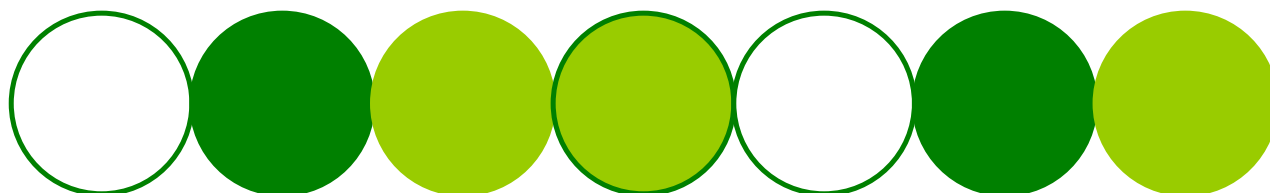


ENGLAND HOCKEY DEVELOPMENT

MENTORING

**GUIDELINES, IMPLEMENTATION & TEMPLATES
FOR HOCKEY IN ENGLAND**

Level 2 Coach



CONTENTS



Section A	Mentoring Mentoring defined What is a mentor? Role of the mentor. Support given by mentor. What can a mentor get out of mentoring	2
Section B	Mentor Job Description	3
Section C	Ideas for setting up mentoring Ideas for R.D.M's setting up mentoring Ideas to assist development and mentoring of coaches Ideas for Mentor's pack Ideas for Mentee's pack	4 5
Section D	Templates Coach self-evaluation sheet Self-reflection sheet Practical observation feedback Comments and action points Mentor's log Evaluation form – mentor Evaluation form – mentee	6 7 8 9 10 11 12
Section E	Advice for mentors Advice for mentees	13 14
Section F	Sample letter requesting mentors Proforma for Level 2 coaches Mentors' reply form	15 16 17
Section G	Practical coach communication skills Mentoring agreement	18 19

MENTORING

Mentoring defined:

Mentoring is a relationship and a set of processes where one person offers help, guidance, advice and support to facilitate the learning or development of another person

What is a mentor?

A mentor is a guide, an advisor and can be a critical friend who, through his/her own experience, supports the learning of the mentee.

What is the role of the mentor?

The role can alter depending on the mentee.

A mentor should:

- Be interested in developing themselves and others
- Help others to reach their potential
- Observe and encourage self reflection
- Help clarify goals objectives of the mentee
- Have skills to share – be a role model
- Support the learning of the mentee
- Provide ideas for sources of information
- Listen to the mentee
- Act as a sounding board for ideas
- Challenge ideas
- Inspire confidence
- Be reliable

How can the mentor provide support?

The mentor's responsibility is to keep the mentee at the centre of the relationship and try to ensure that learning occurs. Some ideas as to how this can be done:

- Listen to the mentee's issues and problems
- Observe the mentee's coaching session
- Help mentee feel good about what they have achieved
- Help mentee think about aspects of their coaching
- Ask 'How's it going?'
- Help mentee to work through problems
- Provide advice and guidance that enables the mentee to work out his/her own judgements and make their own decisions

What can a mentor get out of mentoring?

Mentoring can:

- Give job satisfaction and a sense of achievement
- Improve your own coaching related skills such as communication, analysis and observation
- Develop coaches of the future

Suggested job description for Level 2 Coach mentor:

Qualifications:

- Coach award: Level 3 or above, or very experienced Level 2
- Actively involved with coaching
- CRB checked
- Good Practice and Child Protection Certificate
- Attendance certificate from sports mentoring course
- Recent attendance at relevant workshops or conferences
- Insurance
- Other suitably qualified person ie management, communicator, organiser, planner

Skills required:

- Good communicator
- Self motivated
- Reliable
- Positive approach
- Commitment
- Able to set goals and work to timescale
- Self confident
- Ability to assess coaching situations
- Good listener
- Empathy

Main duties:

- Be available for a specific number of hours (approx. ___ hours per season)
 - Be available for the mentee to telephone
 - Observe and encourage reflection
 - Discuss mentee's coaching, any problems encountered, giving positive feedback and action points
 - Fill in practical observation checklist and comments sheet and give to mentee
 - At the end of the mentoring sessions complete Evaluation form and return to
-

