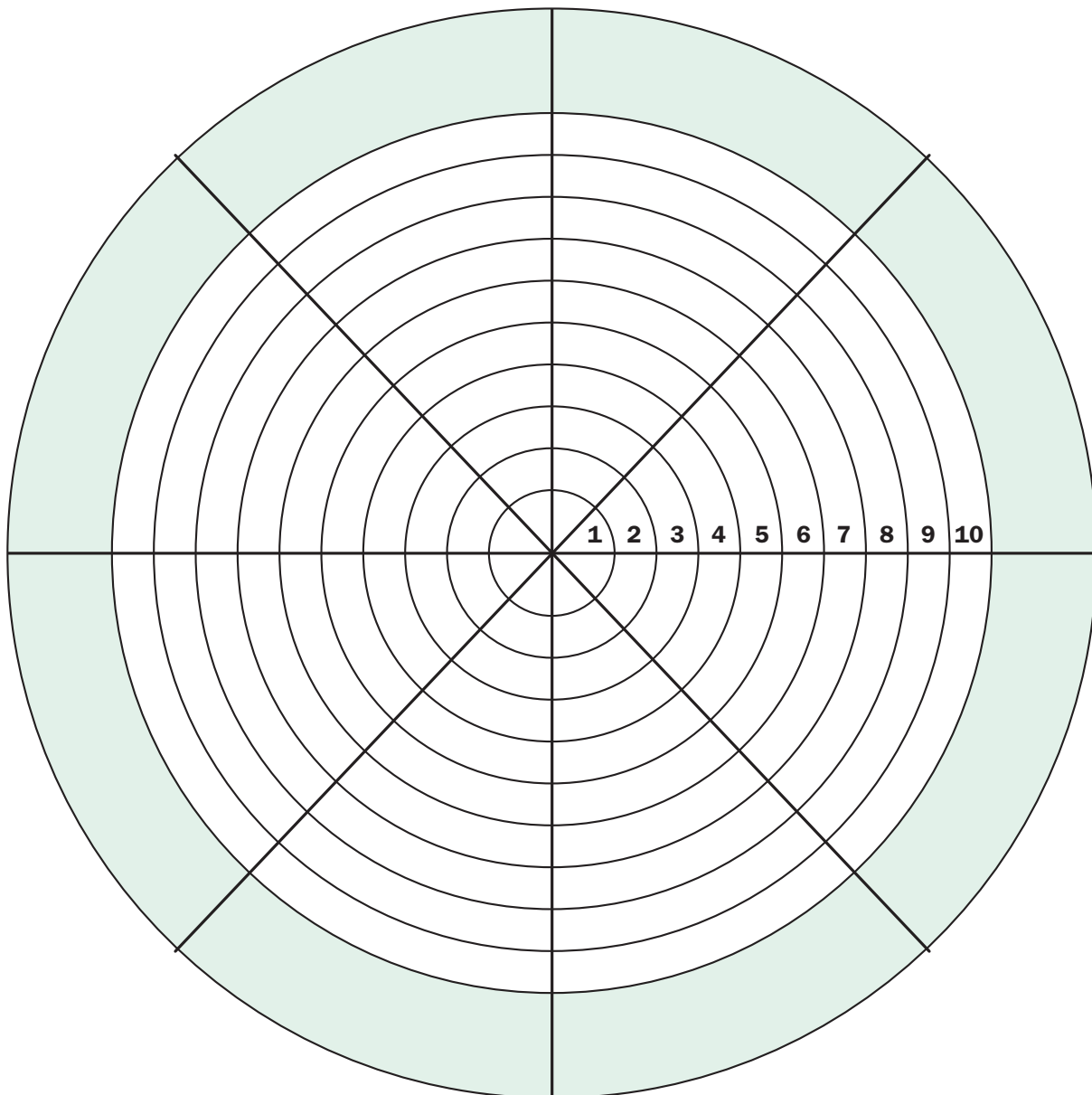
List the qualities, skills and knowledge you will need to be an effective mentor:

Qualities	
Skills	
Knowledge	

## Mentor profile wheel

A mentor profile provides a visual snapshot of your current self-perception. This can then be used to identify both your strengths and areas for improvement.

Using the list you have just created, insert the eight most important qualities, skills and knowledge into the outer section of the chart. Then rate your current performance in each area from 1 to 10 (where 10 represents total competence).



Adapted from Sports Coach UK 2004, *A Guide to Mentoring Sports Coaches*, Sports Coach UK, Leeds.

## Appendix 11: Activity sheet — Characteristics of mentors

Discuss the impact each of the following mentor scenarios would have on a mentee:

### **Mentor 1**

The mentor has a good network that they have started introducing the mentee to, but is worried that the mentee is getting too good and might end up taking their job. They subconsciously try to 'sabotage' the mentee's confidence in their own ability by being very critical of their performance.

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### **Mentor 2**

The mentor is generous with their time and very involved in the mentee's development, but wants the mentee to be a 'clone' of them and expects them to do everything exactly as they would do it.

