



HOPE Mentoring Volunteer Handbook

Fourth Edition – September 2024

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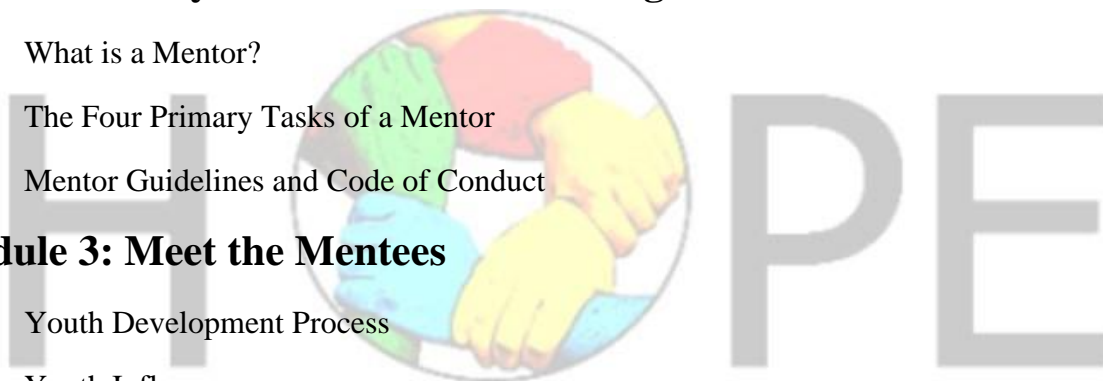
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Module 1: HOPE Mentoring Basics

HOPE Mentoring Program Outline

NOTE: Throughout this manual, we use the term “mentor(s)” to denote IU volunteers; the terms “student(s)” or “mentee(s)” denote youths incarcerated in one of the juvenile correctional facilities.

MISSION

To help students leaving correctional facilities avoid re-incarceration by equipping them with the skills and connections to obtain and maintain employment.

PHILOSOPHY

Many youths who have experience in juvenile correctional facilities return to their communities without many of the essential social and career skills that are needed to get hired and hold a job. Youths who are positively engaged in their communities, especially through employment, are less likely to be re-incarcerated, but need support in learning the necessary skills to obtain and maintain employment.

GOALS

We aim to help mentees explore career opportunities available to them, as well as to develop the skills needed to obtain and successfully maintain a job. Additionally, we hope to help mentees make connections with people in their communities and become positively engaged in order to decrease their chances of re-incarceration. Further, we hope to provide mentees with a positive adult role model to whom they can turn to for support and encouragement, and who can help them set goals for their future and take the steps that are needed to achieve the goals that they choose to set for their lives.

3 PRINCIPLES OF HOPE MENTORING

Exit Begins at Reentry – The HOPE program mentors all student offenders with an eye towards their reentry into the community, knowing they will eventually be released from incarceration and will need the appropriate skills to succeed once they are home. As such, mentors will help their mentees plan and set goals for their course of actions upon release and will begin thinking about the future from the first mentoring session.

Positive & Responsive to Students – For many of our mentees, positive interactions with adults have been limited. The HOPE program seeks to provide students with precisely what the name implies – hope. This can only be done through positivity. Thus, one of a mentor’s important tasks is to be a positive role model in the lives of their mentees. We recognize that each student is unique, and we train our mentors to meet their mentees where they are, whether it be in regard

to age, skill level, disability, interest, or personality. HOPE does not have a one-size-fits-all model and each mentoring relationship will operate slightly differently. However, HOPE mentors will remain positive, encouraging their mentees in achieving the goals they have set for themselves.

Embedded in their Facility and Community – HOPE does not strive to be a standalone program. Instead, we strive to collaborate with and to become embedded in the correctional facilities and communities in which we work. Where there are programs already in place, we aim to connect and partner-up, rather than replication pre-existing services. This means that we are working alongside facility staff to communicate the needs, wants, and plans of each HOPE mentee.

PROGRAM STRUCTURE

We strive to find excellent volunteers to serve as HOPE mentors in our program, and thus work to screen and train each volunteer so that each one is well equipped to support our student mentees. The procedure for screening and training contains four phases, each of which is described below.

- **Phase 1 – Application**
 - Complete the volunteer application online at <https://education.indiana.edu/community/hope-mentoring/index.html>
- **Phase 2 – Screening**
 - To be eligible, all volunteers must complete the following:
 - Complete a background check through Indiana University
 - Complete a background check and screening through the Indiana Department of Corrections (IDOC)
 - Submit volunteer paperwork required for all facility volunteers
 - (In-person mentors only) Provide a copy of a negative tuberculosis (TB) test from within the last year
- **Phase 3 – Training**
 - Mentors must complete the HOPE training modules. These modules coincide with the volunteer manual. The Mentoring Director should be able to provide you with the most up-to-date version of the training modules. The modules can be completed individually, remotely, and at the mentor's own pace to make the training process as convenient as possible.
 - Mentors may also have the opportunity for additional training sessions throughout the year. These additional training sessions may take the form of in-person group sessions, individual support meetings with HOPE staff, or other formats depending on the expressed needs and interests of the mentors.
- **Phase 4 – Observation**

- Prospective mentors should make a visit to the facility to observe a mentoring session and familiarize themselves with the staff and operations before they begin mentoring. If possible, we will arrange for a mentor to meet their future mentee during their observation. This introduction takes place alongside a facility staff member and is designed to give the mentor and the mentee a chance to meet and discuss the mentoring relationship, what the first session will look like, and indicate to the mentee that facility staff are supportive of the mentor relationship. The HOPE leadership team will work to coordinate an observation session for each new mentor.
- In the event that a mentor is not able to visit the facility ahead of their first meeting, they will have an additional meeting with the HOPE leadership staff to ensure that they are ready for their first mentoring session.

- **Phase 5 – Mentoring**

- Students and their mentors are expected to meet once a week while the student is incarcerated, for approximately one hour each session. Once the student is released, students and their mentors are expected to continue meeting up as they are able in a pre-determined, public place.
- During the sessions, mentors and mentees will work together on various activities, determined by the mentors, who have taken into consideration the mentees' career and educational goals. While the mentors are responsible for planning activities and preparing the necessary materials, HOPE staff provides suggestions and support to all mentors regarding the development of activities, especially at critical points in the mentoring process (beginning, transition to community, closure, etc.). The activities are designed to teach the necessary skills for youth to successfully obtain and maintain employment. The types of activities mentors and mentees will be working on include activities that teach budgeting, interview skills, business etiquette, the importance of showing up on time, and other interpersonal skills.
- Mentoring typically begins when the mentee has just entered the facility. The mentoring that happens while the student is in the facility is meant to build rapport and help prepare the mentoring pair for what the sessions will look like when the student is released into the community. This facility mentoring stage typically lasts around 6 months. Once the student is released, the mentor will begin meeting with them in the community and helping their mentee connect to the WorkOne centers in their region, apply for and obtain employment, and pursue other educational and vocational opportunities. HOPE requests a **one-year or two-semester mentoring commitment**, meaning that the community mentoring sessions will continue until that one-year point. Should a mentor want to stay involved for longer than one year, that is absolutely permitted.

BENEFITS

Mentees – The program will help students develop important life skills, learn about the world of employment, plan for the future, improve academic attitudes and performance, and build self-confidence. The HOPE Mentoring program primarily provides one-on-one mentoring support to incarcerated youth in Indiana. Additionally, though, HOPE helps implement facility wide events that provide youths an opportunity to connect with community members, practice their employment-related skills through workshops, and explore vocational and educational opportunities for their future.

Mentors – HOPE will provide mentors with a real world understanding of the unique and challenging experiences of working with at-risk youth in juvenile correctional facilities. This program will help mentors become more knowledgeable and competent professionals, particularly in fields related to youth development or correctional facilities.

Professional Development – Mentors may have the opportunity to travel to conferences and workshops as representatives of the HOPE program, to network with other professionals, and to present research findings. These opportunities may sometimes even be in other states or countries. In addition to travel, there are often opportunities to serve in other HOPE roles on a variety of projects related to the mentoring initiative for mentors who demonstrate a particular commitment to the program's mission. Mentors interested in doing research with HOPE must get permission from the Program Director.

HOPE Leadership Team

HOPE PROGRAM CO-DIRECTORS

Dr. Theresa Ochoa

- Email: tochoa@indiana.edu

Dr. Niki Weller

- Email: weller@iu.edu

General Statement of Duties – The Program Director(s) will strategically manage growth according to the organization's overall vision and goals. The Program Director(s) will also be responsible for maintaining fidelity in the execution of actions completed by participants to the protocols and goals established in this manual. This position involves administrative roles, fundraising, property management, and personnel management, as well as being responsible for furthering the agency's mission of serving at-risk youth through mentoring.

MENTORING DIRECTOR

Sophie Hand

- Email: sophiehopementoring@gmail.com

General Statement of Duties – The Mentoring Director is responsible for guiding mentors through the screening process, training mentors, and supporting mentors throughout their time with HOPE. Responsibilities also include planning training workshops, and planning and implementing a community-based activities program. The Mentoring Director is the first point of contact for any questions or concerns a mentor might have. Additionally, the Mentoring Director assists with other fundraising, advocacy, and programmatic initiatives related to mentoring as needed.

OUTREACH COORDINATOR

Dylan Dickson

- Email: dylanhopementor@outlook.com

General Statement of Duties – The outreach coordinator is responsible for identifying potential groups of IU students who may be interested in becoming HOPE mentors, as well as creating promotional materials to help advertise the mission of HOPE.

HOPE Volunteer Role Descriptions and Expectations

The HOPE Mentoring program offers three different roles for potential mentors; Observer, Facility Mentor, and Community Mentor (described below). Each mentor must first complete one observational session before moving on to facility mentoring. Once a mentee is released, the mentor will move from facility mentoring to community mentoring.

*Please note: HOPE does not allow mentors to serve as volunteers while simultaneously holding another position within the correctional facilities. This is due to complications in communication that can occur when HOPE mentor roles and other corrections positions become intertwined.

OBSERVER

The observer role is an entry-level experience at one of the three correctional facilities in Indiana. Observation allows potential mentors to gain insight into the operations of a correctional facility and gives potential mentors a chance to determine if the HOPE Mentor role is a good fit. As observers, undergraduate students will learn about the processes and procedures specifically related to special education in long-term residential placements. Observers will also see how students engage with peers and staff while learning about how correctional facility educators use existing resources to develop and reinforce the pro-social and academic skills adolescents need in order to return to their communities.

All HOPE-affiliated undergraduate students volunteering in the correctional facilities are expected to demonstrate a consistent level of professionalism. Observers will arrive on time, wear appropriate professional attire as outlined by the IDOC, and will use appropriate,

professional language at all times. While observers are not employees, they will function in the role of a State-contracted employee while on the facility grounds, adhering to each and every interaction guideline while at the facility. All HOPE-affiliated undergraduate students will be required to follow the same policies and procedures as State-contracted employees. College observers will be expected to pass through security and will be escorted by facility personnel at all times during their visit to the facility. Active observers must never be alone with facility residents. Failure to comply with professional expectations will result in dismissal from the facility and the HOPE program.

FACILITY MENTOR

The role of a HOPE facility mentor (FM) is to provide support to an assigned student offender in setting and pursuing the mentee's educational and vocational goals. The FM will work one-on-one with an incarcerated student on a weekly basis. The FM will focus on skill acquisition, which may include social skills, behavioral management, setting goals, self-monitoring, conflict resolution, learning how to adapt to change, and staying positive. The FM will get to know their assigned mentee, build a positive rapport, help with classwork, and help with planning for the student's transition out of the facility. The FM's goal is to help students overcome some of the challenges and factors which contributed to their encounter with the legal system and eventual incarceration.

While it is essential for the FM to be friendly with incarcerated students, it is not the goal to become friends. The FM is a positive role-model who is aware of the complex backgrounds of incarcerated juveniles. The intent is for the FM to develop boundaries with a proactive understanding that a mentor students relationship allows the adolescent to begin to learn to communicate effectively with an authority figure and to model appropriate mature adult behavior. Mentoring will occur in partnership with the Pendleton, Logansport, or LaPorte Juvenile Correctional Facilities (JCFs) and will be monitored to ensure safety.

COMMUNITY MENTOR

The role of a community mentor (CM) is to help students develop the behaviors and skills necessary to maintain employment. The responsibilities of the CM will begin in the facility and continue after the adolescent reenters the community. The CM will work one-on-one with a mentee. The skills on which the CM might focus may include social skills, behavioral management, goal setting, self-monitoring, conflict resolution, learning how to adapt to change, and emotional coping skills for maintaining a positive perspective. The CM will have established rapport with the previously incarcerated student while in the facility and should continue to work toward the established transition plans designed in their previous mentoring sessions. The skills the mentee has learned from the CM relationship will assist the previously incarcerated student as they reenter the community. The goal is to help the adolescent overcome some of the challenges which previously were factors in their incarceration and to assist them proactively so

that they do not return to confinement. While the mentor cannot change the environment the student returns to, they can help foster the student's ability to cope with their environment.

While it is essential for CMs to be friendly with incarcerated students, it is not the goal to become friends. The CM is aware of the complex psycho-social history of the previously incarcerated student. To ensure the safety of both the mentor and the mentee, meetings will occur within the community at a predetermined location and time. To make sure that no CM/mentee pair meet alone, it is expected that, when possible, the CM will coordinate with another CM to meet with their assigned students at the same location and time. Examples of appropriate places to meet with the mentee include WorkOne centers, a public library, college campuses, coffee shops, or other public places which would limit the time mentors and mentees spend alone. Mentoring may not occur in a home or secluded area, never outside of the predetermined time, and never without communication with the HOPE leadership team.

