



The Special Olympics Course For Mentors Facilitator Guide

Introduction to the Facilitator Guide:

This facilitator guide provides an outline on how to host and lead the Program-led Mentor training course using the PowerPoint presentation and the participant workbook.

This training can either serve as a stand-alone training for Mentors who have not taken the eLearning mentor course, or it can serve as a follow up or supplemental training to those who have taken the eLearning mentor training. The eLearning Course for Mentors can be found at <https://learn.specialolympics.org>. The eLearning course does have different videos and different reflection questions, so we recommend that participants take both if they have the time. The facilitator will adapt the course based on whether the participants have or have not taken the eLearning course in advance; adaptation guidance is below.

Be sure to complete the following actions to prepare for the training:

1. Identify at least one athlete leader to co-facilitate.
2. Review this facilitator guide and accompanying PowerPoint presentation.
3. Review the mentor handbook and complete each activity yourself to be familiar with the activity and have examples to share.
4. There are several slides and handbook sections that ask for Program input. Consider what information you can add from your Program's perspective and insert it on the appropriate slide or in the handbook. Ask the athlete leader what they can add from their perspective.
5. Host a practice session and cover every slide. Ask practice participants for feedback.
6. Send out the mentor handbook and any training instructions to the participant one or two weeks before the training. Ask mentors (referred here as learners or participants) to look through all the resources before the training so they are familiar with the content.
7. Ask participants to let you know if they have already taken the mentor eLearning course, so that you can adapt the Lessons; adaptation guidance is throughout.

Training Overview

The training is divided into four lessons and lessons are intended to be facilitated in order.

Topic	Overall Guidance	Est. Time
<p>Lesson 1 Introduction</p> <ul style="list-style-type: none"> • Introduce Facilitator and Participants • Review the learning objectives for this workshop. • Explore effective mentor characteristics 	<p>It is important that you know how many participants in your course have taken the eLearning course and how many have not. Based on this information, you will adapt the Lessons; adaptation guidance is throughout.</p> <p>The video you show during Lesson 1 is similar, but not identical, to the video used within the eLearning mentor course. There are two versions of the video: one with English captions and one without captions so you can add in captions in your own language if different than English. Programs can also interview athletes and create their own video, with similar content.</p>	15 mins
<p>Lesson 2 Mentoring Athlete Leaders</p> <ul style="list-style-type: none"> • Understand unique skills and knowledge specific to mentoring athlete leaders. • Review the Guiding Principles of Athlete Leadership. • Understand Unified Leadership. • Explore different levels of inclusion. 	<p>This section reviews a lot of the content covered in the e-learning mentor course. If most have not taken the eLearning course, spend more time on the slide content and talking points. If most have taken the eLearning course, spend more time on the optional questions and practice activity.</p> <p>In the Unified Leadership activity, adapt the scenarios for local Program and cultural appropriateness.</p>	30 mins
<p>Lesson 3 Mentor Skills Practice</p> <ul style="list-style-type: none"> • Learn the steps of mentoring • Practice good mentoring skills & strategies, through an activity 	<p>This section reviews a lot of the content covered in the eLearning mentor course. If most have not taken the eLearning course, spend more time on the slide content and talking points. If most have taken the eLearning course, spend more time on the optional questions and practice activity.</p> <p>In the Mentor Skills and Strategies activity, adapt the scenarios for local Program and cultural and appropriateness. Some of the scenarios are repeats from the eLearning course (they are marked as such below), so if most of your participants took the eLearning course, select different scenarios.</p>	15 mins

<p>Lesson 4 Mentoring in this Program</p> <ul style="list-style-type: none"> • Understand the specific expectations, requirements, and next steps involved in mentoring in this Program. • Assess individual mentor strengths and growth areas, using a tool. 	<p>Two slides within this lesson are placeholders or examples, and require Programs to complete and present:</p> <ul style="list-style-type: none"> - Mentor Criteria and Expectations - Closing <p>Optional: Lesson #4 can be edited to include the name of your Program. “Mentoring Within_____.”)</p>	<p>10 mins</p>
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Program-Specific We encourage you to add Program-specific content to make it more relatable to local mentors. All scenarios within this training can be adapted for local and cultural relevance and appropriateness.



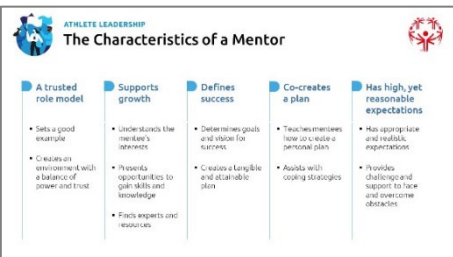
Athlete Leader Co-Facilitation It is recommended to co-facilitate this training with at least one trained athlete leader. The co-facilitators will meet in advance to discuss facilitation responsibilities and expectations.


