

# UNITED STATES SPORTS ACADEMY

*“America’s Sport University”*



## STUDENT MENTORSHIP HANDBOOK

2016-2017

United States Sports Academy  
One Academy Drive  
Daphne, Alabama 36526

Phone: 251-626-3303 Fax: 251-625-1035  
[www.ussa.edu](http://www.ussa.edu)

## Table of Contents

Section I.	What is a Mentorship .....	3
Section II.	Mentorship Eligibility .....	4
Section III.	General Information.....	5
Section IV.	Mentor Qualifications .....	7
Section V.	The Mentorship Site.....	8
Section VI.	Mentorship Duties and Responsibilities .....	9
Section VII.	How to Write Learning Objectives .....	11
Section VIII.	Reporting Requirements .....	14
Section IX.	Step-by-Step Checklist.....	16
<b>Appendices</b>		
Appendix A.	Request for Mentorship.....	17
Appendix B.	Mentor’s Monthly Evaluation form .....	18
Appendix C.	Bloom’s Taxonomy Action Verbs .....	19
Appendix D.	Sample Title Page for Monthly Reports and Final Paper .....	20
Appendix E.	Exit Interview Request Form .....	21
Appendix F.	Sample Monthly Report .....	22

## Section I. Why a Mentorship?

One of the most unique aspects of the degree programs offered by the United States Sports Academy is the experiential component called the “Mentorship.”

In a mentorship, the student works with a sports industry professional (the mentor) who provides the knowledge, advice, and skills which assist the student in career development.

- **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.

**An Academy 2016 doctoral student wrote:**

When I first began the mentorship process I was quite upset that I had to step away from the game to meet the requirements, but after having an opportunity to experience different aspects of the coaching profession I am pleased to say that USSA knows best. Being away from the game gave me a different perspective of the coaching profession, our college and our program. I now have a greater understanding of how our college’s administration works, how to manage vendors and other support services, what our greatest needs are moving forward, and most importantly, I have a mental picture of where, who and what I want our program to be.

- **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.

**An Academy 2016 master’s student wrote:**

While I know that I will soon be stepping out into relatively unfamiliar territory, I will always be able to look to my mentor and her entire team for friendship and advice. This mentorship gave me far more than I ever expected.

- **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.

**An Academy 2016 MSS student wrote:**

This mentorship played a significant role in accomplishing my goals because of the exposure to the many different aspects involved in being a football coach. One should know that a head coach is only as good as the assistants they hire. There are too many different working parts on a football team for one person to coach them all. Great assistants make the job of being a head coach less stressful.

**The best part of this mentorship ending is it leading me into my first head coaching position. Along with obtaining my MSS, my goal was to become a head football coach in high school. That happened in December.** It is the best opportunity that could come my way, and I was proud to accept the job. The plan is to utilize all the knowledge I gained obtaining my MSS and doing my mentorship to become the best head coach I can.

## Section II. Mentorship Eligibility

### Bachelor of Sport Science (BSS) – SPT 498 (6 credit hours)

- All **coursework must be completed** (students may register for the mentorship and their last two upper division courses (6 credit hours) concurrently)
- Student must be in **full standing** status
- GPA must be at least **2.0**
- **300** working mentorship hours required

### Master of Sport Science (MSS) – SPT 598 (9 credit hours)

- 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.*
- Student must be in **full standing** status
- GPA must be at least **3.0**
- **450** working mentorship hours required

### Doctor of Education (EdD) – SPT 798 (6 credit hours)

- **General sport management core completed** (This consists of 5 or 6 specific courses depending upon the student's catalog. Student should verify his/her program of study.)
- Student must be in **full standing** status
- GPA must be at least **3.0**
- **300** working mentorship hours required

The USSA *Student Mentorship Handbook* is the 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.

**Students must be registered in their mentorship course  
(SPT 498, SPT 598, or SPT 798)  
before beginning to accrue mentorship hours.**

**Any hours accrued before the student has completed his/her registration  
in the mentorship course will NOT count  
towards the required number of mentorship hours.**

## Section III. 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.

Network with family, friends, Academy alums, and co-workers. Do an online search. Websites, such as these, may be helpful:

- [www.internships.com](http://www.internships.com)
- [www.summerinternships.com](http://www.summerinternships.com)
- [www.workinsports.com](http://www.workinsports.com)
- [www.collegecentral.com](http://www.collegecentral.com)

Academy students have completed their mentorship requirements at a variety of institutions, including, junior and senior high schools, YMCAs, local sports clubs (soccer, basketball, football, swimming), community colleges/junior colleges, NCAA Division I, II and III schools, NAIA schools, private fitness clubs, professional sports organizations, and physical therapy/rehabilitation facilities.

