



Participant Passport

Youth Development Practitioner Pre-Apprenticeship

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Introduction

FHI 360's National Institute for Work and Learning (NIWL)'s is excited to launch the Youth Development Practitioner (YDP) Pre-Apprenticeship curriculum. Designed to introduce learners to the youth development field, this pre-apprenticeship curriculum provides an entry point for young adults interested in pursuing a career working with youth.

This Participant Passport contains all the information and worksheets you will need for the entire program. Keep your Passport with you and bring it to every session. You are encouraged to review your reflections throughout the course with your facilitator and mentor.

Session Overview

The 42-hour program consists of 27 sessions and is underpinned by the National AfterSchool Association's ten [Core Knowledge, Skills & Competencies for Out-of-School Time Professionals](#), which you will explore further in the sessions. Below is a high-level overview of the modules:

Module 1: Orientation	<ul style="list-style-type: none"> • Learn about apprenticeships, youth work careers, and set goals for your time in the program. • 4 sessions
Module 2: Introduction to PYD	<ul style="list-style-type: none"> • Learn the introductory concepts related to positive youth development, child and youth developmental stages, and meaningful youth-adult interactions. • 6 sessions
Module 3: Exploring Youth Development Work	<ul style="list-style-type: none"> • Explore various aspects of youth-serving work including roles, employers, training requirements. • 6 sessions
Module 4: Competencies in Action	<ul style="list-style-type: none"> • Practice and apply the ten competencies needed for a successful career as a youth development worker. • 11 sessions

Apprenticeship Alignment

Upon successful completion of this pre-apprenticeship curriculum, you will have the ability, knowledge, and skillsets to continue pursuing a career path in youth-serving work, particularly through apprenticeships. It has been designed for participants to enter into the [Youth Development Practitioner](#) occupation, specifically through [FHI 360's Youth Development Practitioner Registered Apprenticeship](#). Whether or not you continue into a

registered apprenticeship program, you will exit the program equipped with the skills to pursue a variety of related occupations such as:

- [Peer Support Specialists](#)
- [Recreation Workers](#)
- [Social and Human Service Assistants](#)

Program Completion

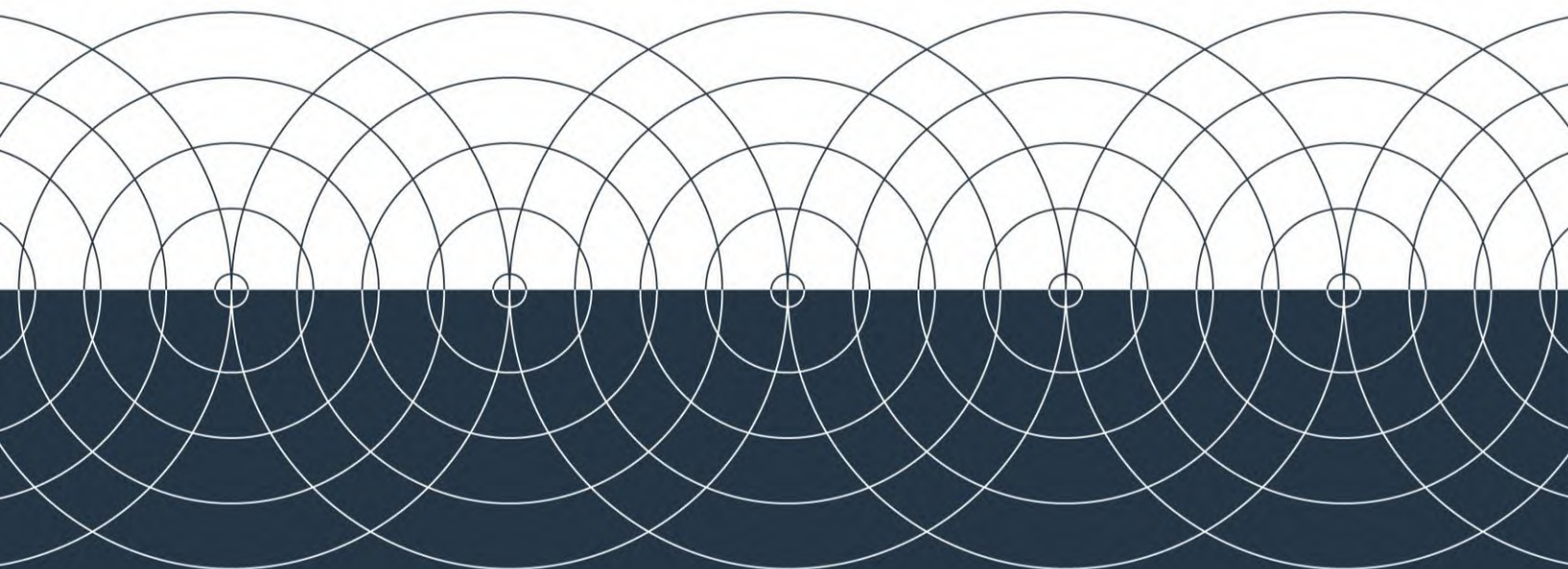
Participants who complete all the YDP sessions are eligible to receive a certificate of completion and the **Youth Development Work Digital Badge**. This micro credential can be displayed on earners' digital profiles to demonstrate their achievement in learning about the foundational youth development practices and applying the competencies. Include this digital certification on your resume or digital profiles such as LinkedIn!



Read more about the Youth Development Work digital badge accompanying this curriculum at: <https://www.credly.com/org/fhi-360/badge/youth-development-work>

Module 1: Orientation

Participant Passport



Gold Standards

Pre-Apprentice Code of Conduct

The following are a set of gold standards we expect all pre-apprentices will embody during their time in the pre-apprenticeship program. Blank spaces are provided for additional standards pre-apprentices would like to contribute.

- Adhere to the pre-apprenticeship program agenda provided.
- Arrive on time for all sessions and fully participate to the best of your abilities.
- Follow all guidelines and instructions provided by your facilitator.
- Conduct yourself in a professional manner at all times, including breaks and outings.
- Come with a positive and open mindset each day.
- Cell phones, tablets, and other technology should be put away during all sessions unless otherwise instructed.
- Treat all pre-apprentices with respect and positive regard.
- Be open to ideas, responses, feedback, and questions without judgement.
- Questions are always welcome and encouraged; ask lots of questions and encourage others to do the same.
- Actively listen to your peers and remember each participant has a voice.






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Session 1.1 Reflection Questions






- What does pre-apprenticeship mean to you?
- How do you feel this pre-apprenticeship program will help you with the goals you've identified for yourself?
- What resources do you have in place, or do you feel are critical to help you succeed in this pre-apprenticeship program?

Youth Worker Core Competencies

National AfterSchool Association's Core Knowledge, Skills & Competencies (CKSCs) for Out-of-School Time Professionals¹

Competency	Description	This can look like:
 Child/Youth Growth and Development	Understands the typical benchmarks for child and youth growth and development and individual and developmental variations.	<ul style="list-style-type: none"> Using services and resources to promote growth and development Using current child and youth development theories and research Identifying individual personalities, temperaments, development, learning styles, and culture
 Learning Environments and Curriculum	Provides critical supports for children, youth, and families through social interactions, relationships, stimulating physical environments, and enriching opportunities.	<ul style="list-style-type: none"> Creating safe environments that encourage play, exploration, and learning Using equipment and technology to support teaching and learning Encouraging children and youth to try new things and supports creative expression
 Child/Youth Observation and Assessment	Regularly uses observations, documentation, and other effective assessment strategies.	<ul style="list-style-type: none"> Collecting data to measure child/youth outcomes Using quantitative and qualitative data to develop a holistic view of each child Recommending referrals to appropriate services based on data
 Relationships and Interactions with Children and Youth	Models pro-social behavior and enhances group experiences with children and youth.	<ul style="list-style-type: none"> Showing self-respect and respect for others Guiding children and youth in self-awareness, social awareness, relationship building and responsible decision making Planning group activities to teach cooperation and collaboration
 Youth Engagement, Voice, and Choice	Fosters child and youth leadership and voice.	<ul style="list-style-type: none"> Encouraging youth to express their ideas and feelings Respecting boundaries, uniqueness in experiences, and individual experience in participation style Promoting and supporting child-initiated and youth-led planning and learning

¹ https://cdn.ymaws.com/naaweb.org/resource/collection/F3611BAF-0B62-42F9-9A26-C376BF35104F/NAA_Core_Knowledge_Skills_Competencies_for_OST_Professionals_rev2023.pdf

Competency	Description	This can look like:
 Equity and Inclusion	Facilitates opportunities for children and youth that are responsive and accessible.	<ul style="list-style-type: none"> • Selecting program materials that represent the community served • Creating a welcoming and respectful environment • Ensuring program space and activities are accessible for people of all abilities
 Family, School, and Community Relationships	Partners with families, schools, and communities to help children and youth develop.	<ul style="list-style-type: none"> • Communicating respectfully and positively with families and school staff • Listening to and trusting feedback from a variety of perspectives • Developing working relationships with schools and volunteers
 Safety and Wellness	Provides relationships, environments, and experiences that meet the health, safety, and nutritional needs of children and youth.	<ul style="list-style-type: none"> • Adhering to health and safety regulations • Responding calmly to a crisis and following emergency preparedness plans • Promoting physical and mental health and destigmatizing accessing services
 Program Planning and Development	Follows applicable laws and policies, meets quality standards, and develops healthy relationships with colleagues.	<ul style="list-style-type: none"> • Using technology for program planning and evaluation • Managing program finances and resources effectively and responsibly • Collaborating and promoting teamwork
 Professional Development and Leadership	Adopts ethical standards of behavior as a member of a professional community.	<ul style="list-style-type: none"> • Acting ethically and maintaining confidentiality according to professional guidelines • Engaging in continuous professional development and learning • Seeking out informal and formal leadership and advocacy opportunities

Session 1.2 Reflection Questions and Resources

- What is one new thing you learned about youth-serving work today?
- What surprised you about this work?
- So far, are there any occupations in this field you find interesting?
- What additional questions do you have about this type of work?

Resources

- Education to Become a Youth Worker
<https://www.humanservicesedu.org/youth-worker/>
- Certified Children, Youth & Family Social Worker
<https://www.socialworkers.org/Careers/Credentials-Certifications/Apply-for-NASW-Social-Work-Credentials/Certified-Children-Youth-Family-Social-Worker>
- What Qualifications Do I Need to Be a Youth Worker?
<https://work.chron.com/qualifications-need-youth-worker-1894.html>
- Become a Youth Worker: Step-by-Step Career Guide
<https://bestaccreditedcolleges.org/articles/become-a-youth-worker-step-by-step-career-guide.html>
- MyNextMove
<https://www.mynextmove.org/>

Planning for Change²

Think about your time in this pre-apprenticeship program and your future employment.

My Short-Term Goals

4 weeks from now:

4 months from now:

4 years from now:

My Long-Term Career Goal

² Adapted from Motivational Interviewing Network of Trainers,
<https://motivationalinterviewing.org/sites/default/files/changeplan.pdf>

Planning for Change Example

<p>The changes I want to make (or continue making) are:</p> <ul style="list-style-type: none"> • Provide for my family • Develop a network • Learn professional skills
<p>The most important reasons why I want to make these changes are:</p> <ul style="list-style-type: none"> • Get out of trouble • Become financially independent • Enter a career that I will be happy to work in
<p>The steps I plan to take in changing are:</p> <ul style="list-style-type: none"> • Attending all sessions. • Taking time out for myself. • Meet new people and make new connections. • Asking questions. • Get a mentor. • Setting goals. • Practicing self-care.
<p>The ways other people can help me are:</p> <ul style="list-style-type: none"> • My facilitator can provide clear lessons and answer questions when I have them. • My mentor can help me deal with struggles I encounter along the way. • My group can help me talk about my difficulties or identify new opportunities.
<p>I will know that my plan is working if:</p> <ul style="list-style-type: none"> • I am attending all sessions. • I am taking time out of each day to focus on my needs. • I am spending time outside of class to reinforce lessons and activities learned in class. • I am expanding my network of important contacts that will help me in the future.
<p>Some things that could interfere with my plan are:</p> <ul style="list-style-type: none"> • If I don't attend all scheduled sessions. • If I don't stop hanging out with people who do not support me. • If I don't ask for help when I need it.
<p>What I will do if the plan isn't working:</p> <ul style="list-style-type: none"> • Be honest with my facilitator and my group and ask for help. • Make another plan that takes care of cravings/urges better. • Refuse to let myself feel like a failure

Module 1 Reflection

At the end of each module, pre-apprentices will use this tool³ to reflect on their understanding of the topics covered in the sessions and their engagement. Here's how to use it:

Assess

Carefully read each competency statement below and write in a self-rating according to this scale:

1 = No understanding

2 = I have a basic understanding but need additional support or training

3 = I understand this competency well and can talk about it confidently

4 = This is a strength, and I can teach others about this competency

If you are unsure what a particular statement means, score it as a 1. Keep in mind that you are just beginning your journey in youth development work, so there may be many areas for growth.

Reflect

Use the questions on pages 2 and 3 to guide your reflection. Discuss and brainstorm ways for improvement with another pre-apprentice and your program facilitator.

