

## Table of Contents

PREFACE .....	6
Director.....	7
Authors.....	8
Module 1: Introducing Mentoring .....	9
<b>1.1 Program &amp; Group Introductions</b> .....	10
1.2 Ground Rules .....	11
1.3 Agenda & Schedule Review .....	12
1.3.a Training Schedule .....	14
1.4 Activity: The Paper Airplane.....	14
1.5 Mentoring in Your Life.....	16
1.6 The Concept of Mentoring .....	17
1.7 Reviewing Module 1 .....	19
Module 2: Understanding the Mentee .....	20
2.1 DCF and TANF.....	20
2.1.a About the Kansas Department for Children and Families.....	21
2.1.b About EES.....	22
2.1.c About TANF .....	22
2.2 First Impressions .....	23
2.2.a The Hermann* Grid (1870) .....	23
2.3 Handling Stress .....	25
2.4 Understanding Poverty .....	27
2.4.a Poverty Quiz.....	28
2.4.b My Thoughts about Poverty.....	30
2.4.c Default Values of Poverty.....	32
2.4.d Poverty's Unspoken Norms .....	34
2.4.e Word Scramble .....	35
2.4.f The Language Barrier.....	36
2.5 Trauma Informed Care & ACES .....	37

2.5.a Facts about Trauma.....	38
2.5.b Overview of ACES.....	39
2.6 Mental Health .....	40
2.6.a Mental Health Facts .....	41
2.6.b Mental Indicators .....	41
2.6.c Key Symptoms.....	42
2.7 Reviewing Module 2 .....	44
Module 3: The Role of the Mentor .....	46
3.1 The Mentoring Model.....	46
3.1.a What is a Mentor? .....	47
3.1.b The Mentor Model.....	48
3.2 Respect .....	51
3.2.a The Respect Cake .....	51
3.2.b The Importance of Respect .....	53
3.2.c Respect Scenarios .....	54
3.3 Trust.....	55
3.3.a The Counting Challenge.....	56
3.3.b Defining Trust.....	57
3.3.c Building Trust .....	58
3.4 Communication.....	59
3.4.a Communication Demonstration.....	60
3.4.b Components of Communication.....	62
3.4.c Communication .....	63
3.4.d Listening Skill .....	64
3.4.e Speaking Skill .....	66
3.4.f Open-ended Question Skill .....	67
3.4.g Reflective Listening Skill.....	68
3.5 Connection .....	70
3.5.a The Ecomap Connections.....	72
3.5.b Boundaries .....	73
3.6 Coaching .....	75
3.6.a Personality Test.....	75

3.6.b Coach.....	77
3.6.c The Mentoring Game Plan.....	79
3.7 Reviewing Module 3 .....	80
Module 4: Helping the Mentee Change .....	82
4.1 Making a Change .....	82
4.1.a Change Exercise .....	83
4.1.b Homeostasis .....	84
4.2 Stages of Change.....	85
4.2.a The Stages of Change Model.....	86
4.2.b Applying the Model.....	87
4.3 The Mentoring Challenges.....	88
4.3.a Expectations.....	89
4.3.b Boundaries .....	90
4.3.c Conflict .....	91
4.3.d Burn-out.....	92
4.4 The Context for Change .....	94
4.4.a Responsibility .....	95
4.4.b Accountability .....	95
4.4.c Nurture Deposits.....	95
4.5 Reviewing the Module .....	96
Module 5: The HOPE Mentoring Program.....	98
5.1 Overview .....	98
5.2 Step1: Recruiting Volunteer Mentors .....	99
5.2.a About the Mentors .....	100
5.2.b Program and Mentor Expectations .....	102
5.2.c Confidentiality.....	104
5.3 Step 2: Selecting Mentees.....	104
5.3.a The Mentee's Assessment.....	106
5.3.b Expectations for the Mentee .....	107
5.4 Step 3: Matching Mentors and Mentees .....	108
5.4.a Matching Considerations.....	108
5.4.b Matching Termination and Reassignment.....	110

5.5 Step 4: One Year of Mentoring .....	112
5.5.a First Month Meeting .....	113
5.5.b 2nd – 11th Month Meetings (Standard Meeting).....	113
5.5.c 12th Month Meeting .....	114
5.6 Reviewing the Module .....	115
Module 6: Mentoring in Action.....	116
6.1 Overview .....	117
6.2 Mentor/Mentee Eligibility Forms to Fill Out.....	117
Mentor Forms .....	118
6.2.a Mentor Application Form .....	118
6.2.b Mentoring Participation Commitment Agreement .....	118
6.2.c Mentor Confidentiality Form.....	118
Mentee Forms and Tool .....	118
6.2.d Mentee Self-assessment Form .....	119
6.2.e Client Intake Interview Form (Mentee).....	119
6.2.f HOPE Mentoring Referral and Acknowledgement Form .....	119
6.3 Role Play for the First Meeting with Mentor, Mentee, RC & CN .....	119
6.3.a SnapShot Form.....	122
6.3.b Meeting Tips.....	122
6.3.c Initial Mentor/Mentee Interview Tools.....	124
6.4 The Role Play for the Mentor & Mentee Meeting .....	124
6.5 Role Play Final Meeting with Mentee .....	127
6.6 Mentee Questions Covered in Mock Scenarios .....	130
6.7 Reviewing the Module .....	131
6.8 Post Assessment.....	133
APPENDIX.....	135
A.1 REFERENCES.....	135
A.2 FORMS .....	138
A.6.2.a HOPE Mentoring Application (Mentor).....	138
A.6.2.b HOPE Mentoring Participant Commitment Agreement (Mentor) .....	139
A.6.2.c Mentor Confidentiality Agreement.....	141
A.6.2.d Mentee Self-assessment Form .....	142

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A.6.2.e Client Intake Interview (Mentee) .....	144
A.6.2.f HOPE Mentoring Referral and Acknowledgement (Mentee) .....	146
A.6.3 Sample SNAPSHOP (Mentor) .....	148
A.6.3.a (Extra SnapShot Form).....	149
A.6.4 HOPE Mentoring Initial Interview Sample Questions.....	150
A.6.5 Mentoring/Mentee Checklist for Sessions 2-10.....	152
A.6.6 Mentor Ending Evaluation .....	153
A.6.6.a Mentee Ending Evaluation .....	154
A.6.7 Mock Scenarios of Mentee Questions.....	155
A.3 Behavioral Health Services Referral.....	156

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## PREFACE

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The Kansas Department for Children and Families' (DCF) purpose is to protect children, promote healthy families and encourage personal responsibility. The HOPE Mentoring program assists recipients of Temporary Assistance for Needy Families (TANF) to make a voluntary connection with a Mentor who will come alongside the Mentee and encourage him/her in pursuing opportunities to grow in self-reliance.

The National Mentoring Partnership (Mentor, 2006) conducted poll on mentoring, surveying formal and informal adult mentors and non-mentors. Mentors were surveyed about the challenges they faced during mentoring and responded that their experiences could have been improved and challenges overcome in a number of ways including:

- Having more materials/resources available
- Being better informed/more knowledgeable
- Receiving better training

The HOPE Mentoring training has been designed with these suggestions in mind. We strive to provide you as a mentor with comprehensive research-informed materials and practical and engaging training. Our goal is to help you feel confident and competent in your participation as a mentor in the HOPE Mentoring program. We appreciate your service to fellow Kansans.

We want to recognize DCF Secretary Phyllis Gilmore for her leadership and the DCF staff members who have had a part in the development and implementation of the HOPE Mentoring program. This program curriculum could not have been created without the experience, expertise, and insight of Jaime Rogers, Lucy Bloom, Sandra Kimmons, James Echols, Mary Duncan, George Williams, Jaryl Perkins, Dan Decker, Nancy Caudle, Theresa Freed, Todd Fertig, Josh Peoples, Andrew Wiens, Tracy Crocket, Micah Lewis, Mike Siebert, Celina Porter, Julio Victorio, Bubba Dowling, Sharri Black, Patricia Long, Stacy Tidwell, Beth Gunsalus, Kristi McVicker, Thad Powell, Stephanie Parkison and Amy Kahler.

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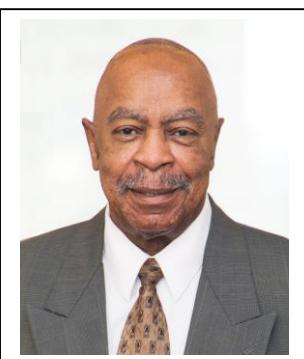
**Name:** \_\_\_\_\_

**Phone Number:** \_\_\_\_\_

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## Director

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James Echols was appointed Director of HOPE Mentoring on Nov. 23, 2015. He previously served as Provider Services Manager with DCF's Economic and Employment Services. Echols was born in Memphis, Tenn., and completed high school in Spokane, Wash., before serving 25 years with the U.S. Army, Army National Guard and Army Reserve. He served in Vietnam as a teenager and was awarded the Bronze Star while there.

During his professional life, he has served as a soldier, aide to a former Oklahoma Lieutenant Governor and Governor, Oklahoma State Equal Opportunity Officer, Executive Director, Oklahoma Human Rights Commission and President/CEO of a financial services firm. He is the Immediate-Past Chair of the Kansas Advisory Group on Juvenile Justice and Delinquency Prevention and continues to serve as a board member. He also serves as President, Board of Trustees Member, Economic Opportunity Foundation, Inc., and Chair, Advisory Board Member, Boys & Girls Club, both of Kansas City/Wyandotte County. He has served as a volunteer mentor with the Mentoring 4 Success program for ex-offender reentry at the Kansas Department of Corrections since 2011, and is a member of the Community Advisory Committee with the REACH Healthcare Foundation since 2013.

Echols has a bachelor's degree in Public Service from the University of Central Oklahoma and pursued graduate studies in Human Relations/Organizational Development at the University of Oklahoma. He is married and resides with his wife, Muriel, in Kansas City, Kan., and has two adult children and two granddaughters, ages nine and 11. He is the son and grandson of Baptist ministers, and he currently serves as a Trustee and Music Director at Floods of Joy Missionary Baptist Church in Kansas City, Kan.

## Authors

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George R. Williams has a master's degree in marriage and family therapy. He is the Deputy Director for Faith-based and Community Initiatives for DCF. George has more than a decade of experience as a fathering practitioner, master trainer and consultant with the National Center for Fathering. He is a nationally-recognized fathering expert who has inspired and helped thousands across the country with his creative, engaging and passionate presentations and training. George has been featured in national media and has authored numerous fathering articles and teaching materials, such as *Kansas Strong Dads*, *Super Kids*, *Quenching the Father Thirst* and is a contributing author for the book, *Why Fathers Count*.



Mary Duncan has a master's degree in teaching. She is the Economic and Employment Services Training Coordinator for DCF. Mary was a motivational university instructor who strives to differentiate instruction to meet student needs for both classroom and online training as well as provide resources to enhance the learning experience. She served as President, University Advisory Board; Chair, Kansas Interagency Coordinating Council for Early Childhood; and Member, International Honor Society in Education. She served as a mentor for Mothers of Preschoolers (MOPS); Advisory Board Member for MOPS International Publication; and MST for Teen Mothers. She has presented at a national conference, CEU credited workshops, and traveled around the midwest as a speaker on topics pertaining to motherhood, and locally on math/science early childhood activities. She was a featured author and presenter at the Kansas Book Festival 2014.

## Module 1: Introducing Mentoring

**Facilitator Notes | 1<sup>st</sup> Hour | 20 total minutes |**

**1 minute | 20 minutes remaining | Page 9**

HOPE Mentoring Training Goal

The goal of this training is help you increase your confidence and competence in your participation as a Mentor in the HOPE Mentoring program.



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**State: The goal of this training is to help you increase your confidence and competence as a mentor in the HOPE Mentoring Program.**

**State: Please turn to page 9.**

**State: This is Module 1: Introducing Mentoring.**

Module 1: Introducing Mentoring

9

**Goal:** Create an environment for the participants to experience a connection to the facilitator(s), each other and foundational concepts of mentoring.

- Have a clear picture of the day of training
- Understand the training content
- Be able to define mentoring

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[Read the following text.]

**Goal: Create an environment for the participants to experience a connection to the facilitator(s), each other and foundational concepts of mentoring.**

### **Objectives:**

After the completion of this module, you will:

- 
1. Have a clear picture of the day of training
  2. Understand the training content
  3. Be able to define mentoring
- 

## 1.1 Program & Group Introductions

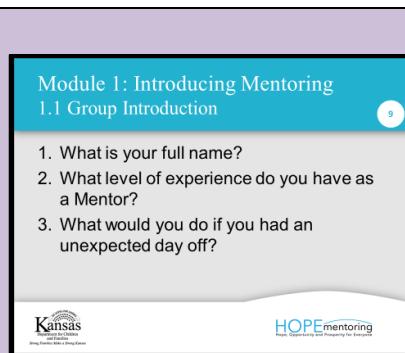
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**Facilitator Notes | 1<sup>st</sup> Hour | 20 total minutes |**  
**4 minutes | 19 minutes remaining | Page 9**

[Read the following text.]

**The HOPE Mentoring program provides recipients of TANF with a Mentor who will support them in pursuing opportunities to grow in self-reliance.**

Mentoring can promote resiliency for the Mentee. It can help individuals in negative environments emerge as positive and productive individuals because of protective factors (social connections and concrete support) that serve to reverse the negative influence of circumstances and situations, such as living in poverty (Horton, 2003).



Note: As the participants affirm them by making brief comments about what they share or welcoming them to the training.

**State: Everyone will get a chance to briefly introduce themselves to the group by answering three questions.**

**State: You will only have 15 seconds and I will remind you if you go over.**

**State: I will go first.**

[Go first and make sure you are brief.]

**Instructions:** Give a brief response to each question.

1. What is your full name?
2. What level of experience do you have as a Mentor (new, beginner, intermediate, expert)?
3. What would you do if you had an unexpected day off?

## 1.2 Ground Rules

**Facilitator notes | 1<sup>st</sup> Hour | 20 total minutes |**

**1 minute | 15 minutes remaining | Page 9**



**State: Ground rules are important to establishing a productive learning environment.**

**Ask: Can we all agree to the rules on this slide?**

[Read the following text:]

- 1. Participate to your fullest ability.**
- 2. Maintain the respect and dignity of all.**
- 3. Be open to learning and having fun.**

## 1.3 Agenda & Schedule Review

**Facilitator notes | 1<sup>st</sup> Hour | 20 total minutes |**

**1 minute | 14 minutes remaining | Page 10**



**State: Next, we will review where we are headed today, for these four hours of engaging training.**

**State: This training will value and respect your mentoring knowledge and experience and seeks to build your confidence and competence in this mentoring program.**

**State: Module 1 is about getting us on the same page about mentoring.**

**State: Module 2 gives you a framework to view Mentees with compassion and respect.**

**State: Module 3 reviews your role as a Mentor and the skills necessary to succeed.**

**State: Module 4 prepares you with realistic expectations and helps you avoid pitfalls.**

**State: Module 5 briefs you on all aspects of the HOPE Mentoring program.**

**State: Module 6 will have you role play all the key meetings and discuss your concerns.**

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**This training will value and respect your mentoring knowledge and experience and seeks to build your confidence and competence in this mentoring program.**

### **MODULE 1: Introducing Mentoring**

In this module, we are establishing the adult learning environment by introducing the facilitator(s) and participants. Then we will introduce the concept and definition of mentoring through your own experiences. The desired outcome is being on the same page throughout this mentoring training.

### **MODULE 2: Understanding the Mentee**

In this module, we will explore the mission of DCF and the TANF program and we will assist the Mentor in building a bridge of understanding to connect with the Mentee. The desired outcome is to give Mentors a framework to view the Mentee with compassion and respect.

### **MODULE 3: The Role of the Mentor**

In this module, we review a mentoring model that will give guidance in the role of the Mentor and important mentoring skills. The desired outcome is to give the Mentor a good understanding of his/her role and the skills necessary to be a successful Mentor.

### **MODULE 4: The Challenges of Mentoring**

In this module, we look at helping prepare the Mentor for some of the challenges in mentoring including: change, expectations, boundaries and discouragement. The desired outcome is that the Mentor will have realistic expectations and avoid the pitfalls that might get him/her discouraged.

### **MODULE 5: The HOPE Mentoring Program**

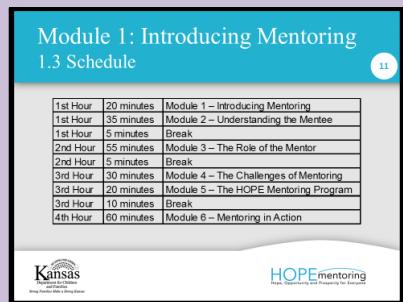
In this module, we look specifically at the purpose and structure of the HOPE Mentoring program. The desired outcome is to help the Mentor be thoroughly briefed on all the aspects of the program and to feel confident you know what to expect as a Mentor.

### **MODULE 6: Mentoring in Action**

In this module, we help the Mentors look ahead and help them prepare for mentoring through planning and practice. The desired outcome is that our Mentors feel competent in their role. We will aid in this effort by role playing some mentoring situations and by helping our Mentors create a plan for their mentoring journey.

### 1.3.a Training Schedule

**Facilitator notes | 1<sup>st</sup> Hour | 20 total minutes |  
1 minute | 13 minutes remaining | Page 11**



State: **Take a few moments to review the training schedule that shows the module times, breaks and lunch.**

The four hours of the HOPE Mentoring mentor training is comprised three hours and 30 minutes of training, and 30 minutes for break.

Hour 1	20 mins.	Module 1 – Introducing Mentoring
	30 mins.	Module 2 – Understanding the Mentor
	5-10 mins.	Break
Hour 2	50 mins.	Module 3 – The Role of a Mentor
	5-10 mins.	Break
Hour 3	30 mins.	Module 4 – The Challenges of Mentoring
	20 mins.	Module 5 – The HOPE Mentoring Program
	5-10 mins.	Break
Hour 4	60 mins.	Module 6 – Mentoring in Action

### 1.4 Activity: The Paper Airplane

**Facilitator notes | 1<sup>st</sup> Hour | 20 total minutes |  
7 minutes | 12 minutes remaining | Page 11**

## Module 1: Introducing Mentoring

### 1.4 Activity

Can mentoring help those who do not know how to fly, fly?



Note: This section uses an activity to help engage the group in a discussion about mentoring. In preparation for this exercise, find a volunteer who is willing to make a plane that will not fly.

Ask: **Can mentoring help those who do not know how to fly, fly?**

[Process any responses by the group.]

State: **Let's do a little experiment.**

[Pass out blank sheets of paper and read the instructions for this activity.]

---

**Instructions:** Please do this activity without help from anyone. Use the blank piece of paper to fold into a paper airplane.

[Let them know how much time they have. You will have everyone fly their plane.]

State: **Next we want to see whose plane will fly.**

State: **I am going to count to three and on three you can throw your plane towards the front.**

State: **Ready? One...Two...Three, throw.**

[Talk to your volunteer who made a plane that would not fly.]

Ask: **Would you like to learn how to make a plane that flies?**

[Use mentoring skills to help instruct the volunteer how to make the plane and have them fly it, follow the steps below.]

1. Introduce yourself to the volunteer (**getting to know the Mentee**).
2. Ask volunteer: You want me to teach you how to make a paper airplane that will fly, right? (**Mentee's expectation**).
3. I appreciate your openness to learn something new (**Respect mentee**).
4. Share that you will not make it for them, but help them make it for themselves, and it will be able to fly (**Mentor's boundaries and expectations**).
5. Tell them where they can find some paper (**Connecting to resources**).
6. Role model step-by-step instructions on building the plane (**Role modeling**).
7. Give them encouragement for each successful step (**Support**).
8. Let's fly the plane.

State: **In this activity, someone who did not know how to fly learned how to fly!**

Ask: **How does this activity compare to mentoring?**

**[Answers are bolded and in parenthesis listed above.]**

[Read the following text:]

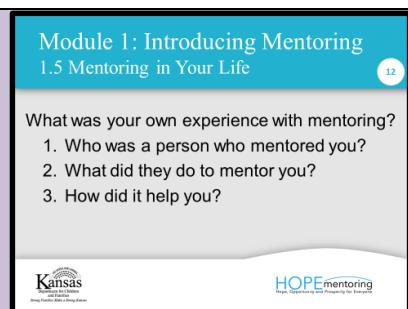
**Mentoring is coming alongside the Mentee to role model, network, encourage and guide the Mentee to learn and grow toward success.**

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## 1.5 Mentoring in Your Life

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**Facilitator notes | 1<sup>st</sup> Hour | 20 total minutes |  
2 minutes | 5 minutes remaining | Page 12**



Module 1: Introducing Mentoring  
1.5 Mentoring in Your Life 12

What was your own experience with mentoring?

1. Who was a person who mentored you?
2. What did they do to mentor you?
3. How did it help you?

Note: In this section, mentoring is personalized with reflecting on your own experience of being mentored.

Ask: **This is a rhetorical question: What was your own experience with mentoring?**

State: **Let's do the following activity so you can share your experience.**

[Review the instructions; check for understanding.]

---

**Instructions:** Please take a moment to think about someone who was an important Mentor in your life. Review the following questions about that person. The Facilitator will ask you to share your mentoring experience with one other person next to you.

1. Who was the person who mentored you?
2. What did they do to mentor you?
3. How did it help you?

---

## 1.6 The Concept of Mentoring

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**Facilitator notes | 1<sup>st</sup> Hour | 20 total minutes |**  
**1 minutes | 3 minutes remaining | Page 12**

## Module 1: Introducing Mentoring

### 1.6 The Concept of Mentoring

12

Mentoring is coming alongside the Mentee to role model, network, encourage and guide the Mentee to learn and grow toward success.



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**State: That statement is our definition of mentoring. Here is how it breaks down.**

[Share the following.]

Mentoring in the HOPE Mentoring program is best viewed as someone who is a peer, not a superior, someone who comes along on the Mentee's journey to success.

Mentoring is about connecting to social capital that represents resources derived from relationships or networks of people (Coleman, 1988). Mentoring connects the resources of role modeling, encouragement, guidance and other people.

Mentoring is about providing support and accountability to the Mentee in taking responsibility to own, act and grow toward achieving his/her goals of increasing his/her self-reliance.

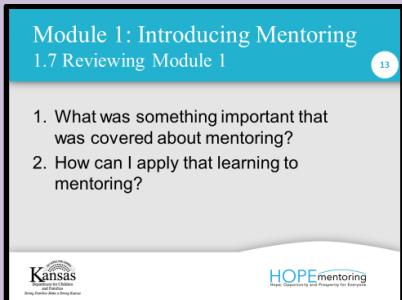
Research on various mentoring programs has shown mentoring to be effective in improving the success and well-being of the Mentee.

**Mentoring is coming alongside the Mentee to role model, network, encourage and guide the Mentee to learn and grow toward success.**

## 1.7 Reviewing Module 1

**Facilitator notes | 1<sup>st</sup> Hour | 20 total minutes |**

**2 minutes | 2 minutes remaining | Page 13**



**State: We conclude this module with a review and plan for application.**

[Share the following.]

- ✓ The HOPE Mentoring program provides recipients of TANF with a Mentor who will support them in pursuing opportunities to grow in self-reliance.
- ✓ This training will value and respect your mentoring knowledge and experience and seeks to build your confidence and competence in this mentoring program.
- ✓ Mentoring is coming alongside the Mentee to role model, network, encourage and guide the Mentee to learn, act and grow toward success.

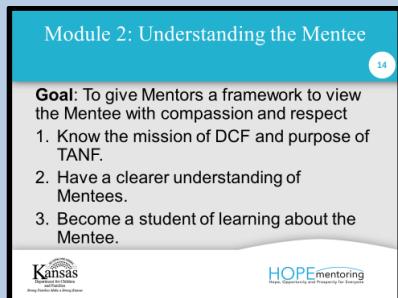
**Instructions:** Reflect on the content from this model, and write your response to the following two questions. Please be prepared to share with the group.

1. What was something important that was covered about mentoring?
2. How can I apply that learning to mentoring?

## Module 2: Understanding the Mentee

**Facilitator notes | 1<sup>st</sup> Hour | 30 total minutes |**

**1 minutes | 30 minutes remaining | Page 14**



**State: This is Module 2: Understanding the Mentee**

[Read Goal and Objectives.]

