



# Coach Mentorship

## Program Guide

Soccer Nova Scotia

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# Introduction

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Mentoring is not a new term or activity. Some consider it to originate in Greek mythology: “Mentor” being a trusted advisor or friend’ (Galvin, 2004).

With an increased drive towards the professionalisation of the coaching industry, there is a need to establish an appropriate working definition of mentoring for use in a sports coaching environment.

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

There are many definitions of mentoring. Some examples are given below:

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

InVEST, 2007

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

Clutterbuck, 1991

## Mentoring Guide

Table 1: Benefits of mentoring for the coach and the mentor

Benefits of Having a Mentor	Benefits of being a Mentor
<b>A mentor can:</b>	<b>Mentoring can be:</b>
<ul style="list-style-type: none"><li>• help a coach to reach his/her coaching goals</li></ul>	<ul style="list-style-type: none"><li>• rewarding</li></ul>
<ul style="list-style-type: none"><li>• support a coach to identify his/her personal strengths and areas for development</li></ul>	<ul style="list-style-type: none"><li>• a motivational experience</li></ul>
<ul style="list-style-type: none"><li>• help to increase the confidence of a new coach</li></ul>	<ul style="list-style-type: none"><li>• a chance to review your own coaching beliefs and practice</li></ul>
<ul style="list-style-type: none"><li>• help a coach put coaching theory into practice</li></ul>	<ul style="list-style-type: none"><li>• a chance to develop key coaching-related skills, such as questioning, listening, analyzing and providing feedback</li></ul>
<ul style="list-style-type: none"><li>• provide a coach with the opportunity to improve his/her own coaching by observing other coaches</li></ul>	<ul style="list-style-type: none"><li>• a chance to develop self-reflection skills</li></ul>
<ul style="list-style-type: none"><li>• help a coach to develop coaching-related skills, such as communication, analysis and observation</li></ul>	<ul style="list-style-type: none"><li>• a good opportunity to develop your sport or club environment by bringing through new coaches.</li></ul>
<ul style="list-style-type: none"><li>• help a coach to develop his/her own coaching beliefs and philosophy</li></ul>	

# Recruiting Mentees

## Recruiting Coaches

Whether recruiting mentee or mentor coaches, people 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).



## Working with Beginner Coaches



### Getting Started?

An important phase for a beginner coach is the opportunity to gain coaching experience, where trial and error is very important. How

coaches develop their coaching skills depends on their stage of learning. Table 2 shows the different stages that coaches will go through when learning and highlights the characteristics they will display at each stage. As your coach will be a beginner coach, it is likely he/she will be at the modelling stage of learning.

Your role as a mentor will be to support the coach to bridge the gap between the modelling and competency stage of learning. As a beginner at the Modelling stage, coaches may need to:

- gain experience and reflective practice
- observe other skilled performers in their field
- be given routines to follow

- be clear on the rules and procedures of the organization in which they are coaching
- develop contingency planning skills
- receive feedback on their performance.

The development needs of every coach will be different. However, through working with your coach, the most appropriate support can be identified relevant to his/her stage of learning and competency as a coach.

Table 2: Stages of Learning (nonlinear)

Stage of Learning	Learner Characteristics
Modelling	The coach needs a set of routines/principles/skills/tools and will attempt to copy values & behaviours.
Competency	The coach aims to master a set of principles/skills/tools also aligned to club model.
Reflective/Questioning	The coach develops his/her own coaching beliefs/values. This involves reflection on his/her own and others' coaching practice.
Autonomy	The coach has a strong set of coaching beliefs and values. He/she constantly seeks new opportunities and information to improve his/her coaching.

## The Role of the Mentor

Mentors can adopt many different roles and styles.

The mentoring role can range from guiding someone through a new experience to being there for someone to turn to for advice. As a mentor, you may assist with building confidence, developing knowledge and skills, challenging and questioning, and signposting to other learning materials and resources.

The mentor's role will be different for each coach, and the style developed may depend on his/her learning stage. As a mentor, you are there to facilitate the process by which the coach uses information, skills and knowledge to develop his/her current practice. Table 3 demonstrates the potential role of the mentor at each stage of learning.

Beginner coaches need to observe a skilled coach in their sport. This could be you, the mentor, or a more experienced coach who is working with them at their coaching placement. As a role model, the coach will model his/her behaviour on yours and/or that of the coach he/she is working with so both will need to display best coaching practice.