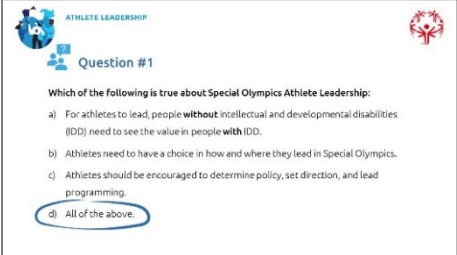
Adaptation Guidance for Facilitators if participants have taken eLearning Course Depending on whether the participants have already taken the e-learning mentor course, the facilitator will need to adapt the content talking points and activities, slightly. At the beginning of the training, it is important for the facilitators to determine how many participants have taken the eLearning course. If most of the participants have already taken the e-learning course, the facilitators will adapt the training to focus less on all of the introductory content, and instead ask the questions marked as “optional” and allow more time for discussion. If most of the participants have not taken the eLearning mentor course, the facilitator will spend more time on the introductory content and might skip the optional questions and activities. If you have an even split between people who took the mentor course and those who didn’t and you have enough facilitators, you may consider offering two different versions of this mentor training to each group, so they all get something out of it.

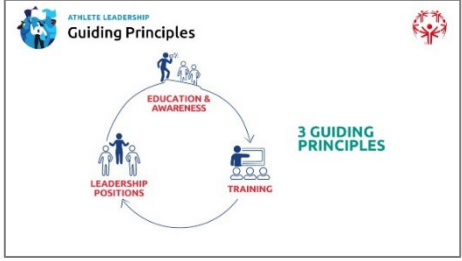


The Special Olympics Course For Mentors

Facilitator Guide

Prep	Description	Slide															
<p>Topic Lesson #1 Welcome, Overview of Training, Housekeeping</p> <p>Time: 3 min</p> <p>Facilitator: Facilitator 1</p>	<ul style="list-style-type: none"> Welcome participants Introduce Facilitators Review the module learning objectives <p>Athlete Leader Mentor Defined: Explain that through the four lessons within this course, participants will learn how to “support athlete leaders in identifying, charting, and achieving their leadership goals, using a Unified Leadership approach.”</p>	 <p>ATHLETE LEADERSHIP Module Overview</p> <p>By the end of the training, you will be able to:</p> <ul style="list-style-type: none"> Discuss how mentors support and uphold the Athlete Leadership Guiding Principles. Utilize best practice methods and strategies when mentoring Special Olympics athletes to become leaders. Understand and practice a Unified Leadership approach to mentoring. List mentor responsibilities and activities specific to your local Special Olympics Program. 															
	<p>Let learners know they are currently in Lesson 1 of the training.</p> <p>Distribute and describe mentor toolkit and how it is used as part of the training.</p>	 <p>ATHLETE LEADERSHIP Training Overview</p> <table border="1"> <thead> <tr> <th colspan="3">Four Lessons</th> </tr> </thead> <tbody> <tr> <td>Lesson 1</td> <td>15 minutes</td> <td>Introduction</td> </tr> <tr> <td>Lesson 2</td> <td>30 minutes</td> <td>Mentoring Athlete Leaders</td> </tr> <tr> <td>Lesson 3</td> <td>15 minutes</td> <td>Mentoring Skill Practice</td> </tr> <tr> <td>Lesson 4</td> <td>10 minutes</td> <td>Mentoring within [LOCAL INSERT SPECIAL OLYMPICS PROGRAM NAME]</td> </tr> </tbody> </table>	Four Lessons			Lesson 1	15 minutes	Introduction	Lesson 2	30 minutes	Mentoring Athlete Leaders	Lesson 3	15 minutes	Mentoring Skill Practice	Lesson 4	10 minutes	Mentoring within [LOCAL INSERT SPECIAL OLYMPICS PROGRAM NAME]
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	<p>Cover any housekeeping items and edit slide accordingly. The “housekeeping items” list is meant to be edited by each Program, accordingly.</p> <p>Overall, this training should take 1 hour, without breaks.</p> <p>Ask for a show of hands of who has already taken the e-learning course for mentors. As a facilitator, you should be ready to adapt the course accordingly. See “Adaptation Guidance” section above for instructions.</p> <p>In addition, you could also ask for a show of hands of who is already serving as a mentor or has experience mentoring.</p>	 <p>ATHLETE LEADERSHIP</p> <p>Housekeeping Items</p> <ul style="list-style-type: none"> Breaks Mentor Toolkits Snacks Parking Validation Bathroom [Local: INSERT SPECIAL OLYMPICS PROGRAM SPECIFIC HOUSEKEEPING ITEM HERE] 															

