Module 1: Welcome to the Challe*NG*e Team

Objectives:

- Become familiar with the Challe*NG*e program and team.
- Begin developing a network of mentor resources and peers.

Key Points:

Begun in 1993, the National Guard Youth Challe*NG*e Program (NGYCP) has graduated over 85,000 young adults and employs thousands of men and women who serve the mission of Challe*NG*e and work to give youth a second chance. Although you may have never heard of the NGYCP, chances are you've benefited from the program. Perhaps the skills and opportunities provided to program graduates have helped your town keep a teen away from delinquency. Or perhaps your community has been a recipient of some of the programs' over 5 million hours of service to community.

Supporting staff and cadets are the countless number of mentors, volunteers, parents, siblings, and informal cheerleaders who inspire, motivate, and encourage progress. NGYCP is glad to have you as a part of the ever-growing team. **Our mission would be impossible without you.**

Checklist:
___ Complete Activities
___ Complete the Module 1 Questions

- Information – Mission Statement: The mission of the National Guard Youth Challe*NG*e Program is to intervene in and reclaim the lives of at-risk youth to produce program graduates with the values, skills, education and self-discipline necessary to succeed as adults.

Activities:

- As you begin your training as a mentor for the Challe*NG*e program, reflect on the following:
    - Thinking big picture, in what ways do you hope to make an impact on your mentee?
    - What about the mentor role seems challenging for you?
    - Also, write down any questions you have about the Challe*NG*e program that you want answered within the online training and/or face-to-face training

Module 2: Overview of the Challe*NG*e Program

Objectives:

- List the eight core components for cadets in NGYCP.
- Be exposed to the principles and attributes of NGYCP.
- Consider benefits of mentoring.

Key Points:

The National Guard Youth Challe*NG*e Program (NGYCP) is a free, co-educational, preventative program for high school dropouts aged 16-18 years old. The mission is "*to intervene in the lives of at-risk youth and produce program graduates with the values, skills, education, and self-discipline necessary to succeed as adults.*" The program accomplishes this mission through a structured 17-½ month program that gives youth the opportunity to improve life skills and employment potential through development in core component areas.

Challe*NG*e is managed by the National Guard Bureau. The program embraces a "quasi-military" philosophy. Quasi means "resembling somebody or something in some ways, but not the same." The program is based on principles such as self-discipline, teamwork, self-esteem, personal responsibility, ethics, goal setting, and community service. *ChalleNGe is not a boot camp.* Program graduates are not in any way required or expected to enlist in the military upon graduation. Cadets self-select into the program and are not forced into the program.

Checklist:
___ Complete Activities
___ Complete the Module 2 Questions

Module 2: Overview of the Challe*NG*e Program Continued……

Activities:

Mentoring Benefits to Cadet	Mentoring Benefits to Mentor
Improve academic performance	Increased feelings of self-worth
Reduce the likelihood of dropping out of the Challe*NG*e Program	Collaborative problem solving
Reduces the incidence of high risk behaviors such as substance use and abuse, carrying a weapon, unsafe sex and violence	Increased social and volunteer activity
Helps young people live up to their academic, emotional and social potential	Increased patience
Helps develop the competence and character to succeed as adults	Improvement in relationships with other family members and unanticipated enjoyment in activities with youth
	A feeling of effectiveness
	Development of a new skill (listening and working with people)
	Expanded social network

- Can you list additional benefits to mentoring for the mentor? Mentee? Society? Why did you decide to be a mentor? Can you find your reason within the list? If not, add it.

The National Guard Youth Challenge Program History

The National Guard has two roles - one as part of the nation's military force, protecting our freedom and way of life, and the other to provide individual states with emergency response and community support missions.

Whether working to improve the natural environment, safeguarding our states from illegal drug traffic, educating America's youth, or connecting with families and employers, the National Guard is involved and makes an impact.

