



Mentor Challenge Answer Sheet

Case Manager: _____ Mentor: _____

Class: _____ Platoon _____ Cadet: _____

Instructions: Please fill in the response as you complete the online training modules.

Module 1: Welcome to the Challenge Team

1. The National Guard Youth Challenge Program (NGYCP) is a co-educational, preventative program for high school dropouts ages sixteen to nineteen years old.

True False

2. This website provides specific information for National Guard Youth Challenge program mentors.

<http://www.communityforyouth.org>

<http://www.bbbs.org>

<http://www.mentoring.org>

<http://www.oycp.com/mentors.htm>

3. "The mission of the National Guard Youth Challenge 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."

This is the _____ for the Challenge program.

4. Throughout this online training series, you will use _____ to start to build a virtual community of mentors.

Twitter

Facebook

LinkedIn

Telephone

5. List one thing you learned from the introduction video show in this module.

Module 2: Overview of the ChalleNGe Program

1. Select the eight core components addressed by all cadets in the ChalleNGe program.

Leadership/fellowship	Confidence
Job skills	Poise
Health & Hygiene	Physical fitness
Independence	Responsible citizenship
Service to community	Self-respect
Life-coping skills	Academic excellence

2. Pick one of the eight core components and define that component in your own words. Be sure to list what component you are defining.
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3. During the residential phase, cadets attend daily classes in support of the Academic Excellence core component.

True False

4. One of the ways the "Job Skills" core component is accomplished is by training cadets on how to give a successful job interview.

True False

5. The National Guard Youth ChalleNGe Program was piloted in this year: 19__ (four digits).

Module 3: What is a Mentor?

1. Name three of the five areas of the mentoring pyramid: _____, _____, and _____.
 2. You are talking with your cadet and you ask "How has your week been?" The response you get is "Good." Write one example of an open-ended question that you could ask your cadet to get a more in-depth response.
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3. With active listening, if you do not understand exactly what your cadet is saying to you, try repeating back the information as you understand it. What is the process called?

Obtaining information	Self-awareness
Paraphrasing	Simulation

4. A mentor is a person or friend who guides a less experienced person by building trust and modeling positive behaviors.

True False

Module 4: Characteristics of a Mentor

1. The research has demonstrated that youth in high quality relationships improve in the following areas (check all that apply):
 - Academic performance
 - Reduce the likelihood of dropping out
 - Decrease incidence of high risk behaviors—substance abuse, carrying a weapon, unsafe sex and violence
 - Supports young people in their development-academic, emotional and social
2. There are many characteristics of mentors. The lesson indicates that mentors should be able to reflect on their own motivations, _____ and _____ to the relationship.
3. There are many characteristics of mentors. The lesson indicates that mentors should be able to identify realistic expectations about the relationship, the _____ and the _____, they can have on youth.
4. According to the article "Getting to the Gold", goals and activities are at the heart of the mentoring relationship. The key is to pay attention to the mentee's needs and _____.
5. According to the article "Mentoring Works" by Jonathan Alter, "mentoring is not the solution to the problems of the next generation. _____ comes first."
Schools Training Parenting Extra-curricular activities

Module 5: The Case Manager

1. Case management refers to the "oversight practices employed by a program that lead to active mentor matches and successful cadet placement" within which phase of the Challenge program?
Pre-Challenge Challenge Residential Post-Residential
2. _____ refer to situations in which mentors and mentees are fulfilling their contact requirements and meeting monthly reporting requirements.
3. According to the "Key Points" section of this module, one of the most important roles of the case manager is to be a cadet _____.
Cheerleader Representative Guidance Counselor Advocate
4. Some of the duties of the case manager include (check all that apply):
 - 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

5. Your mentoring _____ will outline your reporting requirements.

Module 6: Qualities and Needs of Adolescents and At-Risk Youth

1. _____ addresses the youth need to be good at something, rather than stay caught in a cycle of failure.

2. This module lists the needs of adolescent youth. _____ is 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.

3. This need of youth addresses the need to gain control of one's destiny, rather than be at the mercy of others.

Belonging Master Independence Generosity

4. Generosity is the need to give to others, rather than to be always receiving.

True False

5. Summarize one of the things you learned about adolescent youth and the role of mentors from watching the video in this module.

Module 7: Relationship Building

1. 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. This is why the first _____ months of the mentoring relationship are important and need a lot of attention.

1 2 3 4

2. The stages of a relationship include forming, norming, storming, performing, and mourning/morning. The stages listed are always sequential.

True False

3. During this phase the primary role of the mentor is to participate in mentor training and to help the cadet prepare their Post-Residential Action Plan (P-RAP).

Pre-ChalleNGe Residential
Post-Residential None of these

4. During this phase the mentor "matching ceremony" happens.

Pre-ChalleNGe Residential
Post-Residential None of these

5. List one thing you will do with your cadet in the forming phase of relationship development.
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Module 8: Expectations and the Mentoring Relationship

1. This module addresses some challenges and possible solutions for common mentor relationship issues. One issue is a mentor needing career guidance. Check all the possible things presented in the presentation that a mentor can do to work on this challenge with cadet.

Ask about interests

Expose to new opportunities

Share experiences

Search Google for jobs

2. This module addresses some challenges and possible solutions for common mentor relationship issues. One issue is a mentor feeling overwhelmed. Check all the possible things presented in the presentation that a mentor can do to work on this challenge with cadet.

Friends don't "fix"

Set limits

Ask for feedback

Take a stress management course

3. This module addresses some challenges and possible solutions for common mentor relationship issues. One issue is the mentee falls out of contact. Check all the possible things presented in the presentation that a mentor can do to work on this challenge with cadet.

Don't take it personally

Focus on fun

Be persistent

Take a break

4. This module addresses some challenges and possible solutions for common mentor relationship issues. One issue is a mentee talks to you about risky behaviors. Check all the possible things presented in the presentation that a mentor can do to work on this challenge with cadet.

Tell the parent

Ask questions

Hold your opinion

Keep his confidence

5. This module addresses some challenges and possible solutions for common mentor relationship issues. One issue is a mentee tests you. Check all the possible things presented in the presentation that a mentor can do to work on this challenge with cadet.

Cool down

Set clear boundaries

Tell the parents

Reaffirm your commitment

Module 9: Introduction to P-RAP

1. The Post-Residential Action Plan is a tool that supports the process of goal development and action planning for the Residential and Post-Residential Phases. Within ChalleNGe this plan is commonly called and abbreviated to this: _____.

2. The P-RAP is a tool that provides the roadmap to a cadet's success.

True False

3. Check all the functions of the P-RAP:

Helps cadets identify and obtain more durable placement

Increases post-residential accountability

Helps post-residential staff to monitor placement activities and work with cadets
in the Post-Residential Phase

Provides focus for mentoring relationships and guide mentor responsibilities

4. List one thing you learned from listening to the audio files in this module.

5. The P-RAP contains many goals defined by the cadet. According to this module, goals should be:

K.I.S.S.

R.E.A.L.

M.A.N.Y.

S.M.A.R.T.

Module 10: Communication between Mentor and Mentee

1. _____ is about receiving information from the cadet and remaining non-judgmental and empathetic.

2. What percentage of communication is non-verbal?

63%

77%

89%

93%

3. When you seek to understand, ask more questions and try to withhold _____.

4. Describe one active listening skill you learned about that will help you in your relationship with your cadet.

5. Active listening is difficult.

True

False