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**The Mentor and the Mentee in the Sports
Coaching Domain. A Grounded Theory study on
mentoring structures, perceptions and
behaviours in the sports coaching domain in
Malta.**

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Introduction

- The proposed study aims to determine the value of mentoring in the local sports coaching domain to improve sports coaching in Malta. In this study, mentoring and the mentee are explored in the context of sports coaching, where grounded theory (GT) will be applied to examine mentoring structures, perceptions, and behaviours. The term mentoring in sports coaching has become used frequently in the sports domain (Jones et al., 2009); hence, this research aims to delve deeper into this phenomenon.

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What is Mentoring in Sports coaching?

Literature explores mentoring from various working structures, such as **education, healthcare, and business**. Nevertheless, there is a gap in research on mentoring in sports coaching (Jones et al., 2009). To improve these concerns, Jones, Harris, and Miles (2009) offered a preliminary analysis of good practice

Mentoring refers to a relationship between an experienced individual and a mentee, where the mentor imparts knowledge and career advice to the mentee (Rhodes et al. (2005).



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Mentoring Literature

- It is essential to learn about the relationship behaviours between mentors and mentees since the role the mentor adopts inherently influences the psychological motivation (Đurović et al., 2020) of the mentees. Positive relationships logically influence what happens in mentoring education (Ragins & Kram, 2007) in the mentees' motivation for coaching performance and behaviour inside the coaching environment.
- Mentoring is an essential tool to aid within the local sports coaching scenario at the start of the coaching career, within which the mentor employs a powerful model of direction, observation, and active learning to empower and equip (Leeder & Cushion, 2020) and uncover knowledge for the mentees.

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Difference between Coach and Mentor

- Stokes, Fatien Diochon and Otter (2020) argue that although coaching and mentoring are frequently used interchangeably or even in the same phrase, learning has some significant similarities and differences.
- Clutterbuck (2008) underlines that coaching and mentoring require different meanings in various circumstances.

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- Clutterbuck (2008) highlights the differences between coaching and mentoring, stating that both approaches can be directive or non-directive and involve advice, goals, and personal growth. Mentoring is often associated with holistic growth and career advancement, while coaching focuses on improving performance. Both approaches can indirectly influence motivation in athletes (Hollembek and Amorose, 2005).

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The Study Highlights

This study will highlight Malta's sports coaching trends, which suggest mentoring can boost coaches' competence and holistic player development (Corsby & Edwards, 2019). Mentoring relates to enlightening best practices for developing coaches' knowledge and skills. (Bloom et al., 1998).

Research shows that mentors' relationships influence their behaviour and career performance (Leeder & Cushion, 2020). Understanding the relationship behaviours between mentors and mentees is crucial, as positive relationships influence mentees' motivation for coaching performance and behaviour (Jones et al., 2009).

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Aims

- Research examines mentoring benefits in Malta's sports coaching scenario, enhancing coaches' knowledge and expertise.
- Explore the significance of two-way learning between a mentor and a newly qualified coach, fostering growth and integration.
- Investigating the literature gap in sports coaching in Malta and exploring mentoring implementation.
- Explore building supportive structures for Malta's coaching system, fostering learning and sharing experiences, and promoting mentorship for new coaches to progress.
- Discover the importance of mentoring as a tool within the local sports coaching scenario.
- Contribution towards Coaching Education

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THANK YOU

