

MENTEE WORKBOOK

Training for
Effective Mentees
**MENTEE
WORKBOOK**



Coaching Association of Canada
Association canadienne des entraîneurs

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Training for Effective Mentees is built on the foundation of the Mentorship Model and Guides for Advancing Women in Coaching. The training also uses that model's theory and activities within 3 guides on mentorship, one each for mentees, mentors and sport administrators. The Coaching Association of Canada and Canadian Women and Sport (formerly Canadian Association for the Advancement of Women and Sport and Physical Activity) collaboratively led the creation of the stages of mentorship and the 3 guides. A team of writers, supported by an advisory committee, developed the model and guides.



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Introduction

Purpose of the document

The **Mentee Workbook** is your record of what you did and what you learned during Training for Effective Mentees. The **Mentee Workbook** has been designed to help you work on your own, during and after the workshop, to develop as a mentee.

We recommend that you save your Mentee Workbook and consult it regularly to ensure you continue to develop your skills. The **Mentee Workbook** is based on the stages of mentorship. You and your mentor will consult that model throughout the entire program.

Training resources

You'll need 2 resources, a workbook and a guide, to complete the training. You can complete all activities within those 2 resources:

Training for Effective Mentees: **Mentee Workbook**, referred to as the Mentee Workbook (paper or electronic copy)

A Mentorship Guide for Advancing Women in Coaching: Effective Mentoring Practices for the Mentee, referred to as the **Mentee Guide** (paper or electronic copy)

How does this training happen?

The workbook has a section for each of the 3 virtual training workshops:

- Workshop 1: Getting Prepared
- Workshop 2: Setting the Stage
- Workshop 3: Developing Together

At the start of each section, there's a section overview. The overview provides a checklist of activities you must complete before the workshop and what will be covered within the workshop. At the end of each section, there's a page for your notes from the workshop. In your notes, you can include topics you want to discuss with your mentor.

The workbook ends with the section, Wrapping up and evaluating. You should complete that section at the end of the mentorship program.

Learning outcomes

The learning activities throughout this training are designed to help you to:

- understand your role as a mentee
- develop connections with other participants
- gain the skills, knowledge and tools to engage

Training overview

Pre-training preparation: Participants to complete the workshop preparation activities in the Mentee Workbook and connect with mentors.

Overview of Workshop 1: Getting Prepared

Learning activities	Total time: 75 minutes
Welcome	5 minutes
Introductions	25 minutes
Program overview	10 minutes
Debrief	30 minutes
Next steps	5 minutes

Preparation break: Participants to complete the workshop preparation activities in the Mentee Workbook and connect with mentors.

Overview of Workshop 2: Setting the Stage

Learning activities	Total time: 75 minutes
Welcome	5 minutes
Discuss	20 minutes
Debrief	20 minutes
Complete	25 minutes
Next steps	5 minutes

Preparation break: Participants to complete the workshop preparation activities in the Mentee Workbook and connect with mentors.

Overview of Workshop 3: Developing Together

Learning activities	Total time: 75 minutes
Welcome	5 minutes
Debrief	25 minutes
Complete	30 minutes
Discuss	10 minutes
Next steps	5 minutes

Wrapping up and evaluating (optional): At the end of the mentorship program, participants to complete reflection activities and celebrate the goals achieved.

Workshop 1: Getting Prepared

1.1 Workshop overview

Preparing for the workshop

Before Workshop 1: Getting Prepared, mentees should complete the following:

Reach out and connect with your Mentor coach. Try to schedule your first meeting to introduce yourself before the workshop.

Read all pages from the title page to page 26 of the Mentee Guide

Complete the following activities in the Mentee Workbook:

- The decision to be a mentee (section 1.2)
- Mentee motivation scale (section 1.3)
- Self-assessment tool (section 1.4)
- My coaching philosophy (section 1.5)

During the workshop

During Workshop 1: Getting Prepared, mentees will:

- Learn about the program and have the opportunity to ask questions
- Introduce themselves and get to know the other program participants
- Share their results from sections 1.2 to 1.5 of the Mentee Workbook

1.2 Workshop preparation: The decision to be a mentee

What motivates you to become a mentee (please select all that apply)?

