Training for Effective Mentees **FACILITATION GUIDE**



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Acknowledgements

Main writers

Andrea Johnson

Research team

Dr. Bettina Callary Catalina Belalcazar

Contributors

Claudia Gagnon

Marc St. Pierre

Yolande Usher

Isabelle Cayer

Production

Norm Reid, production design
Plum Copy, copyediting services
Stevenson – Master Translators, translation services

We respect and acknowledge Indigenous Peoples (First Nations, Inuit and Métis peoples) as the Keepers of the Territory upon which we will be learning today. To find more about the Traditional Territory you are located on please visit <u>native-land.ca</u>.

Training for Effective Mentees is built on the foundation of the Female Coach Mentorship Model. The training also uses that model's theory and activities within 3 guides on mentorship, one each for mentees, mentors and sport administrators. The Coaching Association of Canada and Canadian Women and Sport (formerly Canadian Association for the Advancement of Women and Sport and Physical Activity) collaboratively led the creation of the Female Coach Mentorship Model and the 3 guides. A team of writers, supported by an advisory committee, developed the model and guides.

This resource was made possible with financial support from the Sport Information Resource Centre's Researcher/Practitioner Match Grants.





Recognition of traditional lands of the First Nations, Inuit, and Métis peoples as the keepers of the land

In a continued effort to strengthen sport in Canada, and to embrace and enact the Calls to Action as outlined by the Truth and Reconciliation Commission, the Coaching Association of Canada is working towards recognizing Traditional Indigenous Lands and the First Nations, Inuit, and Métis peoples as the keepers of the land, at the beginning of all workshops.

Please see the information below to support you in delivering this important initiative.

- 1. If and when possible, please invite an Aboriginal Elder and/or the Traditional Knowledge Keeper from the community in which you are delivering to welcome participants. To find out more in your community, you are encouraged to contact your local:
 - Provincial Territorial Aboriginal Sport Bodies or
 - National Association of Friendship Centres
- 2. If an Aboriginal Elder or Traditional Knowledge Keeper is not available, please welcome participants to the traditional lands yourself. Please use the following resources to ensure accuracy.
 - First Nations Profiles Interactive Map
 - CAUT Guide to Acknowledge Traditional Territory
 - Native-Land.ca
- 3. If the first 2 options are not possible, please welcome participants with the following:

"We respect and acknowledge Indigenous Peoples (First Nations, Inuit and Métis peoples) as the Keepers of the Territory upon which we will be learning today."



Introduction

Who is this document for

This Facilitation Guide is for the program manager and facilitator responsible for delivering Training for Effective Mentees.

Purpose of the document

This document is a step-by-step resource on how to facilitate Training for Effective Mentees. It provides you with suggestions for all activities from the Mentee Workbook. There's also a Facilitation notes section, where you can write your own comments for the workshops.

How does this training happen?

Training for Effective Mentees includes 3 different 75 minute virtual workshops that each cover the Female Coach Mentorship Model. The workshops are delivered over the course of approximately 2 months, with a minimum of 3 weeks before each workshop. Mentees should complete the training at the beginning of their mentorship experience.

| Workshop name | Participants | Workshop length |
|---------------------------------|---------------------|-----------------|
| Workshop 1: Getting Prepared | Mentees and mentors | 75 minutes |
| Workshop 2: Setting the Stage | Mentees | 75 minutes |
| Workshop 3: Developing Together | Mentees | 75 minutes |

What resources are needed for the training?

Training for Effective Mentees is designed for virtual delivery over the course of 3 separate workshops. You'll need access to a videoconferencing platform with breakout room options, and any additional audiovisual (A/V) assets required by the platform. Additionally, you'll need the following:

- Training for Effective Mentees: Facilitation Guide, referred to as the Facilitation Guide
- Training for Effective Mentees: Presentation Deck, referred to as the **Presentation Deck**
- Training for Effective Mentees: Mentee Workbook, referred to as the Mentee Workbook
- A Mentorship Guide for Advancing Women in Coaching: Effective Mentoring Practices for the Mentee, referred to as the **Mentee Guide**
- A Mentorship Guide for Advancing Women in Coaching: Effective Mentoring Practices for the Mentor, referred to as the **Mentor Guide**

How is this document organized?

This document has 5 sections: 1 introduction (this section), 3 sections on workshop topics and 1 section on the closing activities of the training.

All sections contain a table that sets out, step-by-step ways on how to deliver all the learning activities for that section. Each learning activity is designed to give you an opportunity to model appropriate facilitation techniques while guiding participants through the individual learning activities. The following information is provided for each learning activity:

- Time, a recommended time for the activity
- Activity, a name for the activity
- Instructions and notes, a description of what you should do during the activity
- Resources, a list of the materials needed and/or referenced for the activity

Considerations for the program manager

Before initiating the training, the program manager should consider the following questions and ensure that answers are included in program information packages:

- Is the training mandatory or optional for the mentees? Will mentee attendance be tracked and reported to mentors?
- Do all participants have internet access and are able to participate?
- Are there any other accessibility requirements to consider to ensure all participants can contribute?
- Does the training need to be offered bilingually?
- Can the program manager facilitate the training (recommended) or do you need an external facilitator?
- What time would be best to host the sessions? Are the participants located in 1 time zone or multiple time zones?

It's recommended to schedule the workshops with a minimum of 3 weeks between each workshop. That break gives mentees enough time to complete the preparation work and have discussions with their mentors. A sample schedule is provided in the Training overview section.

