

Mentorship

Mentors

*"We make a living by what we get, we make a life by what we give."
-Winston Churchill*

What is Mentorship?

**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.

Mentorship Program

▶ Objective

Provide local entry level officials with support to improve their on-field performance and increase their satisfaction as an official.

What is Mentoring?

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.

Assessment vs Mentorship

- ▶ 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.

CSA Assessment Program

- ▶ 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

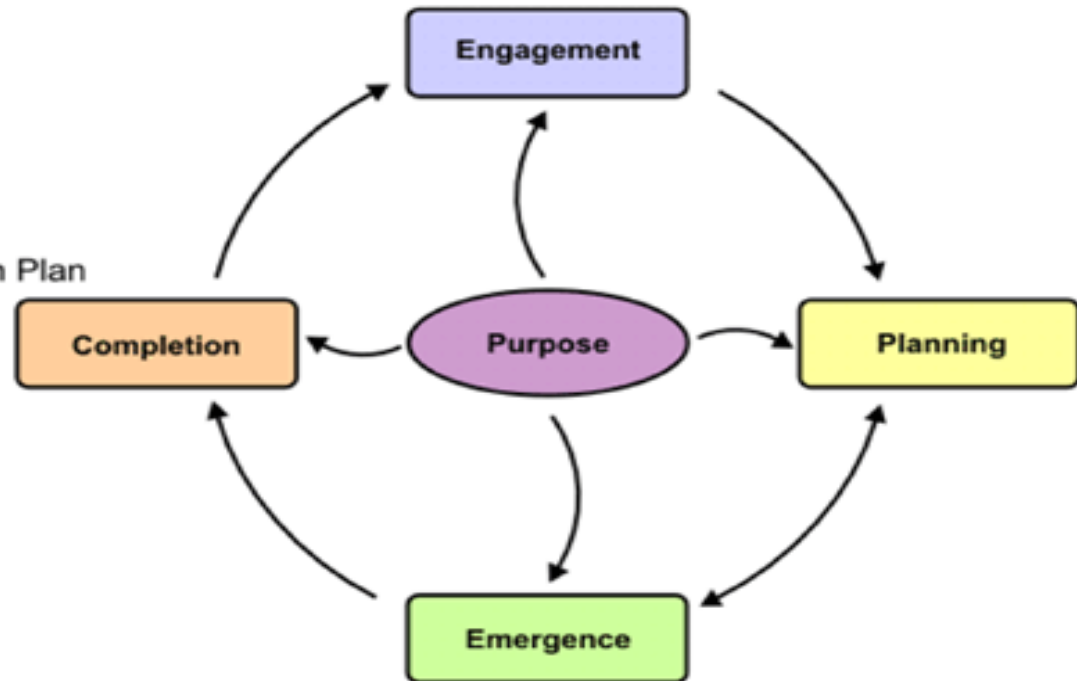
How am I doing?

What are we learning?

Phase Five: Completion

Celebrating Accomplishments

What are my next steps?



What does it take to be a Mentor?



Mentors are Guides

"Mentors are guides.