Program Authorization

In the early 1990's, Congress recognized the inherent community strengths of the Guard as well as its ability to train, lead, and mentor young people in a caring yet disciplined environment. The National Guard Youth Challe*NG*e Program was authorized by Congress in the 1993 Defense Authorization Bill as a pilot program.

The goal of the program was to determine whether life skills, education levels, and employment potential of youths who drop out of secondary school could be significantly improved through quasi-military assisted training. Administered and managed by the National Guard Bureau, and under the auspices of the Assistant Secretary of Defense, Reserve Affairs, agreements to conduct this program were entered into between the National Guard Bureau and the state Governors and Adjutants General.

The original agreements allowed ten selected states to identify a targeted number of diverse at-risk youth and to conduct a seventeen-month Challe*NG*e Program.

Program Design

The program was designed around a model identified by The Center for Strategic & International Studies (CSIS) and consisted of three phases: a two-week Pre-Challe*NG*e residential phase, a twenty-week Residential phase, and a twelve-month Post-Residential phase.

A quasi-military environment was defined for the 22-week residential phase. An intervention model of eight core components was designed to improve individual skills and enhance the holistic growth of the participants. The Post-Residential phase was structured for long-term follow-up with individual mentors being assigned to each student.

Beginning to Present

By 1995, fifteen states were participating in the Youth Challe*NG*e Program with another twenty-three states on a waiting list for a program. In 1998, Congress permanently authorized the program at 60% Federal funding, 40% State funding. At this time there are 35 Challe*NG*e programs in 27 states and Puerto Rico.

Module 3: What is a Mentor and Roles of the Mentor and Mentee

Objectives:

- Identify the five areas of the mentoring pyramid
- Develop skills in forming open-ended and quality questions to ask of the mentee
- Be introduced to active listening techniques

Key Points:

A mentor is a person or friend who guides a less experienced person by building trust and modeling positive behaviors. An effective mentor understands that his or her role is to be dependable, engaged, authentic, and tuned into the needs of the mentee.

Today, most youth development organizations recognize the importance of a child having a caring responsible adult in their lives. For children who come from less than ideal circumstances, mentoring can be a critical ingredient towards positive youth outcomes. Developmental psychologist and co-founder of Head Start, Urie Bronfenbrenner said it best, "development, it turns out, occurs through this process of progressively more complex exchange between a child and somebody else—especially somebody who's crazy about that child."

The word mentor comes from the character "Mentor" in Homer's epic tale, *The Odyssey*. Mentor was a trusted friend of Odysseus, the king of Ithaca. When Odysseus fought in the Trojan War, Mentor served as friend and counsel to Odysseus' son Telemachus. *Riverside Webster's II New College Dictionary 1995* defines a mentor as "a wise and trusted teacher or counselor". The act of mentoring is a series of ongoing and little successes. You will be able to make a real impact through consistent and ongoing relationship building.

Checklist:

___ Review the Resources
___ Complete Activities
___ Complete the Module 3 Questions

Module 3: What is a Mentor and Roles of the Mentor and Mentee….Continued?

Activities:

- The volunteer inventory defines several reasons why you might volunteer to be a mentor.

Function	Description	Example
Values Function	The person is volunteering in order to express or act on important values, such as humanism and helping the less fortunate	"I hear so much about the hard lives these kids have and feel I should do what I can to help."
Understanding Function	The volunteer is seeking to learn more about the world and/or exercise skills that are often unused	"I know I've lived a sheltered life, so I want to know what these kids are dealing with."
Enhancement Function	The individual is seeking to grow and develop psychologically through involvement in volunteering	"I get such a good feeling when I am helping others."
Career Function	The volunteer has the goal of gaining career-related experience through volunteering	"I'm considering getting into education and want to see how I get along with children."
Social Function	Volunteering allows the person to strengthen one's social relationships	"Two of my good friends are mentors and say I'd be good at it."
Protective Function	The individual uses volunteering to reduce negative feelings, such as guilt, or to address personal issues	"I want to give a child the role model I never had growing up."

