Mentorship

"We make a living by what we get, we make a life by what we give."
-Winston Churchill
Mentoring is a brain to pick, an ear to listen, and a push in the right direction.  

John Crosby

- Mentoring is also concerned with creating an informal environment in which one person can feel encouraged to discuss their needs and circumstances openly and in confidence with another person who is in a position to be of positive help to them.

- The mentoring partnership is an agreement between two people sharing experiences and expertise to help with personal and professional growth.
**Objective**

Provide local entry level officials with support to improve their on-field performance and increase their satisfaction as an official.
What is a Mentor?
A mentor is a coach, guide, tutor, facilitator, counselor and trusted advisor. A mentor is someone willing to spend his or her time and expertise to guide the development of another person.

What is a Mentee?
A mentee is a student, protégé, apprentice and eager learner. A mentee is someone who wants to learn from someone who knows and seeks their valuable advice in order to grow personally and/or professionally.

What is a Mentorship?
A mentorship is a relationship formed between a mentor and mentee with the goal of sharing knowledge and expertise between the mentor and the mentee. It can be a formal relationship with written goals and scheduled meeting times or it can be as informal as an occasional chat or email exchange.
In general terms

**Focus of Assessing**
- Identifying the current state of an individual’s skills and abilities, evaluating or measuring against standards or expectations of performance.
- **Results of assessment**
  - Provides information around the performance of an individual at one moment in time.
- **User of information**—person in authority.

**Focus of Mentoring**
- Providing support and guidance to assist an individual in meeting their stated goals and objectives.
- **Results of Mentoring**
  - Provides information that supports the mentee’s continued growth and development over time.
- **User of information**—mentee.
Three years ago the Canadian Soccer Association introduced a Canada-wide competency-based assessment program.

The intent is to encourage and develop officials.

Referees are assessed in seven categories
- application of the Law
- fitness
- positioning and work rate
- alertness and awareness
- communication
- teamwork
- advantage
- overall match control

At the end of the Assessment form, the Referee is given three “strengths” to be reinforced, and three “development areas” to work on to improve their on-field performance. It is clearly designed to give advice to the Referee to “be the best you can be.”

Leo Donlevy, Alberta Soccer Association Assessments Chair, South
Mentorship Model

Five Phase Mentoring Relationship Model©

Phase One: Purpose
Why do I want a mentor?
Why do I want to be a mentor?

Phase Two: Engagement
Finding and Being a Mentor
How do I begin?

Phase Three: Planning
Developing your Mentoring Action Plan
How can I achieve my goals?
How will we work together?

Phase Four: Emergence
Engaging in the Conversation
How am I doing?
What are we learning?

Phase Five: Completion
Celebrating Accomplishments
What are my next steps?

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What does it take to be a Mentor?

- Desire
- Experience
- Time
- Wisdom
- Willingness to share
"Mentors are guides. They lead us along the journey of our lives. We trust them because they have been there before."

- Laurent A Daloz
Mentor Responsibilities

- Act as a sounding board
- Assist in goal setting
- Expand mentee’s network
- Share insights
- Provide feedback
Slightly more than half of mentors felt that they should be allowed to opt out of the program.

Even if allowed to opt out, 93.8% of mentors would stay in the program, continuing to mentor.

Mentors were unclear about the difference between assessment and mentorship.

To assist them in being a better mentor, mentors wanted:
- examples of excellent reports
- written materials on mentoring and
- an information session at the beginning of the year.
More time with the mentee after the game and also a repeat session with the same mentee was desired in order to be able to provide better mentorship.

The most common key message to mentees was about field coverage, having good sight lines, when to accelerate, followed by arm/hand signals.

73.3% believed their mentoring experience also positively impacted their own officiating.
Mentees were provided with greater knowledge and/or ideas on how to improve skills and abilities.
Mentees did not understand the difference between mentorship and assessment.

More time with the mentor and a repeat session were the ways that mentees thought the program could be of greater value to them.
Did the mentee make changes as a result of the mentoring session(s)?