Etiquette Guidelines for Visiting IDOC Facilities

WHAT TO EXPECT

When you arrive at the facility, you will enter through a building called a sally-port, which is essentially a control center in which they check everyone in and out of the facility. The person running the surveillance procedures will ask you to place your driver's license in a sliding box which they can receive on the other side of a glass wall. You will then place all items you have in your possession in a tub for inspection before you walk through a metal detector. This process is similar to the security process at an airport. A guard will perform a pat-down to make sure you have not brought weapons, cell phones, drugs, or other banned items into the facility. Then, you will be handed a visitor badge, to be worn in a visible place at all times, and you will be escorted by a staff member to your meeting place. You may also be asked to sign-in on the guest book located in the sally-port of each facility.

As you are leaving the facility, you will be escorted to the sally-port again, where you will return your visitor's badge before exiting. These procedures apply to all facilities. For more specific instructions at each site, see the sections below.

PENDLETON JCF

On a typical visit to the Pendleton Juvenile Correctional Facility, you will park in the main parking lot and walk through the front set of double doors – the first is unlocked, and the second will be unlocked for you by a security guard who monitors the cameras and will see you approaching. When you enter, you will see the security window in front of you, and after checking in with them and providing your driver's license, you will be directed to another room where the security procedures are conducted.

LOGANSPORT JCF

On a typical visit to the Logansport Juvenile Correctional Facility, you will drive to the back-left of the facility, where you will see a large parking lot next to the sally-port. You will then have to push the button on the fence once you get to the entrance of the gate to alert the person on surveillance that you are there. They will unlock it for you, and you will walk through the gate and into the small building directly inside the entrance. When you enter, you will see the security window in front of you. After checking in with them and providing your driver's license, you will walk through the next set of doors into the room where the security-check is conducted. After security, you will walk through another set of doors to the gate which leads into the main facility grounds. If you have trouble finding this building, go back towards the entrance of the grounds and look for signs pointing to the administration building. The staff there can help direct you to the school.

LAPORTE JCF

On a typical visit to the LaPorte Juvenile Correctional Facility, you will park in the main parking lot and walk toward the entrance of the gate in front of the main building. You may have to push a button on the gate to alert the surveillance personnel that you have arrived. When you enter, you will see the security window to the right of you, and after checking in with them and providing your driver's license, a security search will be conducted.

DO'S AND DON'T'S: WHAT TO BRING AND WHAT NOT TO BRING

Several of the Indiana Department of Corrections facilities are medium-high and maximum-security facilities and therefore have strict policies for both volunteers and visitors. These rules are in place to ensure the safety of students, staff, and visitors. ***Failure to follow these rules could result in your inability to enter the facility upon arrival.*** Please note that there are occasions in which these rules may be waived for staff at the facility, and you should always abide by these guidelines, even if you see facility staff doing something differently from the following:

- Always bring your state issued ID or driver's license and always keep it in your possession. You cannot gain access to the facility without your ID!
- Never bring a cellphone inside the facility. Be sure to leave your cellphone in your car before entering a facility.
- Never bring more than \$20 inside the facility.
- Never bring anything to give to a mentee/student UNLESS you have had this item approved by the superintendent ahead of time (you can receive permission referred to as a "gate release").
- Never bring in any weapon or anything which could be used as a weapon, such as a pocketknife.
- There are strict food guidelines that must be followed when bringing food into the facilities. It is recommended that you eat before or after visiting the facility and plan

ahead for your visit. If you must bring food, make sure it is inside a clear plastic container/bag or wrapped in plastic wrap. All pre-packaged food must be sealed. Never bring in drinks or food items that have already been opened. Avoid glass containers and knives. Eating utensils should be plastic. Never bring food or drinks for a mentee/student within the facility.

INTERACTING WITH MENTEES AND STAFF: HOW TO BEHAVE RESPECTFULLY

- Always arrive on time (preferably early) for a scheduled meeting with a student or staff member
- Mentors are never to be allowed in vehicles with mentees
- Mentors are prohibited from giving mentees their personal phone numbers, mailing addresses, or personal emails
- Mentors are never to approve a friend request on a social media site from a mentee or send a friend request to a mentee

Although there are therapeutic aspects and friendship aspects to the mentor-mentee relationship, it is important to remember that these adolescents came into contact with the legal system because of maladaptive social behaviors. The job of a mentor involves respecting mentees and providing unconditional positive regard while also serving as a model for appropriate socially adaptive behavior. Therefore, it must be noted that these adolescents can be manipulative, can push boundaries, and that despite your own feelings towards them, you are not able to solve all of their problems. ***The role of the mentor is not that of a friend, surrogate parent, or therapist.*** It is necessary that the mentor-mentee relationship have clearly defined limits and boundaries, both for the safety of the mentee as well as the mentor.

Dress Code for IDOC Facilities

HOPE mentors are expected to follow the business casual dress code outlined below in order to comply with the IDOC's non-uniform dress code. This dress code is mandatory to enter all IDOC facilities. Failure to comply with the dress code will result in your inability to enter the facility on that day. Visible logos or writing of any kind on clothing is not permitted.

TOPS

IDOC t-shirts, approved HOPE logo attire, and polo shirts (without a logo) are allowed. All tops must have sleeves that cover the shoulder. Shirt with crew-neck cuts and shirts with collars are acceptable. Jackets or sweatshirts may be worn, but only if there are no logos or writing of any kind. This includes school or college-affiliated apparel. Low-cut shirts or V-neck shirts are not permitted. Dresses and rompers are not allowed.

PANTS

Pants are required for all mentors entering IDOC facilities; pants may not have holes in them. Black, grey, or navy slacks, or khakis are acceptable pants are acceptable if they are loose and non-form fitting. Leggings, jeggings, and jeans are not allowed. Skirts are not allowed. Tight fitting pants are not allowed.

SHOES

Closed toed shoes are required, and should be flat, or with a non-spike heel that is under 2 inches. Shoes should be comfortable, but business casual. Business casual shoes exclude shoes with laces and/or logos such as Converse shoes, tennis shoes, gym shoes, or hiking shoes.

OTHER

No jewelry should be worn at any time, especially if it is valuable. Facial piercings are not allowed and should be removed or covered with a band-aid if you are unable to remove them. Undergarments should not be visible. Hats and sunglasses are not allowed.

Facility Information

LaPorte

Address:
2407 N. 500 W.
LaPorte, IN 46350
Phone Number
(219) 326-1188
<http://www.in.gov/idoc/dys/2418.htm>

Located in northern Indiana, between Michigan City and LaPorte, at 2407 N 500 W, LaPorte, IN 46350.

Logansport

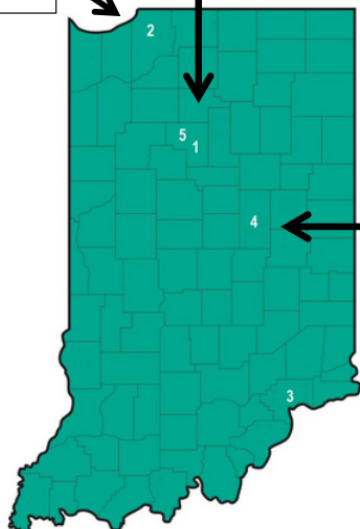
Address:
1098 S State Road 25,
Logansport IN 46947
Phone Number: (574) 753-7571
<http://www.in.gov/idoc/dys/2378.htm>

Take U. S. 421 (Michigan Road) to St. Rd 29 (421 goes west to Frankfort and the road turns into 29). Take 29 north to U.S. 35 bypass (on the south side of Logansport). Take Hwy 25 exit to Logansport State Hospital. Follow signs to Logansport Juvenile Correctional Facility.

Pendleton

Address:
9310 South State Road 67
Pendleton, IN 46064
Phone Number:
(765) 778-3778
<http://www.in.gov/idoc/dys/2346.htm>

Located in central Indiana, just east of Indianapolis on South SR 67, north of Hwy 70 and south of Hwy 69, at 9310 South SR 67, Pendleton, IN 46064. You may click the link below to access the maps page to receive specific driving directions from your location.



Module 2: Why Mentor?

Understanding Yourself as a Mentor

What is a Mentor?

A mentor is...

- A caring, trusted guide
 - A mentor is a caring and trusted adult who is willing to listen to the concerns of the mentee, and who acts in the best interests of the mentee. A mentor is someone who offers to help the youth become whoever they want to be.
- A liaison
 - A mentor provides access to people, places, and things outside the mentee's routine environment that can help the mentee achieve success in reaching their educational and vocational goals.
- A positive role model
 - A mentor serves as a positive role model. A role model is someone whose behavior or success serves as a model to be emulated by the youth.

Key qualities of a good mentor...

- Good listener
- Persistence
- Commitment
- Patience

A mentor is NOT...

- A parent/legal guardian
 - The role of a parent or legal guardian (by law) is to provide food, shelter and clothing. It is not the mentor's role to fulfill these responsibilities. If the mentor believes his or her mentee is not receiving adequate support, they should contact the HOPE leadership team rather than trying to provide those needs to his or her mentee.
- A social worker
 - A social worker is a licensed professional with the necessary skills and training to assist in family issues. If a mentor believes there is something wrong in the

mentee's home life, the mentor should share this concern with the HOPE leadership team and not assume the role of a social worker in an attempt to solve the problem.

- A psychologist/psychiatrist
 - A mentor is not a formal counselor or therapist. Psychologists and psychiatrists are license professionals. It is more appropriate for a mentor to act as a resource broker and show the mentee how to access various services and resources, rather than to provide those services.

The Four Primary Tasks of a Mentor

1. Establish a positive, personal relationship with your mentee
 - a. Establish mutual trust and respect
 - b. Maintain regular interaction and consistent support
 - c. Make your meetings enjoyable and fun
2. Help your mentee to develop or begin to develop life skills
 - a. Work with your mentee to accomplish specific goals (ex: drop-out prevention, general career awareness, etc.)
 - b. Instill the framework for developing broader life-management skills (ex: decision making skills, goal-setting skills, conflict resolution, money management)
3. Assist your mentee in obtaining additional resources
 - a. Provide awareness of community, educational, and economic resources available to youths and their families, as well as how to access these resources. Act as a resource broker as opposed to a resource provider.
4. Increase your mentee's ability to interact with people/groups/things from various backgrounds (racial, cultural, socioeconomic, etc.)
 - a. Respect and explore differences among people/groups from various backgrounds. Do not promote the values and beliefs of one group as superior to those of another.
 - b. Introduce your mentee to different environments, such as workplace vs. school settings. Discuss the appropriate differences in behavior, attitude, and style of dress. Prepare the mentee for the diverse social world they might encounter in the work world outside of their own community.

Mentor Guidelines and Code of Conduct

Congratulations! As a mentor, you are now about to begin one of life's most rewarding and fulfilling experiences. Your commitment indicates that you believe in young people. You recognize the magnitude of the responsibility that you accepted in choosing to work with youths and agree to always interact with your mentee at the highest ethical standards.

Please read the following guidelines carefully.

YOUR ROLE AS A MENTOR:

At the initial stages of the match, your mentee may appear to be hesitant, unresponsive, and unappreciative of the mentor relationship. This guarded attitude is simply a manifestation of their insecurity about the relationship. The mentee's attitude will gradually take a positive turn as they realize your sincerity. Be patient! Don't try to speed up the process by going out of your way to accommodate your mentee, such as seeing your mentee more than the prescribed one hour per week.

Remember that the mentor-mentee relationship has an initial phase. During this phase, the mentee is more interested in getting to know how "real" you are and how much they can trust you.

Establish how you can reach your mentee: by phone, e-mail, or at a designated meeting location. This is most relevant once you have entered community mentoring. Establish a time and phone number where you can usually answer calls or make contact. Mentees need encouragement to leave messages on your voicemail to confirm meetings as well as to cancel them when meeting in the community. They may also need encouragement to reach out to their facility program coordinator and transition coordinator if they need to reach you while they are still in the facility.

Don't try to be a teacher, parent, disciplinarian, therapist, or babysitter. Research demonstrates that it is counterproductive to assume roles other than a dependable, consistent support figure.

Present information carefully, without distortion, and give all points of view a fair hearing. Listen carefully and offer possible solutions without passing judgement. Don't criticize or preach. Think of ways to problem solve together rather than lecturing or telling the mentee what to do. Never "should have" when speaking with your mentee (ex: You should not have said that to your boss").

Respect the uniqueness and honor the integrity of your mentee and influence them through positive feedback. The mentor empowers the mentee to make good decisions without actually deciding for the mentee. Identify the mentee's interests and take them seriously. Be alert for opportunities and teaching moments. Explore positive and negative consequences.

Set realistic expectations and goals for your mentee and make achieving them fun. Remember there is a big difference between *encouraging* and *demanding*. Encourage your mentee to complete their secondary education and pursue higher learning or vocational goals. Provide access to varying points of view. Assist in making the connection between their actions of today and their dreams/goals of tomorrow. Don't get discouraged if the mentee isn't turning their life around or making great improvements. Mentors have a great deal of impact, even if it's not always immediately evident. Look for signs such as increased school attendance, improved grades, showing up for meetings, and expressing appreciation.

Pay attention to your mentee's development of both hard and soft skills. Hard skills are those which are more tangibly measured and related to a specific skill set, such as using Microsoft Word, computer programming, or operating a cashier register. Soft skills are those which are less easily measured and more related to the social and emotional intelligence required for successful employment. Soft skills may include skills such as communication, organization, or patience.

As a mentor, you can share and advise, but know your limitations. Problems that your mentee may share with you regarding substance abuse, molestation, and physical abuse are best handled by professionals. If you have any concerns, contact the mentor coordinator immediately.

Be supportive of the mentee's parent(s), even when you disagree. Don't take sides or make judgements concerning any family conflict or situation. Leave the parenting to the parent.

HEALTH AND SAFETY

Protect the health and safety of your mentee and seek advice from school faculty or program staff whenever you are in doubt about the appropriateness of an even tor activity. Inform the school or program staff of any persons, situations, or activities that could affect the health and safety of the child.

Do not use alcohol, tobacco, or drugs when with your mentee.

Do not have firearms or weapons present while with your mentee.

Do not transport your mentee or allow your mentee to transport you in a vehicle.

Ensure your mentee has all the necessary protective items and is well supervised on outings.