- Remember back to why you agreed to be a mentor. In the text field below try to identify examples for yourself that match the various functions of volunteering. Reflecting on and identifying your reasons now will help you maintain your focus throughout your time as a mentor. Come back and review what you have listed when you need a reminder of why you chose to volunteer as a youth mentor.

Module 4: Characteristics of a Mentor

Objectives:

- List characteristics of successful mentors
- Review testimony from others that define characteristics of quality mentors

Key Points:

Let's take a look at the following characteristics of successful mentors:

1. High level of attunement in their personal relationships
2. Belief that they are capable of filling the mentor role (self-efficacy)
3. Realistic expectations about the relationship, the experience, and the impact they can have on youth
4. The ability to problem solve and seek out support from the program to overcome difficulties and avoid ending the match
5. Having a youth-centered focus—the ability to relate to youth at their level
6. An awareness of their own personal biases and cultural competency
7. The ability to reflect their own motivations, actions, and contributions to the relationship

The research has demonstrated that youth in high quality relationships improve academic performance, reduce the likelihood of dropping out, decrease incidence of high risk behaviors—substance abuse, carrying a weapon, unsafe sex and violence, and supports young people in their development – academic, emotional and social.

Checklist:

___ Review the Resources
___ Complete Activities
___ Complete the Module 4 Questions

Resources: (Located on the Mentor Training Page of the Website)

- **PDF – "Mentoring Works" by Jonathan Alter:** This article provides a great summary of why mentoring is working with youth.
- **PDF - "Getting the Gold" by Annetta Miller:** This article outlines how mentors must always consider the goals, need, and interests of the mentee (cadet) when engaging in the relationship.

Module 4: Characteristics of a Mentor…..Continued.

Activities:

- Fill-in the last column to help identify some of the reasons you have decided to be a volunteer mentor with Challe*NG*e. Reflecting on and identifying your reasons now will help you maintain your focus throughout your time as a mentor. Come back and review what you have listed when you need a reminder of why you choose to volunteer as a youth mentor.

Function	Description	Example	Your own reasons for mentoring
Values Function	The person is volunteering in order to express or act on important values, such as humanism and helping the less fortunate	"I hear so much about the hard lives these kids have and feel I should do what I can to help."	
Understanding Function	The volunteer is seeking to learn more about the world and/or exercise skills that are often unused	"I know I've lived a sheltered life, so I want to know what these kids are dealing with."	
Enhancement Function	The individual is seeking to learn more about the world and/or exercise skills that are often unused	"I get such a good feeling when I am helping others."	
Career Function	The volunteer has the goal of gaining career-related experience through volunteering	"I'm considering getting into education and want to see how I get along with children."	
Social Function	Volunteering allows the person to strengthen one's social relationships	"Two of my good friends are mentors and say I'd be good at it."	
Protective Function	The individual uses volunteering to reduce negative feelings, such as guilt, or to address personal address	"I want to give a child the role model I never had growing up."	

Module 5: The Case Manager & Reporting

LISTEN To Audio Files:

Dave Van Patten: *Continued Support*
Myron James: *Role of the Case Manager*

Objectives:

- Identify relevant responsibilities of a case manager
- Become familiar with monthly reporting requirements

Key Points:

Case managers exist to support you and your mentoring relationship. They are your first line of defense and can help answer questions or concerns you might have. Case management refers to the "oversight practices employed by a program that lead to active mentor matches and successful cadet placement" within the Post-Residential Phase. The case manager ensures the key elements of a positive mentor and mentee relationship are in place. These elements are outlined in the contract that you will receive. "Active mentor matches" refer to situations in which mentors and mentees are fulfilling their contact requirements and meeting monthly reporting requirements.