Students have assisted in research, coaching, sports administration, team management, strength and conditioning, and physical training/fitness, to name a few areas.

The student should read Sections IV and V in the handbook, Mentor Qualifications and The Mentorship Site before making a final decision on the mentor and mentorship site.

### How long does it take to set up a mentorship?

- Students are cautioned to give themselves enough time, at least two weeks, to get everything completed before their anticipated start date.
- Students must follow and complete all of the steps in the Step-by-Step Checklist (see Section IX) prior to registering for the mentorship course. Students can only begin accruing hours toward their mentorship requirement after they are enrolled in the mentorship course.

## Avoid these things that can delay the setup process

- ***Learning Objectives that are not written properly, have missing elements, or are vague or unchallenging.*** There is a specific format in which the learning objectives 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 incomplete.*** Appendix A requires signatures of both the student and the mentor. Each learning objective must be initialed by the mentor and signatures of both mentor and student are required on the last page. Forms that are missing required signatures/initials will not be accepted.
- ***Student is not eligible for the mentorship or proposed mentor does not have proper credentials.*** Each degree level has specific eligibility requirements that must be met **before** a student can be approved for the mentorship. See the “Mentorship Eligibility” section of this handbook. Also, the mentor must have specific credentials in order to be approved. See the “Mentor Qualifications” section of this handbook.
- ***Financial aid issues.*** Students who use financial aid to pay tuition should verify that aid is actually available for their mentorship.

## Course registration and time limit

Once the mentorship has been approved, the student may register for the course. Upon notification from Student Services that registration is complete and the student has been enrolled in the course, 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 Section VIII. Reporting Requirements but, briefly, the reports that are to be submitted include the following:

1. Student monthly reports (for EACH month in which mentorship hours are accrued, a monthly report must be written by the student and submitted by the 10<sup>th</sup> of the following month).
2. Mentor monthly evaluations (for EACH month in which mentorship hours are accrued, a monthly evaluation must be written and submitted by the mentor on a timely basis).
3. Student’s final mentorship paper
4. Mentor final evaluation

## Mentorship grading

The final grade for the mentorship experience is recorded as *Pass* or *Fail*. All four graded components (1. student monthly reports and mentor evaluations; 2. final paper; 3. mentor final evaluation, and 4. the exit interview) must be submitted to complete the course and receive a grade.

## Section IV. Mentor Qualifications

Students choose their mentors, based on their field of study and interests, 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.
- The student's regular work supervisor may not be his/her mentor.

The student must select a qualified mentor who will help them progress toward his/her 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 Section IX. Step-by-Step Checklist), must be submitted in order to obtain approval for the mentorship.

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 in cases where proposed mentors have extensive experience but lack the required graduate degree.

If a student's proposed mentor does not meet the stated criteria an *exception request* must be submitted by the student with other mentorship application documents. 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 his/her educational goals during the mentorship.

Exceptions are considered on an individual basis. Students must contact the Mentorship Office if they feel an exception may be warranted

## Section V. 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 occasionally approved at student workplaces. However,

- 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; and
- 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. In no case, however, will the student's direct work supervisor be approved to be the student's mentor.

Academy students have completed their mentorship requirements at a variety of institutions, including, junior and senior high schools, YMCAs, local sports clubs (soccer, basketball, football, swimming), community colleges/junior colleges, NCAA Division I, II and III schools, NAIA schools, private fitness clubs, professional sports organizations, and physical therapy/rehabilitation facilities.

## Section VI. Mentorship Duties and Responsibilities Student, Mentor, and Academy Advisor

To meet the goals of the mentorship requires students, mentors, and the Academy advisor to carry out their respective mentorship responsibilities 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.

Specific duties and responsibilities of the student include the following:

- Become familiar with this *Handbook* and required materials
- Obtain a qualified mentor and mentorship site
- Devise a list of five learning objectives in consultation with the mentor
- Compile and submit the required documentation to setup the mentorship
- Upon approval, complete registration for the mentorship through Student Services
- Perform tasks assigned by the mentor
- Submit monthly reports and have the mentor confirm the hours logged. Note that monthly reports must be submitted for every month in which mentorship hours are accrued
- Ensure that the mentor signs and submits the monthly evaluation forms and the final evaluation survey to the mentorship office
- Communicate as needed with his or her mentorship advisor
- Submit a final mentorship paper
- Participate in an interview with the mentorship advisor after submitting the final paper

### 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
- 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

## **The Academy 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 mentorship's academic aspects throughout the course. Specific duties and responsibilities include the following.