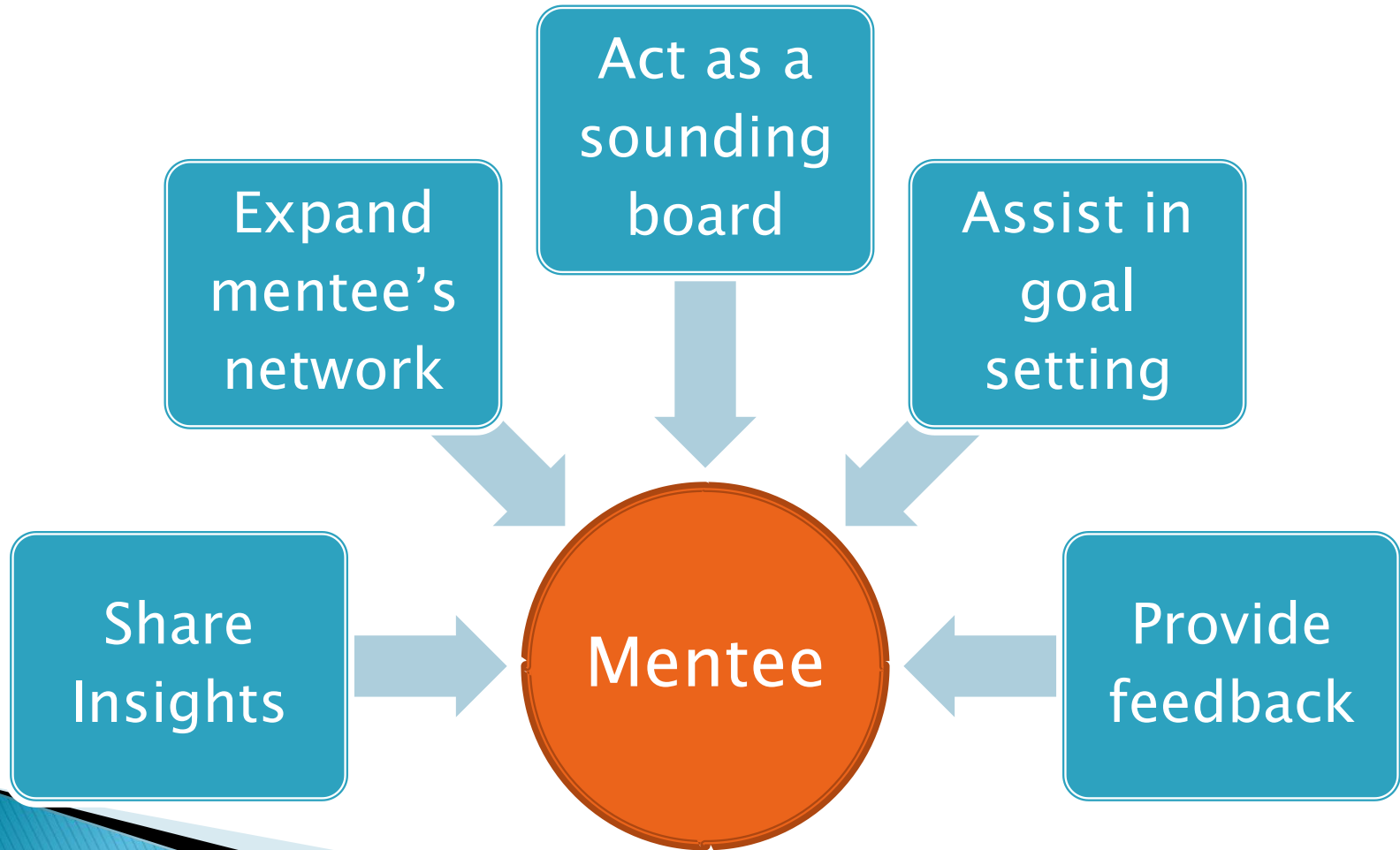
They lead us along the journey of our lives.

We trust them because they have been there before."

- Laurent A Daloz



Mentor Responsibilities



Survey Results– Mentors

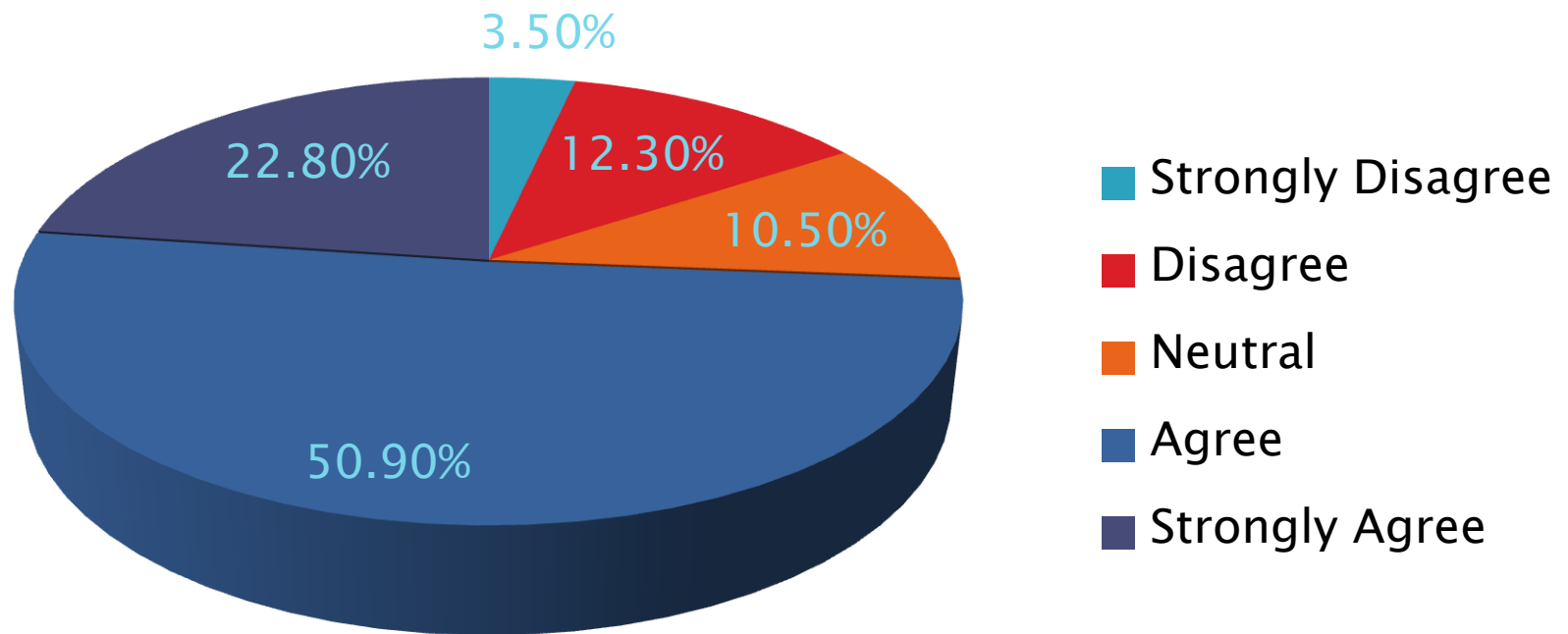
- ▶ Slightly more than half of mentors felt that they should be allowed to opt out of the program.
- ▶ Even if allowed to opt out, 93.8% of mentors would stay in the program, continuing to mentor.
- ▶ Mentors were unclear about the difference between assessment and mentorship.
- ▶ To assist them in being a better mentor, mentors wanted
 - examples of excellent reports
 - written materials on mentoring and
 - an information session at the beginning of the year.