Case manager duties might include, but are not limited to: maintaining monthly communication with mentors, monitoring and recording mentoring activities and contacts, recording cadets' placement activities, and maintaining and reporting on contact with cadets who are active duty military.

Perhaps most importantly, case managers act as cadet advocates, helping them to stay on the right track and make progress in attaining their P-RAP goals, assisting in NGYCP's mission of producing program graduates with the skills, education, and self-discipline necessary to succeed as adults.

Checklist:
___ Complete Activities   ___ Complete the Module 5 Questions

Activities:

- Contact your case manager, introduce yourself, and ask your case manager to supply you with a copy of the case manager report or ask for guidance on what information the case manager expects from the mentor (when and in what format?). In addition, consider drafting a schedule for yourself to help with your time management approach to mentoring with Challe*NG*e.

Module 6: Qualities & Needs of Adolescents

Objectives:

- List the needs of adolescents
- Review testimony about how the Challe*NG*e program addressed the needs of at-risk youth

Key Points:

According to Larry Brendtro, an expert on at-risk youth, young people have four basic needs, in addition to physical needs. They are:

1. Belonging – The need to be accepted and loved by others, rather than be alienated from them. Youth seek to gain the acceptance, attention, and affection of others.
2. Mastery – The need to be good at something, rather than stay caught in a cycle of failure. Youth seek to master their environment and achieve their goals.
3. Independence – The need to gain control of one's destiny, rather than be at the mercy of others. Youth seek to control their world and gain the respect of others.
4. Generosity – The need to give to others, rather than to be always receiving. Youth need to be needed in the lives of others, to contribute to someone else's life and to be worth something to that person or culture.

Beneath all four needs lies the search for meaning. Youth strive to meet their basic needs because they want their lives to have meaning and importance. The drive to meet these needs becomes even more urgent when environment is unsafe or inadequate.

Checklist:

___ Review the Resources
___ Complete Activities
___ Complete the Module 6 Questions

Resources:

- **Website – Program Tool Risk Factors:** This website defines various "risk factors" and "protective factors" that impact at-risk youth.
- **Website – Healthy Youth! Adolescent Health:** This website, created by the Centers for Disease Control, outlines societal influences that impact the health of youth

Activities: Reflect on the basic needs of young people from this lesson. Pick one of those needs and write in your workbook about how being a mentor will help meet that need for your cadet.

Module 7: Relationship Building

Objectives:

- List the five stages of relationship development
- Match times in the Challe*NG*e cycle when stages will most likely occur
- Review various examples of mentor and cadet relationship challenges

Key Points:

Mentoring is difficult without strong connections. Strong connections are dependent on trust. Understanding the stages of a mentoring relationship can help you to have more realistic expectations about your relationship. It is especially helpful to understand the normal issues in any relationship and know that many problems can be resolved. The five stages in developing and establishing any relationship are:

1. Forming. In this first stage, there is a high degree of anxiety and uncertainty. It is the get-acquainted time.
2. Norming. The mentor and cadet search for common ground, share experiences, and build trust.
3. Storming. Relationship setbacks and failures become "teachable moments."
4. Performing. Trust deepens and a comfort level in the relationship is reached.
5. Mourning (morning). This is the end of the formal mentoring commitment and the beginning of a more informal mentoring relationship and friendship.

The stages listed are not necessarily sequential. Sometimes an earlier stage that has been completed may be repeated. For example, after the Performing Stage, the Storming Stage might occur again or for the first time. This might mean emphasis needs to be placed on the Norming Stage or the Forming Stage.

The first three months of the mentoring relationship are important and need a lot of attention. Successful early stages of the relationship—Forming and Norming—are crucial to the long-term effectiveness of the match and the achievement of Challe*NG*e goals. Another critical time in the mentoring relationship is the first three months after graduation. This can become another Forming Stage. Storming is common during this period as well. It is not uncommon to return to various stages several times. Persistence and consistency will ensure that this relationship will succeed.