Do not leave your mentee alone or with strangers.

If you have become aware that your mentee's safety or the safety of another is in jeopardy through disclosure (ex: child abuse, sexual abuse), **report your concern to the program director and facility staff member immediately. Let your mentee know that you are required to do so. This requirement should always be discussed at the beginning of the relationship** to inform the mentee of your obligation to report safety concerns.

DISCIPLINE

There may be instances when your mentee's behavior is unacceptable. Again, remember the parent is responsible for the child's discipline. The following guidelines are to be used if the parent is not around to assume the responsibility for the child's behavior. Don't forget to inform the parent(s) about the steps you took and why you took them.

- Never physically discipline your mentee
- Never use abusive language
- Don't use ultimatums

- Most children will listen and respond to reason. Explain to your mentee why you find their behavior unacceptable.

ACTIVITIES AND MONEY

Taking the first step in planning activities is primarily your responsibility; however, ask your mentee to help make decisions or have them plan an activity.

The mentor-mentee match is a one-on-one relationship that takes time to build. Avoid bringing someone else when you are with your mentee.

Whereas this program is mainly to assist your mentee with career exploration, tutoring, and self-esteem, there may be activities that you want to attend that cost money during community mentoring. Consult with your mentee about the cost and find out if and how they will pay. Entertainment is not the focal point of your relationship. Do not spend an exorbitant amount of money for activities, birthday presents, and so on.

Always call your mentee before your scheduled community meeting to remind them of your appointment. Be sure you have parental approval for activities that take place away from the school premises.

PROGRAM RULES

- No overnight stays
- Discussions between you and your mentee are considered confidential. Be careful about sensitive personal issues. The mentee's personal or family life may be difficult to discuss, particularly early in the relationship. Your mentee may be ashamed of poor school performance, their family's culture and religion, financial problems, and so on. It is important not to measure the success of the relationship by the extent of the mentee's disclosure.
- If you have a concern that you feel is beyond your ability to handle, contact the mentoring director or program director, even if it seems trivial. There is no reason to feel helpless.

YOUR SUCCESS IS MEASURED BY MANY MILESTONES

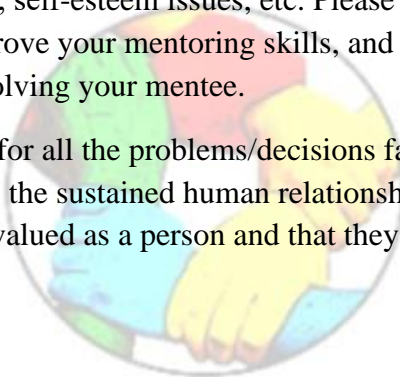
Your mentee may realize for the first time that they:	Good indications:
<ul style="list-style-type: none"> • Have potential 	<ul style="list-style-type: none"> • Setting goals • Developing new skills • Aware of time management
<ul style="list-style-type: none"> • Are confident and self-assured 	<ul style="list-style-type: none"> • Increased cooperation with parents, teachers, and peers • Behavioral changes

<ul style="list-style-type: none"> • Value education and the learning process 	<ul style="list-style-type: none"> • Increased school attendance • Improved grades • Respect for teachers
<ul style="list-style-type: none"> • Are a capable young person 	<ul style="list-style-type: none"> • A willingness to help others • Ability to visualize their future • Ability to plan for college

Your mentee will show their gratitude to you in many ways. They may tell you how “great” you are, how you might have helped them with a specific problem, and much more. Whatever the compliment, know that what you are doing has had a significant impact on the future of this child.

The quality of the relationship you build with your mentee will directly influence their life and future. It can be very harmful to youths who are already struggling to have a negative mentoring experience, and events such as the sudden termination of a mentoring relationship can exacerbate the child’s distrust of adults, self-esteem issues, etc. Please exert every effort to maintain professional standards, improve your mentoring skills, and exercise good judgement when engaged in any activity involving your mentee.

Mentoring is not a solution for all the problems/decisions facing your mentee and their family. The essence of mentoring is the sustained human relationship: a one-on-one relationship that shows a child that they are valued as a person and that they are important to society.



Module 3: Meet the Mentees

Youth Development Process: What is Happening to Young Adults?

YOUNG ADOLESCENCE

Physically

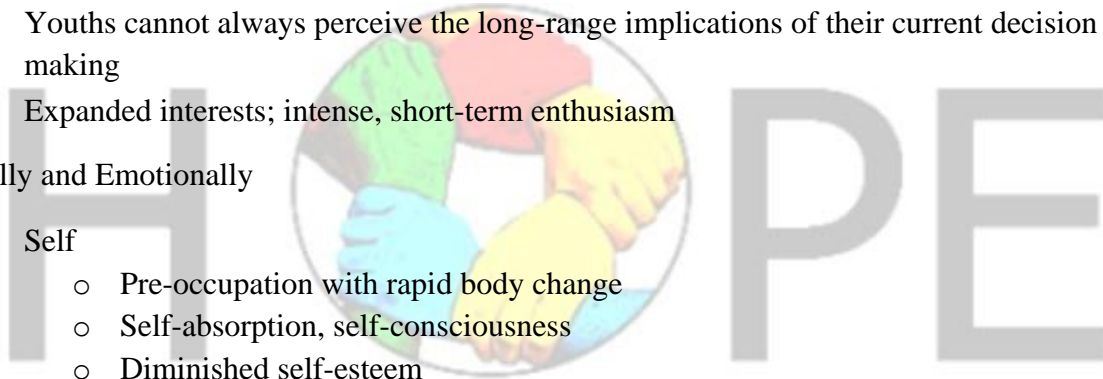
- Girls' growth begins and peaks earlier than boys'
- The youth's reproductive system begins to develop
- Secondary sex characteristics begin to develop

Intellectually

- Youths begin to move from concrete thinking (what is) to abstract thinking (what might be true if...)
- Youths cannot always perceive the long-range implications of their current decision making
- Expanded interests; intense, short-term enthusiasm

Socially and Emotionally

- Self
 - Pre-occupation with rapid body change
 - Self-absorption, self-consciousness
 - Diminished self-esteem
- Family
 - Redefining relationships with their family
 - Moving towards greater independence while still looking to family for guidance and values
 - Beginning to experience conflicts over parental controls
- Peers
 - Friendships develop increasing importance
 - May seek to become part of a group in order to hide insecurities that develop from rapid changes
 - Comparing oneself with same-sex peers
 - Moving towards more intimate sharing of feelings
- Sexuality
 - Defining oneself in terms of gender-identity
 - Learning how to relate to the opposite sex
 - Learning how to deal with increased sexual feelings



MID-ADOLESCENCE

Physically

- Growth slows; stature reaches 95% of adult height
- Secondary sex characteristics are well-advanced

Intellectually

- Growing competence in abstract thinking
- Capable of perceiving future implications of current actions and decisions, but not always applying this information to decisions
- Reverts to concrete thinking under stress

Socially and Emotionally

- Self
 - Reestablishing body image as growth slows
 - Preoccupation with fantasy and idealism as abstract thinking and sense of future develops
- Family
 - Major conflicts over control (ex: homework, curfew, rules, etc.)
 - Struggle for emancipation and desire for greater autonomy
- Peers
 - Strong identification with chosen peers to affirm the youth's self-image
 - Looking to peers for behavioral codes
- Sexuality
 - Testing ability to attract other youths
 - Testing parameters of one's gender identity
 - Developing sexual codes of behavior and a personal value system

Youth Influences

To understand what is going on with the mentees, mentors should have some idea of the environment (both neighborhood and family) in which their mentees have lived. They should also be familiar with the typical behaviors of that age group and the pressures they face. The following are key factors influencing the behavior of today's youth.

POVERTY

Economic realities often make it difficult for poor youth to perform well in school. Your mentee may also be very cautious about establishing a relationship with you. They may have difficulty trusting others, especially adults. This may be due in part to perceived differences between you and the mentee in terms of socio-economic or cultural differences or because adults in their life

have previously betrayed them. Your mentee may experience feelings of hopelessness and be cynical about the future. If you are aware that these characteristics may be a means of coping with the stress of poverty, you will be better prepared to help your mentee.

TOBACCO, DRUGS, AND ALCOHOL

Substance abuse is a serious problem that can affect all populations within a community. Cigarette smoking is declining among males, but no among females. Many youths have tried marijuana, cocaine, crack and other substances. Alcohol use is probably the most prevalent intoxication choice for youths.

PEER PRESSURE

During adolescence, approval from one's peers is very important. Youths need to understand that peer-influenced decisions can have lifelong consequences. A mentor can help by working with mentees on problem-solving skills that will help them develop their own sense of competency and responsibility.

INJURIES

Accidental injuries are the most common cause of death for persons 15-21 years of age. Automobile accidents account for most of these deaths, with the driver often being under the influence of alcohol.

VIOLENCE

Adolescent males are often the victims and perpetrators of crimes. Homicide is the leading cause of death for African American males aged 15-21 years. There is also an alarming number of youths carrying guns and knives for both aggressive and protective purposes. Escalating street crime raises a myriad of fears for a young person about their personal safety. Such fears often curtail extracurricular activities that occur in the evening. This violence is present not only within neighborhoods but has also spread to the school environment. Metal detectors and security guards are now present in many schools.

TECHNOLOGY

Youth growing up today have never known a world where they could not keep in constant communication with their friends through technology. Sending text messages has become so common that people of all ages can "talk" to one another without making a sound. Anything can be broadcasted on YouTube, and social media sites allow us to connect with an ever-growing network of people. While technology has tremendous advantages and can be a great deal of fun, it also presents significant challenges and can sometimes be hazardous. Sending email or text messages should not become a substitute for face-to-face interaction, and mentors can be very helpful in assisting mentees with basic social communication skills. Mentors should try to be aware of whether mentees are spending too much time online and/or participating in

inappropriate chat rooms. Mentees may need to be reminded that once they post photos of themselves or spread gossip about others on the internet, there is no way to “take it back”, and serious repercussions can follow them for years.

SUICIDE

Suicide is the second leading cause of death for youths. It is often difficult for youths to express their feelings of depression to adults, particularly their parents. Youths are also very reluctant to share their concerns about the potential suicide of a friend.

AIDS/STDs

Many teens have misconceptions about how to avoid sexually transmitted diseases (STDs). STDs include herpes, syphilis, and most seriously, AIDS. Most teens know that AIDS is usually transmitted by sexual intercourse, drug needles, and contact with HIV-contaminated blood. Many youths know that condoms can provide some protection from AIDS and other STDs. While many young people feel that condoms should be used, those who are sexually active are not always responsible enough to use them consistently. Knowledge does not necessarily translate into action. Currently, the second highest rate of HIV infection is among adolescents. Be aware that adolescents behave in impulsive ways and although they might intellectually understand the risks of unprotected sex, they still might act based upon their emotions.

SEXUALITY/TEEN PREGNANCY

More young teenagers are becoming parents. Young women who are poor are more likely to become teenage mothers than affluent teens. This topic is often a very difficult one for mentors and mentees to discuss. Parents of your mentee may have some specific feelings about the mentor’s role in talking about this sensitive issue, particularly as it relates to birth control. While using contraceptives correctly certainly decreases teen pregnancies, their use is controversial in some households. Additionally, the role of the teen father is often not discussed. Males are sometimes not aware of their responsibility in protecting themselves from STDs or unwanted fatherhood.

CYBER-BULLYING

Cyber-bullying takes many forms, but essentially involves teasing, taunting, and harassing online. It can be more brutal and destructive than schoolyard bullying because it can follow a child everywhere. By creating “bashing websites”, an entire group of youths can taunt and pressure one child – e.g., polls that circulate for the “fattest, ugliest kid at school”. Passwords can be stolen, and computers hacked. If your mentee talks to you about being a victim of cyber-bullying, take it seriously and share the information with the HOPE program staff. You will also want to talk to mentees about not participating in acts of cyber-bullying.

Mentees in Trouble

Mentors should be aware of the following signs that an adolescent is struggling and needs outside help:

SUICIDE

- Giving away possessions
- Making a will
- Talking about death or dying
- Prolonged depression
- Saying their family would be better off without them
- Being suddenly at peace (may indicate that they have decided to end their pain by ending their life)
- Evidence of a plan and/or method

PHYSICAL ABUSE/SEXUAL ABUSE/NEGLECT

- Non-accidental physical injury
- Frequent “accidents”
- Abrupt changes in personality
- Withdrawal
- Physical defensiveness
- Running away
- Sudden onset of compulsiveness and/or self-destructive behavior
- Reluctance to be with a particular family member

DRUG AND ALCOHOL ABUSE

- Irrational or “spaced-out” behavior
- A sudden increase in accidents
- Lying
- Sudden loss of interest in school
- Secretiveness
- Spending a lot of time alone
- Severe mood swings
- Smell of alcohol on breath
- Sleeping a lot

OTHER WARNING SIGNS

- Major weight loss
- Poor self-image
- Problems at school
- Serious depression

WHAT TO DO IF YOU NOTICE THESE SIGNS

Mentors are not professional counselors and are not meant to be. For many mentors, observing these warning signs in their mentee can be very overwhelming, and without the right support, you may not feel equipped to handle the situation.

If you notice these signs, you should contact the HOPE staff and the facility staff immediately. Mentoring alone cannot solve these problems, but there is strong evidence that mentoring in conjunction with other supports and interventions can help mitigate the effects of depression, reduce recidivism among delinquent mentees, and lower rates of substance abuse.

The following strategies represent a continuum of options, depending on your level of interest and ability:

1. Work closely with the program staff and the mentee's counselor to learn about the treatment plan for your mentee in order to better understand your role.
2. Have regular contact with the program staff.
3. Participate in support groups with the mentee.
4. Participate in training sessions that can help you learn more.

Remember, you cannot solve all your mentee's problems, but you can provide important support that helps the mentee develop the skills needed to tackle their struggles.