Because the mentee must complete some activities with the mentor, it's important that the mentor be aware of their role in supporting the mentee's training. In order for mentors to be able to provide support, they must:

- receive and review the Mentor Guide
- receive all training resources
- understand the training structure and purpose
- be aware of the workshop topics and homework expectations
- complete their own training (for example, NCCP Mentorship)

Learning outcomes

The learning activities in this workshop are designed to enable you to support mentee coaches by helping them:

- understand their role as a mentee
- develop connections with other participants
- gain the skills, knowledge and tools to engage

Training overview

Pre-training preparation: Provide a minimum of 3 weeks before the first workshop for the participants to complete the workshop preparation (activities in the Mentee Workbook) and connect with mentors.

Overview of Workshop 1: Getting Prepared

| Learning activities | Total time: 75 minutes |
|---------------------|------------------------|
| Welcome | 5 minutes |
| Program overview | 10 minutes |
| Introductions | 25 minutes |
| Debrief | 30 minutes |
| Next steps | 5 minutes |

Preparation break: Provide a minimum of 3 weeks between workshops for participants to complete the workshop preparation (activities in the **Mentee Workbook**) and connect with mentors.

Overview of Workshop 2: Setting the Stage

| Learning activities | Total time: 75 minutes |
|---------------------|------------------------|
| Welcome | 5 minutes |
| Discuss | 20 minutes |
| Debrief | 20 minutes |
| Complete | 25 minutes |
| Next steps | 5 minutes |

Preparation break: Provide a minimum of 3 weeks between workshops for participants to complete the workshop preparation (activities in the **Mentee Workbook**) and connect with mentors.

Overview of Workshop 3: Developing Together

| Learning activities | Total time: 75 minutes |
|---------------------|------------------------|
| Welcome | 5 minutes |
| Debrief | 25 minutes |
| Complete | 30 minutes |
| Discuss | 10 minutes |
| Next steps | 5 minutes |

Wrapping up and evaluating (optional): At the end of the mentorship program, host a program wrap-up celebration to reflect on the experience and celebrate the goals achieved.

Getting started: Before the first workshop

Program manager

| | ogram manager of the mentorship program must complete the following activities before hop 1: Getting Prepared: |
|---------|--|
| | Read the Mentorship Guide for Advancing Women in Coaching: Effective Mentoring Practices for the Sport Administrator, referred to as the Sport Administrator Guide , to understand their role in the mentorship program |
| | Review the Presentation Deck . Add their program information to highlighted areas, and remove the highlight once the information is added. |
| Facilit | ator |
| The fac | cilitator of the training program should: |
| | Review all training materials: Facilitation Guide, Presentation Deck and the Mentee Workbook |
| | Read the Mentee Guide to get familiar with the Female Coach Mentorship Model |
| | Be familiar with the videoconferencing platform for the workshops (for example, how to create breakout rooms) |
| | Be familiar with the group they'll be working with (for example, multi-sport or single sport, number of participants) |
| | Consider completing NCCP Core Training for Learning Facilitators |
| Comm | unication to participants |
| | lowing information must be sent to all participants (mentors and mentees) at least 3 weeks the first workshop: |
| | Provide a copy of the: |
| | ° Mentee Guide |
| | ° Mentor Guide |
| | ° Mentee Workbook |
| | Ensure the mentees have connected with their mentor coaches ahead of Workshop 1: Getting Prepared |
| | Ask the mentees to read all pages from the title page through to page 24 of the Mentee Guide and complete the following activities in their Mentee Workbook : |
| | ° The decision to be a mentee (section 1.2) |
| | Mentee motivation scale (section 1.3) |
| | Self-assessment tool (section 1.4) |
| | My coaching philosophy (section 1.5) |
| | Prepare and send meeting invitations for all workshops with workshop overview, including the information from both Preparation for the workshop and During the workshop found in the Facilitation Guide |

| Send reminder emails 1 week before and 1 day before the workshop to ensure mentees are aware of the work they must complete and of the workshop date and time |
|---|
| Provide mentees with an information sheet that outlines each program participants' contact information, sport, and a short biography (optional) |

Example of pre-training email

Hi mentees and mentors,

Welcome to Training for Effective Mentees! Training for Effective Mentees involves 3 virtual workshops that will take place over the course of the next months and cover the Female Coach Mentorship Model. This is a training program with a goal of developing effective mentees by providing the connections, knowledge and tools to be used throughout the mentorship program experience. To be an effective mentee, you must understand your role as the driver of your mentorship experience. The workshops will include a combination of small-group activities, large-group discussions, and homework for you to complete individually and with your mentor.

| Workshop name | Participants | Workshop length |
|------------------------------------|---------------------|-----------------|
| Workshop 1: Getting Prepared | Mentees and mentors | 75 minutes |
| Workshop 2: Setting the Stage | Mentees | 75 minutes |
| Workshop 3: Developing Together | Mentees | 75 minutes |

Attached to this email are the following resources for the training:

- A Mentorship Guide for Advancing Women in Coaching: Effective Mentoring Practices for the Mentee, referred to as the **Mentee Guide**
- A Mentorship Guide for Advancing Women in Coaching: Effective Mentoring Practices for the Mentor, referred to as the **Mentor Guide**
- Training for Effective Mentees: Mentee Workbook, referred to as the Mentee Workbook

Before Workshop 1: Getting Prepared, mentees should complete the following:

- Reach out to connect with your mentor. Try to schedule your first meeting to introduce yourself to your mentor before the workshop.
- ☐ Read all pages from the title page through to page 24 Mentee Guide
- ☐ Complete the following activities in the Mentee Workbook:
 - The decision to be a mentee (section 1.2)
 - Mentee motivation scale (section 1.3)
 - Self-assessment tool (section 1.4)
 - My coaching philosophy (section 1.5)

| Bet | fore | Wo | rkshop 1: Getting Prepared, mentors should complete the following: |
|-----|------|-----|--|
| | | Fin | d time to connect with your mentee |
| | | Rea | ad all pages from the title page through to page 24 of the Mentor Guide |
| | | Coı | mplete the activities in the Mentor Guide : |
| | | 0 | The decision to mentor (page 20) |
| | | 0 | Mentee motivation scale (page 21) |
| | | 0 | Self-assessment and awareness building (page 23) |
| | | 0 | My coaching philosophy (page 24) |

my code mig prinosopmy (page 2 i)

Please let me know if you have any questions! Thank you.

1 Workshop 1: Getting Prepared

1.1 Workshop overview

Length: 75 minutes

Participants: Mentees and mentors in the mentorship program

Preparation for the workshop

Before Workshop 1: Getting Prepared, mentees should complete the following:

- ☐ Reach out to connect with your mentor coach. Try to schedule your first meeting to introduce yourself before the workshop.
- ☐ Read all pages from the title page through to page 24 of the **Mentee Guide**
- ☐ Complete the following activities in the **Mentee Workbook**:
 - The decision to be a mentee (section 1.2)
 - ° Mentee motivation scale (section 1.3)
 - Self-assessment tool (section 1.4)
 - My coaching philosophy (section 1.5)

During the workshop

During Workshop 1: Getting Prepared, participants will:

- Learn about the program and have the opportunity to ask questions
- Introduce themselves and get to know the other program participants
- Share their results from the Mentee Workbook activities, sections 1.2 to 1.5

Workshop 1 schedule

| Time | Learning activities |
|------------|---------------------|
| 5 minutes | Welcome |
| 10 minutes | Program overview |
| 25 minutes | Introductions |
| 30 minutes | Debrief |
| 5 minutes | Next steps |

1.2 Workshop preparation

Before the workshop

The facilitator and project manager should ensure they complete the following items before the workshop:

| Ensure that all activities are completed in the following sections of the Facilitation Guide : Introduction, Getting started, section 1.1 |
|--|
| Send meeting invitation with workshop overview, including the information from both Preparation for the workshop and During the workshop (section 1.1 in the Facilitation Guide) |
| Send a meeting reminder 1 to 2 days in advance of the workshop |
| Review the Facilitation Guide and Presentation Deck for the workshop |
| Review the workshop preparation work for the participants: |
| ° Read all pages from the title page through to page 24 in the Mentee Guide |

Activities in sections 1.2 to 1.5 in the Mentee Workbook

Starting the workshop

| Instructions and notes | Resources |
|---|---|
| Ensure you have all program resources required for the workshop | Facilitation GuidePresentation DeckMentee WorkbookMentee Guide |
| Open the virtual room at least 30 minutes before the start to give yourself time to prepare materials and complete a technology check (audio and video; breakout room functionality). | |
| Display slide 1 as participants arrive. | Presentation Deck Slide 1 Training for Effective Mentese Workstrop 1 Coding Prepared Coach Ca |

| My notes: | |
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1.3 Welcome

Activity time: 5 minutes

| Instructions and notes | Resources |
|---|---|
| Introduce yourself to the group and welcome everyone to Training for Effective Mentees Congratulate participants on their selection to the mentorship program Introduce the program manager to the group Address housekeeping items at the beginning of the workshop: virtual platform abilities (audio, video) | Slide 2 Welcomet Training facilitativ Program managar INI Digenomia Entil Condition Conditio |
| Thank the traditional territory for the opportunity to gather today. If possible, please customize the following thank you to acknowledge the specific Indigenous Peoples on whose traditional territory you'll be delivering the workshop "We respect and acknowledge Indigenous Peoples (First Nations, Inuit, and Métis) as the Keepers of the Territory upon which we'll be learning today." | Slide 3 We respect and acknowledge Indigenous Peoples (Pirst Nations, Inuit and Métic) as the Keepers of the Territory upon which we'll be iterming today. CONCLES Immension 2 2 2 2 2 2 2 2 2 |
| Review the rationale, objective and process for Training for Effective Mentees Emphasize that the mentees are the "drivers of their mentorship experience," and they should be leading the process | Training for Effective Meeters Retiroise 1. Training for Effective Meeters Property of the Control of the C |
| Introduce the overview agenda for the training program Make sure participants have their Mentee Workbook open and encourage them to write notes in the Notes section Also encourage participants to use the space to write down discussion topics for conversations with their mentor | Slide 5 Overview: Training for Effective Menteses Description |

| My notes: | |
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1.4 Program overview

Note: This section can be presented by the program manager or the facilitator. The program manager should be available to answer any program-related questions.

Tip: Use the activity called Understanding what the mentorship involves, on page 19 of the **Mentee Guide**, to identify the information the participants need to know.