Checklist:

___ Review the Resources
___ Complete Activities
___ Complete the Module 7 Questions

Module 7: Relationship Building…..Continued.

Activities:

- "Every mentoring relationship is different—a unique blend of the volunteer's and youth's experiences, personalities, and circumstances. Success requires motivation, commitment, and flexibility on the part of the adult and youth, along with concerted effort on the part of the program to support each match in all of its complexity." — Jean Rhodes
  - Reflect on this quote regarding your motivation, commitment, and flexibility and how you will learn about your mentors experiences, personality, and circumstances.
    - List three activities you will do or questions you will ask to learn about your mentee experiences.
    - List three activities you will do or questions you will ask to learn about your mentee motivations.
    - List three activities you will do or questions you will ask to learn about your mentee circumstances.

Module 8: Expectations of the Relationship

Objectives:

- List the five stages of relationship development
- Match times in the Challe*NG*e cycle when stages will most likely occur
- Review various examples of mentor and cadet relationship challenges

Key Points:
Like any relationship, there will be challenges. Preparing ahead of time for these challenges will help the long-term success of your partnership. Review the Relationship presentation to the right of your screen to acclimate you to some of the possible scenarios you may encounter.

Checklist:

___ Review the Resources
___ Complete Activities
___ Complete the Module 8 Questions

Activities:

- In regards to the mentor/mentee relationship, list two expectations that you have of your mentee.
- In regards to the mentor/mentee relationship, list two expectations that you have of yourself.
- In regards to the mentor/mentee relationship, list two expectations that you have of your time together with your mentor.
- Use this list as a start for your conversation with your mentee regarding expectations. Be sure to make the expectations realistic and achievable.

Resource 1: STAGES OF A MENTORING RELATIONSHIP

Stage 1: Developing Rapport and Building Trust

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

- **Predictability and consistency**

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

- **Testing**

    Young people generally do not trust adults. As a result, they use testing as a coping or defense mechanism to determine whether they can trust you. They will test to see if you really care about them. A mentee might test the mentor by not showing up for a scheduled meeting to see how the mentor will react.

- **Establish confidentiality**

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

- **Goal setting (transitions into Stage 2)**

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

Stage 2: The Middle—Reaching Goals

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

- **Closeness**

    Generally, during the second stage the mentor and mentee can sense a genuine closeness in the relationship. Courtesy of Mass Mentoring Partnership, *Mentoring 101 Train the Trainer Curriculum.*

• **Affirming the uniqueness of the relationship**

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

• **The relationship may be rocky or smooth**

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

• **Rely on staff support**

<u>Stage 3: Closure</u>
If the rough period continues or if a mentor feels that the pair has not reached the second stage, he or she shouldn't hesitate to seek support from the mentoring program coordinator. Sometimes two people, no matter how they look on paper, just don't "click." Some mentor/mentee pairs don't need to worry about this stage until farther down the road. However, at some point all relationships will come to an end—whether it's because the program is over, the mentor is moving or for some other reason. When this happens, it's critical that the closure stage not be overlooked. Many young people today have already had adults come and go in their lives and are very rarely provided the opportunity to say a proper goodbye.

• **Identify natural emotions, such as grief, denial and resentment**

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

• **Provide opportunities for saying goodbye in a healthy, respectful and affirming way**

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

• **Address appropriate situations for staying in touch**

Mentors should check with the mentoring program coordinator to find out the policy for staying in touch with their mentees once the program has come to an end. This is especially important if the program is school-based and mentors and mentees meet during the school year but the program officially ends before the summer starts. If mentors and mentees are *mutually* interested in continuing to meet over the summer, they may be allowed to, but with the understanding that school personnel may not be available should an emergency arise. Each mentoring program may have its own policy for future contact between mentors and mentees. That's why it's best for mentors to check with program personnel during this stage.
<u>Courtesy of Mass Mentoring Partnership, *Mentoring 101 Train the Trainer Curriculum*.</u>

#4 – Building Trust & Attachment with Your Mentee

Every mentoring relationship cycles through phases as it matures. These phases tend to come in order, but there are many times when you'll feel you've looped back or jumped ahead.