- Review and approve the learning objectives
- Monitor the student's experience through review and evaluation of each monthly report
- Review the mentor's evaluations of the student
- Review and assess the mentorship paper at the completion of the mentorship
- Conduct a final exit interview reviewing the entire mentorship

## Section VII. 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 advisor to evaluate the extent to which the student has achieved the established goals.

Learning objectives must be specific, observable, measurable statements of what the student hopes to accomplish and learn during the mentorship. Each objective should center on developing specific professional skills. Please note FIVE learning objectives are required.

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, observable, and measurable statement that deals with one activity of the mentorship. It must be a complete sentence written in active tense. It must show the student actually performing a specific, physical hands-on task.  
  
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. Ask "What will be used to show that this task is completed?" 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, video recordings, game plans, and inventories, are some items that can be used to measure achievement.
  - **Expected outcome.** State what the student will learn 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 application documents.
4. The Academy 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.

## 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 a description of the mentorship, five learning objectives, which are to be initialed by the mentor, and a signature section for the student and the mentor.

**Create your own document using the form shown below (and following the example shown on page 13). Include your own description along with FIVE objectives, measurement tools, and expected outcomes. Not having the learning objectives completed correctly *and signed by the mentor and student* will delay the mentorship setup process.**

### FORM FOR SUBMITTING LEARNING OBJECTIVES

#### Mentorship Learning Objectives

Student: \_\_\_\_\_

Name & Title of Mentor: \_\_\_\_\_

Mentorship Site: \_\_\_\_\_

#### DESCRIPTION:

As partial fulfillment for the **(student's 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 develop: \_\_\_\_\_ . 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:

Measurement Tool:

Expected outcome:

#### OBJECTIVE #2:

Measurement Tool:

Expected Outcome:

#### OBJECTIVE #3:

Measurement Tool:

Expected Outcome:

#### OBJECTIVE #4:

Measurement Tool:

Expected Outcome:

#### OBJECTIVE #5:

Measurement Tool:

Expected Outcome:

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

\_\_\_\_\_  
Student's Signature Date

\_\_\_\_\_  
Mentor's Signature Date

**EXAMPLE**  
**Mentorship Learning Objectives**

Student: \_\_\_\_\_

Name & Title of Mentor: \_\_\_\_\_

Mentorship Site: \_\_\_\_\_

**DESCRIPTION:**

As partial fulfillment for the **BSS in SPORTS COACHING** degree at the United States Sports Academy, the student will work with **Mr. John Smith, Athletic Director** at **XYZ Community College**. The student will plan and develop a series of youth basketball camps for ages 14 through 18 to be conducted during the summer of 2017. 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:** Evaluate 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.

**Expected outcome:** Assess and employ school insurance policies prior to students participating in the summer basketball camp at Concordia High School.

**Objective #2:** Demonstrate 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; successful execution of the camp.

**Expected outcome:** Recruit 75 new camp participants which represents a three percent increase from last year's camp enrollment.

**{CONTINUE WITH objectives 3, 4, and 5, along with outcomes and measurement tools}**

**The student and mentor hereby agree to the Mentorship duties and each learning objective described above.**

\_\_\_\_\_  
Student's Signature Date

\_\_\_\_\_  
Mentor's Signature Date

## Section VIII. Reporting Requirements

Once the mentorship is underway the Academy Mentorship Office tracks student progress through a series of reports. **Reports must be submitted on a monthly basis until the required mentorship hours have been completed.**

### Student Monthly Reports

A monthly report is required for each month in which mentorship hours are worked. Reports are due by the 10<sup>th</sup> of the month, for hours worked the **previous** month (for example, for hours worked July 1 through July 31, the report must be submitted by August 10; for hours worked August 1 through August 31, the report must be submitted by Sept 10, etc.). Each report should outline activities and tasks as related to the achievement of the learning objectives. (A sample report is included as **Appendix F** in this Handbook.)