Survey Results– Mentors

- ▶ 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.

Survey Results– Mentees

Mentees were provided with greater knowledge and/or ideas on how to improve skills and abilities.

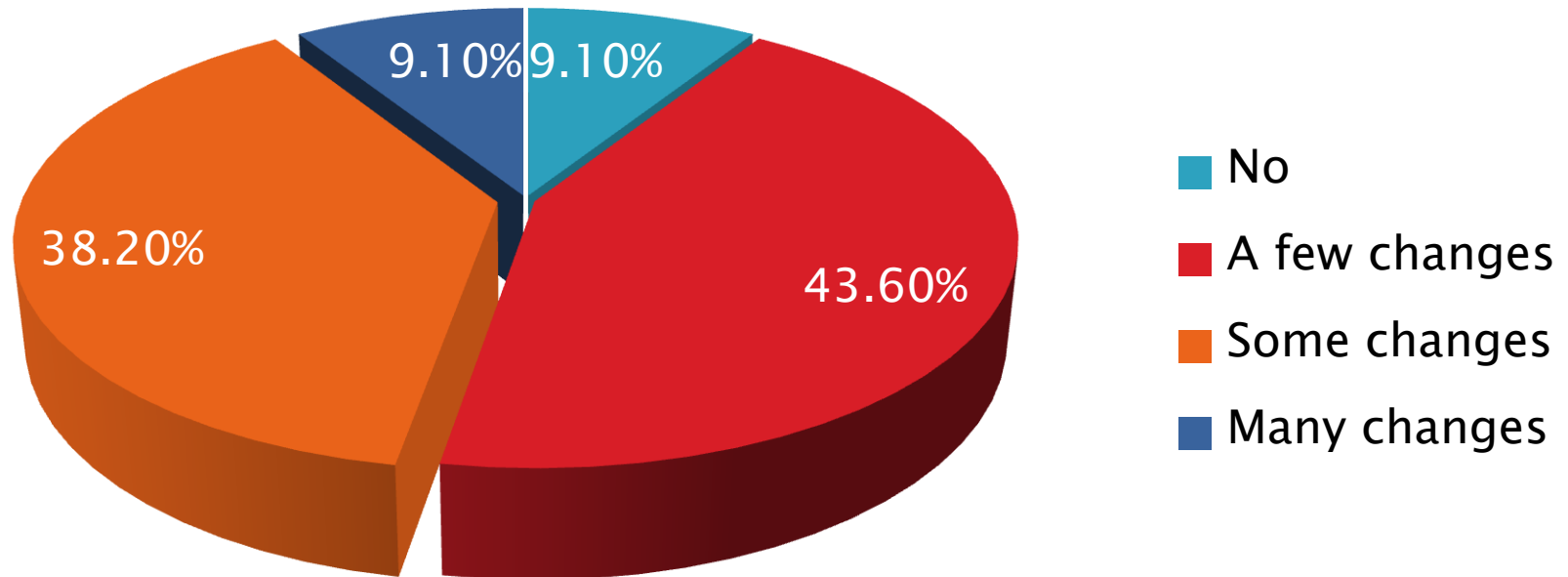


Mentorship Survey– Mentees

- ▶ 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.