Phase 1: *Beginning the Relationship*

Early on, you and your mentee will be testing the water with each other. Your mentee may feel nervous or wary, and may be on their best behavior for you. They may also get frustrated if things don't go as expected. You, on the other hand, may want to "fix" everything. You may find yourself adjusting your initial expectations about being a mentor once you've experienced it for real. And both of you may be trying to bridge each others' age, cultural, and lifestyle differences as well as finding things in common.

Strategies
♦ Be consistent and reliable.
♦ Show you are willing to listen.
♦ Focus on doing things *with* rather than *for* your mentee.
♦ Be aware of your own feelings about age, cultural, and lifestyle differences.
♦ Be nonjudgmental.
♦ Reach out, be available.
♦ Be open and honest about what you can, cannot, or have to do.

Stage 2: *Building Trust*

Now that the two of you know each other better and have some shared experiences, you and your mentee may experience greater trust. Your mentee may be opening up, having more self-esteem or simply feeling more confident because you have demonstrated that you care. As a result, your mentee may begin sharing more information, and perhaps relying on you more for support and validation. In this stage there is the possibility of your mentee becoming over-dependent upon you. You may be feeling overwhelmed by the issues and needs of your mentee, or you may be feeling more satisfaction with the relationship.

Strategies
♦ Be patient.
♦ Expect setbacks.
♦ If you think your mentee is becoming too dependent, set limits around the frequency and duration of visits and encourage him to broaden his support network.
♦ Be involved, yet keep perspective.
♦ Continue to be consistent and reliable.
♦ Continue to treat your mentee as capable.

Makes You Think –

Research by Search Institute (www.search-institute.org) shows that only 20% of young people think that adults in the community value youth.[1] You can strengthen your mentoring relationship by demonstrating how much you value your mentee's ideas, perspectives, and companionship!

Module 9: Introduction to P-RAP

LISTEN To Audio Files:

Joseph Padilla   **Dave Van Patten**   **Thomas Early**

Objectives:

- Become familiar with the Post-Residential Action Plan (P-RAP)

Key Points:

The Post-Residential Action Plan (P-RAP) is a tool that supports the process of goal development and action planning for the Residential and Post-Residential Phases. Some programs have their own names for the Post-Residential Action Plan, including the "Cadet Action Plan" (CAP), or "My Action Plan" (MAP).

Regardless of name, the tool provides the roadmap to a cadet's success. The written plan created by each cadet provides the cadet with training in how to set goals and make plans while keeping ownership of their future. In short, the P-RAP is "the link between the Challe*NG*e Program and post-residential success. The P-RAP server's four functions:

1. Helps cadets identify and obtain more durable placement
2. Provide focus for mentoring relationships and guide mentor responsibilities
3. Increase post-residential accountability
4. Help post-residential staff to monitor placement activities and work with cadets in the Post-Residential Phase.

The mentor should use the P-RAP as a basis for conversations with the cadet and use the plan as a guide in helping the cadet succeed.

Checklist:
___ Complete Activities   ___ Complete the Module 9 Questions

Activities:
- Practice by setting three S.M.A.R.T. goals for yourself with regards to your mentoring relationship. Also be sure to consider the following:
    - Outcomes – What is your goal?
    - Methods – What are the steps necessary to achieve your goal?
    - Barriers – What might keep you from reaching your goal?
    - Resources – Who or what will support you in reaching your goal?
    - Strategies – What steps you will take to overcome what is keeping you from reaching your goal.