Characteristics of Children and Youths

11-13 YEAR OLDS

General Characteristics

- Testing limits, “know-it-all” attitude
- Identifying with an admired adult; may reflect examples of that adult
- Vulnerable, emotionally insecure, fear of rejection, mood swings

Physical Characteristics

- Bodies are going through physical changes that affect personal appearance
- Small-muscle coordination is good
- Bone growth is not yet complete
- Adolescents may be very concerned with their appearance and very self-conscious about growth
- Diet and sleep habits are bad or inconsistent, which may result in low energy levels
- Girls may begin menstruation

Social Characteristics

- Acceptance from peers becomes quite important

- Cliques start to develop
- Team games are popular
- Crushes on members of the opposite sex are common
- Friends set the general rule of behavior
- Feel a real need to conform; may dress and behave like peers in order to belong
- Very concerned about what others say and think of them
- May have a tendency to manipulate others (ex: “Mary’s mother said she could go. Why can’t I?”)
- Begins showing interest in earning their own money
- Starting to develop ideas about their future

Emotional Characteristics

- Very sensitive to praise and recognition; feelings are hurt easily
- Can be hard to balance adults’ rules against friends’ expectations
- Feel caught between being a child and being an adult
- Need praise as an individual to distinguish themselves from the group
- Loud behavior hides a lack of self-confidence
- Begin to look at the world more objectively, while looking at adults more critically

Mental Characteristics

- Perfectionists
- Don’t understand their own limitations; may try to do too much and may feel frustrated and guilty
- Want more independence, but often still need guidance and support, which they might reject
- Attention span can be lengthy
- Begin exploring and testing boundaries, as well as discovering consequences of behavior
- May seek guidance and advice from a trusted friend

Developmental Tasks

- Social cooperation
- Self-evaluation
- Skill learning
- Team play

Suggested Volunteer Strategies

- Offer alternative opinions without being insistent
- Be accepting of different physical states and emotional changes
- Give frank answers to questions

- Share aspects of professional life and rewards of achieving goals in working life
- Do not tease about appearance, clothes, partners, or sexuality
- Affirm often

Suggested Activities

- Help with homework
- Creative writing: this can help them express their thoughts and ideas in a very beneficial and positive way
- Watch educational videos about the changes they might experience in adolescence (peer pressure, physical changes, new responsibility)
- Have discussions with them, and actually listen – this lets them know that how they feel is important
- Read plays with them – this helps them broaden their horizons while letting them know that learning can be fun

14-16 YEAR OLDS

General Characteristics

- Testing limits, “know-it-all” attitude
- Facing the challenges of developing mentally and physically
- Vulnerable, emotionally insecure, fear of rejection, mood swings
- Often project competence while lacking full ability
- Identifying with an admired adult, but often rejecting adults in exchange for friends

Physical Characteristics

- Very concerned and self-conscious with their appearance and growth
- Diet and sleep habits can be uneven, which may result in low energy levels
- May experience rapid weight gain at the beginning of adolescence
- Enormous appetite
- Important to learn good personal hygiene and grooming

Social Characteristics

- Friends set the general rules of behavior
- Feel a real need to conform – they will dress and behave like their peers in order to “belong”
- Are very concerned about what others say and think of them
- Go to extremes; emotional instability paired with a “know-it-all” attitude
- Fear of ridicule and of being unpopular
- Still walking the line between childhood and adulthood

- Girls are usually more interested in boys than vice versa, because of earlier maturing

Emotional Characteristics

- Are very sensitive to praise and recognition; feelings can easily be hurt
- Self-confidence is a very important factor in going against peer pressure
- Demonstrates concern about not being successful
- Loud behavior hides their lack of self-confidence
- May be critical of adults while beginning to look at the world more objectively

Mental Characteristics

- Can better understand moral principles
- Thought processes are starting to involve more of their own personal voice
- Attention span can be lengthy
- Argumentative behavior may be part of “trying out” an opinion

Developmental Tasks

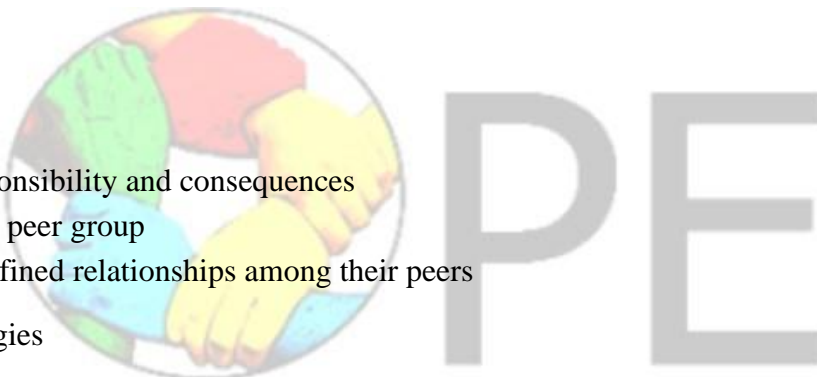
- Physical maturation
- Abstract thinking
- Strong sense of responsibility and consequences
- Membership in their peer group
- Developing more defined relationships among their peers

Suggested Volunteer Strategies

- Give choices and don't be afraid to confront inappropriate behavior
- Use humor to diffuse testy situations
- Give positive feedback – let the mentee know that the affection is for them and not just their accomplishments
- Be yourself and don't be afraid to show your strength, weaknesses, and emotions
- Be honest and disclose personal information to build trust
- Apologize when appropriate

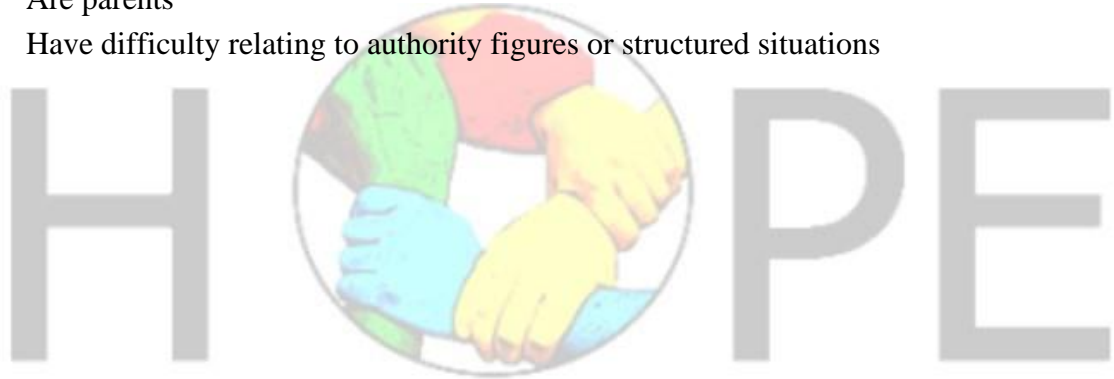
Suggested Activities

- Shared community service projects such as volunteering to do a canned food drive before the holidays
- Help with homework, while stressing the importance of homework as a priority
- Creative writing/poetry writing
- Discussion: tap into how they view things and let them know that their points of view are important



Characteristics of High-Risk Students

- Feeling they do not “belong” at school
- Are very quiet/withdrawn
- Exhibit disruptive behavior and rebellious attitudes
- Have a low level of self-esteem
- Are below the expected grade level for their age
- Have low achievement test scores
- Exhibit language difficulties
- Are gifted or talented, which may lead to being bored with school
- Have poor home-school communications
- Are frequently absent or tardy
- Request frequent health referrals
- Are invisible dropouts (present in body, but in mind)
- Are parents
- Have difficulty relating to authority figures or structured situations



Module 4: Planning Meaningful Activities

Tips for Planning an Activity

1. Review your mentee's SMART goals, their Intake Assessment Reports, and your mentoring logs from previous sessions. These can all contain reminders about what you have already discussed with your mentee. Look for common themes, and information that can help answer the following questions:
 - a. What are the skills your mentee most needs to develop to be successful?
 - b. What are your mentee's interests and passions?
 - c. What are your mentee's expressed goals for their education? Their career? Their personal life?
 - d. What did you work on during the last session?
 - e. What types of activities have kept your mentee's interest in the past?
 - f. What is going on in the world or in the correctional facilities that might relate to mentoring (ex: holidays, special events, work being done in the facility classrooms that pertains to what you focus on in your sessions, etc.)
2. Talk to other people for ideas! Use the facility staff, HOPE staff, and other HOPE mentors for ideas and advice. Oftentimes the facility staff will have a familiarity with your mentee and will have ideas or suggestions for what works well with your particular mentee.
3. Check your portfolio's checklist. Are there activities you have yet to start? Activities you have already started but want to repeat? Look at the portfolio skills checklist to see the list of employability skills the state of Indiana deems important for all workers. Identify which skills your mentee needs to practice and try to create learning activities that allow your mentee to develop these skills.
4. Visit the HOPE Mentoring website. The mentor lounge has a lot of available resources.
5. Consider the materials you will need for each activity and whether the items are allowed in the correctional facilities. Sometimes you might need to secure a gate release (a document which alerts security that you have special permissions to bring in an item to the facility) which requires talking to the facility principal or superintendent in advance. The Mentoring Director can help you with this process.
6. Create backup ideas in case your activity ends earlier than you expected, or something does not go according to plan. It is always better to be over-prepared than under-prepared, and you can always save your extra ideas for the next week's sessions.

Preapproved Paper Materials for Mentoring Activities

PAPERS PERTAINING TO THE JOB SEARCH

- Sample resumes
- Sample cover letters
- Sample job applications
- Information/tips on writing strong job applications
- Classifieds/wanted ads

PAPERS ABOUT COLLEGES

- Applications
- Dorm life/housing information
- FAFSA and financial aid information
- Course lists/descriptions
- Campus maps/state maps

PAPERS ABOUT THE MILITARY

- Workouts/diets recommended by the military
- Entry criteria
- Career options
- Training camp locations
- Contact information for recruiters

PAPERS PERTAINING TO LIFE SKILLS

- Worksheets on cooking skills
- Budgeting information – costs of rent, costs of living, budget worksheets, etc.
- Self-esteem worksheets
- Tips on de-escalating conflict
- Anger management information

PAPERS PERTAINING TO COMMUNICATION SKILLS

- Positive readings/articles about overcoming obstacles
- Work puzzle worksheets
- Logic puzzle worksheets
- TASC practice worksheets
- Vocabulary worksheets
- Communication technique activity sheets

Utilizing Portfolios

HOPE Mentoring utilizes portfolios with mentees which serve dual purposes: to assist and guide the mentor in activity planning, and to give mentees practice with developing a portfolio of professional work and achievements. Both the mentor and the mentee will have a portfolio. The uses of each are described below.

MENTOR PORTFOLIO

The mentor portfolio will include a copy of the Employability Skills Checklist, published by the Indiana Department of Workforce Development, to help mentors and mentees identify employability skills which they might need to develop further. The mentor portfolio will also include activity suggestions and resources for activities that help develop employability skills. These items are suggestions and can be modified to fit the needs of your mentee. The portfolio does not replace the need for activity planning on a weekly basis but is meant to support your own creative activity planning.

MENTEE PORTFOLIO

The mentee will have a portfolio and a pizza box that will be stored at the correctional facility. The portfolios are meant to be professional and organized, so that a mentee might be able to take it to a job interview and use it to discuss their work. To help keep the portfolios organized, we recommend using the pizza boxes to store incomplete work. When you have completed several items and have them ready to go in the portfolio, work with your mentee to discuss organization and figure out the best way to organize the contents of their portfolio.

SUGGESTIONS AND FURTHER INFORMATION

All items in the mentor portfolio will be available on the HOPE website, located under “Mentor Resources”.

The “Resources” section of this volunteer manual has links to other websites and useful materials that might be used for an activity. If all else fails, get in touch with the correctional facility staff, the Mentoring Director, or other HOPE staff for help! We encourage you to work closely with the transition coordinator, teachers, and other staff at your correctional facility. They work with your mentee every day and will have important information about their classes, release plans, behavior, etc. which might help you plan an activity.

Activity Ideas

One of the primary objectives of HOPE is to help prepare students for employment by equipping them with the many skills they need to be successful in the workforce. However, each student is exiting the facility with unique knowledge and needs, and it is important to identify where your mentee’s strengths and weaknesses are, and which areas need the most focus. There may be obstacles a student must overcome before they are ready to enter the workforce, or skills that

seem unrelated that are critical for their success (ex: knowing how to use the bus system if they are without a car, so that they can get to work on time).

Included in the manual is the Employability Skills Checklist. It may be helpful to first sit down with your mentee and identify which skills they already possess that may need additional work, as well as which skills have yet to be developed. Then you can begin to search for, and plan activities suited to your mentee to provide a tailored mentoring experience.

A list of resources and suggested activities are provided to help you get started, but it is impossible to include every potential resource in this manual. As such, you should expect to search for additional ideas on your own, keeping in mind the age of your mentee, as certain activities may be more or less appropriate for their age group.

Examples of Activities

- Mock interviews
 - Pretend you are an employer and ask your mentee questions they may expect at an actual interview. Discuss how to dress, how to shake hands properly, how to convey the right message through body language, etc. Prepare them to answer questions about their time in the facility - focusing on the skills and lessons they learned - should employers ask about it.
- Request, complete, and submit job applications
- Picking out work outfits
 - Help them distinguish between what is workplace appropriate and what is not
- Riding the bus
 - Assist your mentee in understanding the public transportation system, as they may need to get to their workplace using public transportation
- Making a budget
 - Begin to think about saving, emergency expenses, planning for bills or upcoming expenses, etc.
 - Be sure to factor in things like groceries and entertainment
- Practicing conflict resolution
 - Roleplay how they might respond to angry customers at work, criticism from their boss, conflicts with other students in school, etc.
- Writing a professional email
 - Think about how to address the email, what language is appropriate, how to sign their email, etc.

Employability Skills Checklist

This list of skills represents those that the Indiana Department of Workforce Development (DWD) deems critical for those seeking employment. For descriptions of what these skills are

and how they related to employment, visit the DWD website (<https://www.in.gov/dwd/>). On the HOPE website, you will also find handouts for many of the skills below, with accompanying articles that can be used to stimulate discussion about each of the skills.

