

## Training Module Responses

Name:

<b>MODULE 1 - HOPE MENTORING BASICS</b>
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### **Module 1: Part 1: Quiz 1**

1. Please describe the difference between hard skills and soft skills.
2. What is the HOPE Mentoring policy for exchanging contact information with your mentee?
3. Which of the following should you bring to the correctional facilities? (check all that apply)
  - Cell Phone
  - Driver's License
  - Items for Mentee
  - Mentor Portfolio
  - Cash
4. Please describe an appropriate outfit to wear to the facilities.
5. List three primary roles of a HOPE mentor.
6. Describe three characteristics of a good mentor which you believe are most important, and why.

### **Module 1: Part 2: HOPE Setup**

1. Submit the: (1) Confidentiality Statement, (2) Commitment Contract, and (3) Photo Release Form under the "Mentor Training" tab.  
\*Enter your name to confirm you've submitted all three forms.
2. Navigate to the Mentor Lounge page under the Mentor Resources tab. You will be instructed to create a login to access the lounge.  
\*Enter the username you created for the HOPE website.
3. MRV Form (IU Students Only, registers as a driver for mileage reimbursement)  
\*THE MRV FORM IS NOT REQUIRED AT THIS TIME\*

<b>MODULE 2 - WHY MENTOR? UNDERSTANDING YOURSELF AS A MENTOR</b>
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### **Module 2: Part 1: Personal Mentors**

1. Describe a mentor you have had in your life and explain the traits they demonstrated which made them successful. Reflect on the impact that made in your life.
2. What has motivated you to become a mentor?
3. What strengths do you think you bring to the table as a mentor?
4. Reflect on your expectations for your mentoring relationship. What do you hope to achieve? How will you define a successful mentoring relationship?

### **Module 2: Part 2: Exploring Our Identity and its Impact on the Mentoring Relationship**

1. List 2 traits that you believe are important to your identity. Examples might include gender, race, age, hobbies, religion, career, etc.
2. For each of these traits, describe a stereotype that is true for you and one that is false about these traits. Example: if an important trait is "female" you might list a true stereotype as "being caring" and a false one as being "moody". A person who identifies as a teacher may list a true stereotype as "loving children" and a false one as "being strict".
3. Think about the preconceptions that your mentee may have about YOU before meeting or getting to know you well. Discuss how these might affect your relationship.
4. Think about 2 traits that may be important to a potential mentee's identity. What preconceptions might your mentee EXPECT you to hold about them related to these characteristics?
5. Based on your previous responses, discuss how these preconceptions, or fears of preconceptions, might affect your relationship. How can you openly discuss your identities and possible differences in a constructive way?

### **Module 2: Part 3: Communication Habits**

1. When I Listen to Someone (check all that apply)
  - I fake attentiveness.
  - I get distracted easily.
  - I don't tell the person when there is something I don't understand.
  - I judge & evaluate the other person
  - I advise or teach or moralize.
  - I often talk about myself.
  - I am usually not available when someone wants to talk to me.
  - I think about how I am going to respond while the other person is talking.
  - I interrupt to divert conversations.
  - I judge and evaluate the other person and his or her comments.

2. When I Talk to Someone (check all that apply)

- I get the feeling that they don't understand
- I express opinions as fact.
- I'm reluctant to reveal my real feelings.
- I use negative statements in problem situations.
- I use examples or details to get my feelings across.
- I choose the right moment to raise an issue.
- I focus on letting the other person know how wrong he or she is in the situation.

3. Take a few minutes to reflect on your communication tendencies and patterns. Write a few sentences explaining on how they may impact your mentoring.

4. What tendencies do you think are more important when communicating with a mentee and why?

5. Are there any challenges you anticipate in your communication style that you want to pay special attention to during your mentoring sessions?

<b>MODULE 3 - MEET THE MENTEES</b>
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**Module 3: Part 1: Scenarios 1**

Please read and respond to the following situations with one way you would handle the situation and one thing you would avoid doing.

1. When you arrive at the correctional facility, you are informed that your mentee does not want to meet.
2. The activity you planned is not going well and your mentee is being uncooperative. They do not want to try any of the activities you have brought as backups.
3. Your mentee becomes frustrated when trying to complete a college application and says they want to quit
4. Your mentee is easily distracted by the other people in the visitation room and keeps losing focus on the activity.
5. Your mentee keeps getting in altercations with other students in their unit.

**Module 3: Part 2: Quiz 2**

1. List 3 changes that your mentee may be experiencing during mid-adolescence
2. Choose two changes from your response to question one, and explain how these changes may affect your mentee's behavior during a mentoring session.

