

## An investigation of a formalized mentoring program for novice basketball coaches

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*The purpose of the current study was to investigate a formalized mentoring program for novice basketball coaches, and to consider what factors that affect its to its effectiveness. Twelve purposefully selected mentors and 36 mentees who enrolled in an introductory coaching education course in Singapore participated in focus group interviews. Results indicated this program was a unique and positive learning experience for both the mentors and mentees. It helped the mentees become more competent and confident in their coaching style, knowledge, and behaviors. The program also enabled mentors to demonstrate useful pedagogical knowledge and skills, and to engage in meaningful self-reflection practices. All participants felt this program should be adopted by other sport associations in their country. Suggestions for improving the program were also forwarded.*

KEY WORDS: Career development, Coaching, Mentoring, Motivation, Self-determination theory.

Researchers examining coaching development have classified learning experiences as *formal* or *informal* (Nelson, Cushion, & Potrac, 2006; Werthner & Trudel, 2006). Nelson and colleagues defined *formal* learning experiences as training that occurs in a structured setting under the guidance of a certified instructor. Examples of formal learning include coaching classes, clinics, or certification programs. The acquisition of coaching knowledge through formalized programs has become an important research topic in the field of coaching science (Sullivan & Gee, 2008; Trudel & Gilbert, 2006;

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