Resource 1: SMART Goal Setting: A Surefire Way to Achieve Your Goals

I encourage you to pick up a pen and a piece of paper and jot down the goals you want to reach. Look at each goal and evaluate it. Make any changes necessary to ensure it meets the criteria for a SMART goals:

- S = Specific
- M = Measurable
- A = Attainable
- R = Realistic
- T = Timely Specific

Goals should be straightforward and emphasize what you want to happen. Specifics help us to focus our efforts and clearly define what we are going to do.

Specific is the What, Why, and How of the SMART model.

- **WHAT** are you going to do? Use action words such as direct, organize, coordinate, lead, develop, plan, build etc.
- **WHY** is this important to do at this time? What do you want to ultimately accomplish?
- **HOW** are you going to do it? (By…)

Ensure the goals you set is very specific, clear and easy. Instead of setting a goal to lose weight or be healthier, set a specific goal to lose 2cm off your waistline or to walk 5 miles at an aerobically challenging pace.

Measurable

If you can't measure it, you can't manage it. In the broadest sense, the whole goal statement is a measure for the project; if the goal is accomplished, that is a success. However, there are usually several short-term or small measurements that can be built into the goal.

Choose a goal with measurable progress, so you can see the change occur. How will you see when you reach your goal? Be specific! "I want to read 3 chapter books of 100 pages on my own before my birthday" shows the specific target to be measure. "I want to be a good reader" is not as measurable.

Establish concrete criteria for measuring progress toward the attainment of each goal you set. When you measure your progress, you stay on track, reach your target dates, and experience the exhilaration of achievement that spurs you on to continued effort required to reach your goals.

Attainable

When you identify goals that are most important to you, you begin to figure out ways you can make them come true. You develop that attitudes, abilities, skills, and financial capacity to reach them. Your begin seeing previously overlooked opportunities to bring yourself closer to the achievement of your goals.

Goals you set which are too far out of your reach, you probably won't commit to doing. Although you may start with the best of intentions, the knowledge that it's too much for you means your subconscious will keep reminding you of this fact and will stop you from even giving it your best.

A goal needs to stretch you slightly so you feel you can do it and it will need a real commitment from you. For instance, if you aim to lose 20lbs in one week, we all know that isn't achievable. But setting a goal to loose 1lb and when you've achieved that, aiming to lose a further 1lb, will keep it achievable for you.

The feeling of success which this brings helps you to remain motivated.

Realistic

This is not a synonym for "easy." **Realistic, in this case, means "do-able."** It means that the learning curve is not a vertical slope; that the skills needed to do the work are available; that the project fits with the overall strategy and goals of the organization. A realistic project may push the skills and knowledge of the people working on it but it shouldn't break them.

Devise a plan or a way of getting there which makes the goal realistic. The goal needs to be realistic for you and where you are at the moment. A goal of never again eating sweets, cakes, crisps and chocolate may not be realistic for someone who really enjoys these foods.

For instance, it may be more realistic to set a goal of eating a piece of fruit each day instead of one sweet item. You can then choose to work towards reducing the amount of sweet products gradually as and when this feels realistic for you.

Be sure to set goals that you can attain with some effort! Too difficult and you set the stage for failure, but too low sends the message that you aren't very capable. **Set the bar high enough for a satisfying achievement!**

Timely

Set a timeframe for the goal: for next week, in three months, by fifth grade. Putting an end point on your goal gives you a clear target to work towards.

If you don't set a time, the commitment is too vague. It tends not to happen because you feel you can start at any time. Without a time limit, there's no urgency to start taking action now.

Time must be measurable, attainable and realistic. Everyone will benefit from goals and objectives if they are SMART. SMART, is the instrument to apply in setting your goals and objectives.

Module 10: Communication Between Mentor and Mentee

Objectives:

- Practice active listening skills
- Understand the concept of youth-centered mentoring

Key Points:

Healthy communication requires *active listening skills. Active listening* is about receiving information from the cadet and remaining non-judgmental and empathetic. How can you be an active listener?