Activity time: 10 minutes

| Instructions and notes | Resources |
|---|--|
| Introduce the first section, Program overview | • Slide 6 Mentarahip program overview coaches coaches coaches |
| Introduce the rationale, objective and process for this section of the workshop | Slide 7 Methorship program overview Fallenium 1 has an effective results, it assured to understand the methods program and the expectations Colorium 2 hostocolor the program perclapants to the core elements of the methods program Part Colorium 1 colorium information with a distinct for quantum COLORIUM 1 colorium information with a distinct for quantum 1 colorium information with a distinct for quantum 1 colorium information with a distinct for quantum colorium information |
| Describe the mentorship program and its purpose Describe the program's goal Describe the program's objectives | Slide 8 About the mentorship program Thomas a given more horse Program gill Summa given Department D |
| Describe the activities that will take place throughout the program Provide as much detail as possible | Program activities The materials program nuclear the following act |

| Instructions and notes | Resources |
|--|---|
| Review the program schedule and highlight all key dates for the participants Highlight any mandatory events that participants must attend | Program schedule Activity Oxte More Control |
| Review the program resources and ensure all participants have access to the resources Make sure participants understand what they'll use each resource for and how to use it Review the technology requirements, and if necessary, provide participants with a walk-through of the new platforms | Program resources Learning measures A Amounted State Agent Amounts of State |
| Introduce the Female Coach Mentorship Model and the 3 guides that are available Make sure that participants have access to their respective guides (Mentee Guide or Mentor Guide) | Slide 12 AMSTORSHP GUCK |
| Review the 6 stages to mentorship and the key points that will happen during each stage | Sugges of mentorship Sugges of mentorship Manual - Comment of the month of the m |
| Pause for any questions from the participants | • Slide 14 Questions? |

| My notes: | |
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1.5 Introductions

Notes: The activity's time may fluctuate based on how many participants are in the session. Ensure that you give all participants enough time to introduce themselves. If time is limited, the facilitator can provide more specific instructions for the activity.

Activity time: 25 minutes

| Instructions and notes | Resources |
|---|---|
| Introduce the second section, Introductions | • Slide 15 |
| Introduce the rationale, objective and process for this section of the workshop | Slide 16 Introductions Ratinual Description of the other propers participant can support a possible eventurality Collector To translate the program participant bits each other Introduction Thursdade revolutations 1 Proundade revolutations 10 CONDUCT TOTAL A TOTAL |
| Ask the program mentors to introduce themselves (name, sport, province or territory, current or most recent coaching position) | Slide 17 Program meeters Name Sport coach(s: |
| Ask the program mentees to introduce themselves (name, sport, province or territory, current or most recent coaching position) Encourage participants to connect with each other throughout the program, and provide examples of how and where they can connect (for example, at events, by email) | Slide 18 Program montes Name Sport Name Sport CONTROL OF THE PROGRAM AND THE PROGRAM |

| My notes: | |
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1.6 Debrief

Activity time: 30 minutes (15 minutes for each breakout room activity)

| Instructions and notes | Resources |
|--|--|
| Introduce the third section, Debrief | • Slide 19 Odorier Coachea |
| Introduce the rationale, objective and process for this section of the workshop | Slide 20 Debrief Estimate |
| Introduce the activity, Getting ready for your role Let participants know that they'll be split into groups depending on their role in the program (mentor or mentee) Direct mentees to sections 1.2 and 1.3 of the Mentee Workbook, as they'll be discussing the activities: The decision to be a mentee (section 1.2) Mentee motivation scale (section 1.3) Direct mentors to page 20 and 21 of the Mentor Guide, as they'll be discussing the activities: The decision to be a mentor (page 20) Mentor motivation scale (page 21) Let participants know they'll have approximately 11 minutes in the breakout rooms When creating the breakout rooms: Split participants into breakout rooms so that each room has 3 to 4 participants Each room must have only mentors or only mentees While participants are in breakout rooms: Monitor them for questions Join rooms to ensure participants are on task Send remaining time updates (for example, 2 minute warning) End breakout rooms and welcome participants back to the main room After the breakout sessions are done: Allow participants to share key highlights from their conversations, depending on time | Slide 21 Breakor room t Cetting ready for your role In the break came, you he segment for groups been for your role present or means) Assert your facilities and the segment for groups been for your role present or means) 1 - Assert your facilities and the segment of the |

Instructions and notes Resources • Introduce the activity, Self-assessment Slide 22 • Direct mentees to Sections 1.4 and 1.5 of the **Mentee Workbook**, as they'll be discussing the following: • Self-assessment tool (section 1.4) • My coaching philosophy (section 1.5) • Direct mentors to pages 23 and 24 of the **Mentor Guide**, as they'll be discussing the following: • Mentee Workbook, • Self-assessment and awareness building (page 23) sections 1.4 and 1.5 • My coaching philosophy (page 24) • Mentee Guide, pages 23 • Let participants know they'll have approximately 13 minutes in and 24 the breakout rooms • Mentor Guide, pages 23 • When creating the breakout rooms: and 24 • Split participants into breakout rooms so that each room has 3 to 4 participants • Switch participants so that they're working with different groups than they did for the first breakout room activity • Mentors and mentees can be in the same rooms • While participants are in breakout rooms: • Monitor them for questions • Join rooms to ensure participants are on task • Send remaining time updates (for example, 2 minute warning) • End breakout rooms and welcome participants back to the main room • After the breakout sessions are done, depending on time remaining, allow participants to share key highlights from their conversations My notes:

1.7 Next steps

Activity time: 5 minutes

| Instructions and notes | Resources |
|--|---|
| Introduce the final section, Next steps Ask participants to enter a word in the chat box to describe how they're currently feeling Goal of this activity is to take the group's pulse of how the first workshop went | • Slide 23 |
| Ask participants to go to section 2.1 of the Mentee Workbook Review the homework for the participants to complete before the next training workshop | Slide 24 Cornel with your enter can but of their in the working and activates Program of the of the filter filter (and the control of the control of their filter filter filter) Program of the of the filter filt |
| Ask participants if they have any questions | Slide 25 Questions? Training facilitator Program managar Tool Market Mar |
| Thank participants for their participation | • Slide 26 Teach year |

| My notes: | |
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2 Workshop 2: Setting the Stage

2.1 Workshop overview

Length: 75 minutes

Participants: Mentees in the mentorship program

Preparation for the workshop

Before Workshop 2: Setting the Stage, mentees should complete the following:

- ☐ Connect with their mentor coach and reflect on the first workshop and activities
- ☐ Read pages 25 to 40 of the **Mentee Guide**
- On their own, complete the following activity in the **Mentee Workbook**:
 - The coach I want to be (section 2.2)
- ☐ With their mentor, complete the following activities in the **Mentee Workbook**:
 - Questions to ask after being paired with a mentor (section 2.3)
 - Mentorship quiz (section 2.4)
 - Developing a vision (section 2.5)
 - Goal-setting exercises (section 2.6)
 - Creating a mentorship plan (section 2.7)

During the workshop

During Workshop 2: Setting the Stage, participants will:

- Discuss the mentee's role and how to be effective
- Debrief the homework: Mentorship quiz and expectations for the program
- Complete the **Mentee Workbook** activity in breakout rooms:
 - Networking exercise (section 2.8)

Workshop 2 schedule

| Time | Learning activities |
|------------|---------------------|
| 5 minutes | Welcome |
| 20 minutes | Discuss |
| 20 minutes | Debrief |
| 25 minutes | Complete |
| 5 minutes | Next steps |

2.2 Workshop preparation

Before the workshop

The facilitator and project manager should complete the following items before the workshop:

- Send meeting invitation with workshop overview, including the information from both Preparation for the workshop and During the workshop (section 2.1 of the Facilitation Guide)
 Send meeting reminders 1 week before and 1 day before the workshop
 Review the Facilitation Guide and Presentation Deck for the workshop
 Review the workshop preparation work for the participants:
 - Read pages 25 to 40 in the Mentee Guide
 - Activities in sections 2.2 to 2.7 in the **Mentee Workbook**
- ☐ Review the activities to be completed during the workshop:
 - Networking exercise in section 2.8 in the Mentee Workbook

Starting the workshop

| Instructions and notes | Resources |
|--|---|
| Ensure you have all the program resources available for the session | Facilitation GuidePresentation DeckMentee WorkbookMentee Guide |
| Open the virtual room at least 30 minutes before the workshop's start time to give yourself time to prepare materials and complete a technology check (audio and video; breakout room functionality) | |
| Display slide 27 as coaches arrive | Presentation Deck Slide 27 Training for Effective Montese Window 2 Stating the stage Coaches Local Management of the stage Coaches Local Management of the stage Coaches Local Management of the stage Coaches Local Management of the stage Local Management of |

| My notes: | |
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2.3 Welcome

Activity: 5 minutes

| Instructions and notes | Resources |
|---|--|
| Welcome everyone back to Training for Effective Mentees | • Slide 28 |
| Thank participants for the time and effort they spent on the homework activities | Welcome! Training Boilstor Program manager |
| Briefly re-introduce yourself | Organization Organization Crisis |
| Address housekeeping items at the beginning of the workshop: virtual platform abilities (audio, video) | cosch.co :==================================== |
| Thank the traditional territory for the opportunity to train today. If possible, please customize the following thank you to acknowledge the specific Indigenous Peoples on whose traditional territory you'll be delivering the workshop | Slide 29 We respect and acknowledge Indigenous Peoples (First Nations, Inuit and Mides) as the Keepers of the Territory upon which we'll be learning today. |
| "We respect and acknowledge Indigenous Peoples (First Nations, Inuit, and Métis) as the Keepers of the Territory upon which we'll be learning today." | coach(c) |
| Introduce the workshop's agenda | • Slide 30 |
| Review the rationale and objective for Training for Effective Mentees | Training for Effective Mentees: Setting the stage |
| Emphasize that the mentees are the "drivers of their mentorship experience," and they should be leading the process | Weshalvage agent Desirable the inverse of the total settlement Desirable the inverse inverselve part of expenditure for the program) Complete the activity observed preserving and expenditure for the program) To should precise the activity observed preserving To should precise them completely accordance and understand finite rate as the driver of their mentanting expenditures Objective Use provide makes with the corrections, broadwage and tools they'll see throughout their mentanting program |
| Make sure participants have their Mentee Workbook open and encourage them to write notes and discussion topics in the Notes section | coach(a) |
| My notes: | |

2.4 Discuss

Activity time: 20 minutes

| Instructions and notes | Resources |
|---|--|
| Introduce the first section, Discuss | Slide 31 Ditus Mentees' roles and responsibilities |
| Introduce the rationale, objective and process for this section of the workshop Remind participants of the 6 stages of mentorship Explain to participants that this section covers a review of the 6 stages and their mentee role during the stages | Slide 32 Discuss the mental's role and how to be effective Particular. Particular. 1 Notices and understord his inside of a neutrology propose and how role and responsibilities throughout it Colption 1 Improved mentals with the understording, stall and strategies measurely to be of effective mentals Person 1 Approprie discussions • Mentees' roles and responsibilities. |
| Explain the mentees' roles and responsibilities for stages 1 and 2 Let participants know that they completed stage 2 at the end of the Workshop 1 | Menter's roles and responsibilities SIGE ASSESS RELONGS 1. Design understanding of the restricted pursue 1. Design understanding of |
| Explain the mentees' roles and responsibilities for stages 3 and 4 Let participants know that they completed stage 3 in the homework, and that they're now in stage 4 | Menter's roles and responsibilities (continued) State 3 set role state Other pain and mismon Other continued State 4 service or footness - State 4 service or footness - Set one gate densities |