3. Explain how 11-13 year olds differ from 14-16 year olds intellectually.
4. Explain how 11-13 year olds differ from 14-16 year olds socially.

## **MODULE 4 - PLANNING MEANINGFUL ACTIVITIES**

### **Module 4: Part 1: SMART Goals**

Please design a hypothetical SMART goal for your mentee and provide the following information for your chosen goal:

Specific: how?

Measurable: how?

Appropriate: how?

Relevant: how?

Timely: how?

### **Module 4: Part 2: Planning Activities**

1. Create a unique agenda/lesson plan for a first mentoring session. Submit this in the Mentor Lounge under the First Session Ideas activity board.
2. Create a 10-15 minute activity to discuss the expectations and boundaries of the mentoring relationship. Think about program rules, personal needs, and things that would be important if you were being mentored. Submit this in the Mentor Lounge under the Activities on Boundaries activity board.
3. Create an activity plan for a mentee who has no idea what careers they are interested in pursuing. Submit this in the Mentor Lounge under the Misc. Session Plan activity board in the Mentor Lounge.

## **MODULE 5 - RESPONSIBLE MENTORING**

### **Module 5: Part 1: Quiz 3**

1. Lying, severe mood swings, and a decreased interest in school are warning signs of what behavior?
2. Check all that are possible signs of suicide:
  - Giving away possessions
  - Evidence of a plan or method
  - Physical defensiveness

- Frequent accidents
- Making a will
- Sleeping a lot

3. Check all that require mandatory reporting.

- Reports of unsafe sex outside facility
- Substance Abuse
- Abuse that has happened in the facility
- Abuse that happened before your mentee was incarcerated (and they are currently incarcerated)
- Suicidal Ideations
- Threats toward another student/staff
- Possession of drugs/weapons outside of the facility
- Plans to drop out of school upon release

4. Check all that require mandatory reporting BEFORE you leave the correctional facility.

-Reports of unsafe sex outside facility

- Substance Abuse
- Abuse that has happened in the facility
- Abuse that happened before your mentee was incarcerated (and they are currently incarcerated)
- Suicidal Ideations
- Threats toward another student/staff
- Possession of drugs/weapons outside of the facility
- Plans to drop out of school upon release

5. If you are struggling with how to handle a sensitive topic in regards to your mentee, what should you do?

### **Module 5: Part 2: Scenarios 2**

Please read and respond to the following situations with one way you would handle the situation and one thing you would avoid doing.

1. Your mentee asks you if you have ever experimented with drugs or alcohol and is very interested in college parties.
2. At the end of a session, your mentee jokingly describes an incident where they were sexually assaulted but won't say anything else and asks that you don't mention it again.
3. Your mentee confesses that they have a gun at home and they feel they need it for protection, though they have acquired it illegally and do not have the proper licensing/registration.

4. Your mentee says that when they are released from the facility, they are going to run away from home.

5. Your mentee tells you that they have a child outside of the facility, though this does not seem to be something the facility is aware of.

## **MODULE 6 - DEVELOPING MENTORING SKILLS**

### **Module 6: Part 1: Scenarios 3**

Please read and respond to the following situations with one way you would handle the situation and one thing you would avoid doing.

1. When you ask about your mentee's transition plan, she tells you she needs a few weeks of vacation before returning to school or looking for work.
2. Your mentee is usually quiet and reserved but he finally starts opening up and telling you about a best friend he always hangs out with. He seems like a poor influence.
3. When discussing your mentee's career goals, they report they have interest in becoming either a doctor or an astronaut. They are nearly 17 but are far behind in high school credits and likely will not graduate on time.
4. Your mentee is determined to become a singer/rapper and is uninterested in exploring other career paths.
5. Although your mentee is interested in a career as an electrician, they are overwhelmed in how to make that a reality.

### **Module 6: Part 2: Researching Resources**

1. List three resources you can utilize if you're struggling to come up with activity ideas.
2. If you are out of ideas for activity plans, HOPE asks that you do NOT include this in your mentoring logs. Why is this?
3. Describe two activities from the Mentor Lounge you think you might use with your mentee.
4. Identify two additional online resources that can help you with your mentoring.

### **Module 6: Part 3: Reflections**

1. What was the most helpful portion of training and why?
2. What was the least helpful part of training, and why?

3. If you could add one thing to the training, what would be most helpful?
4. What is your biggest concern regarding volunteering with HOPE?
5. Do you have any other questions or comments? Add mentor reflections to Mentor Reflections document and respond to any concerns or questions withstanding.