As an observer, your role is to observe the coach coaching in his/her community wherever the coaching takes place. Additionally, depending on the experience of the coach you are working with, your

role may also be to support him/her to gain suitable coaching experience.

Some additional ways you can help as a mentor are:

- as a confidence builder
- as a resource (information) provider
- as a developer of skills and knowledge
- by supporting and encouraging the coach's learning
- by being open-minded and willing to reflect on your own coaching performance/beliefs
- through adopting a listen and ask approach, rather than a tell approach.

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

**Table 3: Role of the mentor at each stage of learning**

Stage of Learning	Learner Characteristics
Modelling	Role model, observer
Competency	Observer, provider of feedback
Reflective/Questioning	Challenger, facilitator
Autonomy	Partner in critical enquiry



## Developing a Vision

The process of developing a vision begins with you and your mentee sharing your personal interests and ambitions and then refining a collaborative vision based on where your mentee sees herself in the future (Kayes et al., 2005). The process of drafting a vision statement with your mentee will help to focus the work you will be doing together within the mentorship relationship. Adapted from Kayes and colleagues (2005), the four key steps that should be included in an initial planning meeting to help develop the vision with your mentee, include: building rapport; exploring the reasons or influences behind each other's personal interests and ambitions; discussion and refinement of a common vision for the mentorship; and assessing the feasibility of the vision.

- **Build rapport** and learn about one another
- **Explore reasons** for one another's interests, values, aspirations
- **Seek consensus** on a common vision
- **Asses feasibility** and alignment between the common vision and the personal interests and needs of you and your mentee.

### GIVE THIS A TRY

#### Questions to Build Rapport with Your Mentee

- Why do you want to get into coaching?
- What aspects of coaching appeal to you most?
- What are your future goals as a coach?
- What experiences and people have influenced your aspirations to become a coach?
- How do you spend your free time outside of the sport environment?
- What do we have in common personally?
- What do we have in common professionally?
- What vision do we share for your development as a coach?
- What vision do we share for our mentorship relationship?

#### Setting Goals to Achieve the Vision

After defining a common vision, you should work with the mentee to determine the goals required to achieve this vision

Setting goals helps to specify an individual's intentions and actions, facilitate effort, increase behaviour change, and encourage perseverance, as well as, boost an individual's belief in his/her ability to achieve an outcome (Locke & Latham, 1985; Moran, 2004; Munroe-Chandler & Hall, 2011; Wade, 2009). Generation and attainment of goals may be influenced by factors such as: an individual's interpersonal skills, the time frame in which the objectives must be met



(e.g., short-term or long-term), level of difficulty or specificity, and ability to be creative when identifying and implementing strategies to achieve goals (Kyllo & Landers, 1995; Marchant, 2000; Munroe-Chandler, Hall, & Weinberg, 2004; Wade, 2009). There is a wealth of research centred on frameworks for goal setting that distinguish different types of goals, which may facilitate your goal setting process, including learning goals, performance goals, process goals and outcomes goals (Kingston & Hardy, 1997; Munroe-Chandler & Hall, 2011; Seijts & Latham, 2012).

### Types of Goals

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

References: Kingston & Hardy, 1997; Munroe-Chandler & Hall, 2011; Seijts & Latham, 2012.



## Mentoring Sessions

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Mentoring can include a number of different interventions. For example:

- one-to-one meetings (when, where, duration etc)
- mentor observes coach in person or video
- coach observes mentor in person or video
- coach and mentor observe another coach or competition
- group multiple learners (mentees) or a group of learners (mentees) looking to learn from one another
- co-coaching
- telephone/email (convenient times, frequency etc).

You can use any or all combinations to enable effective learning by the coach, but ensure you set and agree on ground rules early and that these form part of the mentoring agreement. Goals for each intervention should be set and records kept with any outcomes, learning etc.

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



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

- Pre-session:
  - Gain a shared understanding of the session/mentoring process.
  - Clarify expectations & behaviours.
  - Establish priorities.
  - Agree on goals/objectives.
- Session:
  - Keep the session relaxed and comfortable.
  - Keep it focused on the agreed priorities.
  - Agree on any actions i.e. to reduce timing in stoppages for coaching intention.
- Post-session:
  - Reflect on the meeting and actions to explore what the coach is learning.
  - Ensure you follow up on agreed actions.
  - Plan for your next session.

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

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

- be required to provide or guide your coach on technical/tactical advice aligned to club game model.
- support him/her through his/her qualification.
- support him/her through any other issues.