Coaching skill development

Development of professional skills (for example, leadership, negotiation, sport technical skills)

Learning strategies for career advancement

Exposure to and visibility by senior management and coaches

Opportunity to network with other coaches

Other:

Personal growth

Interest in enhancing social relations with others in coaching

Opportunity to shadow an expert coach

Exposure to new challenges and opportunities

Development of transferable skills (for example, time and stress management)

Other:

Please elaborate on your reasons for wanting to become a mentee.

What would you like to achieve as a mentee?

What expectations do you have coming into the mentorship relationship?

What will make you feel this experience was worthwhile for you as a mentee?

Reference: page 22, Mentee Guide

1.3 Workshop preparation: Mentee motivation scale

Go to page 23 of the **Mentee Guide** and complete the Mentee motivation scale activity. Calculate your score using the scoring key below.

Scoring key

To get a sum for each motivation category, add up each of the related question's score out of 7. Then multiply that sum by the number provided for that motivation category, shown in bold.

For example, to calculate your integrated regulation, take your scores for question 4 (Q4), question 5 (Q5) and question 15 (Q15). Add together those 3 scores and multiply by 2.

Intrinsic motivation: $(Q2 + Q7 + Q13) \times \mathbf{(3)} =$ _____

Integrated regulation: $(Q4 + Q5 + Q15) \times \mathbf{(2)} =$ _____

Identified regulation: $(Q11 + Q9 + Q17) \times \mathbf{(1)} =$ _____

Introjected regulation: $(Q3 + Q12 + Q14) \times \mathbf{(-1)} =$ _____

External regulation: $(Q16 + Q1 + Q6) \times \mathbf{(-2)} =$ _____

Amotivation regulation: $(Q18 + Q10 + Q8) \times \mathbf{(-3)} =$ _____

Score: _____

Reflect here on the activity and your score:

Reference: page 23, Mentee Guide

1.4 Workshop preparation: Self-assessment tool

Self-reflection: How do my identities shape how I show up in coaching and mentorship?

Take a moment to reflect on how your identity and lived experiences might influence your experience as a coach and as a mentee. Consider which identity dimensions feel most relevant in your coaching context: age, developmental disability (visible or invisible), acquired disability (visible or invisible), religion or spirituality, ethnicity or race, socioeconomic status or class, sexual orientation, Indigenous heritage, national origin or immigration history, and gender. As you reflect, think about what you need to feel supported and successful throughout the mentorship.

Which identities most shape my coaching experience right now?

What aspects of my identity and lived experiences do I feel comfortable sharing with my mentor, so that they can best support me?

What might I hesitate to share due to risk or fear of judgment? What would make it safer?

Where do I feel most confident as a coach?

Where do I feel less supported or less visible?

What expectations do I feel pressure to meet in coaching environments?

What situations in coaching bring out my best? What conditions support that?

Reference: page 25, Mentee Guide

1.5 Workshop preparation: My coaching philosophy

A coaching philosophy is your own set of values, principles and beliefs, all of which govern why you do what you do and how you behave in the context of your role as a coach. Spelling out your coaching philosophy will help you figure out how you can grow as a coach and find a good fit with a mentor. Please use the prompts below to develop and spell out your coaching philosophy.

As a coach, what's most important to me is...

My main objectives as a coach are to...

My coaching values, principles and beliefs include...

The reasons I coach and do what I do include...