**Goal 2: To give Mentors a framework to view the Mentee with compassion and respect**

### **Objectives:**

After completion of this module, you will:

1. Know the mission of DCF and the purpose of TANF
2. Have a clearer understanding of the Mentees
3. Become a student of learning about the Mentee

### **2.1 DCF and TANF**

**Facilitator notes | 1<sup>st</sup> Hour | 30 total minutes |**

**1 minutes | 29 minutes remaining | Page 14**

**State: The Department for Children and Families uses its State and federal resources to protect children, promote healthy families and encourage personal responsibility through obtaining and maintaining employment.**

Module 2: Understanding the Mentee  
2.1 DCF and TANF

DCF uses its State and federal resources to protect children, promote healthy families and encourage personal responsibility by assisting low-income residents as they obtain and maintain employment.

Kansas Department for Children and Families  
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**State: One of the divisions of DCF is Economic and Employment Services (EES) who provides a variety of services that assist Kansans, including cash assistance (TANF), food assistance (SNAP), energy assistance (LIEAP), child care assistance and employment services.**

**State: Temporary Assistance for Needy Families (TANF) is also known as cash assistance is benefit to families with a minor child based on a family's income, the number of family members and the county where the family lives. Currently, 13,470 Kansans receive cash assistance.**

## 2.1.a About the Kansas Department for Children and Families

### Page 14

The mission of the Kansas Department for Children and Families (DCF) is to protect children, promote healthy families and encourage personal responsibility. DCF is working to reduce the number of children in State care, providing needed services and a safety net for the most vulnerable Kansans, and concentrating on getting individuals into productive employment. DCF provides these services through its four regions, 38 offices, and 2,500 hard-working employees.

DCF is committed to providing quality services in the most efficient manner, while emphasizing the programs and projects that move DCF toward its objectives. DCF is building public/private partnerships to help achieve its objectives. DCF is working to integrate community-based organizations into Kansas' vital social services network. These organizations serve as partners in providing beneficial services for strengthening families in our community.

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DCF has five primary service divisions including Prevention and Protection Services (PPS), Child Support Services (CSS), Rehabilitation Services (RS), Economic Employment Services (EES), and Faith-based and Community Initiatives (FBCI). HOPE Mentoring is part of the Faith-based and Community Initiatives division.

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### **2.1.b About EES**

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#### **Page 15**

Economic and Employment Services (EES) provides a variety of services that assist Kansans, including cash assistance (TANF), food assistance (SNAP), energy assistance (LIEAP) and child care assistance. It also helps individuals to find and keep a job along with other employment support services. Some services are available only to families with children, the elderly or persons with disabilities. Other services are available to all qualified low-income families and individuals.

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### **2.1.c About TANF**

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#### **Page 15**

Temporary Assistance for Needy Families (TANF) is also known as cash assistance. The amount of cash benefit depends upon a family's income, the number of people in the family and the county where the family lives. TANF requires that a family have a minor child to be eligible for cash assistance, which includes an unborn child.

Currently, 13,470 Kansans receive cash assistance. The federal government provides block grants to the states totaling \$16.5 billion. Kansas receives \$101.9 million per year. Kansas requires that adult TANF recipients participate in work activities unless they are caring for a child younger than two months old or they are required to provide care for a household member with disabilities. Work activities could include, but are not limited to, employment, job search, education and training, or addressing issues that prevent employment.

Families may receive TANF for up to 36 months (lifetime). This includes all TANF months received in other states since Oct. 1, 1996. Families that meet an exemption may receive an additional 12 months for hardship reasons, for a total of 48 months. Families receiving TANF are provided support services through DCF and other community-based organizations to help them prepare for employment. These services

include helping obtain or maintain employment through job training, obtaining a GED or high school diploma, learning English, transportation assistance, providing clothing and other necessities for a job, paying moving costs, classes to develop parenting skills, physical or behavioral health services, learning disability services and domestic violence services.

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## 2.2 First Impressions

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**Facilitator notes | 1<sup>st</sup> Hour | 30 total minutes |**

**2 minutes | 28 minutes remaining | Page 16**

State: **Please turn to page 16.**

State: **Mentoring involves meeting someone for the first time and forming a first impression. We are going to do a brief activity to start our discussion on this topic.**

[Read the following:]

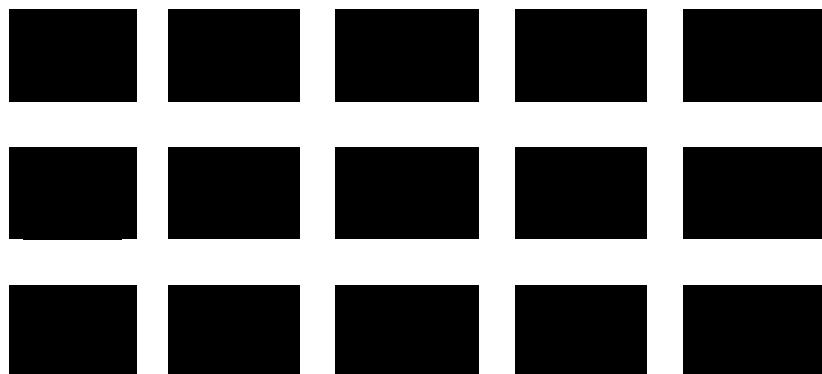
Mentoring involves meeting someone for the first time and forming a first impression.

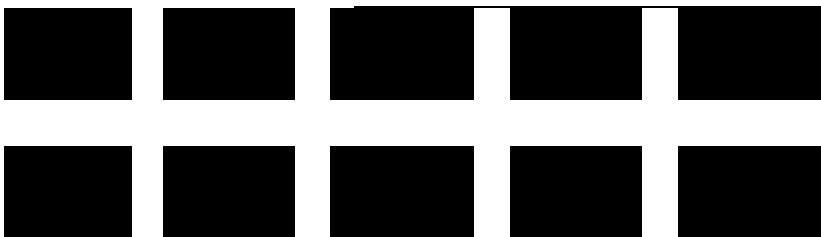
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### 2.2.a The Hermann\* Grid (1870)

---

**Instructions:** Look at the Hermann Grid for five seconds and share your first impression of what you see in this image.





[Wait five seconds.]

Ask: **What did you see?**

[Process what the group sees: be sure to affirm those who share.]

Ask: **Did anyone see the gray dots in the white spaces between the black squares?**

Ask: **Are they really there?**

State: **This is an example of how sometimes we try to fill in the gaps with something that is not actually there. For better or worse, we make a pre-judgement about a person that will flavor our interaction with him/her.**

Note: Be prepared to share your own personal experiences with the discussion questions.

State: **Let's discuss first impressions.**

**Page 17**

Module 2: Understanding the Mentee  
2.2 First Impressions 17

When first meeting the Mentee, see him/her in a positive light, and avoid making any pre-judgement by taking time to let the person tell you who he/she is.



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[Review the process questions.]

## 2.2.a Process Questions

1. Anyone have an experience with a first impression you want to briefly share?
2. What is the impact of prejudging someone, particularly when it is wrong?
3. How should you view the Mentee you are meeting for the first time?

It is important to note that any type of cultural differences can distort or disqualify a first impression. We need to be on guard against pre-judgment based on the first impressions of what we see or assume about a Mentee.

For example, I may think I am able to identify a Mentee's race, ethnicity and religion by sight and make a pre-judgment based on the stereotypes. Or, I may assume that because a Mentee is on TANF, I know certain things about his/her personal habits, background, education, etc.

Please do not make judgments. The best approach is to give others the benefit of a doubt and see them in the most positive way. And then, give the relationship time for the Mentee to tell his/her own story, rather than you making up a story about him/her.

**When first meeting the Mentee, see him/her in a positive light, and avoid making any pre-judgment by taking time to let the person tell you who he/she is.**

---

## 2.3 Handling Stress

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**Facilitator notes | 1<sup>st</sup> Hour | 30 total minutes |  
3 minutes | 26 minutes remaining | Page 18**

Module 2: Understanding the Mentee  
2.3 Handling Stress

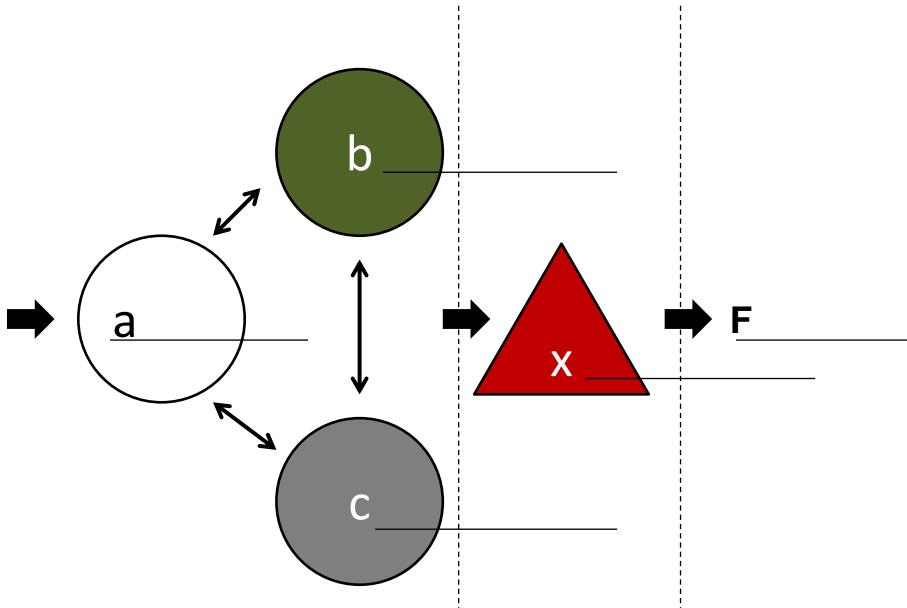
The diagram illustrates the ABCX stress model. It features four main components: a (a stressor represented by a white circle with a black arrow pointing right), b (an individual represented by a green circle), c (a situation represented by a grey circle), and x (a reaction represented by a red triangle). Arrows indicate interactions between these components: a and b interact, b and c interact, and c and x interact. A large arrow labeled F points from x towards the right.

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State: As I read about the ABCX stress model, fill in the blanks in the diagram with the corresponding words.

Note: Be sure to check for understanding.

[Read the following text.]



**Instructions:** As the facilitator reads about the ABCX Stress Model, use the words from the paragraph to label the components of the diagram.

The ABCX model of family stress can help us understand how we all handle stress (Hill, 1958). First, the individual experiences an event that generates stress, which is called a “stressor” (a).

The individual will either have adequate resources (b) to relieve the stress or inadequate resources to relieve the stress.

If the resources are adequate then the individual's (c) perception of the stressor will be minor, otherwise it will be a major (x) crisis.

An individual in crisis experiences a decrease in their ability to cope and function. This can be further complicated if multiple stressors occur at the same time and result in a pile up of stressors.

Everyone experiences stress to varying degrees and durations. However, not everyone has adequate resources to handle the stresses they face. And for these people, the perception of stresses can pile up into constant crisis that hampers their functioning and advancement in life.

---

### 2.3 Process Questions

1. What are some of the stressors Mentees can face?
2. What is a negative list of resources Mentees might use to handle stressors?
3. What is a positive list of resources Mentees might use to handle stressors?

**Page 19**

Module 2: Understanding the Mentee  
2.3 Handling Stress

18

Stress or trauma that is strong, frequent and prolonged in the life of a Mentee can have a devastating impact on his/her functioning and advancement.

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[Read the following text.]

**Stress that is strong, frequent and prolonged in the life of a Mentee can have a devastating impact on his/her functioning and advancement.**

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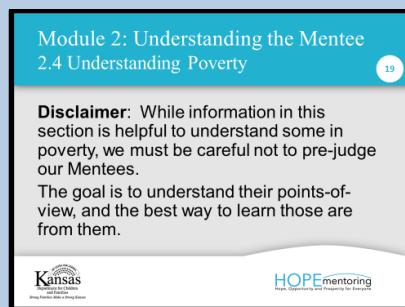
### 2.4 Understanding Poverty

---

**Facilitator notes | 1<sup>st</sup> Hour | 30 total minutes |**  
**1 minutes | 23 minutes remaining | Page 19**

Notes: This section shares statistics, language, types and norms of poverty.

State: **As we explore some important information that will help us understand poverty, this disclaimer reminds us to be careful not to pre-judge our Mentees.**



[Share disclaimer.]

**DISCLAIMER:** Poverty occurs across race, country, ethnicity and religion. While the information in this section will be helpful to understand some in poverty, we must be careful not to pre-judge our Mentees. The goal is to understand their point of view and the best way to learn that point of view is from them.

In Module 1, we saw that poverty involves a lack of resources to meet our needs. These resources influence achievement and are not just financial but also social, emotional, intellectual, moral, physical and/or spiritual.

The book *Understanding People in Poverty* by Ruby Payne is a good resource for a more detailed look at poverty. (Payne, 2005)

## 2.4.a Poverty Quiz

**Facilitator notes | 1<sup>st</sup> Hour | 30 total minutes |**  
**2 minutes | 22 minutes remaining | Page 20**

State: **The Poverty Quiz is a way for us to learn some facts about poverty. As I read the question, circle the best answer.**

[Read the questions.]

**Instructions:** Read the statement and circle the answer or fill in the blanks.

1. The federal guideline for poverty is an individual making less than \_\_\_\_\_ (HHS, 2015).
  - a. \$5,124
  - b. \$11,770
  - c. \$16,654
  - d. \$22,889
2. In 2014, the official poverty rate was about \_\_\_\_\_ percent (U.S. Census, 2015).
  - a. 10 percent
  - b. 15 percent
  - c. 20 percent
  - d. 25 percent
3. In 2014, there were about \_\_\_\_\_ million people in poverty (U.S. Census, 2015).
  - a. 25
  - b. 35
  - c. 47
  - d. 55
4. In 2014, the poverty rate for children under age 18 was about \_\_\_\_\_ percent. The poverty rate for people 18 to 64 was about \_\_\_\_\_ percent, while the rate for people 65 and older was \_\_\_\_\_ percent (U.S. Census, 2015).  
Use the numbers below one time to fill in the above blanks.

a. 10	b. 14	c. 21
-------	-------	-------
5. Generational poverty is defined as being in poverty for \_\_\_\_\_ generations or longer, while situational poverty involves a shorter time and is caused by circumstances (Payne, 2005).
  - a. 5
  - b. 4
  - c. 3
  - d. 2

**State:** The answers are:

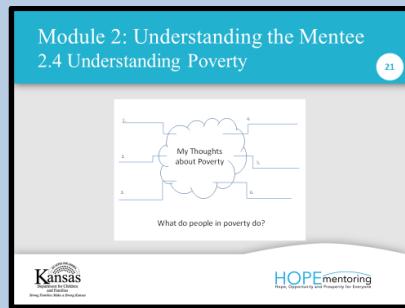
1. b. \$11,770
2. b. 15%
3. c. 47 million
4. 21, 14, 10
5. d. 2

**State:** Notice that \$11,770 as a full-time wage is \$5.60 per hour. The federal guideline for poverty for a family of four is less than \$24,250. Also notice that the highest percentage of people in U.S. poverty is children under age 18, at 21.1 percent (U.S. Census, 2015).

**Ask:** Are there any questions or comments on the quiz?

#### 2.4.b My Thoughts about Poverty

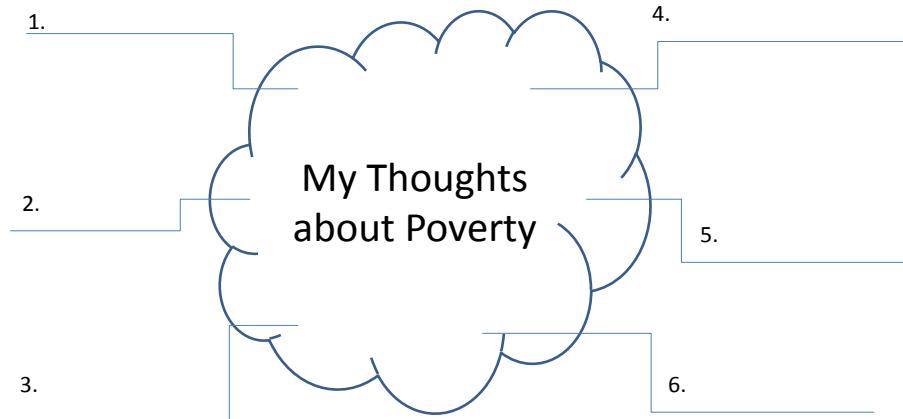
**Facilitator notes | 1<sup>st</sup> Hour | 30 total minutes |**  
**2 minutes | 20 minutes remaining |** Page 21



[Give 30 seconds to write down thoughts on poverty.]

[Discuss process questions.]

**Instructions:** In the following diagram, write down what you think about people in poverty. Take the next 30 seconds.



What do people in poverty do?

---

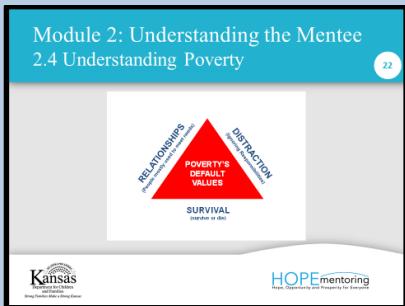
#### 2.4.b Process Questions

1. What were your thoughts on poverty? Do you think they are true?
2. What do you think was the source of your thoughts?
3. How do they influence how you feel about those in poverty?

## 2.4.c Default Values of Poverty

Facilitator notes | 1<sup>st</sup> Hour | 30 total minutes |

3 minutes | 20 minutes remaining | **Page 22**



**State:** To understand the actions of a person requires knowing the values that motivate his/her actions. Next, we will explore some thoughts about the motivations of action in poverty.

[Read the following text.]

A simple model for understanding human behavior is that behavior is a response to what we think and feel. To understand why someone does what they do, we need to know what he/she thinks/believes/values, which will ultimately influence behavior. There are three values that are the default setting for poverty.



---

The first default value is survival. As Maslow showed us, our most basic need is survival. We always try to meet our lowest level needs first. A person with few to no resources needs to survive.

The second default value is distraction. If my life is constantly in stress or crisis, I will seek some type of relief whenever I am able. I need to feel better even if it is temporary. This is one way addictions develop as a means to manage stress.

The third default value is relationships. Bonding happens quickly as acquaintances are labeled as family or relatives (aunt, uncle, etc.). People are often “used” by those in poverty for survival and distraction. This results in an unbalanced relationship with more taking and little or no giving. When people are no longer useful they are abandoned. Ruby Payne (2005) observed people in poverty see others as possessions.

**Page 23**

---

#### **2.4.c Process Questions**

1. What behaviors might the survival value influence?

[If there are no responses, you can share.]

1. The survival value might lead to selling drugs, selling sex, lying, and stealing. Sometimes thinking through consequence is not involved and simply reacting using the basic brain responses of fight, flight or freeze take over.

2. What behaviors might the distraction value influence?

[If there are no responses, you can share.]

2. The distraction value might lead to addictions with movies, internet, social media, video games, sex, drugs, alcohol and inappropriate or negative priorities in spending.

3. What behaviors might the relationship value influence?

[If there are no responses, you can share.]

3. Using people might lead to bad company, failed relationships, isolation, jealousy, legal problems, domestic violence and disappointment. The National Mental Health

Association describes codependency as “an emotional and behavioral condition that affects an individual’s ability to have healthy, mutually satisfying relationships.”

**The default values for poverty are to survive, find distraction from the hardships and use people by fighting, fleeing or freezing.**

#### **2.4.d Poverty's Unspoken Norms**

**Page 23**

**State: Next, we will look at how the behavior of people with the same default values can become norms of how they function. These norms are not shared verbally but learned visually through modeling (social learning theory.)**

Module 2: Understanding the Mentee  
2.4 Understanding Poverty

- The unspoken norms of poverty can help a Mentor understand a Mentee better.
- These norms can hamper the Mentee's escape from poverty.

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[Read the following text.]

**The unspoken norms of poverty can help a Mentor understand a Mentee better; these norms can hamper the Mentee's escape from poverty.**

There are cultural norms that have developed around poverty in America. The norms are not verbally passed on, but rather role modeled. And while there will always be exceptions, these unspoken norms can help us to understand those struggling with poverty better.

In understanding others, we should be careful not to put limits on people. Rather, use the understanding as a basis to build on knowing and supporting them on their journey to greater self-reliance.

#### 2.4.e Word Scramble

**Facilitator notes | 1<sup>st</sup> Hour | 30 total minutes |**

**4 minutes | 17 minutes remaining | Page 24**

[Read the following text.]

**Instructions:** Unscramble the words below to fill in the blanks.

1. **eepplo** \_\_\_\_\_ are treated like they are possessions you use (Payne, 2005).
2. **eimt** \_\_\_\_\_ is all about now, not the future.
3. **utecdanio** \_\_\_\_\_ is important but unattainable (Payne, 2005).
4. **omeyn** \_\_\_\_\_ is mostly spent, rarely saved.
5. **yelpentmom** \_\_\_\_\_ is a challenge to obtain and a competitor to receiving benefits.
6. **opreblms** \_\_\_\_\_ are unresolved through fighting, fleeing or freezing.
7. **edocsinsi** \_\_\_\_\_ are based on survival, distraction and relationships.
8. **phoisalts** \_\_\_\_\_ are underused or overused (ex., using an ambulance as a taxi service).
9. **oelipc** \_\_\_\_\_ are those who protect you or whom you need to be protected against.
10. These **monsr** \_\_\_\_\_ can keep people trapped in poverty.

[Review the questions and share the answers.]

**Answers:** 1) People 2) Time 3) Education 4) Money 5) Employment 6) Problems  
7) Decisions 8) Hospitals 9) Police 10) Norms

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## 2.4.e Process Questions

1. How can understanding these norms of poverty be helpful?
2. How can understanding these norms of poverty be hurtful?

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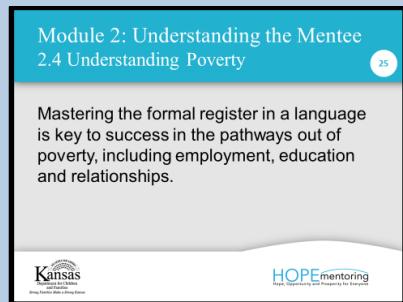
## 2.4.f The Language Barrier

---

**Facilitator notes | 1<sup>st</sup> Hour | 30 total minutes |**

**1 minutes | 13 minutes remaining | Page 25**

**State: Words are powerful and having a master of them in spoken and written form is sometimes the difference between being employed and educated and being in poverty.**



[Read the following text.]

Language can be a bridge or barrier to understanding each other. The concept of five language registers (Joos, 1967) present in any culture can help us understand our language differences.

Most people in poverty speak in the Casual Register, which is used when talking to friends or acquaintances and is characterized by incomplete sentences, slang, familiar words and phrases and non-verbal communication. On the other hand, the Formal Register is required for employment and professional growth. The Formal Register is complete sentences and prescriptive format. When someone is not familiar with the Formal Register, then it becomes a disadvantage for employment opportunities.

## 2.4.f Process Questions

1. What is often the language register of those who are in poverty?
2. What are the disadvantages of someone who cannot speak the language register of employers?

**Mastering the formal register in a language is a key to success in the pathways out of poverty, including employment, education and relationships.**

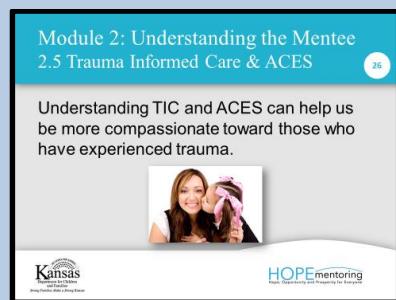
### Quick Tips on POVERTY

1. Look at your Mentee in the most positive light.
2. See yourself as a peer and not superior.
3. Be aware of norms around poverty, but don't label your Mentee.
4. Work on getting to know him/her personally and don't make assumptions.