Benefits of becoming a mentor:

- Payment for time given
- Assistance and guidance on being a mentor
- Funding for a mentoring course if applicable
- Developing new coaches for the future
- Possible improvement of own coaching related skills such as communication, analysis and observation

Ideas for RDMs setting up mentoring for Level 2 coaches:

- Initially, proforma, or the like, completed by Level 2 coach on completion of Level 2 course. (see proforma) This is passed to RDM for reference.
- Set up data base of Level 2 coaches.
- Organise mentors through: directly approaching suitable persons, send adverts to clubs and schools, adverts in hockey newsletters Discuss with CDM and Head Tutor
- Set up data base of mentors
- Find out information about mentoring courses.
- Put together information pack for mentors and mentees.
- Discuss with Head Tutor matching mentors with mentees.
- Arrange meeting with mentors.
- Arrange meeting with mentees.

Ideas for RDMs to assist the development and mentoring of Level 2 coaches:

- Encourage attendance at workshops and conferences.
- Arrange update workshops specifically for Level 2 coaches. Where they can not only learn and gain ideas but they have the opportunity to discuss any matters concerning them.
- Arrange for a group of coaches to visit other club, satellite or academy sessions where good coaching can be observed. Arrange for a mentor to accompany them to facilitate discussion.
- Arrange opportunities for coaches to work alongside good coaches at development centres or assessment days.

Ideas for Mentors' Pack:

- Job description
- Advice on mentoring
- Contact details of mentee
- Copy of Level 2 Assessment Plan (if available)
- Self-Reflective Sheet (for reference)
- Coach Self-Evaluation Form (for reference)
- 10 copies of Practical Observation Checklist with comments and action points on the back
- Practical Coach Communicator Skills sheet
- Mentor's Log
- Evaluation Form for mentors
- Lists of resources and courses
- Dates of meetings for mentors and mentees as arranged by RDM
- Questionnaire on Learning Styles

Ideas for Mentees' pack:

- Copy of 'Advice for mentees'.
- Contact details of mentor
- 10 copies of Coach Self-Evaluation Form
- 10 copies of Self-Reflective Sheet
- Copy of Practical Observation checklist (for reference)
- Copy of Practical Coach Communicator Skills sheet (for reference)
- Mentor's Log
- Evaluation Form for mentees
- Lists of resources and courses
- Dates of meetings for mentees as arranged by RDM , CDM or Head Tutor

Coach Self-Evaluation Sheet

Please rate your current perceived competency in each of these areas from 1 – 10 where 10 represents total competence.
Please ring a number.

Component	Rating
Ability to put across to participants the key objectives of the session, safety issues and ensure appropriate dress	1 2 3 4 5 6 7 8 9 10
Prepare participants through a suitable warm-up	1 2 3 4 5 6 7 8 9 10
Provide clear and accurate demonstrations	1 2 3 4 5 6 7 8 9 10
Demonstrate the ability to identify and correct errors	1 2 3 4 5 6 7 8 9 10
Motivate individuals	1 2 3 4 5 6 7 8 9 10
Motivate the group	1 2 3 4 5 6 7 8 9 10
Maintain control of the group, ensuring safety	1 2 3 4 5 6 7 8 9 10
Communicate in a manner that encourages interaction	1 2 3 4 5 6 7 8 9 10
Conclude a coaching session with a summary and cool down	1 2 3 4 5 6 7 8 9 10
Good time management skills	1 2 3 4 5 6 7 8 9 10
Provide technically sound information/advice to participants	1 2 3 4 5 6 7 8 9 10
Develop skills in a progressive way	1 2 3 4 5 6 7 8 9 10
Adapt practices to challenge more able participants	1 2 3 4 5 6 7 8 9 10
Link small areas of play progressively into game situation	1 2 3 4 5 6 7 8 9 10
Select and modify small game situations to enhance learning	1 2 3 4 5 6 7 8 9 10
Coach within the game	1 2 3 4 5 6 7 8 9 10
Umpire the game	1 2 3 4 5 6 7 8 9 10

Self-Reflection Sheet

After each session rate yourself on a 1 – 10 rating with 10 being total competence or just tick or cross.

