





Mentoring Thoughts & Questions

- **Who do you listen too?**
- **What are your personal goals, long & short term and preferred pathway?**
- **Who has influenced you the most?**
- **What are your expectations?**
- **How does mentoring work and who drives the process?**
- **How does it occur formally or informally?**
- **How are mentors and mentees matched up?**
- **What is the difference between a Mentor and a Coach?**
- **Who is currently a mentor?**



Mentor = Trusted friend or advisor

However...

“A mentor provides information, shares their experience or expresses an opinion. However it is always the mentee that decides, acts and produces outcomes”

(Anne Rolfe, Synergistic People Development)



What is mentoring?

”Behind every successful person, there is one elementary truth: somewhere, somehow, someone cared about their growth and development. This person was their mentor.”

Dr Beverley Kaye, Up is Not the Only Way, 1997



MENTORING

Mentoring is a highly effective way for officials to learn the 'art' of their role. Mentors can bring life to a theoretical concept, demonstrate practical officiating skills, be a sounding board for problems, help the official to identify some weaknesses or just be a source of motivation and a reminder that the official is doing a great job.

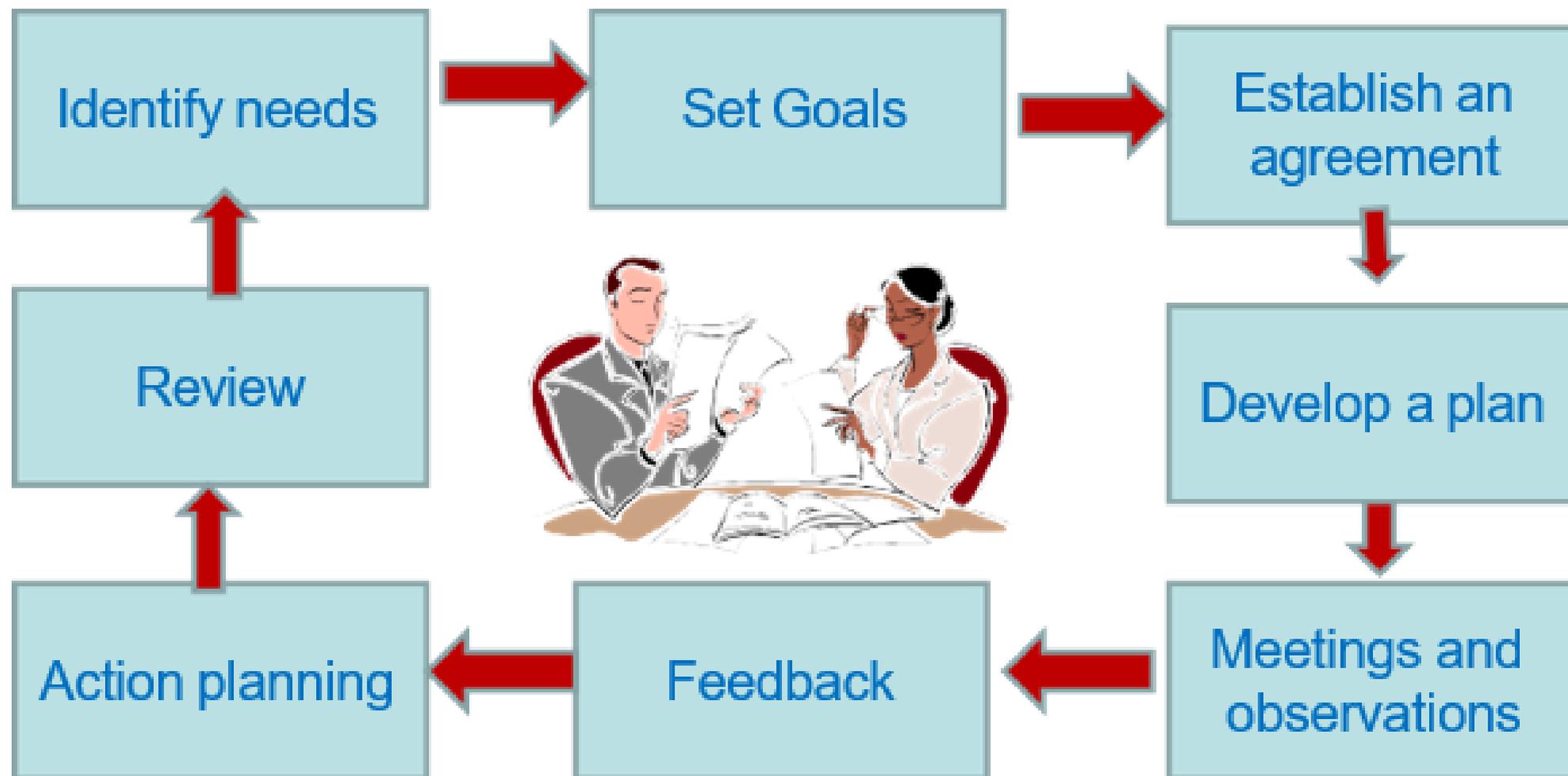
Mentoring should be about helping another person, regardless of their stage of development, to change/improve their officiating practice – for the better. The way in which this occurs may be different from sport to sport and person to person.