MINDSETS

- Intellectual Risk Taking
- Appreciation of Diversity
- Self-Confidence
- Sense of Belonging
- Career-Path

LEARNING STRATEGIES

- Written Communication
- Decision Making
- Initiative
- Technology Savvy
- Attention to Detail
- Organization
- Information Gathering
- Problem Solving

SOCIAL SKILLS

- Oral Communication
- Teamwork
- Leadership
- Conflict Management
- Self-Advocacy

SELF-MANAGEMENT SKILLS

- Pride in One's Work
- Self-Discipline
- Independence
- Perseverance
- Stress Management
- Time Management
- Adaptability
- Integrity
- Professionalism
- Work-Ethic



HOPE

WORKPALCE SKILLS

- Personal Safety
- Follows Directions
- Resource Allocation
- Customer Service

SMART Goal Setting

After you and your mentee have gotten to know each other a bit, you should meet with your program coordinator to discuss developing some short-term and long-term goals. Goals can include things like changing their behavior in measurable ways, or working towards something concrete, such as getting a job.

A goal should be SMART:

- **Specific** (You need to know what you want to do to be successful)
- **Measurable** (You need to know what you want to do to be successful)
- **Appropriate** (If the goal is too easy, then there is little incentive to achieve it. If it's too difficult, it will lead to frustration)
- **Relevant** (The goal should be important and related to your mentee's employability/education goals)
- **Timely** (You should create a timeline/deadline for completing the goal so that it is not put off)

Steps in goal setting:

1. **Select one or two goals on which to work at a time.**
 - a. Help your mentee select goals that are realistic and achievable. You want your mentee to set his/her sights high but also be assured of some success. Too many goals may lead to a loss of focus or your mentee feeling overwhelmed.
2. **Discuss with your mentee how their parent/guardian might feel about these goals.**
 - a. If, for example, a parent/guardian counts on your mentee for babysitting during the day, regular school attendance might not be a goal that is supported by the mentee's family. If the mentee's efforts are not supported or understood by the family, achieving the goal will be more difficult.
3. **Brainstorm ways to meet the goal.**
 - a. Brainstorming is a process that involves thinking of as many ideas as you can for how to reach a goal, even if some of the ideas may seem silly or unrealistic. You and your mentee should write down all of your ideas. Later, you can help them select the best ones.
4. **Identify small steps for reaching the goal.**

- a. Most goals require more than one step to complete. Acknowledge and praise the mentee's attainment of each small step to reach the goal.
- 5. **Identify obstacles that might prevent the completion of the goal.**
 - a. This will need to become part of the action plan for accomplishing the goal. For example, if a parent/guardian objects to the mentee's getting a driver's license, the mentee will have to think of ways to approach the parent to ask for permission. If no one can teach your mentee to drive and they do not have the money to take lessons, what else can be done to accomplish this step?
- 6. **Decide on a deadline for accomplishment and reevaluation of the goal.**
 - a. This is an important step. If the process drags on too long, your mentee may get discouraged and quit. A deadline gives them something to work towards. Opportunities for reevaluation of the goal also give you a chance to check their progress. Encouragement from you may be all that is needed to keep your mentee on course.

Transition and Community Mentoring

All three Indiana student correctional facilities follow the same general transition process from the start of incarceration to the time of release. The first phase, Intake, usually lasts 1-2 months. The second phase is Rehabilitation and Education, which is when the student is actually residing at the facility. This phase usually lasts 5-6 months at LaPorte and 5-8 months at Logansport and Pendleton. The third phase, Transition, consists of two sub-phases. The transition ARC phase is meant to solidify living arrangements upon release, as well as to solidify exit requirements for the student. Release ARC is the briefest phase, usually occurring on a Friday, during which all the necessary paperwork is signed before the student is released on a Monday. **The problem with this system is that once a mentee is released to reenter their community, no services are available, and no contact is maintained with the student by the DOC.**

Your time with your mentee in the facility is intended to prepare them to succeed in the community upon re-entry. HOPE connects one student to a mentor while in the facility with the goal of following the student out into the community. We could wait until the student reaches the transition phase to start mentoring, but we have found that there is a need to build a relationship with the student earlier on so that they are willing to continue meeting after their release. Re-entry is the time when the student may be tempted to return to a maladaptive behavioral pattern. Thus, it is extremely important that they already have some skills built up and a mentor to turn to.

Transition and Community Mentoring Planning Sheet

Use the questions/statements below to guide your planning for your mentee's transition back into the community.

1. The Transition ARC meeting is expected to take place on _____.
2. The Release ARC meeting is expected to take place on _____.
3. The release date is expected to be _____.
4. (If applicable) I have contacted the HOPE Mentoring team about the selection of my mentee's professional outfit from the boutique/haberdashery.
5. My mentee picked out their outfit on _____.
6. My mentee is returning to (address) _____.
7. The address and hours of my mentee's WorkOne center are _____.
8. Our plans for meeting in the community are as follows _____.

Helpful Resources

The following is a list of online resources you can utilize to prepare for your mentoring sessions:

- HOPE Resources page
 - <https://education.indiana.edu/community/hope-mentoring/hope-for-youth/usa/resources.html>
 - This area has PDFs of lots of activities/readings that you can use during your mentoring sessions.
- www.mentor.org
 - Offers research, handouts, tips, and guidelines about mentoring.
- www.gcflearnfree.org
 - Offers great modules/activities you can complete with your mentee, as well as worksheets and handouts. This website also covers important topics such as career planning, job searching, money, workplace skills, everyday life skills, math, reading, and basic technology skills.
- <http://www.dol.gov/odep/topics/youth/softskills/softskills.pdf>
 - This website has great activities addressing communication, enthusiasm and attitude, teamwork, problem solving, critical thinking, and professionalism. Some of these specifically show how to calmly talk with angry customers, how to react appropriately to criticism/praise/feedback, and many other critical skills in the workplace.
- www.Girlsinc.org
 - This website includes a "resources" page that offers tips on talking with teenagers, explanations on how to support girls and their rights through talking and listening, tips for teaching girls financial literacy, as well as discussions about media and sexuality.

Module 5: Responsible Mentoring

Ethical Mentoring: Issues of Concern

Sensitive issues that come up between a mentor and mentee may require different levels of response and intervention. These issues have been grouped below as delicate topics, issues of concern, and crises requiring intervention. However, any of these issues may move up or down this continuum depending on the seriousness of the actions involved.

Delicate Topics

Generally speaking, delicate topics should be discussed only when initiated by the mentee. These topics can be touchy and may strongly affect the relationship. Confidentiality takes on greater importance with these topics. Although mentors should be adequately trained to deal with these issues on their own, they are also encouraged to seek support and feedback from the HOPE leadership team when their mentee brings issues such as these to their attention.

Examples of Delicate Topics:

- Sex
- Peer pressure
- Hygiene
- Behavior
- School performance
- Self-image/personal insecurities
- Identity issues: class, cultural, and sexual

Note: Because the HOPE mentoring program has an emphasis on connecting students to employment opportunities, some delicate topics such as hygiene may need to be discussed and will require the mentor to initiate the conversation. Again, contact a HOPE staff member for help on how to have this conversation tactfully.

Issues of Concern

Issues of concern are those that may have lifelong implications for the mentee, and ***therefore the mentor needs to report them to the facility and HOPE***. However, these issues do not necessarily require direct intervention. Because these issues may be part of ongoing situations and conditions that mentees face, mentors need to be trained and supported to accept these aspects of the mentees' lives without judgement. Mentors and mentoring programs should not focus too heavily on changing behavior when issues such as these arise. Nevertheless, by staying aware of the challenges their mentees must face, they may be able to help the mentees ameliorate these problems over time.

Examples of Issues of Concern:

- Unsafe sex
- Fighting at school
- Depression
- Delinquent behavior
- Gang affiliation
- Substance abuse
- Verbal harassment: sexual, racial, bullying, other

Crises Requiring Intervention

Crises involve issues of grave concern that generally require direct and immediate intervention. Some of these issues, like child abuse or neglect, are mandated by law to be reported to the county; others may require a referral of a direct intervention by the mentoring program. ***Mentors should never expect to handle issues such as these alone.*** In addition, many of these issues require collaboration with families of mentees, and this should be handled by the mentoring program manager.

Examples of Crises Requiring Intervention:

- Child abuse and neglect
- Abusive relationships: sexual abuse, incest, dating violence/rape
- Chemical dependency
- Serious delinquency/arrests
- Suicidal behavior
- Mental illness
- Physical harassment: sexual, racial, bullying, others
- Other trauma

Discussing Delicate Issues: Guidelines for Mentors

Put the Mentee at Ease

- Stay calm
- Use your body language to help communicate your attentiveness (ex: maintain eye contact, sit at same level, etc.)
- Avoid judgmental statements such as “Why would you do something like that?” or “I think you know better”
- Be honest if you are getting emotional or upset
- Let your mentee know that you are glad they came to you
- Reassure your mentee that their confidentiality will be honored
- Use tact, but be honest

- Allow your mentee to talk at their own pace – don't force an issue
- Do not pry – allow your mentee to bring up topics they are comfortable with
- Do not collaborate with the mentee's family to provide discipline

Honor the Mentee's Right to Self-Determination

- Focus on the mentee's feelings and needs rather than jumping to problem solving – sometimes they might just want you to listen instead of trying to fix the issue
- When the issue has been talked about, ask, "What do you think you would like to do about this situation?" and "How would you like me to help?"
- If you are not comfortable with what the mentee wants to do, ask yourself why before you decide whether to say yes or no
- If what the mentee wants to do is not possible, explain so gently and apologize
 - Ask what alternative solution would make the mentee comfortable
- Encourage critical thinking through questions and reflections
- Use the words, "I don't know – what do you think?"

Problem Solve and Offer Resources

- Know your role as a mentor – be able to distinguish between what is appropriate or not
- Be honest with the mentee if confidentiality does not hold
 - During your first few meetings, you may want to discuss with your mentee what you cannot keep confidential so that they have clear guidelines of how your relationship's confidentiality will work.
- Suggest that your supervisor may have some thoughts if you don't know what to do
- Ask the mentee if they would like you to talk to the facility with them, if necessary
- Provide information if the mentee is unaware of resources or options
- Brainstorm with the mentee and be creative about finding a solution – there is usually more than one way to handle a situation, and this process can be educational for the mentee
- Offer to accompany the mentee if they are uncomfortable with something they have decided to do
- Be collaborative – you are a team!
- Follow through with any and all commitments

Procedures for Mandatory Reporting

Mentors are expected to submit a mentoring log (accessible on the HOPE website) within 24 hours of each session. However, there are circumstances requiring more urgent reporting where separate procedures must be implemented.

HOPE Mentoring is an organization based out of Indiana University (IU). Under IU guidelines, all mentors and HOPE staff are considered mandatory reporters. **This means that we are legally obligated to report any information that falls under mandatory reporting criteria as defined below.** Please familiarize yourself with the IU Policies for Mandatory reporting, as well as the HOPE procedures for mandatory reporting. You should also familiarize yourself with the examples for appropriate execution of these procedures.

NOTE: The following provision applies to all faculty and academic staff, staff, students, and volunteers.

- A. Indiana state law requires **any person** who has reason to believe that a child is a victim of child abuse or neglect to make an oral report to the Department of Child Services (DCS) at 1-800-800-5556 and/or the Indiana University Police Department or other local law enforcement. Failure to report may result in criminal charges.
- B. In addition to notifying DCS and/or local law enforcement, state law and the university also require that faculty, staff, students, volunteers, and other university personnel report any suspected abuse or neglect of minors on Indiana University property or as part of an Indiana University program, to the IU Superintendent of Public Safety.
- C. Indiana University law enforcement and the Superintendent of Public Safety have the obligation to report any suspected abuse or neglect to DCS, which will conduct an investigation.
- D. All current university employees, students and volunteers working with children are required to notify the university promptly of any criminal convictions, felony charges, or substantiated reports of child abuse or neglect.

PROCEDURES

Reporting Suspected Abuse or Neglect:

In an emergency or if you see a crime in progress, always call 911 immediately.

Anyone who has reason to believe that a child is a victim of abuse or neglect must report it immediately to the Department of Child Services (DCS) or local law enforcement (Indiana Code § 31-33-5). To comply with the state law, oral reports may be made to either:

- The anonymous Indiana Child Abuse and Neglect Hotline. Dial 1-800-800-5556
- The IU Police Department on any campus, or the local community police. Dial 911, the local IUPD campus number, or the local community police department number.

Internal Procedures Following a Report of Abuse or Neglect:

State law required that suspected cases of abuse or neglect on Indiana University property or as part of an Indiana University program must also be reported to a designated agent at the

institution (IC 31-33-5). The designated agent at Indiana University is the Superintendent of Public Safety.

For further information, visit the IU website

<http://policies.iu.edu/policies/categories/administration-operations/public-safety-institutional-assurance/PS-01.shtml>.

HOPE Mandatory Reporting Procedures

If your mentee shares anything that requires mandatory reporting, please follow the steps below:

IF YOU ARE IN THE FACILITY

1. Alert the highest-ranked facility staff member you are able to speak with (Superintendent, principal, transition, coordinator, etc.) at the time.
2. Call the Program Director or Mentoring Director upon leaving the facility to report the incident to HOPE staff. If they do not respond, leave a message and send a follow-up email immediately.
3. Complete your regular mentoring log in a professional manner as soon as possible (do it on the same day the mentoring session occurred).

IF YOU ARE IN THE COMMUNITY

1. Call the Program Director or Mentoring Director immediately after leaving the session to report the incident to HOPE staff. If they do not respond, leave a message and send a follow-up email immediately.
2. Complete your regular mentoring log in a professional manner as soon as possible (do it on the same day as the mentoring session occurred).