- 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 in 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 three to five pages in length.
- Each report must include the total number of hours accrued during the month as well as the total number 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:

Hours worked for the month of \_\_\_\_\_  
 Total number of hours worked \_\_\_\_\_

- 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, Canvas.
- Reports cover a calendar month, *e.g.* the April 1-30 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.
- Reports are due for every month in which hours are worked. The student must contact the Mentorship Office if hours are not accrued during any month.

### 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 1-30* 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 form 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 (*e.g.*, double spaced, 12 point Times New Roman font.) The final paper should be between 12-20 pages in length and include the following sections:

1. Academy cover page (See **Appendix D** 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. References (if necessary)
9. Appendices (optional)

### **Exit Interview**

After 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 Skype interview), save it, and email it to their mentorship advisors. (**Appendix E**).

The student's Mentorship Advisor will select the date and time most convenient and contact the student to verify the schedule. On the agreed upon day and time, the student will contact his/her advisor through Skype.

The interview will focus on the mentorship experience itself, how the learning objectives were accomplished, and will include a review of the student's final paper.

**\*\*If a student does not have access to a Skype account a telephone interview may be arranged with the advisor.**

## Section IX. Step-by-Step Checklist

### 1. Mentorship application - Student

- \_\_\_\_\_ 1. Read this *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 educational background/degrees awarded)
  - \_\_\_\_\_ 2c. Minimum of **five** learning objectives (**initialed and signed by both mentor & student**)
  - \_\_\_\_\_ 2d. Exception request, if needed

### 2. Mentorship application - Academy

- \_\_\_\_\_ 3. Mentor and mentorship site are approved
- \_\_\_\_\_ 4. Mentorship advisor is assigned
- \_\_\_\_\_ 5. Advisor reviews/approves learning objectives
- \_\_\_\_\_ 6. Student and mentor revise objectives (if necessary)
- \_\_\_\_\_ 7. Objectives are approved; student is notified that he/she may now register for the mentorship
- \_\_\_\_\_ 8. Once registration is complete, student may begin logging hours

### 3. Throughout the mentorship - Student

- \_\_\_\_\_ 9. Student submits monthly reports until required hours are complete (*a photo of the student and mentor together is due with first monthly report*)
- \_\_\_\_\_ 10. Mentor submits monthly evaluations until hours are complete (**Appendix B**)
- \_\_\_\_\_ 11. When hours are complete a final evaluation form is sent to mentor

### 4. Completing the mentorship:

- \_\_\_\_\_ 12. Student submits final mentorship paper
- \_\_\_\_\_ 13. Student submits Exit Interview Request
- \_\_\_\_\_ 14. Mentor submits the final student evaluation
- \_\_\_\_\_ 15. Academy advisor conducts exit interview with student
- \_\_\_\_\_ 16. Academy advisor evaluates monthly reports, final paper, mentor's final evaluation, and student's interview and advises the Mentorship Coordinator, who submits a final mentorship grade to the Registrar.

**The student must be enrolled in the mentorship  
before hours can be accrued.**





## APPENDIX C

### Bloom's Taxonomy Action Verbs

<b>Definitions</b>	<b>Knowledge</b>	<b>Comprehension</b>	<b>Application</b>	<b>Analysis</b>	<b>Synthesis</b>	<b>Evaluation</b>
<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>
<b>Verbs</b>	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

## APPENDIX D

**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

UNITED STATES SPORTS ACADEMY

MENTORSHIP PAPER FOR SEPTEMBER 2016  
(OR 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



## APPENDIX E

### REQUEST FOR EXIT INTERVIEW

#### To mentorship students:

This form should be completed, saved, and then emailed to your Mentorship Advisor when you submit your final mentorship paper.

Student Name: \_\_\_\_\_ Student Skype address: \_\_\_\_\_

Advisor Name: \_\_\_\_\_

In the blanks below suggest **three dates and times** for your mentorship exit interview. This interview is conducted by Skype after your advisor has received and reviewed your final paper. The interview will cover your entire mentorship experience: your learning objectives and how they were accomplished, what you liked most, and what you liked least. The interview usually lasts 20-30 minutes.

**Date final paper was submitted:** \_\_\_\_\_

#### Preferred dates and times for interview (USSA is located in the Central time zone.)

Choice #1: Date: \_\_\_\_\_ Time: \_\_\_\_\_ Time Zone: \_\_\_\_\_

Choice #2: Date: \_\_\_\_\_ Time: \_\_\_\_\_ Time Zone: \_\_\_\_\_

Choice #3: Date: \_\_\_\_\_ Time: \_\_\_\_\_ Time Zone: \_\_\_\_\_

Your mentorship advisor will contact you regarding the most convenient time and to give you his/her SKYPE address.