Prep	Description	Slide
	<p><i>(Local: Programs may edit Module Overview, Lesson #4 to include the name of your Program. "Mentoring Within ____.")</i></p>	
<p>Topic Lesson #1 Introductions</p> <p>Time: 5 min</p>	<p>Remind learners that they are now in Lesson 1: Introduction</p> <p>Facilitate Participant Introduction:</p> <p>Ask participants to introduce themselves by:</p> <ul style="list-style-type: none"> • Saying their name • And listing 2 adjectives they would use to describe a good mentor. <p>Write the words, listed by each participant, on a chalk/whiteboard during the participant introduction.</p>	 
<p>Topic Lesson #1 Mentor Characteristics</p> <p>Time: 3 min</p>	<p>Explain to the participants that the characteristics listed on the slide are the general mentor characteristics, which they might recall from the eLearning mentor training.</p> <p>Briefly review each characteristic, and while doing so, ask participants to identify how many of these characteristics they also listed during the participant introduction.</p> <p>Optional Questions:</p> <p>Give an example of using or seeing another mentor use one of these characteristics in a mentor/athlete leadership mentee situation.</p>	

Prep	Description	Slide
<p>Topic Lesson #1 Video of Athlete Leaders</p> <p>Time: 3 min</p>	<p>Explain that there is no better way to emphasize the importance of these skills than hearing from Special Olympics athletes directly. Instruct participants to listen to the athletes in the video and make note of each mentor skill they hear mentioned.</p> <p>After the video ask participants to list any mentor skills they heard in the video that have not already been discussed.</p>	<p>Video</p>
<p>Topic Lesson #2: Mentoring Athlete Leaders</p> <p>Time: 1 min</p>	<p>Tell participants that everything discussed so far are important characteristics for any mentors to practice, whether it is in their daily life, jobs, or communities. Next, in Lesson #2, content will be shared that is specific to mentoring people with intellectual and developmental disabilities, and more specifically, Special Olympics athlete leaders.</p> <p>Let's start with a question.</p> <p>Question #1</p> <p>Which of the following is true about Special Olympics Athlete Leadership:</p> <ul style="list-style-type: none"> A. In order for athletes to lead, people without intellectual disabilities need to see the value in people with intellectual disabilities. B. Athletes need to have a choice in how and where they lead in Special Olympics. C. Athletes should be encouraged to determine policy, set direction, and lead programming. D. All of the above 	 <p>Lesson 2: Mentoring Athlete Leaders</p> <p>In this lesson you will:</p> <ul style="list-style-type: none"> • Explore unique skills and knowledge specific to mentoring people with intellectual and developmental disabilities (IDD). • Review the Guiding Principles of Athlete Leadership. • Learn about Unified Leadership. • Explore different levels of inclusion.  <p>ATHLETE LEADERSHIP</p> <p>Question #1</p> <p>Which of the following is true about Special Olympics Athlete Leadership:</p> <ul style="list-style-type: none"> a) For athletes to lead, people without intellectual and developmental disabilities (IDD) need to see the value in people with IDD. b) Athletes need to have a choice in how and where they lead in Special Olympics. c) Athletes should be encouraged to determine policy, set direction, and lead programming. d) All of the above.

Prep	Description	Slide
<p>Topic Lesson #2 Mentoring Athlete Leaders: 3 Guiding Principles</p> <p>Time: 5 min</p>	<p>The answer is D. These are all true about Special Olympics athlete leadership. In fact this question just summarized the Three Principles of Athlete Leadership.</p> <p>Cover the talking Points with participants:</p> <p>Slide #1: There are three guiding principles of Athlete Leadership—Education and Awareness Building, Training, and Leadership Positions.</p>	
	<p>Slide #2: The first principle is Education and Awareness Building.</p> <p>This principle emphasizes that for athlete leaders to have opportunities to lead, people without intellectual disabilities need to see the value in people with intellectual disabilities. This approach is called Unified Leadership. We'll go more into this later.</p>	
	<p>Slide #3: The second principle is Training.</p> <p>This principle shows the importance of athletes having a choice in how and where they lead in Special Olympics. Through Athlete Leadership, people with IDD have the opportunity to learn skills required to be successful in whatever they choose.</p>	

Slide #4:

The third guiding principle is **Leadership Positions**.

This principle points out that with the help of athletes, Special Olympics Programs have an obligation to create meaningful positions of influence and leadership throughout the organization for people with intellectual disabilities.

We need people with IDD leading our movement. For that to happen, all three of these principles need to work together.

