

Coach Mentoring Handbook



March 2021

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Introduction

BC Archery's Mentoring Program is organized by the Coaching Committee. It runs continuously and undergoes an annual evaluation.

The Mentoring Program was developed to help Coaches share ideas and experiences, and to provide a forum for more senior Coaches to help newer Coaches, or Coaches taking on a new role.

The Coaching Committee has identified a significant loss of Coaches: those who have taken the NCCP training but failed to complete the Certification, or those who have not remained in Coaching. The Mentoring Program aims to retain and support Coaches taking on new roles as well as providing a forum for experienced Coaches to give back to our sport. The Program is enabled and continued by active Coaches, without whom its ongoing success would not be possible.

The aim of these guidelines is to provide a framework for the basis on which mentors and mentees participate in the program. Each mentor and mentee pair will communicate, interact, and achieve their mentoring program goals differently – in the way that best suits the pair. The program is intended to facilitate, not restrict, the participation of mentors and mentees and enable them to explore the great opportunities that are created when two personalities collide.

Thank you for your interest in the Mentoring Program and we hope it is an enjoyable and enriching experience for mentees and mentors.

Purpose

The program should provide a forum for experienced Coaches, and newer Coaches to develop an ongoing relationship by meeting regularly and discussing matters relating to coaching Archery, running an Archery Club, and planning within an organized and supportive framework.

The program's purpose is not to help people find employment through their partnership.

Participant Eligibility

All program participants, mentors, and mentees must be members of the BC Archery Association.

Mentors

Mentors will ideally have at least 5 years' experience. Mentors will have excellent communication skills, particularly listening, a desire to contribute to the future of coaching Archery, and the time to commit to several 1-hour meetings for the duration of the program.

Mentees

Mentees may be newly trained coaches, or any coach taking on a new role within Archery.

Despite the above, and importantly, any member of the BC Archery Association can be a mentor or mentee. BC Archery acknowledges that a Coaching career contains many twists and turns. To the best of our ability, we will attempt to link mentors and mentees with a suitable partner and support the principle of life-long learning and knowledge sharing that underpins the Program.

What is Mentoring?

Mentoring is defined as “a mutually beneficial relationship which involves a more experienced person helping a less experienced person to identify and achieve their goals”. Mentoring relationships can be developed spontaneously or through a formally facilitated program, such as this Mentoring Program.

A mentor provides support, a sounding board, knowledge, encouragement, guidance, and constructive feedback to the mentee by developing a genuine interest in the growth of their abilities and talents.

A mentee actively seeks support and guidance in their coaching career and development from an experienced coach. A mentee always has ultimate responsibility for their coaching and professional development.

The mentoring relationship is based upon encouragement, constructive feedback, openness, mutual trust, respect, and a willingness to learn and share.

Mentoring Program Champions

The role of the Program Champions is to help guide the delivery of the program, and to provide additional support to the participating mentors and mentees participating, ensuring that mentors and mentees are benefiting from the mentorship.

There will be one Mentors Champion, and one Mentees Champion (usually from the Coaching Committee or the Mentorship Program, unless otherwise appointed by the Coaching Committee). Mentor and mentee champions may contact mentors and mentees during the program to check how the mentorship is progressing and to provide advice or tips that may be helpful to the participants.

Benefits of Mentoring

There are many benefits of participating in a mentoring program.

Mentors

- Contribute to the development of the future of the sport.
- Improve coaching, management, leadership, and communication skills.
- Expand networks.
- Transfer of skills and knowledge.
- Recognition of their skills, knowledge, and commitment to the sport.
- Increase awareness of current ideas and practice.
- Personal satisfaction from contributing to sport; and
- Accumulate PD points.

Mentees

- Develop communication skills and knowledge.
- Build coaching networks and a support system.
- Increase confidence and self-esteem.
- Discuss and learn theoretical and practical issues with an experienced Coach.
- A confidential opportunity to discuss Coaching/Club issues.
- Receive support and guidance to achieve coaching goals.
- A window into contemporary Coaching practice

Club of Mentor/Mentee

- Increased knowledge of both mentor and mentee.
- Improved management and technical skills.
- Discovery of latent talent.
- Re-motivation of senior coaches (mentors); and
- Improved retention of both new and more experienced Coaches.

Participant Responsibilities and Role Statements

Responsibilities of Mentors and Mentees

- Act ethically and with respect towards all other participants.
- Maintain strict confidentiality and professional boundaries.
- Commit to attend all prearranged meetings; and
- Discuss expectations in the first meeting and review as meetings progress.