## 2.5 Trauma Informed Care & ACES

**Facilitator notes | 1<sup>st</sup> Hour | 30 total minutes |**

**3 minutes | 12 minutes remaining | Page 26**



**State: When we encounter someone who is exhibiting problem behavior, our usual response is to ask, "What is wrong with that person?" Trauma Informed Care (TIC) and the Adverse Child Experience study (ACES) helps us to ask, "What happened to that person?"**

Module 2: Understanding the Mentee  
2.5 Trauma Informed Care & ACES

26

Trauma is a disordered physical, mental or emotional state resulting from severe physical, mental or emotional stress from a single or repeated event, which may include: abuse, accidents, combat, deaths, disasters, neglect, severe illnesses, rape, terrorist attacks and violence.

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[Read the following text.]

Understanding Trauma Informed Care (TIC) and Adverse Childhood Experiences (ACES) can help us to be more compassionate toward those who have experienced trauma.

### 2.5.a Facts about Trauma

**Trauma is a disordered physical, mental or emotional state resulting from severe physical, mental or emotional stress from a single or repeated event, which may include: abuse, accidents, combat, deaths, disasters, neglect, severe illnesses, rape, terrorist attacks and violence.**

**Instructions:** Fill in the blanks using words from the following list.

Word Bank: **triggers, coping, overwhelms, interferes, behavioral**

1. Trauma \_\_\_\_\_ a person's coping resources.
2. Trauma \_\_\_\_\_ with brain development.
3. Trauma leads to adopting risky behaviors as a \_\_\_\_\_ mechanism.
4. Trauma can result in severe and persistent \_\_\_\_\_ health, physical health, and social problems and early death.
5. Trauma can be relived or reactivated through \_\_\_\_\_ that remind the person of the original trauma.

## Answers

- 1) Overwhelms 2) Interferes 3) Coping 4) Behavioral 5) Triggers

[Review the process questions; affirm the responses.]

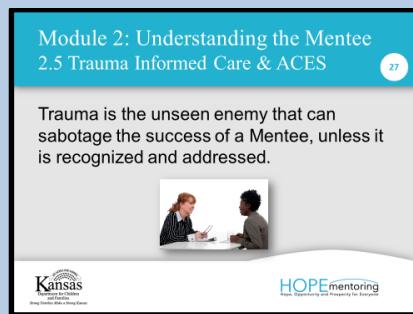
### 2.5.a Process Questions

1. What are some examples of traumatic experiences?
2. How does the above information help us working with someone who has experienced trauma?

### 2.5.b Overview of ACES

**Facilitator notes | 1<sup>st</sup> Hour | 30 total minutes |**

**3 minutes | 9 minutes remaining | Page 27**



**State: The Mentees may have even experienced trauma as children in which the impact may have carried over into adulthood. Next let's look at ACES.**

[Read the following.]

Traumatic events that Mentees may have experienced in childhood may have consequences into their adulthood. The Adverse Childhood Experience Study (ACES) surveyed 17,337 adults for 10 types of childhood trauma and found associations between childhood maltreatment and later-life health and well-being (Felitti et al., 1998).

The findings from the ACE study suggest that experiences of childhood trauma are major risk factors for the leading causes of illness and death as well as poor quality of life. Those with six or more adverse childhood experiences lived 20 years less than those that did not encounter the same level of traumatic events.

### Adverse Childhood Experiences

Abuse	Neglect	Household Dysfunction
Physical	Physical	Mental Illness
Emotional	Emotional	Incarceration
Sexual		Mother Treated Violently
		Divorce
		Substance Abuse

### Associated Outcomes

Behavior				
Lack of Physical Activity	Smoking	Alcoholism	Drug Use	Missed Work
Physical & Mental				
Severe Obesity	Diabetes	Depression	Suicide Attempts	STDs
Heart Disease	Cancer	Stroke	COPD	Broken Bones

**Trauma is the unseen enemy that can sabotage the success of the Mentee, unless it is recognized and addressed.**

## 2.6 Mental Health

**Facilitator notes | 1<sup>st</sup> Hour | 30 total minutes |**

**4 minutes | 6 minutes remaining | Page 28**

Module 2: Understanding the Mentee  
2.6 Mental Health

**DISCLAIMER:** This section is for the purpose of being aware of mental health issues and some of the symptoms that are signs we need to be safe or to refer others to help.  
This does not prepare you to diagnose any mental disorders nor is it meant to question your own mental health.

[Read the following text.]

**Disclaimer: This section is for the purpose of being aware of mental health issues and some of the symptoms that are signs we need to be safe or to refer others to help. This does not prepare you to diagnose any mental disorders nor is it meant to question your own mental health.**

---

## 2.6.a Mental Health Facts

---

**Page 28**

State: **Mental health issues are so common, most people are impacted by them or know someone close who is. One in five American adults has experienced a mental health issue.**

State: **There are more facts for you to read later.**

Mental health issues are so common, most people are impacted by them or know someone close who is. One in five American adults has experienced a mental health issue.

1. Mental health is “a state of well-being in which the individual realizes his or her own abilities, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his or her community” (WHO, 2001).
2. It is estimated that only about 17 percent of U.S. adults are considered to be in a state of optimal mental health (U.S. Dept. of Health and Human Services, 1999).
3. Mental illness is defined as “collectively all diagnosable mental disorders” or “health conditions that are characterized by alterations in thinking, mood, or behavior (or some combination thereof) associated with distress and/or impaired functioning” (U.S. Dept. of Health and Human Services, 1999).
4. Depression is the most common type of mental illness, affecting more than 26 percent of the U.S. adult population (Kessler, Chiu, Demler & Walters, 2005).

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## 2.6.b Mental Indicators

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**State: Keys to mental health are the same determinants enjoyed by those outside of poverty, including adequate housing, safe neighborhoods, equitable jobs and wages, quality education, and equity in access to quality health care.**

Keys to mental health are the same determinants enjoyed by those outside of poverty, including adequate housing, safe neighborhoods, equitable jobs and wages, quality education, and equity in access to quality health care.

In the U.S., there is a greater emphasis on addressing physical health and disease prevention and treatment than mental health. Prevention is key to protecting the mental health of those free from mental illness. The indicators of mental health are represented by three domains including emotional, psychological and social well-being (Keyes, 1998; Ryff, 1998; Ryff & Keyes, 1995):

1. Emotional well-being includes perceived life satisfaction, happiness, cheerfulness and peacefulness.
2. Psychological well-being includes self-acceptance, personal growth, openness to new experiences, optimism, hopefulness, purpose in life, control of one's own environment, spirituality, self-direction and positive relationships.
3. Social well-being includes social acceptance, beliefs in the potential of people and society as a whole, personal self-worth and usefulness to society and sense of community.

### 2.6.c Key Symptoms

**Page 29**

Module 2: Understanding the Mentee  
2.6 Mental Health

29

Mental health problems are common, so Mentors should be aware of the warning signs and be prepared to report, refer and be safe.

Appendix A.3 Behavioral Health Services Referrals

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[Read the following text.]

**Mental health problems are common, so Mentors should be aware of the warning signs and be prepared to report, refer and be safe.**

The Diagnostic Statistical Manual for Mental Disorders is used by licensed professionals to diagnose mental disorders. Mentors should never attempt to diagnose the Mentee, but need to be aware of warning signs so they might report them to their coordinator and encourage their Mentees to seek help.

### **Warning Signs**

1. Eating or sleeping too much or too little
  2. Pulling away from people and usual activities
  3. Having low or no energy
  4. Feeling numb or like nothing matters
  5. Feeling helpless or hopeless
  6. Smoking, drinking or using drugs more than usual
  7. Unexplained feelings of high anxiety or panic
  8. Feeling unusually confused, forgetful, on edge, angry, upset, worried, or scared
  9. Yelling or fighting with family and friends
  10. Experiencing severe mood swings that cause problems in relationships
  11. Having persistent thoughts and memories you can't get out of your head
  12. Hearing voices or believing things that are not true
  13. Thinking of harming yourself or others
  14. Inability to perform common daily tasks
- (U.S. Department of Health & Human Services, 2015)

### **ABC Response to Imminent Danger**

- A. Access your safety and the safety of others (threat, danger).
  - B. Be calm, but quickly respond (get to safety, leave or lock the door).
  - C. Call immediately for help (security or 911).
- (KVC Mental Health Awareness Training, 2014)

### **123 Referral Response**

1. Maintain respect and value for the Mentee.
  2. Compassionately be aware of verbal and/or visual signs of behavioral health problems. Ask, "Are you okay or do you need help?"
  3. If he/she needs help, then share, "The State of Kansas offers services that may help. Would you like a phone number to call?" (**see Appendix A.3 Behavioral Health Services**)
- (KVC, 2014)

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## 2.6.c Process Questions

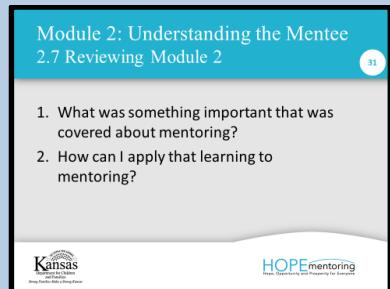
1. Share an example of when you should call for help.
2. Share an example where you would refer the Mentee.

---

## 2.7 Reviewing Module 2

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**Facilitator notes | 1<sup>st</sup> Hour | 30 total minutes |**  
**2 minutes | 2 minutes remaining | Page 31**



**State: This is an opportunity to reflect on this module and how you might apply it to mentoring.**

[Share the instructions.]

- ✓ The Kansas Department for Children and Families (DCF) uses its State and federal resources to protect children, promote healthy families and encourage personal responsibility by obtaining and maintaining employment.
- ✓ When first meeting the Mentee, see him/her in a positive light, and avoid making any pre-judgment by letting the person tell you who he/she is.
- ✓ Stress that is strong, frequent and prolonged in the life of a Mentee can have a devastating impact on his/her functioning.

- ✓ The unspoken norms of poverty can help a Mentor understand a Mentee better and can also hamper the Mentee's escape from poverty.
- ✓ Trauma is the unseen enemy that can sabotage the success of the Mentee unless it is recognized and addressed.
- ✓ Mental health problems are common, so Mentors should be aware of the warning signs and be prepared to report, refer and be safe.

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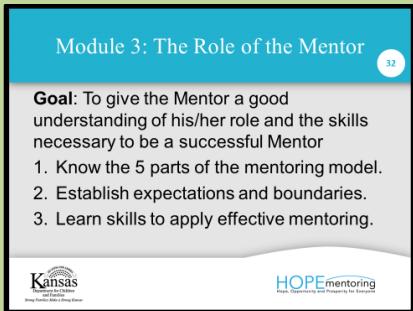
**Instructions:** Reflect on the content from this model and write your response to the following two questions. Please be prepared to share with the group.

1. What is something I want to remember that was covered in this module?
2. How can I use that information when I mentor?

**5-10 minutes**  
**BREAK ONE**

## Module 3: The Role of the Mentor

**Facilitator notes | 1<sup>st</sup> Hour | 50 total minutes |**  
**1 minutes | 50 minutes remaining | Page 32**



State: **Please turn to page 32.**

State: **This is Module 3: The Role of the Mentor**

[Read Goal and Objectives.]

**Goal 3: To give the Mentor a good understanding of his/her role and the skills necessary to be a successful Mentor.**

### **Objectives:**

After the completion of this module, you will:

1. Know the five components of our mentoring model
2. Be able to establish expectations and boundaries for mentoring
3. Learn skills to apply more effectively in mentoring

### **3.1 The Mentoring Model**

**Facilitator notes | 1<sup>st</sup> Hour | 50 total minutes |**  
**2 minutes | 49 minutes remaining | Page 32**

Module 3: The Role of the Mentor  
3.1 The Mentoring Model

A Mentor comes alongside the Mentee to role model, network, encourage and guide the Mentee to learn, act and grow toward success.

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State: **Some mentors are more effective than others. What's the difference? In the next exercise, we are going to look at descriptions of what a Mentor is and what a Mentor is not.**

[Read the following text.]

**A Mentor comes alongside the Mentee to role model, network, encourage and guide the Mentee to learn, act and grow toward success.**

### 3.1.a What is a Mentor?

**Instructions:** Take 15 seconds and write down in the space below, one-word descriptions of what a Mentor is, and then take an additional 15 seconds to write down what a Mentor is not.

State: **For example, a Mentor is like a personal life coach who supports the Mentee's plan and leadership. A Mentor is not like a dictator imposing his/her own plans and trying to lead the Mentee's life.**

**A Mentor is like a...**

- 1.
- 2.
- 3.

---

### A Mentor is not like a ...

- 1.
- 2.
- 3.

---

#### 3.1.a Process Questions

1. What is a Mentor like?

**[Answers you can share]**

A Mentor is like a:

- 1) A role model 2) A friend 3) A guide 4) A networker 5) An encourager 6) A peer

2. What is a Mentor not like?

**Answers you can share]**

A Mentor is not like a:

- 1) A parent 2) A social worker 3) An ATM 4) A rescuer 5) A police officer 6) A provider
- 7) A tutor 8) A know-it-all

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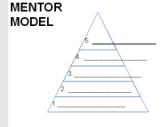
#### 3.1.b The Mentor Model

---

**Facilitator notes | 1<sup>st</sup> Hour | 50 total minutes |**

**2 minutes | 47 minutes remaining | Page 34**

Module 3: The Role of the Mentor  
3.1 The Mentoring Model



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State: Next, we are going to introduce the mentoring model we have created as a way to discuss important components of mentoring.

[Read the following text.]

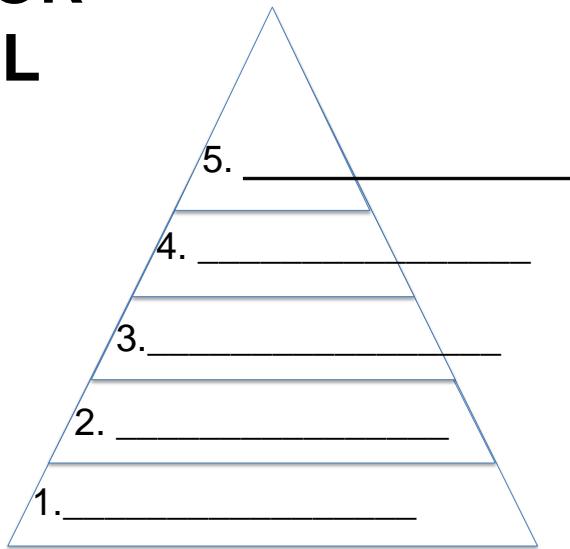
Covey (1989) used the idea of an “emotional bank account” to communicate the critical parts of relationships. You can view certain interactions in your relationship with the Mentee as “deposits” to various accounts in the relationship.

**The mentoring model illustrates the Mentor’s role in making deposits in the relationship with the Mentee through coaching, respect, communication, trust and connection.**

---

**Instructions:** Take 30 seconds to write the name of the model’s components in the order of importance with “1” being the most important from the following list: coaching, respect, communication, trust and connection.

## MENTOR MODEL



**Ask:** What order did you place them in? Why was your chosen order important?

**State:** There is no right or wrong order, but for the purpose of this training, we are going to use the following that seems to fit the order of relationship development.

[Below is the order we are going to use.]

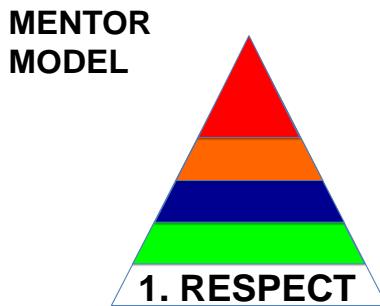
### Answers

1. Respect
2. Trust
3. Communication
4. Connecting
5. Coaching

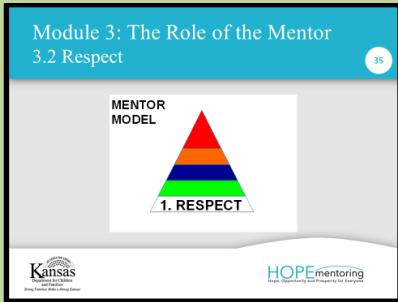
---

### 3.2 Respect

---



**Facilitator notes | 1<sup>st</sup> Hour | 50 total minutes |**  
**3 minutes | 45 minutes remaining | Page 35**



**State:** Next, we are going to introduce the mentoring model we have created as a way to discuss important components of mentoring.

[Review the following content.]

**State:** One of the most critical elements in establishing a meaningful mentoring relationship is respect. We will do a couple of exercises that will help us explore respect and then look at practical examples of showing respect.

[Review the activity's instructions. Check for understanding.]

---

#### 3.2.a The Respect Cake

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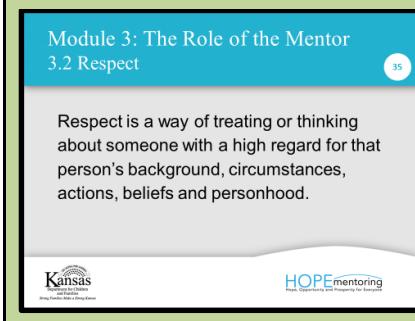
**Instructions:** Take one minute to use the space below to create a simple recipe for making a respect cake (another way to define respect). Write down the type of ingredients, amounts, how they are combined and the bake time.

[Take a minute or two to hear their responses. Affirm their responses.]

Ask: **Would anyone like to share your recipe with the group?**

State: **The cake recipe is your definition for respect.**

Ask: **What do you think about this definition of respect?**



**Respect is a way of treating or thinking about someone with a high regard of that person's background, circumstances, actions, beliefs and personhood.**

---

### 3.2.b The Importance of Respect

---

**Facilitator notes | 1<sup>st</sup> Hour | 50 total minutes |  
2 minutes | 42 minutes remaining | Page 36**

State: **Respect is a critical ingredient in any relationship. Next, we are going to explore its importance.**

[Read the following content.]

Maslow (1943) stated that people are motivated to achieve certain needs. He presented a hierarchy of needs and the idea that people fill a lower need before they will seek to fill higher needs. Respect is a basic human need represented in Maslow's hierarchy, and it is the base need in our model.

---

**Instructions:** Please take one minute to fill out the following survey to begin exploring how important respect is to you. For each statement rate the items on a scale of 1 to 5 with 1 being the "strongest disagree" and 5 being the "strongest agree".

<b>Statement</b>	<b>Scale</b>				
	1	2	3	4	5
1. I want to be respected by others.	1	2	3	4	5
2. I don't like to see people bypassed for opportunities because they are different.	1	2	3	4	5
3. I don't make fun of people for their differences.	1	2	3	4	5
4. I am comfortable working with people who are different.	1	2	3	4	5
5. I mostly feel treated with respect by others.	1	2	3	4	5
6. I welcome the different views and opinions of others.	1	2	3	4	5
7. I am careful not to pre-judge others.	1	2	3	4	5
8. I try to treat others like I want to be treated.	1	2	3	4	5
9. I consider myself a respectful person.	1	2	3	4	5
10. I can forgive someone who is disrespectful towards me.	1	2	3	4	5

---

### 3.2.b Process Questions

1. What do your responses tell you about how important respect is to you?
2. Should respect be earned or unconditionally given?
3. How can we grow in respect?

**Respect is foundational to relationships. Be aware that any perception of disrespect (intentional or unintentional) can create a wedge that will hamper or destroy the relationship.**

---

### 3.2.c Respect Scenarios

---

**Facilitator notes | 1<sup>st</sup> Hour | 50 total minutes |  
3 minutes | 40 minutes remaining | Page 37**

**State:** Next, we are going to put the information on respect into practice with a little role-playing.

**Note:** In the role-playing scenarios, the facilitator is the Mentee. The class at large will be the Mentor. You will switch between the role of the facilitator and the Mentee. There is a statement to start the process but the rest is improvisational, including processing learning points.

**State:** The purpose of these scenarios is to discuss how to maintain respect in handling some potentially explosive topics.

[Review the instructions.]

---

**Instructions:** The facilitator is the Mentee and will role-play one or more of the situations below that you as a group will respond to as the Mentor. The facilitator will switch between the role of facilitator and Mentee. Simply follow their lead.

1. If I don't get this money by next week, we will be out on the street! I have no one else to go to. Is there any way you can loan me the money? I swear I will pay it back on the first of the month.
2. I barely had enough to get my car fixed. I didn't have enough to pay for my registration or insurance, and now I have a ticket on top of that. If only I could get a ride to that interview, I'd have a chance. What are you doing tomorrow?
3. I'm supposed to start work next week, but I just don't have anyone to watch my kid. Do you have any suggestions on what I should do?

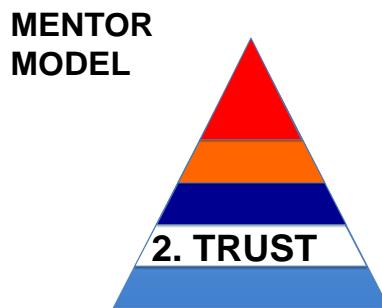
**Quick Tips on RESPECT**

1. Treat them the way you want to be treated.
2. Be on guard against prejudgments.
3. Let your respect show in your words, actions and attitudes.

---

### 3.3 Trust

---



Facilitator notes | 1<sup>st</sup> Hour | 50 total minutes |  
2 minutes | 37 minutes remaining | **Page 38**

Module 3: The Role of the Mentor  
3.3 Trust

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**State:** The next component in the mentoring model is trust. Next, we will do a group exercise to begin our topic on trust.

**Note:** Getting up to the number 15 in a larger group is a good achievement as you really have to listen well to one another and not just simply let loose with the counting.

[Review the activity's instructions. Check for understanding.]

### 3.3.a The Counting Challenge

**Instructions:** The aim of this exercise is to count to 15 in 30 seconds without two people saying the same number at the same time. Everyone is to close your eyes and remain quiet. Then, one person will start by saying “1”. Then another person says “2”, etc. If two people say the same number at the same time the group restarts at number 1. Each person can only say one number at a time.

### 3.3.a Process Questions

1. In what ways does this activity highlight the importance of trust?
  
2. In what ways is trust communicated?

Process the activity.]

**State:** In order to make progress in our activity, participants had to take a risk or trust they would not be the one to make the group start over. You had to step out of a safety or comfort zone of not saying anything and run the risk or trust they

would help the group advance and avoid the danger of starting over. You had to trust one another to be successful.

Trust helps one leave the safety of their comfort zone and take a risk so he or she can advance. In order for growth or betterment to take place in the mentoring relationship, the risk to trust each other must be taken.

### 3.3.b Defining Trust

**Facilitator notes | 1<sup>st</sup> Hour | 50 total minutes |**  
**3 minutes | 35 minutes remaining | Page 38**



**State: Attachment theory can help us understand a person's disposition to trust others that is rooted in their own development.**

[Read the following content:]

The ability for people to trust is rooted in the early relationship with their mother as a primary caregiver. This attachment is a deep and enduring emotional bond that connects one person to another. The theory on attachment provides an explanation of how the parent-child relationship emerges and influences subsequent development and future relationships (Bowlby, 1969).

If during the first three months of their lives, their mothers were responsive to the child's needs, then the child became securely attached and more trusting in future adult relationships. When the attachment is secure, the individual sees himself/herself as lovable and others as reliable and responsive to his/her needs. It is easy to trust.

If mothers were not responsive then the child became insecurely or anxiously attached. Insecurely and anxiously attached individuals question whether they are lovable and whether others are reliable and responsive to their needs. It is hard to trust.

---

### 3.3.b Process Questions

1. How might trust issues be a challenge for you as a Mentor?
2. What other factors might cause a Mentee to be challenged to trust others?
3. How long does it take for trust to develop?

**Trust is the level of the Mentee's belief that the Mentor is a respectful, reliable and responsive person who can support his/her risks to grow.**

**Ask:** Are there any questions or comments on our definition of trust?

**State:** Next, we want to answer the question of how we foster or build trust.

[Read the following content.]

---

### 3.3.c Building Trust

---

**Page 40**

**Instructions:** Take one minute to think of three ways that a Mentor can build trust with the Mentee, and write them in the space provided below. For example, being on time for your appointments with the Mentee.

1.

2.

3.

[Process the building trust activity. Affirm their responses.]