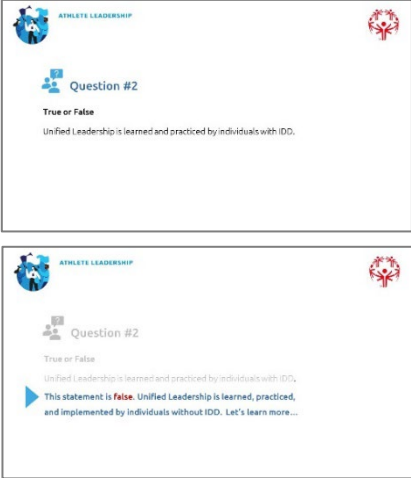

(Local: Give examples of meaningful positions available to athlete leaders at your Program, currently or previously.)

Optional Questions:

Why is it important for people with IDD to be leading what we do within Special Olympics? What can you do as a mentor to help facilitate that transfer of power from people without IDD to those with IDD?

Ask the athlete co-facilitator: What are some meaningful leadership positions within Special Olympics that you have been a part of? Why is that important to you and other athlete leaders?



Prep	Description	Slide
<p>Time: 1 min</p>	<p>Question #2 Next question - True or False: Unified Leadership is learned and practiced by individuals with IDD. The answer is False. This statement is false. Unified Leadership is learned, practiced, and implemented by individuals without IDD. Let's learn more...</p>	
<p>Topic Lesson #2 Mentoring Athlete Leaders: Unified Leadership</p> <p>Time: 3 min</p>	<p>Tell participants that in Unified Leadership, leaders without intellectual disabilities learn how to:</p> <ul style="list-style-type: none"> • See the value of all people, especially those with intellectual disabilities; • Recognize their own behavior that excludes others and work to change it; • Have a better understanding of what it is like to work with people with intellectual disabilities, and; • Create environments where people with intellectual disabilities can be successful. <p>Remind participants that Unified Leadership focuses on leaders without IDD, to help create and maintain full inclusion, while Athlete Leadership focuses on leaders with IDD. This distinction is also in the Mentor Handbook.</p> <p>Optional Questions: The “illusion of inclusion” what do you think that means? What is inclusion? Give an example of having witnessed inclusion within Special Olympics.</p>	

Prep

Topic
Lesson #2
Mentoring Athlete
Leaders: Practicing
Inclusion

Time: 3 min

Description

Explain to learners that it is hugely important to **understand inclusion** in order to practice Unified Leadership. **Why?** Because many people without IDD, which can include mentors, with the best intentions, feel they are being inclusive but are not. Let's explore inclusion to better understand our inclusion practices.

There are three levels of inclusion, called Diversity 101, Diversity 2.0, and Inclusion 3.0.

Diversity 101 is what happens in the beginning when people first try to be inclusive and invite athletes to partake in leadership activities. While intentions are good, this type of inclusion is typically tokenism.

(Give an example – optional)

Let's look at an example: An athlete is invited to be part of the board of directors. Their participation includes coming to the meetings so that they are physically present. The athlete leader talks maybe once or twice to share their experience as an athlete but is not asked for their opinion on the topics discussed and is not assigned follow-up tasks nor asked for their vote. This may seem like the board is inclusive.

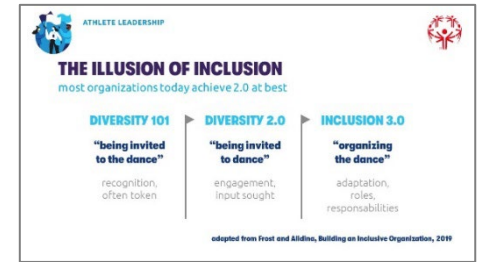
Diversity 2.0 is the next step. This is where athletes are engaged, and their input is sought.

Diversity 2.0 is better, but it's not the end goal. Diversity is good at first because that means you have people from different backgrounds involved, but true inclusion means those people are not just in the room but are part of the decision process.

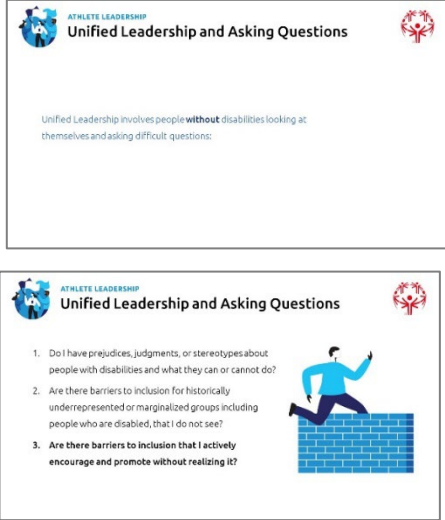
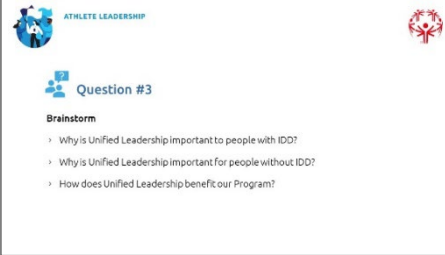
(Give an example – optional)