Mentor's Role Statement

Specific responsibilities include:

- Sign Mentoring Agreement with mentee.
- Negotiate a commitment for ongoing communication.
- Lead initial meetings with mentees.
- Assist mentee to identify individual needs and support career development.
- Attend information sessions or activities for mentors held by BC Archery and Archery Canada.
- Contribute to discussion and resolution of issues raised in meetings; and
- Participate in program evaluation and review.

The mentor may achieve these in a variety of ways by:

- Challenging assumptions.
- Encouraging the exploration of new ideas and innovative thinking.
- Being open minded and non-judgmental.
- Listening to the mentees' questions and problems.
- Assisting the mentee to identify and solve problems.
- Providing appropriate and timely advice.
- Encouraging an understanding of career options and outcomes; and
- Sharing professional experiences providing a different view of the matter under discussion.

A successful and effective mentor has:

- Respect and consideration for the mentee.
- A high level of expertise and knowledge of coaching.
- A genuine interest in the mentee's growth and development.
- A commitment to the mentoring program.
- Highly developed communication skills (particularly listening, questioning, and giving constructive feedback); and
- The ability to have some influence on behalf of the mentee.

Mentee's Role Statement

Specific responsibilities include:

- Sign Mentoring Agreement with mentor.
- Negotiate a commitment for ongoing communication.
- Attend information sessions or activities for mentees held by BC Archery and Archery Canada.
- Initiate the organization of all meetings (e.g. develop a schedule of meetings in agreement with the mentor);
- Organize an (informal or formal) agenda of discussion topics for meetings.
- Contribute to discussion and resolution of issues raised in meetings; and
- Explore own strengths and development needs.

The mentee may achieve their role by:

- Discussing topics taught and debated as part of their ongoing experience.
- Sharing their particular interests in coaching.
- Reviewing their experiences as a beginning coach.
- Discussing and developing their goals.
- Be willing to share their hopes, needs and expectations; and
- Always having an open frame of mind.

A successful mentee will:

- Organize all meetings with their mentor.
- Commit to the mentoring program.
- Take responsibility for their own personal and professional development and opportunities.
- Seek constructive feedback; and
- Accept new responsibilities and challenges.

Confidentiality for Mentors and Mentees

Topics discussed by mentors and mentees may be a personal opinion or of a sensitive or controversial nature, therefore strict confidentiality must be maintained between mentors and mentees. By signing the Mentoring Program Agreement ([Appendix A](#)) the mentor and mentee agree to maintain confidentiality.

An agreement of confidentiality does not absolve either the Mentor or Mentee of the responsibility to safeguard athletes (ie: maltreatment).

Matching Mentors and Mentees

The matching of mentors and mentees is undertaken by the Coaching Committee. Mentors and Mentees complete an online questionnaire to assist in partnering compatible participants with similar interests to maximize the benefit of the program. If you wish to be a part of the program, in either a mentor or mentee capacity, please be sure to check the relevant box at the end of your questionnaire.

Existing informal mentor/mentee relationships between an experienced coach and an inexperienced coach or coaching student are encouraged to be formalized through the Coach Mentoring Program. Official recognition of an existing informal mentorship can be beneficial to both the mentor and mentee. Formalizing an existing informal mentor/mentee relationship is an important commitment, and the mentor and mentee must discuss if this process is suitable and beneficial for both parties.

If either the mentor or mentee is uncomfortable with the pairing at any stage during the Program, or decides the mentorship is not successful, the [Early Closure](#) section of this handbook explains the process for ending the mentoring relationship.

Framework

The following program is a suggested framework for mentoring pairs to follow throughout the Mentoring Program. Participants may choose to follow part of the program or may choose to create their own mentoring framework.

Stage 1:

Negotiating Expectations and Goals

- Mentoring Program Agreement
- Setting the stage for success

Stage 2:

Establishing the Relationship

- Getting to know each other
- Coaching history
- Identify development needs
- Mentor to present work examples

Stage 3:

Development Needs / Knowledge Acquisition

- Identify opportunities to acquire knowledge together, e.g. attend a coaching development event
- Share and discuss a common planning topic of interest

Stage 4:

Coaching Development

- Coaching direction check-up
- Sharing upcoming learning opportunities

Stage 5:

Sustaining the Relationship

- Keep in touch!

Stage 1: Negotiating Expectations and Goals

Meeting 1

The first meeting is critical in establishing the foundations for the development of the mentorship but can be quite daunting for both the mentor and the mentee. The key to a successful mentorship is to ensure that both participants share the same objectives and expectations of the program. These should be discussed openly and negotiated within the partnership.