Plan

Use your responses from the self-assessment and the reflection questions to identify areas for growth. Update the SMART goals and action plan you created in Module 1 to reflect any new areas for development.

Continue to Grow

At the end of your pre-apprenticeship program, return to this tool to assess your progress. Celebrate your successes and then make additional plans for growth.

³ Adapted from the National AfterSchool Association's Core Knowledge, Skills & Competencies Self-Assessment Tool, https://cdn.ymaws.com/naaweb.org/resource/collection/D773B2BE-959F-4BAC-BCE3-60559AA6F262/CKSC_Self_Assessment_All_.pdf

Module 1: Orientation

Read each competency statement and rate your current understanding or ability.

Self-Rating	Competency
	I understand that a pre-apprenticeship is a program designed to prepare individuals to enter a Registered Apprenticeship Program (RAP).
	I understand that apprenticeships are a pathway into the workforce developed with input from employers.
	I understand that youth workers are human services specialists that facilitate positive change in young people who may be experiencing social, emotional, or behavioral challenges.
	I can identify and describe at least three different youth work occupations.
	I can identify the ten core knowledge, skills, and competencies for youth development workers.
	I understand that there are different education and training requirements necessary for each type of youth worker role.
	I can identify and use at least two different online resources to find information about youth work careers.
	I can use the SMART Goal framework to set personal and professional goals.

Reflection Questions

Review your self-assessment ratings. Consider your results as you think about your areas of strength and your areas of opportunity.

1. Which competencies did you rate the highest? Why?
2. Which competencies did you score the lowest? Why? What makes these challenging for you?

3. From your answers above, pick one competency area you would like to learn more about and develop your skills and knowledge.

Competency Area

Example: I would like to learn about more types of youth worker jobs and the training needed to pursue them.

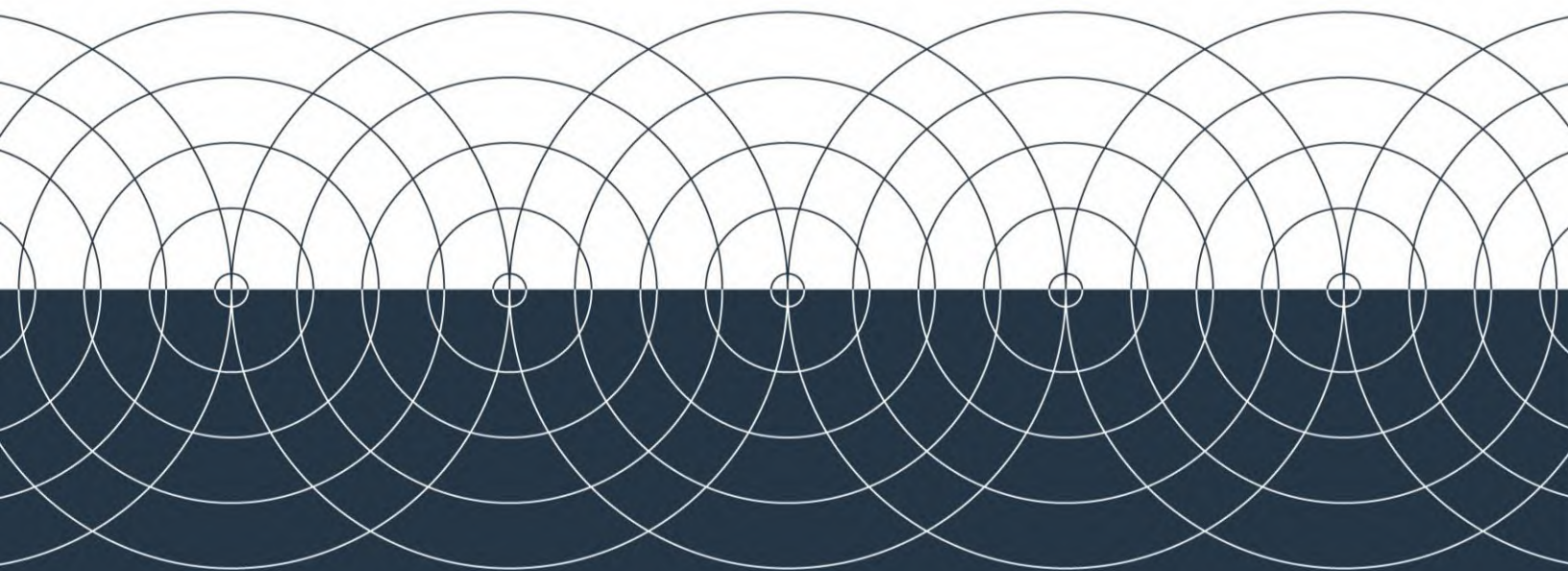
Action Plan

Fill out the plan below to help meet your goals.

Ask Yourself	Example	Competency Area
What information, education, or training will I need to grow this competency?	<i>A list of job titles and descriptions</i>	
What type of support will I need and where can I find it? (e.g., money for training, time off from work, or guidance from a mentor)	<i>Talk to youth workers to find out their job title, career trajectory, and educational background.</i>	
What are the first two actions I can take?	<ol style="list-style-type: none"> <i>1. Ask my mentor to share their resume</i> <i>2. Use the resources provided to look up educational requirements</i> 	

Module 2: Introduction to Positive Youth Development

Participant Passport



Positive Youth Development Overview

Positive Youth Development (PYD) is a philosophy or approach that guides communities in the way they organize programs, supports, and opportunities so that young people can develop their full potential. Key features are:

Focus on building positive outcomes

A shift from preventing or fixing problems to creating positive outcomes such as:

- Competencies (skills)
- Connections and caring relationships
- Positive values and expectations
- Meaningful participation

Youth voice and engagement

- Working with young people, not for them
- Engaging young people as partners and listening to their expertise and perspective
- Adults are aware of and control any negative assumptions and stereotypes about youth (aka “adultism”)

Long-term, developmentally appropriate involvement

- Supporting young people throughout their development – about 20 years – while adjusting to their changing needs
- Offering extended exposure to programs and supportive adults to thrive; short-term programs and opportunities are not as effective

Universal and inclusive

- Provide support and opportunities to all young people, not just “high risk” or high achieving youth
- Provide additional support to young people facing extra challenges
- Use research to select strategies that are effective for high need youth

Community-based and collaborative

- Recognize that young people interact with a variety of social environments
- Involve non-traditional community sectors such as businesses, faith communities, or civic organizations
- Work collaboratively with stakeholders for mutual benefit

Tasks of Adolescent Development⁴

Adjust to sexually maturing bodies and feelings	Teens must learn to manage sexual feelings and to engage in healthy sexual behaviors. This task includes establishing a sexual identity and developing the skills for romantic relationships.
Develop and apply abstract thinking skills	Teens typically undergo profound changes in their way of thinking during adolescence, allowing them more effectively to understand and coordinate abstract ideas. They begin to think about possibilities, try out hypotheses, plan ahead, think about thinking, and construct philosophies.
Develop and apply new perspective on human relationships	Teens typically acquire a powerful new ability to understand human relationships. Having learned to “put themselves in another person’s shoes,” they begin to take into account both their perspective and another person’s at the same time. They learn to use this new ability to resolve problems and conflicts in relationships.
Develop and apply new coping skills in areas such as decision making, problem solving, and conflict resolution	Teens begin to acquire new abilities to think about and plan for the future, to engage in more sophisticated strategies for decision-making, problem solving, and conflict resolution, and to moderate their risk-taking to serve goals rather than jeopardize them.
Identify meaningful moral standards, values, and belief systems	Teens typically develop a more complex understanding of moral behavior and underlying principles of justice and caring for others. They question beliefs from childhood and adopt more personally meaningful values, religious views, and belief systems to guide their decisions and behavior.
Understand and express more complex emotional experiences	Teens shift toward an ability to identify and communicate more complex emotions, to understand the emotions of others in more sophisticated ways, and to think about emotions in abstract ways.
Form friendships that are mutually close and supportive	Teens develop peer relationships that play powerful roles in providing support and connection in their lives. They tend to shift from friendships based largely on shared interests and activities to those based on sharing ideas and feelings, mutual trust, and understanding.
Establish key aspects of identity	Forming an identity is a lifelong process, but crucial aspects of identity are typically forged during adolescence, including developing an identity that reflects a sense of individuality as well as connection to valued people and groups. Another part of this task is developing a positive identity around gender, physical attributes, sexuality, ethnicity, and (if appropriate) having been adopted—as well as sensitivity to the diversity of groups that make up American society.
Meet the demands of increasingly mature roles and responsibilities	Teens gradually take on the roles that will be expected of them in adulthood. They learn to acquire the skills and manage the multiple demands that allow them to move into the labor market as well as meet expectations regarding commitment to family, community, and citizenship.
Renegotiate relationships with adults in parenting roles	Although the task of adolescence has sometimes been described as “separating” from parents and other caregivers, it is more widely seen now as adults and teens working together to negotiate a change in the relationship that balances autonomy and ongoing connection. The emphasis on each depends in part on the family’s ethnic background.

⁴ Raising Teens, MIT Work-Life Center, <https://hr.mit.edu/static/worklife/raising-teens/ten-tasks.html>

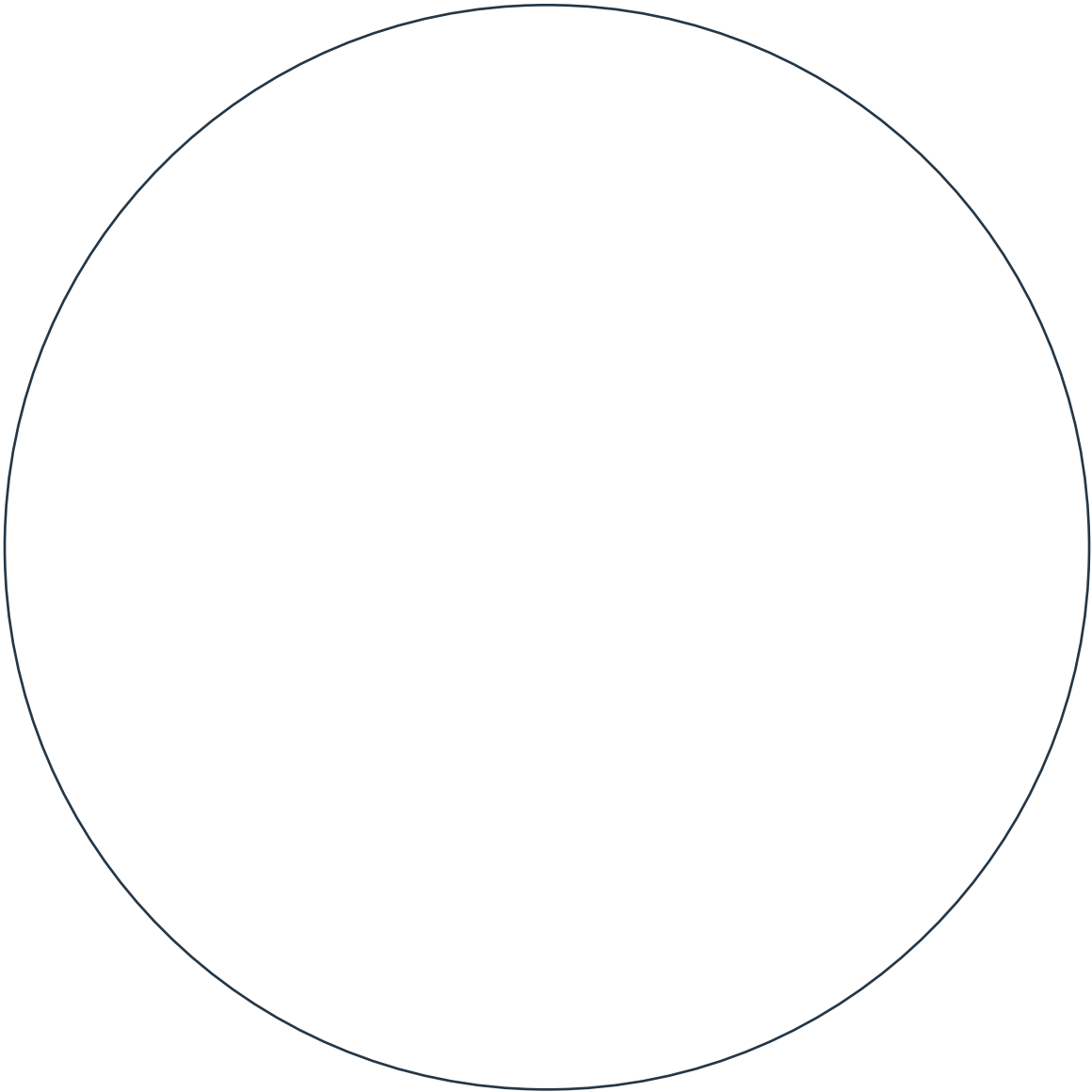
Social Identity Wheel



My High School Social Identities

Think back to the social identities you explored in high school.

What social characteristics did other people most likely identify with you?



