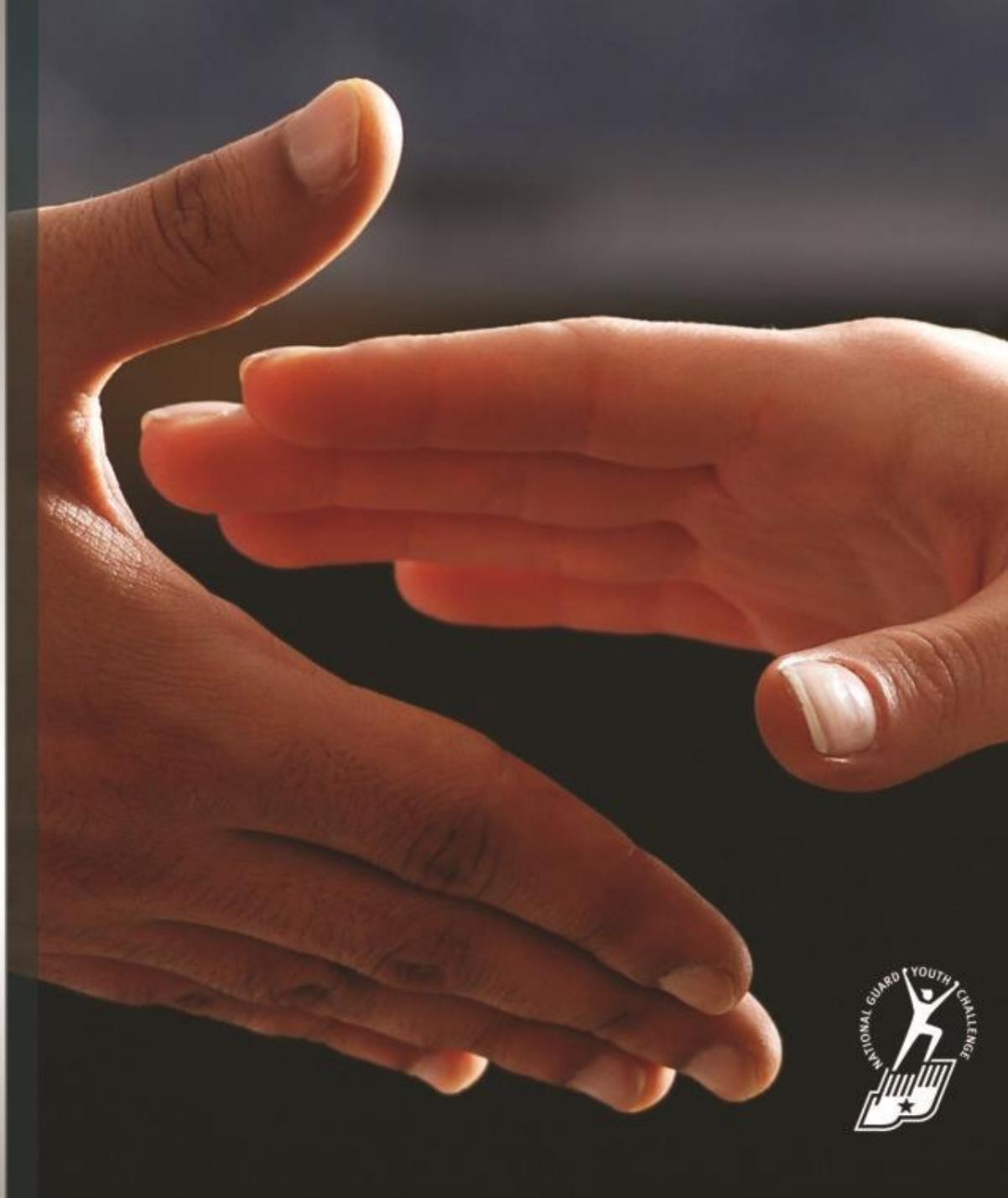


Mentor Training (Part 1)

*equipping. engaging.
committing.*



“MENTORING WORKS”



RPM Department

(Recruitment/ Placement/ Mentor)



Lead Counselor
Kekaula Tupua
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1st Platoon
Case Manager
Tricia Liupaono
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2nd Platoon
Case Manager
Ruth Osborne
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3rd Platoon
Case Manager
Tezrah Duldulao
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Assistant
Mentor Coordinator
Gail Fujimoto
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Counselor (Career)
Gladys Pselio
808-685-7131



Counselor (College)
Dwayne Barcial
808-685-7138



Counselor (Military)
Kamuela Woode
808-685-7144



Assistant
Mentor Coordinator
Marivonne Mauga
808-685-7136





Thinking about the BIG picture, in what ways do you hope to make an impact on your mentee?

1. _____
2. _____
3. _____

What do you feel will be challenging for you, as you take the role of MENTOR?



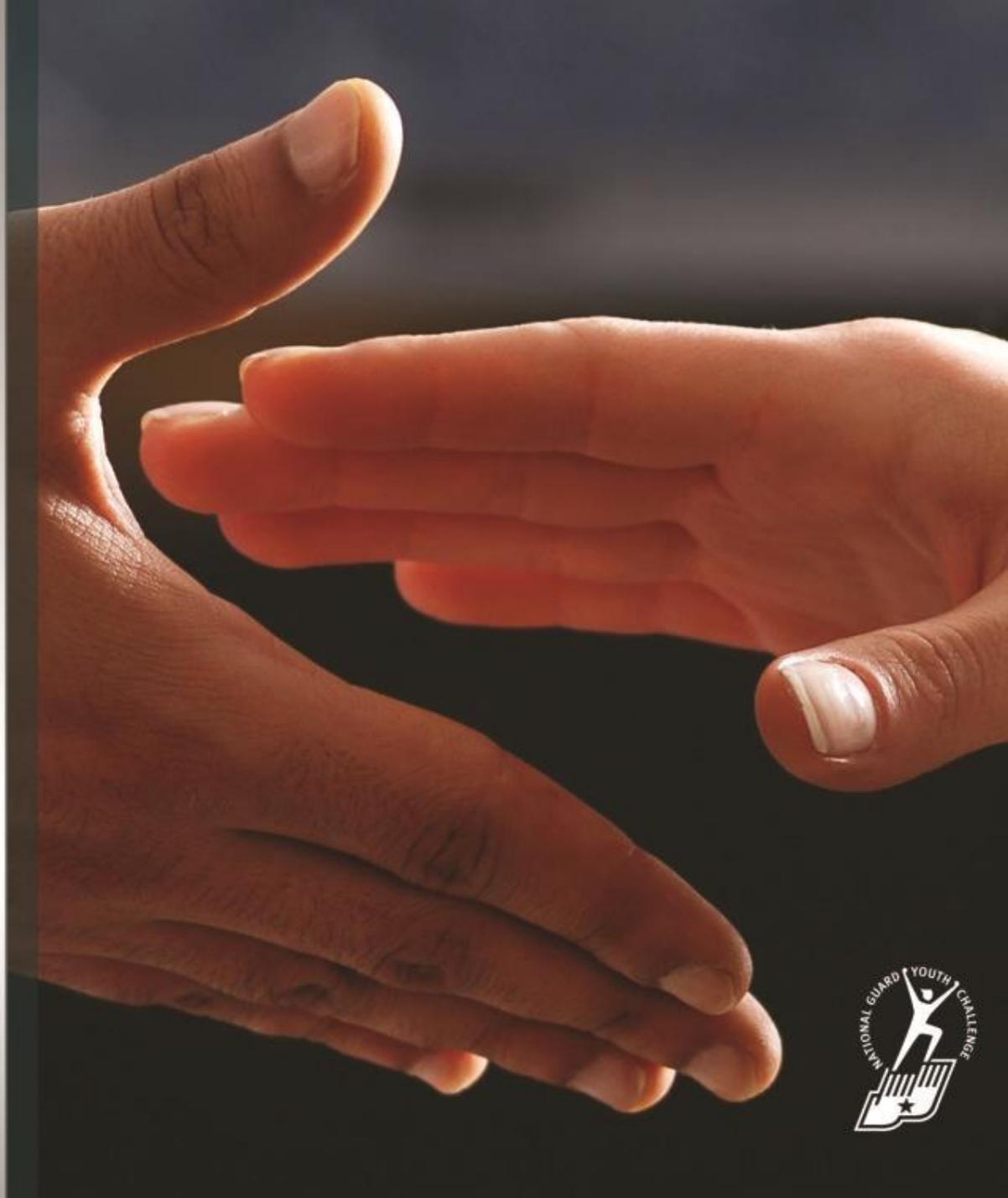
Module 1

Challenge

Program Overview

Learning Objectives:

- HINGYCA's mission, vision and goals
- Elements of the Donohue Intervention Model
- IDENTIFY the phases of ChalleNGe and the 8 Core Components



Brief history...



- Established in 1993, the National Guard Youth ChalleNGe Program (NGYCP) has graduated over 85,000 young adults and employs thousands of men and women who serve the mission of ChalleNGe and work to give youth a second chance.
- Although you may have never heard of the NGYCP, chances are you've benefitted 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!



Brief history...



- The National Guard Youth ChalleNGe Program (NGYCP) is a co-educational, preventative program for high school dropouts aged 16-18 years old.
- The program accomplishes our “mission” through a structured 17 ½ month program that gives youth the opportunity to improve life skills and employment potential, through development in the 8 core components.
- The program embraces a “quasi-military” philosophy. *Quasi* meaning, resembling in some ways, but not the same. NGYCP is based on principles such as self-discipline, teamwork, self-esteem, personal responsibility, ethics, goal setting and service to community.
- ChalleNGe is NOT a boot camp, program graduates are not in any way expected to enlist in the military upon graduation.
- Cadets self-select into the program and are not forced into the program



ChalleNGe Mission



Empowering “at promise” youth of Hawaii with a quasi-military regimen. Exploring their strengths to navigate pathways through educational and career success.



ChalleNGe Vision



We envision
a thriving program
of future leaders,
striving towards
“GREATNESS”!



ChalleNGe Vision Goals

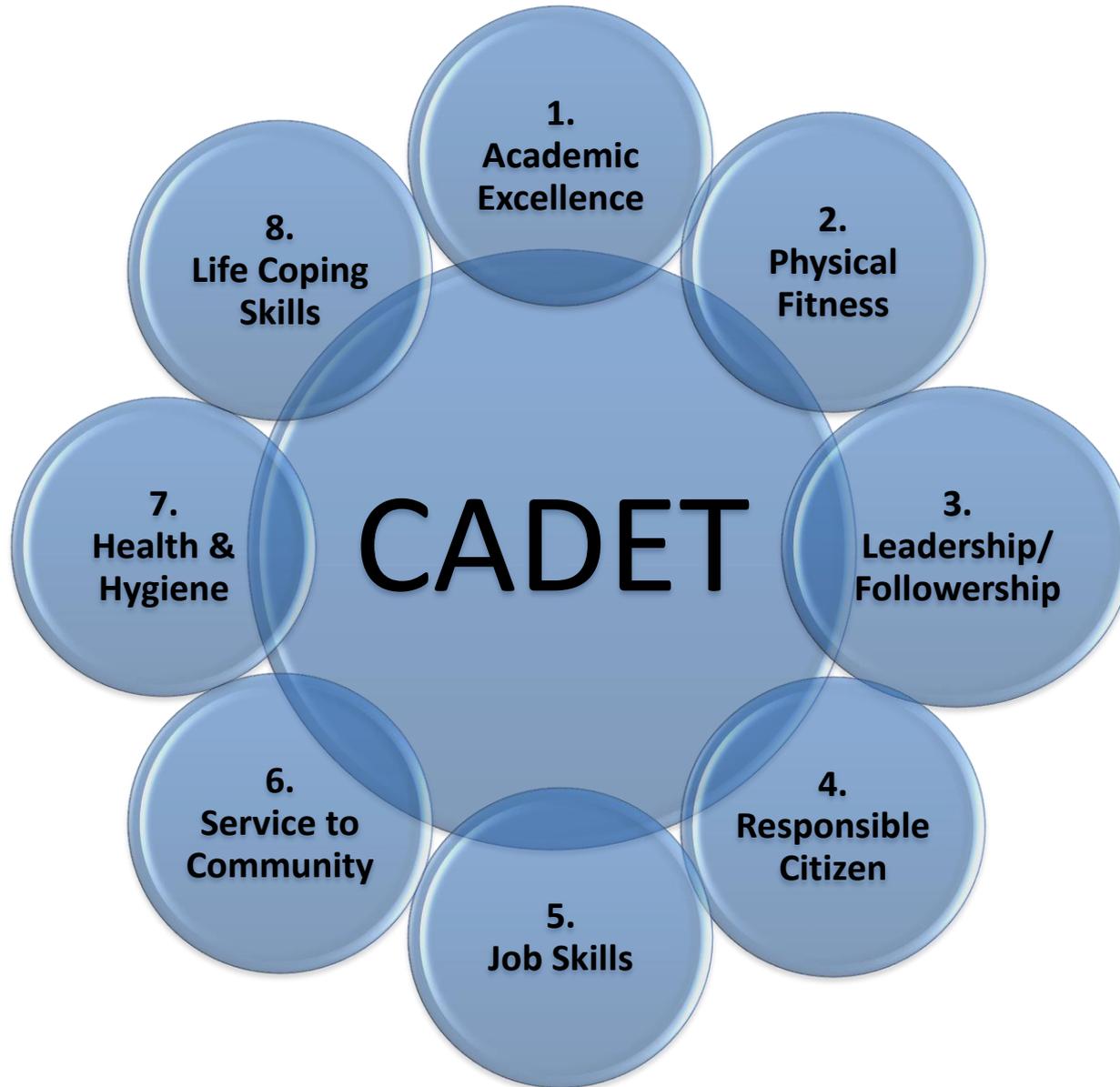


In order to achieve this vision, ChalleNGe has developed two basic goals:

- Improve the life skills and employment potential of participants through a quasi-military environment.
- Provide a structured, disciplined environment focused on the program's eight core components.



Donohue Intervention Model



Donohue Intervention Model



Together with the mission, vision and objectives, the eight core components are used to structure the program and give a definitive focus to the work that is done with cadets.

