

Mentor Development Clinic - Notes

Role of the Mentor

- The mentors job is to help the skipper candidate develop their skills, knowledge and confidence by:
 - COACHING to enhance skills
 - Providing FEEDBACK on strengths and weaknesses
 - Point out other OPPORTUNITIES for skill development (racing, clinics + courses)
 - Act as LIASON between mentee and club by discussing club policies and procedures
- A mentor must be a proficient sailor, but not necessarily an expert.
- A mentor must also have the ability to
 - Motivate
 - Actively listen
 - Effectively communicate
 - Inspire the mentee to reach their full potential.
 - Be passionate about what they are doing
 - Share that passion with others

Qualities of an Effective Mentor

- Communicator
- Listeners
- Open minded
- Commitment to help others
- Respectful of others
- Self confident
- Patient
- Supportive
- Motivator
- A successful mentor will recognize that people have different ways of learning.
- The mentor must be flexible in their teaching methods, adapting their approach to deal with the various learning techniques of different students.

Communication

- In order to be an effective mentor we must have good communication skills.
- Communication is the process of exchanging information, knowledge and understanding between parties

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Communication Process

1. The mentor decides on which lesson plan he is going to present
2. Then decides how he will present the information
3. Delivers message
4. The student receives the message and begins to decode it
5. The student builds an understanding of the message based on how they have interpreted the information

One way communication

1. Transmission of message from sender to receiver without the receiver sending information back
2. Provides for fast simple instructions
3. However, without feedback, you are not sure that your message is understood.
4. The student may not be learning, may be confused, or may even be misunderstanding the information.

Two way communication

- 1 Transmission of information back and forth between two or more parties
- 2 Slower transmission of message
- 3 Increases participation
- 4 You are assured that the message is being received and interpreted properly
- 5 You know that your lesson has been successful

Non-verbal communication

- Body language
 - Posture
 - Gestures
 - Facial expressions
- Pitch, speed, rhythm and volume of your speech
- Spatial relations amongst the group

Barriers to Communication

- Barriers are anything that prevent the students from understanding the mentors message
 - Physical barriers
 - Anything that can physically impede the student from receiving the message
 - Psychological barriers
 - Anxiety and fear
 - Boredom
 - Lack of respect

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Learning Process

- Students may have many varied characteristics and abilities to learn
- The instructor must evaluate these characteristics and adjust teaching strategy to suit the individual learner

Learning - Phases of Skill Development

- Familiarization
 - Acquaint the student with the task and the parts of the boat that are critical to performing the skill
- Technical Learning
 - Describe and demonstrate the correct procedures and movements to perform the skill
- Mechanical Movements
 - Provide time to practice the procedures and movements
- Reflex
 - Enough practice and the movements become reflex

Skill Development

- The amount of time it takes a student to progress through the phases will vary depending on the complexity of the skill and the students ability to comprehend the task

Teaching Process

- Three stages of teaching
 - Plan and prepare the lesson
 - Presenting the lesson
 - Evaluate the effectiveness of the lesson

Planning and Preparation of the lesson plan

- Planning lessons is the process of thinking through your lesson before you present it.
- This will improve the quality of your presentation
- Pre plan
 - Content and organization of your plan
 - How are you going to present the content
 - Teaching aids

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Presentation of the lesson plan

There are numerous ways to present your lesson plan to the student, from lecturing with little interaction to full out brainstorming of problems and guided discovery.

- Teaching methods
 - Lecture
 - Demonstration
 - Discussion
 - Brainstorming
 - Guided discovery
 - Problem solving
 - Role playing
 - Game playing

- Teaching Aids
 - Teaching aids are used to enhance the delivery of the lesson plan
 - Anything that facilitates the learning process
 - Small whiteboard
 - The boat itself

Teaching Process – Start of Session

- Start the mentoring session by establishing a friendly environment and mentee will probably tend to open up and be more spontaneous with their comments = opening up communication between the parties.
 - Background on yourself
 - Names and sailing background of mentees
 - Perceived level of competency
 - Expectations of the mentoring session

- DO NOT start the session by discussing your stressful day. The mentee has probably had a worse day than yours and is looking forward to the change in environment – you should too!