Strengths and Difficulties Questionnaire (SDQ)⁵

Strengths and Difficulties Questionnaire		S 11-17		
For each item, please mark the box for Not True, Somewhat True or Certainly True. It would help us if you answered all items as best you can even if you are not absolutely certain. Please give your answers on the basis of how things have been for you over the last six months.				
Your name		Male/Female		
Date of birth				
		Not True	Somewhat True	Certainly True
I try to be nice to other people. I care about their feelings		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am restless, I cannot stay still for long		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I get a lot of headaches, stomach-aches or sickness		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I usually share with others, for example CD's, games, food		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I get very angry and often lose my temper		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I would rather be alone than with people of my age		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I usually do as I am told		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I worry a lot		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am helpful if someone is hurt, upset or feeling ill		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am constantly fidgeting or squirming		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have one good friend or more		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I fight a lot. I can make other people do what I want		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am often unhappy, depressed or tearful		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other people my age generally like me		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am easily distracted, I find it difficult to concentrate		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am nervous in new situations. I easily lose confidence		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am kind to younger children		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am often accused of lying or cheating		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other children or young people pick on me or bully me		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I often offer to help others (parents, teachers, children)		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I think before I do things		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I take things that are not mine from home, school or elsewhere		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I get along better with adults than with people my own age		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have many fears, I am easily scared		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I finish the work I'm doing. My attention is good		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Your Signature				
Today's Date				
Thank you very much for your help				
<small>© Robert Goodman, 2005</small>				


⁵ Copy of the One-sided self-rated SDQ for 11-17 year olds, English (USA), <https://youthinmind.com/products-and-services/sdq/>

6 Cs of Positive Youth Outcomes⁶



⁶ Positive Outcome, Act for Youth, <https://actforyouth.org/pyd/outcomes.cfm>

Developmental Relationships Framework⁷



Developmental Relationships

Express Care
Show me that I matter to you.

Be dependable
Be someone I can trust

Listen
Really pay attention when we are together

Believe in me
Make me feel known and valued

Be warm
Show me you enjoy being with me

Encourage
Praise me for my efforts and achievements

Challenge Growth
Push me to keep getting better.

Expect my best
Expect me to live up to my potential

Stretch
Push me to go further

Hold me accountable
Insist I take responsibility for my actions

Reflect on failures
Help me learn from mistakes and setbacks

Provide Support
Help me complete tasks and achieve goals.

Navigate
Guide me through hard situations and systems

Empower
Build my confidence to take charge of my life

Advocate
Stand up for me when I need it

Set boundaries
Put limits in place that keep me on track

Share Power
Treat me with respect and give me a say.

Respect me
Take me seriously and treat me fairly

Include me
Involve me in decisions that affect me

Collaborate
Work with me to solve problems and reach goals


Let me lead
Create opportunities for me to take action and lead

Expand Possibilities
Connect me with people and places that broaden my world.

Inspire
Inspire me to see possibilities for my future

Connect
Introduce me to people who can help me grow

Broaden horizons
Expose me to new ideas, experiences, and places



The Framework

Developmental relationships are the roots of thriving and resilience for young people, regardless of their background or circumstances. Through these relationships, young people discover who they are, cultivate abilities to shape their own lives, and learn how to engage with and contribute to the world around them. Just as trees rely on a system of roots to support and nourish them, young people need to experience developmental relationships in their families, schools, programs, and communities. However, too many young people miss these opportunities due to bias, prejudice, and systemic exclusion based on their race, ethnicity, income, gender, sexual orientation, abilities, or other differences. Together, we can ensure that every young person experiences the developmental relationships they need to thrive.

The Developmental Relationships Framework was developed by Search Institute. Copyright (C) 2020. It may be reproduced with attribution and without alteration for educational, noncommercial uses only.

searchinstitute.org

⁷ The Search Institute, <https://searchinstitute.org/developmental-relationships>

Module 2 Reflection

At the end of each module, pre-apprentices will use this tool⁸ to reflect on their understanding of the topics covered in the sessions and their engagement. Here's how to use it:

Assess

Carefully read each competency statement below and write in a self-rating according to this scale:

1 = No understanding

2 = I have a basic understanding but need additional support or training

3 = I understand this competency well and can talk about it confidently

4 = This is a strength, and I can teach others about this competency

If you are unsure what a particular statement means, score it as a 1. Keep in mind that you are just beginning your journey in youth development work, so there may be many areas for growth.

Reflect

Use the questions on pages 2 and 3 to guide your reflection. Discuss and brainstorm ways for improvement with another pre-apprentice and your program facilitator.

Plan

Use your responses from the self-assessment and the reflection questions to identify areas for growth. Update the SMART goals and action plan you created in Module 1 to reflect any new areas for development.

Continue to Grow

At the end of your pre-apprenticeship program, return to this tool to assess your progress. Celebrate your successes and then make additional plans for growth.

⁸ Adapted from National AfterSchool Association's [Core Knowledge, Skills & Competencies Self-Assessment Tool](#)

Module 2: Introduction to Positive Youth Development

Read each competency statement and rate your current understanding or ability.

Self-Rating	Competency
	I understand that positive youth development is a philosophy or approach for how communities can help young people thrive.
	I am aware of the basic stages of adolescent development and the science of learning and development (SOLD).
	I understand the role of observation and assessment in determining how youth are progressing and providing appropriate support.
	I can identify at least two hidden or undisclosed learning or mental health conditions that may impact a young person's development.
	I understand that there are different frameworks for positive youth outcomes but they all describe the qualities and abilities that allow young people to be capable adults.
	I can identify five strategies for adults to strengthen developmental relationships with youth.
	I understand that encouraging young people to express themselves and use their voice is an important part of their development.
	I understand that people have multiple social identities that interact and guide learning and development.

Reflection Questions

Review your self-assessment ratings. Consider your results as you think about your areas of strength and your areas of opportunity.

1. Which competencies did you rate the highest? Why?
2. Which competencies did you score the lowest? Why? What makes these challenging for you?

3. From your answers above, pick one competency area you would like to learn more about and develop your skills and knowledge.

Competency Area

Example: I would like to learn more about adolescent brain development.

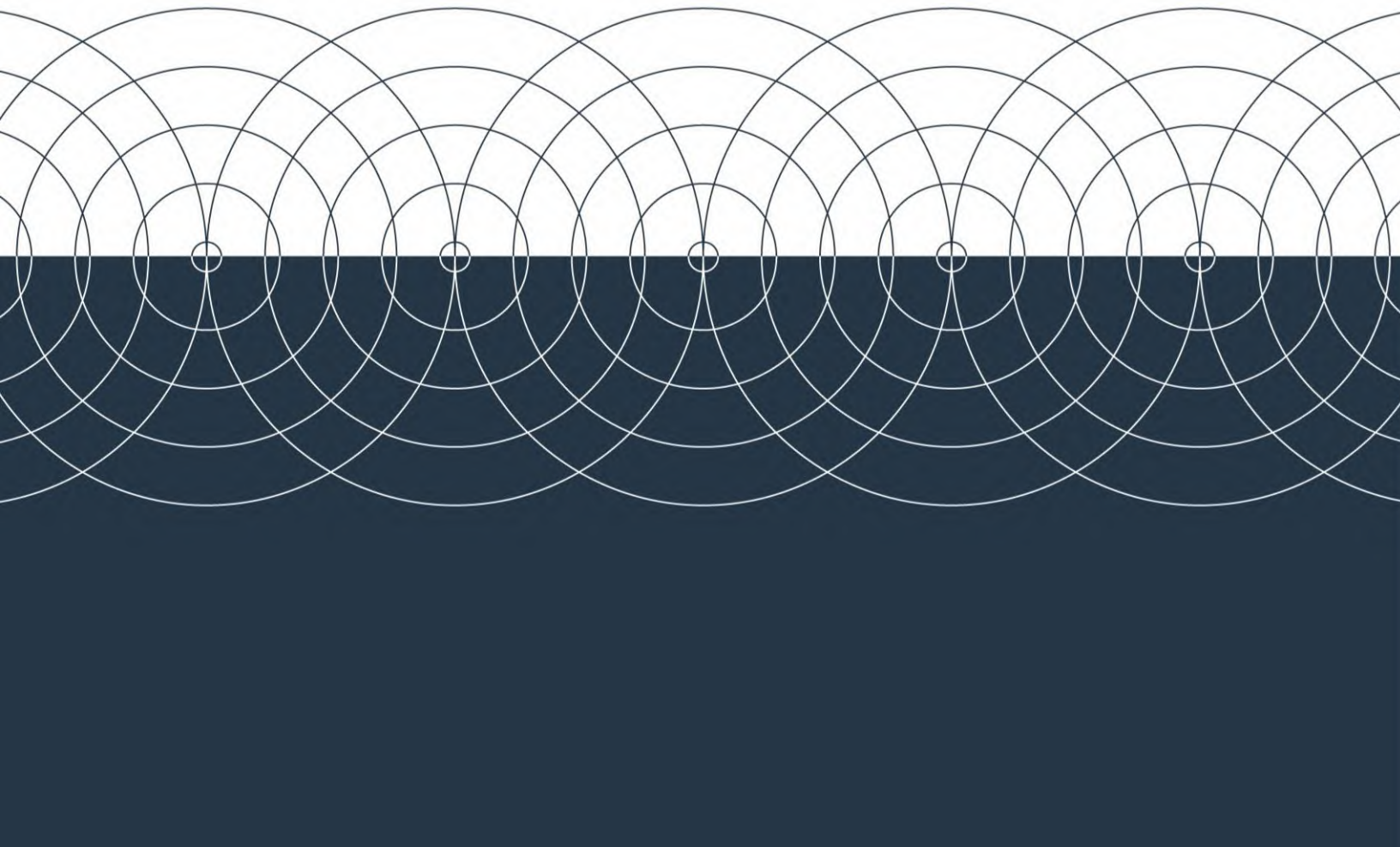
Action Plan

Fill out the plan below to help meet your goals.

Ask Yourself	Example	Competency Area
What information, education, or training will I need to grow this competency?	<i>A class on how the brain works and what can impact brain development for young people.</i>	
What type of support will I need and where can I find it? (e.g., money for training, time off from work, or guidance from a mentor)	<i>Help finding a free or low cost online class.</i>	
What are the first two actions I can take?	<ol style="list-style-type: none"> <i>1. Ask my facilitator or mentor for class recommendations</i> <i>2. Search on YouTube for more videos</i> 	

Module 3: Exploring Youth Development Work

Participant Passport



Local Opportunities List

Search online to find information about five local organizations that employ youth workers.

Name of Organization	
Purpose/Mission	
Job Title and Responsibilities	
Education or Credential Requirements	
<p>Reflecting on your career assessment results and your short- and long-term career goals, is this a position you would consider pursuing? Why or why not?</p>	

Name of Organization	
Purpose/Mission	
Job Title and Responsibilities	
Education or Credential Requirements	
<p>Reflecting on your career assessment results and your short- and long-term career goals, is this a position you would consider pursuing? Why or why not?</p>	

Name of Organization	
Purpose/Mission	
Job Title and Responsibilities	
Education or Credential Requirements	
<p>Reflecting on your career assessment results and your short- and long-term career goals, is this a position you would consider pursuing? Why or why not?</p>	

Name of Organization	
Purpose/Mission	
Job Title and Responsibilities	
Education or Credential Requirements	
<p>Reflecting on your career assessment results and your short- and long-term career goals, is this a position you would consider pursuing? Why or why not?</p>	

Name of Organization	
Purpose/Mission	
Job Title and Responsibilities	
Education or Credential Requirements	
<p>Reflecting on your career assessment results and your short- and long-term career goals, is this a position you would consider pursuing? Why or why not?</p>	

Personal Code of Ethics⁹

A code of ethics is an agreement among participants of a group on the norms that shall guide their behavior during the involvement in the group.

What character words are most important to you and what behaviors show that quality?

Character Quality	Behavior(s)
Creativity	
Empathy	
Citizenship	
Truthfulness	
Accountability	
Fairness	
Integrity	
Compassion	
Humor	
Loyalty	
Sincerity	
Tolerance	
Equality	
Forgiveness	
Purpose	
Friendship	
Imagination	
Honesty	
Self-discipline	
Justice	
Sharing	
Wisdom	
Assertiveness	
Responsibility	
Kindness	
Cooperation	
Restraint	
Perseverance	
Confidence	
Consideration	

⁹ Adapted from the Mississippi Department of Education.

Code of Ethics Reflection¹⁰

Your personal code of ethics is a set of guiding principles that reflect who you are and what you believe in. It serves as a compass for your decisions and actions.

Reflect on Your Values

Think about what matters most to you. Ask yourself:

- What qualities do I admire in others?
- What do I stand for?
- What do I believe is right and wrong?

Write your code in a way that feels authentic to you. It doesn't have to be formal, what matters is that it reflects your true self. Your code should be clear and easy to remember. Stick to the core principles that resonate with you.

Code of Ethics for: _____

You may use words that are listed on the previous page to complete the following items.

1. My philosophy of being a pre-apprentice is:

2. I believe the following are character qualities I must possess:

3. An individual's right to _____, _____, and _____ are important.

4. I get support from _____.

¹⁰ Adapted from the Mississippi Department of Education.