Survey Results– Mentees

Did the mentee make changes as a result of the mentoring session(s)?



Mentorship Survey- Mentees

How would you describe your mentor?		
	Response Percent	Response count
Supportive	63.0	34
Helpful	72.2	39
Apathetic	1.9	1
Interested in assisting me	68.5	37
Willing to share insight and knowledge	81.5	44
Uninterested	1.9	1
Enthusiastic	42.6	23
Indifferent	1.9	1
Provided valuable feedback	64.8	35
Knowledgeable	77.8	42
Lacking knowledge	1.9	1
Other		7

Mentorship Survey– Mentees

- ▶ 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.

Mentorship Survey– Players

- ▶ What are the 2 traits that teams most want from an official?
- ▶ A willingness to communicate
- ▶ Calmness



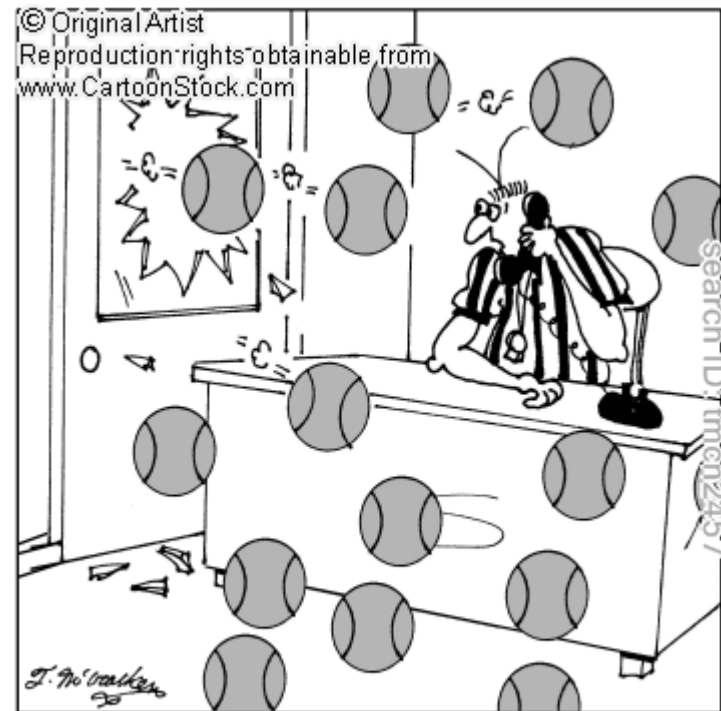
Mentorship Survey– Players

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

Mentorship Survey– Players

- ▶ 34.1% of respondents say they complete referee evaluations for all or nearly all games.



"I think I'm getting my ratings from my last game."

Program Changes

- ▶ 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.

How to Start

- ▶ 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.

Mentoring Form



Referee Development Program/Mentorship Program

Referee (Mentee) <i>(please print)</i>		Phone:	
		Email:	
Game Date(d.m.y):	Game Time:	Field:	Division
Teams:		<input type="checkbox"/> Co-Ed <input type="checkbox"/> CUSA <input type="checkbox"/> CWSA	
Mentor <i>(please print)</i> :		Phone #	
		Email address:	
Mentee's Goals and Objectives:			

PERSONAL CHARACTERISTICS AND COMMUNICATION

Comments

<ul style="list-style-type: none"> - Pre-game instructions to A/R or club linesperson - Appearance - Appropriate attitude to other officials and players - Fitness and work rate - Communication with AR(s) - Communication with players and team staff 	
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TECHNICAL CHARACTERISTICS

Comments

<p><u>Application of Laws/Rules</u></p> <ul style="list-style-type: none"> - Correct technical decisions - Correct technical action - Correct restarts <p><u>Signals and Communication</u></p> <ul style="list-style-type: none"> - Arm signals - Use of whistle - Use of cards - With A/R <p><u>Administration</u></p> <ul style="list-style-type: none"> - Checked individually ID cards/Players equipment - Ensured game sheet correct & recorded penalties properly - Misconduct report 	
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GAME MANAGEMENT