The following situations warrant mandatory reporting at the end of the session, whether by IU guidelines or HOPE guidelines:

- Abuse inside the facility
- Abuse endured before incarceration (if the mentee is still in the facility)
- Mental health concerns
- Inappropriate sexual behaviors (sexual comments, writing love letters, aggression, etc.)
- Threats towards other students

The following situation would require ending a session early to report information to the appropriate supervisor:

- Suicidal thoughts/ideations
- Possession of drugs or weapons

*If your mentee is reporting suicidal thoughts or is in imminent danger, stay with your mentee while you report the sensitive information until you are sure someone who can handle the situation is on the scene.

Examples of Mandatory Reporting

Situation #1: Your mentee confides in you (during your session) that they are concerned about their safety once they are released from the facility because they are feeling suicidal and are afraid that they “will do something stupid”.

Appropriate Response: First, thank your mentee for sharing this information with you and remind them that while they are free to tell you about these things, you are required to report it to the facility supervisor for their safety. You ask if they would like to finish the session early and go seek out his counselor together, or whether they would like to finish the activity and go together to speak with their counselor (Ms. J) after. They say that they do not feel it is that serious, and that they would like to wait until after the session is over to report it to Ms. J.

After the activity is over, you walk with your mentee to find Ms. J. You wait with your mentee while they explain to Ms. J that they are having suicidal thoughts and are worried about reentry. After confirming with Ms. J that she is handling the situation and will assume responsibility for any further reporting inside the facility, you leave for the day. Once you get to your car, you immediately call the Program Director to report the situation. The Program Director instructs you to submit your mentoring log as usual, and to craft an email explaining the situation (what was reported, who you reported it to and when, etc.). After this stage, you have completed your responsibilities as a mandatory reporter. The Program Director will then touch back with the facility superintendent, principal, and any other staff who need to know about your mentee’s report and confirm the next steps.

Situation #2: Your mentee gives you a letter and asks you to read it after your session is over. You put it in your portfolio but get distracted when you leave the facility and forget about the letter for a few days. When you open up your portfolio, you find that your mentee has written you a love-letter documenting her inappropriate feelings for you.

Appropriate Response: When you realize that the letter contains inappropriate content, you immediately call the Program Director to explain the situation. (If you had read the letter in the facility before leaving, you would have first reported it to the superintendent, principal, or other available staff member). The Program Director requests that you immediately email them a copy of the letter, along with a description of when you received it, and alert the facility staff, who will instruct HOPE staff and you on how to best proceed.

HOPE Mentoring Social Media Protocol

It is the HOPE Mentoring policy that mentors may not connect with their mentees via any social media platform, including but not limited to, Facebook, Instagram, Twitter, Snapchat, etc. Instead, all mentors must use their HOPE email address and HOPE phone number to communicate with their mentee. These procedures are designed to protect the students from harm and to prevent even the appearance of impropriety on the part of HOPE Mentoring and its participating mentors, volunteers, and students. One accusation could, at the very least, seriously damage the reputation of all those participating and endanger the HOPE Mentoring program as a whole.

However, when mentees rely on certain social media platforms to communicate, it can limit mentor-mentee interactions upon release if the mentors are not allowed to respond through these platforms. For this reason, HOPE has devised guidelines to be followed **in certain circumstances** to allow for mentors to use social media to communicate with their mentees. Please always confer with a HOPE staff member before deciding to move beyond the social media limits set by the program; a staff member will help find an appropriate solution for your mentee-mentor relationship.

HOPE Mentoring encourages mentors to help move their mentees toward communication platforms that are appropriate for work and school. A possible activity could include setting up a Zoom account, separate email account, or LinkedIn with the mentee which can then be used to communicate with a mentor.

Below is the protocol for connecting to a mentee via social media platforms (in these approved instances).

For active HOPE pairs:

When a student leaves a facility, and is under 18, HOPE mentors **must** create a separate Facebook page (or other platform discussed with and approved by HOPE staff) which must be approved by and accessible to the Mentoring Director to monitor content and communication. Passwords and usernames for these accounts should be given to the Mentoring Director.

For inactive HOPE pairs:

IF:

1. It has been two years since the official end of the mentoring relationship
2. Mentor is no longer part of the HOPE program
3. Mentee is over 18

THEN: It is the individual's decision whether or not to create a separate Facebook page. **We do not endorse connecting with your mentee with your personal, primary account for safety and privacy reasons, and would advise you to keep the relationship separate.** However, if your relationship meets all three of the criteria listed above, then you may decide whether or not you will follow these guidelines in your mentoring relationship.

Please know that we appreciate your participation in the HOPE Mentoring Program and that we appreciate your adherence to these procedures.

Mentor/Mentee Termination Ritual

Termination of a mentoring relationship may happen for a variety of reasons:

- Sometimes may become necessary to terminate a match due to conflicts between the mentee and the mentor
- Sometimes termination may occur because either the mentee or the mentor drops out of the program. The dropouts may occur as a result of relationship conflicts or other factors (ex: mentor's time limitations, irresolvable problems with the mentee)
- Sometimes it may become apparent that the mentee and/or mentor may work more effectively with another mentor/mentee. In these cases, reassignment may be best
- Termination may also be the natural result of completing the one-year program, and is not necessarily indicative of any problem in the relationship

Termination should provide closure and opportunities for learning. In order for termination to accomplish this, the program director(s) may follow these guidelines:

1. Identify and verbally clarify the reasons for termination with both the mentee and mentor. If the reasons involve the behavior of either party this should be presented in a constructive manner. The person who engaged in the behavior (tardiness, rudeness, indifference, absenteeism, etc.) should be asked how that might make others feel, and the person who received the behavior could be asked how they might respond to or address such behavior in the future. This will serve as practice for the actual closing meeting between the mentor and mentee.
2. Give the mentee and the mentor the opportunity to discuss what worked and didn't work in their relationship, as well as to identify ways to handle future situations more effectively. The program director(s) should facilitate a conversation between the mentee and mentor in order to make sure that both parties express themselves positively and constructively. This information may be critical to successfully re-matching the mentee or mentor.
3. Both parties should be encouraged to share their feelings about ending their relationship. Mentors who are terminating because of time limitations or other reasons not related to the mentee need to make it particularly clear to the mentee that they did not do anything to make the mentor leave. The mentor should share with the mentee the things about the mentee that they liked. Without this – and often even with it to a lesser degree – the mentee will feel they are unlovable or flawed in some way. The mentor should do all that they can to convince the mentee that this is not so.
4. Plan the next step. If the mentee is to be reassigned, discuss the new relationship with the mentee alone first. Help them identify mistakes that occurred with the previous mentor

and discuss ways to avoid those mistakes in the future. (New behaviors may have been mentioned by the mentor in the mentor-mentee termination meeting). If the match ended due to factors other than relationship conflict (ex: mentor's part-time job schedule changed), reassure the mentee that they were not to blame and help them process any feelings about the termination of that relationship.

5. Arrange a meeting between the mentee and their new mentor. Set appropriate time boundaries (e.g., "We will meet weekly for one year and then see if we are able to spend more time together after that.") and guidelines for the relationship (especially if there were problems with the previous match). If a mentee has had significant problems with previous mentors, a trial period may be appropriate before solidifying a new relationship. Often, termination will become public information to other mentees and mentors in the program. The program director(s) should address this in order to minimize assumptions and rumors.
6. If a mentee leaves the program, explain to those who might ask that you and the mentee have decided that this is not the best place for them to be at this time.
7. If a mentor leaves the program, tell the others that they needed to leave the program. If the mentor's reasons for leaving were unrelated to the mentee, remind the other group members of this. If the reasons for leaving were related to the mentee. Tell the group that you and the mentor decided that it would be best to find a mentor who had more in common with the mentee and would be better able to connect with the mentee.

Tips for Terminating Relationships

When the decision has been made to formally end the mentoring relationship:

1. Set a specific date for your last meeting and inform your mentee of this ahead of time
2. Be honest, candid, and supportive, regardless of the reason for the termination
3. Talk about the reasons for ending the relationship
4. Talk about your thoughts and feelings for the mentee and your feelings about the termination, as well as what you both may have learned from the experience
5. Encourage your mentee to do the same
6. Be positive and supportive, especially about what the future may hold for your mentee
7. If it seems appropriate, talk to the liaison about a replacement mentor for your mentee
8. Don't make promises you may not keep (ex: that you will keep in touch)

Module 6: Developing Mentoring Skills

Tips for Building a Mentoring Relationship

1. Be there. Be present.

When you show up for every meeting with your mentee and strive to make things work out, you show your mentee that you care and that they are worth caring about.

2. Be a friend, not an all-knowing authority.

Be the adult in your mentee's life who is "just there" without having to fix them. Hanging out and talking is surprisingly helpful to a young person's healthy development. Young people learn more through conversing with adults than they do just listening to them. In the words of a former mentee:

"My parents lecture me all the time. Why would I want my mentor to be the same way? I have the best mentor in the program, but sometimes he tries too hard to be a mentor instead of just being himself. What I mean is that he thinks he always has to share some wisdom or advice, when sometimes I would rather just kick it and joke around".

Of course, when your mentee comes to you for help or advice, it is appropriate to help them develop solutions. It's okay to check in with them if you suspect that they are struggling with something. They just don't want non-stop advice. So, take the pressure off of yourself and just enjoy your mentee's company.

3. Be a role model.

The best thing that you can do is to lead by example. By becoming a mentor, you've already modeled the most important thing a human being can do: caring about another. Here are some other ways you can be a positive role model for your mentee:

- Keep your word. Call when you say you will. Do what you say you will. Be there when you say you will. Be consistent and predictable.
- Return phone calls and e-mails promptly
- Have a positive outlook on life
- If your program has group sessions, participate fully
- If you enter a competitive activity with your mentee, keep it in perspective and by all means do not cheat (or even fudge a little) to help your mentee win, get a better place in line at an event, etc.

- Let your mentee see you going out of your way to help others

4. Help your mentee have a say in your activities.

Some mentees will have a lot of suggestions about what you can do together, but most will need a little guidance on your part. If your mentee doesn't have any preferences, start by giving a range of choices.

5. Be ready to help out.

When your mentee lets you know that they are struggling with a problem, you can help out by following these tips:

- Be there for your mentee and make it clear that you want to help.
- Be a friend, not an all-knowing authority. Don't just automatically fix a problem. Instead, ask questions and help your mentee figure out how to come up with answers.
- Model ways to solve problems. You can also be a role model by describing how you overcame a similar problem in your life. Metaphor is a great teacher!
- Give your mentee a say: Once they come up with a solution, don't try to come up with a better one. Instead, help them explore all the possible solutions and offer support.
- Be ready to help out by checking back in on the situation and seeing how things worked out.

Stages of a Mentoring Relationship

STAGE 1: DEVELOPING RAPPORT AND BUILDING TRUST

The "getting to know you" phase is the most critical stage of the relationship. Things to expect and work on during Stage 1 include:

Predictability and Consistency

During the first stage of the relationship, it is critical to be both predictable and consistent. If you schedule an appointment to meet your mentee at a certain time, it is important to stick to that schedule. It is understandable that at times things come up and appointments cannot be kept. Often, the adults in the adolescent's life have not been consistent, so your behavior is very important in that regard. However, in order to speed up the trust building process, consistency is necessary, even if the young person is not as consistent as you are.

Limit and Boundary Testing

Young people generally do not trust adults. As a result, they use testing as a coping or defense mechanism to determine if they can trust you. They will test to see if you really care about them. This might appear in behaviors such as:

- Missing appointments

- Giving you the silent treatment
- Making unreasonable demands
- Having angry outbursts
- Cursing or telling dramatic stories to get a reaction

Establishing Confidentiality

During the first stages of the relationship, it's important to establish confidentiality with your young person. This helps foster trust between the two of you. The mentor should let the mentee know that whatever they want to share with the mentor will remain confidential, as long as (and it's important that you stress this point) what the young person tells the mentor is not going to harm the young person or someone else. It's helpful to stress this up front, within the first few meetings with the mentee. That way, later down the road, if a mentor needs to break the confidentiality because the information the mentee shared was going to harm them or someone else, the young person will not feel betrayed.

Goal Setting (continued in Stage 2)

During Stage 1, it's helpful to take the time to set at least one achievable goal together for the relationship. What do the two of you want to get out of this relationship? It's also good to help your mentee set personal goals. Young people often do not learn how to set goals, and this will provide them with the opportunity to learn how to set goals and work towards achieving them.

STAGE 2: REACHING GOALS

Once trust has been established, the relationship moves into Stage 2. During this stage, the mentor and mentee can begin to start working towards the goals they set during the first stage of the relationship. Things to expect during Stage 2 include:

Closeness

Generally, the mentor and mentee will gain a genuine closeness during the second stage of the relationship.

Affirming the Uniqueness of the Relationship

Once the relationship has reached this stage, it's helpful to do something special or different from what the mentor and mentee did during the first stage. This helps affirm the uniqueness of the relationship. For example, go to a museum, sporting event, special restaurant, etc. (relevant to community mentoring).

The Relationship May Be Rocky or Smooth

All relationships have their ups and downs. Once the relationship has reached the second stage, there will still be some rough periods. Mentors should be prepared and not assume that something is wrong with the relationship if this happens.

Rely on Support from Staff

Getting to know your mentee better may mean beginning to recognize more problematic behaviors that require attention. Staff members can help troubleshoot difficult situations, connect you with resources, and provide your mentee with the help they may need. Remember that you are not a professional and are not expected to provide professional services to your mentee.

STAGE 3: CLOSURE

If the rough period continues or if a mentor feels that the pair has not reached the second stage, they shouldn't hesitate to seek support from the mentoring program coordinator. Sometimes two people, no matter how they look on paper, just don't "click". Some mentor/mentee pair will not need to worry about the "closure" stage until further down the road. However, at some point all relationships will come to an end – whether it's because the program is over, the mentor is moving, or for some other reason. When this happens, it's critical that the closure stage not be overlooked. Many young people today have already had adults come and go in their lives and are very rarely provided with the opportunity to say a proper goodbye.