The eight core components are:

- 1. Academic Excellence**
- 2. Physical Fitness**
- 3. Leadership/Followership**
- 4. Responsible Citizenship**
- 5. Job Skills**
- 6. Service to Community**
- 7. Health & Hygiene**
- 8. Life Coping Skills**

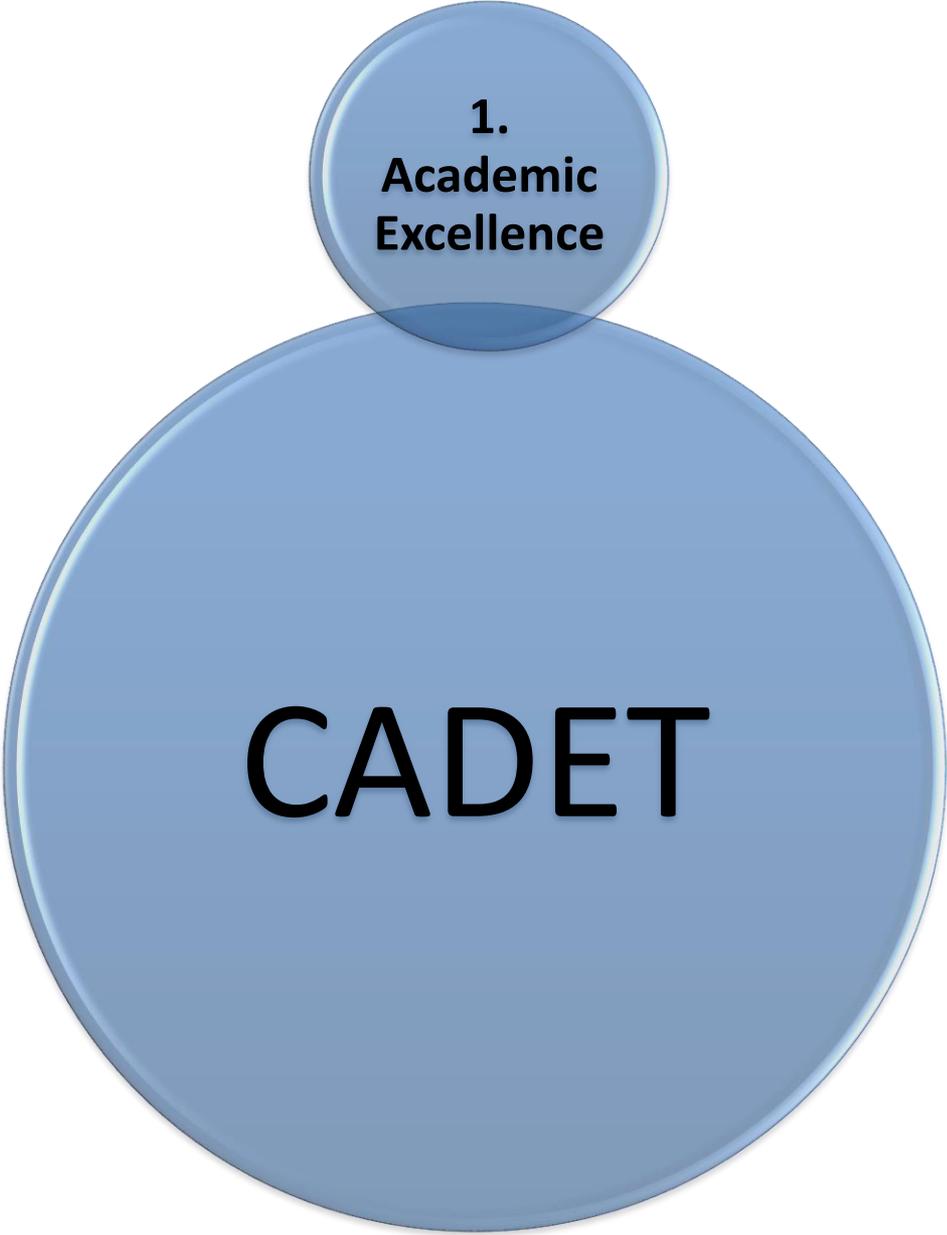
The core components were derived from the Donohue Intervention Model. Dan Donohue structured the program model around the adolescent intervention philosophy that views the individual through success in the eight core components.

These components define the dimensions of an individual's success relative to personal achievement and societal contributions. The model connects key skills and achievements across components, incorporating aspects of military training and resources from social services and education communities.



CADET

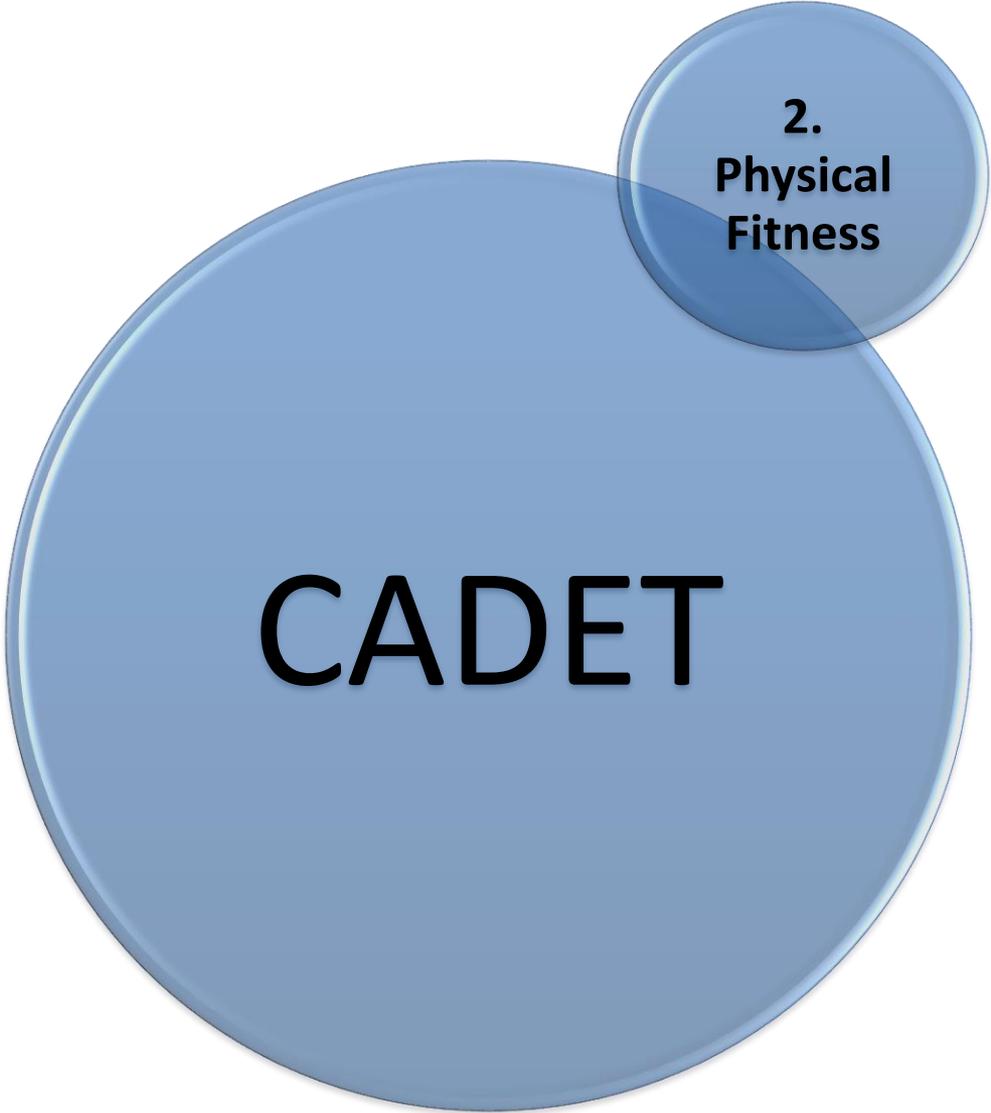
The 8 Core Components drive the cadet's experience of the ChalleNGe Program. During the Residential Phase, cadets incorporate the core components into their daily lives through classroom instruction, teamwork, and activities. In the Post Residential Phase, Cadets use the core components to help them set and achieve their goals.



**1.
Academic
Excellence**

CADET

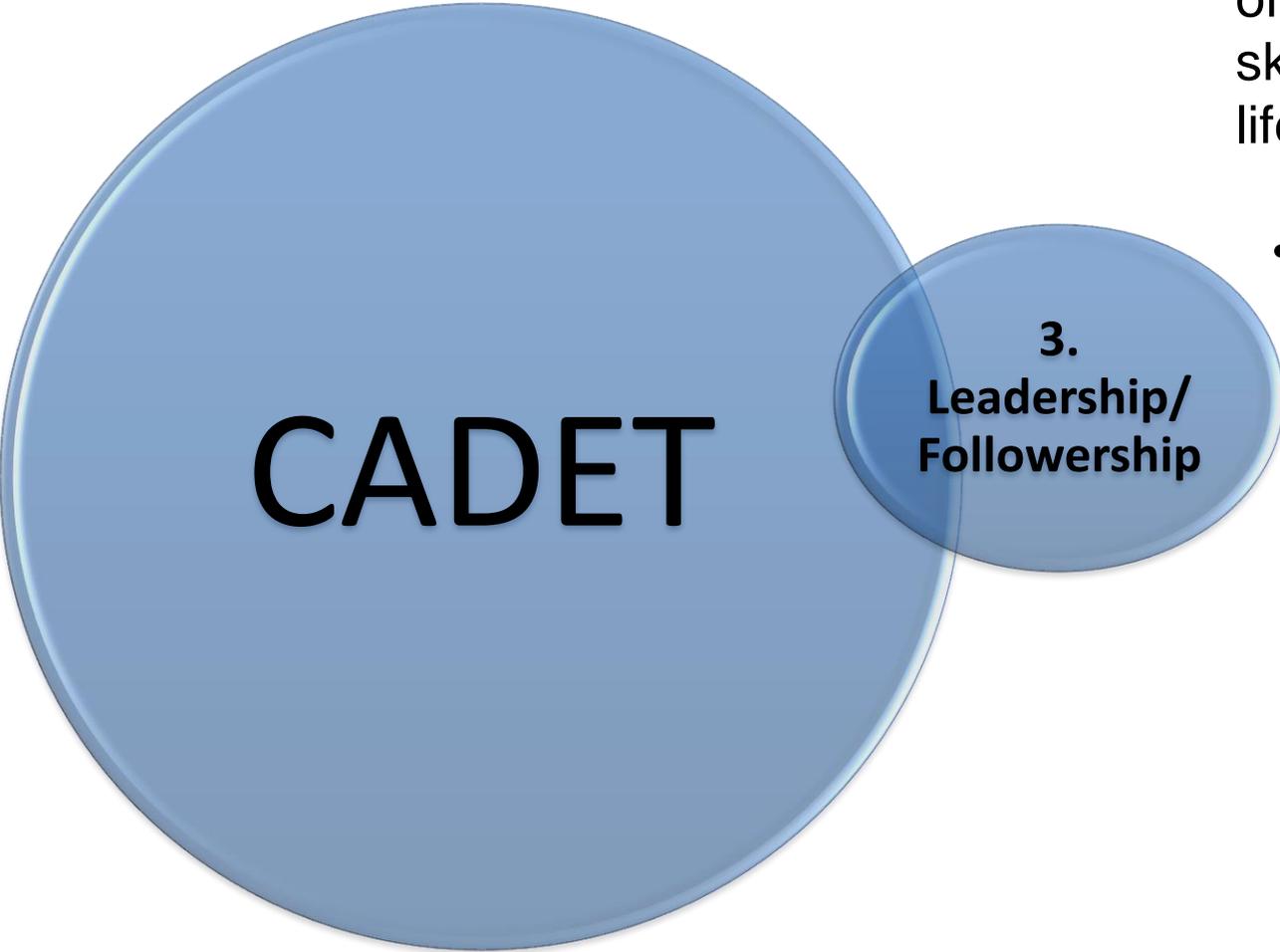
- Cadet's attend daily classes, giving them the **opportunity** to work towards obtaining their Competency Based High School Diploma.
- This is an important milestone for most cadet's as they consider future employment, higher education, or military service.



CADET

2. Physical Fitness

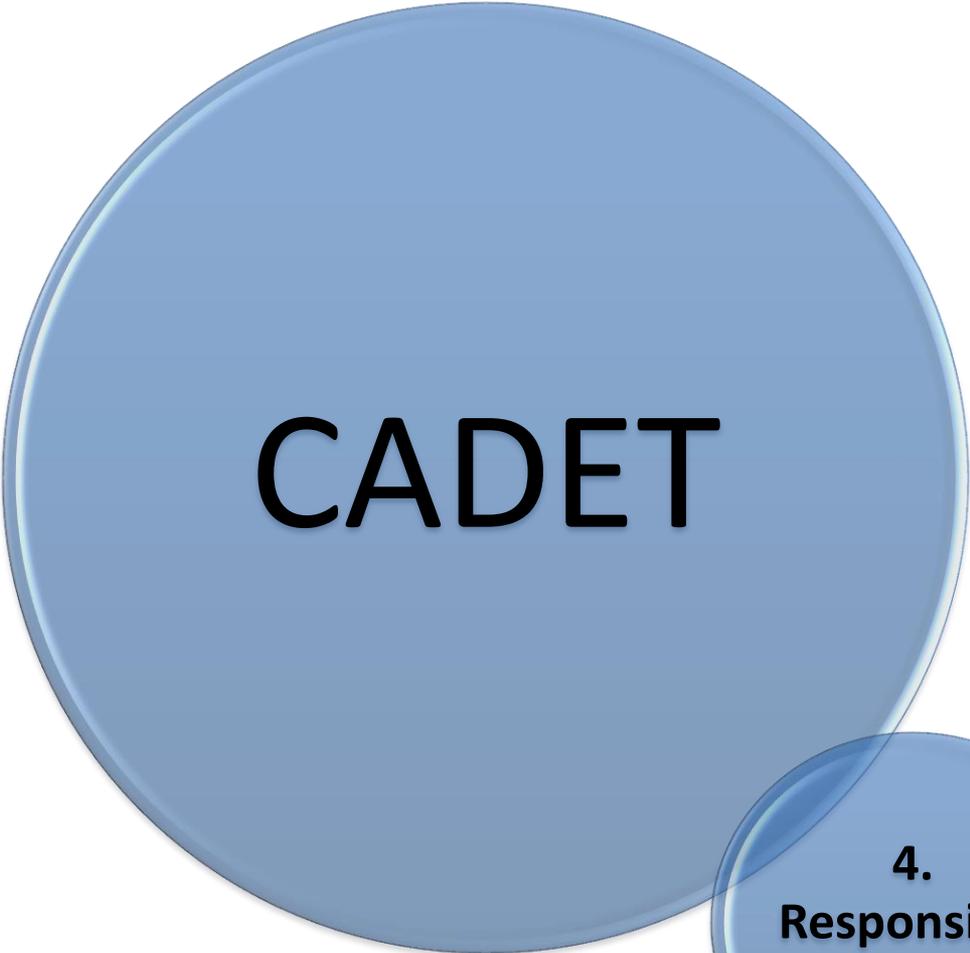
- A strong body aids a strong mind.
 - During the Residential Phase, cadets attend daily physical fitness classes, and learn how to challenge themselves to build greater endurance and strength.



CADET

3. Leadership/ Followership

- Knowing how to be a team player is one of the most essential skills for success in life.
- During the Residential Phase, cadets live and learn the types of moral and ethical standards expected in a tem environment.