Date of session										
Did you present a professional image?	1	2	3	4	5	6	7	8	9	10
Did the participants understand the aims for the session?	1	2	3	4	5	6	7	8	9	10
Were you well organised - was all equipment ready and in place?	1	2	3	4	5	6	7	8	9	10
Were your instructions clear and concise?	1	2	3	4	5	6	7	8	9	10
Could everyone see and hear you?	1	2	3	4	5	6	7	8	9	10
Could you see and hear everyone?	1	2	3	4	5	6	7	8	9	10
Did you provide sufficient and clear demonstrations?	1	2	3	4	5	6	7	8	9	10
Did you ask your participants if they understood what was required?	1	2	3	4	5	6	7	8	9	10
Did the practices develop in logical sequences?	1	2	3	4	5	6	7	8	9	10
Were the practices appropriate for your participants?	1	2	3	4	5	6	7	8	9	10
Was there appropriate rest between practices?	1	2	3	4	5	6	7	8	9	10
Were the practices set up safely?	1	2	3	4	5	6	7	8	9	10
Did you offer advice and assistance when required?	1	2	3	4	5	6	7	8	9	10
Did you listen to the participants?	1	2	3	4	5	6	7	8	9	10
How much time did you spend talking?	1	2	3	4	5	6	7	8	9	10
How much time did the participants spend practicing?	1	2	3	4	5	6	7	8	9	10
Did the participants enjoy the session?	1	2	3	4	5	6	7	8	9	10
Did you enjoy the session?	1	2	3	4	5	6	7	8	9	10
Did you keep control throughout the session?	1	2	3	4	5	6	7	8	9	10
Were the session's aims achieved?	1	2	3	4	5	6	7	8	9	10
Did the participants make progress?	1	2	3	4	5	6	7	8	9	10

Practical Observation Feedback

(The mentor will complete this form to help identify strengths and areas to work on.)

Date of session: _____

Welcomed the participants and checked dress and equipment	
Outlined objectives, rules and safety considerations	

Prepared participants through suitable warm-up	
Provided clear and accurate demonstrations	
Helped participants set realistic goals for the activities	
Demonstrated ability to identify and correct errors	
Appropriate choice of practice with progressions	
Provided feedback to participants on performance	
Motivated individuals	
Motivated the group	
Maintained control of group ensuring safety	
Responded to the needs of the individual and the group	
Concluded session with a summary and cool down	
Good communication which encouraged interaction	
Good time management	
Established and maintained relationships with participants/colleagues	
Demonstrated ability to work with colleagues	
Provided technically sound information/advice to participants	
Implemented practices at the appropriate level for the group	
Used a number of practice routines to add variety	
Linked small areas of play progressively into game situations	
Selected and modified small game situations to enhance learning	
Developed understanding in players of their roles within the team	
Explained the role + responsibilities of players at set plays	
Developed set plays through increasing degrees of pressure	
Demonstrated competence when umpiring in the coaching environment	
Encouraged +attitudes towards fair play, sportsmanship and umpiring	

Comments and action points

What went well:

What did not go so well:

2 key action points:

1.

2.

Signed: _____ (coach) _____ (mentor)

Evaluation form – for mentors (to evaluate the mentoring process)
To be completed by the mentor at the end of the mentoring process.

Name of mentor	Name of mentee
-----------------------	-----------------------

Please state the main outcomes of the mentoring relationship
(successes, goals met, achievements, failures):

What aspects (activities, interpersonal communications etc) **of the relationship were productive? Were any areas disappointing?**

General comments:

Please return to your Activator.

Evaluation form - for mentees (to evaluate the mentoring process)
To be completed by the mentee at the end of the mentoring process.

Name of mentor	Name of mentee
-----------------------	-----------------------

Please state the main outcomes of the mentoring relationship
(successes, goals met, achievements, failures):

What aspects (activities, interpersonal communications etc) **of the relationship were productive? Were any areas disappointing?**

Please give a brief assessment of your mentor's performance:

Please return to your Activator.

Advice for Mentors

From the job description it can be seen what you need to be!

How can you help?