Identify Natural Emotions (E.g. Grief, Denial, and Resentment)

In order to help mentees express emotions about the relationship ending, mentors should model appropriate behavior. The mentor should first express their feelings and emotions about the end of the relationship and then let the mentee do the same.

Provide Opportunities for Saying Goodbye in a Healthy, Respectful and Affirming Way

Mentors shouldn't wait for the very last meeting with their mentees to say goodbye. The mentor should slowly bring it up as soon as they become aware that the relationship will be coming to a close.

Address Appropriate Situations for Staying in Touch

Mentors should check with the mentoring program coordinator to find out the policy for staying in touch with their mentees once the program has come to an end. This is especially important if the program is school-based and the pair meet during the school year, but the program officially ends before the summer starts. If mentors and mentees are mutually interested in continuing to meet over the summer, they may be allowed to, but with the understanding that school personnel may not be available should an emergency arise. Each mentoring program may have its own policy for future contact between mentors and mentees. That's why it's best for mentors to check with program personnel during this stage.

Helpful Communication Skills

The following four communication skills are very helpful for mentors to develop and practice. These skills are particularly useful when your goal is to open up communication with a young person. They are also useful soft skills that you can help your mentee develop:

ACTIVE LISTENING

Active listening is an attempt to truly understand the content and emotion of what the other person is saying by paying attention to verbal and non-verbal messages. The task is to focus, hear, respect, and communicate your desire to understand. This is not the time to plan a response or convey how you feel.

Active listening is *not* nagging, cajoling, reminding, threatening, criticizing, questioning, advising, evaluating, probing, judging, or ridiculing.

How to Actively Listen:

- Eye contact
- Body language
 - Open and relaxed posture
 - Forward lean
 - Appropriate facial expressions
 - Positive use of gestures
- Verbal cues such as “um-hmmm”, “sure”, “ah”, and “yes”
- Resisting the urge to interrupt, and listening for emotional and feeling words

Results of Active Listening:

- Encourages honesty
 - Helps people free themselves of troubling feelings by being able to express themselves openly
- Reduces fear
 - Helps people become less afraid of negative feelings
- Builds respect and affection
- Increases acceptance
 - Promotes a feeling of understanding

When you actively listen, you cooperate in solving the problem – and in preventing future problems.

“I” MESSAGES

These messages give the opportunity to keep the focus on you and explain your feelings in response to someone else’s behavior. Because “I” messages don’t accuse, point fingers at the other person, or place blame, they avoid judgement and help keep communication open. At the same time, “I” messages continue to advance the situation to a problem-solving stage.

Avoid: “You didn’t show up, and I waited for an hour. You could have at least called me and let me know that you wouldn’t be there. You are so irresponsible.”

Instead: “I was really sad when you didn’t show up for our meeting last week. I look forward to our meetings and was disappointed not to see you. I know life can get busy, but in the future, I would appreciate it if you could call me and let me know if you will not be able to make it.”

Consider the following body language and how each action might make a student feel:

- Body language
 - Slouching, turning away, pointing a finger
- Timing
 - Speaking too fast or too slow
- Facial expression
 - Smiling, squirming, raising eyebrows, gritting teeth
- Tone of voice
 - Shouting, whispering, sneering, whining
- Choice of words
 - Biting, accusative, pretentious, emotionally laden

Results: “I” messages present only one perspective. Allowing the other person to actually have a point of view and hearing it doesn’t mean that he or she is right. “I” messages communicate both information and respect for each position. Again, this skill moves both parties along to the problem-solving stage.

PARAPHRASING

Paraphrasing focuses on listening first and then reflecting the two parts of the speaker’s message – fact and feeling – back to the speaker. Often, the fact is clearly stated, but a good listener is “listening between the lines” for the “feeling” part of the communication. Using this skill is a way to check out what you heard for accuracy – did you interpret what your mentee said correctly? This is particularly helpful with youth, as youth culture/language changes constantly. Often, words that meant one thing when mentors were young could have an entirely different meaning for youth today.

Examples for fact:

- “So you’re saying that...”
- “You believe that...”
- “The problem is...”

Examples for feeling:

- “You feel that...”
- “Your reaction is...”

- “And that made you feel...”

Paraphrases are not an opportunity to respond by evaluating, sympathizing, giving an opinion, offering advice, analyzing, or questioning.

Results: Using active listening skills will enable you to gather the information and then be able to simply report back what you heard in the message – the facts and the attitudes/feelings that were expressed. Doing so lets the other person know that you hear, understand, and care about their thoughts and feelings.

OPEN-ENDED QUESTIONS

Open-ended questions are intended to collect information by exploring feelings, attitudes, and how the other person views a situation. Open-ended questions are extremely helpful when dealing with young people. Youth (teenagers especially) tend to answer questions with as few words as possible. To maintain an active dialogue without interrogating, try to ask a few questions that cannot be answered with a “yes”, “no”, “I don’t know”, or a grunt.

Examples:

- “How do you see this situation?”
- “What are your reasons for...?”
- “Can you give me an example?”
- “How does this affect you?”
- “How did you decide that?”
- “What would you like to do about it?”
- “What part did you play?”

Note: Using the question, “Why did you do that?” may sometimes yield a defensive response rather than a clarifying response.

Results: Because open-ended questions require a bit more time to answer than close-ended questions (questions that can be answered by “yes”, “no”, or a brief phrase), they give the person a chance to explain. Open-ended questions yield significant information that can, in turn, be used to problem solve.

Roadblocks to Effective Communication

The following, while not always bad to use, have a tendency to close down communication rather than open it up, and should be avoided in conversations with mentees.

ORDERING, DIRECTING, COMMANDING

This includes telling the child to do something or giving them an order or command.

Examples include:

- “I don’t care what other children are doing – you have to do the yard work”
- “Stop complaining!”

MORALIZING OR PREACHING – SHOULD AND OUGHTS

Invoking vague outside authority as accepted truth.

Examples include:

- “You shouldn’t act like that”
- “You ought to do...”
- “Children are supposed to respect their elders”

TEACHING, LECTURING, GIVING LOGICAL ARGUMENTS

Trying to influence the child with facts, counterarguments, logic, information, or your own opinion.

Examples include:

- “College can be the most wonderful experience you’ll ever have”
- “Children must learn to get along with one another”
- “Let’s look at the facts about college graduates”
- “If kids learn to take responsibility around the house, they’ll grow up to be responsible adults”
- “When I was your age, I had twice as much to do as you”

JUDGING, CRITICIZING, DISAGREEING, BLAMING

Making a negative judgement or evaluation of the child.

Examples include:

- “You’re not thinking clearly”
- “That’s an immature point of view”
- “You’re very wrong about that”
- “I couldn’t disagree with you more”

WITHDRAWING, DISTRACTING, SARCASM, HUMORING, DIVERTING

Trying to get the child away from the problem, withdrawing from the problem yourself, distracting the child, kidding the child out of it, pushing the problem aside.

Examples include:

- “Just forget it”
- “Let’s not talk about this at the table”

- “Come on – let’s talk about something more pleasant”
- “Why don’t you try burning the school building down?”
- “We’ve all been through this before”

Developing Effective Communication Skills

Talking and communication are not the same! There are three basic skills that you should focus on developing to encourage effective communication. These skills are listening, looking, and leveling.

LISTENING

Listening does not have to be passive. It can be as active as talking, if you do it right. To listen effectively, you should:

- Pay attention
- Do not think ahead to what you are going to say (ignoring the speaker while rehearsing your own comments)
- Do not interrupt
- Listen for feelings underneath the words
- Keep an open mind. Do not judge immediately
- Encourage the speaker to continue and clarify what has been said

OBSERVING

People communicate with both verbal expression and body language. Pay attention to the whole person. Take notes of facial expressions and body movements. There can be several clues that may help you more fully understand what someone is saying.

Some helpful tips:

- Make eye contact
- Show that you are listening by leaning forward and using verbal affirmations (ex: “Go on”)
- Check out what you are understanding by repeating back what you heard. Ask if that’s what the mentee “said”.

LEVELING

Leveling means being honest about what you are feeling and thinking.

Some helpful tips:

- Be honest in what you say
- Speak for yourself – use “I” statements instead of “you” statements

- Be considerate of the other person's feelings
- Don't give unwarranted advice or try to change the other person's feelings. Just try to listen and understand

Problem-Solving

The goal of many mentoring programs is to impart life skills, or soft skills, onto the youth. One important component of life skills is the ability to set positive goals and deal effectively with conflict. There is a limit to how effectively life skills can be taught without giving young people an opportunity to actively engage in practicing those skills. Mentors can also use this problem-solving model to address issues that may arise with their mentee.

The problem-solving process consists of 6 steps:

- 1. Stop, calm down, and think before you act.**
 - a. It is important to remain calm before deciding how to react. Oftentimes, the decisions we choose out of stress or anger are unhelpful for us in the long run. Remind your mentee that this is especially important in the workplace. Impulse control is important because you are expected to treat your co-workers and customers with respect, even during disagreements.
- 2. State the problem and how it makes you feel.**
 - a. Figure out what exactly has happened, and how you are reacting to it. It is hard to figure out the best reaction if you have not fully considered the issue. Sometimes there may be more than one issue that needs to be addressed, and sometimes it might be a matter of simple miscommunication based upon assumptions.
- 3. Set a positive goal.**
 - a. Once you have identified the problem, figure out what you would like the situation to end up looking like. This will guide your course of action and help ensure that your actions moving forward are improving the situation.
- 4. Think of many possible solutions.**
- 5. Think about the consequences of each of the possible solutions.**
- 6. Select the best plan and proceed accordingly.**

Mentoring Logs

Within 24 hours of each mentoring session, you are expected to submit a mentoring activity log on the HOPE website. The logs are meant to be professional accounts of your meeting and are shared weekly with HOPE and facility staff for purposes of transparency and to provide updates on the students involved in the program. Please read the following guidelines carefully.

All logs must contain:

1. Location (i.e., facility name, virtual/in-person)

2. Time (start and end)
3. Activity/Description of the session
4. (Optional) Any concerns you had, major goals that were accomplished, or notes on how the overall session went

EXAMPLE LOG TEMPLATE:

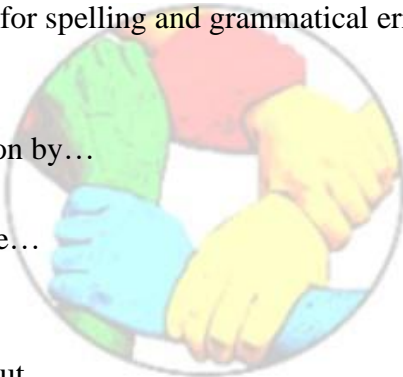
This session was held in the Logansport Juvenile Correctional Facility. The session began at (time) and ended at (time). In this session, we ____ (activity) _____. After this we ____ (activity) _____. (continue for whatever # of activities you had). We ended the session by ____ (activity) _____. Next week we plan to _____. Overall, the session was _____.

TIPS:

1. Keep sentences concise
2. Maintain a professional tone – there are many people from both HOPE and the IDOC who read these logs
3. Proofread your logs for spelling and grammatical errors before submitting

HELPFUL PHRASES:

- We started the session by...
- In this session we...
- After this activity we...
- He stated that...
- I noticed that...
- I was concerned about...
- He expressed concern about...
- He seemed to...
- We discussed...
- Overall, this session was...



LIMIT:

- Detailed conversations
 - Ex: He said _____, I replied _____.
 - *Unless there is a conversation that requires more attention or needs details for a better understanding of the situation. For example, safety concerns, threats, or mandatory reporting issues should be described in detail.
- Concerns about staff
 - Speak with Sophie, Tyeisha, Dr. Weller, or Dr. Ochoa before reporting concerns about IDOC staff.
- Judgement about your mentee

It is important to note that these logs are professional records of your mentoring. For this reason, we ask that you try to contact HOPE staff BEFORE including concerns about IDOC staff, issues with planning activities, or other special requests in your logs. We can often answer these questions or address these concerns before involving facility staff.

Appropriate questions and concerns to include in your log may be:

- Changes in your mentee's behavior or willingness to participate
- Particular concerns or requests that your mentee has mentioned (ex: bringing in specific information, having questions about transition dates, etc.)
- Issues with the entrance procedure in the facility (if you were not listed on the gate release to meet with your mentee or facility staff were unaware of your appointment)

Please note that we have a preapproved list of items for which you do NOT need a gate release (special permissions) to bring in for your mentoring activities. If something you'd like to bring in for a session is not on the list, please make sure to confirm you have permission before you bring it in for an activity. You should also make sure you have permission to bring it in before promising your mentee that you will.

Also, please note that we will not approve requests to bring in food or snacks for your mentee. It causes issues for the facility staff in terms of logistics and the behavior of other students. For this reason, we respect the facility's requests to not bring in any food items. Birthdays and other special occasions can be celebrated through special activities during the mentoring session.

Mentoring Log Examples

Below are examples of poor, decent, and great mentoring logs. Each is based upon the same mentoring session scenario.

SCENARIO

In your session with your mentee, you start by playing 2 Truths and a Lie as an ice breaker activity. Then, you begin to work on completing a job application. Your mentee struggles a bit, seemingly distracted by the other students in the room. Though you get through the bulk of it, your mentee expresses being frustrated and discouraged by some of the items on the application.

You finish the session with a drawing activity, because you know that your mentee likes to draw. You have them sketch out a goal that they have for themselves, and the session ends a little earlier than expected.

POOR LOG

Describe the session:

We did a 2 truthles and a lie activity first! Then we worked on a job application together and tried to finish it but we didn't finish it because my mentee got frustrated and upset so we started

on another activity! We finished with a drawing activity because I know that they like to draw to see if we can draw a picture of a goal we have for ourselves.

What went well in this session:

We got through all the activities and I felt like my mentee had a lot of fun with the ice breaker and the drawing activity! We answered most of the questions on the job app too and I feel like he is really understanding everything.

What could be improved upon from this session:

I think he needs to be more focused and try harder on our activities because sometimes he got really distracted!