- Start the session on an upbeat, positive note

- Discuss the mentee’s expectations and goals
 - Their goals must be specific and measurable
 - Try to establish a time line for meeting the goals

- This discussion will help make your mentoring session more productive
 - It will give your session some direction

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- Help them make a plan on how best to achieve their goals within the timeline
 - This may be difficult without knowing their skill set, so you may have to leave this to the end of the first session
- This plan will include additional sailing outside the mentoring sessions
 - Day sailing with other club members
 - Racing program
 - Additional courses and clinics
- This is an opportunity to get the new member involved in the various activities of the club

Teaching Process - During the Session

- Provide positive feedback
- Equal time to all participants
- Maximize your time on the water by having students work on different skills at the same time
- Provide guidance when required, but it is important that mentees are allowed to try skills on their own and make mistakes as long as safety is not compromised

Teaching Process - During the Debriefing

- Provide feedback on their progress
 - Identify the mentees strengths and weaknesses
 - Use the mentoring evaluation sheets
 - Make adjustments to the timeline
 - Skills to work on before the next mentoring session
 - Ask for feedback on your approach to teaching and how you could improve. Remember, a teaching strategy that worked for one individual may not work for another.
- **The DO's**
 - Provide an upbeat attitude
 - Show interest in the mentee
 - Praise small signs of success
 - Provide positive and constructive feedback
 - Be honest (but tactful)

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- **The DON'Ts**
 - Use profane or inappropriate language
 - Be rude
 - Accept bad language or rudeness from mentee
 - Think that all mentees will learn the same way
 - Jump to conclusions
 - Forget the role you are playing
 - Forget to listen

Club Expectations

- Show up for scheduled mentoring session
- Be 15 minutes early for session
- Be upbeat and look presentable
- Back at dock prior to sunset
- Leave enough time so that the boat is put away and debriefing of mentees is finished prior to 9pm
- Find a replacement for yourself if unable to make your scheduled session it
- Follow all Club rules and be a role model to club members
- Promote other club activities and events

Mentor Expectations

- Expect that boats are operational and clean
- Backup and support from Educational and Safety committee
- Mentoring is a shared opportunity where both the mentee and mentor will have the opportunity to grow and learning from the experience.
- Look at the mentoring program to help you build your own skills
 - Sailing
 - Communicating

Mentoring Procedures

- As mentor you should have a quick look through your boat prior to the students arriving
 - Cleanliness
 - Any deficiencies
 - Does engine start and power in the batteries
- When students arrive, complete introductions and some background info.

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- Delegate tasks that need to be done to prep the boat
 - Safety equipment
 - Boat check on and below deck
 - Weather forecast
 - Encourage students to get multiple sources of the forecast
 - Compare forecast to sail selection (or reefing)
 - Discuss wind direction and wave height
 - How far are you going to venture from base
- Safety briefing
 - Lifejacket policy
 - PCOC requirement to be on helm
 - Stay in cockpit – seated
 - Radio operation and check
 - Safe rope and winch operation
- Review sail plan of vessel
 - Other sail options
- Locate all sail controls, discuss their purpose and how they operate

Preparing to get under way

- Review engine starting and operating procedures
- Prop wash, prop walk steering and speed
- Casting off and docking procedures
 - Review lines – purpose and order of release
 - Breast
 - Spring
 - Location of crew members
- What is the wind going to do?

Prepare to Casting Off (*refer to Docking Clinic Guideline*)

- Center the wheel or tiller prior to putting boat in gear to cast off
- Before putting boat in gear account for all line on boat (sheets and docking lines)
- Traffic
- Where are you going to go?
- Discuss alternatives in case of engine failure

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Underway

- Go through rotation at helm so everyone has a chance to practice manoeuvring the boat under power

Setting sails

- Remove sail cover and attach halyard prior to leaving dock
- Mainsheet should always be uncoiled and ready to be eased out if necessary
- Mainsail should rise easily. If you are having difficulty there is probably something stopping it
 - Boom vang, main sheet, sail slide
- Raise or lower mainsail in protection of harbour
 - Can still motor sail to get out to open water quickly
- If harbour is busy, maintain good visibility by unfurling or furling headsail in open water

Under way

- Rotate helm frequently
 - Max 10 – 15 minutes: the students not helming may be getting bored
 - Keeps everyone interested and active
 - Conditions can change a lot from beginning to end of mentoring session
 - After reviewing a skill make sure everyone has a chance to practice.