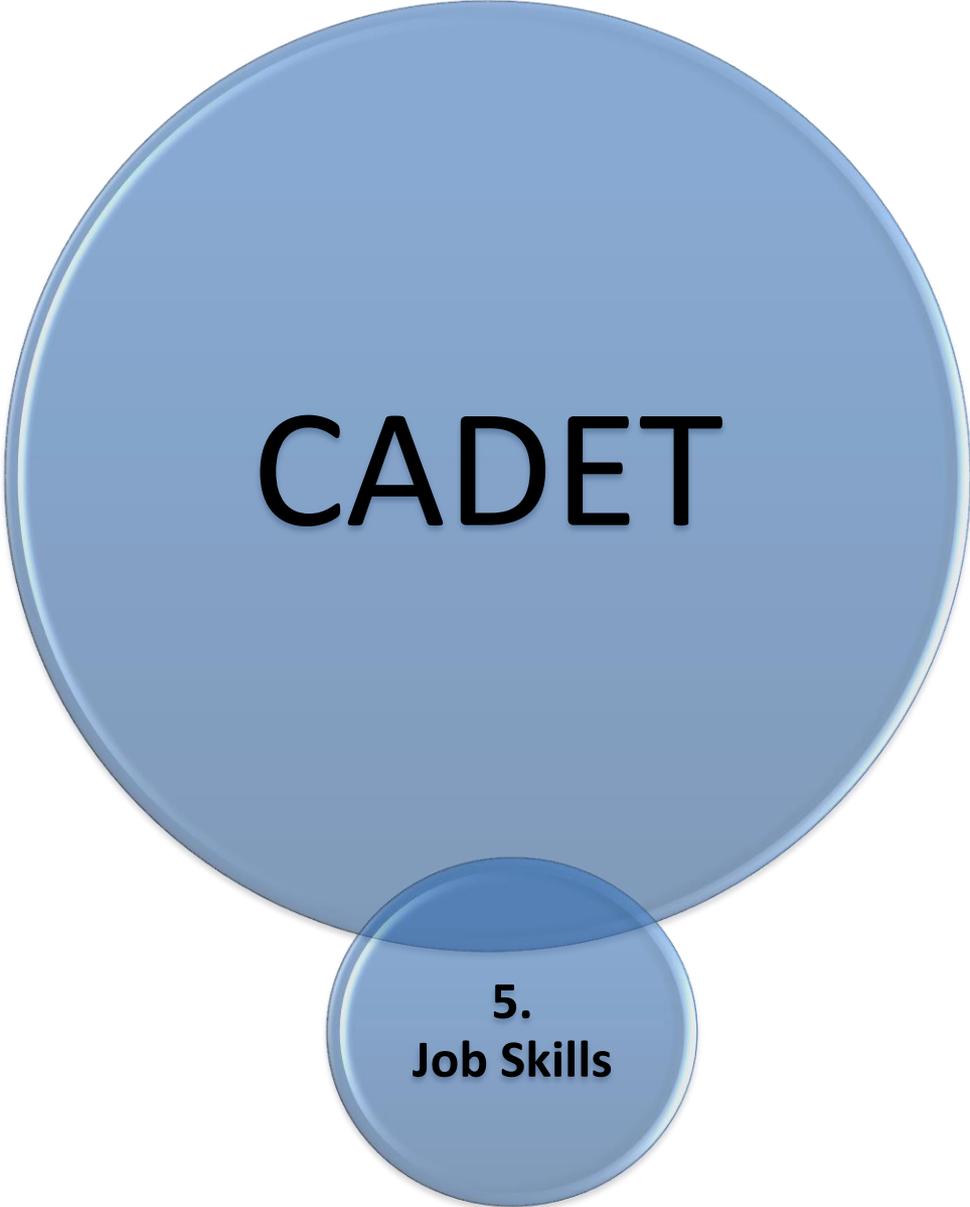


CADET



4. Responsible Citizenship

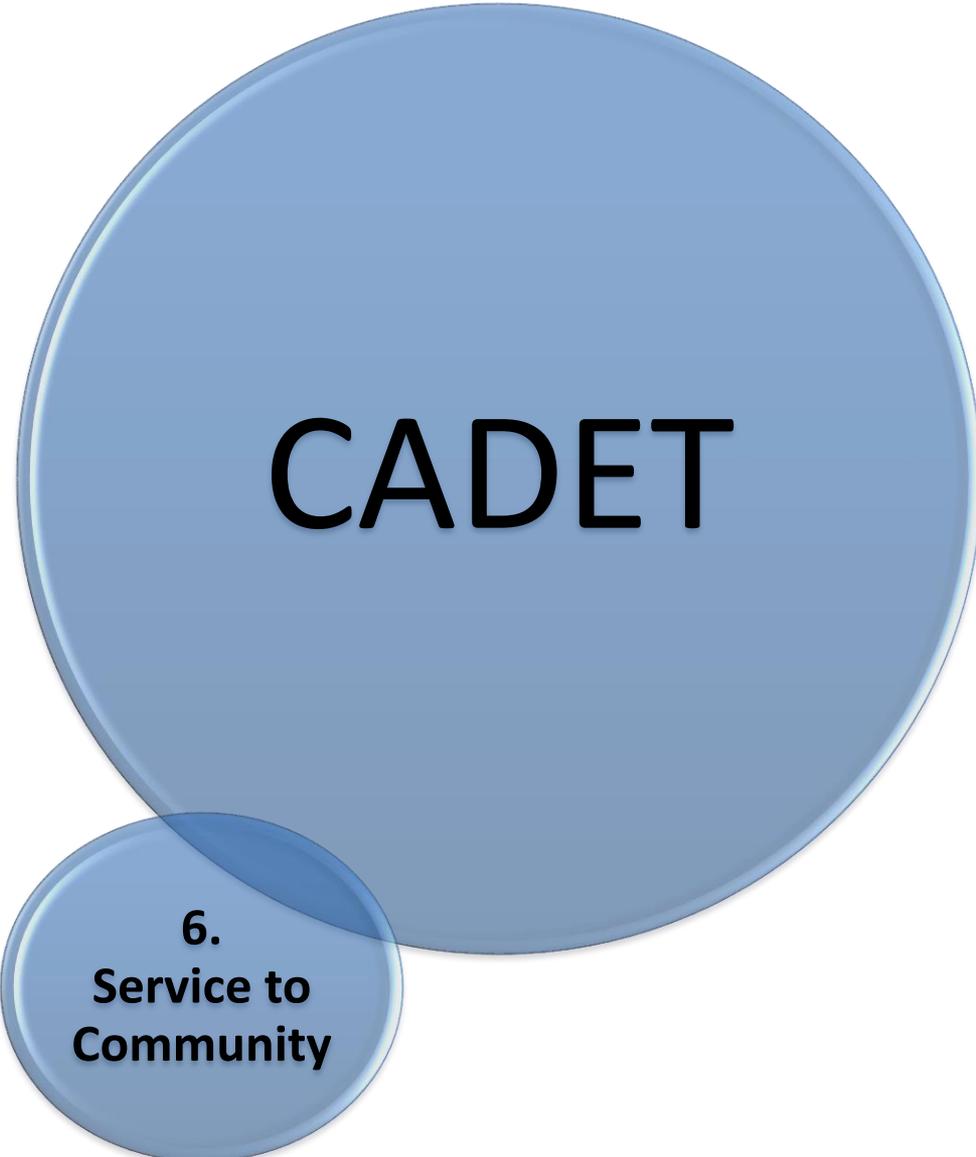
- Being a good citizen requires both knowledge and participation.
- Cadets attend classes that explore the structure and processes of the U. S. Government, and participate in civic activities in the community.



CADET

5. Job Skills

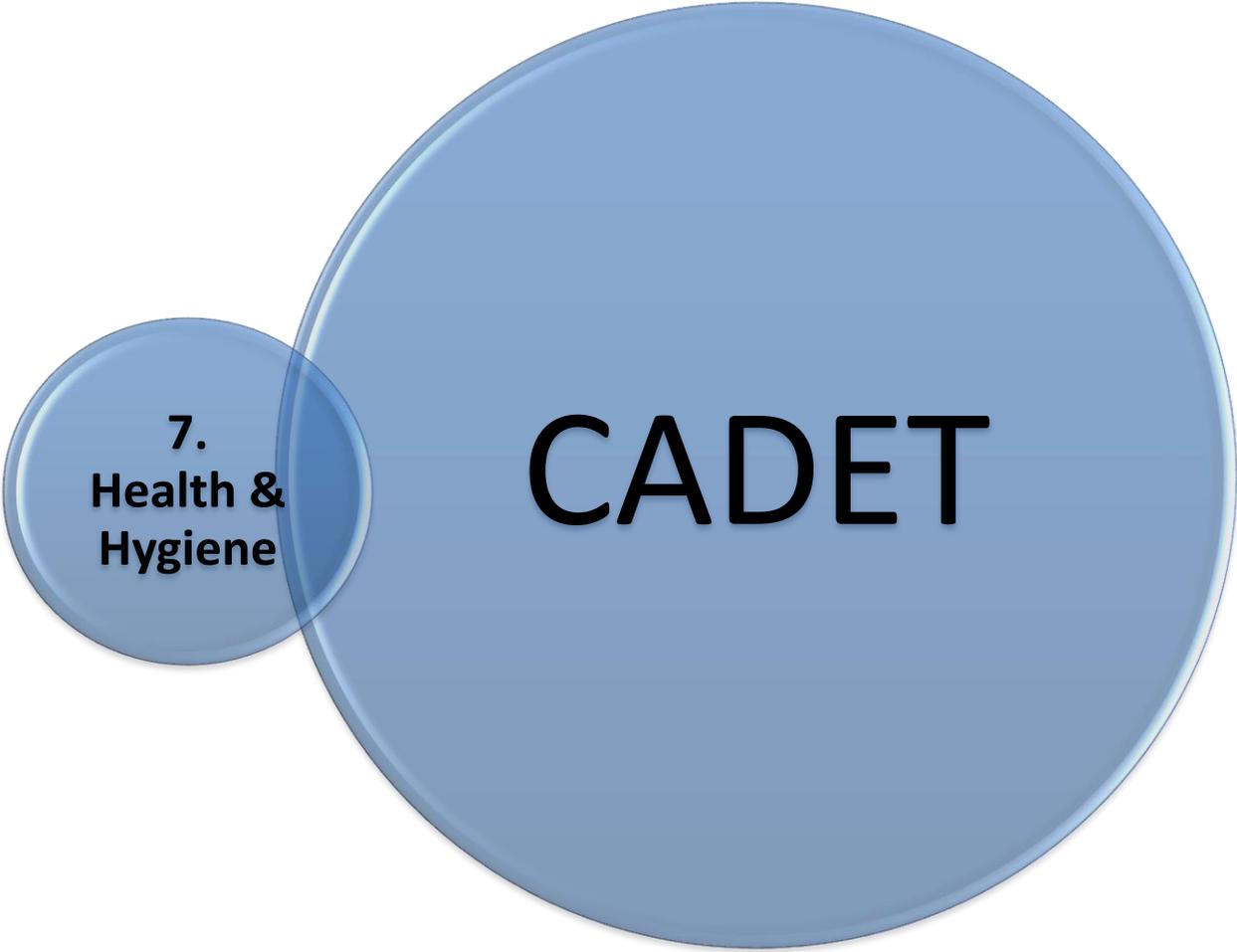
- During the Residential Phase, cadets assess their own interests and skills and explore potential vocations and careers.
- They also learn how to create a resume, and how to prepare for a successful job interview.



CADET

6. Service to Community

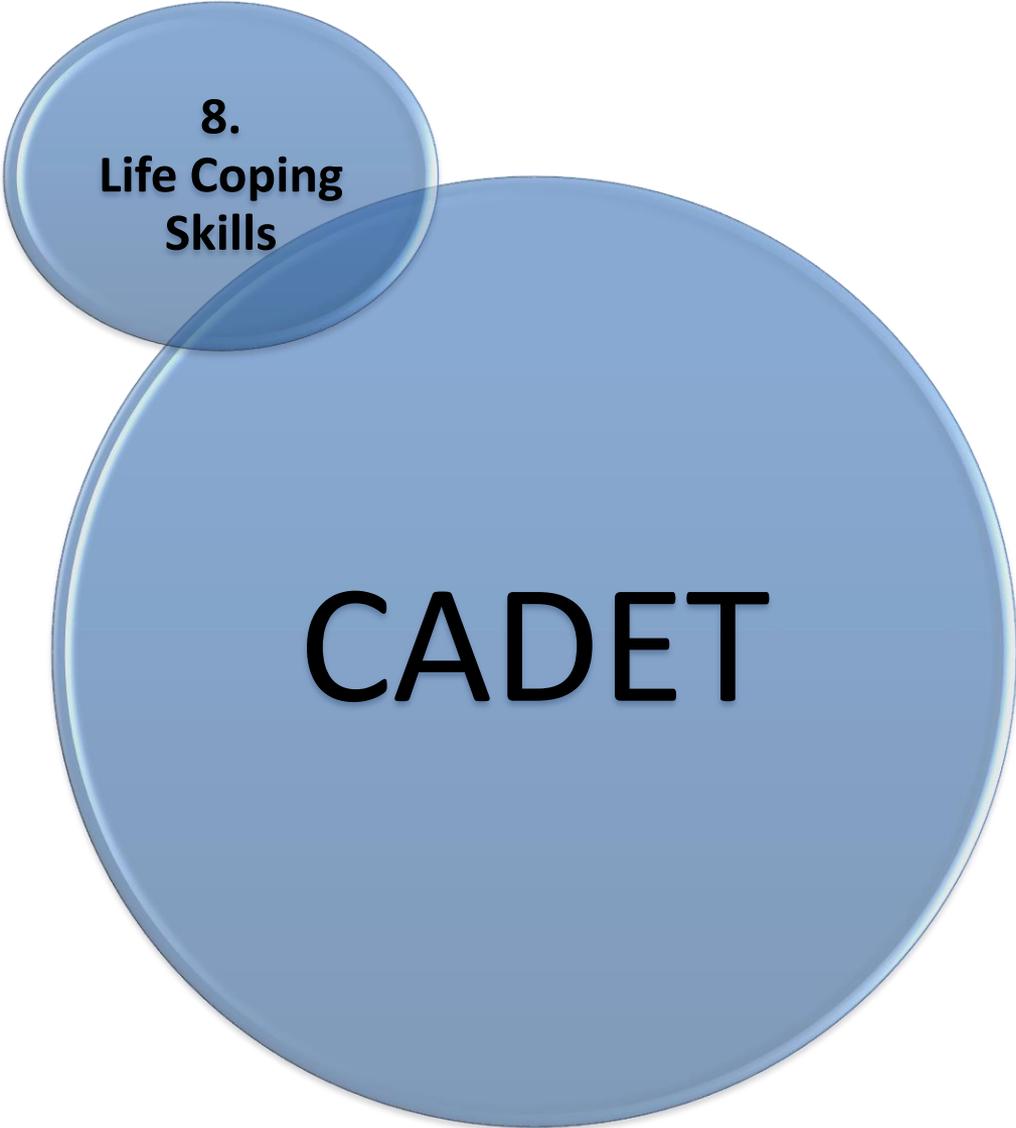
- Service to community is a great way to explore potential career interests, gain experience, and develop a stronger awareness of community needs.
- Cadets spend 100 hours serving their community alongside their peers.