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### **Mentor 3**

The mentor is very friendly, caring and relaxed in their approach to being a mentor, but lacks organisational skills and sometimes forgets to attend the mentee's matches.

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### **Mentor 4**

The mentor is very organised and has a clear vision but is a traditionalist, raised through the school of hard knocks, and believes the mentee needs to serve their apprenticeship before they progress.

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### **Mentor 5**

The mentor is a high-level coach/official and provides excellent technical advice, but is very busy and due to their commitments is only able to give limited time to the mentee.

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## Appendix 12: ASC Mentor Training Program evaluation form

Thank you for participating in this program. To assist us in planning future activities, please complete this evaluation form.

**1** Please rate the organisational aspects of the workshop using the following scale:

1 = Poor    2 = Adequate    3 = Good    4 = Excellent

Venue \_\_\_\_\_ Pre-workshop information \_\_\_\_\_ Workshop organisation \_\_\_\_\_

Any comments on the above:

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**2** What were the best features of the workshop?

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**3** Will you do anything differently as a mentor in the future as a result of doing this workshop?

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**4** What aspects of the workshop could be improved, changed or deleted?

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**5** Are there any further comments you would like to make about this workshop?

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**Thank you for taking the time to provide feedback.**

# Appendix 13: Recognition of Prior Learning/ Current Competence Guide

## Introduction

Participants undertaking the ASC Mentor Training Program are able to apply for Recognition of Prior Learning/Current Competence (RPL/RCC) if they believe their prior learning and experience mean they already have the competencies of the program.

## How can prior learning or current competence be recognised?

There are many ways to demonstrate evidence of your competencies. RPL/RCC can only be granted based on current evidence, that is, work that has been completed within the last four years. Some examples of evidence that can be provided to demonstrate competence include:

- copies of certificates, qualifications from other courses, or school or tertiary results
- résumé of experience
- reports from people within your sport
- relevant work samples (for example, training programs, videos of your coaching)
- evidence of home/self-directed study, which may include a list of recent readings, synopsis of seminars attended, or reports of own research/analysis undertaken.

## Who conducts the RPL/RCC assessment for the ASC Mentor Training Program?

Training program	RPL/RCC responsibility
ASC Mentor Training Program (generic)	State and Territory Coaching and Officiating Centres
Sport-specific mentor training	National or state sporting organisations

## RPL/RCC procedure

### Step 1: Complete application and send to workshop coordinator

Applicants will need to gather all relevant supporting documentation and complete the RPL/RCC application form. Forward the application, along with the appropriate fee, to the relevant body (as outlined in the table above).

### Step 2: Assessment

The application will be reviewed by an RPL/RCC assessment panel. The panel will compare the evidence provided by the applicant with the competencies required for the training program. A judgment will be made about whether the applicant wholly or partially meets the requirements.

**In the event of partial completion of the competencies, the panel will outline which ones still need to be achieved and what evidence is still required.**

**Step 3: Notification**

The applicant will be notified of the decision within two months of receiving the application. In the event of partial completion of the course competencies, the panel will outline which competencies still need to be achieved, and preferably how.

Options include:

- complete further training
- work with a senior coach/official
- complete prescribed home study options.

Successful applicants for RPL/RCC will receive the appropriate certification.

**Step 4: Appeal**

The applicant has the right to appeal the RPL/RCC assessment panel's decision if they believe the decision is unfair or if the panel has misinterpreted the evidence.

In the case of an appeal, a new assessment panel will be established. This panel will review all material available and make a decision. The RPL/RCC review assessment panel will notify the applicant of the decision within two months of receiving the appeal.



## RPL/RCC Application Form ASC Mentor Training Program

### Section 1: Personal details

Name: \_\_\_\_\_

Organisation: \_\_\_\_\_

Position: \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_ Postcode: \_\_\_\_\_

Tel: \_\_\_\_\_ Fax: \_\_\_\_\_

Mobile: \_\_\_\_\_

Email: \_\_\_\_\_

### Section 2: Evidence

Competencies	Summary of evidence provided Please attach copies of supporting documentation.
1 Plan and organise the mentoring relationship	
2 Assist mentees to develop and improve	

I declare that the evidence I have provided is a true and accurate record of my work and life experiences.

\_\_\_\_\_  
Signature of applicant

\_\_\_\_\_  
Date

## RPL/RCC Assessment Report

Applicant's name: \_\_\_\_\_

Competencies	Evidence supplied	Validity (is it relevant?)	Sufficiency (is there enough evidence?)	Authenticity (does it belong to the candidate?)	Current (within the last four years?)	Comments
1 Plan and organise the mentoring relationship	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
2 Assist mentees to develop and improve	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	

**All assessment criteria met:** (please tick)  Yes  No (please advise the applicant of additional evidence they are still required to supply)

Name of assessor: \_\_\_\_\_ Signature: \_\_\_\_\_

Contact number: \_\_\_\_\_ Date: \_\_\_\_\_