There are many benefits of mentoring for officials. Mentoring can:

- increase confidence and motivation
- provide constructive feedback on performance
- help officials to translate theory into practice
- provide opportunities to 'network' enhance career prospects
- promote lifelong learning through relationships
- minimise the difficulties of attending training courses.



The mentoring process



The Mentoring Process

Whatever the purpose of the mentoring relationship, effective relationships involve the following 7 processes:

1. Identifying needs – by identifying the needs of the official and the mentor at the beginning of the relationship, it will be clear what both parties hope to get from it and the experience can be better tailored to meet the needs of both parties.



The Mentoring Process

2. Setting goals – after identifying both parties' needs it should be possible to set some specific goals for the relationship – for both the official and the mentor.



The Mentoring Process

3. Establishing an agreement – the agreement does not need to be a formal written one (although this might be appropriate), but the official and mentor should at least discuss and agree upon some ground rules for the relationship, e.g. how often they will meet and where, whether its okay to phone one another at home, what time period they want the relationship to run for and when they want to review the relationship etc.



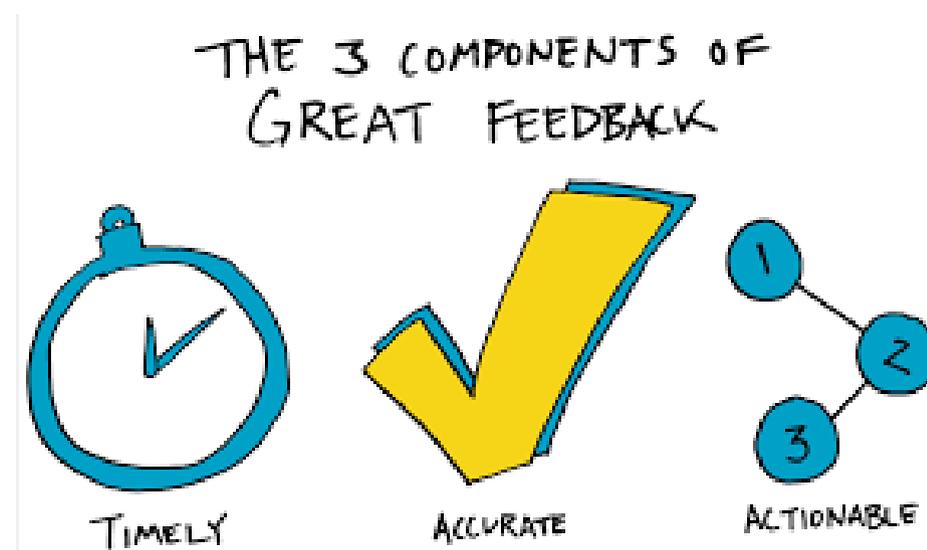
The Mentoring Process

4. Observing the official – observation of the official in action should focus on the needs and goals that they have already identified. It might be helpful for the official and the mentor to develop a simple observation checklist to ensure that the mentor focuses their attention on the official's areas of need.