**7.
Health &
Hygiene**

CADET

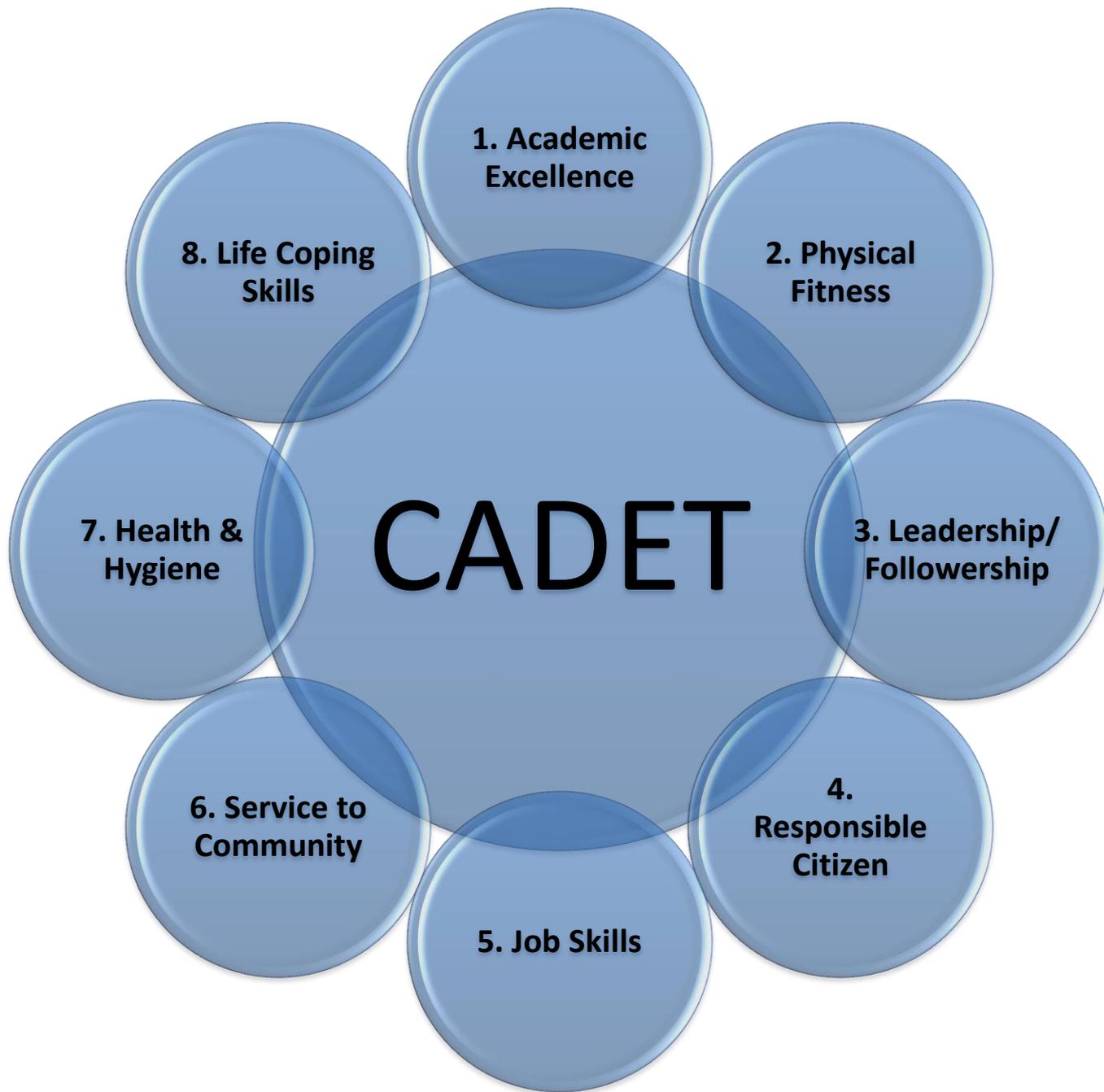
- A healthy life demands healthy habits.
- The ChalleNGe Program helps cadets explore the effects of substance abuse and sexually transmitted diseases.
- It also gives them the tools they need to make smart decisions regarding diet and nutrition.



**8.
Life Coping
Skills**

CADET

- Cadets graduate from the ChalleNGe Program with a new sense of self.
- Self-esteem and self-discipline are gained through the development of stronger coping mechanisms for dealing with stressful emotions and situations.

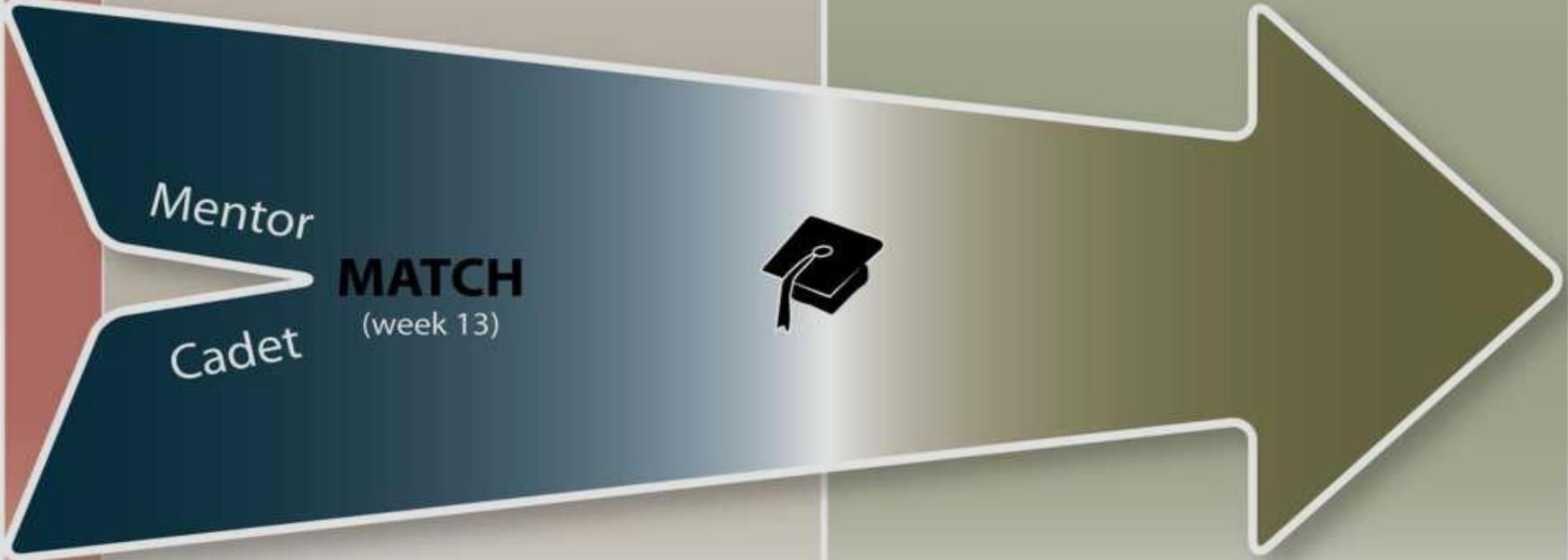


RESIDENTIAL PHASE (20 weeks)

POST-RESIDENTIAL PHASE (12 months)

Pre-ChalleNGe
(2 weeks)

Recruitment/Applications
(3 months out)



Positive Durable Placement

PRE-CHALLENGE

- Structured screening
- Physically and emotionally tested
- Candidates demonstrating motivation and ability are formally accepted

RESIDENTIAL PHASE

- Cadet status
- Core components:
 - Academic Excellence, Physical Fitness, Job Skills, Community Service, Health/Hygiene, Responsible Citizenship, Leadership/Followership, Life-coping Skills
- Preparation of the Post-Residential Action Plan

POST-RESIDENTIAL PHASE

- Graduates are in a mentoring relationship
- Graduates are employed or back in school
- Execute personal Post-Residential Action

ChalleNGe Program Phases



Along with the eight core components, the phases of the ChalleNGe Program allow for practical application of the Donohue Intervention Model.

The **RESIDENTIAL** Phase is 22 weeks within a quasi-military environment, which allows for teaching and practicing personal achievement and societal contributions.

The 12-month **POST RESIDENTIAL** phase allows for the application of those skills in day-to-day life at a job, in school, or in the military, with the support systems in place to help the new knowledge stick.

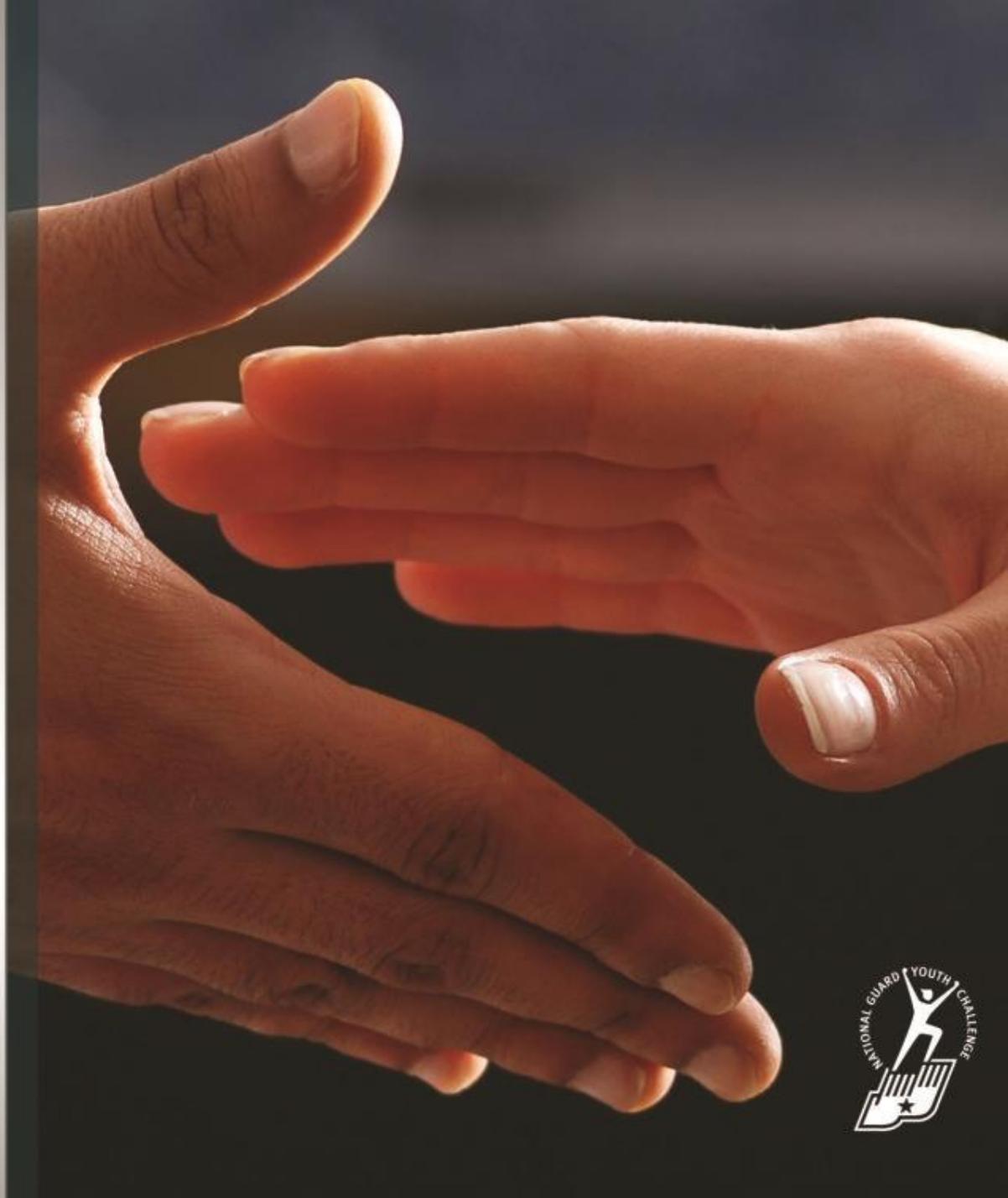


Module 2

What is a Mentor?

Learning Objectives:

- The definition of a mentor
- IDENTIFY the 5 areas of the mentoring pyramid
- RECOGNIZE the benefits of mentoring



A “Mentor” is...



an older person (adult friend) who provides encouragement, instruction and support by *earning* trust and modeling positive behaviors and characteristics.

- ▣ An effective mentor **understands** that his or her role is to be dependable, engaged, authentic, and **tuned into the needs of the mentee.**
- ▣ 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.
- ▣ Today, most youth development organizations recognize the importance of a child having a caring responsible adult in their lives. Mentoring can be a *critical ingredient towards positive youth outcomes.*



Mentoring Pyramid

***Do things your mentee enjoys...
try new things**

Have
Fun!

***Be Consistent**

Be Reliable

***Ask open-ended
questions**

Listen

Encourage

*** Focus on the
positive**

**Return calls
promptly/keep
their confidence**

Build Trust

This interactive tool is designed to provide basic information on the fundamentals of mentoring to people who are interested in making the commitment to be a mentor. It is meant to give you an idea of what that commitment is all about.



MENTORING BENEFITS...