5. I believe the following are character qualities all pre-apprentices must possess:

6. These are behaviors that will show that the above character qualities are valued:

7. These are the steps I will take when I encounter an ethical problem:
(Add or remove steps based on your personal approach to problem solving.)

Step 1: _____

Step 2: _____

Step 3: _____

Step 4: _____

Step 5: _____

Step 6: _____

Step 7: _____

Step 8: _____

Step 9: _____

Step 10: _____

Ethical Dilemmas¹¹

Youth work is inherently filled with dilemmas: the challenges in which there are tensions between competing considerations, conflicting interests, and multiple options for taking action. Complex ethical dilemmas often surface unexpectedly within everyday practice. They unfold quickly and demand a response within a very short time frame.

Review the steps for solving ethical dilemmas:

1. Identify the problem or ethical issue.
2. Collect and review the facts.
3. Brainstorm possible solutions.
4. Select a solution to move forward with. Consider how you will know if your decision was the right one. After an appropriate amount of time, reflect on your decision. Did you make the correct choice? Would an alternative solution have worked better? If so, how can you avoid making the wrong decision in the future?

Read each case study and follow the four steps for making ethical decisions. You will be discussing your decision-making process (and your ultimate decision) with the group.

Case 1: A youth took another participant's phone during a program activity and chose not to admit that he had it until it started ringing from his pocket.

Case 2: A youth confides in you about experiencing emotional distress and mentions engaging in risky behavior. They ask you not to share this information with anyone.

Case 3: During a group activity, a youth you have bonded with personally is struggling, and you are tempted to provide them extra support, potentially neglecting others in the group.

Case 4: A youth refuses to participate in an activity due to cultural beliefs that you were unaware of beforehand.

Case 5: A parent asks for information about their child's behavior in your program, but the youth has asked you to keep certain details private.

Case 6: A youth in your program sends you a friend request on social media and begins messaging you about personal matters.

Case 7: Two youth apply for a limited opportunity within your program, such as a scholarship or leadership role. One of them has consistently excelled, while the other has recently shown significant improvement but still has room to grow.

Case 8: A youth confides in you that they have been involved in minor illegal activities and asks you to keep it a secret.

¹¹ University Digital Conservancy: Ethical Dilemmas Experienced by Youth Workers, <https://conservancy.umn.edu/server/api/core/bitstreams/0861c091-81b6-49c1-9404-0a40c29da64e/content>

ApprenticeshipUSA Fact Sheet

Find programs and learn more at <https://www.apprenticeship.gov/career-seekers>.



Earn While You Learn Today

Career seekers are looking for opportunities to fast track their career goals and earn competitive wages. A Registered Apprenticeship program can put you on that career pathway today.

WHAT IS REGISTERED APPRENTICESHIP?

Registered Apprenticeship is an industry-driven, high-quality career pathway where employers can develop and prepare their future workforce. Individuals can obtain paid work experience; progressive wage increases; classroom instruction; and a portable, nationally recognized credential.

There are seven key components of a Registered Apprenticeship. These components differentiate Registered Apprenticeships from other types of workplace training programs in several ways:

- 1. Industry Led** – Programs are industry-vetted and approved to ensure alignment with industry standards and that apprentices are trained for highly skilled, high-demand occupations.
- 2. Paid Job** – Registered Apprenticeships are jobs! Apprentices earn progressive wages as their skills and productivity increase.
- 3. Structured On-the-Job Learning/Mentorship** – Programs provide structured on-the-job training to prepare for a successful career, which includes instruction from an experienced mentor.
- 4. Supplemental Education** – Apprentices are provided supplemental classroom education based on employers' unique training needs to ensure quality and success.
- 5. Equal Employment Opportunity** – Programs are designed to reflect the communities in which they operate through strong non-discrimination, anti-harassment, and inclusive recruitment practices.
- 6. Quality & Safety** – Apprentices are afforded worker protections while receiving rigorous training to equip them with the skills they need to succeed and the proper training and supervision they need to be safe.
- 7. Credentials** – Apprentices earn a portable, nationally recognized credential within their industry.

SUPPLEMENTAL EDUCATION

Most apprenticeship opportunities include **classroom instruction** and often provide college credit for your experience **while allowing you to avoid student debt**.

The length of a Registered Apprenticeship program can vary depending on the employer, complexity of the occupation, industry, and type of program.



"Our apprenticeship program supports a top priority for The Hartford by helping attract and develop diverse talent outside of the traditional college track, for critical customer-facing roles. Participating students gain tuition support and a full-time position with a leading U.S. insurer, where they can grow their career—whether it's their first professional role or a new career path. It's a win for them and a win for us."—John Kinney, The Hartford



[apprenticeship.gov](https://www.apprenticeship.gov)

Registered Apprenticeship programs are distinguished from other types of workplace training models such as internships by several factors:

- ▶ Registered Apprenticeship programs are jobs from day one and apprentices earn family-sustaining wages from their employers, allowing them to earn and learn at the same time.
- ▶ Registered Apprenticeship programs provide structured on-the-job learning and job-related classroom training, some with articulation agreements with 2- and 4-year colleges, including minority-serving institutions.
- ▶ Apprentices earn wage increases as they learn and gain new skills.
- ▶ On-the-job learning is conducted in the work setting under the direction of a mentor(s).
- ▶ Training results in a portable, nationally recognized credential.

FIND PROGRAMS IN MULTIPLE INDUSTRIES

Registered Apprenticeship programs are available in multiple industries, including:

- ▶ Advanced Manufacturing
- ▶ Agriculture
- ▶ Construction
- ▶ Education
- ▶ Energy
- ▶ Financial Services
- ▶ Healthcare
- ▶ Hospitality
- ▶ Public Service
- ▶ Technology
- ▶ Telecommunications
- ▶ Transportation

94%
of apprentices
who complete
a registered
apprenticeship
retain employment,
with an average
annual salary
of \$80,000



"My goal had always been to springboard a career in cybersecurity. If not for Apprenti's Apprenticeship Program, I wouldn't be a 20-year-old Risk Analyst happily employed at Mass General Brigham."—Mali Gyurina, Risk Analyst, Mass General Brigham

HOW TO BECOME AN APPRENTICE

There are many ways to find the right Registered Apprenticeship opportunity for you.

Apprenticeship opportunities are offered through an employer or the program sponsor.

To become an apprentice, search for an opportunity using our [Apprenticeship Finder](#) and apply directly with the employer or the program sponsor.

Questions about a specific opportunity? Contact the employer or the program sponsor listed on the job posting for more information.



Explore Registered Apprenticeship Today!

Want to learn more? Visit the U.S. Department of Labor's one-stop source for all things apprenticeship: www.apprenticeship.gov or email us at apprenticeship@dol.gov.

APPRENTICESHIPUSA
★★★

The Employment and Training Administration promotes Registered Apprenticeship—a proven model of apprenticeship that has been validated by the U.S. Department of Labor or a State Apprenticeship Agency—under the National Apprenticeship Act.

Updated January 2025

Module 3 Reflection

At the end of each module, pre-apprentices will use this tool¹² to reflect on their understanding of the topics covered in the sessions and their engagement. Here's how to use it:

Assess

Carefully read each competency statement below and write in a self-rating according to this scale:

1 = No understanding

2 = I have a basic understanding but need additional support or training

3 = I understand this competency well and can talk about it confidently

4 = This is a strength, and I can teach others about this competency

If you are unsure what a particular statement means, score it as a 1. Keep in mind that you are just beginning your journey in youth development work, so there may be many areas for growth.

Reflect

Use the questions on pages 2 and 3 to guide your reflection. Discuss and brainstorm ways for improvement with another pre-apprentice and your program facilitator.

Plan

Use your responses from the self-assessment and the reflection questions to identify areas for growth. Update the SMART goals and action plan you created in Module 1 to reflect any new areas for development.

Continue to Grow

At the end of your pre-apprenticeship program, return to this tool to assess your progress. Celebrate your successes and then make additional plans for growth.

¹² Adapted from National AfterSchool Association's [Core Knowledge, Skills & Competencies Self-Assessment Tool](#)

Module 3: Exploring Youth Development Work

Read each competency statement and rate your current understanding or ability.

Self-Rating	Competency
	I understand that an organization's mission, values, and the needs of the community help shape youth programs.
	I understand the importance of collaboration and teamwork among youth service workers.
	I understand how children and youth learn through relationships, activities, play, and other experiences.
	I recognize the importance of creating a developmentally appropriate and positive learning environment.
	I understand that there is a professional code of ethics that youth service workers must abide by.
	I have a personal work ethic informed by knowledge of child and youth development, best/promising practices, and a professional code of ethics.
	I recognize that children and youth have individual mental health needs and require an individualized response.
	I understand the requirement to maintain the confidentiality of all health-related information.
	I understand the importance of recognizing, responding to, and implementing safeguarding measures that ensure the safety, well-being, and protection of young people in youth development settings.

Reflection Questions

Review your self-assessment ratings. Consider your results as you think about your areas of strength and your areas of opportunity.

1. Which competencies did you rate the highest? Why?
2. Which competencies did you score the lowest? Why? What makes these challenging for you?

- From your answers above, pick one competency area you would like to learn more about and develop your skills and knowledge.

Competency Area

Example: I would like to learn more about the way an organization's mission, values, and the needs of the community help shape youth programs.

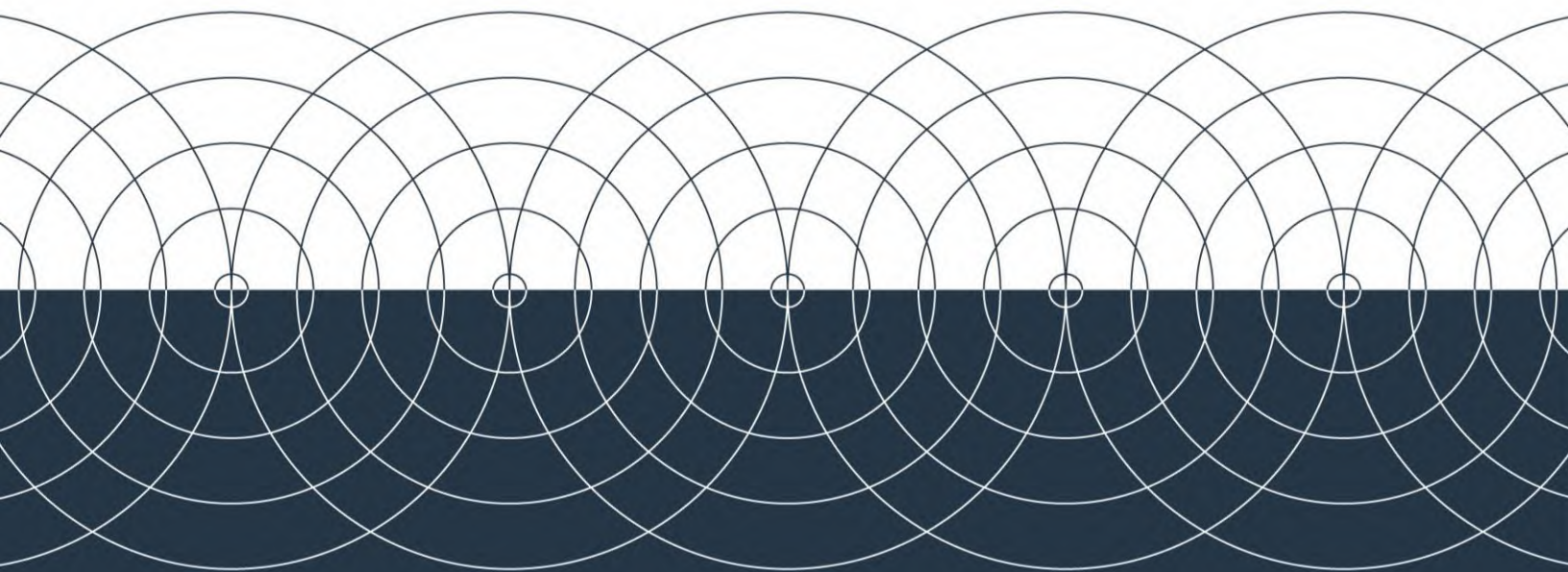
Action Plan

Fill out the plan below to help meet your goals.

Ask Yourself	Example	Competency Area
What information, education, or training will I need to grow this competency?	<i>A list of mission statements and values of local organizations</i>	
What type of support will I need and where can I find it? (e.g., money for training, time off from work, or guidance from a mentor)	<i>Talk to youth workers to better understand how they use the mission in their work. I can reach out to my pre-apprenticeship mentor to learn more about how her company's mission inspires her.</i>	
What are the first two actions I can take?	<ol style="list-style-type: none"> <i>Schedule a call with my mentor</i> <i>Search online for the mission statements of 3 local youth organizations</i> 	

Module 4: Competencies in Action

Participant Passport



Skills for Success

These are the nine skills that people need for learning, work and life. They are used in the community and the workplace, in different forms and at different levels of complexity. Definitions, typical applications and examples are outlined below to help you understand each Essential Skill.