Reference: page 26, Mentee Guide

Training notes

After this workshop, I would like to ask my mentor about:

Workshop 2: Setting the Stage

2.1 Workshop overview

Preparing for the workshop

Before Workshop 2: Setting the Stage, mentees should complete the following:

Connect with your mentor coach and reflect on the first workshop and activities

Read pages 27 to 43 of the **Mentee Guide**

On your own, complete the following activity in the **Mentee Workbook**:

- The coach I want to be (section 2.2)

With your mentor, complete the following activities in the **Mentee Workbook**:

- Questions to ask after being paired with a mentor (section 2.3)
- Mentorship quiz (section 2.4)
- Developing a vision (section 2.5)
- Goal-setting exercises (section 2.6)
- Creating a mentorship plan (section 2.7)

During the workshop

During Workshop 2: Setting the Stage, mentees will:

- Discuss the role of the mentee and how to be an effective mentee
- Debrief the homework: Mentorship quiz and expectations for the program
- Complete the Mentee Workbook activity in breakout rooms:
 - Networking exercise (section 2.8)

2.2 Workshop preparation: The coach I want to be

You should have an idea of potential areas for you to improve now that you've spelled out your coaching philosophy and assessed your skills as a coach. Please use the prompts below to describe the coach you want to be.

The coach I want to be is...

My main goals for becoming the coach I want to be include...

I plan on achieving these goals by...

When I retire as a coach, I want to be remembered for...

Reference: page 30, Mentee Guide

2.3 Workshop preparation: Questions to ask after being paired with a mentor

Go to page 32 of the **Mentee Guide** and find Give this a try: Questions to ask after being paired with a mentor. Review the questions with your mentor and write your answers below.

Do our interests align?

Will I be able to work well with this person?

Is my mentor interested in my career goals?

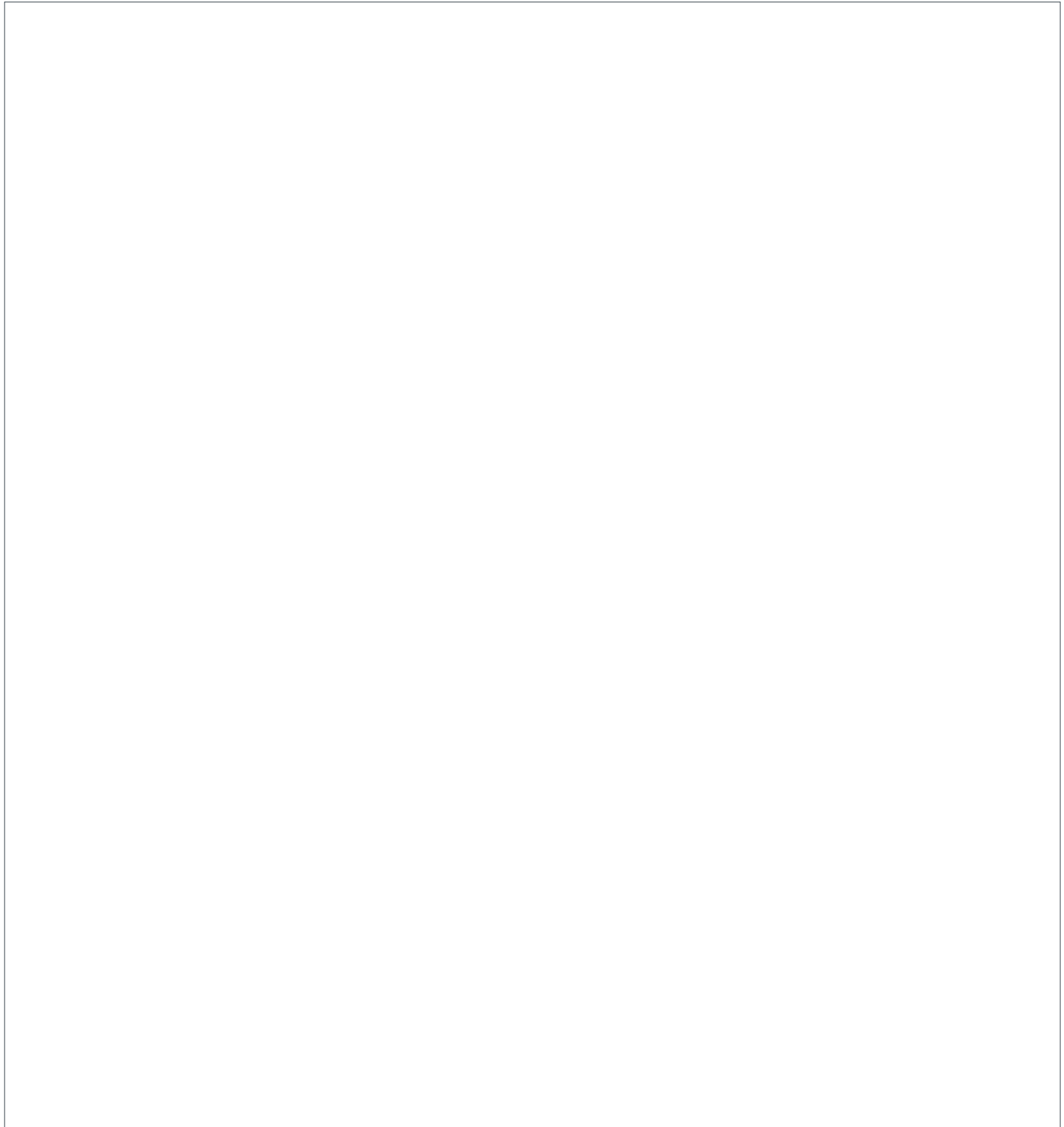
What important characteristics should I look for in my mentor?