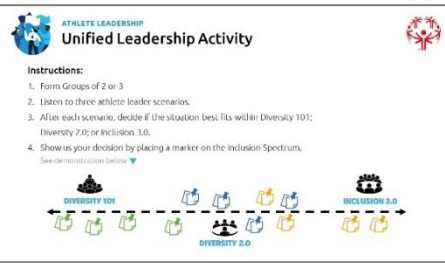
An athlete is part of the board and is engaged in the conversations throughout the Board meeting. Other Board members stop and ask the athlete leader what their opinion is on each topic they discuss. Even more than that, they are provided basic accommodations needed to be a successful member on the Board, such as

Slide





Prep	Description	Slide
	<p><i>meeting with another board member ahead of time to discuss meeting topics so that they can come prepared.</i></p> <p>Inclusion 3.0 is the goal. It is where we want every Program, department, Local Organizing Committee, and person within the organization to be, but is unfortunately not where most have reached yet. Inclusion 3.0 is when athlete leaders are given meaningful roles and responsibilities and the rest of us adapt how we conduct our business to the fit needs of the athlete leader.</p> <p>(Give an example – optional)</p> <p><i>Let's look at an example. An athlete is not only a general member of the Board, but also serves on or leads a committee within the board. The athlete leader participates in all votes. The athlete leader works with the chair in advance to set Board meeting agendas, and materials and setting of the meeting are produced in a format suited to the athlete leader (for example, using easy-read language). Someone works with the athlete leader to ensure they are up to speed on all materials and understand what is required of them.</i></p> <p>Optional Questions:</p> <p>Ask participants to give an example that they might have seen for each level of inclusion. Ask the athlete facilitator to give their own examples as well. Ask the mentors what they could do to improve that situation and move it to full inclusion instead of just a form of diversity.</p> <p>Ask the athlete leader co-facilitator: What does inclusion look like to you? How does inclusion make you feel? Why should people without IDD try to include people with IDD?</p>	


Prep	Description	Slide
<p>Time Lesson #2 Mentoring Athlete Leaders: Practicing inclusion</p> <p>Time: 30 sec</p>	<p>Because it is so important to understand inclusion in order to practice Unified Leadership we have provided a list of questions, also in the mentor handbook, to help you further reflect on your personal experiences.</p> <p>Optional Questions:</p> <p>Would anyone care to share their answers? Can any of you think of other self-reflection questions you might add to this list.</p>	
<p>Time: 3 min</p>	<p>Explain that for the next question, they will have a quick brainstorm on why Unified Leadership is important to Special Olympics . The brainstorm questions include:</p> <ul style="list-style-type: none"> • Why is UL important to people with IDD; • Why is it important for people without IDD; and • How does UL benefit our overall Program? <p>Lead a brainstorm to these questions. If possible, record participant responses on the blank PowerPoint slide or a piece of paper.</p>	

Prep	Description	Slide
<p>Topic Lesson #2 Mentoring Athlete Leaders: Unified Leadership</p> <p>Time: 1 min</p>	<p>Thank the participants for their brainstorm and share the slides with quotes from athlete leaders, mentors, program staff, and coaches about the benefits of Unified Leadership.</p> <p>Explain that while Unified Leadership is practiced by individuals without IDD, when practiced, people with IDD benefit, in fact everyone from a marginalized group benefits.</p>	 <p>The slides contain the following quotes:</p> <ul style="list-style-type: none"> “Unified Leadership is forging and accepting a non-linear path to leadership, which is the most natural leadership path.” - Athlete Raymond Eskin “Unified Leadership isn't how to better problems, unless instead of having others solve problems for them.” - Athlete Kara Byrnie “I feel like everyone wants to work in sports. They're not looking for a disability and they're not looking for someone to be taken care of, they're just looking for someone to be taken care of.” - Mentor Vincent Mungar “I think as a mentor under the new Leadership Model, it's just come to me to include the people who are the athletes.” - Mentor David Thompson “Unified Leadership is a pathway to who we are, who we are becoming, who we are going to be, who we are going to be, who we are going to be.” - Athlete Raymond Eskin “Unified Leadership is a pathway to who we are, who we are becoming, who we are going to be, who we are going to be, who we are going to be.” - Athlete Kara Byrnie
<p>Topic Lesson #2 Mentoring Athlete Leaders: Practicing Inclusion</p> <p>Time: 9 min</p>	<p>Explain that next you'll look closer at Inclusion with a Think, Pair, Share activity.</p> <ol style="list-style-type: none"> Participants form groups of 2 or 3. Read each athlete leader situation in the far right column, one by one, and ask the pairs to discuss and decide where this scenario falls on the Inclusion Spectrum. If the scenario feels like the beginning stages of inclusion, they will place a colored sticky note somewhere near the “Diversity 101”. If the scenario demonstrates Unified Leadership and true inclusion, they will place a colored sticky note somewhere near “Inclusion 3.0”. If the scenario feels somewhere in between, they will place the sticky note somewhere near the middle, “Diversity 2.0”. 	 <p>Instructions:</p> <ol style="list-style-type: none"> Form Groups of 2 or 3 Listen to three athlete leader scenarios. After each scenario, decide if the situation best fits within Diversity 101; Diversity 2.0; or Inclusion 3.0. Show us your decision by placing a marker on the Inclusion Spectrum. <p>See the reconstruction below.</p> <p>The diagram shows an Inclusion Spectrum with three points: DIVERSITY 101 (represented by a person icon), DIVERSITY 2.0 (represented by two people icons), and INCLUSION 3.0 (represented by a group of people icon). A dashed line connects these points, and a vertical line is drawn through the middle.</p> <p>The Scenarios:</p> <p>#1 An athlete leader is provided an internship with a Special Olympics partnering agency. This is the agency's first internship for people</p>