Essential Skills	Typical Applications	Workplace Examples	Community Examples
Adaptability Your ability to achieve or adjust goals and behaviors when expected or unexpected change occurs, by planning, staying focused, persisting, and overcoming setbacks.	<ul style="list-style-type: none"> Learn on the job. Respond to expected and unexpected changes. Set and adjust goals. Persevere despite challenges. 	Retail sales manager schedules more staff and stocks more items in anticipation of a busy holiday shopping weekend.	You may use this skill when you have to adjust weekend plans when an out-of-town friend unexpectedly visits.
Collaboration Your ability to contribute and support others to achieve a common goal.	<ul style="list-style-type: none"> Work independently, alongside others. Work jointly with a partner or helper. Work as a member of a team. Participate in supervisory or leadership activities. 	Municipal engineers work with technicians, inspectors, and suppliers to complete construction projects.	You may use this skill when working with volunteers to organize a fundraising activity.
Communication Your ability to receive, understand, consider, and share information and ideas through speaking, listening, and interacting with others.	<ul style="list-style-type: none"> Provide or obtain information. Greet, reassure or persuade people. Resolve conflicts. Lead discussions. 	Office clerks take messages and share information by phone and in person.	You may use this skill to explain a food allergy to a server at a restaurant.
Creativity and innovation Your ability to imagine, develop, express, encourage, and apply ideas in ways that are novel, unexpected, or challenge existing methods and norms.	<ul style="list-style-type: none"> Asking questions. Viewing situations from different perspectives. Looking for more efficient or more effective strategies. Sharing ideas and taking initiative. 	A teacher writes a lesson plan for a new, more engaging method to teach students math concepts.	You may use this skill to style a new outfit from pieces of clothing you haven't worn together before.

Essential Skills	Typical Applications	Workplace Examples	Community Examples
Digital Your ability to use digital technology and tools to find, manage, apply, create and share information and content.	<ul style="list-style-type: none"> Use different forms of technology, such as cash registers or laptops. Use word processing software. Send and receive emails. Navigate the Internet and social media. 	Cellular telephone sales representatives use customized software to scan databases for telephone numbers and assist a customer in opening a new account.	You may use this skill when conducting bank transactions in a mobile app on your phone.
Numeracy Your ability to find, understand, use, and report mathematical information presented through words, numbers, symbols, and graphics.	<ul style="list-style-type: none"> Make calculations. Take measurements. Perform scheduling, budgeting or accounting activities. Analyze data. Make estimations. 	Payroll clerks monitor vacation entitlements to prepare budget and scheduling forecasts.	You may use this skill to calculate deductions on personal tax forms.
Problem Solving Your ability to identify, analyze, propose solutions, and make decisions. Problem solving helps you to address issues, monitor success, and learn from the experience.	<ul style="list-style-type: none"> Identify and resolve problems. Make decisions. Find information. Use critical thinking. 	Paramedics diagnose a patient's condition based on medical charts and their own observations. They use their judgement to start an appropriate treatment plan.	You may use this skill to research and select courses at your local adult learning center.
Reading Your ability to find, understand, and use information presented through words, symbols, and images.	<ul style="list-style-type: none"> Scan for information or overall meaning. Read to understand, learn, critique or evaluate. Analyze and synthesize information from multiple sources or from complex texts 	An airline sales agent reads notices on a computer screen, such as special handling requirements or weather information.	You may use this skill to understand a lease agreement for a new apartment.
Writing Your ability to share information using written words, symbols, and images.	<ul style="list-style-type: none"> Write to organize, request, or record information. Write to inform or persuade. Write an analysis or a comparison. 	Human resources professionals write recommendations on issues such as workplace health and safety.	You may use this skill to complete an application for a credit card.

Skills Self-Assessment¹³

Strong essential skills are required for success in apprenticeship training and for a career. Complete this self-assessment to learn about your skill strengths and areas for improvement.

1. Read each statement and place a check mark in the column that best describes your ability to complete the task. Think about work and life experiences when considering your response to each statement.
2. Review your responses. A skill with five or more check marks in the Somewhat and/or No columns indicates an area you should consider improving.
3. Record your results in the Skills Summary section to gain a better understanding of your training needs.

Reading			
Finding, understanding, and using information presented through words, symbols, and images.			
I am confident in my ability to...	Yes	Somewhat	No
Read and follow directions on products or labels.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Read and understand emails, memos or letters.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Read a catalogue to learn basic product information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Read several short documents, such as newsletters, brochures or magazine articles to find information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Read and understand formal documents, such as service contracts and incident reports.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Read and follow directions in equipment manuals, installation guides or work orders.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Read handbooks and manuals to find information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Read policies or procedures when handling a problem at work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Read a variety of documents to compare information, such as product specifications.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Read and interpret regulations to comply with standards.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reading Total			

¹³ Adapted from the Essential Skills Self-Assessment for the Trades,
<https://www.canada.ca/en/services/jobs/training/initiatives/skills-success/tools/self-assessment-trades.html>

Numeracy

Finding, understanding, using, and reporting mathematical information presented through words, numbers, symbols, and graphics.

I am confident in my ability to...	Yes	Somewhat	No
Perform one-step calculations, such as addition, subtraction, multiplication or division.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Perform multi-step calculations and calculations using percentages, fractions, decimals or ratios.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Convert numbers from one unit of measurement to another (for example, metric to imperial).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Plan or monitor schedules, budgets or inventories.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Take precise measurements, such as length or temperature.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Calculate the dimensions, area or volume of different shapes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Analyze or compare numerical data to identify trends or compile statistics.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Estimate unknown values, such as time, distance, volume or quantity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Calculate ratios and proportions (for example, determine actual measurements using scale drawings).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Perform calculations using geometry (for example, calculate slopes or elevation).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Numeracy Total			

Writing

Sharing information using written words, symbols, and images.

I am confident in my ability to...	Yes	Somewhat	No
Record information, such as telephone messages or tasks to be completed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use correct grammar and spelling.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Write to inform or request information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tailor writing for a specific audience, such as a foreperson or a supplier.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Express my opinions in writing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Write brief notes, such as log entries or reminder notes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Write letters to clients or complete incident reports.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Write notes to co-workers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Write business plans or proposals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Write documents using a template, such as contracts or financial reports.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writing Total			

Communication

Receiving, understanding, considering, and sharing information and ideas through speaking, listening, and interacting with others.

I am confident in my ability to...	Yes	Somewhat	No
Talk to co-workers about a work-related issue.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Listen to clients' questions and talk to them about services to be provided.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Speak comfortably in different situations or to different groups of people.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communicate information clearly and concisely in writing (for example, explain a work-related issue to a supervisor).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understand information or questions that are presented in writing (for example, instructions for repairing a piece of equipment).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gather information by asking questions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Listen to others without interrupting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Restate in my own words information that is presented orally or written.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Speak in front of a group of people (for example, lead a discussion with about a work-related issue).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Persuade others by speaking convincingly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communication Total			

Collaboration

Contributing and supporting others to achieve a common goal.

I am confident in my ability to...	Yes	Somewhat	No
Work with limited direction or supervision.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Work with others to schedule and coordinate job tasks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ask for help when required.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Complete my assigned work on time to ensure team deadlines are met.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Give or follow recommendations or instructions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recognize the strengths and weaknesses of other team members.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use feedback from co-workers to improve my work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Give feedback to help others improve their work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Resolve conflicts when working with others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Take on a leadership role (for example, mentor, advisor).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Collaboration Total			

Problem Solving

Identifying, analyzing, proposing solutions, and making decisions.

I am confident in my ability to...	Yes	Somewhat	No
Recognize and identify problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use past experiences to help solve problems or make decisions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identify several reasonable options to address a problem.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evaluate options and choose the best course of action when confronted with a problem or a decision.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Make reasonable assumptions when information is unavailable.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Find and use relevant information required to complete a task.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Organize job tasks according to their level of priority.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Memorize information required for different job tasks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Plan and arrange job tasks to meet deadlines.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evaluate the accuracy or credibility of information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Problem Solving Total			

Digital

Using digital technology and tools to find, manage, apply, create and share information and content.

I am confident in my ability to...	Yes	Somewhat	No
Use company-specific technology, such as two-way radios or computer-controlled machinery.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Perform basic interactions with a computer (for example, log on, manage electronic files).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use word processing software to perform tasks (for example, produce or format text).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use spreadsheet software to perform tasks (for example, organize data, create graphs).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use databases to perform tasks (for example, find or verify customer information).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use graphics software to create visual aids (for example, create basic drawings of parts and fixtures).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use email to communicate (for example, send attachments, email a group of people).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use company-specific software (for example, financial).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use the Internet to find information (for example, online supplier catalog).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Resolve basic technical difficulties (for example, reboot a laptop).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Digital Total			

Adaptability, Creativity, and Innovation

Adjusting goals and behaviors when expected or unexpected change occurs. Applying ideas in ways that are novel, unexpected, or challenge existing methods and norms.

I am confident in my ability to...	Yes	Somewhat	No
Understand my skills strengths and areas for improvement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Develop a learning plan with guidance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Seek learning opportunities, materials and/or resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learn from past experiences and apply lessons learned to new situations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Try new ways of doing things.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learn from others (for example, seek feedback from an experienced journey person).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Take responsibility for my own learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Apply new skills and knowledge.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Keep my skills up to date.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ask questions when information is unclear.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adaptability, Creativity, and Innovation Total			

Skills Summary

- Identify your essential skills strengths – skills with less than five checkmarks in the Somewhat and/or No columns.
- Identify areas for improvement – skills with five or more checkmarks in the Somewhat and/or No columns.
- Record your results in the space provided.
- Use your results to develop a training plan.

My skills for success strengths (for example, Reading)

- 1.
- 2.
- 3.

Areas for improvement (for example, Collaboration)

- 1.
- 2.
- 3.

Dear Future Self

Writing a letter to your future self is a great exercise that lets you reflect on your current life as well as your goals and aspirations. Project to your future self at the completion of this pre-apprenticeship experience. Describe the goals you will achieve, skills you will develop and enhance, as well as the relationships you will build and foster. What does this look like for you? Keep this letter in a safe place and read at the end of your pre-apprenticeship experience.

How to Tell a Great Story¹⁴

by Carolyn O'Hara

July 30, 2014

We tell stories to our coworkers and peers all the time — to persuade someone to support our project, to explain to an employee how he might improve, or to inspire a team that is facing challenges. It's an essential skill, but what makes a compelling story in a business context? And how can you improve your ability to tell stories that persuade?

What the Experts Say

In our information-saturated age, business leaders “won't be heard unless they're telling stories”, says Nick Morgan, author of *Power Cues* and president and founder of Public Words, a communications consulting firm. “Facts and figures and all the rational things that we think are important in the business world actually don't stick in our minds at all,” he says. But stories create “sticky” memories by attaching emotions to things that happen. That means leaders who can create and share good stories have a powerful advantage over others. And fortunately, everyone has the ability to become a better storyteller. “We are programmed through our evolutionary biology to be both consumers and creators of story,” says Jonah Sachs, CEO of Free Range Studios and author of *Winning the Story Wars*. “It certainly can be taught and learned.” Here's how to use storytelling to your benefit.

Start with a message

Every storytelling exercise should begin by asking: Who is my audience and what is the message I want to share with them? Each decision about your story should flow from those questions. Sachs says that leaders should ask, “What is the core moral that I'm trying to implant in my team?” and “How can I boil that down to a compelling single statement?” For instance, if your team is behaving as if failure is not an option, you might decide to impart the message that failure is actually the grandfather of success. Or if you are trying to convince senior leaders to take a risk by supporting your project, you could convey that most companies are built on taking smart chances. First settle on your ultimate message; then you can figure out the best way to illustrate it.

Mine your own experiences

The best storytellers look to their own memories and life experiences for ways to illustrate their message. What events in your life make you believe in the idea you are trying to share? “Think of a moment in which your own failures led to success in your career, or a lesson that a parent or mentor imparted,” says Sachs. “Any of these things can be interesting emotional entry points to a story.” There may be a tendency not to want to

¹⁴ Carolyn O'Hara is a writer and editor based in New York City. She's worked at The Week, PBS NewsHour, and Foreign Policy.

share personal details at work, but anecdotes that illustrate struggle, failure, and barriers overcome are what make leaders appear authentic and accessible. “The key is to show your vulnerability,” says Morgan.

Don’t make yourself the hero

That said, don’t make yourself the star of your own story. “A story about your chauffeured car and having millions in stock options is not going to move your employees,” says Morgan. You can be a central figure, but the ultimate focus should be on people you know, lessons you’ve learned, or events you’ve witnessed. And whenever possible, you should endeavor to “make the audience or employees the hero,” says Morgan. It increases their engagement and willingness to buy in to your message. “One of the main reasons we listen to stories is to create a deeper belief in ourselves,” says Sachs. “But when the storyteller talks about how great they are, the audience shuts down.” The more you celebrate your own decisions, the less likely your audience will connect with you and your message.

Highlight a struggle

A story without a challenge simply isn’t very interesting. “Good storytellers understand that a story needs conflict,” says Morgan. Is there a competitor that needs to be bested? A market challenge that needs to be overcome? A change-resistant industry that needs to be transformed? Don’t be afraid to suggest the road ahead will be difficult. “We actually like to be told it’s going to be hard,” says Morgan. “Smart leaders tell employees, ‘This is going to be tough. But if we all pull together and hang in there, we’ll achieve something amazing in the end.’” A well-crafted story embedded with that kind of a rallying cry means “you don’t have to demand change or effort,” says Sachs. “People will become your partners in change,” because they want to be part of the journey.