Read the sheet on mentoring.

Your main task is to facilitate the self-reflection process, to make it easier for learners to learn from their own experiences. You do not continually have to tell the mentee what he/she is doing wrong. You must allow coaches to develop in the way that best suits them as individuals. Each person has his/her own learning style and preferred coaching style, which may be different from yours.

Key stages:

Mentee's actions	Mentor's role
Coaches a session and describes the experience or problem	Observe objectively and listen to mentee
Mentee evaluates the session	Listen objectively and probe for further information
Mentee analyses the session	Mentor challenges
Conclusion of session	Mentor clarifies points, giving objective feedback
Development planning	Advise action points and build confidence

Suggested procedure

First you need to contact the mentee and arrange a date, time and place to meet.

- At the first meeting get to know each other.
- Explain the mentoring process.
- Ask mentee to fill in the 'Coach Self-Evaluation Sheet'.
- Ask mentee what he/she wants to get out of the mentoring sessions.
- Agree the process with which you are both happy. Eg mentee coaches a session and mentor watches, then go into the clubhouse to discuss; or mentee fills in session plan and meets with mentor to discuss ways in which to improve the session.
- Agree how mentee can contact you.
- Agree date to observe mentee.
- Observe mentee.
- Ask mentee to complete Self-reflection sheet (if applicable).
- Use or fill in Practical Coach Communicator Skills sheet to guide you.
- Fill in Practical Observation Sheet (if applicable).
- Discuss comments and agree action points. Write on sheet.
- At the end of each session agree date, time, place and the objectives for the next meeting. (Allow enough time for mentee to work upon action points).
- Fill in Mentor's log.

At the end of the mentoring process complete the Mentor's Evaluation Sheet and return to your Activator. If at any time the relationship between you and the mentee breaks down completely contact your Activator immediately.

Advice for mentees

- Attend Good Practice and Child Protection or similar courses
 - Attend workshops and conferences to keep up to date
 - CRB check
 - Do a First Aid course (keep this updated)
 - Insure yourself
 - Remember to write detailed session plans before coaching.
 - Evaluate each session
 - Keep a log of your coaching sessions and your mentored sessions.
-
- Your mentor will contact you and arrange a date, time and place to have an initial meeting.
 - The intention of the meeting is to get to know each other.
 - Fill in the 'Coach Self-Evaluation Sheet'.
 - State what you would like to get out of the mentoring process.
 - Discuss what role you feel the mentor should take, if you have an opinion.
 - Discuss how you can contact the mentor if you need to.
 - Agree a process with which you are both happy. Eg. Mentor comes to observe you coaching, then you both discuss the session; or you can fill in your session plan and discuss it with your mentor before doing the coaching session.
 - Agree a date when the mentor will observe you.
 - Write your session plan and do your coaching session.
 - Fill in the 'Self-Reflection Sheet'
 - Discuss the session with your mentor.
 - Agree action points.
 - (Remember, your mentor can advise, but he/she is there to help you learn from your experiences by encouraging self-reflection.)
 - Agree date, time, venue and objectives of next meeting. (Allow enough time to work upon action points)
 - At the end of the mentoring process complete the Mentee's Evaluation Sheet and return it to your RDM.

If at any time the relationship between you and your mentor breaks down completely, please contact your RDM.

Sample letter requesting mentors

Dear

Developing hockey coaches for the future- Mentoring opportunities

We are currently seeking a number of experienced hockey coaches/teachers to act as mentors for local Level 2 hockey coaches.

If you are interested in supporting the development of the game by encouraging and developing other coaches, please look through the list of requirements below to see if you might fit the bill!

Qualification needed:

Coach award: Level 3 or above, or experienced Level 2
CRB checked (although this can be arranged)
Good Practice and Child Protection Course Certificate
Certificate of attendance of 'Mentoring Sports coaches' (desirable)
Insurance
First Aid Certificate (updated)

Skills required:

Ability to assess coaching situations
Good communicator
Reliable
Positive encourager
Commitment

Main duties:

Be available for a specific number of hours required (approx. 10 hours per mentee per season)
Be available for the mentee to telephone
Observe and assess mentee's coaching
Discuss mentee's coaching, giving positive feedback and action points

Benefits of becoming a mentor:

Payment for time
Assistance and guidance on being a mentor
Funding for a mentoring course (if applicable)
Developing new coaches for the future

If you would like to register your interest in becoming a mentor please complete the enclosed form and return it to.....