Instructions and notes Resources • Explain the mentees' roles and responsibilities for stages 5 and 6 • Slide 35 • Let participants know that they'll have completed stages 5 and 6 by the end of the program Mentees' roles and responsibilities • Review the list of strategies to be an effective mentee • Slide 36 • Ask participants if there are any other skills or strategies they would add to this list • Encourage participants to speak, or when speaking isn't possible, have them participate using the chat function • Mentee Guide, page 29 Review the strategies on how participants can make the most of • Slide 37 their mentorship experience • Ask participants if anyone has experienced or used any of these strategies yet (encourage participants to share their experience) • Ask participants if they have any questions now that the section is done • Mentee Guide, pages 44 to 47 My notes:

2.5 Debrief

Activity time: 20 minutes

| Instructions and notes | Resources |
|--|---|
| Introduce the second section, Debrief | • Slide 38 |
| Introduce the rationale, objective and process for this section of the workshop | Slide 39 Cebrief the homework: Mentorship quie and expectations for the program Finance 1. Montes result to compare the expectation of a mentorship program to their mentors expectations to more trayly as single 1. Montes of the expectations of a mentorship program on the mentorship and the mentorship and the sequence of these. Process 1. Send group discussions and a large group discret COMMAN COMMAN |
| Introduce the activity, Mentorship quiz Direct participants to discuss the activity in the Mentee Workbook: Mentorship quiz (section 2.4) Let participants know they'll have approximately 12 minutes in the breakout rooms When creating the breakout rooms: Split participants into breakout room so that each room has 3 to 4 participants While participants are in breakout rooms: Monitor them for questions Join rooms to ensure participants are on task Send remaining time updates (for example, 2 minute warning) End breakout rooms and welcome participants back to the main room Lead a group debrief for the remaining activity time (approximately 8 minutes or less) and ask each group to share their conversation highlights | Slide 40 Debrief Mentorship guiz Name translation, with our just expectations for the progen. Got to solice 2 of the Manter Mentorship of the progen. Got to solice 2 of the Manter Mentorship of the progen. Got to solice 2 of the Manter Mentorship of the Internation of the progen. Got to solice 2 of the Manter Mentorship of the Internation of t |

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2.6 Complete

Activity time: 25 minutes

| Instructions and notes | Resources |
|--|---|
| Introduce the third section, Complete | • Slide 41 |
| Introduce the rationale, objective and process for this section of the workshop | Slide 42 Complete the activity: Networking exercise filterials Networking growing profile the apportunity for merineas hadd corrections both within College Control of the apportunity for merineas hadd corrections both within College Colleg |
| Introduce the activity, Networking exercise Direct participants to complete the activity in the Mentee Workbook: Networking exercise (section 2.8) Let participants know they'll have 15 minutes in the breakout rooms When creating the breakout rooms: Split participants into breakout rooms so that each room has 3 to 4 participants Switch participants so that they're working with different groups than they did for the first breakout room activity While participants are in breakout rooms: Monitor them for questions Join rooms to ensure participants are on task Send remaining time updates (for example, 2 minute warning) End breakout rooms and welcome participants back to the main room Lead a group debrief for the remaining activity time (approximately 8 minutes or less) and ask each group to share their conversation highlights | Complete Networking exercise In the brain amount of the Virtue page district in matter 2 of your Warter Workshood. After land a source of the Virtue page district in the name one. Please shirt a group of the control of the name o |

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2.7 Next steps

Activity time: 5 minutes

| Instructions and notes | Resources |
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| Introduce the final section, Next steps | • Slide 44 |
| Ask participants to enter a word in the chat box to describe how they're currently feeling | Next steps |
| This activity's goal is to take the group's pulse of how the workshop went | |
| | COSCH.CS Grant Cost Cost Cost Cost Cost Cost Cost Cos |
| Ask participants to go to section 3.1 of the Mentee Workbook | • Slide 45 |
| Review the homework that the mentees will complete before the next workshop | Before Workshop 2: Developing Tagether - Read pages 41 to 54 in the Menke Calab. - Connect with your restor control will offer the workshop and activities. - Review and did for Annie Anderskop control, activities activities and activities. - Review and did for Annie Review (activities to the Menke State Workshood. - Why your control, complete for the Menke State (activities to the Menke Menkedod. - Bernier and Menkedon (seed to 3.7) - Consisting state (activities to the Menkedod. - Consisting state (activities to the Menkedod.) |
| | • Mentee Workbook, section 3.1 |
| Ask participants if they have any questions | • Slide 46 |
| | Questions? Training facilitator Propon manager Training facilitator Tra |
| Thank participants for their participation | • Slide 47 |
| | Thank you! coach ca coach ca coach ca |

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3 Workshop 3: Developing Together

3.1 Workshop overview

Length: 75 minutes

Participants: Mentees in the mentorship program

Preparation for the workshop

Before Workshop 3: Developing Together, mentees should complete the following:

- ☐ Read pages 41 to 64 in the **Mentee Guide**
- ☐ Connect with your mentor coach and reflect on the previous workshop and activities
 - Review pages 46 and 47 in the **Mentee Guide**
 - Review and add to Activity: Networking exercise, section 2.8 in the Mentee Workbook
- ☐ With your mentor, complete the following activities in the **Mentee Workbook**:
 - Barriers and facilitators (section 3.2)
 - ° Discussing conflict or challenges with your mentor (section 3.3)

During the workshop

During Workshop 3: Developing Together, mentees will complete the following:

- Debrief homework reading and activities: Discussing conflict or challenges with your mentor
- Complete the **Mentee Workbook** activity: Facilitating reflection (section 3.4)
- Reflect on their experience in the program so far

Workshop 3 schedule

| Time | Learning activities |
|------------|---------------------|
| 5 minutes | Welcome |
| 25 minutes | Debrief |
| 30 minutes | Complete |
| 10 minutes | Discuss |
| 5 minutes | Next steps |

3.2 Workshop preparation

Before the workshop

The facilitator and project manager should ensure the following items are completed in advance of the session:

| Send meeting invitation with workshop overview, including the information from both Preparation for the session and During the session (section 3.1 of the Facilitation Guide) |
|--|
| Send meeting reminders 1 week before and 1 day before the workshop |
| Review the Facilitation Guide and Presentation Deck for the session |
| Review the workshop preparation work for the participants: |
| ° Read pages 41 to 64 in the Mentee Guide |
| Activities in sections 3.2 and 3.3 in the Mentee Workbook |
| Review the activities to be completed during the workshop: |
| Activity: Facilitating reflection in section 3.4 in the Mentee Workbook |

Starting the workshop

| Instructions and notes | Resources |
|---|---|
| Ensure you have all of the program resources available for the session | Facilitation GuidePresentation DeckMentee WorkbookMentee Guide |
| Open the virtual room at least 30 minutes before the start time to give yourself time to prepare materials and complete a technology check (audio and video; breakout room functionality) | |
| Display slide 48 as coaches arrive | Presentation Deck Slide 48 Training For Effective Montage Workshop 3: Conveniency Square Training For Effective Montage Workshop 3: Conveniency Square Training For Effective Montage Workshop 3: Convenience Square Training For Effective Montage Workshop 3: Convenience Square Workshop 3 |

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3.3 Welcome

Activity time: 5 minutes

| Instructions and notes | Resources |
|--|--|
| Welcome everyone back to Training for Effective Mentees Thank participants for the time and effort they spent on the homework activities | Slide 49 Welcomet Training facilitator Program manager |
| Briefly re-introduce yourselfAddress housekeeping items at the beginning of the workshop: | Topological Control Co |
| virtual platform abilities (audio, video) Thank the traditional territory for the opportunity to train today. If possible, please customize the following thank you to acknowledge the specific Indigenous Peoples on whose traditional territory you'll be delivering the workshop: "We respect and acknowledge Indigenous Peoples (First Nations, Inuit, and Métis) as the Keepers of the Territory upon which we'll | Slide 50 We respect and acknowledge Indigenous Peoples First Nation, Itself and Militig in the Respect of the Territory upon which we'll be learning bidge. |
| Introduce the workshop's agenda Review the rationale and objective for the Training for Effective | • Slide 51 |
| Mentees Emphasize that the mentees are the "drivers of their mentorship experience," and they should be leading the process | Training for Effective Neethers Workshop agency Workshop agency Complete to scholy Festilating shelders Complete to scholy Festilating shelders Discuss your opportunities in the program to be To design price of the scholar scholar scholar to scholar schola |
| Make sure participants have their Mentee Workbook open and encourage them to write notes in the Notes section | coschica management |
| My notes: | |
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3.4 Debrief

Activity time: 25 minutes

| Instructions and notes | Resources |
|---|--|
| Introduce the first section, Debrief | • Slide 52 Debrief Concluded and an annual an annual and an annual an annual and an annual and an annual and an annual and an annual an annual and an annual an an |
| Introduce the rationale, objective and process for this section of the workshop | Slide 53 Debrief the homework: Discussing conflict or challenges with your mentor # details. Section 1. **Control of the control of |
| Introduce the activity, Discussing conflict or challenges with your mentor, and direct participants to section 3.3 of the Mentee Workbook This activity's purpose is to debrief the activity that the participants completed before the workshop, debrief different approaches to conflict, and let participants get to know one another better Let participants know they'll have approximately 15 minutes in the breakout rooms, and have them assign a group member who will report back during the group debrief When creating the breakout rooms: Split participants into breakout rooms so that each room has 3 to 4 participants While participants are in breakout rooms: Monitor them for questions Join rooms to ensure participants are on task Send remaining time updates (for example, 2 minute warning) End breakout rooms and welcome participants back to the main room Lead a group debrief for the remaining activity time (approximately 8 minutes) and ask each group to share their conversation highlights | Slide 54 Debrief Discussing conflict or challenges with your menter In your braider term, when the myer agreemens the model, Gas the activity is section 23 of the Mankes vertices. Concessing conflict orders were found. On the conflict arrangement assessment and held by the your ment. On the conflict arrangement assessment are braided by the your ground or performs, addition or principated? On the conflict arrangement assessment and held by the your ground or performs, addition or principated? On the conflict arrangement assessment and held by the your ground or performs addition or principated? On the conflict arrangement assessment and held by the performs addition or principated? On the conflict arrangement assessment and held by the restriction. Please added a group menter is above your ground commendate highlight. On the conflict arrangement assessment as a final or principated and the restriction. On the conflict arrangement assessment as a final or principated and the restriction. On the conflict arrangement assessment as a final or principated and the restriction. On the conflict arrangement assessment as a final or principated and the restriction. On the conflict arrangement assessment as a final or principated and the restriction and the restriction. On the conflict arrangement assessment as a final or principated and the restriction and the restriction arrangement as a final or principated and the restriction and the restriction are a final or principated and the restriction a |