Prep	Description	Slide
	<p>The facilitator can use a screen, whiteboard, or chalkboard to place the continuum. Make sure it's a surface that sticky notes will adhere to.</p> <p>4. The facilitator will have pairs discuss and place their sticky notes for all three scenarios, one-by-one, and then the facilitator(s) will lead a large group discussion and provide feedback on each scenario.</p> <p>The facilitator can use different colored sticky notes to demonstrate each scenario.</p> <p>Scenario 1: green sticky note Scenario 2: yellow sticky note Scenario 3: orange sticky note</p> <p>If sticky notes are not available use chalk or different colored pieces of paper with tape or another way to differentiate each scenario vote from the other.</p> <p>5. Give each group a chance to explain their answers, especially if they are very different from the other groups' answers. Make sure they all understand that even if they are wrong in their assessment, this process is constantly evolving and we're learning together.</p> <p>Make sure you have your reasons ready to share on why each of the examples fit where they do on the continuum so participants understand why one scenario may seem okay, but where it falls short.</p> <p>Optional Questions: Do you have an example you would like to present for discussion, so we can determine where on the Inclusion Spectrum that situation might fall? Maybe the athlete leader facilitator has a real-world example.</p>	<p>with IDD. The athlete leader is responsible for photocopying and answering phones. This is Diversity 101, but don't tell them that yet.</p> <p>#2: An athlete leader is selected to be an unpaid intern for a Healthy Athletes event. Their supervisor and colleagues ask about their skills and interests, working with them to find the right fit at the event. Their responsibilities include answering phones, notetaking during meetings, and escorting people through Healthy Athletes. This is Diversity 2.0, but don't tell them that yet.</p> <p>#3: A new position opens up at your local Special Olympics Program in the communications department. The position was created for someone with IDD in mind and vetted by athletes within the organization. Responsibilities include taking photos, editing the website, interviewing people, writing stories, and more. The job description is</p>

Prep	Description	Slide
		<p>written in an easy-read format and people can apply online or by typing their resume in an email to the hiring manager. Interviews for the position are flexible and meet the candidates where they are at, allowing them to see the questions ahead of time. The hiring panel includes people with IDD. This is Inclusion 3.0, but don't tell them that yet.</p>
<p>Topic Lesson #3 Mentor Skills Practice: Bridge Slide</p> <p>Time: 30 sec</p>	<p>Bridge to the next lesson by stating that in this next section of the training, mentors will learn about and be able to practice specific good mentoring skills and strategies.</p>	
<p>Topic Lesson #3 Mentor Skills: Mentoring Steps</p> <p>Time: 3 min</p>	<p>These stages of mentorship show the progression of the relationship between the mentor and the athlete leader.</p> <ul style="list-style-type: none"> In Stage 1, the athlete leader learns about Special Olympics and the roles they can have within the organization. The mentor is highly involved and participates in training, guiding the athlete leader through practical experiences. In Stage 2, the athlete leader works closely with the mentor to develop and refine their skills. The mentor interacts with the athlete leader and Program staff, as needed, to ensure results. 	