Yours sincerely

Proforma for Level 2 coaches

Name: _____ **Phone no:** _____

Email: _____

Have you been CRB checked? YES / NO
Please state date completed

Do you have a First Aid Certificate? YES / NO
Please state date of expiry

Have you attended a Child Protection Course? YES / NO
Please state date of attendance

Club(s) to which you are attached:

Current coaching commitments:

Mentor (if known): _____

Which age group do you prefer to coach? Under 11s Under 13s Under 15s
Please delete those that do not apply.

Under 18s	Adults	All
-----------	--------	-----

What support would you like from the County Partnership?

What aspirations have you for your coaching?

Would you like to be involved with: Junior County?
Please delete those that do not apply. Satellite Centres?
Development squads?
Development Centres?
Introducing hockey to Primary Schools?

Indicate days and times that you would be available to coach:

Mentoring Reply form

I would like to find out more information about mentoring local coaches.

Name _____

School _____

Club _____

Contact number _____

Email _____

Qualifications(with dates attained): _____

Coaching experience: _____

Availability to mentor i.e. evenings, weekends: _____

Please return to:

Practical Coach Communicator Skills

	Group communication	
A	Position relative to group – takes elements / talks down / gets down	
B	Introduction – missing / sets scene in context / aims / objectives / gains attention	
C	Coaching points – defined / well made / reiterates / group / individual / in context	
D	Error detection – corrects / diplomat / individual / group / observing	
E	Summary - missing / abrupt / courtesy / weak / strong / on a high	
F	Clarity of expression – how often are terms like ‘basically’ used / articulate / relevance / topicality / jargon / technical / slang	
G	Evaluative – personal / group / assessors	
H	Use of notes – key words / cards / crib sheets / clip board	
I	Appearance/personal equipment – professional / neat / unkempt / whistle / stick / wet weather gear / 1 st aid / mobile phone	
J	Maintains interest – audience / attentive / enthusiastic / lethargic / bored / distracted	
K	Contact – eye contact / physical contact / use of names / familiar	
L	Question/answer – encourages / discourages / diplomacy / group involved / conflict	
M	Aids – coaching boards / videos / cones / bollards / bibs / umpires	
N	Setting up practices – demo practise / health+safety / control / pitch / game orientated / sequence / progression / flow / position of coach relative to the practice	

I to I communication

	I to I communication	
A	Positive – eye to eye contact / negative	
B	Active listening – allows candidate to finish / interrupts / completes sentence	
C	Structure/sequence – logical / disjointed / linked / flow	
D	Timing – too short / too long / rushed / meets deadlines	
E	Saliency – key points / waffle / padding / jargon / technical	
F	Originality/creativity – ideas / approach / techniques / practices	
G	Facial expressions – positive / smiling / relaxed / disapproving / negative	
H	Body language – relaxed / open / uptight / stiff / threatening / bored	
I	Gestures – natural / emphasis / appropriate / nervous / theatrical	
J	Movements – busy / involved / encouraging / stationary / restricted	
K	Humour – appropriate / inappropriate / flippant / discouraging / sour	

voice

	voice	
A	Level – too loud / too soft / mumbled / varied / appropriate for distance	
B	Modulation – varied / up at end of sentence / monotone / down at end of sentence	
C	Articulation – clear / coherent / incoherent / garbled / accent / colloquial	
D	Pace – too fast / slow / pauses / quiet / variations / appropriate	
E	Fluency – hesitant / ‘errs’ / ‘ums’ / ‘basicallys’ / fluent	

Mentoring Agreement

Please use consideration of the factors below to develop a mentoring agreement

Mentor Name:		Signed:
Mentee Name:		Signed:
Identified aims of mentee: (After self reflection and self assessment)		



Mentees expectations of the Mentor:
Mentors expectations on the mentee:

Date of Agreement:..... **Date of Review:**.....