Ask: **Would anyone like to share their ideas on how to build trust?**

[Possible answers you can share:]

**Answers**

1. Mentor keeping the one-year commitment
2. Mentor calls if he/she is going to be late or needs to cancel
3. Mentor shows genuine concern about the Mentee.
4. Mentor is respectful of the Mentee in words, attitudes, thoughts and actions.
5. Be consistent.
6. Be on time.
7. Do what you say you will do.
8. Don't lie.
9. Be a good listener.
10. Be fair.
11. Be sensitive.

State: **Thank you for sharing your responses. Next we are going to move from trust to communication.**

**Quick Tips on TRUST**

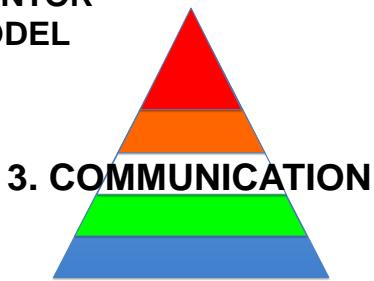
1. Be dependable.
2. Keep your word.
3. Be on time.
4. Demonstrate your care.

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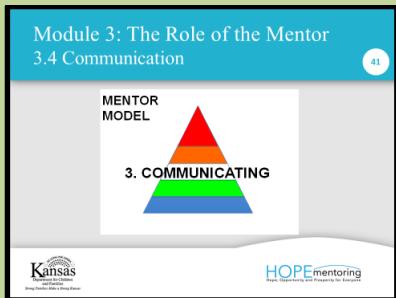
### 3.4 Communication

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**MENTOR  
MODEL**



**Facilitator notes | 1<sup>st</sup> Hour | 50 total minutes |  
4 minutes | 32 minutes remaining | [Page 41](#)**



**State:** Effective communication is a way to build on the foundation of respect and trust, which helps the relationship to grow. Next, I will demonstrate communication.

### **3.4.a Communication Demonstration**

**Communication is an exchange of what one person thinks and feels with another person, with the intent to grow closer in the relationship.**

The facilitator will demonstrate communication through an activity.

#### **Communication Demonstration**

1. [Ball up a blank sheet of paper in a tight ball.]
2. Ask: **Would someone volunteer to help with the demonstration?** [Have them stand about three feet on one side of you.]
3. State: **This person is a Mentee and I am the Mentor. This paper ball represents what the Mentee thinks and feels.**

4. Ask: **In order for the relationship to grow, what must the Mentee do with the paper ball?**

5. Instruct: **When I tell you to, you are going to toss it in the air to me so I can catch it four different times.**

[Give them the paper ball.]

6. State: **Remember, this is just an illustration.**

7. Ask: **Ready for toss one? Toss it.** (Do not make an attempt to catch it, but pick it up from the floor and give it to them again.) (Williams, 2009)

[Give back the paper ball.]

8. Ask: **Ready for toss two? Remember it is just an illustration. Toss it.** (Hit the paper ball hard to the floor, and then pick it up from the floor, and give it back to them again.) (Williams, 2009)

[Give back the paper ball.]

9. **Ready for toss three? Toss it.** (Attempt to catch the paper but miss it.) (Williams, 2009)

[Give back the paper ball.]

10. **Ready for toss four? Toss it.** (Catch the paper.) (Williams, 2009)

---

### 3.4.a Process Questions

1. How did you feel watching each throw?
2. What happened?
3. How would that affect a Mentee's communication?

---

### 3.4.b Components of Communication

---

**Facilitator notes | 1<sup>st</sup> Hour | 50 total minutes |**  
**1 minutes | 28 minutes remaining | [Page 42](#)**

[Review the activity's instructions; check for understanding.]

**Instructions:** Communication can be divided into three components: words, sounds and body language. In the table below, take 15 seconds to guess the percentage of impact each component has on communication.

Component	Your Guess	The Actual
Words	%	%
Sounds	%	%
Body Language	%	%
Total	<b>100%</b>	<b>100%</b>

[Process the activity. Affirm their responses.]

Ask: **What were your percentages? And why?**

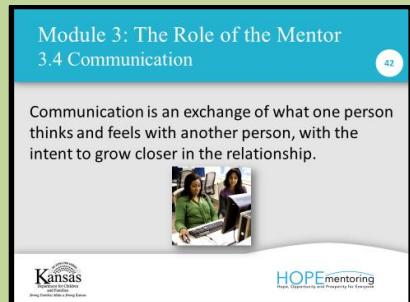
State: In 1971, Albert Mehrabian published a book *Silent Messages*, in which he discussed his research on communication. He concluded credible communication is 10 percent words, 40 percent sounds and 60 non-verbal or body language.

---

### 3.4.b Process Questions

1. What is the implication of this research on communication?
  
  
2. How does it impact the way you communicate with your Mentee?

**State:** Communication may seem simple, but it is actually complex and often difficult.



[Read the following content.]

### **3.4.c Communication**

It seems so simple -- say what you mean. We all have experienced times where what we tried to communicate got lost in translation despite our best intentions. We said one thing, but the person heard something different and misunderstanding, frustration and conflict hampered the relationship.

Communication is not just a simple exchange of information. There are thoughts, feelings and intentions behind the information. Communication is a bridge that connects us to others through a two-way exchange. Each time thoughts, feelings and intentions successfully cross the bridge, the individuals are affirmed and the relationship grows stronger.

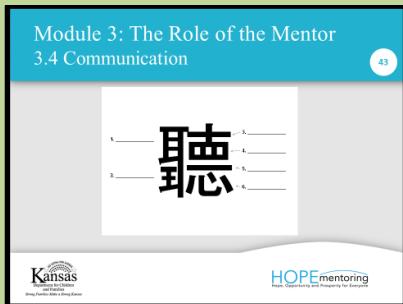
**Communication is a process of exchange between the Mentor and Mentee using words, sounds, signs or behaviors to express ideas, thoughts and feelings.**

In our mentoring model, communication is a means to grow respect and trust and ultimately, the relationship. Next, we will look at the two lanes of the bridge of listening and speaking.

**Facilitator notes | 1<sup>st</sup> Hour | 50 total minutes |**  
**3 minutes | 27 minutes remaining | Page 43**

**State:** In conversations, people often focus on what they should say, but effective communication is more about listening and less about talking.

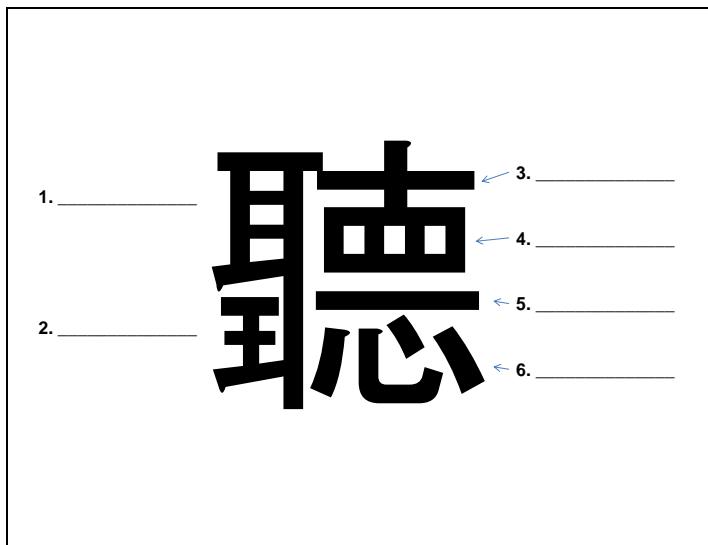
**State:** Listening is not just about understanding words but thoughts, feelings and intentions behind the words. The traditional Chinese word for listen, “Ting” will help us explore this idea.



[Read the following content.]

#### 3.4.d Listening Skill

##### Ting (traditional Chinese word for Listen)



**Instructions:** Take 30 seconds and fill in the numbered blanks above for the different aspects of listening in the word “Ting”. Use the words in the Word Bank that matches the action in the list below.

**Word Bank: Heart, Attention, Eyes, Body, Mind and Ears.**

1. To hear (twice as much as you speak)
2. To think (being in the moment)
3. To be present (be there)
4. To see (face-to-face)
5. To focus (not distracted by other things)
6. To feel (empathy)

**State: The answers are:**

1. Ears
2. Mind
3. Body
4. Eyes
5. Attention
6. Heart

Module 3: The Role of the Mentor  
3.4 Communication 43

Listening involves the Mentor using his/her whole being to understand the thoughts, feelings and intentions behind the words of the Mentee.

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**Listening involves the Mentor using his/her whole being to understand the thoughts, feelings and intentions behind the words of the Mentee.**

**Quick Tips on LISTENING**

1. Clear your mind and give undivided attention.
2. Make appropriate eye contact.
3. Make it your goal to understand.
4. Be aware of your body language.

**3.4.e Speaking Skill**

**Facilitator notes | 1<sup>st</sup> Hour | 50 total minutes |  
3 minutes | 24 minutes remaining | Page 44**

Module 3: The Role of the Mentor  
3.4 Communication 45

Speaking in a mentoring relationship is mostly about understanding and supporting the Mentee.



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State: **Next, we will look at speaking.**

[Read the following content.]

State: **The next three topics are on specific skills related to listening and talking.  
The first is on asking open-ended questions.**

Speaking with Mentees involves inquiry questions, clarifying questions, and only a minimal amount of advice. The goal for the Mentor is to encourage and support the Mentee's journey of self-discovery, where the Mentee identifies the problems and solutions.

**Speaking in a mentoring relationship is mostly about understanding and supporting the Mentee.**

**Quick Tips on SPEAKING**

1. Pleasant tone
2. Non-judgmental
3. Do not try to convert your values
4. Not about giving advice
5. Less talking, more listening and questioning to understand

---

**3.4.f Open-ended Question Skill**

---

**Page 44**

The ability to ask open-ended questions is important in the mentoring relationship. An open-ended question is designed to encourage a full, meaningful answer using the Mentee's own thoughts and feelings to know him/her better. This is in contrast to close-ended questions that only encourage short or single-word answers.

1. Open-ended questions tend to begin with why, how, what and who.
2. Open-ended question sometimes come in the form of a request, describe for me..., tell me about..., or what do you think about.... .
3. Open-ended questions are a way to get to know someone better.
4. Open-ended questions can help the Mentee think through and weigh options.
5. Be careful that the question is not judgmental, "Why in the world would you do that?"

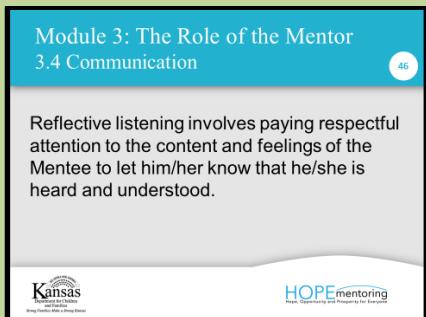
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**Instructions:** Take 30 seconds and use the space provided below to convert these closed-ended questions to open-ended questions.

Close-ended question	Open-ended question
1. Which job will you choose?	
2. Do you like your boss?	
3. Are your parents still living?	

### **3.4.g Reflective Listening Skill**

**Facilitator notes | 1<sup>st</sup> Hour | 50 total minutes |**  
**4 minutes | 21 minutes remaining | Page 46**



**State: The next topic is on reflective listening.**

[Read the following content.]

Reflective Listening is a communication strategy that involves two steps: the first is seeking to understand the speaker's idea, and then presenting the idea back to the speaker to confirm the idea has been understood correctly (Katz & McNulty, 1994).

The first part is “attending skills” which involves eye contact, gestures, and interested silence which show you’re present and what others are saying matters to you (Katz & McNulty).

The second part of “reflecting listening” is:

1. Non-verbal gestures and brief one or two-word statements that you are listening
2. Reflecting the content of the essence of what was said in your own words
3. Reflecting the feelings to the others in your own words

**State: Next, we are going to put our reflective listening skill into practice with role-playing using the scenarios we used earlier.**

Note: This uses the same role-playing scenarios pertaining to respect where the facilitator is the Mentee. The class at large will again be the Mentor. You will switch between the role of the facilitator and the Mentee. There is a statement to start the process, but the rest is improvisational, including processing the learning points.

**State: The purpose of these scenarios is to discuss how to use our reflective listening skills.**

[Review the instructions.]

---

**Instructions:** The facilitator is the Mentee and will role-play one or more of the situations below that you the group will respond to as the Mentor. The facilitator will switch between the role of facilitator and Mentee. Simply follow their lead.

1. If I don't get this money by next week, we will be out on the street! I have no one else to go to. Is there any way you can loan me the money? I swear I will pay it back on the first of the month.
2. I barely had enough to get my car fixed. I didn't have enough to pay for my registration or insurance, and now I have a ticket on top of that. If only I could get a ride to that interview, I'd have a chance. What are you doing tomorrow?
3. I'm supposed to start work next week, but I just don't have anyone to watch my kid. Do you have any suggestions on what I should do?

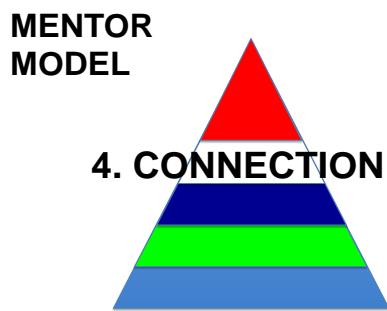
**State: The next statement summarizes the core of reflective listening.**

**Reflective listening involves paying respectful attention to the content and feelings of the Mentee to let him/her know that he/she was heard and understood.**

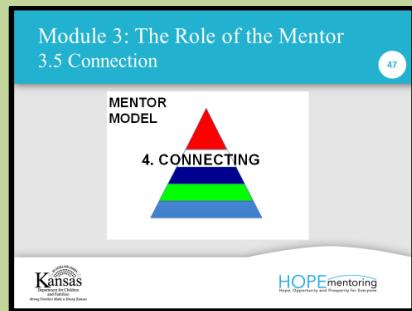
### Quick Tips on DOOR OPENERS

1. You're really annoyed.
2. You sure look excited.
3. You seem troubled.
4. You appear upset about something.
5. It seems like things really went well.

### 3.5 Connection



Facilitator notes | 1<sup>st</sup> Hour | 50 total minutes |  
5 minutes | 17 minutes remaining | **Page 47**



Note: The facilitator will create a group ecomap. Be sure you take the time to prepare in advance to practice one.

Module 3: The Role of the Mentor  
3.5 Connection 47

Mentoring involves connecting with the Mentee and fostering connections and networking with the Mentee to other resources (i.e. people, services and support) in the community.

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**State: Mentoring involves connecting with the Mentee and fostering connections and networking with the Mentee to other resources (i.e. people, services and support) in the community.**

**State: We will start by using a ecomap to explore a Mentee's network connections. Please note that we are not recommending it as a tool to use with your Mentee.**

Module 3: The Role of the Mentor  
3.5 Connection

Give      Ecomap      Take

Mentee

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[Read the following content.]

**Mentoring involves connecting with the Mentee and fostering connections and networking with the Mentee to other resources (i.e. people, services and support) in the community.**

---

### 3.5.a The Ecomap Connections

---

**Page 48**

An ecomap is a graphic way to understand the connections to systems of support for a family or individual (Hartman, 1995). The ecomap describes the nature of the connections of systems to the family or individual, whether they build up or tear down, give or take, connect or isolate.

---

**Instructions:** In this group activity, the facilitator will lead the group in creating an Ecomap for an imaginary Mentee using step-by-step instructions:

- 1) Draw a circle in the middle of the page representing the Mentee and label it "Lynn".
- 2) Draw a line down the middle of the page and on the top left side write "Give" and on the top right side write "Take".
- 3) Draw circles and label the systems to the left of the line that give resources to Lynn (For examples: Family (person), State of Kansas (place), and Exercise (thing)).
- 4) Draw circles and label the systems to the right of the line that take resources from Lynn. (For example: Bad Influence, Payday Loans, Drugs, etc.).
- 5) Draw lines to connect Lynn to the various systems with an arrow to show the flow of the resource. The connection can be strong, weak, stressful or broken.



### 3.5.a Process Questions

1. What does our Ecomap communicate about Lynn's connections?
2. What changes (additions or removals) would you recommend to assist Lynn?

**State:** **Next, we are looking at boundaries as a protection in our connecting with the Mentee.**

[Read the following content.]

---

### 3.5.b Boundaries

---

**Page 49**

What is an appropriate relationship between a Mentor and Mentee? Establishing boundaries is a protection for the Mentee and the Mentor. The boundaries can help them both have a clear understanding of which behaviors are acceptable and beneficial in the relationship and which are not.

---

**Instructions:** Take 30 seconds and list three boundaries that are important to have in a Mentor/Mentee relationship. Be prepared to share your answers and why you selected these boundaries.

1.

2.

3.

[Process their responses. Affirm their responses.]

[Possible answers to share:]

**Answers**

- 1) Think before you say “Yes”.
- 2) No physical contact besides a hand shake.
- 3) Do not give money for any reason.
- 4) Set the time and frequency of phone calls.
- 5) Do not share your personal address or take a Mentee to your home.
- 6) Refrain from discussions on faith, politics and business.

[Review the process questions. Affirm their responses.]

### **3.5.b Process Questions**

1. How do you establish boundaries with the Mentee?
2. What should you do if the Mentee crosses those boundaries?
3. What should you do if his/her boundaries are unhealthy?
4. What should you do if you cross a boundary with the Mentee?

Module 3: The Role of the Mentor  
3.5 Connection 49

**ATTENTION:** As a Mentor, you are required to keep all your conversations confidential. The exceptions to confidentiality are to report to program personnel suspicion of child or adult abuse or suspicion of harm or danger.

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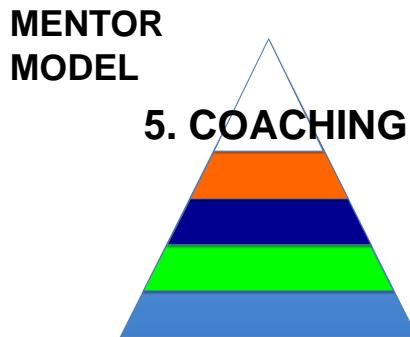
[Read the following text.]

**ATTENTION: As a Mentor, you are required to keep all your conversations confidential. The exceptions to confidentiality are to report to program personnel suspicion of child, adult or elder abuse or suspicion of harm or danger.**

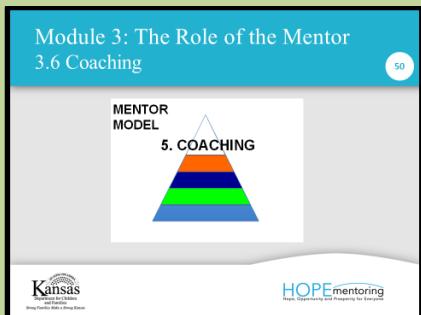
#### Quick Tips on BOUNDARIES

1. Do not give money for any reason.
2. No physical contact (except for handshake).
3. Refrain from debates regarding faith, politics and business.
4. Have times and frequency for regular contact (meeting, text, phone, email, etc.).

### 3.6 Coaching



**Facilitator notes | 1<sup>st</sup> Hour | 50 total minutes |  
5 minutes | 12 minutes remaining | Page 50**



**State:** To help prepare you to coach your Mentee, it is important to know yourself so you can work toward balance in coaching the Mentee. A personality test can help. Although there is scientific reliability and validity in personality tests like the one we are doing, the purpose of this test is to merely serve as a guide.

[Read the following content.]

#### 3.6.a Personality Test

---

This personality test can help identify areas that you may want to be aware of as your personal strengths and weaknesses, so you can strive for balance in how you relate to the Mentee.

---

**Instructions:** Choose the item in each line that is most like you and put a 4. Then pick the item that is next most like you and put a 3, then 2 and then 1 which is least like you. Do this across the page for each list of descriptors.

#	RED	YELLOW	BLUE	GREEN
1	Likes authority	Enthusiastic	Sensitive Feelings	Likes Instructions
2	Takes Charge	Takes Risks	Loyal	Accurate
3	Determined	Visionary	Calm	Consistent
4	Enterprising	Verbal	Enjoys Routine	Predictable
5	Competitive	Promoter	Dislikes Change	Practical
6	Problem Solver	Enjoys Popularity	Gives in to others	Factual
7	Productive	Fun-loving	Avoids Confrontations	Responsible
8	Bold	Likes Variety	Sensitive	Prefers Perfection
9	Decision Maker	Spontaneous	Nurturing	Detail Oriented
10	Persistent	Inspirational	Peace Maker	Analytical
	Red Total	Yellow Total	Blue Total	Green Total

(Adapted from Smalley, 2015)

---

**Instructions:** Your total scores correspond to the following personality below. Your highest score is likely to describe your dominant personality. In the event the scores are close together, this may represent balance in your personality.

RED (Lion)

Strength: In charge, strong, direct

Weakness: Too impatient, insensitive and too busy

Balance: Add softness, work on listening

#### YELLOW (Otter)

Strength: People person, full of energy, positive

Weakness: Misses the details, pushy, poor follow-through

Balance: Be attentive to the needs of others, may be too optimistic

#### BLUE (Golden Retriever)

Strength: Peacemaker, loyal, affirming

Weakness: Sacrifices own feelings, avoids confrontation, too soft on others

Balance: Be more assertive and say no, holding others accountable

#### GREEN (Beaver)

Strength: High standards, order, analytical

Weakness: Unrealistic expectations of self and others, too perfect, too controlling

Balance: Seeing the optimistic side of things, expressing flexibility

(Smalley, 2015)

---

#### **3.6.a Process Questions**

1. How can you use your strong traits to benefit a Mentee?
2. What lesser strengths would you like to develop to benefit a Mentee?
3. What traits will you need to be careful to avoid in your relationship with the Mentee?

---

#### **3.6.b Coach**

**Facilitator notes | 1<sup>st</sup> Hour | 50 total minutes |**  
**5 minutes | 7 minutes remaining | Page 53**

## Module 3: The Role of the Mentor 3.6 Coaching

53

A Mentor coaches the Mentee by coming alongside the Mentee to role model, network, encourage and guide him/her as a peer with his/her own goals and leadership.



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**State: It is important to distinguish the type of coaching done by a Mentor compared to a sports coach. They are not the same.**

[Read the following content.]

**A Mentor coaches the Mentee by coming alongside the Mentee to role model, network, encourage and guide him/her as a peer with his/her own goals and leadership.**

**Instructions:** Take 30 seconds to list three ways the coach-player relationship parallels the Mentor-Mentee relationship.

1.

2.

3.

[Possible answer to share.]

### Answers

1. Gives guidance
2. Assists them
3. Does not play the game for the players
4. Encourages them
5. Is a role model for how something is done

[Review the following content.]

---

### 3.6.c The Mentoring Game Plan

---

Successful coaches have a game plan that contains their strategy for everything they do to win before, after and during the game on and off the field. Below is an example to introduce you to the concept of a mentoring game plan to guide your interactions with the Mentee. Practicing mentoring sessions will be further explored in the last module.

#### **Sample Mentoring Game Plan**

##### **Giving Respect**

1. My overall mentoring philosophy is, “It’s all about the Mentee” and I will treat him or her like I would want to be treated.

##### **Building Trust**

2. I will be reliable and responsive to meet regularly to help my Mentee achieve his or her goals for self-reliance using his/her plan.

##### **Communicate**

3. I will make time to listen and ask questions to understand what the Mentee thinks, to encourage and support the Mentee moving towards success.

##### **Connect**

4. I will facilitate connections with my Mentee by linking him or her to other resources in the community to overcome barriers.

##### **Coach**

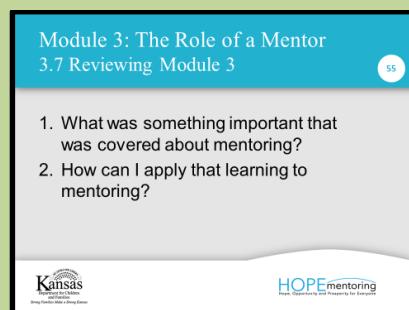
5. During my sessions, I will be friendly and find out how he or she is doing, his or her progress on goals and the challenges he/she is experiencing with achieving their goals.

