

National Athletic Trainers' Association

Women in Athletic Training Committee



Guidelines for a Mentoring Workshop

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Women in Athletic Training Mentoring Subcommittee Mission Statement:

To provide all NATA members and students with resources and a network with which they may be able to identify both mentors and protégés in order to better themselves within the profession.

The Women in Athletic Training (WATC) has provided a mentoring workshop on both the national and district levels. The following information is provided to assist any group in organizing a mentoring workshop.

Format:

This particular style of mentoring workshop is interactive and requires small groups designated by tables. Each group is chaired by a mentor and attended by approximately 6-8 proteges.

Time:

10-15 minutes for opening reception

45 minutes for workshop

Materials Needed:

Before:

- Invitations to invite and provide information to the mentors
- Student invitations to be placed in their registration packets

During:

- Refreshments (\$ depends on extent)
- Chairs and tables- set up depends on numbers; will want furniture that is easy to move as they get into groups
- Roving microphone (if necessary)
- 1-2 Flip charts with paper (\$35 ea.)
- Assorted markers
- Tape (heavy duty) or pins (depends on what wall are made of) to hang finished flip chart papers on wall

- 2 sets of nametags (mentors/ protégés)
- Sets of questions to be asked (one per table)
- Paper and pens
- Evaluation form (of workshop)
- Candy or gift to give out for responses.

After:

- Thank yous to be sent to participating mentors

Workshop Flow:

1. As people enter, give them appropriate nametags and direct them towards refreshments so they may mingle for 10 mins.
2. After everyone has entered, have them be seated- one mentor/ no more than 10 protégés (depending on numbers) per table.
3. Introduce workshop leaders (WATC members) and give brief synopsis of workshop and introduce mentors.
4. Then, using set of questions as a guide (see question list that follows) protégés will ask question #1. Protéges will rotate through each mentor, asking each one a different question. (approx. 5mins. per table)
5. After all rotations, each table draws characteristics of a good mentor (ex. big ears for good listener) on pre-made stick figure flip chart paper. Have one person from ea. table briefly describe their picture and hang on wall somewhere in room.
6. Workshop leader can hit key points about mentoring (see attached) that may come up at this time.
7. Lastly, go around room and ask mentors whom their mentors were and why.
8. Student questions/ have them thank mentors.
9. Briefly talk about e-mentor document and how to sign up (when up and running). - may need to take this out unless it is a WATC sponsored workshop
10. Program evaluations

Workshop Questions (you may use these or develop your own):

1. Make a List of the Responsibilities of a Mentor :

(Sample answers)

Role model	Be yourself
Educator	Learn from each other
Advisor errors	Let protégé learn from your mistakes/share your
Confidante	Guide
Good listener	Create/encourage challenges
Friend	Supportive
Knows when to get involved	Empathetic
Facilitator	Treat like family
Mediator	Communicator
Compassionate	Accepting of others
Encouraging	Career assistance
Constructive criticism	Social guide
Set short and long term goals	Unique
Leadership	Organized
Inspirational	Honest
Approachable	Sharing
Available	Caring

2. What does a mentor actually do? ; *I.e., How does a mentor meet his or her responsibilities?*

(sample responses):

Encourage

Convey sincere belief in protégé ability to succeed

Give advice

Give constructive feedback

Give formal and informal instruction (technical, clinical, political)

Introduce to colleagues, etc.

Provide opportunities for protégé to demonstrate his/her skills

Serve as career and lifestyle role model

Attend meetings, conferences, and other events together

Provide observation experience

Provide roleplaying experience

Exchange/discuss ideas

Co-authoring

Challenge protégé to and assist with career planning and development; emphasis on planning!

Review resumes, cover letters

Provide sense of direction/focus

Help in problem solving

Practice communication/interpersonal skills

Assist in career planning

Help set goals

3. Make a List of the Responsibilities of a Protégé:

(sample responses):

Potential to succeed

Capacity for self-disclosure

Willing to learn

Confident to try new things

Communicate well

Trust others

Ambitious

Internal focus of control

High job investment

Values relationships

Sees relationship between personal and professional growth

Active learner

Focused

Learn from, but not have to please the mentor

Knows limits/ when to get help

Ethical

Takes initiative

Goal oriented

Organization/ time management skills

Open minded

4. Protégé- What do you think you are going to learn, or should learn from your mentors?

(sample answers):

Refine skills

Bounce back- survive

Is it worth it? What do I have to give up?

"How to"

"How not to"

Clarification of goals

Why I take on jobs?

Offer different perspective

5. How do protégés find mentors?

(sample answers):

Find compatible personalities

Find some who has "been there" and been helped through a situation

Reputations /work of mentor

Inspirational person

Person with experience

Characteristics you expect

Something in common

Know your goals

Seek someone with similar philosophy

Find compatible personalities

Recognize individual interests and match with mentor

Recognize talent/skill

Observe others at meetings

Read articles/Journal/E-mail/NATA News

Recommendations of others

Accessibility

Networking

Chemistry/gut feeling

6. How do mentors find protégés?

(sample answers):

Find compatible personalities

Recognize potential

Recognize individual interests and match with mentor

Athletic training club

Recognize talent/skill

Observe others at meetings

Read articles/Journal/E-mail/NATA News

Seek someone with similar philosophy

Recommendations of others

Accessibility

Networking

Chemistry/gut feeling

Formal interview

Best Advice:

What was the best thing, the most important thing, the most memorable thing, or the best advice that you ever got from one of your own mentors? Who was or were your mentors?