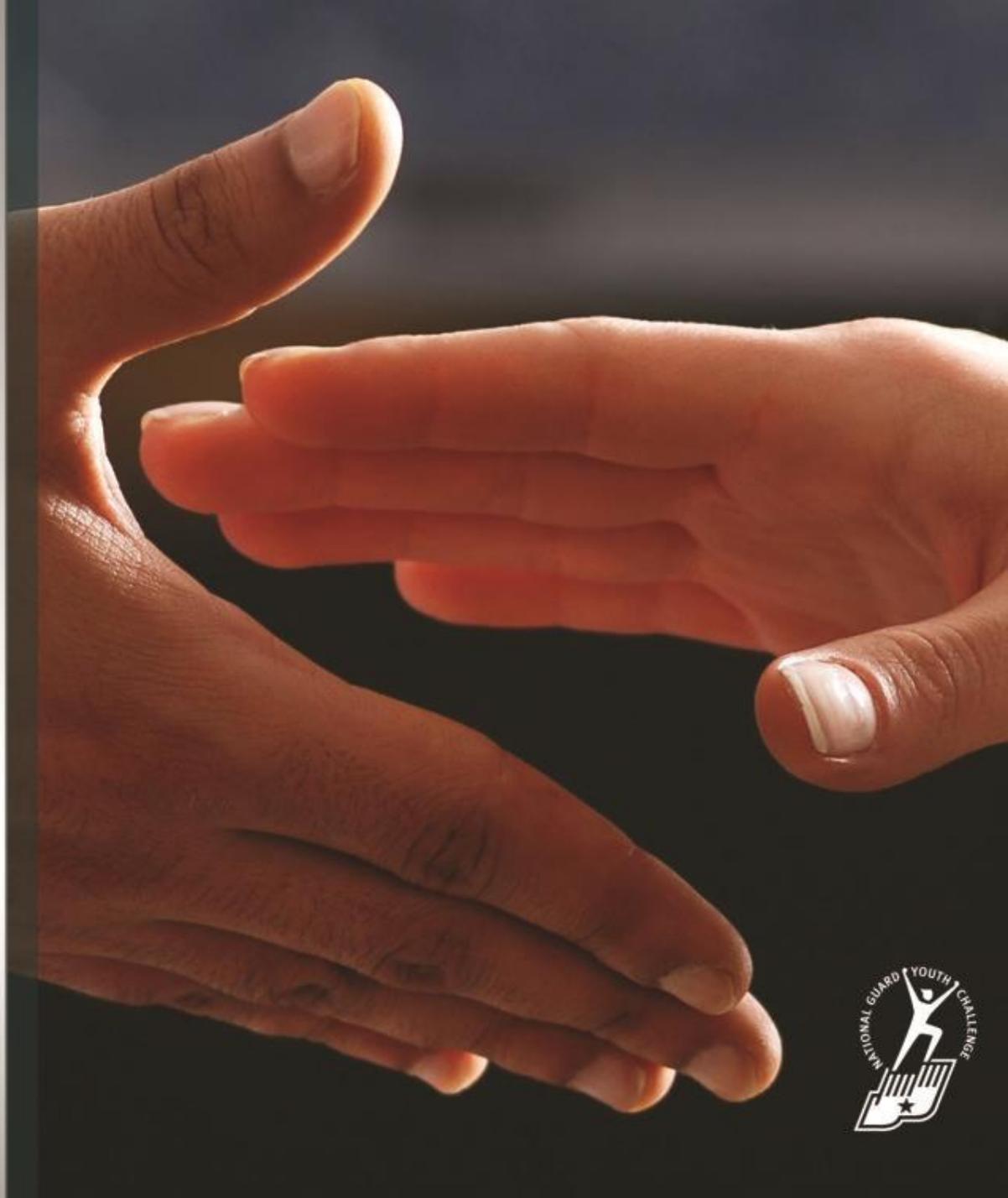
| CADETS | YOU (MENTOR) |
|--|---------------------------------------|
| Improve academic performance | Increased feelings of self-worth |
| Reduce the likelihood of dropping out of the ChalleNGe Program | Collaborative problem solving |
| Reduces the incidence of high risk behaviors | Increased social & volunteer activity |
| Helps them live up to their academic, emotional & social potential | Increased patience |
| Develops the competence & character to succeed as adults | Expanded social network |
| List ADDITIONAL benefits... | |
| | |

Module 3

Characteristics of a Mentor?

Learning Objectives:

- List characteristics of successful mentors
- Identify your motivations for becoming a mentor



CHARACTERISTICS OF A SUCCESSFUL MENTOR



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 VOLUNTEER INVENTORY

(This 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. 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 choose to volunteer as a youth mentor.

| FUNCTION | YOUR EXAMPLE |
|----------|--------------|
| 1. | |
| 2. | |

Research Showed



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.

To receive specific information for NGYCP Mentors go to:

<http://dod.hawaii.gov/yca>

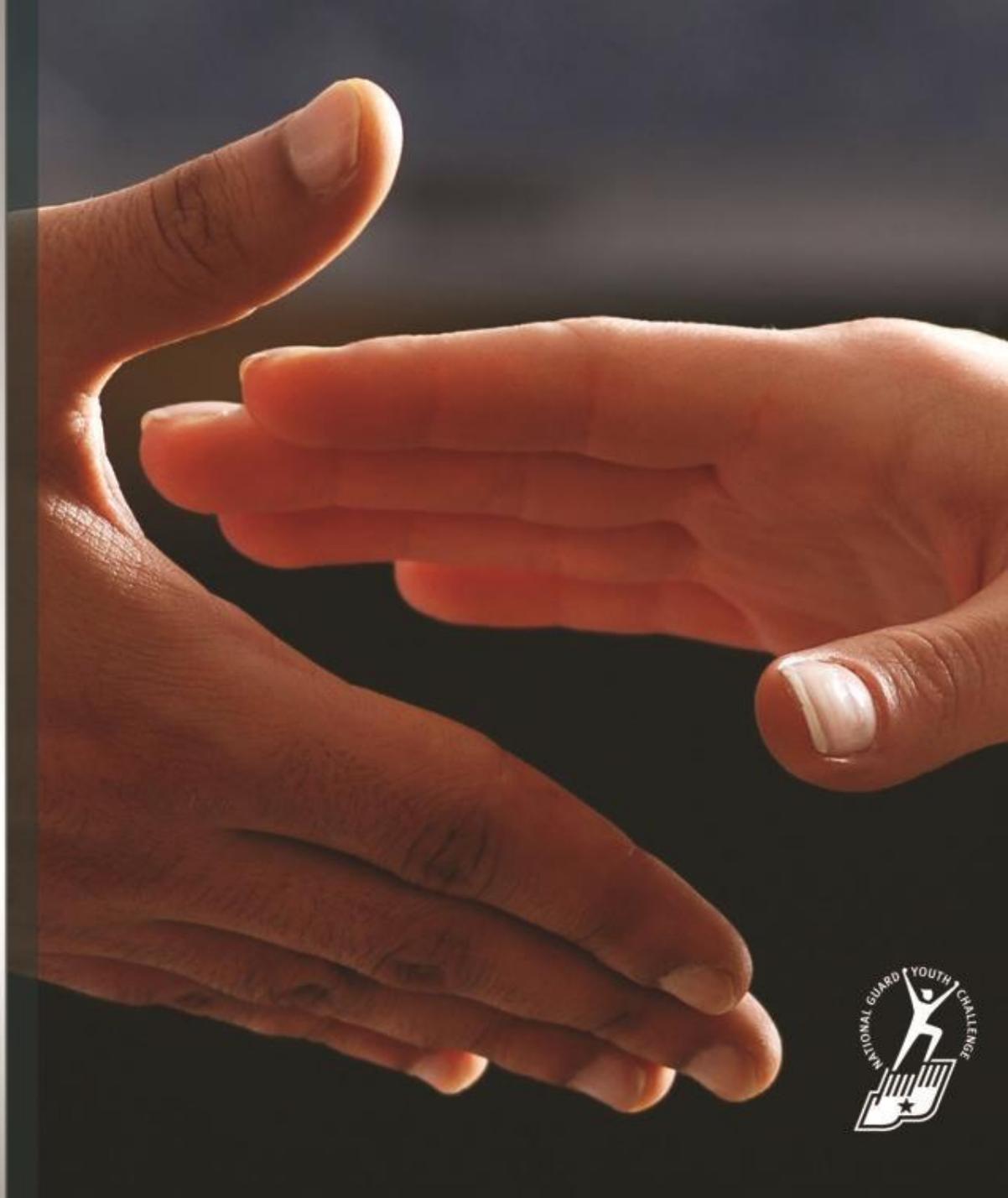


Module 4

Who are the Cadets?

Learning Objectives:

- Compare the characteristics of ChalleNGe cadets to the characteristics of all at risk youth and high school dropouts





Youth AT RISK

Even though cadets have many successes in the program so far, they have suffered many failures prior to coming into the program.

The shared commonalities of cadets are that they are at-risk youth, who have dropped out of high school. It can be helpful for mentors to understand indicators and influences that cause this to happen.

At-risk doesn't mean they are inherently bad. There are many reasons why teens drop out of high school...



Primary Indicators of At Risk Youth



- Some indicators include:
 - Being Male (84% of cadets are males)
 - Belonging to a minority group
 - Coming from a single-parent home
 - Low socioeconomic status (SES)
 - Victims of physical/sexual abuse
 - Learning disability
 - Lacks self-confidence and self worth
 - Anxiety / depression / hyperactivity and many more...





- “Looking at the primary indicators of ‘at-risk youth’, we know that there are many similarities but many differences as well.”
- “Dropping out of high school IS the common link between at-risk youth and cadets. The cadets may have some of the at-risk indicators but probably not all.”



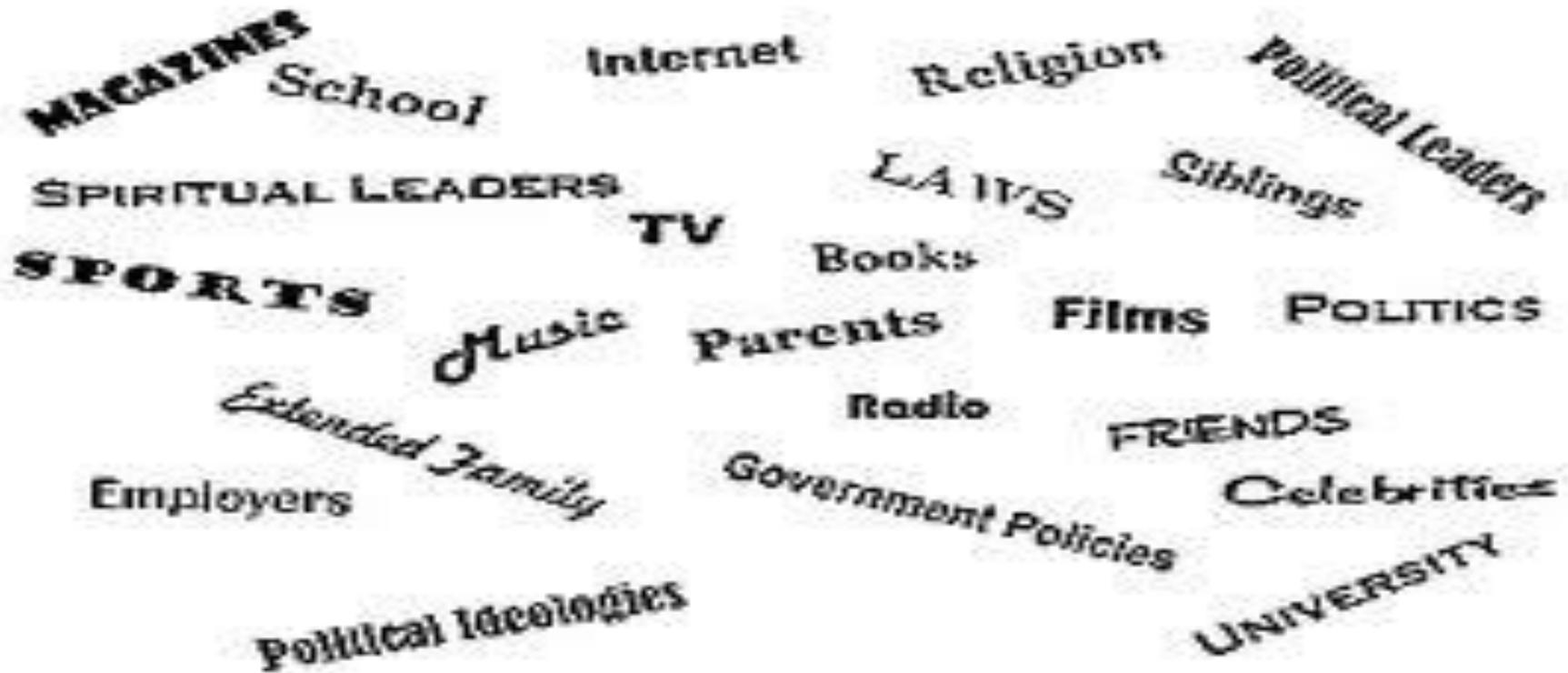
Influences



- Some influences include:
 - Violence exposure
 - Witnessing crime
 - Struggles at home
 - Struggles at school
 - Peer influence
 - Unmet needs (Lack the 4 Basic Needs)
 - Negative expectations from others
 - Destructive relationships



WHERE DO INFLUENCES COME FROM?



There is no single predictor or cause to the growing number of high school drop outs.

Mentors must try and understand their cadet's individual situation and learn their history and background.