### Quick Tips on COACHING

1. Be a role-model to the Mentee.
2. Do not do the work for the Mentee.
3. Encourage the Mentee.
4. Help him/her explore options.

### 3.7 Reviewing Module 3

**Facilitator notes | 1<sup>st</sup> Hour | 50 total minutes |  
2 minutes | 2 minutes remaining | Page 55**



**State: It is important to distinguish the type of coaching done by a Mentor compared to a sports coach. They are not the same.**

[Read the following content.]

**State: This is an opportunity to reflect on this module and how you might apply it to Mentoring.**

[Share the instructions.]

- ✓ A Mentor comes alongside the Mentee to role model, network, encourage and guide the Mentee to learn, act and grow toward success.
- ✓ Respect is a way of treating or thinking about someone with a high regard for that person's background, circumstances, actions, beliefs and personhood.

- ✓ Trust is the level of the Mentee's belief that the Mentor is a respectful, reliable and responsive person who can support his/her plan to grow.
- ✓ Communication is an exchange of what one person thinks and feels with another person with the intent to grow closer in the relationship.
- ✓ Mentoring involves connecting with the Mentee and fostering connections and networking with the Mentee to other resources (i.e. people, services and support) in the community.
- ✓ A Mentor coaches the Mentee by coming alongside of the Mentee to role model, network, encourage and guide him/her as a peer with his/her own goals and leadership.

---

**Instructions:** Reflect on the content from this model and write your response to the following two questions. Please be prepared to share with the group.

1. What is something that I want to remember that was covered in this module?
2. How can I use that information when I Mentor?

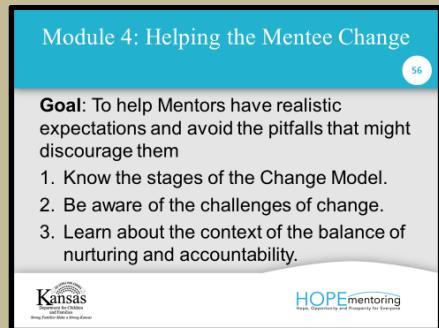
**5-10 minutes**

**BREAK TWO**

## Module 4: Helping the Mentee Change

**Facilitator notes | 1<sup>st</sup> Hour | 30 total minutes |**

**1 minutes | 30 minutes remaining | Page 56**



Note: In this module, we look at helping prepare the Mentor in some of the challenges in Mentoring, particularly around helping people change.

State: **This is Module 4: Helping the Mentee Change.**

[Read Goal and Objectives.]

**Goal 4: To help Mentors have realistic expectations and avoid the pitfalls that might get them discouraged**

### **Objectives:**

After the completion of this module, you will:

1. Know the stages of change model
2. Be aware of the challenges of expectations, boundaries, conflict, burn-out and closure
3. Learn about the context of the balance of nurturing and accountability

### **4.1 Making a Change**

**Facilitator notes | 1<sup>st</sup> Hour | 30 total minutes |**

4 minutes | 29 minutes remaining | **Page 56**

**State:** When you are familiar with doing something a certain way, it becomes natural or a habit. You can often do it without even thinking. Here is an activity to illustrate this point.

[Read the following content.]

When you are familiar with doing something a certain way, it becomes natural or a habit. You can often do it without even thinking. Here is an activity to illustrate this point.

---

#### 4.1.a Change Exercise

---

**Instructions:** Sign your name in the first box below. When done, please wait for the instructions from the facilitator before proceeding.

**State:** Next, I want you to sign your name in the second box using your other hand.

[Review the process questions. Affirm their responses.]

---

#### 4.1.a Process Questions

---

1. How did you feel when you were asked to sign your name in the box another way?
2. Describe the experience. Was it natural, comfortable and easy to this differently from your normal process?

3. What are some things that would make a Mentee resistant to change?

[Possible answers to share:]

**Answers**

1. Habit – I am so used to doing it a certain way.
2. Time – I've done it this way for a long time.
3. Effort – It is not easy to change.
4. Failure – Every time I change, I change back.

Ask: Next, we are going to talk about the concept of homeostasis.

**Change is not comfortable or easy.**

---

#### 4.1.b Homeostasis

---

**Page 56**

Module 4: Helping the Mentee Change  
4.1 Making a Change

The Mentor is not responsible for the Mentee's change. Change is not easy; when the Mentee changes, he/she will often fall back into old patterns.

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The concept of homeostasis is from the field of biology. The human body regulates itself to keep a steady-state or homeostasis (Cannon, 1932). An example is when the blood sugar is too high, the body thirsts for water in an attempt to dilute the sugar levels to return it back to equilibrium. In short, any change in the body is met with resistance and an attempt is made to change it back.

This concept is also used in family therapy. The idea is that families and individuals resist change in order to maintain the steady state. This is what keeps families and individuals stuck in cycles or behaviors. It is like a car getting stuck in a rut. The car wheel is trying to roll forward but cannot get the momentum to break free, and rolls right back into the rut.

Seligman and Maier (1967) conducted classical condition research in which people associated a loud sound with another stimulus and exhibited learned helplessness. We must consider the experiences that people go through and learn how it shapes them and their responses. Some people have learned to be helpless and it is not easy to change.

**The Mentor is not responsible for the Mentee's change. Change is not easy, and when the Mentee changes, he/she will often fall back into old patterns.**

#### 4.1.b Process Questions

1. What do you think about the statement, "Change is not always natural or easy, but it is often necessary."
2. What are some examples of changes you have tried to make but have found difficult?

#### 4.2 Stages of Change

**Facilitator notes | 1<sup>st</sup> Hour | 30 total minutes |**

**7 minutes | 25 minutes remaining | Page 58**

Module 4: Helping the Mentee Change  
4.2 Stages of Change 58

The success or failure of a person making a change is based on a series of stages of change and the strength of the motivation of the change.

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Module 4: Helping the Mentee Change  
4.2 Stages of Change 58

**Stages of Change Model**  
Prochaska, 1992

Kansas Department of Education  
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**State:** The Stages of Change Model can help us understand how Mentees are motivated to change.

[Read the following content.]

The Stages of Change Model is widely used in the field of addiction counseling as a way to understand how people are motivated to change.

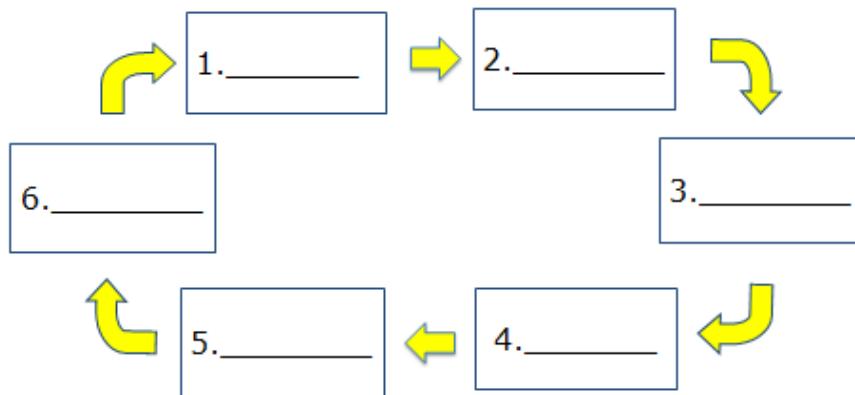
**The success or failure of a person making a change is based on a series of stages of change and the strength of the motivation of the change.**

#### 4.2.a The Stages of Change Model

**Instructions:** There are five stages that people cycle through several times before they actually make a change (Prochaska, DiClemente and Norcross, 1992). Fill in the stages to match the descriptions below using the following words:

### Stages of Change Model

Prochaska, 1992



Word Bank: Maintenance, Preparation, Relapse, Pre-contemplation, Action, Contemplation

1. The Mentee does not see a need to change right now.
2. The Mentee sees a need for change and is thinking about changing.
3. The Mentee intends to take action in the near future.

- 
4. The Mentee makes a change in his/her behavior.
  5. The Mentee needs to sustain the change and not slip back into the rut.
  6. The Mentee has to begin again.

Ask: **What are the answers?**

[Possible answers to share:]

**Answers**

1. Pre-contemplation
2. Contemplation
3. Preparation
4. Action
5. Maintenance
6. Relapse

State: **Next, we will do an exercise that helps us apply it to mentoring.**

[Read the following content.]

---

#### **4.2.b Applying the Model**

---

**Instructions:** Take a minute and write down how you can apply the change model to ways you can help the Mentee. For example, for the Pre-contemplation Stage, the Mentor can help the Mentee see the need for making a change now.

1. Pre-contemplation – \_\_\_\_\_
2. Contemplation – \_\_\_\_\_
3. Preparation – \_\_\_\_\_
4. Action – \_\_\_\_\_
5. Maintenance – \_\_\_\_\_
6. Relapse – \_\_\_\_\_

[Possible answers to share:]

## Answers

1. Pre-contemplation - The Mentor can help the Mentee see the need for change now, provide guidance.
2. Contemplation - The Mentor can be a sounding board for what change the Mentee will make.
3. Preparation - The Mentor can remind the Mentee of changes he/she is going to make; the Mentor can role model the change.
4. Action - The Mentor can encourage the Mentee for having made the change.
5. Maintenance – The Mentor can continue to meet with Mentee, point out the benefits of the change and coach the Mentee's plan for change.
6. Relapse - The Mentor can connect the Mentee to other resources.

**The Mentor helps the Mentee through the stages of change by role modeling, networking, encouraging and guiding to support the Mentee's motivation to make sustainable changes.**

## 4.3 The Mentoring Challenges

**Facilitator notes | 1<sup>st</sup> Hour | 30 total minutes |  
2 minutes | 18 minutes remaining | Page 60**

Module 4: Helping the Mentee Change  
4.3 The Mentoring Challenges

The challenges to be aware of in working as a Mentor are expectations, boundaries, conflicts, burn-out and closure.

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Diversity, Equity & Inclusion

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Hope, Opportunity and Prosperity for Everyone

**State: Although mentoring is satisfying and rewarding, it is not always easy. In this section, we are going to take a look at the parts of mentoring that may be a challenge.**

[Read the following content.]

A 2005 survey (MENTOR, 2006) found that adults who mentored reported the following challenges:

- The Mentor expected more from the relationship.
- The Mentee expected too much from the relationship.
- The Mentor and Mentee could not build a positive relationship.
- The boundaries of the relationship were not clear.

Based on the survey, we will look at the challenges of expectations and boundaries. We will additionally look at burn-out and conflict.

**The challenges to be aware of in working as a Mentor are expectations, boundaries, conflicts, burn-out and closure.**

---

#### 4.3.a Expectations

---

##### **Page 60**

One of the pitfalls in mentoring is expecting too much, too quickly. This will most often lead to disappointment and frustration of the Mentor or Mentee. Having balanced expectations and communicating them clearly can avert this challenge.

---

#### 4.3.a Process Questions

1. What are some basic realistic expectations you should have and share with the Mentee?
2. What are some basic realistic expectations should you share about yourself?

[Possible answer to share:]

##### **Answers**

1. I will always be respectful towards you.
2. I will make every effort to earn and keep your trust.
3. I will keep healthy boundaries.
4. I will always be supportive but not do things for you.
5. I will work to be open and honest in my communication.
6. I will not make assumptions about you, but ask questions.

---

### 4.3.b Boundaries

---

**2 minutes | 16 minutes remaining | Page 60**

A boundary is a protective barrier to keep us safe. It is important to discuss and agree on boundaries early. If the boundaries are too relaxed, they may be misinterpreted, and when they are too rigid, they can also constrict the relationship. In many ways, boundaries and expectations go hand-in-hand.

#### Quick tips to KEEP IN MIND

- Do not give money.
- Do not meet in the home of the Mentee/Mentor.
- Do not pay bills.
- Do not give a loan or let him/her borrow money.
- Do not provide transportation.

By giving financially, you are altering the dynamics of the relationship.

---

### 4.3.b Process Questions

1. What boundaries should you observe?
2. What should you do if the Mentee is crossing your boundaries?
3. What should you do if are concerned with crossing the Mentee's boundaries?

[Possible answers to share:]

#### Answers

1. Talk about your responsibilities, what you can and can't do.
2. Time, money, self-disclosure
3. Discuss what confidentiality actually means.
4. Agree on frequency and duration of meetings and communication and how it will occur
5. Determine the type of access the Mentee has (phone)

### 4.3.c Conflict

3 minutes | 14 minutes remaining | **Page 61**

The slide is titled "Module 4: Helping the Mentee Change" and "4.3 The Mentoring Challenges". It features a sub-section titled "Conflict" with the following text: "At the first signs of conflict, you should remember, you have the Mentor Coordinator as a resource to help you and the Mentee work through any issues." The slide includes the Kansas Department of Education logo and the HOPE mentoring logo at the bottom.

**At the first signs of conflict, you should remember, you have the Mentor coordinator as a resource to help you and the Mentee work through any issues.**

Conflict is a natural part of relationships. The first key is learning to avoid conflict. John Gottman's (1999) research revealed four pitfalls in relationship communication that must be avoided to prevent conflict and in resolving conflict. These four pitfalls can become a vicious cycle that can spiral out of control.

1. Avoid **attacking** through complaining and criticism, which is a form of assigning fault or blame.
2. Avoid **contempt** through sarcasm or body language, which may be fueled by any negative thoughts about the Mentee.
3. Avoid **defensiveness**, which is another way of shifting blame because of pride.
4. Avoid **withdrawal** by shutting down and/or tuning out, which leaves the issues unresolved. This may be a good short-term strategy but not long-term.

As you seek to resolve conflict you must be able to discuss things in a respectful and helpful manner. The “Golden Rule” is a helpful reminder of treating others as you want to be treated. And remember, you are not alone.

---

#### 4.3.c Process Questions

1. If I have a conflict, how should I resolve it?
2. What are my options if I cannot get it resolved?

[Possible answers to share:]

#### Answers

1. Realize you are not a victim.
2. Use “I” phrases.
3. Respond instead of react.
4. Be honest with yourself.
5. Admit, and own your faults and apologize.
6. Reframe, and do something different.
7. Share it with your Mentor coordinator.

---

#### 4.3.d Burn-out

---

4 minutes | 11 minutes remaining | **Page 62**

Module 4: Helping the Mentee Change  
4.3 The Mentoring Challenges

**Burn-Out**

In order to be available to care for others requires that you care for yourself first with proper self-care, healthy boundaries and balanced expectations.

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Bring Families, Kids & Young Adults

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Working with people through mentoring is rewarding, but it can also be demanding. Working with a Mentee is a challenging situation that brings the added possibility of emotional fatigue through exercising empathy. This has been referred to as

“compassion fatigue”. Something else to be on guard against is vicarious trauma or secondary traumatic stress. This results from being exposed to someone who is a victim of trauma.

One of the best preventive measures is for you to take care of yourself.

**State: The HOPE Mentoring program exists because we value the Mentees and their families as citizens of Kansas. We also value the Mentor for his/her willingness to volunteer. Please take the following survey as a reminder about the importance of caring for yourself today, and every day, as you embark on this year-long mentoring commitment.**

[Read the following content.]

### **Personal Check-Up**

If you have flown on a commercial jet, then you have heard the flight attendants announce:

“In the event of an emergency, oxygen masks will drop from the ceiling. If you are seated next to someone who might need assistance, put on your own oxygen mask first, and then help with the other person’s masks.”

**In order to be available to care for others requires that you care for yourself first with proper self-care, healthy boundaries and balanced expectations.**

**Page 63**

**Instructions:** Read the statements and place an “X” in the box that corresponds to your response with a scale of 1 meaning “strongly disagree” to 10 meaning “strongly agree”.

<b>Statement</b>	<b>Scale</b>									
	<b>disagree</b>					<b>agree</b>				
1. I mostly get enough sleep daily.	1	2	3	4	5	6	7	8	9	10
2. I am mostly careful about having a balanced diet.	1	2	3	4	5	6	7	8	9	10
3. I exercise 3 times a week for at least 30 minutes.	1	2	3	4	5	6	7	8	9	10
4. I make it a priority to spend time with my family.	1	2	3	4	5	6	7	8	9	10
5. I have a good support network.	1	2	3	4	5	6	7	8	9	10

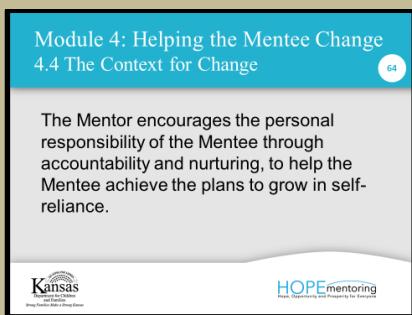
6. I take regular time to just have fun.	1	2	3	4	5	6	7	8	9	10
7. I work hard but balance it with recreation.	1	2	3	4	5	6	7	8	9	10
8. I am generally in good health.	1	2	3	4	5	6	7	8	9	10
9. I have taken a vacation in the last 12 months.	1	2	3	4	5	6	7	8	9	10
10. Overall, I am mostly satisfied with my life.	1	2	3	4	5	6	7	8	9	10

During your participation in HOPE Mentoring, it is a good idea to periodically check on your own well-being. You can refer back to this survey at three-month intervals to take a check-up and make any necessary adjustments.

#### 4.4 The Context for Change

**Facilitator notes | 1<sup>st</sup> Hour | 30 total minutes |**

**5 minutes | 7 minutes remaining | Page 64**



**State: Finally, we will look at the relationship context or environment that the Mentor helps create so the Mentee has the best chance to change.**

[Read the following content:]

You don't have to be a recipient of TANF to have compassion for one. In a series of recent experiments, researchers found that people who endured challenges in the past were less likely to show compassion for someone facing the same struggle, compared with people with no experience in that particular situation (Ruttan, McDonnell, & Nordgren, 2015).

---

The key to change is providing the environment for change to take place. Similar to one of the most effective parenting styles, authoritative parenting (Flectcher et al 1999), mentoring is a balance between responsibility, accountability and nurturing.

---

## 4.4.a Responsibility

---

### Page 64

The Mentee is working to grow in self-reliance. This is not about doing the work for the Mentee but assisting in developing the environment for the Mentee to grow. Balanced care does not overstep the boundary of doing work the Mentee needs to do. It encourages the Mentee to be personally responsible.

**“Responsibility” means owning the obligation to take action, to see the change completed.**

## 4.4.b Accountability

---

### Page 64

The Mentee has a plan. The Mentor helps with the accountability. The accountability the Mentor provides the Mentee is done in a caring manner. It is reminding the Mentee to demonstrate his/her commitment to his/her choice to achieve the desired result. In other words, to see it, own it and finish it.

**Accountability is reminding the Mentee of his/her goal and following it through to the end.**

## 4.4.c Nurture Deposits

---

### Page 65

The Mentee is a person who needs others. The nurturing Mentor is like a farmer who waters with encouragement, reflects the light of insight through ideas and connections, and removes weeds through accountability for the Mentee to grow in responsibility of

self-reliance. The main ingredient is the Mentor as someone who cares and provides balanced care.

**Nurturing comes alongside the Mentee to role model, network, encourage and guide.**

Covey (1989) used the idea of an emotional bank account in an exchange in relationships. When Mentors encourage responsibility through accountability and nurturing, they are making deposits into the life of the Mentees.

As a Mentor, you are connecting the Mentee to resources in his/her personal and professional life. You are a direct support, and you help the Mentee to develop a stronger support system.

**The Mentor encourages the personal responsibility of the Mentee through accountability and nurturing, to help the Mentee achieve the plans to grow in self-reliance.**

## 4.5 Reviewing the Module

**Facilitator notes | 1<sup>st</sup> Hour | 30 total minutes |  
2 minutes | 2 minutes remaining | Page 66**

Module 4: Helping the Mentee Change  
4.5 Reviewing Module 4

1. What was something important that was covered about mentoring?  
2. How can I apply that learning to mentoring?

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Bring Families Back to School

HOPE mentoring  
Hope, Opportunity and Prosperity for Everyone

**State: This is an opportunity to reflect on this module and how you might apply it to Mentoring.**

[Share the instructions.]

- ✓ The Mentor is not responsible for the Mentee's change. Change is not easy, and when the Mentee changes, he/she will often fall back into old patterns.
- ✓ The Mentor helps the Mentee through the stages of change by role modeling, networking, encouraging and guiding, to support the Mentee's motivation to make sustainable changes.
- ✓ In order to be available to care for others, you must care for yourself first with proper self-care, healthy boundaries and balanced expectations.
- ✓ Mentors encourage personal responsibility of the Mentees through accountability and nurturing to help the Mentees achieve the plans to grow in self-reliance.

---

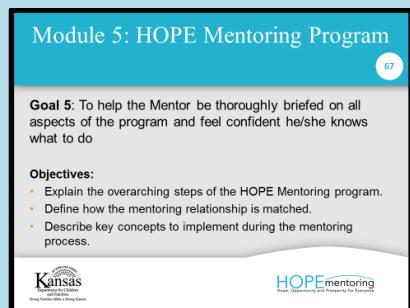
**Instructions:** Reflect on the content from this model, and write your response to the following two questions. Please be prepared to share with the group.

1. What is something that I want to remember that was covered in this module?
  
2. How can I use that information when I Mentor?

## Module 5: The HOPE Mentoring Program

**Facilitator notes | 3<sup>rd</sup> Hour | 20 total minutes |**

**1 minute | 20 remaining minutes | Page 67**



State: **Next, we will review Module 5: The HOPE Mentoring Program.**

[Read Goal and Objectives.]

**Goal 5: To help the Mentor be thoroughly briefed on all aspects of the program and to feel confident he/she knows what to do**

### **Objectives:**

By the end of this module, you will be able to:

1. Explain the overarching steps of the HOPE Mentoring program
2. Define how the mentoring relationship is matched
3. Describe key concepts to implement during the mentoring process

### **5.1 Overview**

**Facilitator notes | 3<sup>rd</sup> Hour | 20 total minutes |**

**3 minutes | 19 remaining minutes | Page 67**

State: **Here is a brief overview of the program.**

[Read the following text.]

The HOPE Mentoring program is a new initiative through the Kansas Department for Children and Families (DCF) with a vision to provide pathways for recipients of TANF to access beneficial resources through the empowerment of a mentoring relationship.

The mission of the HOPE Mentoring program is to empower recipients of TANF to increase self-reliance and attain independence in a variety of areas, including gainful and meaningful employment, educational aspirations, responsible and effective parenting and thriving, healthy families. (Echols, 2015)

The goals of the HOPE Mentoring program are for participants to:

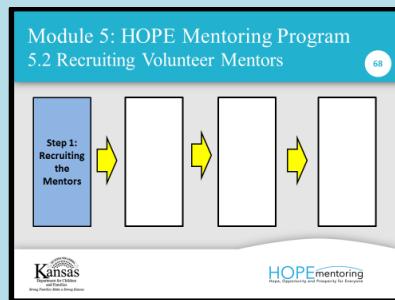
- Reduce the amount of time they rely on TANF benefits
- Enhance their ability to navigate available community resources on their own
- Pursue employment and training to build toward career pathways (Echols, 2015)

**The HOPE Mentoring program provides TANF recipients with a Mentor who will support them in pursuing opportunities to grow in self-reliance.**

## 5.2 Step1: Recruiting Volunteer Mentors

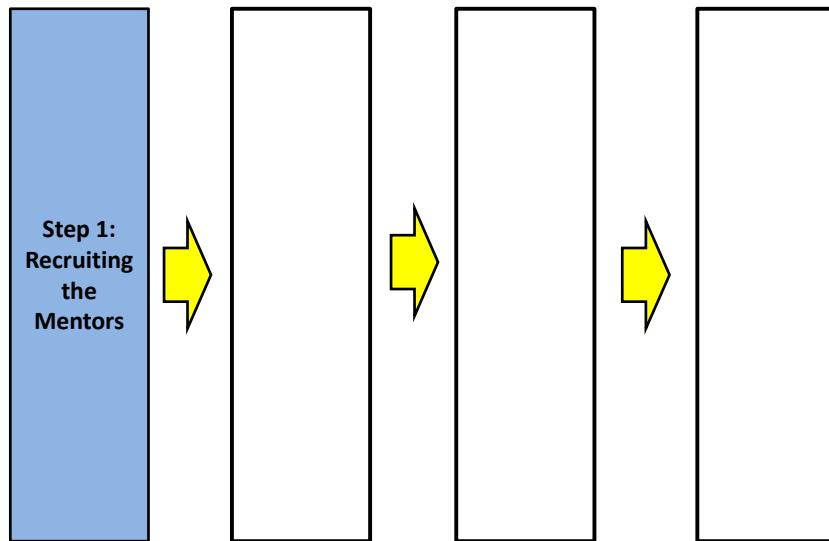
**Facilitator notes | 3<sup>rd</sup> Hour | 20 total minutes |  
6 minutes | 19 remaining minutes | Page 68**

State: **Next, we will look at Step 1 of Recruiting Mentors in the four-step flow of the program.**



[Read the following text.]