Organizing the First Meeting

The mentee is responsible for contacting the mentor to organize a time and place for the first (and subsequent) meeting(s) that is suitable for both participants. It is strongly recommended that the first meeting is organized as soon as possible.

Discussion Points

Time Commitment: It is essential that contact be maintained throughout the mentorship. It is recommended that participants meet at least 3-4 times over the first 6 months. However, the level of time commitment needs to be discussed and negotiated between the mentor and mentee. Some partnerships may wish to meet monthly during the program or may supplement this with regular emails or phone calls.

Preferred Style of Contact: Both the mentor and mentee need to decide whether contact during the mentorship will be formal or informal. Participants should also decide whether they want to follow the suggested program framework, discuss preselected topics at their meetings, or would prefer ad hoc discussions.

Location: Both participants need to agree on the preferred location(s) to meet during the mentorship. Suggested locations include the mentor's or mentee's club, a café or a park.

Goals: Participants should discuss what they want to achieve through the Mentoring Program and how they will reach their goals.

Mentoring Program Agreement: By the end of this first meeting, the mentor and mentee should be ready to sign the [Agreement](#) and submit it to the Coach Chair.

Avoiding Potential Pitfalls

Mentors may expect the mentee to do all the contacting/organizing to 'drive' the program, but mentees are often reluctant to seem too demanding. To avoid this, the Mentor may need to encourage the Mentee to start the process.

Stage 2: Establishing the Relationship

It is best to plan for the next contact together at the end of each meeting. If either party cancels a meeting do not be disheartened and proceed with rescheduling. Established Coaches are often exceptionally busy people, but they are committed to the program and will endeavor to find time for their mentee. If either party needs to reschedule, it is a good idea for the mentee to immediately give the mentor a list of three or four options of times and locations to meet so the mentor can select a suitable time and location or suggest an alternative.

Meeting 2

This meeting should focus on the mentor and the mentee getting to know each other. Learning each other's interests and opinions beyond coaching Archery helps build trust and understanding in the mentorship. Topics for discussion may include "Where in the world do you most want to travel to and why?", "How would you spend your last day on earth?", "Who is your hero?", "What personal/professional qualities do you most admire/detest?", "What are your favorite hobbies?", "Are you a morning or a night person?", "What is your dream job?", "Have you completed personality or learning type tests before? What were your results?" etc.

Many people find it easier to start with a more informal discussion, such as the topics suggested above, to build rapport and provide a gentle introduction to the discussion of more serious 'coaching' and coach development topics. Mentors and mentees may find that many of these discussion topics may eventually lead back to 'coaching' topics. Mentees should also feel comfortable asking their mentors for

advice on current topics, problems, techniques, club issues or coach development. Mentees may even find it useful at this stage to ask their mentor for assistance with a particular problem or Athlete.

Meeting 3

It is recommended that at the third meeting mentors share some of their own coaching history. Initially, mentors may share their general coaching history, significant experiences and how they got to where they are now. However, mentors should discuss in depth a couple of anecdotes from their own experience. For example:

- I wish I had known at the time ...
- The event I am most proud of is ...
- I am so glad I did/didn't ...
- A significant obstacle I overcame was ...
- I was most proud to be a coach when ...
- My biggest learning curve was ...
- My greatest coaching success or achievement is ...
- When I started coaching, I didn't realize ...
- Today's new coaches should know ...

Mentees can share similar information, based on their training, experience (including non-coaching experience) and any important life experiences. Both mentors and mentees should reflect on what is important to them and what drives them both personally and professionally.

Following on from this discussion, mentees (with assistance from their mentor) should try to determine their personal strengths and 'development needs'. Development needs are coaching skills or areas of knowledge that mentees want to improve or learn more about to develop as a coach in Archery. At this point, the mentee should select three development needs that their mentor can help them work on over the coming months. Mentors and mentees should brainstorm ideas and opportunities for possible ways of assisting the mentee in developing their skills and knowledge based on these needs.

Potential Development Needs

Possible development needs that the mentee may want to work on include:

- Writing Lesson Plans
- Writing Yearly Training Plans (YTP)
- Development of Teaching Materials
- Equipment Selection, Purchase and Maintenance
- Fund Raising
- Presentation, Demonstration and speaking skills
- Knowledge of Archery Techniques
- Assessment skills
- Communication skills
- Networking skills
- Working with Clubs and Parents
- Planning and Coaching for a Competition
- Running a Competition
- Officiating

Avoiding Potential Pitfalls

Mentors need to be wary of unknowingly dominating the conversation, exerting undue influence or quickly discounting alternative opinions. Their role is to support and facilitate the mentee to take responsibility for their own problem solving and arrive at opinions independently. Mentors should help mentees work through all issues or alternatives to a topic and help mentees see the 'big picture', rather than offering 'the' solution. Playing the 'devil's advocate' is often a good way to help mentees challenge their opinions and assumptions but mentors should be careful to help mentees explore their ideas in a greater depth before presenting an alternative argument or viewpoint.