- No: 9.10%
- A few changes: 9.10%
- Some changes: 38.20%
- Many changes: 43.60%
## Mentorship Survey – Mentees

<table>
<thead>
<tr>
<th>How would you describe your mentor?</th>
<th>Response Percent</th>
<th>Response count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supportive</td>
<td>63.0</td>
<td>34</td>
</tr>
<tr>
<td>Helpful</td>
<td>72.2</td>
<td>39</td>
</tr>
<tr>
<td>Apathetic</td>
<td>1.9</td>
<td>1</td>
</tr>
<tr>
<td>Interested in assisting me</td>
<td>68.5</td>
<td>37</td>
</tr>
<tr>
<td>Willing to share insight and knowledge</td>
<td>81.5</td>
<td>44</td>
</tr>
<tr>
<td>Uninterested</td>
<td>1.9</td>
<td>1</td>
</tr>
<tr>
<td>Enthusiastic</td>
<td>42.6</td>
<td>23</td>
</tr>
<tr>
<td>Indifferent</td>
<td>1.9</td>
<td>1</td>
</tr>
<tr>
<td>Provided valuable feedback</td>
<td>64.8</td>
<td>35</td>
</tr>
<tr>
<td>Knowledgeable</td>
<td>77.8</td>
<td>42</td>
</tr>
<tr>
<td>Lacking knowledge</td>
<td>1.9</td>
<td>1</td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td>7</td>
</tr>
</tbody>
</table>
51% of mentees felt it was important to choose the game where the mentor was assigned, 22% felt it was not important.

Surveyed mentees most often felt that a referee should be able to have 3–4 mentoring sessions a season.
What are the 2 traits that teams most want from an official?

- A willingness to communicate
- Calmness
The biggest deficiencies that respondents see in the refereeing community are:

- differences in application of the Laws of the Game between referees
- unwillingness to communicate with teams when on the field
34.1% of respondents say they complete referee evaluations for all or nearly all games.
Mentees will be advised by email that a mentor has been assigned.

Promote the concept of mentoring as opposed to assessment.

To foster this concept, mentors are being asked to contact their mentee before the assigned game so that their goals and objectives can be determined.

Mentees have the option of trying to change the game assignment if they do not feel it is challenging enough for the mentor to be able to provide valuable feedback.

Efforts will be made to have a repeat session for a mentor–mentee pairing.

Additional resources are being provided to mentors.
Contact your mentee before the game, ask “How can I help you?” “You don't know me, but…” Be honest.

Discuss with mentee their goals and objectives for the season. A good goal is like a strenuous exercise -- it makes the person stretch.

If the mentee has trouble articulating those goals suggest some possibilities. “Let me give you an example.” “Here was one of my goals as I was uncertain of...”

Observe game.

If possible, discuss your observations immediately after the game.

Complete Mentorship Form.

Provide copy of form to the mentee and the referee scheduler. Complete within 48 hours after session.
Reminder

- Remember the focus of mentoring.
  - What you are providing is a supportive hand up to assist the mentee in meeting their goals and ultimately in improving their knowledge and skills.
  - Comments indicating referee should be promoted or needs remedial assistance do not belong on the Mentorship Form.
# Mentorship Form

## Referee Development Program/Mentorship Program

<table>
<thead>
<tr>
<th>Referee/Mentor</th>
<th>Phone:</th>
<th>Email:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Game Date/Time</th>
<th>Field</th>
<th>Division</th>
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</table>

<table>
<thead>
<tr>
<th>Teams:</th>
<th>Co-Ed</th>
<th>CUSA</th>
<th>OWSA</th>
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</thead>
</table>

**Mentor's Goals and Objectives:**

- [ ] Personal Characteristics
- [ ] Technical Characteristics

**Comments:**

- **PERSONAL CHARACTERISTICS**
- **COMMUNICATION**

**TECHNICAL CHARACTERISTICS**

**GAME MANAGEMENT**

- Level of Competitiveness
- Skill Level of Players
- Fair Play of Team

**GAME DETAILS**

<table>
<thead>
<tr>
<th>Level of Competitiveness</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skill Level of Players</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fair Play of Team</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

**Suggestions to assist Mentor to meet Goals and Objectives**

- Signature of Referee/Mentor:
- Date:

- Signature of Mentor:
- Date:

- Have you mentored this referee on a previous occasion this season? [ ] Yes [ ] No
- How many times previously? ________

Form B, CO, 2011

Original to referee/coach, copy to referee/scheduler.
Disadvantage of Mentoring

- No medical diagnoses!
Mentoring is a Win–Win situation.

Your support is key.

Mentoring benefits all involved—mentees, mentors and ultimately players.

A lot of people have gone further than they thought they could because someone else thought they could.
Thank you!