## THE HOPE Mentoring Program Outline



The role of the **Regional Coordinators** who report to the HOPE Mentoring Program Director is as follows:

1. Help recruit and train the Mentors
2. Provide administrative oversight for the Mentors
3. Work with the Career Navigators
4. Coordinate the initial Mentor/Mentee meeting
5. Support the Mentors as the go-to person for any issues or concerns

**Mentors** are community volunteers who have the close relationship with Mentees who are TANF recipients. They commit to a one-year agreement with the client.

**The Regional Coordinator is the go-to-person for the Mentor for support, reporting and resolving any issues or concerns.**

### 5.2.a About the Mentors

6 minutes | 19 remaining minutes | Page 69

There are certain characteristics that we are looking for in our HOPE Mentoring Mentors. These characteristics will help in establishing the mentoring relationship and facilitate growth for the Mentee.

---

**Instructions:** Please take 15 seconds to write down what you consider are the top three characteristics for a good mentor. Be prepared to share why.



- 1.
- 2.
- 3.

[Review the results.]

State: **There are no perfect Mentors. We are all growing and learning, but these are some good characteristics of a Mentor:**

- 1. Passionate about making a positive difference.**
- 2. Can come alongside Mentee**
- 3. Willing to encourage the Mentee**
- 4. Can serve as a positive role model to the Mentee**
- 5. Willing to coach the Mentee**

State: **These qualifications are for the benefit of the success of the Mentor and Mentee in the program. The following table illustrates the minimum requirements for those who desire to serve.**

[Review table.]

The following table illustrates the minimum requirements for those who desire to serve as a HOPE Mentor. These requirements are for the benefits of mentors and mentees.

<b>Qualifications of Mentors</b>	<b>Proof of meeting the qualification is satisfied by providing:</b>
1. Age 21 or older	Copy of birth certificate or driver's license

2. Demonstrated ability to Mentor, be a positive role model and to work with individuals and a team	Two letters of reference and interview with Regional Coordinator
3. Complete process of becoming a HOPE Mentoring Mentor	Complete Training Completed application and other required documents
4. Obtain Security Clearance through Background Check run by DCF Personnel Services	Security Clearance run by DCF Personnel Services

**Note:** Only Personnel Services may receive the completed Security Clearance form. No HOPE Mentoring staff will see the results of the background check.

**Ask: Any questions about the qualifications of the Mentors?**

**State: By your presence at this training, we know you are seriously considering becoming a Mentor. We are excited and encourage for you to take the next step.**

### 5.2.b Program and Mentor Expectations

**x minutes | x remaining minutes | Page 70**

**State: Not knowing expectations can lead to disappointment and frustration. We want to be clear on what is expected of you and what you can expect from the program.**

[Read the text.]

The following is a list describing what the **Mentor can expect from the HOPE Mentoring Program:**

1. Will seek the best interest of the Mentor
2. Will provide quality training to the Mentor
3. Will provide guidance, encouragement, feedback and support to the Mentor
4. Will be available to the Mentor to address any concerns or situations
5. Will express gratitude and recognition for service to the Mentor

The following list describes what the **HOPE Mentoring Program expects from the Mentor:**

1. Complete the process to volunteer as a HOPE Mentoring Mentor which includes the following:
  - a. Complete application and submit required documents
  - b. Interview with the Regional Coordinator
  - c. Provide two letters of reference
  - d. Sign the Participation Commitment Agreement and Confidentiality Forms
  - e. Obtain and maintain security clearance
2. Serve as a volunteer HOPE Mentoring Mentor by performing the following:
  - a. Commit to Mentor for one year
  - b. Spend a minimum of one hour per month with the Mentee
  - c. Report monthly to the Regional Coordinator using the SnapShot Form
  - d. Attend joint meetings with DCF staff and the Mentee
  - e. Immediately communicate any major changes, issues or concerns with your Regional Coordinator

**When meeting in person with the Mentee, please select a public setting, not in the home of the Mentor or Mentee.**

**Ask: Are there any questions about expectations?**

## 5.2.c Confidentiality

**State: If you are in a helping profession, you may know about confidentiality. Regardless, it is a good to be reminded about protecting the privacy of others.**

Module 5: HOPE Mentoring Program  
5.2 Recruiting Volunteer Mentors

**Expectations for the Mentor: Confidentiality**

All sharing between the Mentor/Mentee is to be kept confidential, except in the case of program reporting and strong suspicions of abuse, harm or danger by or to the Mentee.

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[Read the text.]

As a partner in the HOPE Mentoring program, you will have access to information that is confidential. The Mentee may share personal information with you.

**All sharing between the Mentor/Mentee is to be kept confidential except in the case of program reporting and strong suspicions of abuse, harm or danger by or to the Mentee.**

## 5.3 Step 2: Selecting Mentees

**Facilitator notes | 3<sup>rd</sup> Hour | 20 total minutes |  
2 minutes | x remaining minutes | Page 71**

Module 5: HOPE Mentoring Program  
5.2 Recruiting Volunteer Mentors

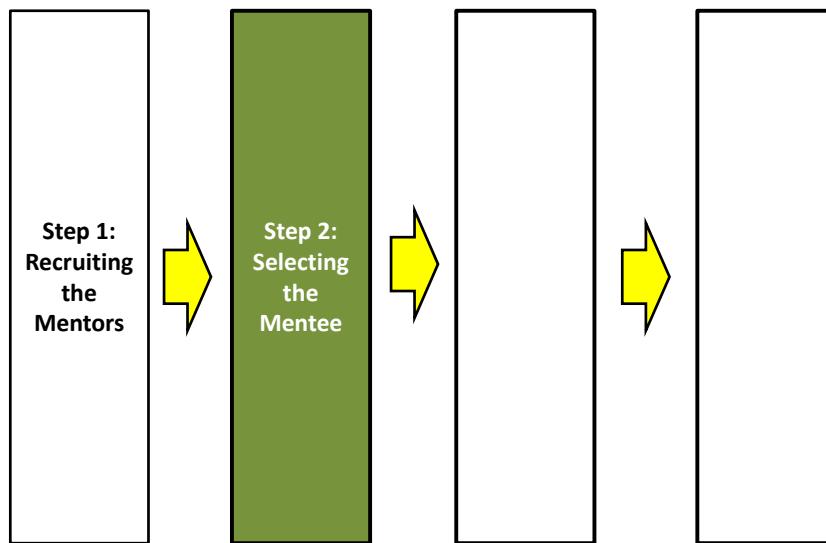
Step 1: Recruiting the Mentors → Step 2: Selecting the Mentee → [ ] → [ ]

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**State:** Next, we will look at Step 2 of Selecting Mentees in the four-step flow of the program.

[Read the following text.]

## THE HOPE Mentoring Program Outline



The **Career Navigators** work for DCF as the case managers for TANF recipients who are required to work or participate in work activities.

1. Provide intensive case management to help them become employed.
2. Plan, coordinate and supervise the activities of TANF participants.
3. Help them with resources such as transportation assistance, interview clothing and child care.

The role of **Career Navigators** in the HOPE Mentoring Program is to:

1. Refer recipients of TANF to the Mentoring program
2. Provide administrative oversight for the Mentees
3. Work with the Regional Coordinators
4. Support the Mentee as the go-to-person for any issues or concerns

**Career Navigators are the go-to-person for the Mentees for resources and resolving any issues or concerns.**

**Mentees** are TANF recipients who have been recommended by the Career Navigators for the program.

1. Required to participate in employment services
2. Have been a recipient of TANF for 24 months or less
3. Have been referred to the program by their Employment Services Career Navigator

**Mentees** will have different entry points into the HOPE Mentoring Program based on the different stages of the individualized plan. Following are a few other common circumstances.

1. Looking for or beginning a job
2. Does not have any family support
3. Needs to increase his/her support network
4. Is in the early stages of the employment program and needs help

**The Mentee is expected to fully participate in the program and be responsive to the support of the Mentor.**

---

### 5.3.a The Mentee's Assessment

---

**2 minutes | 19 remaining minutes | Page 72**

State: **Next, we are going to do a word find for words that relate to the personal assessment of the Mentee. Take 30 seconds to see how many words you can find.**

The Mentee's personal assessment identifies strengths, weaknesses, skills, needs, expectations, hopes and career. The assessment is used to help with matching and planning of goals.

**Instructions:** See how many words you can find from the Word Bank in the word search below that relates to the Mentee's personal assessment.

**Word Bank: Strengths, Weaknesses, Career, Expectations, Needs, Hopes and Skills**

S	P	N	S	H	R	E	T	A	M	L	S
O	C	I	E	S	R	T	S	N	N	N	F
S	H	T	G	N	E	R	T	S	O	U	S
P	O	U	A	S	E	A	R	I	N	T	M
H	L	D	H	T	O	E	T	P	U	C	S
Z	A	E	Q	N	E	A	D	H	Q	E	E
E	R	T	F	R	T	S	I	S	B	L	P
P	U	X	A	C	K	T	D	A	U	L	O
M	T	C	E	I	U	S	F	P	L	E	H
R	A	P	L	L	P	N	E	Y	A	T	N
A	X	L	D	F	H	O	N	Q	B	N	X
E	S	S	E	S	S	E	N	K	A	E	W

**5.3.b Expectations for the Mentee**

**6 minutes | 19 remaining minutes | Page 73**

State: **The expectations we have for the Mentee are similar to the expectations we have for Mentors. They are:**

[Read the expectations.]

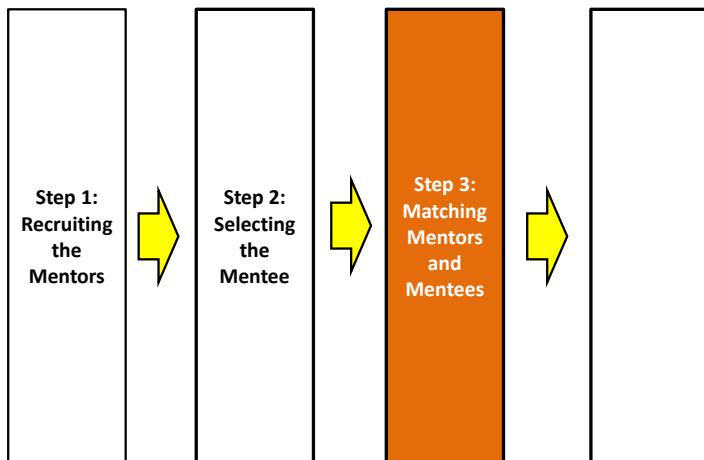
The Mentee is to uphold the expectations in the following list in order to participate in the HOPE Mentoring Program:

1. Complete the personal assessment.
2. Commit for one year.
3. Agree to the match with the Mentor.
4. Spend a minimum of a one hour per month with the Mentor.
5. Be mentored by the Mentor.
  - a. Participate in Mentor/Mentee activities.
  - b. Respond to Mentor's communication through email, phone and/or text.

- c. Be open to coaching from the Mentor.
- d. Attend some of the networking opportunities the Mentor arranges.

## 5.4 Step 3: Matching Mentors and Mentees

### THE HOPE Mentoring Program Outline



**Facilitator notes | 3<sup>rd</sup> Hour | 2 minutes**

**X minutes | x minutes remaining | Page 74**



**State:** It is important to get the match between the Mentor and Mentee right. To accomplish this requires consideration of several factors we will explore.

[Read the following text.]

### 5.4.a Matching Considerations

**State:** It is important to get the match between the Mentor and Mentee right. To accomplish this requires consideration of several factors we will explore.

### **Mentors Stand Up (Hand Up)**

The Mentors Stand Up activity will help us see how much or little our group has in common.

**Instructions:** The facilitator will make a general statement regarding various topics. If that statement is true for you stand up, otherwise stay seated.

**4 minutes | 19 remaining minutes | Page 69**

Note: This activity can be used to get people out their seat by having them stand up or they can simple raise their hand. As the facilitator you can decided based on what may help keep them engaged.

**State: We are going to do an activity called “Stand Up” (or Hand Up).**

**State: I will make a general statement regarding various topics. If that statement is true for you stand up, otherwise stay seated.**

[Take your place in the middle of the paper circle.]

1. My favorite color is a Purple Power Cat
2. I love outdoor activities
3. People tell me I'm a great at problem solving
4. I'm a lifelong learner
5. KU is my number one collegiate basketball team
6. I enjoy helping others
7. Organizing is what I do best
8. I'm a mother/father
9. Persistence is my middle name
10. I'm an introvert

**State: This is activity is an illustration of how we try to match the Mentor and Mentee to having some things in common.**

## For the Mentor/Mentee

---

The matching criteria for the Mentor or Mentee may consist of preferences he or she has for his or her Mentee or Mentor. The match must be mutually agreed upon by both parties. The preferences might include:

1. Similar demographic: religion, race, and age
2. Geographic location
3. Skills, education, life experiences
4. Common interests, vocation, and hobbies
5. Personality, values and attitudes

---

### 5.4.b Matching Termination and Reassignment

---

**State: Sometimes situations change making it necessary to terminate the match, and there may be a case where the match just did not work out.**

This Mentoring relationship is scheduled to close one year after the arrangement. At that time, there will be a celebration to conclude the successful mentoring journey.

However, there are times when a match can end prematurely. Although this Mentoring relationship ends, both are eligible to be matched with another individual.

There are some checks built into the program at month three and six.

1. Mentees will be contacted during the third month to assess how the program and the match are going.
2. If all are going well, then the Career Navigator and Regional Coordinator will wait and contact the Mentee and Mentor on the sixth month.
3. If the Mentee identifies difficulty with the match, then the Regional Coordinator will contact the Mentor after the third month to assess the program and relationship.

**The Regional Coordinator should be contacted as soon as possible if there are any difficulties experienced in the mentoring relationship.**

If termination is decided, the following steps will take place:

1. A date will be set for the final meeting.

- 
2. The Mentee will be informed ahead of time about the termination.
  3. Regardless of the reason, both sides will be asked to be honest, candid and supportive.
  4. Discuss the reason for ending the relationship.
  5. Talk about thoughts and feelings about the situation from both individuals.
  6. Be positive and supportive about the Mentee's future.
  7. Don't promise to keep in touch without following through.

---

#### **5.4.b Process Questions**

1. What are some circumstances or situations where the mentoring match could end prematurely?

[Share these possible answers.]

**Answers**

1. Issues related to the program or process (not a good fit)
2. Issues related to life circumstances (job scheduling, illness/injury)
3. Program initiated closure (concerns about the relationship, not following rules)
4. Mentor initiated closure (feel it is not needed, not comfortable, conflicts)
5. Mentee initiated closure (not compatible, no longer want it)

2. What are some safeguards to prevent match closure when issues arise?

[Share these possible answers.]

**Answers**

1. Follow the program.
2. Establish realistic expectations.
3. Proper training
4. Pay attention to body language as signs to unspoken issues.
5. Quickly bring any issues to program staff.
6. Don't be reluctant to ask for help.

3. What are things you can do to help your match close in a positive manner?

[Share these possible answers.]

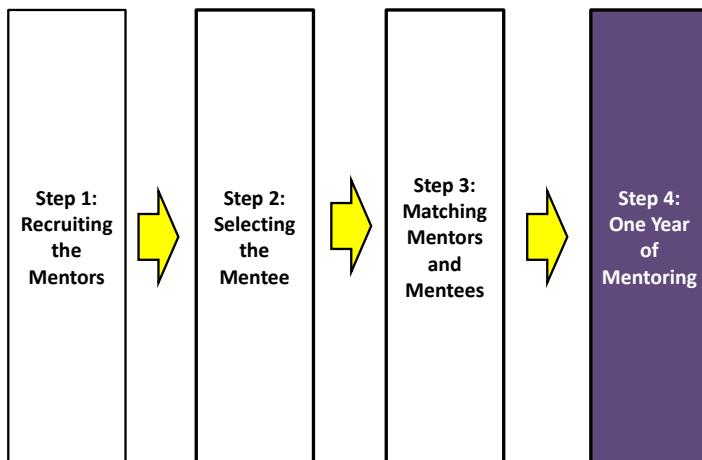
**Answers**

1. Talk about closure early.
2. Create a closure plan.
3. Celebrate his/her accomplishment.
4. Communicate the reason for the closure.
5. Provide an honest evaluation.

6. Express appreciation for the Mentee.

## 5.5 Step 4: One Year of Mentoring

### THE HOPE Mentoring Program Outline



**Facilitator notes | 3<sup>rd</sup> Hour | 4 minutes**

X minutes | x minutes remaining | **Page 76**



**State: Next, we are going to give a high level review of what to expect at each meeting.**

[Read the following text.]

Here is an overview of what one year of mentoring meetings.

One Year of Mentoring	
Month	Description of Meeting

1st	Introduction meeting with Mentor, Mentee, Regional Coordinator and Career Navigator
2nd	Standard meeting (i.e. A meeting between Mentor and Mentee to work on goals.)
3rd	Standard meeting plus Regional Coordinator will check in with Mentor
4th	Standard meeting
5th	Standard meeting
6th	Standard meeting plus Regional Coordinator will check in with Mentor
7th	Standard meeting
8th	Standard meeting
9th	Standard meeting plus Regional Coordinator will check in with Mentor
10th	Standard meeting
11th	Standard meeting plus Career Navigator & Regional Coordinator will schedule final meeting
12th	Final meeting and evaluation meeting with Mentor, Mentee, Regional Coordinator and Career Navigator

### **5.5.a First Month Meeting**

1. During the first meeting, all four parties will be present: Mentor, Mentee, Regional Coordinator, and Career Navigator.
2. The Career Navigator and the Mentee will review the Referral and Acknowledgement form with the Mentor.
3. The Mentor will help the Mentee navigate through the resources available to assist with the Mentee's employment plan and support the Mentee's accomplishments over the year-long commitment to the program.
4. At end of the first meeting, the next meeting time, date, location and topics will be decided by the Mentee and Mentor.
5. The Mentor will fill out the Snap Shot Form (overview of the mentoring meeting) and send it to the Regional Coordinator.

### **5.5.b 2nd – 11th Month Meetings (Standard Meeting)**

1. These meeting are attended by the Mentor and Mentee.
2. The Mentor will help support the accomplishments of the Mentee's employment plan over the year-long commitment to the program.
3. The Mentor and Mentee will set the next meeting time, date, location and topics.
4. The Mentor will fill out the Snap Shot Form (overview of the mentoring meeting) and send it to the Regional Coordinator.

### **5.5.c 12th Month Meeting**

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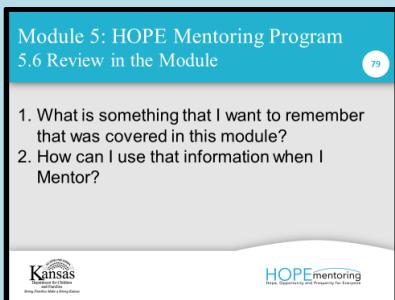
1. During the 12<sup>th</sup> month, both the Mentor and the Mentee will fill out their evaluation documents. (Module 6.6 will provide practice with the Final Evaluation Form, which is located in the Appendix of this manual.)
2. During the last meeting, the Mentor will work with the Regional Coordinator to fill out the final evaluation about the Mentee and the program. The Career Navigator will work with the Mentee and write down for the Mentee his/her answers to the evaluation questions about the Mentor and the program.
3. Although the final meeting will be approximately one hour, 30 minutes of the time will be devoted to filling out the Evaluation Form. The last 30 minutes will be dedicated to allowing the Mentor and the Mentee to share their evaluation and appreciation for each other.
4. The Mentor/Mentee will focus on different aspects of the program:
  - a. The Mentor Evaluation will include:
    - What the Mentee completed (trainings, license, goals)
    - Growth that took place in the Mentee
    - Problem solving the client did to figure out solutions
    - What he/she appreciated about the Mentee and the program
    - Community resources used by the Mentee
    - Would he/she recommend this program to another? If so, why? If not, why not?
    - What suggestions would he/she make in order to make it better?
  - b. Mentee will evaluate:
    - What the Mentee learned from the Mentor
    - What the Mentee appreciated about the Mentor and the program
    - What specifically the Mentee applied that the Mentor taught
    - Would the Mentee recommend this program to another? If so, why? If not, why?
    - What suggestions would he/she make in order to make it better?

**A Mentor is someone who comes alongside the Mentee to role model, network, encourage and guide the Mentee to learn, act and grow toward success.**

## 5.6 Reviewing the Module

**Facilitator notes | 3<sup>rd</sup> Hour | 4 minutes**

**X minutes | x minutes remaining | Page 76**



State: **Next, we are going to review what we have learned and how we can apply it.**

[Read the following text:]

- ✓ The Regional Coordinator is the go-to-person for the Mentor for support, reporting and resolving any issues or concerns.
- ✓ All sharing between the Mentor/Mentee is to be kept confidential, except in the case of program reporting and strong suspicions of abuse, harm or danger by or to the Mentee.
- ✓ A Mentee is expected to fully participate in the program and be responsive to the support of the Mentor.
- ✓ The Regional Coordinator should be contacted as soon as possible if there are any difficulties experienced in the mentoring relationship.
- ✓ A Mentor is someone who comes alongside the Mentee to role model, network, encourage and guide the Mentee to learn, act and grow toward success.

---

**Instructions:** Reflect on the content from this model and write your response to the following two questions. Please be prepared to share with the group.

1. What is something that I want to remember that was covered in this module?
2. How can I use that information when I Mentor?

**Facilitator notes | page x | 3<sup>rd</sup> Hour | 10 minutes**

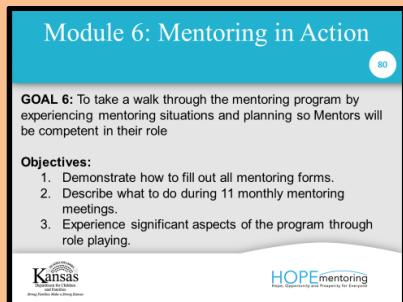
**BREAK THREE**

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## Module 6: Mentoring in Action

---

**Facilitator notes | 4<sup>th</sup> Hour | 60 total minutes |  
2 minute | 60 minutes remaining | Page 80**



The slide has a blue header bar with the title "Module 6: Mentoring in Action" and a small "80" icon. Below the header is a white content area. At the top of the content area is the text "GOAL 6: To take a walk through the mentoring program by experiencing mentoring situations and planning so Mentors will be competent in their role". Underneath this is a section titled "Objectives:" with three numbered items: 1. Demonstrate how to fill out all mentoring forms. 2. Describe what to do during 11 monthly mentoring meetings. 3. Experience significant aspects of the program through role playing. At the bottom of the slide are the Kansas Department of Education logo and the HOPEmentoring logo.

Note: In this module, we help the Mentors look ahead and help them prepare for Mentoring through planning and practice.

**GOAL 6: To take a walk through the mentoring program by experiencing mentoring situations and planning, so Mentors will be competent in their role**

**Objectives:**

By the end of this module, you will be able to:

1. Demonstrate how to fill out all mentoring forms
  2. Describe what to do during the 11 monthly-mentoring meetings
  3. Experience significant aspects of the program through role-playing

## 6.1 Overview

**Instructions:** Please complete the following word riddle.

Need  
Ni \_\_\_\_  
W \_\_\_\_ r \_\_\_\_

K \_\_\_\_  
Know  
\_\_\_\_ !

**2**

As a HOPE Mentoring Mentor, there will be forms you will fill out and meetings that you will be involved in.