Prep	Description	Slide
	<ul style="list-style-type: none"> • In Stage 3, the athlete leader participates in leadership roles with minimal support—confidently asking for help when they need it. The mentor may assist in preparation and follow-up as necessary but is virtually invisible as the athlete leader engages in leadership activities. • In Stage 4, the athlete leader serves in meaningful leadership roles largely independently. The mentor’s role is to provide ongoing advice, encouragement, and possibly transportation, as needed. Depending on your relationship with the athlete leader, they may not need you to travel with them any longer. <p><i>(Local: It will be more effective if the Program and facilitator can adapt the above talking points and use a local mentor/mentee example. In the local example,</i></p> <ul style="list-style-type: none"> • <i>Talk specifically about how the mentor and mentee progressed through the stages.</i> • <i>Make sure participants understand how important it is to not compare themselves to other mentor/mentee partnerships.</i> • <i>Emphasize that everyone progresses at their own speed.</i> • <i>Assure them that the athlete leader they’re working with will have their unique speed, and so will they as mentors.</i> <p><i>If time is not a concern, local Programs could invite an effective local Athlete Leadership mentor to share lessons related to the objective of this activity.)</i></p> <p>Optional Questions: Ask participants to think about situations where steps are skipped, repeated, or returned to. What happens if an athlete leader is not ready to go to the next step? What happens when an athlete leader advances more quickly than expected? Having the athlete leader facilitator share their good and bad mentor experiences during this time will be helpful.</p>	

Prep	Description	Slide
	<p>Ask the athlete leader co-facilitator: How has your relationship with your mentor progressed? How did they set you up for success? Have you had any bad mentor experiences that you'd like to share? What advice do you have for this group of mentors to ensure their athlete leaders are successful?</p>	
<p>Topic Lesson #3 Mentor Skills: Strategies</p> <p>Time: 5 min</p>	<p>Remind participants that while progressing through the stages of mentorship, they will continue to use the mentor skills and strategies covered in this training.</p> <p><i>(Local: If possible, have an athlete leader talk about the importance of using these strategies, such as respect, patience, etc., while progressing through the stages. Here are talking points to use as a guide, but the athlete leader will use their own words.)</i></p> <p>Patience: Progress is not linear. There will be times where you take two steps forward and one step back or times where you take one step forward and two steps back on things while working with the athlete leader; and that is okay.</p> <p>It is about you figuring out, together, how to know when to provide support and when to “let them lead.”</p> <p>Respect: As the athlete leader grows and progresses toward the fourth stage on this diagram, be aware that you still need to have a close relationship. When assuming a leadership role, it is important that you continue to work with the athlete leader, so they stay grounded, humble, and open to continued learning. Your relationship should be a partnership.</p>	 <p>The diagram, titled "ATHLETE LEADERSHIP Mentor skills & strategies", illustrates a five-stage progression of mentorship. At the top left is a globe icon with a person, and at the top right is a red circular logo with a person. Below the title are five blue circular icons, each with a white symbol and a label: 1. Patience (mountain range), 2. Respect and partnership (two people), 3. Growth and opportunity (person climbing), 4. Role clarity (umbrella), and 5. Unified Leadership (person with arms raised). Below these icons is a horizontal timeline with five silhouettes of a person in various stages of running: starting, walking, running, sprinting, and celebrating with arms raised.</p>

Prep	Description	Slide
	<p>Growth and Opportunity If the leadership role is for a specific period of time, work with the athlete leader so they are aware and prepared for when you transition out of the role. It is also important for them to understand that just because they reach the fourth stage with you does not mean they have to stop working with you. It also does not keep them from finding another mentor who has a different set of skills they want to learn from. People can have multiple mentors for different things in their lives.</p> <p>Role Clarity It's a good idea to constantly evaluate your relationship so you and the athlete leader are on the same page as far as what stage of mentorship you think you are currently on. If the athlete leader thinks you are on Stage 4 when you think you are in Stage 1, that will lead to problems.</p> <p>Unified Leadership As your mentee progresses through the stages, make sure you keep an eye on your attitudes and maintain a willingness to change how you do things so people with ID can reach their full potential.</p> <p>It is your job as a mentor to help others without disabilities see Special Olympics athletes as:</p> <ul style="list-style-type: none">• Equals, not subordinates;• Capable, not inept;• Accountable, not irresponsible;• Leaders, not just contributors, and;• Part of the community, not outsiders.	

Prep

Topic

Lesson #3
Mentor Skills:
Practice

Time: 8 min

Description

Before the training, the facilitator and athlete leader co-facilitator choose three scenarios from the separate Word document “Mentor Practice Activity Scenarios” to use that are most relevant to your Program.

Facilitate the activity:

1. Explain that now, it’s time to review all the mentor skills and strategies covered so far in this training.
2. Read each of the three scenarios you have chosen. After reading each situation, read the list of possible ways a mentor might respond.
3. Ask the participants to decide which response(s) was a good mentor practice and which response needs improvement.