What opportunities may exist for multiple mentors?

Reference: page 32, Mentee Guide

2.4 Workshop preparation: Mentorship quiz

Go to page 33 of the **Mentee Guide** and find Give this a try: Mentorship quiz. Complete the quiz with your mentor and review the answer key. Reflect here on any expectations or assumptions you had when entering the mentorship program. Discuss your assumptions and expectations with your mentor to foster open communication and limit the potential for misaligned expectations.



Reference: page 33, Mentee Guide

2.5 Workshop preparation: Developing a vision

After reviewing page 35 in the **Mentee Guide** on Developing a vision, follow the 4 steps to develop a vision. Go to page 36 of the **Mentee Guide** and find Give this a try: Questions to build rapport with your mentor. These questions will also help you draft a vision statement.

Draft vision statement:

After completing your draft vision statement, go to page 36 of the **Mentee Guide** and find Key points: Checklist for developing a vision statement. Use this checklist to review your draft vision statement. Ensure that your vision statement meets the criteria listed and make any necessary changes, if any.

Vision statement:

Reference: pages 35 to 36, Mentee Guide

2.6 Workshop preparation: Goal-setting exercises

Go to page 38 of the **Mentee Guide** and find Give this a try: Goal-setting exercises. Set your goals for your mentorship experience in the blocks below. After setting each goal, determine if it's a performance or learning goal, and the actions you need to take to achieve it. Use the Action Plan template to determine the behaviours, attitudes and actions necessary to complete your goals.

Brainstorming your learning and performance goals

Goal 1:

Performance or learning:

Actions:

Goal 2:

Performance or learning:

Actions:

Goal 3:

Performance or learning:

Actions:

Goal 4:

Performance or learning:

Actions:

Goal 5:

Performance or learning:

Actions:

Goal 6:

Performance or learning:

Actions:

Goal 7:

Performance or learning:

Actions:

2.7 Workshop preparation: Creating a mentorship plan

Date:	Mentee's name:	Mentor's name:
--------------	-----------------------	-----------------------

Common vision of partnership:

Timeline

Length of formal partnership:

Meeting frequency:

Weekly Bi-weekly (every 2 weeks) Monthly

Communication preferences	Communication by email Email address:	Communication by phone Phone number:
Meeting preferences	Weekday availability: Mornings: Evenings: Preferred day and time:	Weekend availability: Mornings: Evenings: Preferred day and time:

Partnership guidelines

For each of the areas below, work together to agree on your respective parts.