## 6.2 Mentor/Mentee Eligibility Forms to Fill Out

**Facilitator notes | 4<sup>th</sup> Hour | 60 total minutes |  
8 minute | 60 minutes remaining | Page 80**

Note: This activity should go quickly.

## Module 6: Mentoring in Action

### 6.2 Mentor/Mentee Forms

80

1. Mentor Application Form (A 6.2.a – page 108)
2. Mentor Participation Commitment Agreement Form (A 6.2.b – page 109-110)
3. Mentor Confidentiality Form (A 6.2.c – page 111)

**State:** In this section we will review the documents that are used in the program.

---

## Mentor Forms

---

The Mentor fills out three forms that we will walk through now.

---

### 6.2.a Mentor Application Form

---

This form is located in Appendix A.2 Forms 6.2.a.

---

**Instructions:** For the next three minutes fill out the Mentor Application Form. You are welcome to take this form with you to complete at a later time.

---

### 6.2.b Mentoring Participation Commitment Agreement

---

This form is located in Appendix A.2 Forms 6.2.b.

---

**Instructions:** For the next two minutes, review the Participation Commitment Agreement. You are welcome to sign the form today or take this form with you to complete at a later time.

---

### 6.2.c Mentor Confidentiality Form

---

This form is located in Appendix A.2 Forms 6.2.c. Confidentiality is an important part of the mentoring relationships.

---

**Instructions:** For the next three minutes, review the Mentor Confidentiality Form. You are welcome to sign the form today or take this form with you to complete at a later time.

---

## Mentee Forms and Tool

---

**Facilitator notes | 4<sup>th</sup> Hour | 60 total minutes |  
1 minute | 60 minutes remaining | Page 80**

[Read the following content.]

---

We will not take time to read over all the forms that the Mentee and the Career Navigator will use; however, it is important that Mentors understand that both sides will be coming to the relationship prepared.

Your first administrative meeting will take place to review some of the documents the Mentee fills out. During the administrative meeting, the Career Navigator, Regional Coordinator, Mentor and Mentee will all meet together and be introduced. The Career Navigator and Mentee will share with the Mentor the short and long-term goals. The goal of the Mentor will be to help support the Mentee to accomplish the goals he/she has set.

The Mentee Forms are an example of information that is nice to know. Here are examples of the documents that the Mentees will be working with:

- Fill out a Self-assessment (Appendix form 6.2.d).
- Discuss with Career Navigator his/her employment goals (Appendix form 6.2.f).
- Discuss with the Career Navigator the kind of Mentor he/she would like.

---

#### **6.2.d Mentee Self-assessment Form**

---

This form is located in Appendix A.2 Forms 6.2.d

---

#### **6.2.e Client Intake Interview Form (Mentee)**

---

This form is located in Appendix A.2 Form 6.2.e

---

#### **6.2.f HOPE Mentoring Referral and Acknowledgement Form**

---

This form is located in Appendix A.2 Form 6.2.f (Mentors will be provided a copy of a completed form for the first meeting.)

---

#### **6.3 Role Play for the First Meeting with Mentor, Mentee, RC & CN**

---

**Facilitator notes | 4<sup>th</sup> Hour | 60 total minutes |  
15 minute | 60 minutes remaining | Page 80**

## Module 6: Mentoring in Action 6.2 Mentor/Mentee Forms

### Role Plays

- First Month Meeting
- 2<sup>nd</sup>-11<sup>th</sup> Month Meetings
- Last Month Meeting

### Scenarios



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Hope, Opportunity and Prosperity for Everyone

[Read the following content.]

The first initial meeting will be attended by Mentor, Mentee, Regional Coordinator (RC) and Career Navigator (NC). The Career Navigator will lead this meeting. During this meeting, the Career Navigator, will introduce the Mentee to the Mentor and the Regional Coordinator will introduce the Mentor to the Mentee. The Career Navigator will share the HOPE Mentoring Referral and Acknowledgement form, which provides an overview of the Mentee's goals.

The purpose of this role play is to give you a feel for what will take place during the first meeting. You will be given an opportunity to ask questions or make comments at the end of the role play.

---

**Instructions:** We need four volunteers to play one of the four characters who include: the Mentor, the Mentee, the Regional Coordinator and the Career Navigator. The setting is the first meeting that introduces the mentoring match. Feel free to adlib or stay on script but either way have fun.

**Career Navigator (Cameron): I want to welcome all of you here today. My name is Cameron and the purpose of our meeting today is to introduce everyone and start your participation in the HOPE Mentoring program. Thank you for attending.**

**Career Navigator: I would like to introduce you to, Lynn [Lynn shakes hands with Regional Coordinator and Riley]. Lynn, would you like to briefly share anything about yourself?**

**Mentee (Lynn): Well, I've lived in this city for the last 10 years, but have been struggling the last 3 years since the plant I worked at shut down. I'm finishing up at the trade school this year and hope to get better paying job.**

**Career Navigator (Cameron): Thank you, Lynn [Looking at Regional Coordinator]**  
**Would you like to introduce the mentor?**

**Regional Coordinator (Riley): Yes, thank you. My name is Riley and I am excited about this program. My main role is to support the mentor. And, I would like to introduce to you, Jordan. [Mentor shakes hands with the Mentee and the Career Navigator] Jordan, would you like to briefly share about yourself?**

**Mentor (Jordan): I've lived in this city all my life. I am married with two children who attend South High School. I really care about our city and over the years I've received a lot of support. I work at the local community college and I look forward to getting to know you.**

**Regional Coordinator: When we were matching you with each other we saw that you have a few things in common. Jordan, you also worked for the plant before it shut down and have a certificate in the trade Lynn is pursuing. So, over the next year you will have a chance to get to know each other better.**

**Career Navigator (Cameron): Next, I want to share the goals Lynn has decided to pursue over the next year.**

1. Mentee's short-term goals are to finish with trade school and work for Big Company.
2. Mentee's long-term goal is to get an associate's degree from Community College.
3. Mentee hopes the Mentor can assist in:
  - Someone to talk to about the challenges of being a working parent
  - Learn more about the trade certificate
  - Learning what to do to obtain an associate's degree

Lynn, has committed to being involved in this Mentoring program and looks forward to working with you Jordan.

**Regional Coordinator (Riley): We would like for the both of you [looking at the Mentee and Mentor] to set up a date, time and place to meet for your next meeting at this time.**

**Mentee (Lynn): Well this day and time works for me.**

**Mentor (Jordan):** Me too. As far as the place, I can get a meeting space at the Community College. Does that location work for you?

**Mentee (Lynn):** That works for me since it's on the bus line.

**Mentor (Jordan):** Then it is set. We will meet next month on this day, at this time, at the Community College. Here is my number, 555-123-4567, you can call me if anything changes.

**Mentee (Lynn):** That's funny my number is the same except it ends in 8910.

**Regional Coordinator (Riley):** Great! Well, that concludes our joint meeting. Jordan we can meet briefly. so I can help you fill out your first SnapShot form. Do either of you have any questions?

**Career Navigator (Cameron):** Thank you everyone for coming today. We look forward to hearing about the good things that will be accomplished over the next year.

---

### 6.3 Process Question

1. Any questions or comments about the First Meeting?

---

#### 6.3.a SnapShot Form

---

The SnapShot form was design to record your meetings and growth regarding your mentees goals.

This form is located in Appendix A.2 Form 6.3

**Instructions:** For the next minute, review the example SnapShot form.

---

#### 6.3.b Meeting Tips

---

15 minute | 60 minutes remaining | **Page 85**

[Read the following content.]

During each meeting, it is important for the Mentor to establish consistency and predictability. In other words, the Mentor establishes a rapport with the Mentee based on:

- Understanding the Mentee's circumstance and situation
- Helping the Mentee to work through his/her barriers
- Helping the Mentee make progress on their goals

For the first few meetings you may experience some hesitation, unresponsiveness and lack of appreciation for the mentoring relationship. This guarded attitude is simply a manifestation of the Mentee's insecurity about the relationship. You will possibly be tested by your Mentee to see how you will react. The Mentee's attitude will gradually take a positive turn when the Mentee realizes your sincerity about being a friend. Be patient.

During the one-on-one Mentor/Mentee meeting, there are certain steps you can keep in mind. The following activity will provide some tips, as well as ideas to keep in mind for your monthly meetings.

---

Instructions: Fill in the blanks using the words from the Word Bank.

Word Bank: **change, morning, confidential, personal, expectations, reflective, snapshot**

1. If you need to \_\_\_\_\_ any detail about your meeting, try to provide advance notice and explain what happened.
2. It is a good ideal to email, text or call the day before or that \_\_\_\_\_ to make sure the time is still going to work for the Mentee.
3. Start off the meetings by being more “\_\_\_\_\_” in asking about the Mentee and sharing about yourself, rather than “professional.”

4. In the first meeting make sure you and the Mentee discuss boundaries and \_\_\_\_\_.
5. Be sure to let the Mentee know that your conversations will be \_\_\_\_\_ to help build a trusting atmosphere and be sure to talk about what is important to the mentee.
6. Use your \_\_\_\_\_ listening skills by showing interest and saying back to your Mentee what you heard and what you picked up they were feeling.
7. Before the next meeting, have a copy of the previous month's \_\_\_\_\_ to guide the discussion.

#### **Quick Tips on MENTEE INTERACTIONS**

1. Set boundaries for phone use of when and how often.
2. Do not take Mentee to your home or share your personal address.
3. Dress in business casual attire as to not intimidate with your appearance.
4. Avoid comments that would indicate wealth.
5. Be sensitive to not create intended barriers between you and your mentee.

---

#### **6.3.c Initial Mentor/Mentee Interview Tools**

---

The **HOPE Mentoring Initial Interview sheet** is a tool to help develop rapport during the initial meeting, but it does not have to be filled out during the real interview.

This form is located in Appendix A.2 Form 6.4

---

**Instructions:** For the next two minutes, review the example Initial Interview tool.

---

#### **6.4 The Role Play for the Mentor & Mentee Meeting**

---

**Facilitator notes | 4<sup>th</sup> Hour | 60 total minutes |**

**15 minute | 60 minutes remaining | **Page 87****

[Read the following content.]

---

The purpose of this role play is to give you a feel for what will take place during the meeting between the Mentor and Mentee. You will be given an opportunity to ask questions or make comments at the end of the role play.

---

**Instructions:** We need two volunteers to play one of the two characters who include: the Mentor and the Mentee. The setting is the second meeting, but the first meeting including only the Mentor and Mentee. Feel free to adlib or stay on script, but either way have fun.

**Mentor (Jordan):** Hi Lynn, I am so glad that you were able to make our first meeting. Did you have any trouble figuring out the bus route to get here?

**Mentee (Lynn):** No, the bus was on time, and I was able to get right on.

**Mentor (Jordan):** Was your aunt able to stay with your kids?

**Mentee (Lynn):** Yes, she was.

**Mentor (Jordan):** Great, since this is our first meeting, we should take time to get to know one another. So how about we just ask each other some questions and share a little bit about ourselves?

**Mentee (Lynn):** Okay.

**Mentor (Jordan):** Okay, I will start. I like pop music, reading classic books, board games, and playing softball. How about you? What do you like to do in your free time?

**Mentee (Lynn):** I like pop music too, my favorite artist is Adele. I like to play cards.

**Mentor (Jordan):** Now, you can ask me a question.

**Mentee (Lynn):** Do you have any special interests?

**Mentor (Jordan):** Let's see, I would say I like to do DIY home projects. How about you?

**Mentee (Lynn):** I do calligraphy, so I am hired sometimes to write wedding invitations.

**Mentor (Jordan):** That's awesome, such a great talent. My dad can draw, but I can't at all. Let's talk about what made us want to be a part of the program. I can start. I enjoy getting to know new people and I also like to contribute to the community by helping others.

**Mentee (Lynn):** That's nice, I was referred to the program because I am getting ready to take Vo-Tech classes, and I have not been very successful at completing school in the past, except my GED. I was homeless at one point in my life, so I would like to give back to others when I'm able to.

**Mentor (Jordan):** Thanks for sharing that about your past challenges and your desire to help others. What was the hardest part about completing school?

**Mentee (Lynn):** I had a hard time getting to school because my car is old and it breaks down a lot.

**Mentor (Jordan):** Well, what do you have now for transportation?

**Mentee (Lynn):** Well, I am learning how to take the bus places.

**Mentor:** Hey, how about we take the bus route together next week. We can see which route would work best for you to get from your apartment to school. We can also find out which building most of your classes will be located in too. What do you think about that?

**Mentee (Lynn):** Ok, I'd like that.

---

#### 6.4 Process Question

1. Any questions or comments about this Meeting?

---

**Instructions:** For the next two minutes, fill out the blank SnapShot form.

This form is located in Appendix A.2 Form 6.3.

**Quick tips to KEEP IN MIND**

- Do not give money.
- Do not meet in the home of the Mentee/Mentor.
- Do not pay bills.
- Do not give a loan or let him/her borrow money.
- Do not provide transportation.

By giving financially, you are altering the dynamics of the relationship.

**Instructions:** Circle the words you have done in the past to encourage someone. Are there any actions you would like to focus on to encourage your Mentee? In the blank boxes you can add additional ways to encourage your Mentee.

Finding Ways to Encourage			
Email	Paper certificate noting achievement	Share positive comments	Find ways to celebrate
Card	Post card	E-card	Phone call
Letter noting growth	Text		

## 6.5 Role Play Final Meeting with Mentee

**Facilitator notes | 4<sup>th</sup> Hour | 60 total minutes |  
15 minute | 60 minutes remaining | Page 89**

[Read the following content.]

The mentoring relationship has provided benefits for both the Mentor and the Mentee. At the end of the one-year commitment, both the Mentor and the Mentee will provide an evaluation of both the program and their experience. The form used for the evaluation is found in the Appendix 6.6 Mentor Evaluation.

The purpose of this role play is to give you a feel for what will take place during the final meeting. You will be given an opportunity to ask questions or make comments at the end of the role play.

---

**Instructions:** We need four volunteers to play one of the four characters who include: the Mentor, the Mentee, Regional Coordinator, and Career Navigator. The setting is the final meeting. Feel free to adlib or stay on script, but either way have fun.

**Regional Coordinator (Riley): Thank you everyone for making it here today for our last meeting. Before we have you both begin to share your evaluations, the Career Navigator and I will meet with you for about 30 minutes to review your evaluations and help you in making any changes.**

**Career Navigator (Cameron): Lynn and I will meet over here.**

**[Move chairs a few steps away]**

**Regional Coordinator (Riley): Okay, Jordan and I will stay here.**

**Career Navigator (Cameron): Lynn share with me an example of one of thing you appreciated about your Mentor.**

**Mentee (Lynn): I never felt judged by my Mentor. I have shared some stupid things I did, but never once did I feel like it would be thrown back in my face.**

**Regional Coordinator (Riley): Jordan, what growth have you seen in Lynn?**

**Mentor (Jordan): Lynn, has faced some challenges this past year. The toughest thing was finishing trade school. There were time Lynn had good reason to quit, but somehow found a way to push forward. I have to say that Lynn's perseverance has been an inspiration in my own life.**

**Career Navigator (Cameron): Okay everything looks good let's get back to the group and you will have a chance to share your evaluations.**

**[Move their chairs back together.]**

**Regional Coordinator (Riley): You both had a chance to work on your evaluation and now it is time to share them with each other. Okay who would like to share first?**

**Mentee (Lynn): I'd like to go first. I just want to say to Jordan, thank you. At first I thought this was going to be a joke, but it really helped.**

- Jordan taught me not to give up and showed me that my mentor was someone I could count on.
- You walked me through the bus route and showed me how to get around on campus.
- It was hard, but I finished my certificate at the trade school. I just want you to know how much I appreciated you coming to my graduation too. When everyone else walked across the stage and had people cheer, I felt so cared for because I knew I had someone in the audience that was cheering for me. I hope we can continue meeting. Thank you so much for everything!

**Regional Coordinator (Riley): Your turn Jordan.**

**Mentor (Jordan): Lynn, it really has been my pleasure meeting with you. I am not taking any credit for the hard work you've done. I just want to point out a few of your accomplishments.**

1. You finished trade school and overcame your transportation and families issues
2. You got a great job at Big Company even after being denied an interview three times.
3. And, you are enrolled to start at Community College next semester.

I am so proud of you. And, I have to say Lynn, your perseverance has been an inspiration in my own life and I am grateful that we met. Let's figure out a way to continue meeting.

**Regional Coordinator (Riley): You can continue your mentoring relationship outside the HOPE Mentoring Program. However, I would like to invite the both of you to come back for another year as mentors for the program. I appreciate your openness to the experience and I'm grateful that you both had a positive outcome.**

**Career Navigator (Cameron): Thank you both for your role in this mentoring relationship. All of your time and effort has paid off and I see a lot of growth in you, Lynn! Congratulations on a job well done.**

**Keep in mind, a Mentor is not a miracle worker. If the Mentee is not successful, it is not your failure. Doing your best is all that is expected of the Mentor and Mentee.**

## 6.6 Mentee Questions Covered in Mock Scenarios

**Facilitator notes | 4<sup>th</sup> Hour | 60 total minutes |**  
**15 minute | 60 minutes remaining | Page 92**

[Read the following content.]

The goal of this activity is to review a few of the concepts that a Mentor may have to discuss with their Mentee.

**Instructions:** Although one never knows the kind of questions a Mentee may ask, the following list will provide some possible topics. Your facilitator will tell you and your partner what your topic will be. You will discuss how you could answer it.

1. The Mentee needs help with transportation.
2. The Mentee needs help finding a good child-care.
3. The Mentee's family is dealing with a crisis situation.
4. The Mentee needs a good friend in his/her life.
5. The Mentee needs a support group around him/her.
6. The Mentee needs a ride to three interviews today.
7. The Mentee has a parenting question.
8. The Mentee has financial burdens.

### Quick Tip

While providing financial assistance is often the quickest and easiest way to deal with a crisis, it does not have lasting positive impacts for the participant or the Mentor/Mentee relationship.

## 6.7 Reviewing the Module

---

**Facilitator notes | 4<sup>th</sup> Hour | 60 total minutes |**

**15 minute | 60 minutes remaining | Page 80**

[Read the following content.]

[Read the following content.]

**The Hope Mentoring program provides TANF recipients with a Mentor who will support the Mentee in pursuing opportunities to grow in his/her self-reliance.**

In conclusion, mentoring is a worthwhile opportunity to give back to another, where both sides benefit from the relationship. Mentoring can offer those less fortunate an opportunity to establish a career, academic, social and/or personal goals.

Mentors benefit from:

- Developing coaching and leadership skills
- Gaining awareness and understanding
- Demonstrating expertise and sharing knowledge
- Sharing career networks with new individuals
- Making a positive difference in another person's life

Mentoring is about providing support and accountability to the Mentee, so he or she can begin to take responsibility in order to own, act and grow toward achieving his or her goals of increasing self-reliance.

Mentees benefit from:

- Developing skills to become productive citizens in the community
- Gaining career development opportunities
- Developing potential and strengths
- Developing career network connections
- Expanding knowledge of community resources

**Mentoring is coming alongside the Mentee to role model, network, encourage and guide the Mentee to learn and grow toward success.**

Module 6: Mentoring in Action

6.7 Post Assessment 103

- Please fill out the post assessment
- Leave it face down on the table, when you leave



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HOPE mentoring  
Hope, Opportunity and Prosperity for Everyone

State: **Please turn to page 95 tear out and complete evaluation. Thank you!**

## 6.8 Post Assessment

**Instructions:** Please fill out this evaluation and leave face down as you leave. Thank you.

*Please indicate your response to the questions below by circling the appropriate number, with 1 = STRONGLY DISAGREE and 5 = STRONGLY AGREE:*

1 2 3 4 5 Q1 I know everything I need to about the HOPE Mentoring program.

1 2 3 4 5 Q2 I feel competent in my role as a HOPE Mentor.

1 2 3 4 5 Q3 I am confident I know what to do to assist my future HOPE Mentee.

1 2 3 4 5 Q4 Overall this HOPE Mentoring training has been beneficial to me.

1 2 3 4 5 Q5 I would recommend this HOPE Mentoring training to others.

1 2 3 4 5 Q6 I would recommend the HOPE Mentoring trainer(s) to others.

Q7 What did you like most about this session?

Q8 What would you recommend changing about this session?

Q9 Other Comments

Thank you for your helpful feedback.

**(This page was left intentionally blank.)**

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## APPENDIX

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### A.1 REFERENCES

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## A.2 FORMS

### A.6.2.a HOPE Mentoring Application (Mentor)

# HOPE Mentoring Application

<b>Volunteer Information</b>		
Title: <input type="checkbox"/> Dr. <input type="checkbox"/> Rev. <input type="checkbox"/> Mr. <input type="checkbox"/> Ms. <input type="checkbox"/> Mrs.		Are you at least 21 years of age? <input type="checkbox"/> Yes <input type="checkbox"/> No
Volunteer Name:		
Preferred Phone Number:	Alternate Phone Number:	Best Hours to Reach You:
Email:		Maximum number of miles willing to travel to meet with Mentee _____
Address (Street and Number, City, State and Zip Code)		Days of the week available to Mentor <input type="checkbox"/> Sun <input type="checkbox"/> Mon <input type="checkbox"/> Tues <input type="checkbox"/> Wed <input type="checkbox"/> Thurs <input type="checkbox"/> Fri <input type="checkbox"/> Sat
Preferred Language:	Do you speak additional languages? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, please list languages:	
Accommodations needed for your participation in training:		
<b>Work and Educational Experience</b>		
Occupation/Job Title:	Field:	Length Employed in Current Position:
Briefly describe your work and volunteer experience:		
Education completed (check all that apply): <input type="checkbox"/> High School <input type="checkbox"/> Technical/Trade School <input type="checkbox"/> Undergraduate <input type="checkbox"/> Post-graduate <input type="checkbox"/> Other: _____		
College/Technical School Attended:	Major:	Professional Certifications:
<b>Additional Information</b>		
Briefly describe why you are interested in being a Mentor:		
Tell us which mentoring program you are most interested in participating: Youth Mentoring (ages 18-21)      Adult Mentoring      Wherever I am most needed		
List any hobbies, interests or special skills that you think will benefit our participants (attach additional pages as needed):		
Would you be willing to work with non-English speaking families? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, which languages: _____		
Tell us how you heard about this volunteer opportunity:		
Have you lived outside the state of Kansas within the last five years? <input type="checkbox"/> Yes <input type="checkbox"/> No		

---

**A.6.2.b HOPE Mentoring Participant Commitment Agreement (Mentor)**

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## HOPE Mentoring Participation Commitment Agreement

---

In the interest of building and maintaining a strong Mentoring program and working with my Mentee, I hereby commit to the following:

1. I agree to complete the HOPE Mentoring application process, which includes: the application, verification documents, an interview with the Regional Coordinator and two letters of reference.
2. I agree to complete all necessary annual training.
3. I understand that I am required to have a security clearance to serve as a Mentor. In the event that clearance is not granted or is removed after it has been obtained, I cannot serve as a Mentor.
4. I agree to a one-year commitment to the HOPE Mentoring program.
5. I agree to treat my Mentee and others with whom I have contact in this program with respect.
6. I agree to attend an initial face-to-face introduction meeting with my Mentee.
7. I agree to meet with my Mentee within two weeks of being matched. This will take place after the initial introduction meeting.
8. I agree to meet with the Mentee for a minimum of one hour per month.
9. I agree to meet with my Mentee only in public locations, including DCF offices.
10. I agree to keep regularly-scheduled meetings with my Mentee, but if unable, I will notify my Mentee and Regional Coordinator.
11. I agree to report monthly to the Regional Coordinator using the SnapShot Form.
12. I agree that I will not provide transportation to my Mentee or his/her family or friends.
13. I agree that I will not provide financial assistance or any type of monetary loan to my Mentee or his/her family or friends.
14. I agree to keep discussions about my Mentee and his/her family confidential unless circumstances arise in which I am required to report under the program guidelines or based upon professional licensure requirements.