Stage 3: Development Needs / Knowledge Acquisition

At this stage of the mentoring relationship, mentors and mentees should focus on the development needs identified in Stage 2. This may include activities such as mentors providing advice on their Lesson Plans, mentors using a real Athlete's YTP to explain how a Training Plan works. It may be appropriate for mentees to bring examples of their work so that mentors can assist with development needs.

Mentors and mentees should not feel that discussions must be limited to the mentee's development needs. Specific issues and interesting discussion points naturally arise and should be explored as needed. These may include current issues with Athletes, equipment or the Club. Mentors and mentees may also wish to discuss several development needs concurrently, rather than focusing on one each meeting.

Stage 4: Coaching Development

Towards the end of the twelve-month period, mentors should focus on the coaching aspirations of the mentee. Mentees may want assistance from their mentor to clarify their preferred direction or to develop a career plan. It is important to evaluate an appropriate coaching direction based on the mentee's likes/dislikes, strengths and development needs as well as skills, values, and interests. Consider coaching opportunities/work experience, specific competition/Coaching experience, further study options, expanding networks or other avenues of establishing/developing a coaching practice.

Stage 5: Sustaining the Relationship

As the mentorship develops it is important to reflect and consider successful aspects and identify areas for improvement. Self-assessment of the participation of the mentor and mentee is important to measure the development and success of the mentorship, as well as the personal and professional development of both Mentor and Mentee. Mentors and mentees can consider the following questions when evaluating their participation and the development of the mentorship.

- Has the mentee/mentor attended all meetings and Mentoring Program events?
- Does the mentee/mentor have a positive approach to each meeting?
- How does the mentee/mentor respond to new ideas and suggestions?
- Has the mentee developed realistic coaching aspirations?
- Has the mentee/mentor completed agreed tasks?
- Is the mentee/mentor being punctual and organized?
- Has the mentee improved their coaching?
- Has the mentee expanded their coaching network?
- Has the mentee/mentor actively developed a level of trust with the mentor/ mentee?

- Has confidentiality been maintained?
- Has progress been made towards the mentee's goals?
- Has the mentee/mentor cancelled meetings?
- Is the mentee/mentor being attentive during the meetings?
- Does the mentee/mentor ensure there are no interruptions during the meetings? i.e. phone calls, people in office, etc.
- Is the mentee/mentor comfortable with the mentorship?

Mentorship Closure

The natural end of the Mentoring Program relationship is the expiry of the 12-month term/agreement. There may be a variety of other reasons for ending the mentor/mentee relationship. The closure can be initiated by either party and the reasons for the closure can be indicated on the final evaluation form.

At the closure of the Mentorship relationship, it is recommended that a final meeting be held to discuss the closure of the relationship. The conversation could include the following:

- Start with the good – talk about the highlights and positives from the relationship.
- Give your mentor/mentee honest feedback – this feedback is important for both the program and the development of the mentor.

The conversation should be respectful and professional so both parties can learn from the experience and reflect on what worked and what did not.

Early Closure

In the event of an early closure, the process can be done either directly between the mentor and mentee or by requesting the Program Champions to facilitate it. The Champion can act as the facilitator to professionally close the relationship. In these instances, the party instigating the closure should contact the Program Champions as soon as the decision has been made, so the relationship can be closed quickly. The Program Champions will contact the other party and notify them of the closure of the relationship.

It should be noted that not all mentee and mentor relationships work out, whether it be interests, schedule or personalities, it is to be expected that some relationships will need early closure.

Participants will be encouraged to continue to participate in the program. The mentee may request another mentor.

Program Evaluation and Review

It is important to acknowledge the end of the Mentoring Program, even if the mentor and mentee agree to continue the relationship after the program. It is a time to formally acknowledge the value of the program, appreciate the time and contributions of the mentors and the lessons learnt by both mentors and mentees. It is important to each reflect on each other's coaching and personal development.

All program participants will be asked to complete program evaluation surveys throughout the course of the Mentoring Program and at the conclusion of the program ([Appendix C 1-4](#)). The Mentoring Program Organizing Committee welcome any suggestions and feedback on the program at any stage from all mentors and mentees.