#### **Top tips for building a successful relationship**

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

## Tools to Support the Development of Coaches

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Also listed in Table 4 are a number of tools and resources that will support the development of the recruits. All of the tools are for the benefit of the recruits and can be used alone or in partnership with you as the mentor.

The tools highlighted for use with the recruits will support their development in five main areas:

1. To help the coach and you (the mentor) to build rapport, and identify how we learn as people.
2. To enable the coach to explore what knowledge, skills and experience he/she feels a good coach needs.
3. To enable the coach to identify his/her development goals for the mentorship program and his/her mentoring relationship with you.
4. To enable the coach to learn from his/her coaching experiences, by reflecting on them.
5. To enable you (the mentor) and coach to work together and examine his/her current and desired coaching behaviours as he/she starts to develop his/her own coaching philosophy.



Table 4: Tools to support the development of coaches

Tools	Description
Mentorship Agreement (See appendix 1)	An agreement that both the mentee & mentor outline the expectations and format of the mentoring
GROW Model (See appendix 2)	<p>The GROW model is a series of questions you can use to support a recruit to consider his/her:</p> <ul style="list-style-type: none"> <li>• Goal - where he/she would like to be</li> <li>• Reality - where he/she is now</li> <li>• Opportunities - what his/her development options are</li> <li>• Will - what you will do</li> </ul>
Personal Development Plan (PDP) (See appendix 3)	<ul style="list-style-type: none"> <li>• A PDP is a road map to help someone in achieving his/her identified goals</li> </ul>
Coaching session review log (See Session Plan Template)	<ul style="list-style-type: none"> <li>• This is a prompt sheet that a coach can use (by him/herself or with support) to help him/her reflect on the coaching session he/she has been involved in</li> </ul>
Coaching checklists (Aligned to club game model)	<ul style="list-style-type: none"> <li>• This is a list of coaching behaviours you have agreed or have outlined via a club game model &amp; curriculum to observe during a coach observation</li> </ul>
Review Process (debrief) (See appendix 4)	<ul style="list-style-type: none"> <li>• This is a prompt sheet that aids the self-reflection process after a period of time</li> </ul>
Coaching Workshops	<ul style="list-style-type: none"> <li>• a chance to offer coaching workshops around themes that are important to the development of your club/players/philosophy</li> </ul>



# Managing a Program

## Providing Ongoing Sport

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.