Expected behaviours of mentor:

Expected behaviours of mentee:

Mentor's needs:

Mentee's needs:

Mentor's roles and responsibilities:

Mentee's roles and responsibilities:

Strategies for managing conflict if it arises:

Key goals of mentorship experience

(including target date of completion and actions necessary to achieve goal)

Learning goals

Performance goals

Indicators of success or measurement criteria:

Potential roadblocks to progress:

Suggested actions to prevent and manage roadblocks:

Planning and organization:

Preparing the meeting agenda:

Mentee Mentor

Mentee to give progress report
before each meeting:

Yes No

Additional comments:

Signatures of agreement

Mentee's signature

Mentor's signature

Reference: pages 39 to 43, Mentee Guide

2.8 Workshop activity: Networking exercise

Learn about people within your peers' and your mentor's network:

- Identify potential individuals you may want to network with (for example, coaches, sport administrators)
- Where you may meet those individuals (for example, formal or informal meetings)
- Consider what you might like to learn from them (for example, skills, career-related advice, personal experiences, useful resources)
- Share this list with your mentor for feedback and planning.

Who would I like to meet from my peers' network?	Where would I like to meet them?	What would I like to learn from them?

Sample questions that may facilitate your conversations when networking with someone new:

- Who was most influential in helping you get into coaching?
- Who has been most influential in helping you succeed in coaching?
- What are some challenges you've faced in getting to where you are today? How did you overcome these challenges?
- Are there any professional associations, organizations or resources that are critical to your success in coaching?
- What resources do you use for information or tips to enhance your coaching?

Reference: page 52, Mentee Guide

Training notes

After this workshop, I would like to ask my mentor about:

Workshop 3: Developing Together

3.1 Workshop overview

Preparing for the workshop

Before Workshop 3: Developing Together, mentees should complete the following:

Read pages 44 to 69 in the **Mentee Guide**

Connect with your mentor coach and reflect on the previous workshop and activities

- Review pages 49 to 52 in the **Mentee Guide**
- Review and add to Activity: Networking exercise (section 2.8) in the **Mentee Workbook**

With your mentor, complete the following activities in the **Mentee Workbook**:

- Barriers and facilitators (section 3.2)
- Discussing conflict or challenges with your mentor (section 3.3)

During the workshop

During Workshop 3: Developing Together, mentees will complete the following:

- Reflect on:
 - Whether they feel effective in their role as a mentee (Why or why not?)
 - Whether they're getting what they want out of the program
- Debrief homework reading and activities
- Complete the **Mentee Workbook** activity:
 - Facilitating reflection (section 3.4)

3.2 Workshop preparation: Barriers and facilitators

Discussing barriers and facilitators experienced

Reflect on barriers you've faced as a coach in sport. Common barriers include: job insecurity, low salary, lack of time, stereotypes, workplace harassment, employer's reluctance to hire a diverse team of coaches, and a lack of recruitment, networking and support.

As a group, discuss strategies to cope with or reduce these barriers. If you've encountered these before, would you do anything differently if you encounter these barriers again?

What barriers have you faced as a coach in sport?	How did you cope with these barriers when you encountered them?	Would you do anything differently if you encounter these barriers again in the future?

Additional open-ended questions to foster communication include:

- What has been the most significant barrier that you've faced as a coach in your professional career?
- Are there any examples where you've encountered inequitable treatment in sport? If so, how did you manage to navigate these challenges?
- What advice do you have for negotiating an appropriate coaching salary?
- What expectations should I have for work-life balance? Do you have any advice?
- What advice do you have for overcoming some stereotypes?

Reference: page 49, Mentee Guide

3.3 Workshop preparation: Discussing conflict or challenges with your mentor

In situations where you plan to raise an issue with your mentor through discussion, an approach called OBEFA may be helpful. OBEFA can help you initiate conversation and specify an issue for your mentor. Here's the OBEFA approach:

Opening statement:	I'm having difficulty or facing a challenge...
Behaviour (specify issue or behaviour)	When...
Effect: (describe impact on you)	Because...
Feelings: (express your feelings or emotions)	I feel...
Action:	Could we discuss this issue or challenge together? I'd like to work out a solution with you.