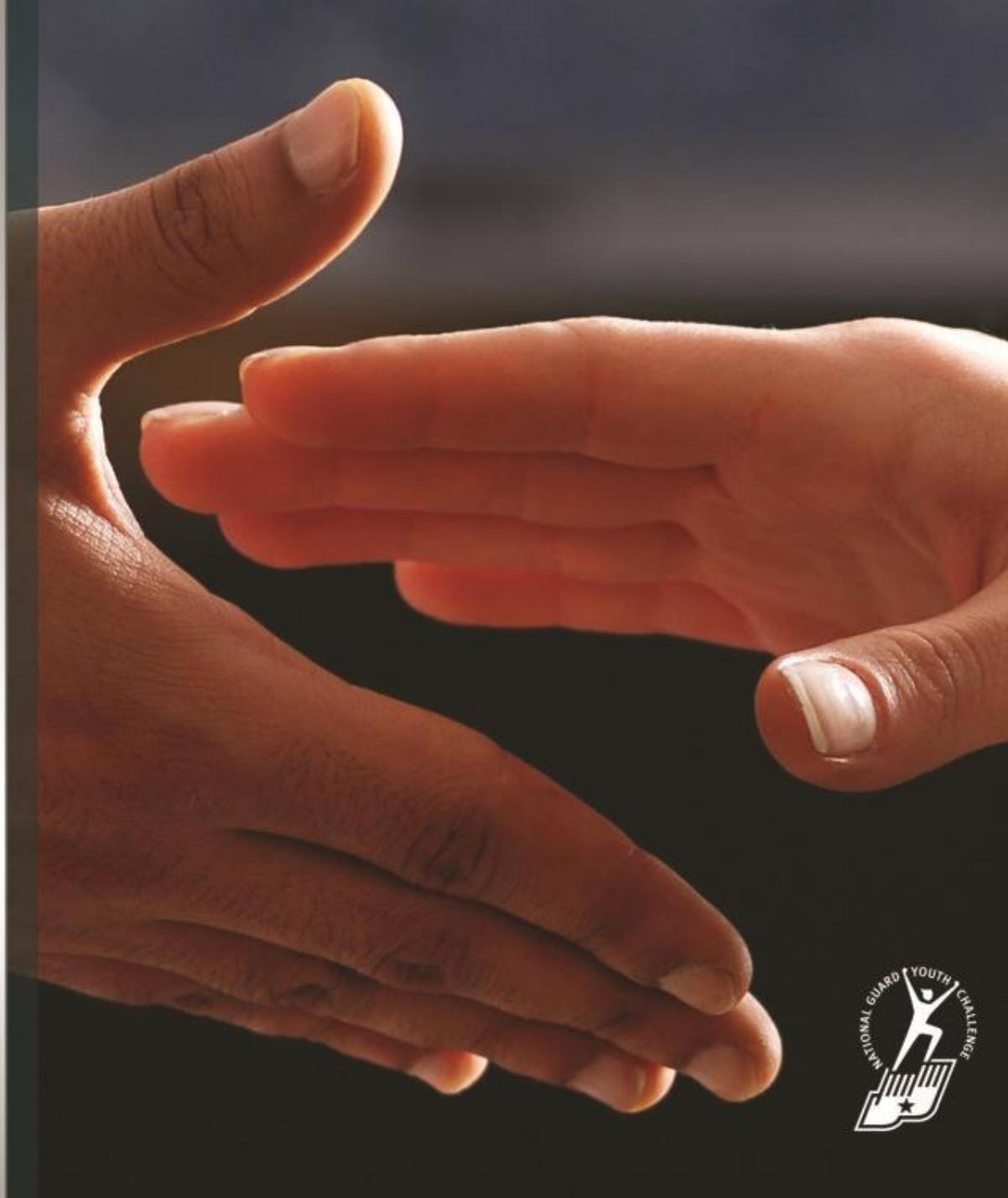


Module 5

Qualities & Needs of Adolescents

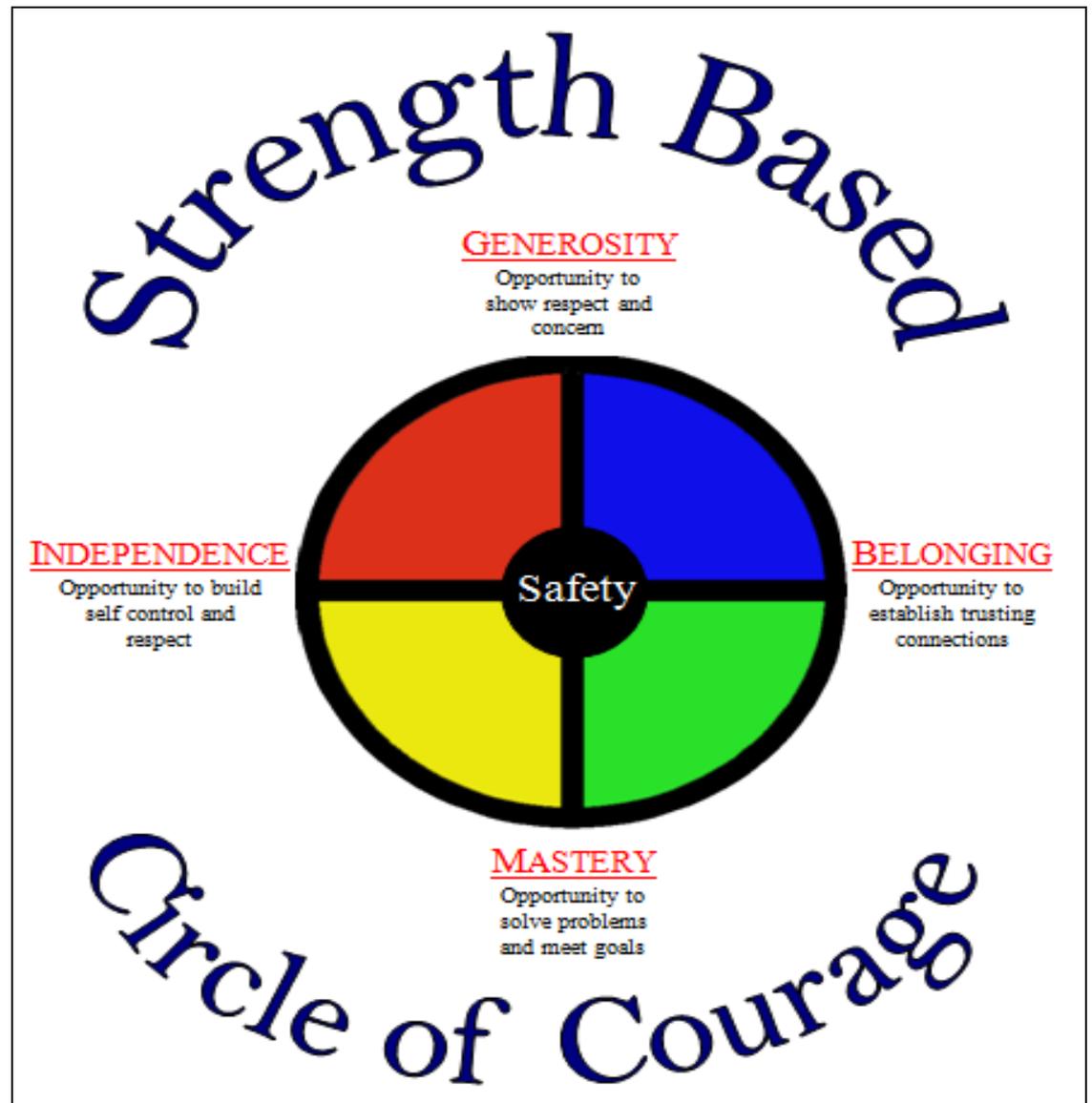
Learning Objectives:

- List the needs of adolescents
- Identify how the ChalleNGe program addresses these needs





In 1990, Larry Brendtro, Martin Brokenleg and Steve Van Brockern identified four growth needs - *Belonging, Mastery, Independence, and Generosity* - as a model for positive youth development.



When the four basic needs of the youth are unmet, certain behaviors result.

Needs of Adolescents and At-Risk Youths



Belonging - the need to be accepted and loved by others, rather than alienated from them.

Mastery - the need to be good at something, rather than stay caught in a cycle of failure.

1. **Independence** - the need to gain control of one's destiny, rather than be at the mercy of others.

3. **Generosity** - the need to give to others, to contribute to someone else's life and to be worth something to that person or culture.





BELONGING

IF UNMET

- Crave affection
- Engage in risky sexual behaviors
- Join gangs / Open to cults
- Unattached
- Lonely
- Isolated

EFFECTIVE STRATEGIES

- Continuous acts of kindness
- Appropriate self-disclosure
- Spending Time
- Model positive communication
- Provide opportunities to work in groups

Along with physical survival, the most important human need is to connect with others. When relationships are damaged, floods of emotions signal those affected to restore social bonds.

Belonging is so important that unless they have a genuine sense of it, their ability to engage in learning activities and pro-social behavior will be impaired.





MASTERY

IF UNMET

- Arrogant / Risk Takers
- Overachievers
- Cheater
- Give up easily
- Unmotivated
- Failure-oriented

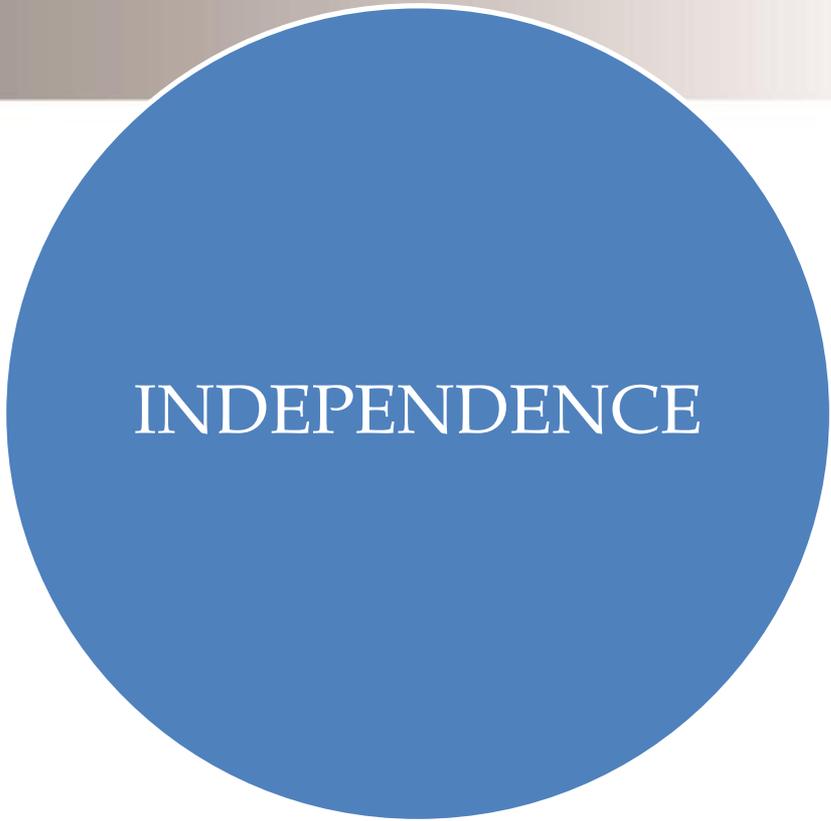
EFFECTIVE STRATEGIES

- Involve in peer coaching
- Teaching them skills to effectively self-assess their progress
- Have them set goals and challenges for themselves

Those whose needs for achievement are met can develop talents and the ability to solve problems. Research shows that youth who believe that they can overcome failures by working hard actually grow new brain pathways for intelligence.

Mastery promotes feelings of belonging, self-worth and wellbeing.





INDEPENDENCE

IF UNMET

- Bullies others
- Rebel against authority
- Manipulative
- Lack confidence
- Irresponsible
- Feels inferior / Submissive

EFFECTIVE STRATEGIES

- The power of consensus
 - Include Cadet on decisions affecting them
- The power of individual
 - Give Cadets responsibilities
- The power to solve problems
 - Involve Cadets in solving problems

It takes over 20 years for the brain to completely mature and gain its full capacity for independent thinking and action. Those in charge of their lives can control their emotions and make good decision. However ...

Those who show responsibility may find others relying on them and trusting their judgment.





GENEROSITY

IF UNMET

- Act selfishly
- Lack empathy
- Lack compassion
- Co-dependent
- Over-involved
- Anti-social

EFFECTIVE STRATEGIES

- Provide opportunities for peer coaching
- Involve in community & environmental projects
- Encourage to organize activities

Only recently it has been discovered that the brain is actually designed to show care and concern for others. Children treated with kindness develop kindness.

Humans cannot develop real happiness without contributing to others. This involves showing empathy and compassion rather than thinking only about oneself.



Needs of Adolescents and At-Risk Youths



Beneath all for 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.

MENTORS: YOU CAN HELP THEM MEET THESE NEEDS!

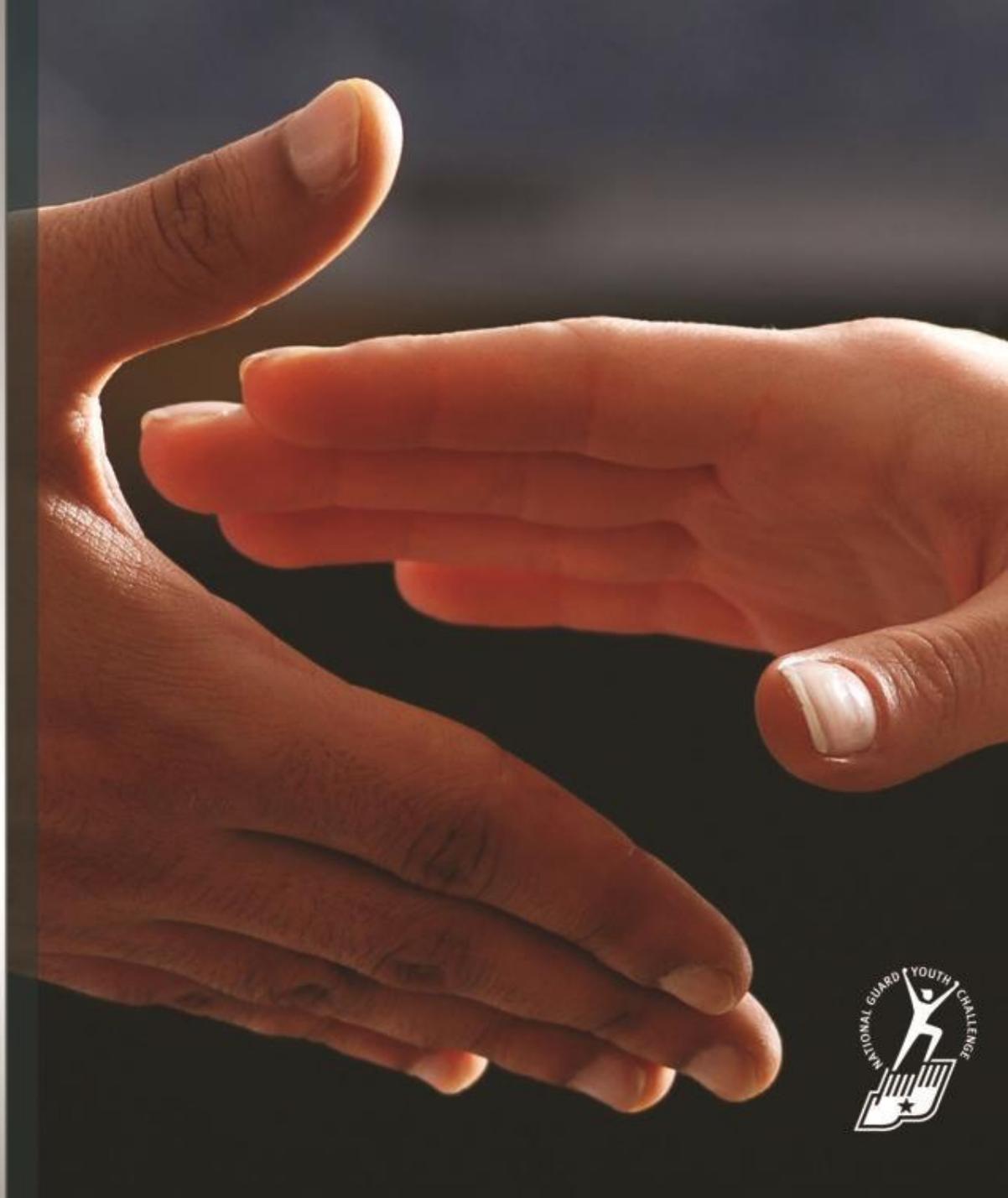


Module 6

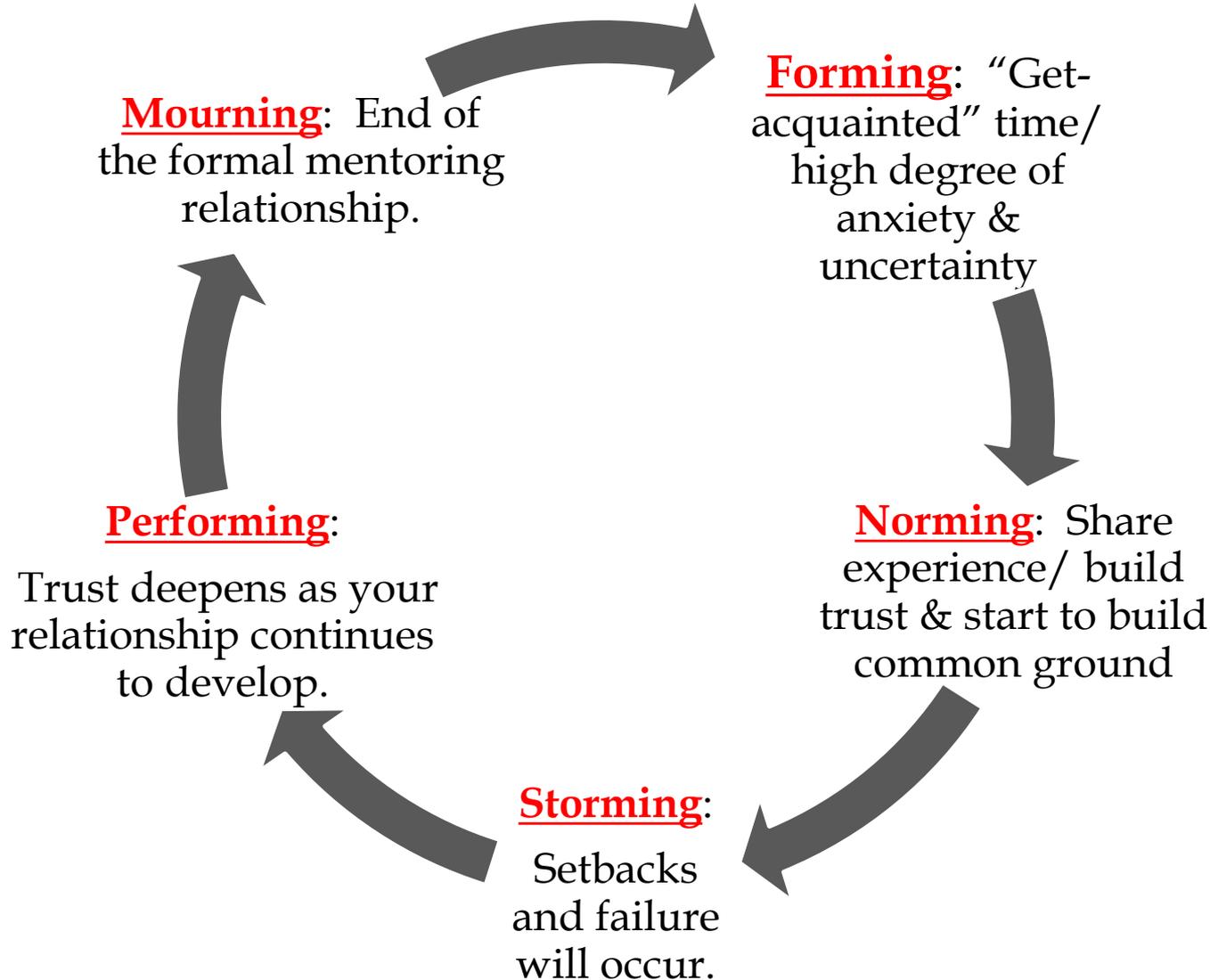
Relationship Building

Learning Objectives:

- List the stages of relationship development
- Match times in the ChalleNGe cycle when stages will most likely occur



Relationship Development



STAGES OF A RELATIONSHIP



- **Mentoring** is difficult without strong connections. These connections are dependent on trust.
- Understanding the stages of a mentoring relationship can help you 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.