If a participant is struggling or poised to give an incorrect answer the facilitator can give them, or they can ask for “a hint.”

Ask the athlete leader what they would prefer their mentor do in each scenario.

(This activity is facilitated by an athlete leader.)

Optional Questions:

After each scenario, ask participants other best practices to each scenario. What is missing from the list of possible ways a mentor might respond?

Slide

ATHLETE LEADERSHIP
Mentor skills & strategies



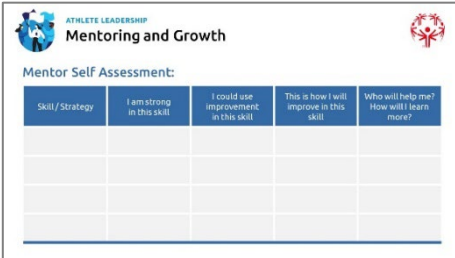
Practice Activity



Instructions:

1. Think about all the mentor skills and strategies covered so far in this training.
2. You will hear about three athlete leader/mentor scenarios.
3. After each scenario, the facilitator will list ways a mentor might respond.
4. You will decide which response was a good mentor practice and which response needs improvement.

Good Practice **Needs Improvement**

(See handout: “Mentor Good Practice Activity Scenarios” for scenarios.)

Prep	Description	Slide
<p>Topic Lesson #4 Mentoring in this Program</p> <p>Time: 3 min</p>	<p>Explain that in this fourth and final lesson, participants will learn the requirements or suggestions for mentoring athlete leaders at this specific Special Olympics Program.</p> <p>Remind participants that many of the requirements and necessary steps they have seen before.</p> <p><i>(Local: Create a handout on this content to include in the mentor handbook.)</i></p> <p><i>(Local: This slide is for Program staff to complete with content specific to their Special Olympics Program.)</i></p>	 
<p>Topic Lesson #4 Mentoring in this Program: Mentor Growth</p> <p>Time: 3 min</p>	<p>Explain that within this training, participants have covered a dozen mentor skills necessary to be an effective mentor. Now, it's time to pause to reflect on mentor skills they see as strengths and areas to work on.</p> <p>Tell participants that this exercise, Mentor Self-Assessment, builds on an activity they did in the online mentor course; but in this version they will develop a plan to improve skills in areas in which they ticked as “I could use improvement in this skill.”</p> <p>Tell the participants to take the time at home to go through their handbook and really reflect on what they are good at and what they could improve on as a mentor.</p> <p>“Talk to your athlete leader and ask them! They may not have anything for you right now if you just started working together and that’s okay. But tell them it’s important that just like you hold them accountable for things, they need to hold you accountable as well. This shows that it’s a partnership, not just a mentorship. Athletes should feel empowered to tell you when you fall short or do something they don’t appreciate.”</p>	

Prep	Description	Slide
	<p>Next, bring participants attention to the column entitled: “Who will help me?” This is where they can identify an athlete leader or program staff that they plan to reach out to for assistance with skill improvement.”</p> <p><i>(Local: The Mentor Self-Assessment handout can be completed now or on their own:</i></p> <ul style="list-style-type: none"> <i>• If short on time, leave this as homework and assign it during the closing activity.</i> <i>• If time allows, ask one or two participants to share an improvement plan.)</i> 	
<p>Topic Lesson #4 Mentoring in this Program: What is Next?</p> <p>Time: 5 min</p>	<p>Thank everyone for participating in the in-person training for mentors.</p> <p><i>(Local: The slide is a guide, Programs will need to discuss, decide, and personalize this closing slide. Programs will also change the photo to reflect athlete leaders within their own Program and ensure that the “next steps” for these newly-trained mentors are clear)</i></p>	 <p>The slide titled "Closing What's next" includes a "Continue learning" section with a link to the mentor self-assessment activity. A "Take this" section lists steps: Attend, Complete the evaluation, and Complete the mentor data sheet. A large orange box contains local instructions: "Local: The slide is a guide. Programs will need to discuss, decide, and personalize this closing slide. Programs will also change the photo to reflect athlete leaders within their own Program and ensure that the 'next steps' for these newly-trained mentors are clear. Delete this box!"</p>
	<p>Encourage them to still take the eLearning course if they haven't yet.</p> <p>Ask the athlete leader co-facilitator: Do you have any final words of advice for these mentors as they work with their athlete leaders?</p>	 <p>The "THANK YOU" slide features the Athlete Leadership and Special Olympics logos. It includes two bullet points: "We invite you to take the eLearning mentor course. Search for it at: https://learn.specialolympics.org" and "Please complete the evaluation: https://specialolympics.qualtrics.com/jtf/form/SRV_001C9K9A9P72339". The background shows three people celebrating with a flag.</p>