Keep it simple

Not every story you tell has to be a surprising, edge-of-your-seat epic. Some of the most successful and memorable stories are relatively simple and straightforward. Don’t let needless details detract from your core message. Work from the principle that “less is more.” One of the biggest mistakes you can make is “putting in too much detail of the wrong kind,” says Morgan. Don’t tell your audience what day of the week it was, for instance, or what shoes you were wearing if it doesn’t advance the story in an artful way. But transporting your audience with a few interesting, well-placed details — how you felt, the expression on a face, the humble beginnings of a now-great company — can help immerse your listeners and drive home your message.

Practice makes perfect

Storytelling is a “real art form” that requires repeated effort to get right, says Morgan. Practice with friends, loved ones, and trusted colleagues to hone your message into the most effective and efficient story. And remember that the rewards can be immense. “Stories are the original viral tool,” says Sachs. “Once you tell a very compelling story, the first thing someone does is think, ‘Who can I tell this story to?’ So, for the extra three minutes you spend encoding a leadership communication in a story, you’re going to see returns that last for months and maybe even years.”

Principles to Remember

Do:

- Consider your audience — choose a framework and details that will best resonate with your listeners.
- Identify the moral or message you want to impart.
- Find inspiration in your life experiences.

Don’t:

- Assume you don’t have storytelling chops — we all have it in us to tell memorable stories.
- Give yourself the starring role.
- Overwhelm your story with unnecessary details.

Case Study #1: Embed conflict to motivate and inspire

Josh Linkner was worried his employees were becoming complacent. Then the CEO of ePrize, a Detroit-based interactive promotions company, Linkner saw his company become the dominant leader in the online promotions industry almost overnight. In the mid-2000s, “we had double and triple growth every year,” he says. “I became worried that we would start clinging to our previous success instead of forging new success, and that our creativity would decline.”

“Greatness is often achieved in the face of adversity,” he says, “but we didn’t have a competitor to gun against.”

So, he made up a fake nemesis. At an all-company meeting, he stood up and announced that there was a brash new competitor named Slither. “I told everyone they were bigger than us, faster than us, and more profitable,” he says. “Their investors had deeper pockets. Their footprint was better, and they were innovating at a pace I’d never seen.”

The story was greeted with chuckles around the room (it was obvious the company was a ruse), but the idea soon became embedded within ePrize’s culture. Executives kept reinforcing the Slither story with fake press releases about their competitor’s impressive quarterly earnings or infusions of capital, and soon the urge to best the imaginary rival began to drive improved performance.

"It inspired creativity," Linkner says. "In brainstorming sessions, we used Slither as the foil. Instead of saying, 'OK, guys, we have to reduce our production time. How are we going to do that?' I would say, 'The folks over at Slither just shaved two days out of their cycle time. How do you think they did it?' The white boards filled with ideas."

Case Study #2: Anchor the story in your personal experiences

Vince Molinaro, managing director of the leadership practice at Knightsbridge Human Capital Solutions, Canada's biggest HR advisory, tells clients he knows exactly when his career direction snapped into focus. It was at his first job out of college, with an organization that helped needy individuals get back on their feet. Vince loved the mission but found the atmosphere uninspiring. "Everyone just went through the motions," he says. "I remember thinking, 'Is this it? Is this what working in the real world is like?'"

A senior manager named Zinta sensed that Vince wanted to have a bigger impact and asked him to join several likeminded colleagues on a committee to make their workplace a more positive environment. They began to make subtle changes, and coworkers' attitudes started to improve. "I saw firsthand how a single manager can change the culture of a place," he says.

Then Zinta was diagnosed with aggressive lung cancer. In her absence, the office culture began to revert back. On a visit to see Zinta in the hospital, Vince told her about the disappointing turn of events. She surprised him with a confession: Since she had never smoked and had no history of cancer in her family, she was convinced that her disease was a direct function of putting up with a toxic work environment for so long.

Shortly after, Zinta sent Vince a letter telling him he would be faced with an important choice throughout his life. He could allow the negative attitudes of others to influence his behavior or pursue professional goals because of the sense of personal accomplishment they offered. "In her time of need she reached out to me," he says. "She was a mentor to me even though she didn't need to be."

Two weeks later, Zinta passed away. But the letter changed Vince's life, inspiring him to leave his job and start his own consulting business devoted to helping people be better leaders. "I've seen the kind of climate and culture that a great leader can create," he says. "For the last 25 years, I've tried to emulate that." He still has Zinta's letter.

When Vince first began sharing this story with his leadership clients, he was taken aback by their reaction. "There was a connection they had to me that was really surprising, he says. "It's like they got me in ways that I wasn't able to directly communicate."

"It also gets them thinking about their own story and the leaders that have influenced them. In my case, it was a great leader. Sometimes it's the really bad ones you learn a lot from." Whatever the case, he says, the power comes from sharing your story with the people you lead so they better understand what motivates you.

Storytelling Interview

Tell Stories to Express Ideas: Interview¹⁵

Overview

Mastering storytelling for the workplace can allow employees to more clearly communicate their message with their colleagues and to convince others of the importance of their idea.

Storytelling techniques can be used to improve the courage, clarity and organization of your oral communication, and help you to build rapport – ultimately improving your ability to deliver persuasive messages, whether that’s during a job interview, or selling products or ideas.

Directions

To complete this activity, you will watch one TED talk which explores the importance of focusing on the ‘why’ rather than the ‘what’ and the ‘how’ of your point if you want to develop a compelling message.

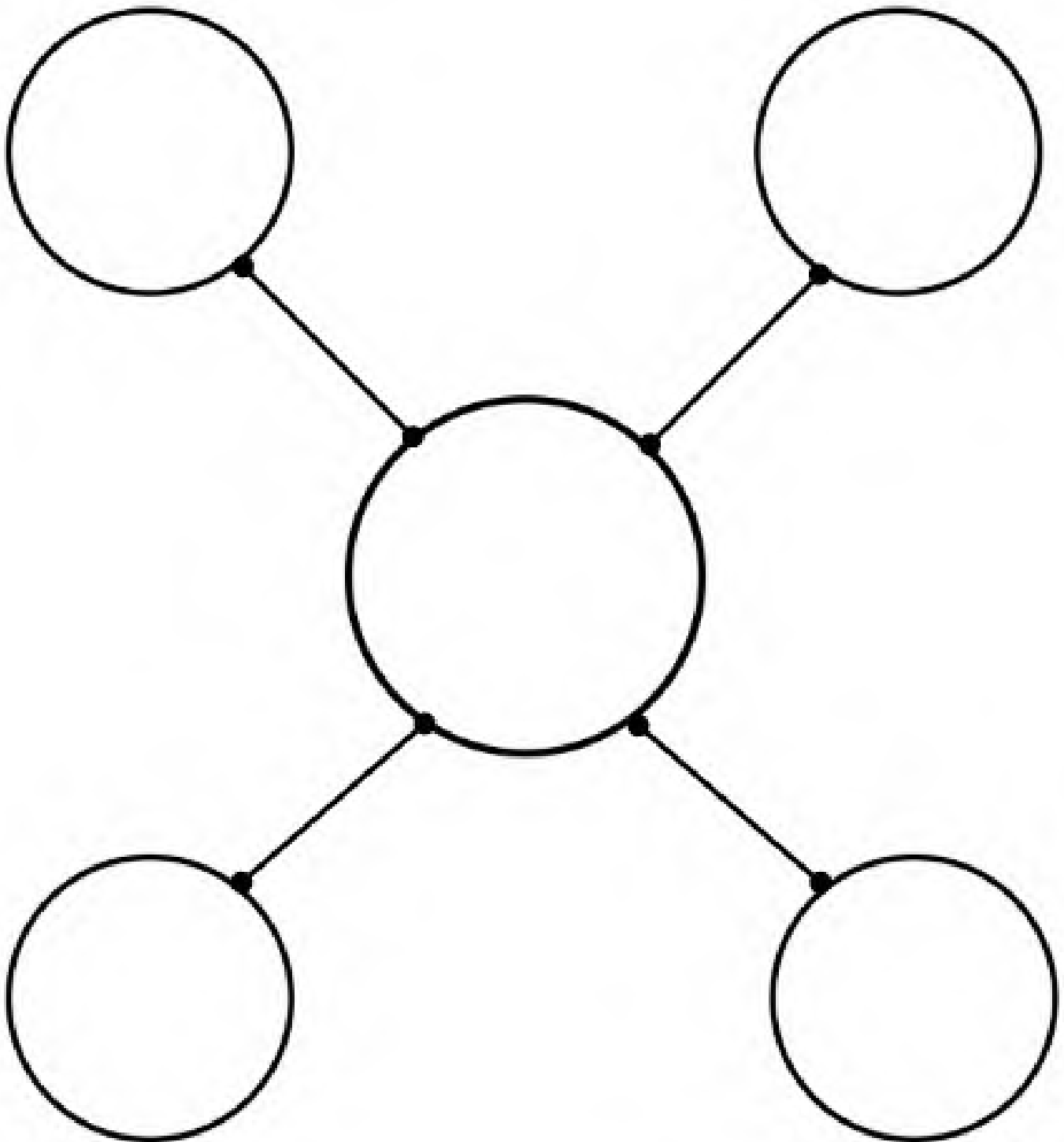
- Read the brief article and watch the TED talk *How Successful People Sell Themselves*, <https://www.themuse.com/advice/video-pick-how-successful-people-sell-themselves>. Focus on the *content* of the talk and make notes on its key messages.
- After watching the TED talk, imagine that you have been invited to an interview for your perfect job or internship. This is a time when you need to use your oral communication skills to sell your message! You need to persuade them that you are the best person for the position!
- Imagine that in your interview, you have been asked the question: *“You have been placed in charge of a project team for a new initiative. What are your first steps to get the team going and to successfully complete the project?”*
- Use the rubric below to draft a response. You should write in detail what you would do, how you would do it and, most importantly, *why* you would take this approach.
- Draw on your values and beliefs about what is important, how people should be treated, and the purpose of your actions. And remember, ‘people don’t buy what you do, they buy why you do it’.

¹⁵ Adapted from Education Design Lab

You have been placed in charge of a project team for a new initiative. What are your first steps to get the team going and to successfully complete the project?

Storytelling Element	Notes
<p>Why are you taking this approach?</p>	
<p>How are you going to do it?</p>	
<p>What are you going to do?</p>	

Circles of Self



1. A story about a time when you were most proud of being one of the circles.

1. A story about a time when you were most proud of being one of the circles.
2. A story about a time it was difficult to be identified as one of the circles.
3. A stereotype associated with one of the circles and an example of you breaking that stereotype.

Active Empathetic Listening¹⁶

1. **Paraphrase:** Once the other person has finished expressing a thought, paraphrase what he or she said to make sure you understand and to show that you are paying attention. Helpful ways to paraphrase include “What I hear you saying is...” “It sounds like...” and “If I understand you right....”
2. **Ask Questions:** When appropriate, ask questions to encourage the other person to elaborate on his or her thoughts and feelings. Avoid jumping to conclusions about what the other person means. Instead, ask questions to clarify his or her meaning, such as, “When you say____, do you mean____”?
3. **Express Empathy:** If the other person voices negative feelings, strive to validate these feelings rather than questioning or defending against them. For example, if the speaker expresses frustration, try to consider why he or she feels that way, regardless of whether you think that feeling is justified or whether you would feel that way yourself were you in his or her position. You might respond, “I can sense that you’re feeling frustrated,” and even “I can understand why that could cause frustration.”
4. **Use Engaged Body Language:** Show that you are engaged and interested by making eye contact, nodding, facing the other person, and maintaining an open and relaxed body posture. Avoid attending to distractions in your environment or checking your phone. Be mindful of your facial expressions: Avoid expressions that might communicate disapproval or disgust.
5. **Avoid Judgment:** Your goal is to understand the other person’s perspective and accept it for what it is, even if you disagree with it. Try not to interrupt with counterarguments or mentally prepare a rebuttal while the other person is speaking.
6. **Avoid Giving Advice:** Problem-solving is likely to be more effective after both conversation partners understand one another’s perspective and feel heard. Moving too quickly into advice-giving can be counterproductive.
7. **Take Turns:** After the other person has had a chance to speak and you have engaged in the active listening steps above, ask if it’s okay for you to share your perspective. When sharing your perspective, express yourself as clearly as possible using “I” statements (e.g., “I feel overwhelmed when you don’t help out around the house”). It may also be helpful, when relevant, to express empathy for the other person’s perspective (e.g., “I know you’ve been very busy lately and don’t mean to leave me hanging...”).

¹⁶ Greater Good Science Center (2019). Active Listening. Retrieved from https://ggia.berkeley.edu/practice/active_listening

Self-Care Assessment¹⁷

This assessment tool provides an overview of effective strategies to maintain self-care. After completing the full assessment, you can move on to developing a full self-care plan.