As part of the OBEFA approach, it's important for you to:

- acknowledge your mentor's response and point of view (for example, their feelings, issues, and reasons for behaviour)
- find common ground with your mentor
- collaborate to solve the issue or overcome the challenge.

Reference: page 54, Mentee Guide

3.4 Workshop activity: Facilitating reflection

Reflect on your experience working with your mentor so far and use the activities as a group to share your learning experiences.

D.E.A.L. Model for Critical Reflection

The D.E.A.L. Model for Critical Reflection has 3 essential components:

1. Describing your experience
2. Examining your experiences with attention to the links between the goals set in your plan and your experiences in the field
3. Articulating your learning and suggesting future actions

Describe your experience	<ul style="list-style-type: none">• What happened?• Where and when did the learning experience happen?• Were others present? If so, what actions did others display or not display?
Examine your experience	<ul style="list-style-type: none">• What goals, actions or outcomes was I trying to accomplish?• What assumptions or predetermined expectations did I have?• What personal traits or abilities contributed to my success in this learning experience?• What issues or challenges did I encounter?• How did I feel about this experience?
Articulate your learning	<ul style="list-style-type: none">• What have I learned about myself personally through this experience?• What have I learned about myself professionally through this experience?• What will I do because of this learning?

(adapted from Ash & Clayton, 2009a, 2009b, 2009c)

My notes:

Reference: page 46, Mentee Guide

G.R.O.W. Model

The G.R.O.W. Model consists of 4 core components to guide reflection, including: goal-setting, reality checking, options identification, and what's to be done.

Goal-setting	<ul style="list-style-type: none">• What short and long-term goals would you like to focus on next?• Are these goals challenging?• Have you documented your goals?
Reality checking	<ul style="list-style-type: none">• How do you feel about the goal s you've identified?• Are you feeling motivated to reach the goals?• How would you rate the level of confidence you have towards achieving the goals?
Options identification	<ul style="list-style-type: none">• How can this goal be broken down into smaller, more manageable sub-goals?
What's to be done?	<ul style="list-style-type: none">• What behaviours or actions are necessary to complete your goals?• What additional resources and supports may you seek out to help attain your goals?

(adapted from Whitmore, 1992)

My notes:

Reference: page 46, Mentee Guide

Five C process model

The Five C process model is a model for reflection that's built on 5 components: connect, contemplate, course correction, cheer and celebrate.

<p>Connect refers to the strength of the relationship between you and your mentor</p>	<ul style="list-style-type: none"> • How would you assess the rapport you've built with your mentor so far? • What are the most positive aspects of your relationship with your mentor? • What steps are required to further strengthen your mentorship relationship?
<p>Contemplate prompts reflection about the mentoring plan developed and progress made</p>	<ul style="list-style-type: none"> • What goals detailed in your mentorship plan have been completed so far? • What goals documented in your mentorship plan have you yet to attain? • Are there any goals you need to expand, refine or eliminate? • Are there any new goals that you would like to set?
<p>Course correction refers to reflection about the potential actions or steps in response to challenge</p>	<ul style="list-style-type: none"> • Are there any behaviours, actions or attitudes that you need to refine or alter to be able to achieve your goals? • What challenges might emerge that may hinder your progress?
<p>Cheer encourages the integration of regular feedback about successes</p>	<ul style="list-style-type: none"> • What has been your biggest success as a mentee so far? • What situation has challenged you to go outside your comfort zone? • How have you extended your skillset and learned something new about yourself?
<p>Celebrate refers to reflection about your success as you progress through your mentorship</p>	<p>What steps have you and your mentor taken to monitor and celebrate your successes?</p> <p>What has your mentor done to celebrate your successes in the partnership?</p> <p>What have you done to celebrate your mentor's successes in the partnership?</p>

(adapted from Allen, 2015)

My notes:

Reference: page 46, Mentee Guide

Training notes

After this workshop, I would like to ask my mentor about:

4 Wrapping up and evaluating

Congratulations on completing Training for Effective Mentees!

