

EDITED BOOK:

Learning to Mentor in Sports Coaching: A Design Thinking Approach

EDITOR: Dr. Fiona C. Chambers

CHAPTER 3

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TITLE:

Case Study Conversation: Making the transitions from the UEFA Advanced Licence to the UEFA Professional Licence (or not)

Section 1: EMPATHY

A Mentoring Conversation: Sports Coach Mentor and Mentee

Step One: Background

Context of the conversation: This chapter focuses on a mentoring conversation within women's football between Jayne (mentee) a UEFA (Union of European Football Associations) Advanced Licence (Level 4) coach, and Brent (mentor) a UEFA Professional Licence (UEFA Pro) coach (Level 5), and head of the English Football Association (FA) female coach mentoring programme. Following the successful completion of the coach mentoring programme (i.e. moving from UEFA B to successful completion of UEFA A), Jayne wanted to gain additional insights into the experiences that Brent had had over the course of his coaching career, explore how his coaching philosophy had developed and what he had learned from working with international teams, and to draw upon Brent's experiences in her own coaching career.

Location: The English FA's National Football Centre at St Georges Park in Burton, Staffordshire

Timing: The meeting was arranged between Brent's international team commitments for a mid-day 13:00 start and lasted for 90 mins in total duration.

Space: One-on-one discussion in a social meeting area at the Hilton hotel within the National Football centre. The mentoring conversation moved from a noisy lobby space to a quieter social space next to the Women's England Senior team staff away from the public area.

Focus: The purpose of the mentoring conversation for the mentee, Jayne (pseudonym), was to receive additional career related support following the completion of her UEFA Advanced Licence (UEFA A). A specific issue that Jayne wanted to discuss with Brent during this meeting, which formed the focus of this chapter, was to gain an insight into the UEFA Pro

Licence. Presently only three female coaches hold the English FA UEFA Pro Licence, all of whom have held international coaching roles (e.g. U17, U19 and Women's Senior Team).

Biography Sports Coach Mentor:

Brent is currently the Head of Elite Women's Development at the English Football Association (FA) overseeing the England teams at U19, U17 and U15 level as well as the female Centre of Excellence. Brent Holds the English FA UEFA Pro Licence, which is the highest coaching qualification in Europe and only available to coaches working at the highest level of senior professional football. Brent holds an MSc in Coaching Science, and both the FA Level 5 Psychology in Football and FA Coach Education Diplomas. As a coach educator, Brent has acted as a coach mentor to UEFA A coaches over the last 17 years. Brent previously held the role of Assistant Coach to the England Women's senior team, Women's U23 Head Coach and Head of the Female Coach Mentoring Programme. Brent took temporary charge of the England Women's senior team in four qualification matches for the 2015 FIFA World Cup, winning all four matches. Brent has also held coaching positions at Brentford FC, Millwall FC, Fulham FC, and Watford FC.

Biography Sports Coach Mentee:

The mentee in the case study is Jayne (pseudonym) a 28-year-old female football coach. Whilst studying at university Jayne built her coaching experience working with U11 and U14 teams at a local girls' Centre of Excellence whilst progressing through her coaching awards. On graduation Jayne had significantly progress through her coaching awards completing her FA UEFA B Licence and the FA Youth Modules 1-3 (age appropriate coaching awards required to work with academies). Jayne further completed an MA in Coaching Studies on a part time basis, and at this time, she joined the English FA female coach mentoring

programme directed by Brent. Jayne successfully completed her UEFA A Licence at 25, making her one of the youngest (male or female) English FA UEFA A Licence coaches. Jayne has both coach and managed in the Women's Super League (WSL), assisted at international talent camps, and coached in a men's English Premier League academy. Although there are less than 30 English FA UEFA A female coaches, not all of whom remain active coaches, at the point of the mentoring conversation Jayne was not currently working as a coach but held a full time sports coaching teaching role in Higher Education.

Step Two: Extract from the Mentoring Conversation

The following extract focuses upon one of the key areas for development identified by the mentee Jayne. This particular extract relates to Brent providing Jayne advice regarding the best way to develop her coaching profile.

The transcript of the mentoring conversation

JAYNE: I just wanted to pick your brains, really, about the UEFA Pro, and it's honestly not something that had been on my radar for where I'm at now in terms of role. I mean, I'm trying to work on a PhD and I always find, personally, if I can afford to be academic, it's normally because I'm not coaching and if I'm doing coaching hours, education, my academic work suffers - it's really difficult to balance. But I decided to apply for one of the bursaries – you know that the FA keep doing for the COACH bursary programme for Black, Asian and Ethnic Minority (BAEM) and underrepresented groups like females.

BRENT: Yes.

JAYNE: And they gave me a Pro Licence bursary for 90%, which I wasn't expecting it.

BRENT: And when do you start that?

JAYNE: So, what it is is they give you the money-

BRENT: Yes.

JAYNE: But I have to get on the course.

BRENT: Right. Okay.

JAYNE: So I've started doing research into what the stages are, what's required.

BRENT: Yes. I know the procedure. Do you want me to be brutally honest?

JAYNE: Yes.

BRENT: I don't think you should do it.

JAYNE: Okay. What do you think?

BRENT: I think you should go away and get yourself a coaching job and coach.

JAYNE: Okay. And spend time on the grass?

BRENT: You won't get a job by having a Pro Licence.

JAYNE: Okay.

BRENT: Right? So I'm not saying never do it, and if you've got a bursary, hold it over. But what I would say is the most important thing for you is to get relevant either head coach or assistant head coaching experience.

JAYNE: Okay.

BRENT: That's going to get you a job, and be successful at it, by the way.

JAYNE: Which I think is probably, on reflection, the key element as to why my coaching profile at the minute is not as good as it could be, because I don't have any accolades.

BRENT: Yes. I would be surprised if you got a place on the Pro Licence. I'm brutally honest here. If you applied to me, I wouldn't give you a place on it, because I know how rare they are.

JAYNE: Yes.

BRENT: And that's only because I think- Because I know the level of competition and experience of the people who are applying. So you may well have got one under the BAEM or under-represented groups, which I think is great. I just think if you are asking me "what's best for Jayne at the moment?" It's coaching time. Coaching experience.

JAYNE: Yes. Okay. And being successful at it.

BRENT: And being successful at it, whatever success looks like. So, many, many years ago Kenny Dalglish took over Liverpool as player-manager and they won the double.

JAYNE: Hmm.

BRENT: And he was made manager of the year. For me, the manager of the year was Dave Bassett at Sheffield United, because he kept them in the Premier League for seven years with a load of Second and Third Division players. He was the manager of the year, not Dalglish. And I'm not knocking what Dalglish did. You've still got to get the best out of great players. But I would look at it differently. So success can come in many forms, can't it?

JAYNE: Hmm. And that, in your opinion, you think, would help me with employment as well moving forward.

BRENT: Undoubtedly it would. Undoubtedly it would.

JAYNE: Yes.

BRENT: If I look at CVs I'm looking at coaching profile first and foremost – what they've done. I'll look at qualifications. You know? So it might say to, you know, for instance, when I did my master's all those years ago, I'd pick up The Times Educational Supplement- I hear on the Thursday I've passed it. Right? I pick up The Times Educational Supplement on the Friday and all of a sudden there are another five pages of jobs that I could apply for that I couldn't on Thursday night. Why? Because it said must have a master's. But it doesn't mean I'm going to get the jobs; it just gets me into the ballpark.

JAYNE: Hmm.

BRENT: What gets me the job is, I think, how I come across, my experience, my knowledge. Yes?

JAYNE: Hmm. A frustrating element for me is, working at Uni, Albion FC is the closest club (pseudonym, Women's Premier League Team).

BRENT: Yes.

JAYNE: And in my four years I've not managed to crack getting a way in there at all.

BRENT: Hmm. And why is that, do you think?

JAYNE: The people who I know who have got in was a guy on my A Licence, Dave (pseudonym), who became very friendly with Claire (pseudonym) and managed to get in that way. And then my students. So my students in the last four years who have gone through the cycle have started in the community, gone into their soccer schools program.

BRENT: So they've almost done a poorly paid internship. That's almost what they've done, haven't they?

JAYNE: They- yes.

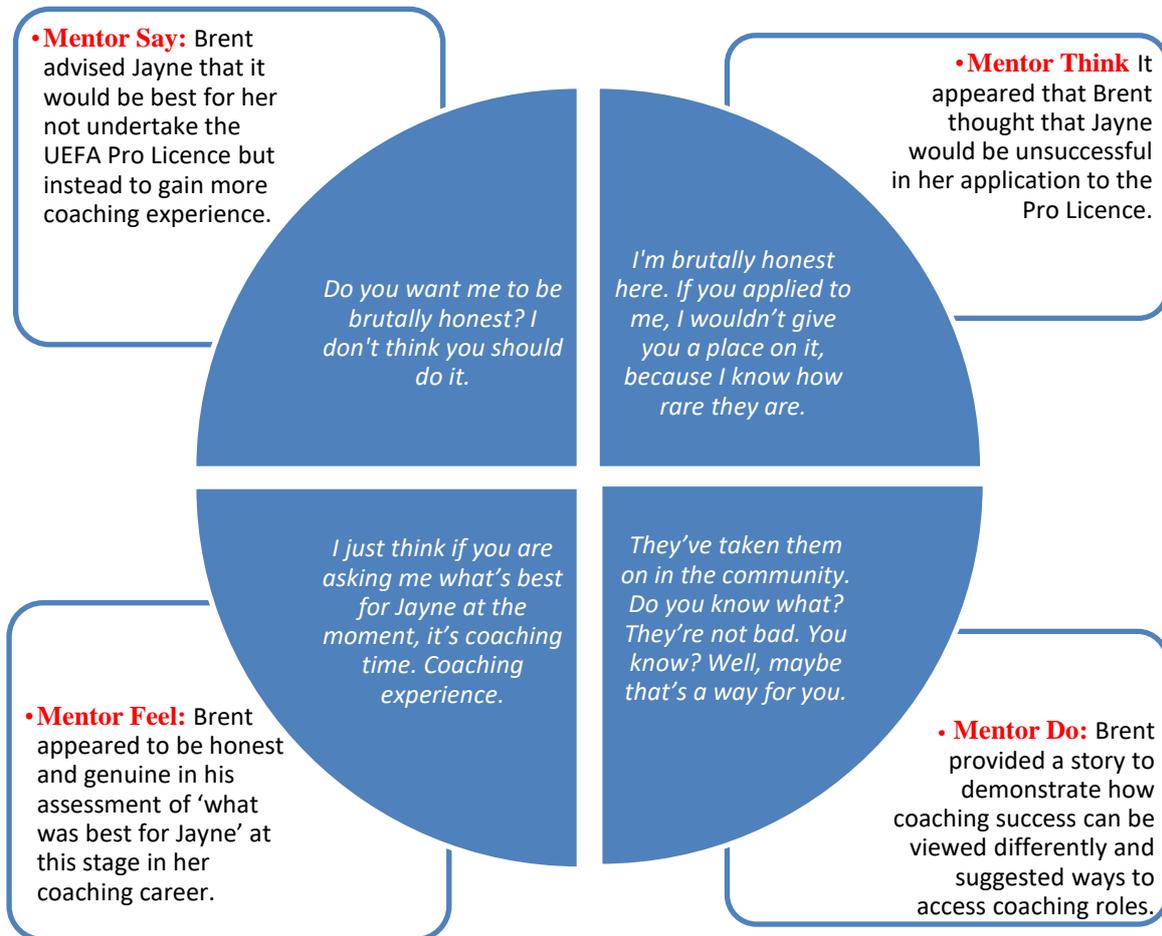
BRENT: Do you see what I mean?

JAYNE: Yes.

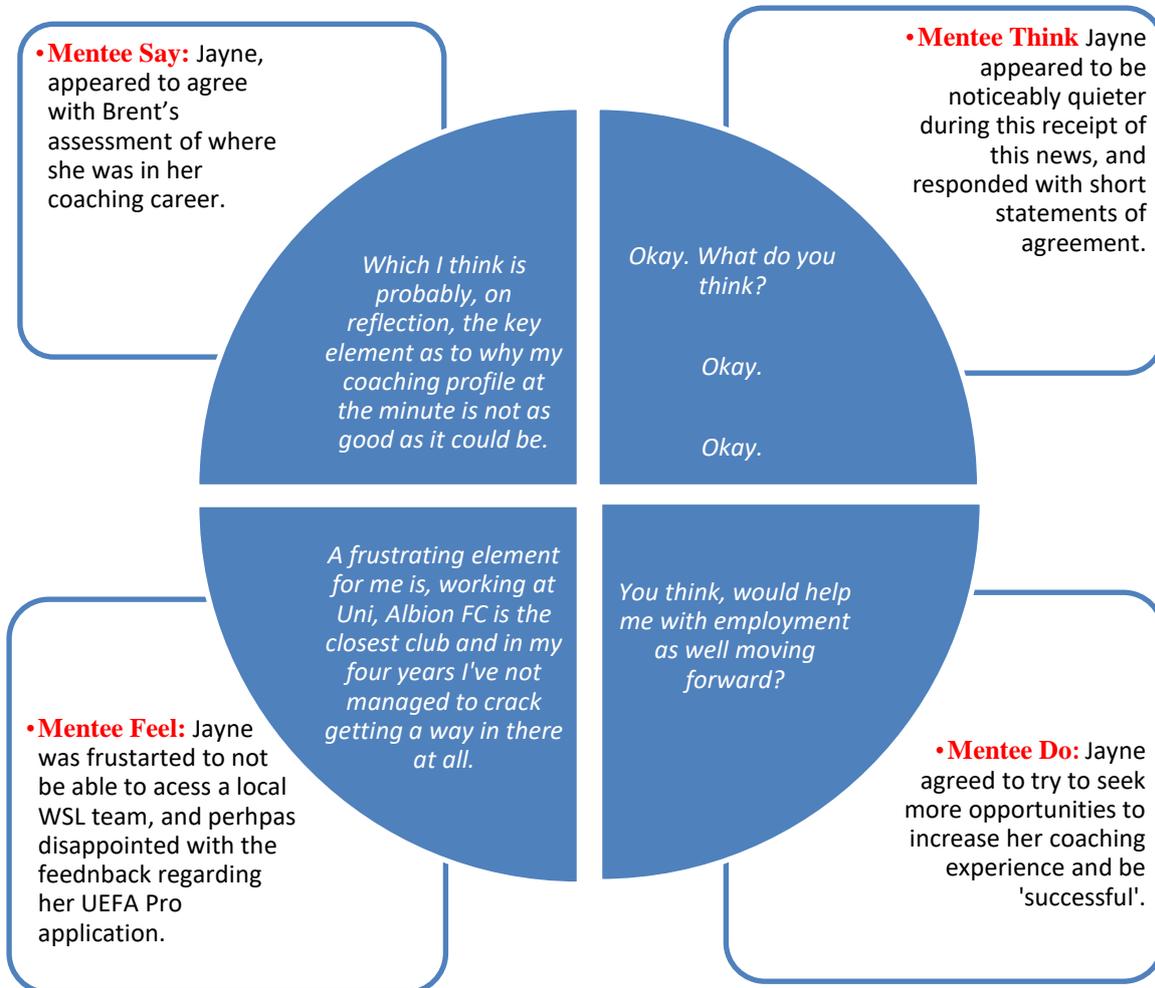
BRENT: They've taken them on in the community. Do you know what? They're not bad. You know? Well, maybe that's a way for you. Maybe that's a way for you. Or the other thing is this: find a lower-level club who desperately wants it and do well with them. So when I started, I was very lucky. My first coaching job was with Brentford, who had a youth system of sorts, but I didn't get paid for it. For two years, I never got a penny.

Step Three: Empathy mapping

Empathy Map for the Mentor

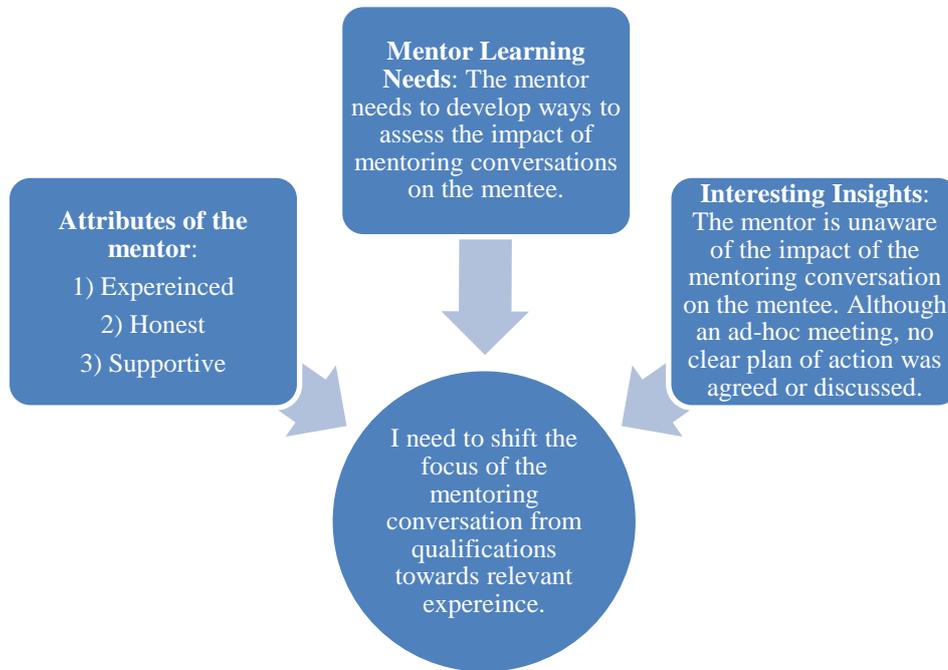


Empathy Map for the Mentee

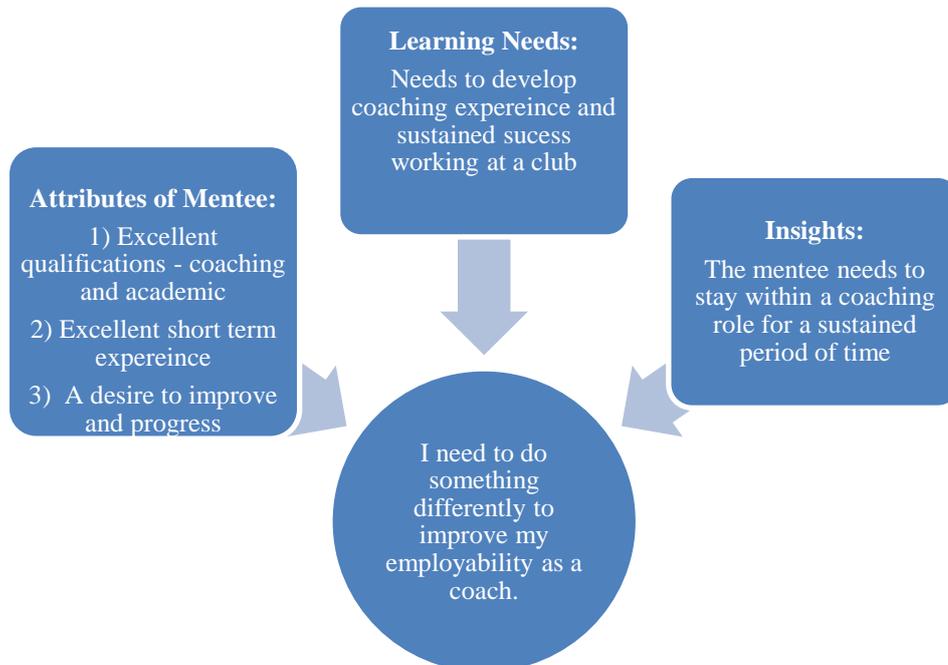


Step Four: Define the Problem Statement for the Mentor and for the Mentee

Problem Statement for the Mentor



Problem Statement for the Mentee



IDEATION: Two-way critique:

Step: Journey Map of the mentoring conversation (informed by d.school Stanford, 2016)

In the following section, we provide an assessment of the emotional impact of the verbal communication upon both the mentee and mentor. To do this, we have taken the position that the emotions between the two parties can be *congruent* (i.e. both participants display and recognize in the other the same emotional response) or *incongruent* (i.e. the participants exhibit or fail to recognize in the other a different emotional response). Although a controversial and much debated construct, this might be considered the participant's ability to perceive, understand, use and manage emotions through *emotional intelligence* (Caruso & Salovey, 2004). For example, in misrecognizing emotional responses, the mentor may deliver feedback that they believe will be positively received by mentees to assist the mentees development, although this may be experienced by the mentee through a negative emotional response. If unaddressed, such emotional incongruence or misunderstandings may cause issues in the mentor-mentee relationship. In addition, the emotional response may also be viewed as having a temporal (i.e. short term or long term) *facilitative* or *debilitative* influence upon an individual's development towards self-actualization. For example, while the mentee may initially respond demonstrating elements of negative emotions (i.e. disappointment and frustrations etc.), the mentor may view this to be important part of the process of 'realization' to act to *facilitate* the movement towards self-actualization. Therefore, a short-term display of emotional incongruence between the mentor and mentee may be beneficial if provided and understood in the long term to be *facilitative* towards the mentees development (although initially disappointing).

Step: Journey Map of the mentoring conversation

Mentor-Mentee Journey Map (informed by d.school Stanford, 2016)

The journey map highlights the temporal nature of the emotional ‘ups and downs’ of twelve phases of the mentoring conversation.

Phases of Conversation	1	2	3	4	5	6	7	8	9	10	11	12
😊	★		★			★						
☹️		☁️		🚫								🚫

Full Line = Mentor Broken Line = Mentee

- ★ Shared High Points
- ☁️ Shared Low Points
- 🚫 Discrepancy Points

Mentor-Mentee Journey Map: Traffic Light Analysis

In the journey mapping exercise, we use three colors to highlight emotional states and identify priorities learning. Phases of the conversation coded in green (G) refer to areas of emotional congruence between the mentor and mentee (i.e. shared emotional understanding – emotional mirroring), phases coded in amber (A) highlight areas of incongruence but facilitative (i.e. different emotions exhibited but supportive in nature – differences in emotions important to recognize and reflect upon), and areas coded in red (R) highlight

phases of incongruence and debilitating (i.e. different emotions exhibited and restrictive in nature – differences in emotions important to recognize/reconsider). Phases 4 and 5, and 11 and 12 highlight emotional incongruence between the mentor and mentee, which will be a feature of further analysis.

Phases of Conversation	1	2	3	4	5	6	7	8	9	10	11	12
Mentee	😊	😞	😊	😞	😞	😊	😊	😊	😊	😊	😞	😞
Mentor	😊	😞	😊	😊	😊	😊	😊	😊	😊	😊	😊	😊
Analysis	G	G	G	A	R	G	G	G	G	G	A	A

1. **Mentee:** “I decided to apply for one of the bursaries – you know that the FA keep doing for the BAEM... And they gave me a Pro Licence bursary for 90%, which I wasn’t expecting it... So, what it is is they give you the money... But I have to get on the course.” **Mentee and Mentor High Point** 😊 (emotional congruence, facilitative)
2. **Mentor:** “Do you want me to be brutally honest?... I don't think you should do it... I think you should go away and get yourself a coaching job and coach. You won't get a job by having a Pro Licence.” **Mentor and Mentee Low Point** 😞 (emotional congruence, facilitative)
3. **Mentor:** “So I'm not saying never do it, and if you've got a bursary, hold it over. But what I would say is the most important thing for you is to get relevant either head coach or assistant head coaching experience. That’s going to get you a job, and be successful at it, by the way.” **Mentor and Mentee High Point** 😊 (emotional congruence, facilitative)
4. **Mentee:** “Which I think is probably, on reflection, the key element as to why my coaching profile at the minute is not as good as it could be, because I don't have any accolades.” **Mentee Low Point** 😞/**Mentee High Point** 😊 (emotional incongruence, facilitative)

5. **Mentor:** *“I would be surprised if you got a place on the Pro Licence. I’m brutally honest here. If you applied to me, I wouldn’t give you a place on it, because I know how rare they are. And that’s only because I think- Because I know the level of competition and experience of the people who are applying”* **Mentee Low Point ☹/Mentee High Point ☺** (emotional incongruence, debilitating)

6. **Mentor:** *“So you may well have got one under the BAEM or under-represented groups, which I think is great. I just think if you are asking me what’s best for Jayne at the moment, it’s coaching time. Coaching experience.”* **Mentor and Mentee High Point ☺** (emotional congruence, facilitative)

7. **Mentee:** *“Okay. And being successful at it.”* **Mentor and Mentee High Point ☺** (emotional congruence, facilitative)

8. **Mentor:** And being successful at it, whatever success looks like. So, many, many years ago Kenny Dalglish took over Liverpool as player-manager and they won the double... And he was made manager of the year. For me, the manager of the year was Dave Bassett at Sheffield United, because he kept them in the Premier League for seven years with a load of Second and Third Division players. He was the manager of the year, not Dalglish. And I'm not knocking what Dalglish did. You’ve still got to get the best out of great players. But I would look at it differently. So success can come in many forms, can't it? **Mentor and Mentee High Point ☺** (emotional congruence, facilitative)

9. **Mentee:** *“And that, in your opinion, you think, would help me with employment as well moving forward?”* **Mentor and Mentee High Point ☺** (emotional congruence, facilitative)

10. **Mentor:** *“Undoubtedly it would. Undoubtedly it would. If I look at CVs I’m looking at coaching profile first and foremost – what they’ve done. I’ll look at qualifications.”* **Mentor and Mentee High Point ☺** (emotional congruence, facilitative)

11. **Mentee:** “A frustrating element for me is, working at Uni, Albion FC is the closest club. And in my four years I’ve not managed to crack getting a way in there at all... The people who I know who have got in was a guy on my A Licence, Dave (pseudonym), who became very friendly with Claire (pseudonym) and managed to get in that way. And then my students. So my students in the last four years who have gone through the cycle have started in the community, gone into their soccer schools program.” **Mentee Low Point** ☹/**Mentee High Point** ☺ (emotional incongruence, facilitative)
12. **Mentor:** “So they’ve almost done a poorly paid internship. That’s almost what they’ve done, haven’t they?... Do you see what I mean?... They’ve taken them on in the community. Do you know what? They’re not bad. You know? Well, maybe that’s a way for you. Maybe that’s a way for you. Or the other thing is this: find a lower-level club who desperately wants it and do well with them.” **Mentee Low Point** ☹/**Mentee High Point** ☺ (emotional incongruence, facilitative)

High Point 1 – conversation phase 1:

The first interaction that we have selected for analysis is the positive start to the mentoring meeting where the mentee shares ‘good news’ of being successful with a bid for financial support towards the next coaching award. The news is delivered in a positive way by the mentee and initially received in a positive manner by the mentor. This example highlights a shared point of congruence between the mentor and mentee (Rogers, 1969). Although towards the end of this phase of the conversation the mentee adds the caveat that she needs to be successful in applying for and gaining a place on the course and that the funding alone is not a guarantee of a place on the course. During this phase, the mentor is supportive and responsive in the climate he is creating and demonstrating verbal cues and body language to

set a positive mentoring encounter and offer counselling and psycho-social support to the mentee (Clutterbuck, 1991; Scandura, 1992; Young and Perrewé, 2000).

Low Point 1 – conversation phase 2:

The second example we have selected, directly follows the initial positive mentor-mentee interaction. Following the ‘news’ that Jayne had not been guaranteed a place on the UEFA Pro award, the mentors tone and body language shifted. At this stage, the mentor sought to address a possibility uncomfortable part of the mentoring conversation by asking: “*Do you want me to be brutally honest?*” In this situation, the mentor attempted to offer the mentee the opportunity to take the discussion in a different direction, however in reality, the mentee would not have been in a position to ask the mentor not to give their honest opinion. At this point, the mentor appeared aware that his response could be seen in a non-positive manner or as being interpreted as unsupportive (“*I don't think you should do it*”). Indeed, research in other fields has highlighted that the mentoring relationship can become dysfunctional or toxic (Scandura, 1992). In particular, when mentors block the path of protégés who are “rising stars” within their own organization (Natale, Campana and Sora, 1988). However, the mentor attempted to explain his analysis of the situation by highlighting that: “*I think you should go away and get yourself a coaching job and coach. You won't get a job by having a Pro Licence*”. Here, the mentor attempted to suggest an alternative core of action that they felt would be more beneficial to the mentees career development (Young and Perrewé, 2000). During this interaction, both parties appeared to be aware that this was an emotionally sensitive issue in the conversation, and thus empathic understanding and a facilitative emotional congruence appeared to exist between mentor and mentee (Jowett and Clarke-Carter, 2006; Lorimer and Jowett, 2009a, 2009b; Rogers, 1969).

Design Thinking Stage 3: Development

Step: Rewrite the Mentoring Conversation

JAYNE: I just wanted to pick your brains, really, about the UEFA Pro, and it's honestly not something that had been on my radar for where I'm at now in terms of role. I mean, I'm trying to work on a PhD and I always find, personally, if I can afford to be academic, it's normally because I'm not coaching and if I'm doing coaching hours, education, my academic work suffers - it's really difficult to balance. But I decided to apply for one of the bursaries – you know that the FA keep doing for the COACH bursary programme for Black, Asian and Ethnic Minority (BAEM) and underrepresented groups like females.

BRENT: Yes.

JAYNE: And they gave me a Pro Licence bursary for 90%, which I wasn't expecting it.

BRENT: And when do you start that?

JAYNE: So, what it is is they give you the money-

BRENT: Yes.

JAYNE: But I have to get on the course.

BRENT: Right. Okay.

JAYNE: So I've started doing research into what the stages are, what's required.

BRENT: Okay so can you tell me a little bit more why you want to undertake the UEFA Pro Licence?

JAYNE: My initial interest in it was the funding because it cost £8,000 and I gained a grant for 90%, and I thought that it would help with my own professional development and to learn more about that game. I hope that this might help me with my career.

BRENT: Well I don't think you have anything to lose from applying for the course and well done for getting the funding. Do you think you are ready for Pro Licence?

JAYNE: Honestly no. A concern of mine would be finding a suitable role at the moment where my values and beliefs would match up with the organization at a club or as an international youth coach. But I think I would be able to cope with the course content because of my academic background and experience.

BRENT: Do you want me to be brutally honest?

JAYNE: Yes.

BRENT: I would value coaching experience over and above coaching qualifications, particularly for the roles you are thinking about at the moment. By all means apply for the course and see if you can get on it because that would be great

but don't be too disappointed if you don't get on the course at the moment because if you gain that experience you will get more out of the Pro Licence in the future. How do you feel about that?

JAYNE: I always think it's a bit uneasy because you never know what's going to come. You write these questions down and you want to be encouraged, you want to be like you can do this but it's uneasy to hear actually no, you are not ready for a Pro Licence. I think you are a bit ahead in your head where you think you should be right now so that's uneasy to hear because you want to be where you think you are, you know, in your head you think you are somewhere and obviously someone else's opinion and experience is always going to reshape and make you more aware of perhaps where you are and the realities of that, so yes, positive but sometimes becoming more aware is often quite an uneasy process. What type of roles do you think I should be looking for at the moment?

BRENT: What I would say is the most important thing for you is to get relevant either head coach or assistant head coaching experience.

JAYNE: Okay.

BRENT: That's going to get you a job, and be successful at it, by the way.

JAYNE: Which I think is probably, on reflection, the key element as to why my coaching profile at the minute is not as good as it could be, because I don't have any accolades.

BRENT: I just think if you are asking me “what’s best for Jayne at the moment?” It’s coaching time. Coaching experience. What do you think?

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BRENT: So they’ve almost done a poorly paid internship. That’s almost what they’ve done, haven’t they?

JAYNE: They- yes.

BRENT: Do you see what I mean?

JAYNE: Yes.

BRENT: They've taken them on in the community. Do you know what? They're not bad. You know? Well, maybe that's a way for you. Maybe that's a way for you. Or the other thing is this: find a lower-level club who desperately wants it and do well with them. So when I started, I was very lucky. My first coaching job was with Brentford, who had a youth system of sorts, but I didn't get paid for it. For two years, I never got a penny.

BRENT: What do you think you need to do going away from today to make this conversation effective?

JAYNE: Trying to get a coaching role because it's not through want of trying, I have applied for multiple coaching jobs at various different levels in different clubs, boys and girls which have been unsuccessful in getting an interview. It needs to be relevant to the age I want to aspire to work to at an international level, which is what I would like to do one day, and actually on reflection, the jobs I've been applying for haven't been met so that was useful to think what age group do I want to work at and how am I then going to build a successful coaching profile line to the contextual kind of area I want to look at and perhaps I hadn't been thinking about that when I was applying for jobs. I was just looking for a coaching job, I was trying to get my foot back in the door, so that's going to be the biggest bit.

Commentary on the reworked mentoring conversation

In rewriting the mentoring conversation, this section is principally theoretically informed first by the work of Robin Alexander, and his discussion of *dialogic teaching*, and secondly by the education writings of Carl Rogers, in particularly his work regarding person centered education, where the quality of the relationship between the facilitator and the learner at the heart of education. Alexander (2008) emphasis specific attention to the *quality* of talk and genuine dialogue through the use of questioning. Such an approach follows a neo-Vygotskian socio-cultural understanding of learning. That is, dialogic teaching is premised upon educational talk that is collective, reciprocal, supportive, cumulative, and purposeful (Alexander, 2008). Therefore, dialogic teaching is an empowering pedagogy by improving the *quality* of their interactional practices to develop learners with a greater appreciation of *meaning* through discussion and dialogue (Alexander, 2008). Rogers (1969) humanistic person centered pedagogy, is premised upon the importance of the relationship between the facilitator (mentor) and the learner (mentee), we focus upon the three key qualities that Rogers proposes: (1) ‘*realness*’ in the facilitation of learning, (2) *acceptance* and *trust*, and (3) *empathetic understanding* (Rogers, 1969; for a review see Nelson et al., 2014).

Step 1: Clearly identify the fundamental management problem

The fundamental management problem that we examine within this section is “Has insight occurred on part of the learner?” That is, “What questions can encourage the mentee to gain an insight into the situation?” When discussing with Brent how he felt Jayne had responded to this emotional low point, he explained that: “*Well I mean in some respects how would I gauge her, well I don’t really know what’s going on inside her head. If I asked her what she thought of how I’d conducted, well that would probably be a really good insight.*” Jayne further heightened that: “*I probably think that I would have liked the opportunity to share some*

of my thinking a little bit with Brent to explain where I was coming from. I think for me it would have been more effective and I would have got a little bit more from the conversation with a few more questions about my experiences”.

Step 3: List alternative courses of action to solve the problem

Problem understanding

Following these suggestion, we agreed to insert the following two new questions into the mentoring conversation to generate dialogue between the mentor and mentee (Alexander, 2008), with the specific aim of gaining a deeper understanding of Jayne’s reasons for wanting to undertake the Pro Licence, and if she felt that she was ready to undertake the award:

1. Okay so can you tell me a little bit more why you want to undertake the UEFA Pro Licence?
2. Do you think you are ready for Pro Licence?

Perspective shift

In the next section, we considered “Has conversation added to change in beliefs and ideas (with regards to the content of conversation)?” More specifically, “What questions can lead to a change in belief and ideas about the topic?” Brent explained that: *“I think what you do as a mentor you try to encourage them through questioning to find a solution and answers more than you give them yourself but I think there is also a thing of, well if you did this, this is a possibility that.”*

When further questioned if the mentor felt they had delivered the potentially negative feedback in a positive way Brent highlighted that: *“Yes, I would like to think I’ve done this. I mean I don’t even think me saying don’t do Pro Licence is negative, I think it’s positive because I think it’s realistic and feeds in to what your goal is and from what I understand with Jayne, she wants to coach.”* Jayne highlighted that: *“I think this conversation was really useful actually because it made me self-reflect a little bit more actually. Reflect in more detail about the specific types of experience I should be trying to peruse. Not just experience but the right kind of experience at the right ages and at the right level for where I want to go.”*

The reflexive analysis highlights the important of the mentor mentee relationship and the value that Brent places upon *realness, congruence, and empathic understanding* in the mentor-mentee relationship (Rogers, 1969). Again, we agreed to insert the following two question into the mentoring conversation to overcome the concerns of the mentor towards better understanding the *meaning* to which the mentee had experienced the conversation (Alexander, 2008):

3. How do you feel about that?
4. What do you think?

Commitment to apply

The final section considers if there is a “Willingness to adopt advice for future action?” In particular, “What questions can encourage the mentee to adopt advice and apply it in the future?” In this regard, Brent highlighted that: *“I think we have a fair relationship, I mean we know each other, not really well but we know each other quite well. I would suggest we would probably have a fairly positive relationship. I think going back to what I said before, it’s really*

about Jayne firstly working out what she wants or a goal, a target or two and then how is she going to get there”.

Similar, Jayne explained that from her perspective: *“I’m always a little nervous when I meet Brent because he is so high up in the International set up. We do know each other and he ran the mentoring course I was a candidate on but he hasn’t seen me coach that much. I will definitely think about what he said regarding the experience and I can see where he is coming from so it has change my perspective regarding where I think I am, and maybe where others see my development. I have got a lot of coaching experience though that perhaps people aren’t aware of. I mean I have been coaching since I was 16! I will take his feedback on going forward and look for those types of experiences. I think it is always good to get feedback from different sources and have a number of different mentors to help my journey. In the Women’s game that can be hard and you come up against people not want to help you and give you opportunities, people don’t want you to take their job. Even when you have the experience and the qualifications getting your foot in the door is really tough.”*

Both mentor and mentee highlight the importance of the relationship they had and how that acts to facilitate the mentoring process (Rogers, 1969). However, the mentee, Jayne, also highlighted that she *“I’m always a little nervous when I meet Brent”* because of his senior role in the FA. This highlights the importance of understanding the mentor-mentee power dynamic (Beech and Brockbank, 1999; Long, 1997). In addition, Jayne highlighted the issues that she faced when attempting to gain help and feedback in women’s football and also the importance of having a number of mentors to draw upon for advice. Jayne stated that *“in the Women’s game that can be hard and you come up against people not want to help you and give you*

opportunities, people don't want you to take their job." Similar findings have been illustrated in elite mentoring programme where mentors engage in "knowledge shielding" and "micro-political action" (Sawiuk, Taylor and Groom, 2016a). Jayne further highlighted that "*I think it is always good to get feedback from different sources and have a number of different mentors to help my journey*". One of the strategies that has been suggested to overcome such issue is the use of multiple mentors and a developmental network (Sawiuk, Taylor & Groom, 2016b). In an attempt to better understanding the *meaning* that Jayne attached to these interactions (Alexander, 2008), we agreed to insert the following question into the mentoring conversation:

5. What do you think you need to do going away from today to make this conversation effective?

Steps 4 and 5: List advantages and disadvantages of each alternative by reviewing the above

Alternative One: Enhanced Mentor Empathy through the Exploration of *Emotions* and *Thoughts*

<i>Advantages</i>	<i>Disadvantages</i>
<ul style="list-style-type: none"> - The mentor has a clearer understanding of the issues faced by the mentee and is therefore better placed to offer effective guidance and support. - The quality of the relationship between the mentor and mentee is strengthened. 	<ul style="list-style-type: none"> - This approach may be time consuming and be out of the comfort zone and expertise of the mentor.

Alternative Two: Positive Mentee Integration through *Dialogue* and *Questioning*

<i>Advantages</i>	<i>Disadvantages</i>
<ul style="list-style-type: none"> - The mentee feels more involved in the mentoring conversation and 	<ul style="list-style-type: none"> - The mentor needs to be skilled in active listen and responded to new information.

<p>more able to share their own experiences from practice.</p> <ul style="list-style-type: none"> - Pedagogically, the mentor has a clearer understanding of the effectiveness of the mentoring intervention. - This may offer the opportunity to explore working with a wider network of mentors or a developmental network if the mentor is able to ‘signpost’ areas of additional expertise. 	<ul style="list-style-type: none"> - This may require additional planning for the mentor and the ability to ‘signpost’ the mentee to other mentors with specific skills and expertise.
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Steps 6 and 7: Draw conclusions, make recommendations and/or decisions

- 1) From the mentee perspective, the reworked conversation offers greater opportunity to share experiences, thoughts feelings and emotions with the mentor to enable a more effective mentor-mentee relationship.
- 2) From the perspective of the mentor, the reworked conversation allows the mentor to more fully understand the issues faced by the mentee and develop a caring and facilitative pedagogical relationship premised upon genuine dialogue.
- 3) The use of subtle probes and question from the mentor allows for understanding and clarification to be achieve between the mentor and mentee and provides a clearer indication as to the usefulness and effectiveness of the mentoring conversation.
- 4) With regard to future recommendations, the authors recommend that for mentor-mentor interactions to be effective, more equitable dialogue and subtle questioning is required underpinned by the principles of a person centered (Rogers, 1969), dialogic pedagogical approach (Alexander, 2008).

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