Using the scale below, rate the following areas in terms of frequency:

5 = Frequently 4 = Occasionally 3 = Rarely 2 = Never 1 = It never occurred to me

Physical Self-Care	
<input type="text"/> Eat regularly (e.g. breakfast, lunch and dinner)	<input type="text"/> Get massages
<input type="text"/> Eat healthy	<input type="text"/> Dance, swim, walk, run, play sports, sing, or do some other physical activity that is fun
<input type="text"/> Exercise	<input type="text"/> Get enough sleep
<input type="text"/> Get regular medical care for prevention	<input type="text"/> Wear clothes you like
<input type="text"/> Get medical care when needed	<input type="text"/> Take day trips or mini vacations
<input type="text"/> Take time off when needed	<input type="text"/> Other:

Psychological Self-Care	
<input type="text"/> Make time for self-reflection	<input type="text"/> Notice your inner experience—listen to your thoughts, judgments, beliefs, attitudes, and feelings
<input type="text"/> Have your own personal psychotherapy	<input type="text"/> Engage your intelligence in a new area, e.g. go to an art museum, history exhibit, sports event, theater performance
<input type="text"/> Write in a journal	<input type="text"/> Practice receiving from others
<input type="text"/> Read literature that is unrelated to school	<input type="text"/> Be curious
<input type="text"/> Let others know different aspects of you	<input type="text"/> Say “no” to extra responsibilities sometimes
<input type="text"/> Other:	

¹⁷ Adapted by BWell Health Promotion from: Transforming the Pain: A Workbook on Vicarious Traumatization. Saakvitne, Pearlman & Staff of TSI/CAAP (Norton, 1996)

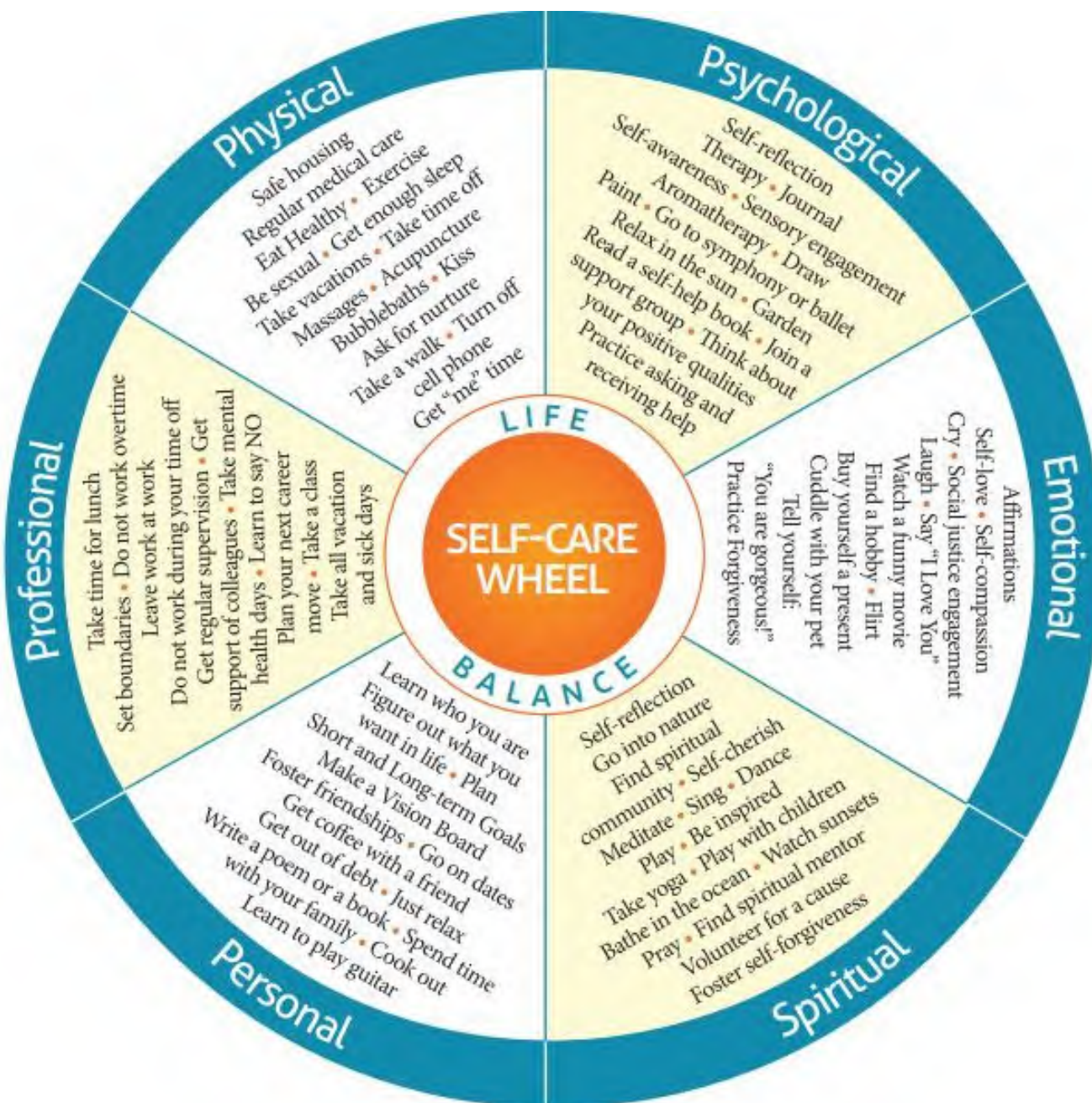
Emotional Self-Care

- | | |
|---|--|
| <input type="checkbox"/> Spend time with others whose company you enjoy | <input type="checkbox"/> Allow yourself to cry |
| <input type="checkbox"/> Stay in contact with important people in your life | <input type="checkbox"/> Find things that make you laugh |
| <input type="checkbox"/> Give yourself affirmations, praise yourself | <input type="checkbox"/> Express your outrage in social action, letters and donations, marches, protests |
| <input type="checkbox"/> Love yourself | <input type="checkbox"/> Play with children |
| <input type="checkbox"/> Reread favorite books, rewatch favorite movies | <input type="checkbox"/> Other: |
| <input type="checkbox"/> Identify comforting activities, objects, people, relationships, places and seek them out | |

Spiritual Self-Care

- | | |
|---|---|
| <input type="checkbox"/> Make time for reflection | <input type="checkbox"/> Try at times not to be in charge or the expert |
| <input type="checkbox"/> Spend time with nature | <input type="checkbox"/> Be open to not knowing |
| <input type="checkbox"/> Find a spiritual connection or community | <input type="checkbox"/> Identify what is meaningful to you and notice its place in your life |
| <input type="checkbox"/> Be open to inspiration | <input type="checkbox"/> Have experiences of awe |
| <input type="checkbox"/> Cherish your optimism and hope | <input type="checkbox"/> Read inspirational literature (talks, music, etc.) |
| <input type="checkbox"/> Be aware of nonmaterial aspects of life | <input type="checkbox"/> Other: |

Self-Care Wheel¹⁸



¹⁸ This Self-Care Wheel was inspired by and adapted from "Self-Care Assessment Worksheet" from Transforming the Pain: A Workbook on Vicarious Traumatization by Saakvitne, Pearlman & Staff of TSI/CAPP (Norton, 1996). Created by Olga Phoenix Project: Healing for Social Change (2013). Dedicated to all trauma professionals worldwide.

Daily Self-Care Plan

What are you doing to support your overall well-being on a day-to-day basis? Do you engage in self-care practices now? Are you more active in some areas of self-care than others? You can use the table below to help you determine which areas may need more support.

Area of Self-Care	Current Practices	Practices to Try
Physical Eat regular and healthy meals, good sleep habits, regular exercise, medical check-ups, etc.		
Emotional Engage in positive activities, acknowledge my own accomplishments, express emotions in a healthy way, etc.)		
Spiritual Read inspirational literature, self-reflection, spend time in nature, meditate, explore spiritual connections, etc.		
Professional Pursue meaningful work, maintain work-life balance, positive relationships with co-workers, time management skills, etc.		
Personal Healthy relationships, make time for family/friends, schedule dates with partner/spouse, ask for support from family and friends, etc.		
Psychological Take time for yourself, disconnect from electronic devices, journal, pursue new interests, learn new skills, access psychotherapy, life coaching, or counselling support through your EAP if needed, etc.)		
Others Financial, relational, social, etc.		

Reflect

1. Identify the obstacles keeping you from practicing these habits (e.g., I don't practice yoga regularly because I don't have the time to):
2. What solutions can you come up with to address the obstacles you listed:
3. Who can you reach out to for support in holding yourself accountable to your commitment to self-care? Why did you choose this person?

30-Day Self-Care Challenge

MONTH:		YEAR:				
SUN	MON	TUES	WED	THURS	FRI	SAT
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Notes:

Emergency Self-Care Plan¹⁹

Why do I need to do this? It is very hard to think of what to do for yourself when things get tough. It is best to have a plan ready when you need it.

What should be in it? You need to consider 3 general areas: what to do, what to think, and what to avoid.

1. Make a list of what you can do when you are upset that will be good for you.
 - What will help me relax?
Examples: breathing, muscle relaxation, music, reading for fun, watching a movie, exercising, taking a walk
 - What do I like to do when I'm in a good mood?
List all the things you like to do so you remember what they are when you need to think of something to do.
 - What can I do that will help me throughout the day?
Examples: Avoid too much caffeine if feeling anxious, remember to breathe, watch my thoughts, stay in the moment
 - Other
What else do YOU need to do that is specific to YOU?
2. Make a list of people you can contact if you need support or distraction.
Examples: Friends, sibling, parent, grandparent, other relative, therapist, priest/minister/rabbi/imam, etc.

Divide the list of people into categories by asking yourself the following questions:

- Who can I call if I am feeling depressed or anxious?
- Who can I call if I am lonely?

¹⁹ Prepared by Elaine S. Rinfrette, PhD, LCSW-R

- Who will come over to be with me if I need company?
 - Who will listen?
 - Who will encourage me to get out of the house and do something fun?
 - Who will remind me to follow my self-care plan?
 - Other:
3. Next, make a list of positive things to say to yourself when you are giving yourself a hard time.

Examples of negative self-talk:

- *"I got a B- on the paper; that proves that I shouldn't be in graduate school." → "That is a good grade. I will work on getting a better one."*
- *"I do not understand research methods; I am so dumb." → "A lot of students are having a problem with this course. Maybe we should start a study group to help each other."*
- *"I can't get all this work done. I should just drop out." → "I will develop a schedule so that I can get this all done." "I can check with other students for ideas." "I can get some feedback from the professors that might help me do the assignments."*

Try to think about what you would say to a client with the same struggles and apply it to yourself.

4. Next, make a list of who and what to avoid when you are having a hard time.

Examples of people to avoid:

- *My boy(girl)friend broke up with me. I will not call my sister as she always hated him. She'll be happy he's gone.*
- *I didn't get my assignment in on time and I'm worried about my grade. I will not call my dad. He is a stickler for doing things in advance so that they are never late. He'll just give me a hard time.*
- *I am discouraged about my grades. I won't call my best friend because she'll just tell me not to worry about it and to quit school if it's such a hassle.*

You get this too. Not everyone can be supportive or helpful with every situation. Go to the ones who can be supportive about the specific issue you are dealing with.

5. Write this plan on a 3x5" card. Take a picture of it to store in your phone or keep it in your wallet/bag. Look at it often. Add any good ideas to it whenever you can. **USE IT!**

My Developmental Relationships Map²⁰

Social capital is the value of an individual's connection to people, organizations, and institutions. Being connected to others who can support and encourage you as you pursue educational and professional opportunities is the unspoken key to success.

Developmental relationships are close connections with adults and peers through which young people discover who they are, cultivate abilities to shape their own lives, and learn how to engage with and contribute to the world around them.

Who are the people in each setting with whom you have relationships that reflect the five elements of a developmental relationship? Write their names in appropriate spaces below.



²⁰ Reproduced from The Relationship Builder's Guidebook: Activities and Approaches to Enhance Developmental Relationships. Copyright © 2021 Search Institute®, www.searchinstitute.org. All rights reserved.

Taking Action

- Are there any gaps on your map? If you don't have a contact in one category, what steps can you take to start developing new, supportive relationships?
- What is something you can do to thank three people on your map in the next week?
- Identify one area on your map to focus on over the next month. Choose one person in that section and one action you can take to deepen that relationship.
For example, under Challenge Growth, you might ask a teacher to give you an extra assignment to develop a new skill.

5 ½ Mentors²¹

For each type of mentor described below, write the name of at least one person who could fulfill that role for you.

- You may have multiple people listed for some of the types.
- If you don't currently know someone you could write in, instead write a description of the qualities you would look for in that type of mentor.

Mentor Type	Description	Name	Why or how does this person fulfill that role?
World View	A person that sits above your current perspective and can help guide the development of your vision for yourself. This is most like the traditional definition of a mentor.		
Street View	A person that stands in the same perspective as you. They can relate to your current position and offer guidance to stay on track.		
Time Machine	A person from the past. It could be someone you knew personally or a historical figure. You are guided by and can learn from their life experience.		
Stealth	A person or group of people who provide guidance and encouragement in ways that are nearly unnoticeable. You can learn from the knowledge and wisdom they share directly or indirectly.		
Categorical	A person who is like a "file cabinet". They have deep knowledge about a subject(s) that you can learn from and incorporate into your life.		
Anti-mentor	A person who represents the opposite of what you want for yourself.	Keep this person in mind but DO NOT write a name.	Don't spend any time here, you already know why they are the anti-mentor.