The Mentoring Process

5. Analysing and providing feedback – this should be a shared process, with the official being given the opportunity to analyse their own performance, as well as the mentor providing their analysis. This will encourage the development of both officials, who have the ability to analyse their own performance and improvements.



The Mentoring Process

6. Planning future actions – once the mentor has observed and analysed the performance of the official, together they can explore ways of improving the official's performance. Ideally the mentor should write down the strategies to be used for improvement and re-visit them after further practise to ensure that the strategies have been effective.



The Mentoring Process

7. Reviewing the relationship – the mentoring relationship is likely to change and grow as it progresses. Many relationships are not always smooth sailing however, and the effectiveness of the relationship should be reviewed at regular intervals. If the relationship is no longer meeting the needs of the official or the mentor then it may be time to end the relationship or find a new mentor.



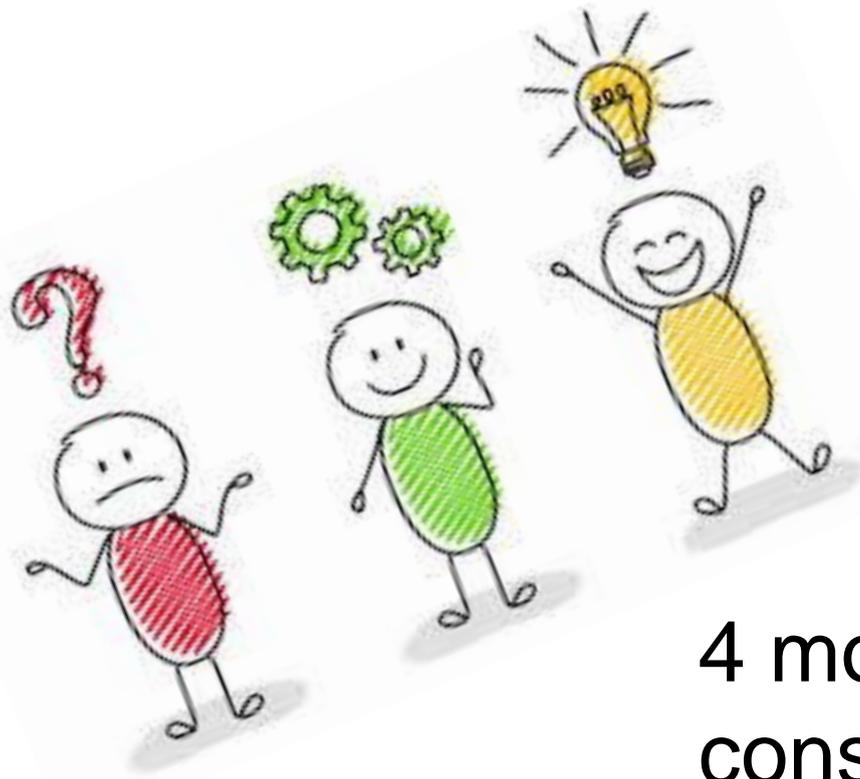
LEARNING STYLES

Learning Style = a person's preferred perceptual mode (i.e. how they take in and process information)

4 modes of input are most likely and should be considered when designing information or feedback:

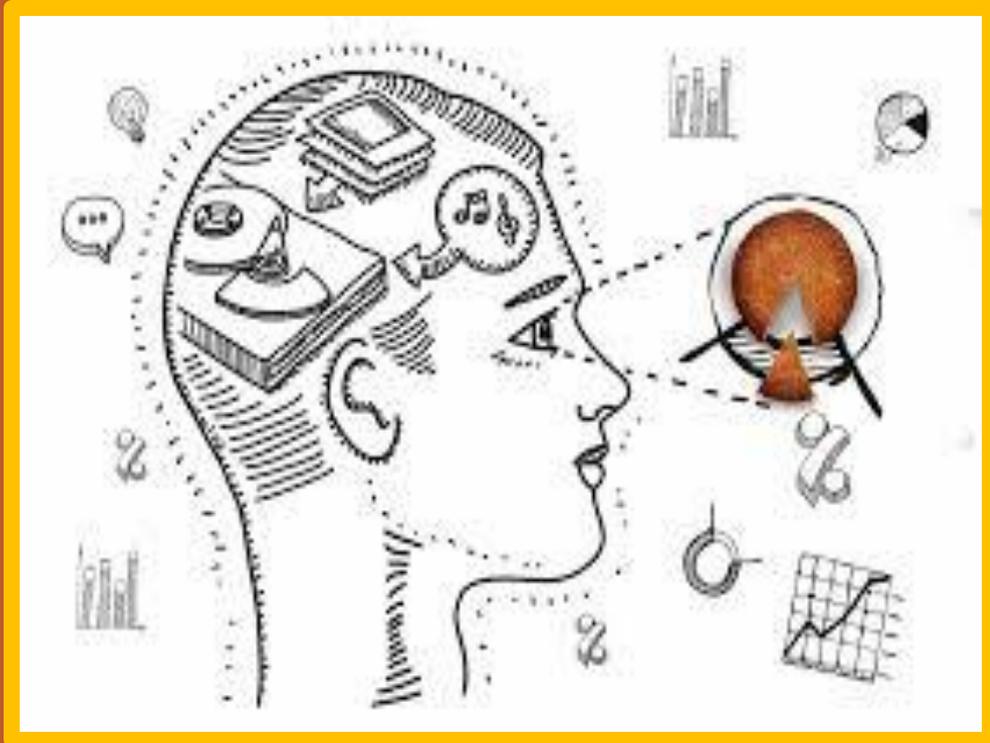
- **Visual**
- **Auditory**
- **Read/write**
- **Kinaesthetic**

Individuals use all modes to some degree, but one mode is often used more than the others (i.e. modal strength)



VISUAL LEARNERS

- **Primary source of information received through their eyes**
- **Prefer to receive information via:**
 - 1. Demonstrations**
 - 2. Video feedback**
 - 3. Diagrams**
 - 4. Pictures from manuals or magazines**
 - 5. Instructions that paint a visual image**
 - 6. Modelling and observation**



Auditory Learners

- **Focus on sounds, rhythms, and verbal descriptions to receive information**
- **Learn best through the use of language**

For example:

- **Lectures**
- **Individual/group discussions**
- **Podcast/Audiobook**
- **Prefer to receive spoken or recorded information from mentors re: performance or skill development**



Kinaesthetic Learners



- **Learn by doing, hands on approach**
- **Information is processed and learned when performer is provided with an opportunity to move**
- **Need to know what a skill or movement ‘feels’ like**
- **The correct feeling become a frame of reference with which to compare all subsequent performances**

Read/Write Learners



- **Prefer information displayed in words**
- **Emphasise text-based input and output**
- **Reading and writing in all its forms**
- **Appreciate mentors who use words well and provide information in written format**

Characteristics of a successful mentoring relationship:



Good rapport between the mentor and the mentee

Trust and confidentiality observed

Demonstrated interest and enthusiasm

Clear objectives and goals

Mutual respect

Clear communication and feedback

Comfortable environment for meetings

A shared experience

Fun and enjoyment

Acknowledgement and celebration of achievements

Others are aware and supportive of the mentoring relationship

Some Do's and Don'ts

- **Allow the official to take responsibility for 'driving' the relationship.**
- **Have reasonable expectations of the person you are mentoring – remember they are still learning!**
- **Confidentiality is essential – respect the privacy of your discussions.**
- **Respect other people's views.**
- **Look for the best in others and offer encouragement.**
- **Do not be afraid to take risks and do things differently.**
- **Do not expect to be able to solve all the problems of the official you are mentoring – be prepared to refer them to someone else with appropriate expertise.**
- **Acknowledge the achievements of the official you are mentoring.**
- **Avoid the official becoming dependent on you.**
- **Have lots of enthusiasm.**



Final Thoughts

- **It's the responsibility of the mentee to drive the entire process**
- **Do you need a Coach or a Mentor?**
- **What direction or role do you want to take long & short term?**
- **Contact SNSW for an unofficial list of possible mentors.**
- **Self evaluation after swim meets, better, worse, what to work on and opportunities.**
- **Once any goal has been achieved reset your goals.**
- **SAL Training Module – Unit 16 – Self Management for Advanced Officials is compulsory for all Level 2 Referee's and Starters**