Other comments:

I am so excited to be working with my mentee and becoming closer and I feel like we are really starting to bond. I hope next week he is excited to meet, and I am looking forward to all of the activities. My mentee told me that it's his birthday next week so I wanted to bring in snacks for him to celebrate!

Things to Note from this Log:

Spelling errors, exclamations, run-on sentences, judgmental tone at times, attempting to bring in food for mentee

DECENT LOG

Describe the session:

First when I got there I asked my mentee how she was and she told me she was okay. I asked why and she said there was a lot of drama at the facility but she wasn't involved. Then we started our ice breaker activity and played 2 Truths and a Lie. We played three times. I learned that she likes music, has 2 cats at home, and her favorite movie is Titanic. I also learned that she doesn't like ice cream, and her favorite singer is Demi Lovato and she has been to twelve concerts.

Then we worked on a job application. She was pretending to apply to McDonalds. She didn't know which address to put because she doesn't know where she is going home to so we left it blank. We didn't know what to put for school because she is going to school in prison and we weren't sure whether we should list that or not. Then we did the work experience section and she had a lot of info there because she has had lots of jobs at home.

When we finished most of the job application, my mentee told me she was getting frustrated. We decided to take a break for the day and switch activities. She told me she liked to draw in a previous meeting, so I planned an art activity for this session. We had to draw a picture of a goal we have for ourselves in the future. She drew a picture of herself working at a fast food

restaurant. I drew a picture of myself in a new apartment because I want to save enough money from work to afford that!!!

What went well in this session:

We got through all the activities and she seemed to have a good time except for being frustrated about the application. She drew a really good picture too!!!

What could be improved upon from this session:

My mentee seemed a little distracted, and I think it was partially due to the other students and noise in the meeting room. If possible, I'd like to try and find a time where it is quieter and/or where there are less students meeting.

Other comments:

I'm running out of ideas for activities.

Things to Note from this Log:

Minor spelling/grammatical issues, too much information, running out of ideas listed in comments, absence of "he said/she said" comments

GREAT LOG

Describe the session:

We opened the session with an icebreaker, then spent the majority of the session working on a job application for a fast-food restaurant. About 60% of the way through, John expressed his frustration with a few sections, which I told him was understandable. We decided to take a break from the application until our next session.

John seemed a bit distracted at points, but there was a lot of discussion amongst the other students and their families in the visitation room. He seemed to be doing his best to try and stay focused even though other students were trying to engage with him, and I thanked him for his effort.

We finished the session with a drawing activity, in which we sketched a picture of a goal we had for ourselves in the future. He drew a picture of himself working at a restaurant, stating that he enjoyed this activity. I asked if he would like to make this a regular part of our mentoring sessions, and he stated that he would like that. Therefore, I plan to keep this as a closing activity for the next few sessions.

What went well from this session:

Although the environment was a bit distracting with other students trying to talk to my mentee a lot, he did his best to ignore them and focus on our activities as much as possible. We also made a lot of progress on the job application, even though he was feeling a bit overwhelmed with the

process. I also appreciated that he was able to express to me his feelings of frustration as we worked through the job application. We had a good discussion about what kinds of warm-up and closing activities he would enjoy in order to give him a break at the end of each session.

What could be improved upon from this session:

Next time I'd like to bring some tips for completing the job application, as we've decided we are going to try and finish it. I think it would be helpful to see some examples of completed applications. I'd also like to have answers to his questions about how to list his school experience.

Other comments:

When I arrived at the facility, I was initially told my mentee was in class and could not meet. Can someone please confirm that this appointment time suits his schedule, and if not, let me know when would be better?

Things to Note from this Log:

Detailed, but concise description and analysis of activity. Professional, unencumbered by spelling or grammatical errors. No judgement of mentee is present. Only includes concerns relevant to the facility staff.

Professional Email Correspondence

Your role as a HOPE Mentor is to guide your mentee into developing employable skills and professionalizing their behavior. You are a representative of HOPE Mentoring and Indiana University each time you enter a correctional facility or correspond with correctional facility staff. As such, all emails to HOPE staff, and especially to the IDOC facility staff, are expected to be of a professional caliber.

Similar to the mentoring activity logs, this means you should strive to ensure that your emails meet the following criteria:

- Timely
- Free of grammatical and spelling errors
- Clear and concise
- Professional in language and tone
- Free of judgmental remarks towards faculty, staff, mentors, or mentees

Your emails should also include the following:

- A greeting
- A closure
- A clear and concise question or answer to the request

- Pertinent information about times/dates/mentee information, etc.

Please note that these professional emails extend to all HOPE staff as well, including students and mentors who are also serving on the HOPE leadership team.



HOPE Mentoring FAQ's

1. How long does a mentoring relationship last?

- a. We ask mentors to commit to one year of mentoring with their mentee. Mentoring will begin inside the facility and will continue there until your mentee is released into the community (usually within 4-6 months from the start of their incarceration). Mentoring will then continue in the community on a regular basis in the format that makes the most sense for your schedules. If proximity allows, weekly meetings will continue for the year. If necessary, meetings will occur in-person less frequently and will be supplemented by electronic communication, such as phone calls or Zoom meetings. Occasionally, relationships end prematurely when a mentee is released into the community and contact is lost, so the time spent mentoring in the facility is critically important to building a strong relationship with your mentee.

2. What's the difference between facility mentoring and community mentoring?

- a. Facility mentoring takes place inside one of the four juvenile correctional facilities. The focus during facility mentoring is in preparing the mentee for their eventual reentry into the community by practicing for the transition interview they have with facility staff, developing soft skills, and planning for future goals upon their release.
- b. Community mentoring takes place in the mentee's community, in a public location, preferably the WorkOne center in the region. The focus at this point shifts to achieving the employment and educational goals the mentee has set in the facility, and to supporting their efforts to avoid recidivating and stay positively engaged in their community.

3. In which facilities does the mentoring happen?

- a. HOPE mentors are active in three facilities across the state of Indiana. Each facility, and the IU campuses it is closest to, is listed below.
 - i. Pendleton Juvenile Correctional Facility (Males) – IUI & IU Bloomington
 - ii. Logansport Juvenile Correctional Facility (Males) – IU Kokomo
 - iii. LaPorte Juvenile Correctional Facility (Females) – IU Northwest & IU South Bend

4. What is the structure of a typical mentoring session?

- a. During a typical facility mentoring session, you will arrive at the facility 15-20 minutes early for your session. After going through security, you will be escorted to the room where you will mentor. You will have an hour, generally in a classroom setting, to conduct your activity with your mentee. Most mentors start with some sort of ice-breaker activity and review the materials they covered in the previous session. Then, they will work over the "lesson plan" for the duration of

the hour. When the session is over, you will alert the supervisor, and you will be escorted back to the facility exit. Within 24 hours of mentoring, you will be expected to complete your mentoring log on the HOPE Mentoring website.

5. How long does a mentoring session last?

- a. Most mentoring sessions last around an hour. However, we recommend planning activities to fill 1.5-2 hours, as things will often take less time than you might expect. You should always have backup activities prepared in order to make sure you can fill the allotted hour.

6. How do I plan what to do in mentoring sessions?

- a. HOPE Mentoring is primarily focused on developing the mentee's employability skills, though for this population that often means improving their social skills and expanding their worldviews. Each mentee will be given a professional portfolio in which to keep their best work – these portfolios will be accompanied by an Employability Skills Checklist, which contains skills identified by the Indiana Department of Workforce Development as being critical for successful employees. There will be discussion questions and suggested activities to go along with each skill. These portfolios can be used as a guide when short on ideas.
- b. The activities in each session will depend on the mentee's interests, goals, and skill levels. It is recommended that you set SMART goals with your mentee at the beginning of the mentoring relationship and revisit the goals when you are unsure of what to do.

7. How old are the mentees?

- a. Most mentees are between 14-18 years old, though there are a few who are younger.

8. Can I pick my mentee up for a mentoring session when we begin meeting in the community?

- a. No. For liability reasons, mentors are never to provide transportation to a mentee under any circumstances.

9. What do I do if my mentee adds me on social media?

- a. For liability and privacy reasons, HOPE mentors are not to accept any social media requests unless explicitly preapproved by the HOPE Mentoring Director or the HOPE Director.
- b. In the event that this occurs, you should delete the request, and explain to your mentee that HOPE mentors are prohibited by program rules from accepting social media requests from their mentees. Redirect them to an appropriate mode of communication and remind them of the boundaries that accompany your mentor role.

10. What do I do if my mentee tells me about assault or abuse, suicidal thoughts, or illegal behavior?

- a. If you are in the correctional facility when your mentee reports this information to you, alert a facility staff member immediately after your session ends. Make sure to inform your mentee that you are a mandatory reporter and that while you are there to listen, you are obligated to report anything on these subject lines to your supervisor. After you leave the correctional facility, contact a HOPE staff member immediately to report the situation. Record the situation in your mentoring log, making sure to include the steps you took and individuals to whom you reported the information.
- b. If you are outside of the correctional facility when your mentor reports this information to you, contact a HOPE staff member immediately to report the situation. Record the situation in your mentoring log, making sure to include the steps you took and the individuals to whom you reported the information.

11. What do I do if my mentee asks me about drugs or alcohol?

- a. As mentees know, mentors are college students. Mentees are sometimes curious about the “party scene” during college life and want to ask questions about the personal behaviors of mentors. While there are a variety of responses one could give, we recommend reminding the mentee of your role as a mentor and explaining that whatever you choose to do in your personal time is not appropriate information to share or discuss. Deflection is a helpful method here – turn the topics away from you, and away from partying as soon as possible. You might inquire with your mentee why they are curious about this behavior and start a discussion about what the implications would be for them should they choose to partake in illegal behavior.

12. What do I wear to a mentoring session?

- a. HOPE Mentors are to wear business casual/business professional clothing to all mentoring sessions and abide by the facility dress codes both during facility and community mentoring sessions.
- b. This means close-toed, flat shoes, a dress shirt or polo shirt, and slacks or khaki pants. Logos are not allowed in the correctional facilities and all jewelry should be left at home. Piercings and tattoos should be removed or covered up.

13. How do you ensure mentors are safe when they are in the prisons?

- a. Mentors will never be alone in the facility with a mentee – this is true for anyone who has not undergone Personal Protection training through the facility. Facility staff typically avoid leaving mentors alone with mentees even if they have received the training. Mentees are referred to HOPE Mentoring by facility staff and are not paired with a mentor if the staff believes the student is unable to behave appropriately. Further, close communication and monitoring of the mentoring relationship is done through the weekly mentoring logs to ensure that there are no red flags to staff members and to provide support to the mentor.

Appendix

TB Testing

HOPE is not responsible for the expenses of the TB test. Each volunteer who is working inside the juvenile correctional facilities is required to have a current tuberculosis test on file (within the past year). It does not matter where you get the TB test done, so long as you can provide a copy of the results. Contact the Mentoring Director if you need help finding a place to get your TB test done.

IU Background Checks

HOPE is not responsible for the expenses of the IU background check. Each volunteer must submit a background check through the facility (completed with submission of facility paperwork to the Mentoring Director) and an IU background check. Contact the Mentoring Director if you have questions about how to undergo this process.

Please be sure to request a copy of the IU background check report so that you can submit it to the HOPE Mentoring Director.

IDOC Facility Contact List

PENLETON

Warden – Eric Courtney (ecourtney@idoc.in.gov)

Principal – Craig Belt (crbelt@idoc.in.gov)

School Counselor – April Wideman (apwideman@idoc.in.gov)

Transition Coordinator – Susan Jackson (SuJackson@idoc.in.gov)

Transition Coordinator – Caleb Johnson (CalJohnson@idoc.in.gov)

Transition Coordinator – Jessica Yattaw (jyattaw@idoc.in.gov)

LOGANSPOUT

Warden – Mike Minthorn (Mminthorn@idoc.in.gov)

Principal – Mary Beth Buzzard (mbbuzzard@idoc.in.gov)

Transition Coordinator – Ariel Pacheco (apacheco@idoc.in.gov)

Transition Coordinator – Regina McAninch (RMcaninch@idoc.in.gov)

LAPORTE

Warden – Jason Smiley (jasmiley@idoc.in.gov)

Principal – Stevi Weaver (StWeaver@idoc.in.gov)

Transition Coordinator – Kenneth (Ken) Kiger (KKiger@idoc.in.gov)

Facility Wide Workshops

Several times a year, HOPE helps host facility-wide workshops across the correctional facilities. These workshops are designed to expose the larger facility population to HOPE Mentoring, as well as to give students a chance to demonstrate what they've learned in their mentoring sessions. Additionally, these workshops are meant to expose students to additional opportunities to explore various careers and develop employability skills. Below are brief descriptions of the workshops offered. As these workshops are hosted, there will be opportunities for mentors to volunteer to help, though typically these workshops are held during the school day because of facility preferences and staff availability.

DRESS FOR SUCCESS

This workshop is a fashion show where selected students will model professional attire, collected through community donations and stored in the facility "haberdashery". Students will walk down a runway to music, modeling their professional attire for the other students at the facility.

HABERDASHERY MINI-WORKSHOP

This workshop introduces students to the haberdashery, or professional wardrobe, that is stored in the Logansport facility. A presentation about professional attire is used to teach students the basics of dressing appropriately for work. Students also have the chance to practice tying a tie with a tie selected from the haberdashery.

COLLEGE AND CAREER FAIR

This workshop brings in employers from a variety of positions of interest to the students, who then have the chance to talk one-on-one or in small groups with the professionals. Students can ask about getting started in certain careers, what a typical day looks like, or any other questions related to the professions represented at the fair.

COOKIE BAKING WORKSHOP

The cookie baking workshop allows a small group of students to learn about owning a business in the restaurant industry, while practicing their baking skills. Students discuss what it takes to run a bakery, learn how baking cookies and other goods can be a useful skill within a typical workplace, and practice basic mathematic skills through worksheets on recipe conversions.

*Much of the information throughout this manual was adapted from www.mentoring.org