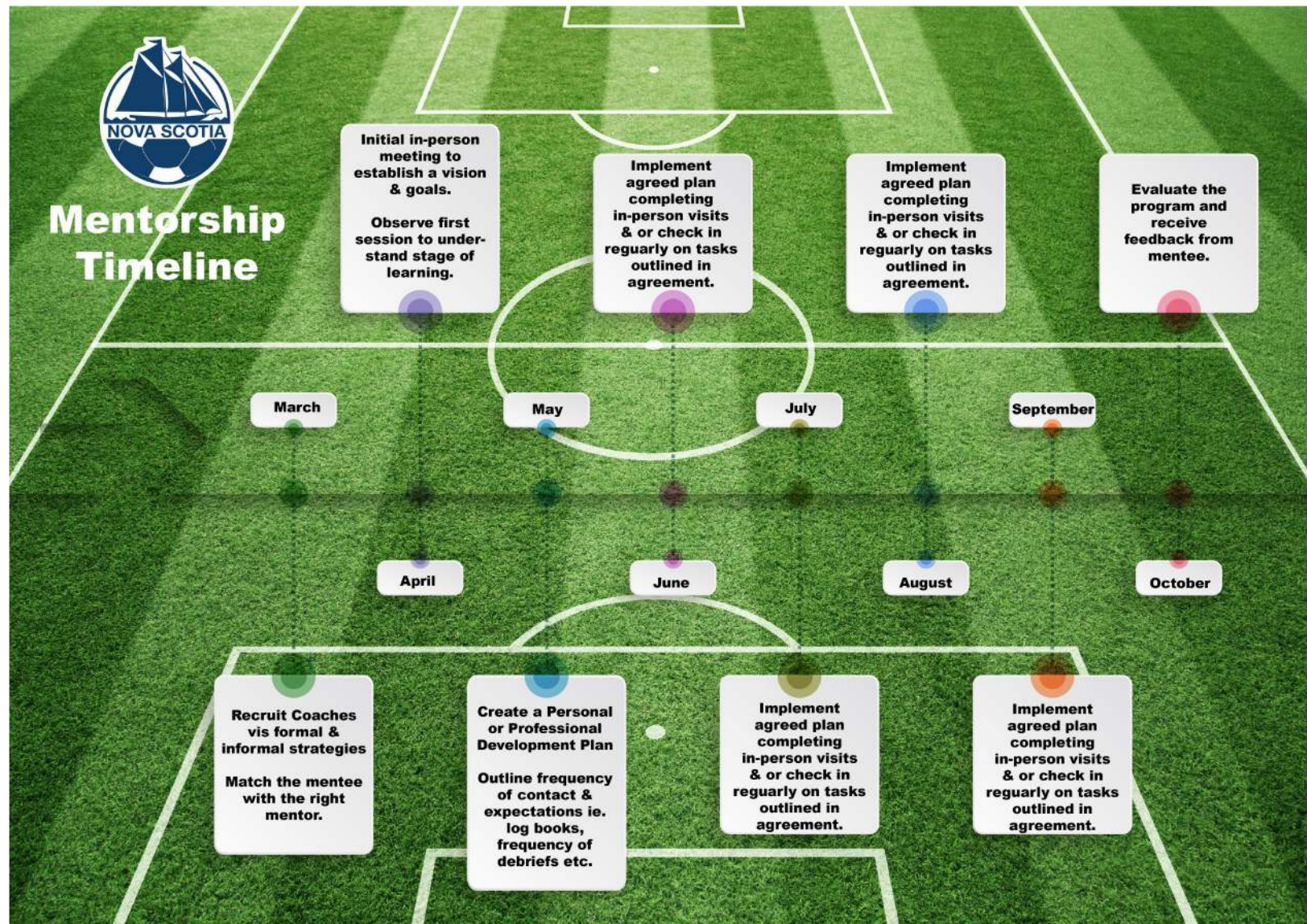
## GIVE THIS A TRY

### 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?







## Evaluating a Program

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### Assessing Personal/Professional Development

Now that you are approaching the conclusion of the mentoring relationship and are preparing for closure, it's important to schedule a meeting with your mentee to have a final debrief. Use this as an opportunity to summarize your mentee's progress towards achieving the goals set out in your mentorship plan.

### Program Evaluation

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 clubs 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).

## GIVE THIS A TRY

## Evaluating Your Mentee

For each of the statements in the chart referring to your mentee, indicate the degree to which you agree or disagree (1 = Strongly Agree, 2 = Agree, 3 = Neither Agree or Disagree, 4 = Disagree, 5 = Strongly Disagree).

INTELLECTUAL GROWTH AND DEVELOPMENT	1	2	3	4	5
Demonstrated inventiveness and creativity in coaching practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrated critical and objective thinking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Became independent in identifying and overcoming challenges	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Received constructive feedback well	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Received thoughtful advice on coaching practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Set goals and developed strategies to achieve them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PROFESSIONAL CAREER DEVELOPMENT	1	2	3	4	5
Received counsel for important professional decisions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Navigated barriers to success	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Took advantage of opportunities to network with others in positions of authority	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Envisioned and articulated a career plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrated motivation to advocated for herself	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrated motivation to achieve her goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PERSONAL COMMUNICATION	1	2	3	4	5
Listened carefully to my feedback and concerns	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Worked with me to set clear expectations of the mentoring relationship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Considered and was sensitive to gender, ethnic, cultural, and other identity-related issues in interacting with me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Respected my time and abilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Was accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SERVED AS A ROLE MODEL	1	2	3	4	5
Conveyed high ethical standards and concern for athlete well-being	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Illustrated active teamwork and collaboration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrated good work habits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrated good work/life balance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I would recommend this mentee to other mentor coaches	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

## GIVE THIS A TRY

## Evaluating Yourself as the Mentor

For each of the statements in the chart referring to yourself as the mentor, indicate the degree to which you agree or disagree (1 = Strongly Agree, 2 = Agree, 3 = Neither Agree or Disagree, 4 = Disagree, 5 = Strongly Disagree).

MENTOR RESPONSIBILITIES	1	2	3	4	5
I came prepared to meetings with my mentee so that we could use the time effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I provided ongoing constructive feedback relative to my mentee's goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I communicated well with my mentee	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I demonstrated appreciation for my mentee's commitment to our relationship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I took an active role in helping my mentee achieve her goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I regularly inquired about my mentee's progress towards her goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I took time to reflect on my own learning process and progress	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I applied lessons learned from my mentee to my own coaching practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

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