

# Module 1 - Welcome to the ChalleNGe Team

## Objectives:

Become familiar with the ChalleNGe program and team.

[Module 1 Video Link](#)

## Key Points:

Begun in 1993, the National Guard Youth ChalleNGe Program (NGYCP) has graduated over 170,000 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 have 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 9 million hours of service to community.

Supporting the 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.**



## Activities:

Our generation of Cadets today communicate primarily via social media, HYCA updates many important announcements via our [Facebook Page](#). As such, to stay connected, we highly recommend creating your own Facebook account and follow the HYCA page.

# Module 2: Overview of the ChalleNGe 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 ChalleNGe Program (NGYCP) is a free, co-educational, preventative program for high school dropouts aged 16-18 years old (age on check-in day). 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, which gives youth the opportunity to improve life skills and employment potential, through development in Core Component areas.
- ChalleNGe 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 to participate.

## [Module 2 Video Link](#)

## Activities:

- **Review Benefits of Mentoring:**
  - **Mentoring Benefits for Cadets:**
    - Improved academic performance
    - Reduce the likelihood of dropping out of the ChalleNGe Program
    - Reduces the incidence of high risk behaviors such as substance use and abuse, carrying a weapon, unsafe sex and violence
    - Helps young people live up to their academic, emotional and social potential
    - Helps develop the competence and character to succeed as adults
  - **Mentoring Benefits for Mentors:**
    - Increased feelings of self-worth
    - Collaborative problem solving
    - Increased social and volunteer activity
    - Increased patience
    - 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.

# Module 3: What is a Mentor

## 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

[Module 3 Video Link](#)

## Key Points

- 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.

# 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:
- High level of attunement in their personal relationships
- Belief that they are capable of filling the mentor role (self-efficacy)
- Realistic expectations about the relationship, the experience, and the impact they can have on youth
- The ability to problem solve and seek out support from the Program, to overcome difficulties and avoid ending the Match
- Having a youth-centered focus — the ability to relate to youth at their level
- An awareness of their own personal biases and cultural competency
- 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.

## [Module 4 Video Link](#)

## Resources:

- [PDF – “Mentoring Works” by Jonathan Alter](#): In the article “Mentoring Works” by Jonathan Alter, “mentoring is not the solution to the problems of the next generation. Parenting comes first. But even good parents often need some help.”
- [PDF – “Getting to the Gold” by Annetta Miller](#): According to the article “Getting to the Gold” by Annetta Miller, goals and activities are at the heart of the mentoring relationship. The key is to pay attention to the Mentee’s needs and interests.

# Module 5: 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.

## Activities:

- This module reviews the role of the Case Manager as an individual that is there to assist you during your mentoring relationship. Always go to your Case Manager for questions that are specific to your Cadet and/or the ChalleNGe Program with which you volunteer. So, to start, **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 you, 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.

# Module 6: Qualities & Needs of Adolescents

## Objectives:

List the needs of adolescents

Review testimony about how the ChalleNGe 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 staying 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 always be 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 their environment is unsafe or inadequate.

## [Module 6 Video Link](#)

## Resources:

- **[Link – Facts About Americas Youth](#)**: This website provides information and statistics about America’s at-risk youth.
- **[Link – Program Tool Risk Factors](#)**: This website defines various “risk factors” and “protective factors” that impact at-risk youth.
- **[Link – Supporting Adolescents and Youth](#)**: This website highlights some information about adolescents and youth, while also providing news links.
- **[Link – 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 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 ChalleNGe 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:** 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 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.

## Module 7 Video Link

## Resources:

- [Link – Forming-Storming-Norming-Performing-Mourning](#): The National Mentoring Resource Center provides information about the Tuckman’s Model regarding stages of team development, as it relates to youth mentoring.

## 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 Mentee’s 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 three stages of relationship development
- Match times in the ChalleNGe 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.

## [Module 8 Video Link](#)

### Resources:

- [PDF – Stages of a Mentoring Relationship](#): This document defines relationship development in three phases – developing rapport and building trust; reaching goals; and closure. Also, gives examples of how you can support and engage with your Cadet in each phase.
- [PDF – Tools for Mentoring Adolescents: Building Trust and Attachment with your Mentee](#): This document defines four phases to relationship development – beginning the relationship, building trust, testing the relationship, and increased independence – while giving strategies on how to be successful in each phase.

### 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 Mentee.
- Use this list as a start for your conversation with your Mentee regarding expectations. Be sure to make the expectations realistic and achievable.



# Module 9: Introduction to P-RAP

## 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 ChalleNGe Program and Post-Residential success. The P-RAP serves four functions:
- Helps Cadets identify and obtain more durable placement
- Provide focus for mentoring relationships and guides Mentor responsibilities
- Increase Post-Residential accountability
- Helps 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.

## Resources:

- [Link – Goal Setting Guide](#): This website provides information about how to set S.M.A.R.T. goals.
- [PDF – Printable Goal Setting Guide](#): Handy, printable S.M.A.R.T. goal-setting guide.

## Activities:

- Practice by setting three S.M.A.R.T. goals for yourself, in 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?

# Module 10: Communication Between Mentor and Mentee

## Objectives:

Practice active listening skills

Understand the concept of youth-centered mentoring

## [Module 10 Video Link](#)

## 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-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.
- 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.

## Resources:

- [PDF – Fairview Health Library: Active Listening Tip Sheet](#)
- [YouTube Video – Active Listening Strategies: How to Be A Good Listener](#)
- [YouTube Video – iSpeak Sales Discovery M.A.P. – Effective Listening](#)

## Activities:

- Reflect on the questions below. Save your responses 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 your Cadet to learn more about at what they do well, or of what they are proud.