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3.5 Complete

Activity time: 30 minutes

| Instructions and notes | Resources |
|--|---|
| Introduce the second section, Complete | • Slide 55 Complete Complete |
| Introduce the rationale, objective and process for this section of the workshop | Slide 56 Complete the activity: Facilitating reflection Rutinate - Merror law groups any product for equations (or marken its oil goals and flow practice reflection on their goal Objects - In such control flow testing to the acuses to inclinate reflection: Process - In such control flow testing to the acuses to inclinate reflection: Process - Observation and a large-group defined COSACT. Instantance communication COSACT. Insta |
| Introduce the activity, Facilitating reflection | • Slide 57 |
| Direct participants to complete the activity in the Mentee Workbook: | Complete Facilitating reflection In the brained comes, compile deskey Facilitating enfection in your Master Worklook in section 24. Each once all he simple as desiction model by your Allows but model so when or experience in the program or desiry pare caseding years. Which does your lay reflection and then in your group. After the brained assessment send, will have a group desided in the meant come. Please send any once entered to serve your recoverable highlights and opinion have free meal results be tables your reflection. |
| Facilitating reflection (section 3.4) | |
| Let participants know they'll have 20 minutes in the breakout rooms, and have participants assign a group member who will report back during the group debrief | Mentee Workbook, |
| • Each room will be assigned a reflection model to use to reflect on their experience in the mentorship program so far. Have mentees review whether the model helped their reflection process. | section 3.4 • Mentee Guide, pages 43 |
| When creating the breakout rooms: | and 44 |
| Split participants into breakout rooms so that each room has 3 to 4 participants | |
| Switch participants so that they're working with different groups than the first activity | |
| Assign a reflection model to each room | |

| Instructions and notes | Resources |
|---|-----------|
| While participants are in breakout rooms:Monitor them for questions | |
| Join rooms to ensure participants are on task | |
| Send remaining time updates (example: 2-minute warning) | |
| End breakout rooms and welcome participants back to the main room | |
| Lead a group debrief for the remaining activity time (approximately 10 minutes) and ask each group to share their conversation highlights | |
| My notes: | |

3.6 Discuss

Activity time: 10 minutes

| Instructions and notes | Resources |
|---|---|
| Introduce the third section, Discuss | • Slide 58 |
| Introduce the rationale, objective and process for this section of the workshop | Slide 59 Discuss your experience in the program so far Parlament Parlament Parlament Parlament Replaced To Syndrog on the experience, meres are practicing the sell of effection and can provide flexiblests on the program To septimized To septimized |
| Lead a group discussion on their experiences in the program, using the questions on the screen to prompt reflection. Answer any remaining questions you can. If you don't know the answer, write it down and let them know you'll find the answer. | Slide 60 Croup discussion Open that spice is a smarter? What have purchased adoptived these desting the program? What have purchased adoptived from desting the program? What have purchased and proved these desting the program? What produces of desting the condition of the harmonic added during the program? |
| My notes: | |

3.7 Next steps

Activity time: 5 minutes

| Instructions and notes | Resources |
|--|--|
| Introduce the final section, Next steps Ask participants to enter a word in the chat box to describe how they're currently feeling The goal is to get a pulse of how the group felt the session went | • Slide 61 Next steps coaches coaches manufactures of the steps coaches manufactures of the steps manufactures of the step |
| Review the next steps for the mentorship program Remind participants to use the Mentee Workbook and the Mentee Guide throughout the program Ask participants if they have any questions | Slide 62 Next steps - Cornect with por reserve couch and orders on the scribings and the scribbines - Failbine regregate manages to believe up consecurably freesigned the programs - Continued cornection The scribbine of the scribbine up consecurably freesigned the programs - The scribbines - The scrib |
| Thank participants for their participation | • Slide 63 Thank your |
| My notes: | |

4 Wrapping Up and Evaluating

Congratulations on facilitating Training for Effective Mentees!

As the program continues, refer to the **Sport Administrator Guide** to identify your role in supporting the program participants. Remember to regularly check in and connect with the participants.

The facilitator or manager of the mentorship program should make sure that the following activities happen before the end of the program:

| Review pages 33 to 37 of the Sport Administrator Guide to develop your program evaluation |
|---|
| Plan a program wrap-up celebration to share and celebrate the successes and accomplishments of program participants (can be a virtual or in-person celebration) |
| Send your program evaluation to all program participants, with a deadline for completion |
| Send a reminder to program participants to complete sections 4.1 to 4.4 of the Mentee Workbook , prior to the program wrap-up celebration |
| Host the program wrap-up celebration |

Remember to share the stories and successes of the program with the sport community to inspire others to support coach development through mentorship!

Visit <u>coach.ca</u>, the resource and information hub for coaches in Canada. Register for a free Locker account to access valuable eLearning modules and track coach training, and get practical coaching tips that you can use today from the Coaching Association of Canada.

| Notes | | | | | | | |
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