STAGES OF A RELATIONSHIP



- 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.



Important times to note...



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 ChalleNGe 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!



Relationship Building



“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.**

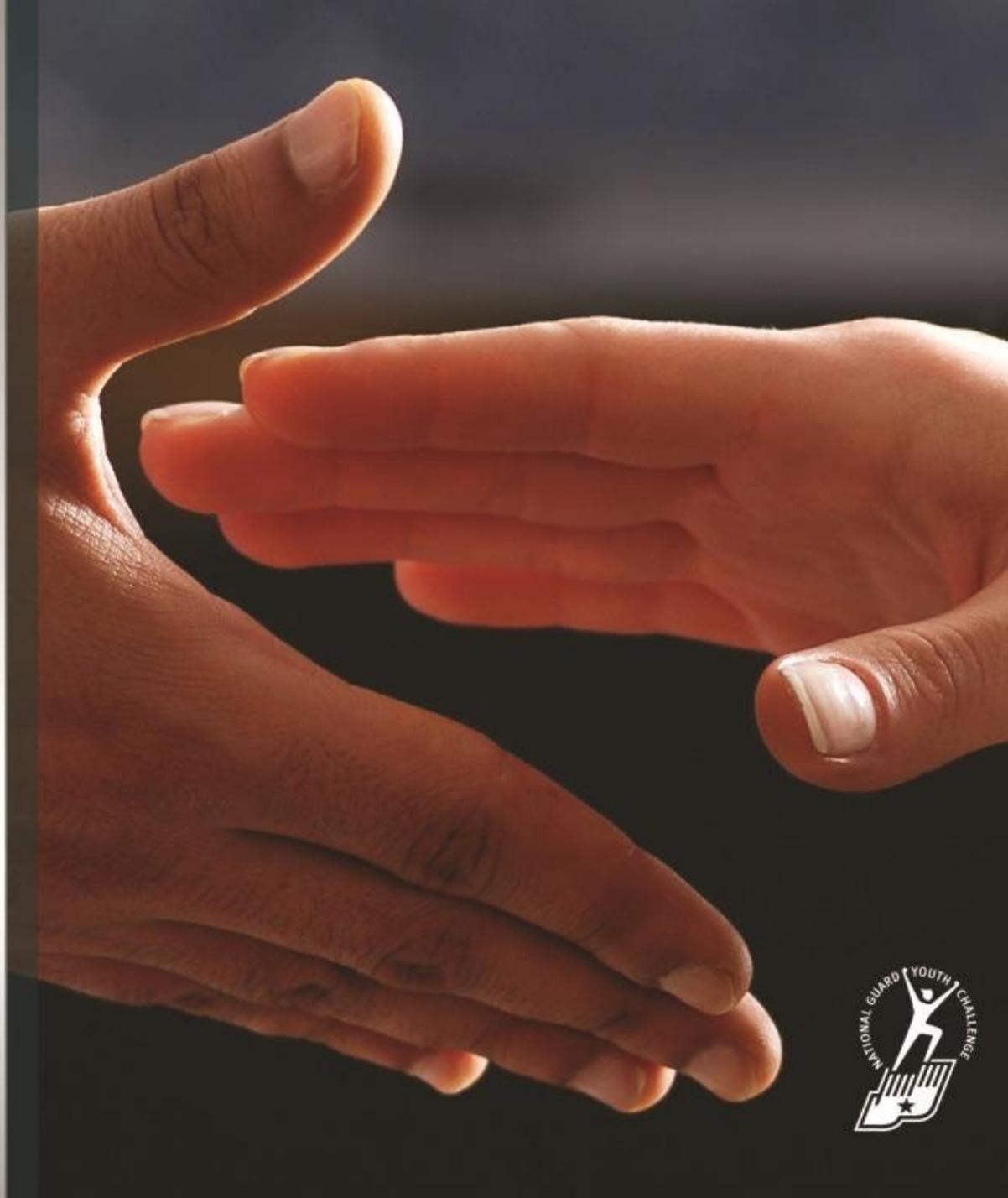
| Activities or Questions to learn about your mentee experiences... | Activities or Questions to learn about your mentee motivation... | Activities or Questions to learn about your mentee circumstances... |
|---|--|---|
| 1. | 1. | 1. |
| 2. | 2. | 2. |
| 3. | 3. | 3. |

Module 7

Communication between Mentor and Mentee

Learning Objectives:

- Identify two major types of communication
- Define Active Listening Skills
- Understand the concept of youth-centered mentoring.

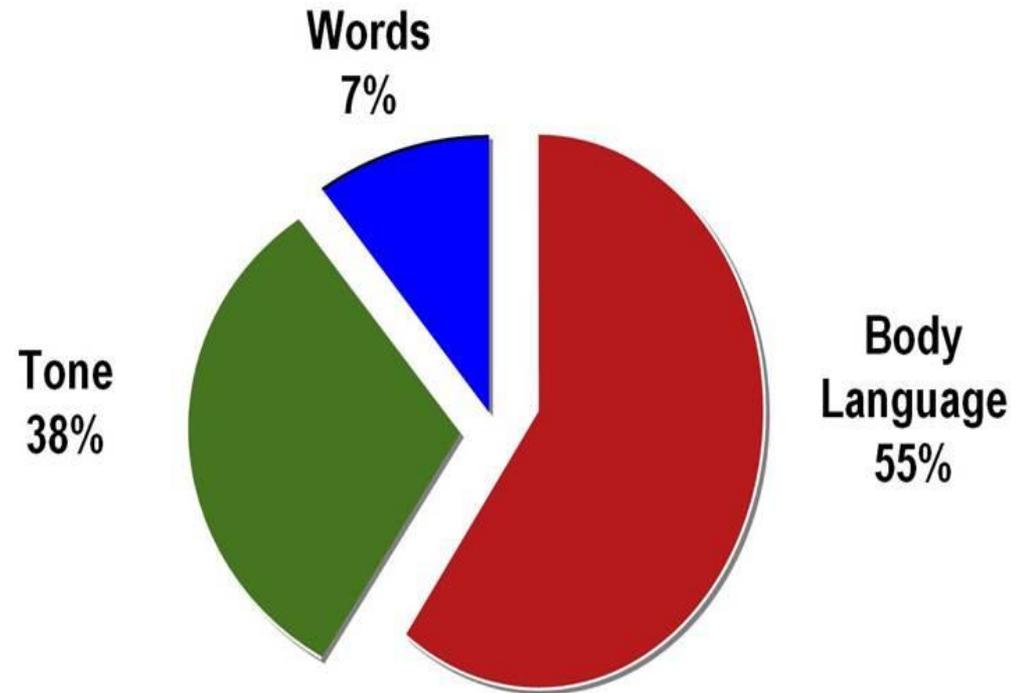


Two major types of communication...



Verbal & Non-verbal

93% of the communication we have with each other is non-verbal.



In other words, you communicate with others using your body language and facial expressions **more than** with your words.



Communication Between Mentor and Mentee



Healthy communication

requires

Active Listening Skills.

Active Listening is about receiving information from the cadet and remaining non-judgmental and empathetic.



Active Listening is...



Active Listening involves both parties taking and receiving information, listening without interrupting, using non-verbal affirmations, paraphrasing and summarizing.



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-verbals 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.



Active Listening Skills



- 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!

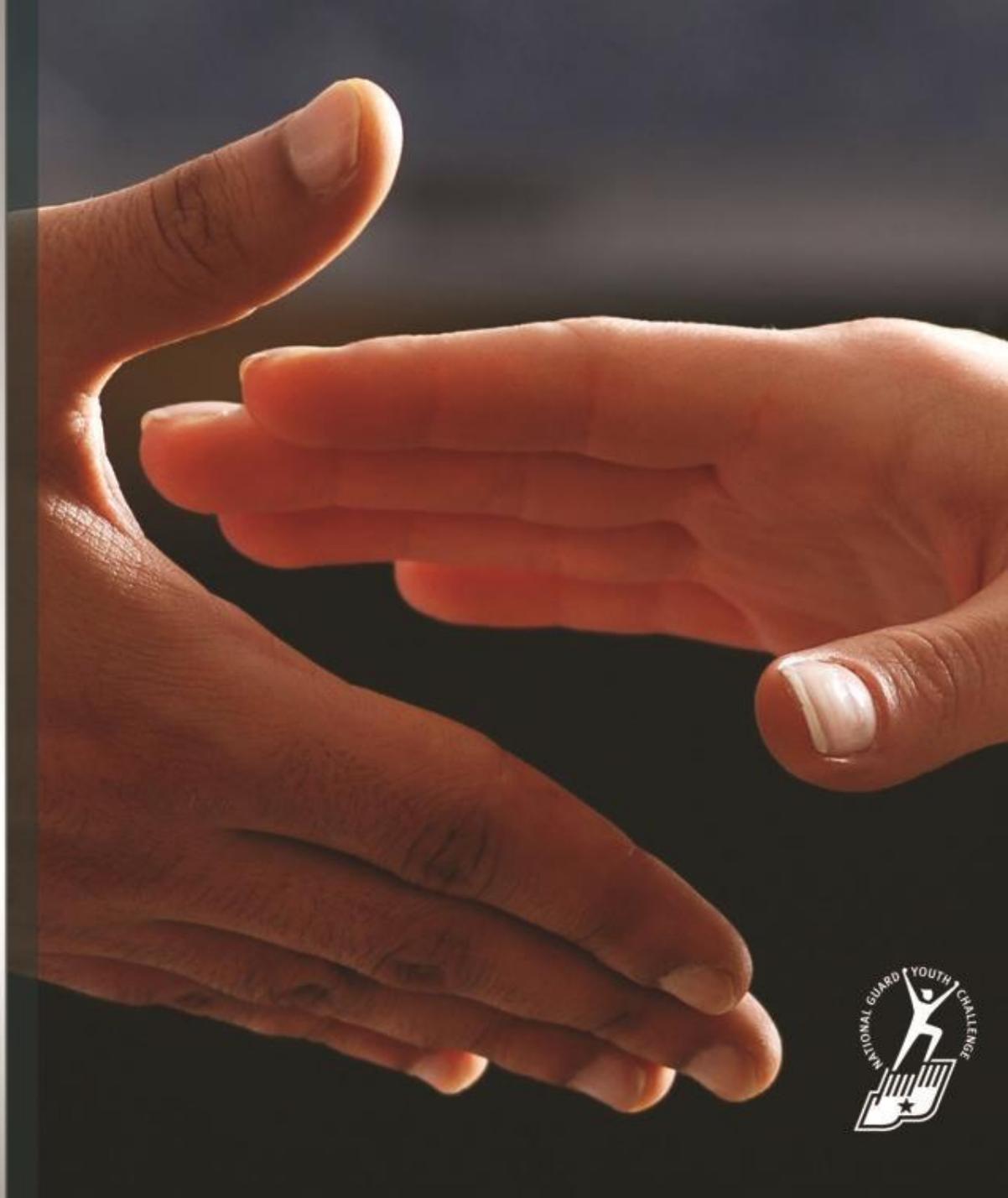


Module 8

Introduction to the Post-Residential Action Plan (P-RAP)

Learning Objectives:

- Become familiar with the Post-Residential Action Plan



Post Residential Action Plan (P-RAP)



- Is a tool that supports the process of goal development and action planning for the Residential & Post-Residential Phases.
- Is a living document that provides the roadmap to a cadet's success and is used to assist cadets with setting goals.
- 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.
- **The PRAP is the “link between the ChalleNGe Program and Post-Residential Success.**



P-RAP GOALS...



SHORT TERM Goals are monitored and accomplished during the Residential Phase.

- These goals are based on the 8 core components.

EXAMINING PLACEMENT OPTIONS These are the different pathways cadets have the opportunity to explore in.

- **Workforce**
- **Higher Education**
- **Military**

INTERMEDIATE Post-Residential Goals include Placement, Transportation and Housing goals that will support their Long Term Goals. These goals will be their primary plan (plan A) immediately following the completion of the Residential Phase.



P-RAP GOALS...



ALTERNATE Post-Residential Goals or “backup” placement goals (plan B) will be determined in case the Intermediate Placement, Transportation or Housing Goal is not possible.

(i.e., Intermediate goal is to enlist in the Army, but Cadet did not pass the ASVAB Test.

Alternate: Cadet will work until he/she passes the ASVAB Test, then process for enlistment)

TRANSITION Goal will be created if the cadet will not be able to achieve their Intermediate or Alternate Placement Goal within 30 days of graduation.

(i.e., Intermediate goal is to enlist in the Army, and Alternate Goal is to go to College.

Both goals will take longer than 30 days to start. Cadet will work until placement begins)

LONG TERM Goals are monitored & carried out through-out the Post-Residential Phase.

- These goals are based on the cadets long term plans, from graduation day, up until 5 years.

Cadets are instructed on using the **S.M.A.R.T.** format to create their goals.