When you're ready to wrap-up your mentorship experience, Mentees should complete the following:

Review pages 55 to 69 of the **Mentee Guide**

With your mentor, complete the activities in the **Mentee Workbook**:

- Revisiting the mentorship plan (section 4.1)
- Assessing personal and professional development (section 4.2)
- Evaluating the mentorship (section 4.3)
- Getting you started on the path to lifelong learning (section 4.4)

Remember to celebrate the hard work you've put toward your professional development by participating in this training. You're adding to that investment by participating in the mentorship program!

Visit coach.ca, the resource and information hub for coaches in Canada. Register for a free Locker account to access valuable eLearning modules and track coach training, and get practical coaching tips that you can use today from the Coaching Association of Canada.

4.1 Revisiting the mentorship plan

Mentorship goal	Yes achieved	No, not achieved	Summary of evidence
Goal 1:			
Goal 2:			
Goal 3:			
Goal 4:			

Mentorship goal	Yes achieved	No, not achieved	Summary of evidence
Goal 5:			
Goal 6:			
Goal 7:			
Goal 8:			

Reference: page 56, Mentee Guide

4.2 Assessing personal and professional development

Skills category	Strength How have you improved since beginning the mentorship?	Areas for growth How can you continue to improve?
Time management <ul style="list-style-type: none">• On time for practices, finishes training on time, uses training time effectively• Manages time to give quality attention to all athletes• Manages administrative duties• Balances personal and professional obligations		
Opportunities for new learning <ul style="list-style-type: none">• Learns from successes and failures• Seeks feedback and opportunities for improvement• Engages in ongoing professional development• Sets goals for learning• Seeks support from others		

Skills category	Strength How have you improved since beginning the mentorship?	Areas for growth How can you continue to improve?
<p>Interpersonal interaction</p> <ul style="list-style-type: none"> • Advocates for issues of importance to the coach • Brings forward new ideas • Interacts with those who are important for development and career advancement • Effectively communicates and manages conflict 		
<p>Advancement of coaching</p> <ul style="list-style-type: none"> • Encourages more people to pursue coaching • Supports other coaches • Actively works to increase the diversity of coaches (advocating and informing) 		

Reference: page 57, Mentee Guide

4.3 Evaluating the mentorship

Complete the following evaluation activities on pages 62 to 64 in the **Mentee Guide** and reflect on the outcomes below:

Evaluating yourself as a mentee

Evaluating your mentor

Evaluating the mentorship program

Reference: pages 62 to 64, Mentee Guide

4.4 Getting you started on the path to lifelong learning

Take a moment to think about your experience as a mentee and the area of your coaching practice in which participation in this mentorship has had the most significant impact. Based on what you've learned, complete the following Action card:

<p>I will start...</p>
<p>I will stop...</p>
<p>I will continue...</p>

a) What are your short-term (1 to 2 years) career goals in coaching?