Each person in the room introduced himself/herself, and then answer the above question.

Everyone was reminded to take the time to thank his or her mentor(s).

Workshop Logistics

Programming for district convention is usually done 6 months prior to convention so the sooner this can be planned, the better!

6 months prior to convention:

1. Talk to district programming chair to submit request for workshop time slot.
2. Once time slot has been approved, need to submit A-V and other equipment needs- roving microphone, flip chart stands and paper (1-2), markers, paper, pens, nametags.
3. Talk to committee members to determine who will be in attendance at district convention.
4. Decide if there will be a speaker in addition to committee members; if so petition for financial allotment.
5. Determine refreshment needs and contact hotel for price check.
6. Along with committee, determine audience of workshop; ie. Student vs. certified protégés; female vs. co-ed workshop.
7. Committee members begin soliciting mentors (use leadership directory).
8. Committee members call accredited undergraduate programs to determine an estimate of student protégés that would be in attendance.

4 months prior to convention:

1. Get confirmation of approximate number of student protégés that will be in attendance.
2. Get confirmation of mentors; send them info. on workshop (e-document).
3. Determine ratio of mentors to protégés.
4. Depending upon numbers, determine number of chairs and tables needed and call hotel.
5. Have invitations printed up to send to mentors and protégés respectively.

3 months prior to convention:

1. Talk to committee to determine who wants to present which piece of workshop.
2. Talk to programming chair to ask about placing invitations in students' (protégés) registration packets.

2 months prior to convention:

1. Send invitations to mentors.
2. Send protégé invitations to accredited undergraduate programs.
3. Confirm meeting space and time.

1 month prior to convention:

1. E-mail confirmed mentors.
2. Confirm equipment needs.
3. Have thank yous for mentors printed.
4. Touch base with committee members.

At convention:

1. Meet with committee prior to workshop.
2. Have invitations placed in students' (protégés) registration packets.
3. Check on meeting space, equipment needs, refreshments.
4. Get evaluation forms.

1 week after convention:

1. Send thank yous to mentors.
2. Talk to convention chair about receiving results from evaluation forms.

Mentoring Facts / Key Points

- “The mentoring process literally means taking someone under your wing.” (PT Magazine; Dr. Carol Davis, Assoc. Professor, Division of Physical Therapy, Univ. of Miami)
- Mentoring may be the most valuable form of education that one can provide. It is not only a sharing of knowledge and experience but it is a sharing and giving of oneself. It is a commitment to making certain that those who follow us will be better than us and accomplish more than what we have. It is an unselfish desire to help people set and achieve higher goals and be recognized for that achievement. (Marjorie Albohm)
- Mentoring is generally considered to be a developmental relationship that enhances both an individual’s growth and advancement. (taken from the Journal of Management)
- The (mentor) agreement is to listen to each other, to take each other seriously, to treat each other with respect, to trust each other until there is no reason not to and honor inherent limits in this professional relationship. (Dr. Shirley Nelson Garner, Women’s Studies Quarterly, 1994)
- A successful mentoring relationship should help the protégé realize what’s within him/herself. (source unknown)
- Mentors and protégés should talk frequently and honestly about their relationships, including expectations, limits, preferred ways of interacting, and the fact that they’ll need to part one day. (source unknown)
- Ideally mentoring would reduce turnover, help protégés deal with organizational problems, and accelerate their assimilation into the corporate culture. (Workforce, March 1998)
- An effective mentor is willing to guide a person in such a way as to not just do the job, but be the best person in that work. (Dr. Carol Davis, PT Magazine)
- Perhaps the greatest thing a mentor can do is encourage and convey a sincere belief in a protégé’s ability to succeed. (source unknown)
- A good mentor will understand where the protégé has been and how to best motivate him/her to believe in one-self and build positive self-esteem. (source unknown)

- As role models, mentors demonstrate valued behaviors, attitude and skills that facilitate the protégés achievement of competence, confidence, and professional identity. (Journal of Management)
- Mentors should provide the “just-right challenge”- the type that will really push proteges, but one you are pretty sure they can meet. It is imperative to present challenges that will develop their skills. (Dr. Suzanne Campbell, Univ. of Illinois at Chicago)
- The mentor shows the protégé how to find the resources necessary for the protégé to perform at his/her best and to be the best person he/she can be. (Dr. Carol Davis, PT Magazine)
- Mentors make learning fun and encourage the protégé to try new things. (Kim Vrugink, age 11)
- Mentors should avoid the temptation to tell the protégé what to do – advice should provide a framework for the protégé to decide an action and the manner of implementing it. (Kansas Mentor Project)
- Mentors learn new knowledge and skills from their protégés. (source unknown)
- Before looking for a mentor, it is wise for the protégé to think of what he/she needs. (source unknown)
- A protégé should learn from but not have to please the mentor. The protégé should want to discuss what can be learned from mistakes, not hide them. (Kansas Mentor Project, 1996)
- In receiving feedback the protégé should:
 - Concentrate on listening
 - Ask for clarification
 - Repeat
 - Reflect
 - Pause before responding
 (taken from “Partners for Success”)
- In giving feedback the mentor should:
 - Ask permission
 - Speak to the behavior
 - Be specific and direct
 - Be immediate
 - Remember the needs of the receiver
 - Direct at changeable behavior
 - Be brief
 (taken from “Partners for Success”)