**At the agreed upon time, you will contact your advisor through SKYPE.**

#### To Mentorship Advisors:

This document is part of the student's mentorship file. Please return a signed copy of this form to the Mentorship Coordinator.

Interview Date: \_\_\_\_\_ Time: \_\_\_\_\_

Advisor Signature: \_\_\_\_\_

## **EXAMPLE – Student Monthly Report**

## **APPENDIX F**

UNITED STATES SPORTS ACADEMY

MENTORSHIP PAPER FOR JANUARY 2017

A Class Paper Submitted for SPT XXX  
Master's Mentorship  
Professor: Dr. XXX

by:  
Student ABC  
Daphne, Alabama  
January, 2017

## SAMPLE MONTHLY REPORT

Total Hours December 2016: 61

Total Hours Accrued: 314

The season of basketball initiated itself in the new semester. I attended captain's meetings and discussed the building of local rules. I spent the majority of my time working in the area of Men's A League with its officials, scorekeepers, and captains. It was a very competitive league and was so far my most challenging month in part because I felt a higher concentration of responsibility. The student population visibly sees me operate with the Director of Intramurals and has begun approaching me on issues before the director.

**Objective #1: The student will learn how to recruit, train, schedule, and evaluate student referees and scorekeepers.**

Each night I worked with the score keepers and referees to initiate games including how to utilize IM leagues to validate students and scorebook for each game. Each game in A League began with three referees including myself. There were only two referees not playing on an A league team at the time. I spent several hours each week working with a referee to expand his potential for working games, only in other leagues and only with student officials in their first year. Each night I also evaluated scorekeepers on their ability to facilitate the game and generate efficiency with the games. It was important at the beginning of the season to teach efficiency.

**Objective #2: Learn and assist with scheduling of intramural leagues. Assist with paper work and registration for scheduling of teams.**

I scheduled and operated Saturday night events in the area of basketball and recently volleyball. During this time I managed courts for play as well as officials. The challenge I encountered was the majority of my referees also played on a team. So, getting them to games that were not their own league and working around time schedules of playing versus refereeing was difficult.

**Objective #3: Ensure the results of competitions are communicated to the Intramural Director.**

During this time, it was not my responsibility to do this, but to work with scorekeepers on applying results of games to the IM Leagues App. The confines of communicating this was easy and given to the people in charge of each area of play. Each time had to have a score for sportsmanship that averaged 4 to get into the playoffs. As a referee often in the A League I was very critical of teams for this area of conduct.

**Objective #4: Assist with field maintenance, storing of equipment, and setup and take down of equipment daily.**

Equipment is relatively easy during season. The goals stay up and the basketballs are in a closet next to the courts. I learned how to handle the goals, up and down. Each night I assisted with putting the team bench and scorekeeper tables away.

**Objective #5: Assist with sporting events and other special events as a referee, scorekeeper, or field manager as needed**

I primarily refereed the Men's A League I would say that it was slightly more competitive than high school games I have covered. Men's A did not play every night nor all the time, so I was available to do other things on some nights. It was stressful at times given the lack of adequate experience from other referees and their connection to teams in the leagues. I feel that at times a few referees were questionable in their ability. I became somewhat of a perceived uptight referee, however, I also became the go to for questions and other court challenges. The conditions pose several issues, as I provided several referees with technical fouls on court, either for excessive arguing or language.

I think the best thing going into the season I had was my experience from state refereeing so my professionalism was viewed as a contribution. I was by no means perfect, but I adapted myself to call the fouls, vocalize the number, and motion the signal, then repeat it to the table. This doubling of calling it gave some more efficiency. On a number of occasions referees from other leagues were instructed to

observe me for the duration of the game for expectations of other games. I believe that given my past experience I was able to better offer the intramural director with something more professional than they were used to.

I also was given a Saturday Night Volleyball Tournament without the director present. We had several meetings and prepared the days ahead. The chair of the Physical Education and Intramural Department was in the office and the building in the event I needed an administrator, and university security and medical personnel were instructed to assist me for the event. I was the acting Intramural Director for the event that lasted 9 hours. I enjoyed it; the difficult part was simply all the pretournament preparation. This event was the closest to the actual responsibilities of an Intramural Director I have had so far.