

COURSE HSS2050: BECOMING A MENTOR

Level: Intermediate

Prerequisite: HSS1050: Introduction to Mentorship

Description: Students analyze the relationship between mentoring and the wellness of individuals and communities. Students build a personal profile to prepare for their role as a mentor and demonstrate mentoring skills.

Supporting Courses: HSS3050: Becoming a Mentee
HSS2030: Perspectives on Interpersonal Relationships
HSS1030: Communication Skills for Helping Relationships

Outcomes: The student will:

1. analyze the relationship between mentoring and the wellness of individuals and communities

- 1.1 summarize the issues facing youth in today's society, such as:
 - 1.1.1 addictions
 - 1.1.2 managing relationships
 - 1.1.3 setting goals for the future
- 1.2 outline the impact of influences on youth, including:
 - 1.2.1 peers
 - 1.2.2 family
 - 1.2.3 media
 - 1.2.4 school
 - 1.2.5 culture
 - 1.2.6 community
- 1.3 summarize factors that promote wellness in individuals
- 1.4 analyze the benefits of a mentoring partnership to the:
 - 1.4.1 mentee
 - 1.4.2 mentor
 - 1.4.3 community
- 1.5 analyze community options for mentorship
 - 1.5.1 build a profile of community mentors and organizations that promote mentoring
 - 1.5.2 interview of representatives of community organizations to explore opportunities for mentoring, such as personal interview, electronic interviews, phone interviews and/or a review of a taped interview

2. demonstrate strategies for building a personal profile in preparation for assuming the role of a mentor

- 2.1 describe strategies for assessing personal strengths, development, including
 - 2.1.1 strategies for assessing personal strengths
 - 2.1.2 strategies for assessing learning styles
 - 2.1.3 strategies for assessing multiple intelligences
- 2.2 build a personal profile, including
 - 2.2.1 completion of a Developmental Assets checklist
 - 2.2.2 a summary of personal strengths identified by completing a Development Assets checklist
 - 2.2.3 a summary of goals for personal development based on results of a Development Assets checklist (SMART goals)

- 2.2.4 a description of personal learning styles based on assessment using a recognized resource
 - 2.2.5 a summary of personal multiple intelligences based on assessment using a recognized resource
- 2.3 evaluate personal life roles based on a personal profile, including roles related to
 - 2.3.1 mentoring
 - 2.3.2 a career pathway
 - 2.3.3 citizenship and volunteering
- 3. demonstrate mentoring skills in an actual mentorship experience**
 - 3.1 define *self-esteem*
 - 3.2 demonstrate basic strategies to foster high self-esteem in the mentee
 - 3.3 apply S.M.A.R.T. goals (specific, measurable, achievable, realistic, timely) to the mentoring relationship
 - 3.4 apply basic strategies to give the mentee a voice and choice in activities
 - 3.5 summarize the learning style of the mentee
 - 3.6 select activities that complement the learning style and developmental stage of the mentee
 - 3.7 apply basic creative problem solving skills in the mentoring relationship
 - 3.8 define the steps of the conflict resolution process
 - 3.9 apply basic conflict resolution skills as conflicts arise
 - 3.10 demonstrate skills to support and protect the mentor in the mentoring relationship by
 - 3.10.1 setting boundaries with mentee
 - 3.10.2 accessing support from an appropriate supervisor
 - 3.11 assess the success of the mentoring relationship based on the SMART goals established
 - 3.12 justify the importance of celebrating
 - 3.12.1 achievements related to goals
 - 3.12.2 benefits of the relationship
 - 3.13 apply basic skills for either wrapping up or renegotiating a mentoring relationship
- 4. demonstrate basic competencies**
 - 4.1 demonstrate fundamental skills to:
 - 4.1.1 communicate
 - 4.1.2 manage information
 - 4.1.3 think and solve problems
 - 4.2 demonstrate personal management skills to:
 - 4.2.1 demonstrate positive attitudes and behaviors
 - 4.2.2 be responsible
 - 4.2.3 be adaptable
 - 4.2.4 learn continuously
 - 4.2.5 work safely
 - 4.3 demonstrate teamwork skills to:
 - 4.3.1 work with others
 - 4.3.2 participate in projects and tasks
- 5. identify possible life roles related to the skills and content of this cluster**
 - 5.1 recognize then analyze the opportunities and barriers in your immediate environment
 - 5.2 identify potential resources to minimize barriers and maximize opportunities