- Give undivided attention! Find a time and place that allows you to focus on this cadet. Avoid mixing other obligations with this time and find a location that will not be distracting to either party.
- Seek to understand! When the cadet is sharing information, seek to understand. Ask more questions and try to withhold judgment.
- "*What I hear you saying is…*" We all want to be understood. Show the cadet you are listening.
- Non-verbal's are powerful! 93% of communication is nonverbal. Show the cadet you are listening with your body language, i.e. head nodding, arms unfolded and eye contact.

Developing a youth-centered relationship is about finding a cadet's strengths. This is a fundamental shift away from focusing on a child's 'issues.' With active listening skills and an emphasis on identifying your cadet's strengths, your relationship will be off to a good start.

Checklist:

___ Review the Resources
___ Complete Activities
___ Complete the Module 10 Questions

Activities:
- Reflect on the questions below. Save your responses in the area below to help you practice active listening approaches with your mentee.
    1. Identify three locations that would give you undivided time with your mentee.
    2. How can you learn more about the cadet's strengths? Identify 1-2 questions you could ask to learn more about what they are good at or proud of.

Resources: <u>Fairview Health Library: Active Listening Tip Sheet</u>

⠿ FAIRVIEW **Active Listening**

What is active listening?

Active listening is a way of paying attention to other people that can make them feel that you are hearing them. It does not mean doing what other people want, but it does mean making it clear that you understand what they are saying.

This type of listening is called active because it requires certain behaviors of the listener. These behaviors include listening carefully, not interrupting, using words and body language (like eye contact and sitting forward) to show that you are trying to understand what the other person is saying.

What are the most important active listening behaviors?

- Be silent. Being quiet without interrupting encourages the other person to speak.
- Accept. Nod your head or say "Yes," "I see what you mean," or "Go on, please." This indicates that you have heard the other person and that you will not be disagreeing. These words and gestures encourage most people to speak more.
- From time to time, restate what you believe the other person has said: "So you are saying that . . . ."
- Clarify with questions about what you think he means: "Let me see if I understand. Do you mean . . . ?"
- Summarize when the person is finished speaking: "In the last few minutes you have been saying that you believe . . . and think . . . ." This summary restates briefly the speaker's point of view.

What are the key body poses for active listening?

Nonverbal cues can be an indicator of how a person is feeling, underlining or adding emphasis to what he or she says. To demonstrate active listening body language:

- Keep up good eye contact. Look at the person you are listening to. Do not turn away. You may want to lean forward.
- Nod your head, say "mm-hmm," as a sign you are paying attention.
- Relax your body. Being tense or fidgety makes the other person wonder if you are listening.
- Make encouraging gestures with your hands.
- Take notes of what the person is saying, when appropriate.
- Set aside whatever you are doing in order to concentrate.
- Do not do something else or leave the room.

Why is active listening difficult?

A number of feelings and circumstances can get in the way of active listening and make it difficult:

- When people are preoccupied with current life stresses or difficult situations, it is hard for them to listen.
- Anxiety can make it hard to listen. For example, children who are anxious at school often have difficulty learning.
- Being angry at the person who is talking also makes it hard to listen, especially if the person is blaming you or talking about something he or she feels is your fault.
- Having an idea in mind of what a person "should" do makes it hard to listen to that person's point of view. This is particularly true if the feelings he or she is expressing do not seem logical to you.

What behaviors should be avoided in active listening?

- Avoid "why" questions. These tend to make people feel defensive.
- Do not tell the other person what to do.
- Avoid quick reassurance, saying things like, "Don't worry about that."
- Avoid rejecting, making fun of the other person, or refusing to listen to the person about something.
- Avoid digging for information and forcing the other person to talk about something he or she would rather not talk about.

Why is active listening important?

Active listening is important because it can help you understand other people. This can make you more successful in the workplace and help you have better relationships with friends and family. When other people feel you really listen to them, they can be much easier to deal with because they feel you understand their position.