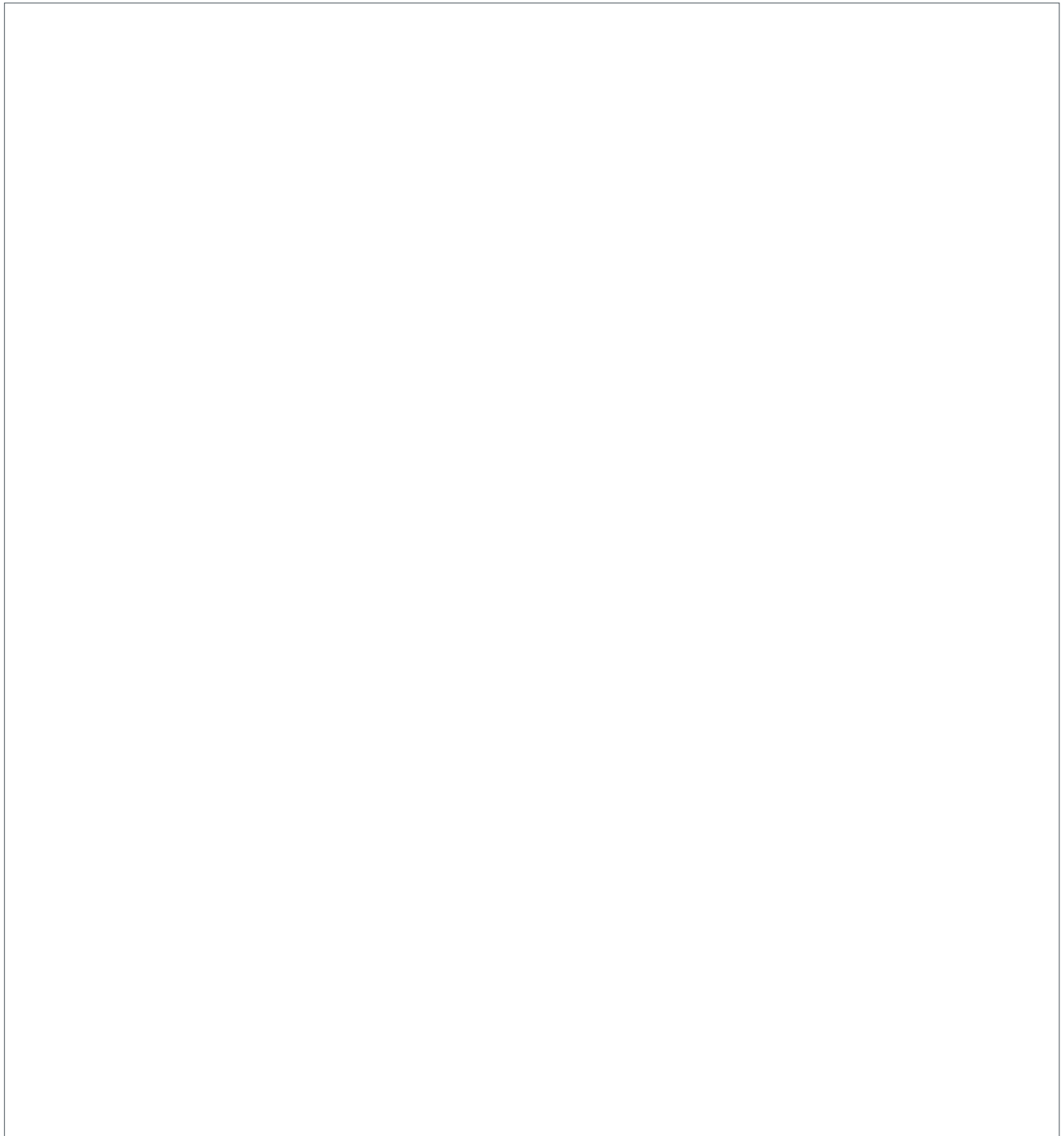
b) What are your long-term (5 to 10 years) career goals in coaching?

c) What further skills must you acquire to achieve these goals?

d) Whose support and what resources can you recruit to assist you in achieving these goals?

Reference: page 65, Mentee Guide

Training notes



Training notes

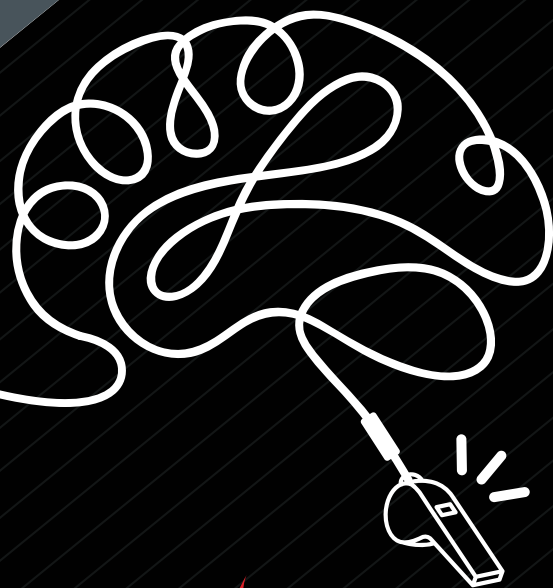


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