Tacking

- Passing bow through wind
- Close haul to close haul – about 90 degrees
- Have helmsperson look through 90 degrees and find a landmark that they should be heading for after completing the tack
- Emphasize the use of proper commands
- Have each crew member complete a couple successfully

Jibing

- Pass stern through wind
- Run on one tack to a run on opposite tack
- Boat passes through about 20 degrees
- Explain hazards of the boom not being controlled and importance of centering mainsail and then easing it out

Reefing – Mainsail

- Before heading out on the water, talk to mentees about weather conditions, their skills and comfort level and compare this with sail selection
- Should they be putting in a reef before heading out?
- If not, review reefing procedure at the dock so

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- There are two methods of reefing the mainsail
 - While hove to
 - While close hauled
- Reefing is easiest and most efficiently done while on a close haul or close reach.
 - The most experienced person should be putting the reef in. The less experienced person will be at the helm, maintaining the point of sail while the boat is being powered by the jib.
 - The mainsail is quickly depowered by easing the mainsheet just a small amount.
 - The topping lift can be hardened, or clipped on while the boom end is easily reached from cockpit (this step is optional, but watch your head)
 - Ease the main halyard just enough so new tack can be attached to horn or cunningham, and cleat
 - Go forward and attach new tack to horn or cunningham
 - Return to cockpit, tighten cunningham and then halyard
 - Harden the reefing line to bring new clew to boom
 - Harden mainsheet
 - Double wrap a line around boom and through new clew to bring clew down to the boom and tie reef knot
 - This process should take about 30-40 seconds
- On the Martins it is preferable to reef while close hauled because of its swept back spreaders
- If attempting to reef while hove to the mainsail will rub against spreaders while trying to lower and raise it
- The helmsperson must be capable of holding the vessel on a close haul throughout the operation
- It must be stressed that the mainsail must be completely depowered (luffing) prior to trying to raise or lower it.
- If the mainsail is not sliding easily, it should not be forced. There is probably something restricting its movement
 - Boom vang
 - Reefing line
 - Main sheet
 - Stuck slide
- Keep an eye on all crew members making sure they aren't putting themselves at risk

Crew Overboard – PREVENTION (*Refer to COB Clinic Guideline*)

- When teaching crew overboard procedures, we must stress PREVENTION first.
 - Communication between crew
 - Staying in cockpit, seated
 - Always hold on
 - Proper footwear
 - Raise sails in protected waters
 - Head and body out of the range of the boom

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- Recovery of a semi conscious person can be near impossible
- Before attempting to have a student perform a COB they must first demonstrate that they understand the various POINTS OF SAIL and can get the boat on a particular point of sail without hesitation.
- The student must also show that they can hold the various points of sail without deviating from the course
- Use a diagram to review the courses and points of sail to successfully get back to the victim
- Review the commands that the helmsperson should be using
 - Assign a spotter
 - Throw in COB pole and other floatation devices
 - Turn the vessel to a beam reach
 - Prepare to tack
 - Get retrieval devices ready
 - Tack and turn to broad reach
 - Prepare to head up
- The helmsperson must talk to the crew through the process
 - Shows that he is in charge of the situation
 - This helps reassure the crew that he knows what he is doing
 - Helps helmsperson by talking himself through the process and reduces chances of panic
- The Martins have spreaders that are swept back.
- Caution must be taken that the final approach to victim is on almost a close haul so that when the main is depowered it is not rubbing on the spreaders

“B” Boat Procedures

- Boat check out is a little more complex than the A boats
 - Boat systems review
 - Location, function
 - Special attention to through hulls, bilge and pumps
- Docking is handled differently
 - Wheel instead of tiller
 - Location of engine controls
 - Describe and demonstrate prop wash and prop walk
 - When casting off, helmsperson must start with the rudder centered and begin to turn the wheel once the boat starts to make way
- Utilize the “Docking Clinic Guide” as part of your class plan