²¹ Adapted from 5 ½ Mentors that will change your life (my TEDx Talk) by Doug Stewart, <https://www.linkedin.com/pulse/5-12-mentors-change-your-life-my-tedx-talk-doug-stewart/>

Think about the past 24 hours. Record everything you did during the day in the “Task” column. For each task, write the time of day you started the task and how long it took you to complete it in the “Time of Day / Time Taken” column. Note any distractions you faced in completing the task in the “Distractions” column. Be as detailed as possible.

[illegible]

Task	Time of Day/ Time Taken	Distractions
Total Time Taken:		

Time Matrix²²

Think about all the tasks you need to accomplish in the next week. Put tasks in the appropriate boxes—Urgent/Important, Not Urgent/Important, Urgent/Not Important, or Not Urgent/Not Important.

- Tasks are “Urgent” if they have a deadline or need to happen soon. If they have a deadline, but it is far away, they are still urgent but may be lower in urgency.
- Tasks are important if there are negative consequences to not doing them; maybe you will face consequences at school or work, or your personal health will suffer.

How might these categories affect the time you devote to these tasks?

	Urgent	Not Urgent
Important	Box 1	Box 2
Not Important	Box 3	Box 4

²² Adapted from “Use the Time Management Matrix to Manage Your Time,” Time Management Success, <https://www.time-management-success.com/time-management-matrix.html>. Accessed 19 June 2018. From work by James Covey.

Time Journal – Take Two!

Think about the next 24 hours. Record everything you will need to do during the day in the “Task” column. For each task, write the time of day you will need to start the task and how long you think it will take to complete in the “Time of Day / Time Taken” column. Write the Category (Urgent/Important, Not Urgent/Important, Urgent/Not Important, or Not Urgent/Not Important) associated with each task in the “Category” column.

Date: _____

Task	Time of Day/ Time Taken	Category

Task	Time of Day/ Time Taken	Category
Total Time Taken:		

Conflict Management Style Reflection

First, complete the **Conflict Management Style Assessment** (an Excel file shared by your facilitator).

After completing the assessment, answer the following reflection questions:

1. Write the results from the Conflict Management Style Assessment in the table below.

Conflict Management Strategy	Your Total
Competing	
Accommodating	
Compromising	
Avoiding	
Collaborating	

2. Were you surprised by your top ranking? Why or why not?

3. Do you feel these ranks correspond with your self-perceptions?

Developing Your Brand

Brand Evaluation Survey

Rate your competency in each behavior using the following scale:

4	Outstanding = consistently and effectively demonstrates the behavior; is a model for others
3	Exceeds Standards = skilled in demonstrating the behavior beyond what is expected
2	Fully Meets Standards = fully capable – behavior corresponds with what is expected
1	Below Standards = demonstrates minor deficiencies but is coachable in this behavior
0	Unsatisfactory = does not demonstrate behavior

Cross-Border Thinking	TOTAL: ____
Awareness: thinks and acts beyond boundaries, seeks out the approaches of others	Rating: ____
Perspective: thinks “outside of the box”, beyond own area of responsibility	Rating: ____
Problem Solving: makes decisions based on facts, evaluates risks and benefits	Rating: ____
Continuous Improvement: questions how things are done; creates new methods	Rating: ____

Commitment to Excel	TOTAL: ____
Punctuality: arrives for work/other obligations at least 10 minutes before scheduled time	Rating: ____
Business Acumen: works “smarter” using technology and computer programs	Rating: ____
Drive/Persistence: committed to achieving the best possible result despite setbacks	Rating: ____
Goal-Oriented: monitors own progress to achieve and exceed established goals	Rating: ____
Work Under Pressure: handles multiple tasks simultaneously with composure	Rating: ____
Quality: Checks own work for accuracy and completeness	Rating: ____

Taking Direction and Responsibility	TOTAL: ____
Flexibility and Adaptability: appropriately changes approach based on situation	Rating: ____
Enthusiasm and Attitude: gives 100% with a smile	Rating: ____
Impact: stands up for own point of view; acts with integrity	Rating: ____
Influence: uses a range of arguments to reinforce a point or win support for an idea	Rating: ____
Responsibility: admits mistakes; doesn’t blame others or pass on problems/decisions	Rating: ____
Planning and Organization: prioritizes work efficiently and avoids wasting time	Rating: ____

Mentoring Plans

Partner with other participants based on your strength and growth areas identified above.

- Find one member with an area for growth that matches your strength. Offer them tips and ideas to improve in that area.
- Find one member with a strength that matches your area for growth. Ask them for advice and ideas to improve and write them below.

My Strongest Area:

My Area for Most Improvement:

Action Steps for Growth

I can start:

I can stop:

I can try:

I will check my progress on (Date):

I can ask these people for help or support (names of 1 or 2 people):

12 Steps to a Better LinkedIn Profile²³

The LinkedIn profile page is the foundation for your personal branding. Here are 20 profile features you should check and update. Some of them are very quick wins, some of them may take a little bit of time – but all of them are very worthwhile. They will help to give you the LinkedIn profile and personal brand that you deserve.

1. **Choose the right profile picture for LinkedIn.** Your profile picture is your calling card on LinkedIn – it's how people are introduced to you and (visual beings that we are) it governs their impressions from the start. There are some great posts explaining how to pick the right profile picture on LinkedIn – but here are some quick tips to start with: make sure the picture is recent and looks like you, make sure your face takes up around 60% of it (long-distance shots don't stand out), wear what you would like to wear to work, and smile with your eyes!
2. **Add a background photo.** Your background photo is the second visual element at the top of your profile page. It grabs people's attention, sets the context and shows a little more about what matters to you. More than anything, the right background photo helps your page stand out, engage attention and stay memorable.
3. **Make your headline more than just a job title.** There's no rule that says the description at the top of your profile page has to be just a job title. Use the headline field to say a bit more about how you see your role, why you do what you do, and what makes you tick.
4. **Record and display your name pronunciation.** Tired of having your name mispronounced? You can help solve that by recording and displaying your name pronunciation on your LinkedIn profile. With it, people can listen to how you pronounce your name, so they can say it correctly.
5. **Turn your summary into your story.** The first thing to say about your LinkedIn summary is – make sure you have one! It's amazing how many people still leave this field blank when creating their LinkedIn profile. Your summary is your chance to tell your own story – so don't just use it to list your skills or the job titles you've had. Try to bring to life why those skills matter – and the difference they can make to the people you work with. Don't be afraid to invest some time, try a few drafts, and run your summary past people you know. This is your most personal piece of content marketing – and it's worth the effort.
6. **Declare war on buzzwords.** Buzzwords are adjectives that are used so often in LinkedIn headlines and summaries that they become almost completely meaningless. Our regular rankings of the most over-used buzzwords include terms like 'specialized', 'leadership', 'focused', 'strategic', 'experienced', 'passionate', 'expert', 'creative', 'innovative' and 'certified'. Now I'm not saying you can't describe yourself as these things – or that they don't matter. However, just using these words won't convince people that you have these qualities. You need

²³ Adapted from 20 steps to a better LinkedIn profile in 2024, Jane Deehan and Paul Petrone, <https://www.linkedin.com/business/sales/blog/profile-best-practices/17-steps-to-a-better-linkedin-profile-in-2017>

to demonstrate them as well – both in the way you describe yourself, and in the way you use LinkedIn profile features to show what you’re about.

7. **List your relevant skills.** It’s one of the quickest of quick wins on LinkedIn – scroll through the list of skills and identify those that are relevant to you. Doing so helps to substantiate the description in your Headline and Summary, and provides a platform for others to endorse you. However, the key here is staying relevant. A long list of skills that aren’t really core to who you are and what you do, can start to feel unwieldy. Take time for a spring clean of your skills list every now and then.
8. **Spread the endorsement love.** Endorsements from other members substantiate your skills and increase your credibility. How do you get endorsed on LinkedIn? For starters, go through your network and identify connections who you feel genuinely deserve an endorsement from you – that’s often the trigger for people to return the favor. Don’t be afraid to reach out with a polite message asking for endorsement for a few key skills as well. Remember though – relevance matters. Reach out to people whose endorsement you’d really value.
9. **Share media and marketing collateral.** Sharing sample work, videos, case studies, white papers and other brand content helps to show what the business you work for is all about – and helps people understand what makes you tick. It demonstrates passion and commitment as well.
10. **Share relevant content from your LinkedIn feed.** It’s one thing to have a network of connections on LinkedIn – it’s far better to have an active role in that network, appearing in your connections’ LinkedIn feeds in a way that adds value for them. Sharing relevant content with your network is one of the most accessible ways of doing this. You can make a start by keeping a close eye on your LinkedIn feed and sharing content that you find genuinely interesting – and that aligns with your point of view.
11. **Add comments.** Sharing is great – but it’s just the starting point. When you add comments to your shares, you give yourself greater prominence within the feed and start to express why you think a particular piece of content matters. Well-expressed comments also enable you to share a broader range of content. It might be that you don’t agree with a point of view but still find it interesting, for example. A comment that can express that viewpoint starts to establish your opinion and thought leadership. It’s also more likely to draw additional comments, which then raise your profile across LinkedIn. Bear this mind when you’re writing your comment – and make sure you’re saying something you’re happy for people to associate with you.
12. **Follow relevant influencers in your industry.** Following relevant influencers on LinkedIn helps to put a range of interesting content in your feed, which you can then share with others when you think it adds value. It also helps to give context to your LinkedIn profile, demonstrating your passion for what you do.

Module 4 Reflection

At the end of each module, pre-apprentices will use this tool²⁴ to reflect on their understanding of the topics covered in the sessions and their engagement. Here's how to use it:

Assess

Carefully read each competency statement below and write in a self-rating according to this scale:

1 = No ability

2 = I have a basic ability but need additional support or training

3 = I demonstrate this competency well and can perform it confidently

4 = This is a strength, and I can teach others about this competency

If you are unsure what a particular statement means, score it as a 1. Keep in mind that you are just beginning your journey in youth development work, so there may be many areas for growth.

Reflect

Use the questions on pages 2 and 3 to guide your reflection. Discuss and brainstorm ways for improvement with another pre-apprentice and your program facilitator.

Plan

Use your responses from the self-assessment and the reflection questions to identify areas for growth. Update the SMART goals and action plan you created in Module 1 to reflect any new areas for development.

Continue to Grow

At the end of your pre-apprenticeship program, return to this tool to assess your progress. Celebrate your successes and then make additional plans for growth.

²⁴ Adapted from National AfterSchool Association's [Core Knowledge, Skills & Competencies Self-Assessment Tool](#)

Module 4: Competencies in Action

Read each competency statement and rate your current understanding or ability.

Self-Rating	Competency
	I use active listening and storytelling skills to communicate effectively with others.
	I use empathy, self-awareness, and emotional intelligence to navigate challenging social situations.
	I validate the feelings and experiences of others.
	I collaborate and use teamwork to achieve shared goals.
	I practice regular self-care and model practices for good mental health.
	I show respect for myself and others.
	I seek out support and maintain trusting relationships with a variety of community members (at school, work, religious or community organizations, etc.)
	I manage my time effectively.
	I can use digital tools such as LinkedIn to build my professional network.

Reflection Questions

Review your self-assessment ratings. Consider your results as you think about your areas of strength and your areas of opportunity.

1. Which competencies did you rate the highest? Why?
2. Which competencies did you score the lowest? Why? What makes these challenging for you?

3. From your answers above, pick one competency area you would like to learn more about and develop your skills and knowledge.

Competency Area

Example: I would like to develop better self-care practices.

Action Plan

Fill out the plan below to help meet your goals.

Ask Yourself	Example	Competency Area
What information, education, or training will I need to grow this competency?	<i>More strategies for managing stress and relaxation techniques</i>	
What type of support will I need and where can I find it? (e.g., money for training, time off from work, or guidance from a mentor)	<i>Meet with a counselor or mentor to discuss healthy coping strategies and get ideas for how professionals manage stress</i>	
What are the first two actions I can take?	<ol style="list-style-type: none"> <i>Schedule a call with my mentor</i> <i>Ask my facilitator for a counselor referral list</i> 	

Career Action Plan

Use this template to create a personal or professional goal to pursue after you complete the pre-apprenticeship program. Modify and update as needed.

Goal: _____

Action Steps <i>What Will Be Done?</i>	Responsibilities <i>Who Will Do It?</i>	Timeline <i>By When? (Day/Month)</i>	Resources <i>A. Resources Available B. Resources Needed (financial, human, other)</i>	Potential Barriers <i>A. What individuals or organizations might resist? B. How?</i>	Communication Plan <i>Who is involved? What methods? How often?</i>
Step 1:					
Step 2:					
Step 3:					
Step 4:					
Step 5:					

Evidence of Success

How will you know that you are making progress? What are your benchmarks?

Evaluation Process

How will you determine that your goal has been reached? What are your measures?