Appendix A: Mentoring Program Agreement

Please complete this agreement at your first meeting and return to the [BC Archery Coaching Chair](#)

We _____ (Mentee)
and _____ (Mentor)

voluntarily commit to the BC Archery Coach Mentoring Program for a 12-month duration.

We will:

- Meet at least _____ (please provide agreed interval).
- Attend any mentor program sessions and activities held by BC Archery or Archery Canada.
- Have a genuine interest and commitment in the Mentoring Program.
- Be objective, honest and supportive.
- Act ethically and with respect towards all participants.
- Respect and maintain strict confidentiality.
- Contribute to discussion and resolution of issues raised in meetings; and
- Participate in the Mentoring Program evaluation and review.

We acknowledge that either person has the right to discontinue mentorship for any reason, and we will follow the Mentor Program's closure guidelines as outlined in the Mentoring Program Handbook.

Signed: Name: Date:

	Signature	Date
Mentee:	_____	_____
Mentor:	_____	_____

Appendix B: Mentorship Plan

Mentee Goals:

-
-
-

Additional Goals:

- Regular Check In. Frequency:
-
-

Plan:

Meeting Plan:

Appendix C.1: Mentee Self-Assessment

Name:

Date:

	All of the time	A great deal of the time	A moderate amount of the time	Not very often	Never
I treated my mentor respectfully					
I undertook scheduling meetings as my responsibility					
I met my mentor when scheduled					
If I had to cancel a meeting, I gave advance notice					
If I had to cancel a meeting, I rescheduled promptly					
I was open in sharing personal experiences and information					
I made clear my expectations concerning confidentiality					
I respected differences in our values and perspectives					
I sought critical feedback					
I collaborated in establishing developmental priorities for partnership					
I was satisfied with the level of trust we achieved					
I did not resist considering alternatives that were out of my comfort zone					
I reflected on lessons learned even from efforts that were not successful					
I devoted an optimum amount of time to our partnership					
I maintained continuity of discussions of our priorities					
I reflected on suggested solutions rather than suggesting solutions					
I enabled learning more than I taught					
I offered alternatives to achieve desired professional development					
I was committed to our partnership's success					

Appendix C.2: Evaluation of Mentor

Mentor Name:

Mentee Name:

Date:

	All of the time	A great deal of the time	A moderate amount of the time	Not very often	Never
Did your mentor make him/herself available to you?					
Did your mentor respond to you in a timely fashion?					
Did your mentor address your concerns?					
Was your mentor flexible?					
Did your mentor treat you in collegial fashion?					
Did your mentor treat you respectfully?					
Was your mentor well organized?					
Was your mentor well prepared?					
Did your mentor realistically conceptualize the mentoring experience?					
Did your mentor direct you to appropriate reading material?					
Did your mentor direct you to appropriate help?					
Did your mentor direct you to appropriate workshops?					
Do you believe your mentor provided a positive learning experience?					

Comments:

Suggestions:

Appendix C.3: Mentor Self-Assessment

Name:

Date:

	All of the time	A great deal of the time	A moderate amount of the time	Not very often	Never
I treated my mentee respectfully					
I met my mentee when scheduled					
If I had to cancel a meeting, I gave advance notice					
If I had to cancel a meeting, we rescheduled promptly					
I was open in sharing personal experiences and information					
I upheld my Mentees expectations concerning confidentiality					
I respected differences in our values and perspectives					
I gave respectful feedback					
I collaborated in establishing developmental priorities for partnership					
I was satisfied with the level of trust we achieved					
I did not resist considering alternatives that were out of my comfort zone					
I reflected on lessons learned even from efforts that were not successful					
I devoted an optimum amount of time to our partnership					
I maintained continuity of discussions of our priorities					
I enabled learning more than I taught					
I offered alternatives to achieve desired professional development					
I was committed to our partnership's success					

Appendix C.4: Evaluation of Mentee

Mentor Name:

Mentee Name:

Date:

	All of the time	A great deal of the time	A moderate amount of the time	Not very often	Never
Did your mentee make him/herself available to you?					
Did your mentee respond to you in a timely fashion?					
Did your mentee bring up concerns?					
Was your mentee flexible?					
Did your mentee treat you respectfully?					
Was your mentee well organized?					
Was your mentee well prepared?					
Did your mentee realistically conceptualize the mentoring experience?					
Did your mentee accept and follow your guidance?					
Do you believe your mentee had a positive learning experience?					

Comments:

Suggestions: