

UNITED STATES SPORTS ACADEMY

“America’s Sport University”



STUDENT MENTORSHIP HANDBOOK

Revised August 2014

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Why a Mentorship?

One of the unique aspects of both the degree and diploma programs offered by the United States Sports Academy has always been the experiential component called the “mentorship.” In the mentorship a student works with a sports industry professional who acts as a mentor to the student.

- **A mentorship experience provides actual, in-the-field training within the profession.** The mentorship gets students away from the books and computer and into the office, onto the field or court, analyzing video, crunching statistics, managing facilities, promoting events, and any number of other activities.
- **A mentorship can help build a professional network.** Since the mentorship experience takes students outside their typical work environment, a wider range of professional contacts can be developed. This includes not only the student’s chosen mentor but the personnel the student works with at the mentorship site as well.
- **A mentorship can be the longest job interview a student will ever get.** Mentors and mentorship organizations do not accept students for mentorship because they have job openings, however, students should approach their mentorship experience as if it were the longest job interview they will ever get. This attitude will assure that the student makes a good impression that may impact future hiring by the organization or improved networking references.

The above points underline the importance of the mentorship choices that students have and since the mentor plays a crucial role in each of them, the choice of mentor is very important to making the mentorship a valuable and worthwhile educational experience.

Mentorship Eligibility

Bachelor of Sport Science (BSS) – SPT 498 (6 credit hours) 300 mentorship hours required

- All coursework must be completed (students may register for the mentorship and their last two upper division courses concurrently)
- Full standing status
- 2.0+ GPA

Master of Sport Science (MSS) – SPT 598 (9 credit hours) 450 mentorship hours required

- All core courses must be completed. **Exception:** *Sports Fitness & Health and Sports Medicine majors (and dual majors) must have completed all core and all required courses before they are eligible for the mentorship.*
- Full standing status
- 3.0+ GPA

Doctor of Education (EdD) – SPT 798 (6 credit hours) 300 mentorship hours required

- General sport management core completed (this consists of 5 or 6 specific courses depending upon the student's catalog)
- Full standing status
- 3.0+ GPA

The USSA *Student Mentorship Handbook* is a guide to a student's mentorship experience. Policy and procedure described in this handbook may be changed by the institution at any time.

It is the responsibility of the student to comply with the procedures in this document. Students must also be aware of their statute of limitation for degree completion.

General Information

How to select a mentor/mentorship site

The answers to these questions can help the student focus the search for a mentor and mentorship site.

1. What are your career goals?
2. What kind of work experience do you want?
3. What are your special skills?
4. What kind of skills do you want to acquire?
5. What kind of organization or work environment appeals to you?

Once these questions have been answered, gather information. Check with local schools or sports organizations; network with family, friends, Academy alums, and co-workers; do an online search. These websites may be helpful:

- www.collegecentral.com
- www.internships.com
- www.goinglobal.com
- www.onedayoneinternship.com

Be sure to read the sections in the handbook “Mentor Qualifications” and “The Mentorship Site.”

How long does it take to set up a mentorship?

- Mentorships cannot be set up overnight. Mentors and sites must be chosen, forms submitted, and learning objectives must be developed, usually revised, and finally approved. Students are cautioned to give themselves enough time, at least one month, to get everything completed before their anticipated start date.
- Students must follow and complete all of the steps in the setup checklist prior to registering for the mentorship course. **Students can only begin accruing hours toward their mentorship requirement once they are enrolled.**

Avoid these things that can delay the setup process

- *Learning objectives that are not written properly, have missing elements, or are vague or unchallenging.* Learning objectives have a specific style in which they must be written. Each objective also requires a measurement tool and an expected outcome. This handbook has a section about learning objectives; students are advised to read it before attempting to create objectives.
- *Submitting forms that are unsigned.* Appendix ‘A’ requires signatures of both the student and the mentor. The learning objectives require the mentor’s initials for each objective and the signatures of the student and the mentor on the last page. Forms that require signatures but don’t have them will not be accepted.
- *The student is not eligible for the mentorship.* Each degree level has specific eligibility requirements that must be met **before** a student can be approved for the mentorship.
- *Financial aid issues.* Students who use financial aid to pay tuition should verify that aid is actually available for their mentorship.

Course registration, enrollment, and time limit

Once the mentorship has been approved, the student may register for the course. Upon notification that enrollment in the course has been completed, the student may begin accruing mentorship hours.

Students have **one year from the date of their course registration** to complete all mentorship requirements.

Submitted reports

To track a student's progress through the mentorship experience a series of reports are submitted by both the student and the mentor. These reports are outlined in more detail in the following pages but the reports that are to be submitted include the following:

1. Student monthly reports
2. Mentor monthly evaluations
3. Student final paper
4. Mentor final evaluation

Mentorship grading

The final grade for the mentorship experience is recorded as *Pass* or *Fail*. All four graded components (student monthly reports and mentor evaluations, final paper, mentor final evaluation, and exit interview) must be submitted to complete the course and receive a grade.

Mentor Qualifications

Students choose their mentors but the selection must be approved by the Academy:

- **Mentors must have a graduate degree plus at least five years' experience working in the profession**
- **Mentors cannot be the student's regular work supervisor**

The student must select a qualified mentor who will help them progress toward their career goals in the sport industry. Students should correlate past coursework to the type of mentorship they are seeking.

The mentor's credentials, along with other required documents (see "Step-by-Step" checklist), must be submitted in order to obtain approval for the mentorship (the mentor's resume listing educational background and degrees earned will suffice). Part of the mentorship's purpose is to engage in new, challenging, and broadening educational experiences, thus the mentor cannot be the student's direct work supervisor.

Exceptions to the mentor education requirement

Exceptions are sometimes made to the mentor education requirement in cases where proposed mentors have extensive experience but lack the required academic credential. Exceptions are considered on an individual basis. Students must contact the Mentorship Office if they feel an exception may be warranted.

If a student's proposed mentor does not meet the stated criteria an *exception request* must be submitted by the student with other mentorship setup documentation. This request is in the form of a letter addressed to the Dean of Academic Affairs. It should outline the mentor's experience and how it will help the student reach educational goals during the mentorship.

Students are advised to consider the mentor when making an exception request. Such requests for mentors who are clearly unqualified can be embarrassing to the mentor if the request is denied.

The Mentorship Site

The Academy recommends that the mentorship site not be the same as the student's normal workplace. However, since some sites such as colleges and universities, YMCAs, large fitness clubs, or military installations offer a number of mentorship possibilities, mentorships are routinely approved at student workplaces.

Mentorship duties at the worksite cannot be the same as the student's normal work responsibilities nor can the student's regular work supervisor be the student's mentor. All mentorship activities must be completely different and apart from the student's regular work tasks. In no circumstances can mentorship and work duties be intermingled. They must be completely separate from each other.

If the Academy determines that the site offers enough separation between the student's work and mentorship responsibilities then the site can be approved.

Mentorship Duties and Responsibilities

To meet the goals of the mentorship requires students, mentors, and the Academy to carry out their responsibilities to the learning situation consistently and effectively. The following is a summary of the duties and responsibilities of each party in the mentorship process.

The Student

Responsibility for the success of the mentorship experience rests primarily with the student. Students are the focus of the experience and are required to pay attention to several different kinds of activities involved in setting up the mentorship, conducting day-to-day record keeping, submitting required reports in a timely manner, and following up on the completion of the experience.

Specific duties and responsibilities include the following:

- Become familiar with this *Handbook* and required materials
- Obtain a qualified mentor
- Compile and submit the required documentation to setup the mentorship
- Devise a list of five learning objectives in consultation with the mentor
- Perform tasks assigned by the mentor
- Keep and evaluate a personal log of activities until required hours are completed
- Submit monthly reports and have the mentor attest to the hours logged. Note that monthly reports must be submitted for every month in which mentorship hours are accrued.
- Submit a final paper
- Communicate as needed with his or her mentorship advisor
- Ensure that the mentor signs and submits the monthly evaluation forms to the mentorship office
- Participate in an interview with the mentorship advisor after submitting the final paper

Mentorship Advisor

A student's mentorship advisor is a member of the Academy's resident faculty. The role of the advisor is to aid the student with matters concerning the mentorships academic aspects, and progress and completion throughout the course. Specific duties and responsibilities include the following:

- Informing the student of the specific requirements of the practical experience
- Monitoring the student's experience through periodic telephone calls and written communication
- Working with the student to process necessary forms
- Monitoring the mentor's evaluations of the student
- Evaluating the student using established criteria
- Evaluating the various reports and the mentorship paper at the completion of the mentorship
- Recording the student's final grade for the course

The Mentor

The duties of the mentor include the following:

- Assist the student in developing a list of five learning objectives, measurement tools, expected outcomes, and a list of job duties that correspond with the learning objectives
- Check the student's recordkeeping regularly
- Assist the student in attaining the learning objectives
- Submit a monthly evaluation of the student's activities/progress and verify the number of hours worked on the form provided by the Academy (Appendix B)
- Submit the final evaluation of the student to the Mentorship Office on the form provided by the Academy

How to Write Learning Objectives

Learning objectives are the most important elements of the mentorship setup. The mentor and the student create objectives to be accomplished by the mentorship, e.g. what does the student want to learn and accomplish during the mentorship.

The objectives guide activities in areas that provide genuine work experience in a student's chosen field. The learning objectives provide not only the "what to do" direction for daily activity but they also enable the student, mentor, and the Academy to evaluate the extent to which the student has achieved the established goals.

Learning objectives must be specific, measurable statements of what the student hopes to accomplish and learn during the mentorship. Each objective should center on developing specific professional skills. They are also the primary measurement tool used for the mentorship program.

To prepare the list of objectives the student should follow these guidelines:

1. Write a single introductory paragraph describing what the mentorship is designed to do for the student. Include specific items such as (a) what will be done, (b) who the audience is, (c) where the mentorship takes place, (d) main duties of the student, and (e) an overall, general objective.
2. Create five learning objectives. Each objective consists of three components:
 - *Learning objective statement.* Write a specific, measurable statement that deals with one activity of the mentorship. Identify what is to be done, such as "Student will run the concession stand, track sales, and prepare a final report." Use action verbs when writing the learning objective. See Appendix C "Blooms Taxonomy Action Verbs" for examples.
 - *Measurement tool.* Identify a tool that helps determine if the objective is actually met. In the example above the measurement tool would be the final report but it can be any kind of evidence that the objective was achieved or a measure of the degree to which it was achieved. Checklists, flyers, websites, schedules, logs, manuals, reports, inventories, etc. are some items that can be used to measure achievement. Some tools represent actual measurements while others are physical artifacts of work performed.
 - *Expected outcome.* State what will be learned by achieving this objective.
3. Once the student and mentor agree on a list of five objectives the list is submitted to the Mentorship Office with the other setup items.
4. The mentorship advisor will review the objectives. Sometimes revisions are needed in which case the mentorship coordinator will contact the student with the necessary information. Final approval of the objectives by the Academy mentorship advisor is required before the mentorship can be initiated.
5. Note that **five** objectives are required.

Any specific questions regarding this process should be referred to the Mentorship Office.

What do learning objectives look like?

To submit learning objectives, students will format a document similar to what is illustrated below. Identifying material is included at the top of the page followed by the general description of the mentorship, five learning objectives, and a signature section for the student and the mentor.

Create your own document following the format in the example shown below and include your own description and objectives. Not having the learning objectives completed correctly *with the initials and signature of the mentor* will delay the mentorship setup process.

Mentorship Learning Objectives

Student: _____

Name & Title of Mentor: _____

Mentorship Site: _____

DESCRIPTION:

As partial fulfillment for the (degree level) degree at the United States Sports Academy, the student will work with (name and title of mentor) at (mentorship site). The student will plan and implement a series of youth basketball camps for ages 14 through 18 to be conducted during the summer of 2013. Each of the learning objectives will be measured by the use of the tools outlined below. The responsibilities and duties are as follows:

Objective #1: To review and implement school policies regarding the insurance and paperwork required for student participation in a summer camp program operated by the school.

Measurement tool: Checklist and creation of summer camp handbook.

Initials of Mentor: _____

Expected outcome: To learn and implement school insurance policies prior to students participating in the summer basketball camp at Concordia High School.

Objective #2: To coordinate all actions involving the camp including recruiting camp participants, preparing tickets, selling tickets, preparing programs, securing guest speakers, and selecting meal menus that will fit the budget.

Measurement tool: Creation of program schedules; communications with various speakers.

Initials of Mentor _____

Expected outcome: To recruit 75 new camp participants which represents a 3% increase from last year's camp enrollment.

Note that each learning objective includes the objective, a measurement tool, and an expected outcome. Five objectives are required.

The student and mentor hereby agree to the Mentorship duties and learning objectives described above.

Student's Signature

Date

Mentor's Signature

Date

Reporting Requirements

Once the mentorship is underway the Academy Mentorship Office tracks student progress primarily through a series of reports. Reports are to be submitted on a monthly basis during the first week of each month until the required mentorship hours have been completed.

Student monthly reports

The student submits a report at the beginning of each month summarizing work performed during the previous month. Each report outlines activities and tasks as related to the achievement of the learning objectives.

- The format of the student monthly report is the same as any Academy written assignment including an Academy title page and references if necessary. **Proper use of APA writing style and formatting is expected.**
- Reports are written with a narrative style. Reports are easy to write if students use the individual learning objectives to identify sections in the report. Students should address what they did towards achieving each of the learning objectives during the previous month. Student monthly reports are typically 3 to 5 pages in length.
- **Each report must include the total number of hours accrued during the month as well as the total of hours accrued for the mentorship overall. Do not** include day-by-day summaries of hours. These hours should be mentioned at the very beginning of the report or at the very end.
- A photo of the student and mentor working together should be included with the first monthly report.
- Student reports are submitted directly into the student's mentorship course shell in the Academy's learning management system.
- Reports cover a calendar month , *e.g.*, the *April* report (not the *March 21 to April 20* report). The **title** of these reports appears on the cover page and should be written as: *Monthly Mentorship Report for April 2015*. This title should also appear in the header section of each page.

Mentor monthly evaluations

The student is responsible for ensuring that the mentor completes an evaluation of the student each month. A monthly evaluation form (Appendix B) is provided in this handbook. The monthly evaluations provide an excellent opportunity for feedback between the mentor and the student as well as providing the mentorship advisor with an accurate assessment of the student's progress.

Mentor evaluations can be submitted into the course shell with the student's monthly report or they can be sent directly to the Mentorship Office.

Evaluations should conform to a calendar month *e.g.*, the *April* evaluation, not the *March 21 to April 20* evaluation, and include the total number of hours accrued for that month.

Mentor's final evaluation

The mentor will complete a final evaluation of the student. This evaluation will be sent from the Mentorship Office to the mentor when the student has completed the required number of hours and all mentor monthly evaluations have been submitted.

Student final paper

The student must submit a final paper as soon as possible after completing required mentorship hours. The purpose of the paper is to provide a comprehensive summary of the mentorship experience. It is an opportunity to show how the experience contributed to the student's career goals and how the overall learning objectives were accomplished. The report should be a scholarly paper written in the format for Academy class papers. The final paper should be between 12-20 pages in length and include the following sections:

1. Academy cover page (SEE Appendix E for correct title page format)
2. Introduction
3. Mentor's information
4. Site information and reasons for selecting the site
5. Dates the mentorship was conducted
6. Learning objectives and how they were met
7. Conclusion: how the mentorship will contribute to career goals
8. Appendices, references (if necessary)

Telephone exit interview

When the student's final paper has been submitted the Mentorship Office will email an interview request form to the student. Students should fill in this form (listing several convenient times for a telephone interview), save it, and email it to their mentorship advisors.

A mutually convenient time for a phone interview can then be selected. The interview will focus on the mentorship experience itself, how the learning objectives were accomplished, and the student's final paper.

Step-by-Step checklist

The “flow” of the mentorship process follows four general areas:

Setting up the mentorship:

- _____ 1. Read the *Student Mentorship Handbook* thoroughly. Select mentor and mentorship site.
- _____ 2. Submit required forms to the mentorship office:
 - _____ 2a. *Request for mentorship* form (Appendix A)
 - _____ 2b. Mentor’s resume (including highest educational degree)
 - _____ 2c. Minimum of **five** learning objectives (**initialed and signed by both mentor & student**)
 - _____ 2d. Exception request if needed

Academy approval:

- _____ 3. Mentorship advisor is assigned
- _____ 4. Advisor reviews/approves learning objectives
- _____ 5. Student and mentor revise objectives if needed
- _____ 6. Objectives are approved; student is notified that he/she may now register for the mentorship
- _____ 7. Once registration is complete, student may begin logging hours

During the mentorship experience:

- _____ 8. Student submits monthly reports until required hours are complete (*a photo of the student and mentor together is due with first monthly report*)
- _____ 9. Mentor submits monthly evaluations until hours are complete (Appendix B)
- _____ 10. When hours are complete a final evaluation form is sent to mentor

Completing the mentorship:

- _____ 11. Student submits final mentorship paper
- _____ 12. Mentor submits the final student evaluation
- _____ 13. Advisor conducts exit interview with student
- _____ 14. Advisor evaluates monthly reports, final paper, mentor’s final evaluation, and interview and submits a final mentorship grade to registrar.

Note: The student must be enrolled in the mentorship before hours can be logged.



REQUEST FOR MENTORSHIP (please PRINT clearly)

STUDENT INFORMATION

Degree (circle): BSS MSS EdD Major: _____

Name: _____

PRINT Last First Middle

Address: _____ City: _____ State: ___ Zip: _____

USSA Email: _____@students.ussa.edu Best phone: (_____) _____

Secondary email address: _____

Student's regular place of employment: _____ Job title: _____

Employment supervisor: _____ Title: _____

MENTOR INFORMATION

Mentor's name: _____ Title: _____

Mentor's email address: _____

Mentorship Organization: _____

Address: _____ City: _____ State: ___ Zip: _____

Phone: (_____) _____ Highest educational degree: _____ Year attained: _____

The mentor is to complete the following questions:

The mentorship duties and responsibilities are completely different and apart from the student's regular employment duties: Yes No

I am the student's immediate work supervisor at his/her regular place of employment: Yes No

The mentorship site is the regular workplace of the student: Yes No

Student signature date

Mentor signature date

Send all documents to the Mentorship Office:

FAX: 251-625-1035 (attention Mentorship)

SCAN & EMAIL: mentorship@ussa.edu

MAIL: United States Sports Academy
One Academy Drive
Daphne, AL 36526
Attn: Mentorship Office

MENTOR’S MONTHLY EVALUATION

(Please print)

A copy of this evaluation form is to be provided monthly to the mentor by the student. The mentor is to complete this form, sign it, and return it to the Mentorship Office.

Student’s name: _____ for the month of _____

Confirmed hours worked this month: _____

The student has made progress toward achieving his/her learning objectives: (please circle one)

Strongly agree Agree Undecided Disagree Strongly disagree

Comments regarding the student’s progress:

(NOTE: This evaluation should be shared with the student)

Signature of Mentor

Name of Mentor (Please Print)

<p>Send all documents to the Mentorship Office:</p> <p>FAX: 251-625-1035 (attention Mentorship)</p> <p>SCAN & EMAIL: mentorship@ussa.edu</p> <p>MAIL: United States Sports Academy One Academy Drive Daphne, AL 36526 Attn: Mentorship Office</p>

C

Bloom's Taxonomy Action Verbs

Definitions	Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
<i>Bloom's Definitions:</i>	<i>Remember previously learned information</i>	<i>Demonstrate an understanding of the facts</i>	<i>Apply knowledge to actual situations</i>	<i>Break down objects or ideas into simpler parts and find evidence to support generalizations</i>	<i>Compile component ideas into a new whole or propose alternative solutions</i>	<i>Make and defend judgments based on internal evidence or external criteria</i>
Verbs	Arrange Define Describe Duplicate Identify Label List Match Memorize Name Order Outline Recognize Relate Recall Repeat Reproduce Select State	Classify Convert Defend Describe Discuss Distinguish Estimate Explain Express Extend Generalize Identify Indicate Infer Locate Paraphrase Predict Recognize Rewrite Review Select Summarize Translate	Apply Change Choose Compute Demonstrate Discover Dramatize Employ Illustrate Interpret Manipulate Modify Operate Practice Predict Prepare Produce Relate Schedule Show Sketch Solve Use Write	Analyze Appraise Breakdown Calculate Categorize Compare Contrast Criticize Diagram Differentiate Discriminate Distinguish Examine Experiment Identify Illustrate Infer Model Outline Point out Question Relate Select Separate Subdivide Test	Categorize Collect Combine Comply Compose Construct Create Design Develop Devise Explain Formulate Generate Plan Prepare Rearrange Reconstruct Relate Reorganize Revise Rewrite Set up Summarize Synthesize Tell	Appraise Argue Assess Attach Choose Compare Conclude Contrast Defend Describe Discriminate Estimate Evaluate Explain Judge Justify Interpret Relate Predict Rate Select Summarize Support Value

D

UNITED STATES SPORTS ACADEMY

FINAL MENTORSHIP PAPER

A Class Paper Submitted for
SPT 498/SPT 598/SPT 798
Bachelor's/Master's/Doctoral Mentorship
Professor: Advisor's Name

by:

Your Name

Daphne, Alabama (Use Daphne, AL – Do not use your place of residence)

Month, Year

NOTE to student: The sections underlined are to be completed by the student when creating his/her own title page. Select the appropriate course number and course name. Add the advisor's name. Please do not underline these sections when creating the actual title page to be submitted with the final paper.