S. M. A. R. T. Criteria



S = Specific (Goal must be clear)

M = Measurable (Goal must be define by individual capability)

A = Attainable (Goal must be accomplishable based on individual academic and/or physical capability to achieve that goal)

R = Realistic (Goal must be “do-able”)

T = Time Bound (All goals must have a target date for completion)



FUNCTIONS OF THE PRAP:



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

As a MENTOR, you should use the P-RAP as a basis for conversations with your MENTEE and use the plan as a guide in helping them succeed.

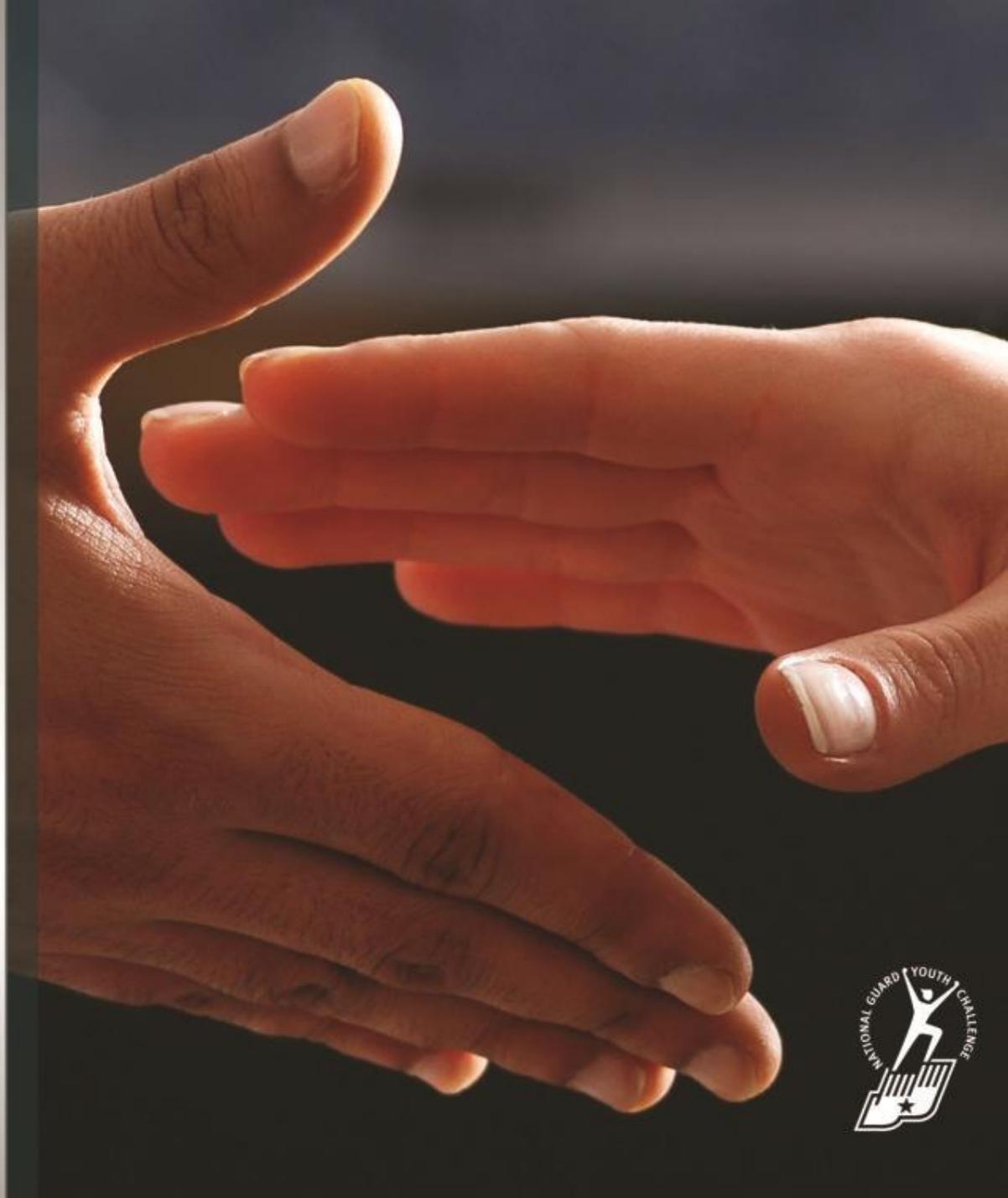


Module 9

Case Manager and Reporting Requirement

Learning Objectives:

- Identify relevant responsibilities of a Case Manager
- Become familiar with monthly reporting requirements



THE CASE MANAGER



- 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.



THE CASE MANAGER



- 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
 - 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.



MODULE 5 ACTIVITY



- **The Case Manager:**

Contact your Case Manager, introduce yourself, and ask your Case Manager to supply you with a copy of the Monthly Mentor Tracking and Assessment 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 ChalleNGe.

| Date | Time | Outcome (person talked to) |
|-------|-------|----------------------------|
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |





Hawaii National Guard Youth Challenge Academy
 Monthly Mentor Tracking and Assessment



REPORTING PERIOD: January 14, 2019 to February 13, 2019 *Report is due **10 DAYS** after the last reporting day.
(MMDDYY) (MMDDYY)

Graduate: Hale, Isaac Class: 49 Mentor: John Smith Mentor phone number: (808)-950-0000

Contact(s) per month between Mentor and Graduate? 4

Where is Graduate living? Home Friends _____ Alone _____ Other _____ Unknown _____

Address: 11-456 Ika Street City, State, Zip Code: Makakilo, HI 96707 Phone No: (808) 640-000

PRAP: *Please review original PRAP placement options and note any changes during every weekly meeting.

First Option (Plan A): Higher Education Second Option (Plan B): Workforce Long Term Goal: Computer Science

List any changes to Placement options: Instead of going to school, graduate is currently working.

What does the Graduate expect to gain from the changes? Graduate wants to save money before going to school.

Why did the Graduate make the change? To save money, so he doesn't have to work and go to school at the same time.

What is your position on the changes? I believe it is a good reason to adjust his placement options.

Is Graduate back in school or in higher education?

Name of School: _____ Subject: _____ Part-time _____ Full-time _____

Is Graduate employed/volunteer?

Name of Employer: McDonald's Kapolei Duty Title: Cashier
 Name of Supervisor: John Doe Phone Number: (808) 740-0000
 Wage/Salary: \$10.10 No. of hours per week: 30/ hrs. Part-time _____ Full-time
 Date Started: (MMDDYY) 1/15/19 Date Ended: (MMDDYY) Ongoing If ended, why? _____

Is Graduate in the Military?

Branch of Service: _____ Date of Enlistment: _____ Ship Date: _____
 Active Military _____ National Guard _____ Reserves _____

| Date (MMDDYY) | Type of Contact (Phone/Person/Letter/Email/Other) | Brief Summary (Use additional paper if needed) |
|------------------|--|--|
| <u>1/15/19</u> | <u>In Person</u> | <u>Seen Graduate in person, talked about his new job. Graduate is excited about life after grad.</u> |
| <u>1/20/19</u> | <u>In Person</u> | <u>Went to lunch. Graduate was having not so good days. He is having some family problems, but is hoping that everything will turn out good.</u> |
| <u>1/30/19</u> | <u>Phone Call</u> | <u>Talked with grad on the phone. He was at work and says family is getting better. He is wanting to start school!</u> |
| <u>2/07/19</u> | <u>Social Media</u> | <u>Grad was not answering my phone calls, so I talked with him on Instagram, he has been busy working. We talked about accountability.</u> |

Mentor/Staff Signature: John Smith Per conversation with: Graduate Hale Date: 02/23/19

THANK YOU FOR YOUR SUPPORT!

Please turn in your monthly report on time. We in turn must report information to Washington for funding purposes.
 For your convenience, you may send in your report by mail, fax or email.

Youth Challenge Academy, P.O. Box 75348, Kapolei, Hawaii 96707-0348 Attn: Mentor Coordinator Office

FAX: (808) 447-3361

E-MAIL: Ruth Osborne (ruth.p.osborne@hawaii.gov)
Tricia Liupaono (tricia.j.liupaono@hawaii.gov)

PHONE: 685-7142
 PHONE: 685-7150



Some Possible Challenges:



Like any relationship, there will be challenges.

Preparing ahead of time for these challenges will help the long-term success of your partnership...



Some Possible Challenges:



- Your mentee falls out of contact.
 - **Don't take it personal;** ask them.
 - **Focus on the fun;** try letting them choose the activity.
 - **Be persistent;** take responsibility for making and maintaining contact.
- Your mentee tests you.
 - **Cool down;** take time to gather your thoughts or seek advice before reacting.
 - **Set boundaries;** set clear expectations and boundaries. Be accountable.
 - **Reaffirm Your Commitment;** point out the positive shifts you are seeing.



Some Possible Challenges:



- Your mentee talks to you about risky behaviors.

- ***Ask Questions:*** Keep his confidence, if you want him to talk to you the next time something big comes up, you need to keep his trust. If a situation needs reporting, please contact the case manager.

- ***Hold Your Opinion:*** Wait for him to ask your opinion. Resist the urge to lecture.

- ***Keep their confidence:*** Focus on open-ended non-judgmental questions.



Some Possible Challenges:



- YOU feel overwhelmed.
 - ***Friends Don't Fix:*** Remember the role of the Mentor is NOT to fix anything. The primary responsibility of a mentor is to be a good friend and source of positive encouragement.
 - ***Set Limits:*** Set limits around the frequency and duration of visits, and make sure expectations are clear.
 - ***Ask for feedback:*** Ask for additional insight on other ways to improve the relationship



Some Possible Challenges:

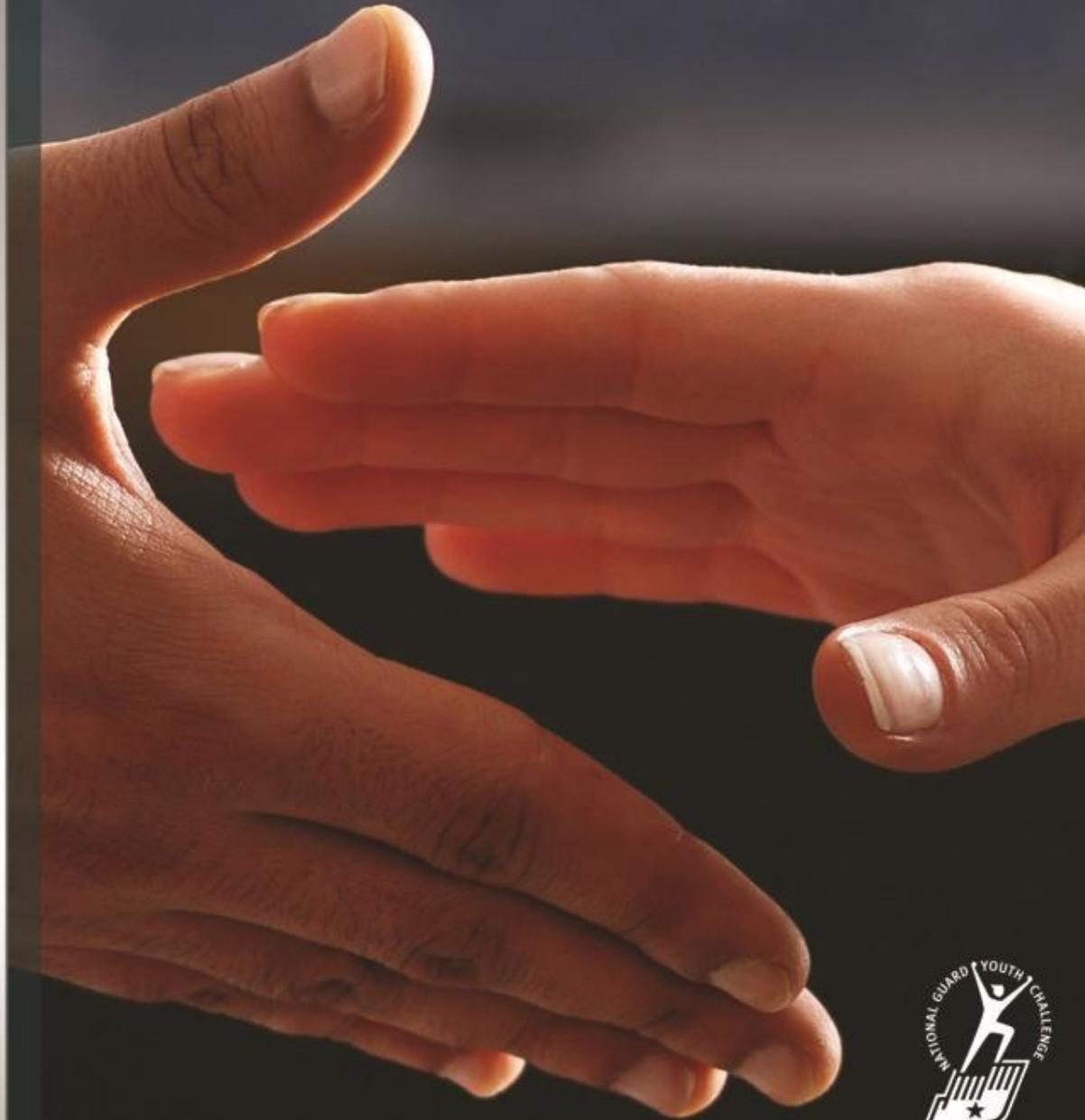


- Your mentee needs career guidance.
 - **Ask about his interests:** Practice reflective listening... ‘It sounds like...’
 - **Expose him to new opportunities:** Teach him how to research potential careers.
 - **Share your experiences:** Share your experiences and the lessons you’ve learned about coping in a difficult work environment.



Module 10

**Sustaining the
relationship into
the Post-
Residential
Phase...**



Ensure a solid foundation...



- **Be a positive role model!**
 - Be consistent & reliable in your behavior
 - Use correct English instead of slang
 - Do not use profanity
 - Always keep your word; doing what you say you are going to do
 - Be friendly and polite
 - Be helpful
 - Be respectful



Ensure a solid foundation...



- **Be culturally sensitive**

- They may have a different racial or socioeconomic background than you.
- They will be younger than you and do not have your level of education or life experience.
- Be aware; your awareness of and respect for their culture will go far toward strengthening the bond between you.



Ensure a solid foundation...



• Build Trust

- Depending on their background, they may never have experienced a close, trusting relationship with an adult.
- They are unlikely to trust you automatically; you'll need to earn their trust.
 - Give them time to trust you.
 - Keep conversations confidential; unless you have reason to believe that they are going to hurt themselves or someone else.
 - Be sensitive to their concerns & feelings.
 - Be patient; help them through the storm.
 - Be consistent; reliability fosters respect.
 - Show and tell them how important they are to you.
 - Encourage and praise.
 - Give feedback; both positive and constructive; helps give them direction and motivation.
 - Respect their right to make their own choices, even if you disagree.
 - Measure progress in small steps and by how much they have accomplished.



Mahalo!

This concludes the Part 1 of your training. Please print and complete the attached Mentor Training Test and bring the test with you to the Mentor Training Workshop you selected. I look forward to working with you.

Gail Fujimoto, Assistant Mentor Coordinator