Comments

<ul style="list-style-type: none"> - Positioning/ Mobility - Kept up with the play - Communication with players - Players respect of referee - Foul interpretation - Set play management - Use of advantage - Controlled spectators (if necessary) 	
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GAME DETAILS

Level of Competitiveness	1	2	3	4	5
	Not competitive		Somewhat		Very
Skill Level of Players	1	2	3	4	5
	Limited Skills		Average Skills		Very Skilled
Fair Play of Team	1	2	3	4	5
	Lack of respect for opponents or officials		Acceptable		Excellent Fair Play

Suggestions to assist Mentee to meet Goals and Objectives

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Additional Comments and Suggestions

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Signature of Referee/Mentee: _____	Date: _____
Signature of Mentor: _____	Date: _____
Have you mentored this referee on a previous occasion this season? <input type="checkbox"/> Yes <input type="checkbox"/> No How many times previously? _____	

Mentorship Form



Referee Development Program/Mentorship Program

Referee (Mentee) <i>(please print)</i>		Phone:	
		Email address:	
Game Date(d.m.y):	Game Time:	Field:	Division:
Teams:		<input type="checkbox"/> Co-Ed <input type="checkbox"/> CUSA <input type="checkbox"/> CWSA	
Mentor <i>(please print)</i> :		Phone:	
		Email:	
Mentee's Goals and Objectives:			

PERSONAL CHARACTERISTICS AND COMMUNICATION

Comments

TECHNICAL CHARACTERISTICS

Comments

GAME MANAGEMENT

Comments

GAME DETAILS

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	Lack of respect		Acceptable		Excellent Fair Play
	for opponents or officials				

Suggestions to assist Mentee to meet Goals and Objectives

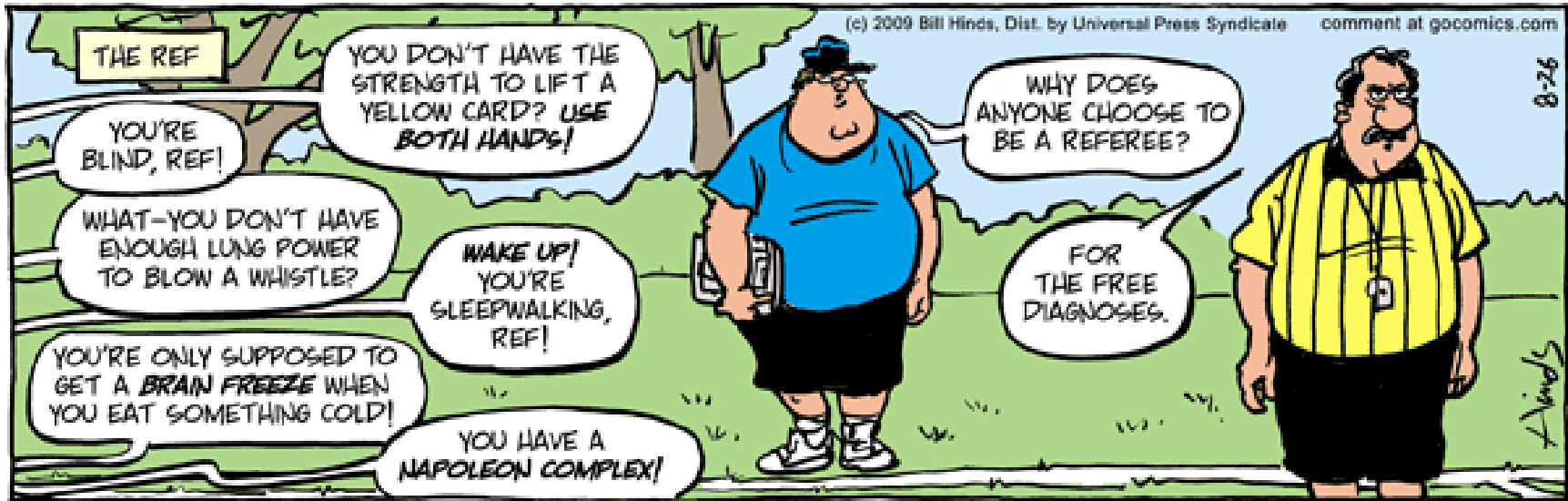
Additional Comments and Suggestions

Signature of Referee/Mentee: _____ Date _____

Signature of Mentor: _____ Date _____

Have you mentored this referee on a previous occasion this season? Yes No How many times previously? _____

Disadvantage of Mentoring



- ▶ No medical diagnoses!

Who Benefits?

- ▶ 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!