15. I agree to report any suspected abuse or neglect that I learn of or observe through my role as Mentor in this program.
16. I agree to notify the Regional Coordinator if my contact information changes.
17. I agree to notify the Regional Coordinator if any significant changes take place with my Mentee.
18. I agree to notify the Regional Coordinator in the event of any significant changes affecting my ability to serve as a Mentor, including moving, health issues, arrest for any felony or conviction of any crime, etc.
19. I agree to abide by all guidelines of the HOPE Mentoring program as listed in the handbook and discussed during training for this program.
20. I agree to notify the Regional Coordinator immediately if I am having difficulty, wish to be assigned to a different Mentee or decide to no longer participate in the program.
21. I understand that DCF may terminate my participation as a Mentor at any time.
22. I understand that DCF may reassign me at any time to work with a different Mentee.
23. I understand the need for some closure with my Mentee should I decide to no longer serve as his/her Mentor and agree to either inform my Mentee myself of the reason I will not continue as his/her Mentor or allow the Regional Coordinator to do so.

I agree to abide by the guidelines shared, which are listed above. I acknowledge that I have attended the HOPE Mentoring training.

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HOPE Mentoring Mentor Signature

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Date

---

HOPE Mentoring Regional Coordinator Signature

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Date

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#### A.6.2.c Mentor Confidentiality Agreement

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## Mentor Confidentiality Agreement

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As a partner in the HOPE Mentoring program, you may have access to information that is confidential. The participant may share personal information. You are required to keep all information confidential that is obtained while serving as a Mentor.

Please read and sign the following confidentiality agreement.

*As a Mentor for the HOPE Mentoring program, I will have access to personal information concerning my Mentee and those close to the Mentee. In order to establish a trusting relationship between myself and my Mentee, I understand that confidentiality is essential. Therefore, I agree to never release the Mentee's name, address, phone number or any medical information that may be shared with me by the Mentee. Furthermore, I agree to not share information that may identify the Mentee to anyone except appropriate Kansas Department for Children and Families (DCF) staff. This would consist of talking about the Mentee by name with my family or friends, talking with the Mentee's family without the Mentee's permission or sharing confidential information with anyone other than appropriate DCF staff (Regional Coordinator).*

*I understand and acknowledge my responsibility to adhere to the confidentiality expectations. I also understand that unauthorized use or disclosure of confidential information will result in the termination of my participation as a Mentor and possible civil and criminal penalties under applicable federal and State law.*

*I understand this obligation to honor confidentiality will exist beyond my participation as a Mentor. Confidential information cannot be shared or released without authorization of the agency. Should I witness any action that violates rules of confidentiality, as described in this statement, I understand that I need to report this immediately to the Regional Coordinator. If I have questions pertaining to confidentiality, I know I can ask the Regional Coordinator.*

I hereby agree to abide to the confidentiality statement above.

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HOPE Mentoring Mentor Signature

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Date

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Witness

**A.6.2.d Mentee Self-assessment Form**

**Mentee SELF-ASSESSMENT FORM**

**PERSONAL DATA:**

Name: \_\_\_\_\_  
Last \_\_\_\_\_ First \_\_\_\_\_ Middle \_\_\_\_\_ Age \_\_\_\_\_

Address: \_\_\_\_\_

Home Phone: \_\_\_\_\_ Message Phone: \_\_\_\_\_

How many people are living in household: \_\_\_\_\_ How many children: \_\_\_\_\_

Check which of the following describes your household:

Two-Parent \_\_\_\_\_ Single-Parent \_\_\_\_\_ 16-19- year-old parent without a GED or high school diploma \_\_\_\_\_

Are you responsible for caring for a disabled person on a daily basis? Yes \_\_\_\_\_ No \_\_\_\_\_

What help do you think you could get from family and friends if you take classes, look for work, or if you get a job? \_\_\_\_\_

Do you work with other community organizations such as HUD, Head Start, CASA, etc.? Yes \_\_\_\_\_

No \_\_\_\_\_ If yes, please tell us about them:

**YOUR WORK HISTORY:**

How many jobs have you had in the past 18 months? \_\_\_\_\_

Have you done volunteer work or community services? Yes \_\_\_\_\_ No \_\_\_\_\_

Are your children currently being threatened or harmed in any way by someone in your life (harm can include things like stalking or threatening to hurt you, your children, your pets or other family or friends, pushing, grabbing, shoving, slapping, hitting, choking or holding you down, constantly putting you down or telling you that you are worthless; any kind of unwanted sexual contact)? Yes \_\_\_\_\_ No \_\_\_\_\_

Could working, looking for work or going to school put you or your children in danger of physical, emotional or sexual abuse: Yes \_\_\_\_\_ No \_\_\_\_\_

Tell us about your last job, why you left and what would have helped you to keep the job. \_\_\_\_\_

Tell us about your volunteer work or community service. \_\_\_\_\_

You may need to relocate or commute to become employed. Tell us how you feel about that. \_\_\_\_\_

Have you served in the military? \_\_\_\_\_ Are you eligible for military benefits? \_\_\_\_\_ If yes, have you applied? \_\_\_\_\_

**YOUR EDUCATION:**

What was the highest grade you completed in school? \_\_\_\_\_ Year? \_\_\_\_\_ Were you in special classes? \_\_\_\_\_

Tell us about any special classes you were in.

Tell us about your degrees or certifications.

Is this form easy for you to read? \_\_\_\_\_ If no, tell us why. \_\_\_\_\_

**YOUR HEALTH:**

Do you have medical problems that could affect your working? \_\_\_\_\_ If yes, are you under a doctor's care? \_\_\_\_\_

Do you or anyone in your home consume alcoholic beverages or non-prescribed drugs? \_\_\_\_\_

Has a doctor ever told you to cut down or quit the use of alcohol or drugs? \_\_\_\_\_

Could you pass an employer's drug screen today? \_\_\_\_\_

**YOUR FINANCES:**

What other income do you have that could help you?

Are you in danger of: Eviction? \_\_\_\_\_ Utility shut off? \_\_\_\_\_ Debts that could cause wage garnishment? \_\_\_\_\_

Other: \_\_\_\_\_

**YOUR STRENGTHS:**

Tell us about your strengths and special talents:

**What help do you need to get started toward the goal of supporting yourself and your family?**

- |   |  |   |
|---|--|---|
| <input type="checkbox"/> Child care                     | <input type="checkbox"/> Transportation assistance | <input type="checkbox"/> Education/training   |
| <input type="checkbox"/> Obtaining child support        | <input type="checkbox"/> Drug/alcohol counseling   | <input type="checkbox"/> Work experience      |
| <input type="checkbox"/> Help with domestic abuse issue | <input type="checkbox"/> Need a telephone          | <input type="checkbox"/> Need recertification |
| <input type="checkbox"/> Work clothing/tools            | <input type="checkbox"/> Need a driver's license   | <input type="checkbox"/> Housing              |
| <input type="checkbox"/> Legal issues                   | <input type="checkbox"/> Mental health             |   |

**SIGNED:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

Client's signature

**Social Security #:** \_\_\_\_\_

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#### A.6.2.e Client Intake Interview (Mentee)

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## Client Intake Interview

Directions: The Career Navigator may go over the following information to prepare the Mentee for the HOPE Mentoring program.

Discussion topics

Describe the mentoring program

What you can expect to get from a HOPE Mentoring Mentor

What we expect of you

When the volunteers agree to be Mentors:

- They go through a training session prior to being matched with a Mentee.
- They share their life experience with you.
- They support your goals and vision for the future.
- They act in good faith and out of a desire to help others.

Your responsibilities:

- Monthly contact with your Mentor
- Return phone calls/texts promptly.
- Be on time for appointments.
- Be willing to collaborate with your Mentor.

Mentors help with the following issues and many more:

- Someone to talk to about life issues, employment, parenting, finances, etc.

### **Interview Questions?**

1. Are you currently working? Full-time or part-time?
2. What type of job would you like to have? Do you currently have the skills for that job?
3. What form of transportation do you use? (If automobile, ask “is it reliable?”)
4. What are your goals for the next six months?
5. Do you have any long-term goals? For the next two years?
6. Do you have your GED or high school diploma? If not, would you be willing to work toward that within six months?
7. What do people say you’re really good at?
8. Are you currently dealing with any financial crisis issues such as past due bills, eviction, food or clothing needs?

9. Are you dealing with any emotional or domestic violence issues?
10. Would you be willing to make changes in your life to lower expenses in order to meet your goals?
11. What concerns do you have for your child/children?
12. Do you understand the importance of meeting commitments, returning phone calls/text, staying in contact with the Career Navigator and your Mentor and being on time for appointments in this program?
13. What is the best way to contact you? What is the best time of day to call/contact you?
14. Do you have internet access at home? If not, where do you access the internet?
15. Do you use Facebook? Is that a good way to contact you as well?
16. Are you willing to share personal information with a HOPE Mentoring Mentor?
17. Do you have a support system?
18. Why do you want to participate in the program? What do you hope to get out of it?

#### A.6.2.f HOPE Mentoring Referral and Acknowledgement (Mentee)

# HOPE Mentoring

## Referral and Acknowledgement

Name:

Date: \_\_\_\_\_ DCF Office: \_\_\_\_\_

## Short-term goal:

## Long-term goal:

## What I want to achieve:

Completed by: \_\_\_\_\_

What I hope my Mentor can assist me with:      Completed by: \_\_\_\_\_

#### Comments:

I will attend all appointments scheduled as part of the HOPE Mentoring program. This includes appointments with the Career Navigator, HOPE Mentoring Coordinator and Mentor.

I have been part of the decision making and understand that the above agreement requires my participation and cooperation.

I have received a copy of this agreement and understand my rights and responsibilities as well as those of DCF.

I will notify my worker if any changes occur in my present situation that may require an adjustment in this program and/or a change in employment status.

I will communicate regularly with my Career Navigator regarding the progress of my HOPE Mentoring program.

Client Signature: \_\_\_\_\_

Client Phone Number: \_\_\_\_\_

Career Navigator Signature: \_\_\_\_\_

Career Navigator Phone Number: \_\_\_\_\_

### A.6.3 Sample SNAPSHOP (Mentor)

## SNAPSHOT

Directions: Mentors will fill out the following information after each meeting.

<input type="checkbox"/> Education Training	<input type="checkbox"/> Health Issues	<input type="checkbox"/> Transportation						
<input type="checkbox"/> Employment	<input type="checkbox"/> Housing	<input type="checkbox"/> Other:						
<input type="checkbox"/> Family	<input type="checkbox"/> Religious Activities	<input type="checkbox"/> Other:						
<b>Comments:</b> *We discussed experience with previous training/education and his/her attitude toward future technical training. *Mentee indicates a strong interest in Vo-tech training for the 6-12 month program to get certified. *We discussed previous lack of success in school and possible ways to improve consistency in attending.								
<b>How do you feel the meeting went?</b> In this section, Mentors need to share how the relationship is going. Is it warm or distant? Is it progressing or stagnant? Is it warming up more toward a trusting, respectful relationship? Then, note each month note if it is increasing or decreasing.								
<b>Is there anything special you want to make note of?</b> Write here if there appears to be something you want to make note of. For example, she completed training, or there appears to be a bruise on the side of her cheek. Note if anything continues to happen like that.								
<b>Next Meeting:</b> <table border="1"> <tr> <td>Date:</td> <td>In two weeks</td> </tr> <tr> <td>Time: (Start &amp; End)</td> <td>6:00 pm -7:00pm</td> </tr> <tr> <td>Location:</td> <td>Free Public Library meeting room</td> </tr> </table>			Date:	In two weeks	Time: (Start & End)	6:00 pm -7:00pm	Location:	Free Public Library meeting room
Date:	In two weeks							
Time: (Start & End)	6:00 pm -7:00pm							
Location:	Free Public Library meeting room							
<b>Topics to cover:</b> <p>Topic 1: Transportation: We will discuss a plan to use public transportation. Next week, we are going to take a bus trip and become familiar with the routes and how to get to different spots in the city.</p> <p>Topic 2: We will discuss the Medicaid health care that is available to her and how she can take advantage of what is offered through the plan.</p> <p>Topic 3:</p>								
<b>What will each person do before the next meeting:</b> <p>Mentor will do: Find a couple books at the library that they both can check out that has to do with attitude, outlook and behavior. We will each read the same chapter then next meeting we will discuss the highlights we both learned from our perspectives.</p> <p>Mentee will do: Mentee will find the make and model of the car that is broken down. We will look for different repair shops available in town to get an estimate on the cost to repair.</p>								

**A.6.3.a (Extra SnapShot Form)**

## SnapShot

Directions: Mentors will fill out the following information after each meeting.

<input type="checkbox"/> Education Training	<input type="checkbox"/> Health Issues	<input type="checkbox"/> Transportation
<input type="checkbox"/> Employment	<input type="checkbox"/> Housing	<input type="checkbox"/> Other:
<input type="checkbox"/> Family	<input type="checkbox"/> Religious Activities	<input type="checkbox"/> Other:
<b>Comments:</b>		
<b>How do you feel the meeting went?</b>		
<b>Is there anything special you want to make note of?</b>		
<b>Next Meeting:</b>		
Date:		
Time: (Start & End)		
Location:		
<b>Topics to cover:</b>		
Topic 1:		
Topic 2:		
Topic 3:		
<b>What will each person do before the next meeting:</b>		
Mentor will do:		
Mentee will do:		

#### A.6.4 HOPE Mentoring Initial Interview Sample Questions

## HOPE Mentoring Initial Interview

\*Directions: During your first meeting, the Mentor and Mentee will take turns interviewing each other.  
Look for areas of similar interest.

### Mentee asks Mentor the following questions:

Name:

Hobbies or Interests:

Basic music, fishing, hunting, golf, athletics like softball league, board games, cards, reading

Any special skills:

Retired teachers – serve as a Mentor

Counseling background – individuals/couples

Individuals who had been TANF recipients in their past and are now gainfully employed and want to contribute time to help others.

What made you want to be a part of HOPE Mentoring program:

I feel good doing it. My health is good, and I like to be busy and contribute to the community, because I have a lot of experience that can help others.

What schooling did you have to take to get various jobs you have had?

Look for examples of those who have had technical training, which may have taken 6-12 months, and provided for them a good livable income.

Is there anything else you would like to know?

Contact Information:

Phone number:

You can contact me by: (circle what applies)

Text Facebook Email : \_\_\_\_\_

**Mentor asks Mentee the following questions:**

Name:

Look at Mentee's Self-assessment and write questions to ask Mentee based on the assessment information.

Interests:

Any special skills:

Hobbies:

What made you want to be a part of HOPE Mentoring program:

Do you have an idea of what job you would like to have? Do you have any idea what it will take to get there?

Contact Information:

Phone number:

You can contact me by: (circle what applies)

Text Facebook Email :

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**A.6.5 Mentoring/Mentee Checklist for Sessions 2-10**


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## Mentor/Mentee Checklist

Directions: During meetings 2-10, Mentors and Mentees can use the following checklist to guide their time.

Accomplished	<b>TASKS</b>
	1. Have a copy of SnapShot from a previous meeting to guide predetermined discussion points.
	2. Consult the employment plan so that goals can be worked on.
	3. Discuss topics of interest with the Mentee and what he/she is currently dealing with: <ol style="list-style-type: none"> <li>Perhaps problem solve strategies with them</li> <li>Think of community resources that are available to help them</li> <li>Help them make contact with the community resources, so that they can go back at a later time</li> </ol>
	4. Find ways to encourage him/her on their progress.
	5. Conclude the meeting with stating where you will meet next, the time and the date.
	6. Fill out a SnapShot Form.
	7. Send the SnapShot Form to your Regional Coordinator.

## A.6.6 Mentor Ending Evaluation

## Mentor Evaluation

\*Directions: The Mentor will fill out the following evaluation about the Mentee.

1. What milestones has the Mentee completed (trainings, license, goals)?
  2. What growth have you seen in the Mentee?
  3. Give examples of problem solving the Mentee did to figure out solutions.
  4. What did you appreciate about your Mentee and the program?
  5. What community resources were utilized by the Mentee?
  6. Would you recommend this program to another? If so, why? If not, why not?
  7. What suggestions would you make in order to make it better?

### A.6.6.a Mentee Ending Evaluation

## Mentee Evaluation

\*Directions: The Mentee will fill out the following evaluation about the Mentor.

1. What have you learned from your Mentor?
  2. What have you appreciated about the Mentor and the program?
  3. What specifically have you applied that the Mentor taught you?
  4. Would you recommend this program to another? If so, why? If not, why?
  5. What suggestions would you make in order to make it better?

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#### A.6.7 Mock Scenarios of Mentee Questions

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## Mock Scenarios of Possible Questions from Mentees

Instructions: Although one never knows the kind of questions a Mentee may ask, the following list will provide some possible topics. Your facilitator will tell you and your partner what your topic will be. You will discuss how you could answer it. Be prepared to share your answers with the group. You may make notes on this sheet that other groups share.

1. Mentee needs help with transportation.
2. Mentee needs help finding a good child care.
3. Mentee's family is dealing with a crisis situation.
4. Mentee needs a good friend in his/her life.
5. Mentee needs a support group around him/her.
6. Mentee needs a ride to three interviews today.
7. Mentee has a parenting question.
8. Mentee has financial burdens.

## A.3 Behavioral Health Services Referral

### Behavioral Health Services

#### ABC Response to Imminent Danger

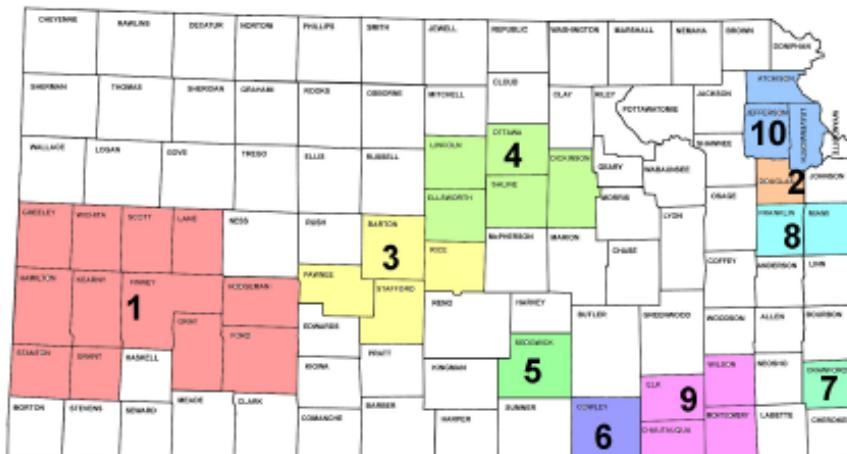
- A. Assess your safety and the safety of others (threat, danger).
- B. Be calm but quickly respond (get to safety, leave or lock the door).
- C. Call immediately for help (security or 911).

2014 Behavioral Health Awareness training by KVC

#### 123 Referral Response

1. Maintain respect and value for everyone.
2. Compassionately be aware of verbal and/or visual signs of a behavioral health problem. Ask, "Are you okay or do you need help?"
3. If they need help then share, "The state of Kansas offers services that may help. Would you like a phone number to call?" Share the number.

2014 Behavioral Health Awareness training by KVC



#### Substance Use Disorder Treatment Referral for all Counties

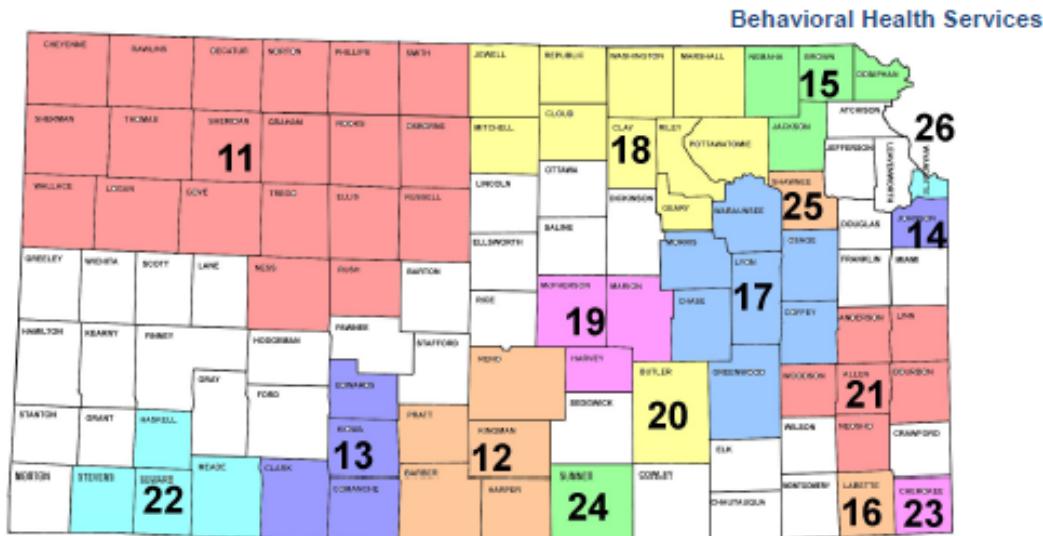
Value Options hotline (866) 645-8216 [when prompted press] 2

#### Mental Health Services Referral by County

1. Compass Behavioral Health (620) 276-7689 (Finney, Ford, Grant, Gray, Greeley, Hamilton, Hodgeman, Kearny, Lane, Morton, Scott, Stanton, Wichita)
2. Bert Nash Community Mental Health Center (785) 843-9192 (Douglas)
3. Center for Counseling and Consultation Services (620) 792-2544 (Barton, Pawnee, Rice, Stafford)
4. Central Kansas Mental Health Center (785) 823-6322 (Dickinson, Ellsworth, Lincoln, Ottawa, Saline)
5. Comcare of Sedgwick County (316) 660-7500
6. Cowley County Mental Health (620) 442-4554
7. Community Mental Health Center of Crawford County (620) 232-7283
8. Elizabeth Layton Center (800) 241-1266 (Franklin, Miami)
9. Four County Mental Health Center (800) 499-1748 (Chautauqua, Elk, Montgomery, Wilson)
10. The Guidance Center (913) 682-5118 (Atchison, Jefferson, Leavenworth)



Strong Families Make a Strong Kansas



11. High Plains Mental Health Center (**800**) 432-0333  
(Cheyenne, Decatur, Ellis, Gove, Graham, Logan, Ness, Norton, Osborne, Phillips, Rawlins, Rooks, Rush, Russell, Sheridan, Sherman, Smith, Thomas, Trego, Wallace)
  12. Horizons Mental Health Center (**800**) 794-0163 (Barber, Harper, Kingman, Pratt, Reno)
  13. Iroquois Center for Human Development (**888**) 877-0375 (Clark, Comanche, Edwards, Kiowa)
  14. Johnson County Mental Health Center (**913**) 268-0156
  15. Kanza Mental Health (**785**) 742-3666 (Brown, Doniphan, Jackson, Nemaha)
  16. Labette Center for Mental Health Services (**800**) 303-3770
  17. Mental Health Center of East Central Kansas (**800**) 279-3645  
(Chase, Coffey, Greenwood, Lyon, Morris, Osage, Wabaunsee)
  18. Pawnee Mental Health Services (**800**) 609-2002  
(Clay, Cloud, Geary, Jewell, Marshall, Mitchell, Pottawatomie, Republic, Riley, Washington)
  19. Prairie View, (**800**) 992-6292 (Harvey, Marion, McPherson)
  20. South Central MH Counseling Center (**866**) 660-3300 (Butler)
  21. Southeast Kansas Mental Health Center (**888**) 588-6774  
(Allen, Anderson, Bourbon, Linn, Neosho, Woodson)
  22. Southwest Guidance Center (**620**) 624-8171 (Haskell, Meade, Seward, Stevens)
  23. Spring River Mental Health & Wellness Center (**866**) 634-2301 (Cherokee)
  24. Sumner Mental Health Center (**800**) 369-8222
  25. Valeo Behavioral Health Care (**785**) 234-3300 (Shawnee)
  26. Wyandotte Center for Community Behavioral Health Care (**913**) 788-4200

**Problem Gambling Treatment Referral for all Counties**  
Trained professionals are available 24 hours a day to answer your questions, share about no out-of-pocket treatment costs and refer you to certified counselors near you. (800) 522-4700

