



*Youth Investment
and Police Mentoring
Training Manual*

Milton S. Eisenhower Foundation
Twentieth Anniversary Series

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Trained police encourage long-term relationships that expand the safe haven-ministation program well beyond American standards of community policing - with mentoring, coordination with community groups and cooperation with local schools. Police officers even check on schoolwork.

*ABC World News Tonight With Peter Jennings Network
Story on the Milton S. Eisenhower Foundation's
Youth Safe Haven-Police Ministation Program. February 18, 1998.*

FOREWARD AND ACKNOWLEDGEMENTS

This training manual is written for civilians in grassroots inner-city nonprofit organizations, for the police officers who partner with them, and for trainers of civilians and police - in local replications of the Milton S. Eisenhower's national youth safe haven/police mini-stations initiative.

What is the initiative about? In each city, an after-school safe haven run by civilians in public housing, other low-income settings, or schools is combined with a police mini-station that shares the same space. The safe haven/mini-stations are most active from about 3 to 10 p.m. weekdays, when youths are most likely to get into trouble. The safe haven/mini-stations also are designed as magnets to attract other programs, like job training, at the same locations or nearby.

Paid staff at each safe haven/mini-station gives priority to mentoring high-risk youth. Paid staff concentrates on helping youth with their homework, tutoring, learning through computers, providing social support and discipline to youth in their school activities and personal lives, providing positive role models, solving problems at home by sitting down with both parents and youth, developing youth at school through weekly liaison with teachers and other school staff, providing recreational opportunities, undertaking preemployment and employment training, locating summer job opportunities, and teaching life skills, such as how to save money and start a bank account or how to resolve conflict peacefully with others. The goal is to develop youth, keep youth in school, improve their grades, keep them out of trouble, and make it possible for them to go on to college if they so choose.

Police spend about half their time counseling and mentoring youth and about half their time undertaking problem-oriented community policing on foot or bicycle, using the safe haven/mini-station as home base. Civilian staff also participates in community policing patrols. A high priority is placed on youth and parents learning to trust police and viceversa. The goal is to develop youth and to reduce serious crime in the neighborhood.

Nationally, the Eisenhower Foundation's safe haven/mini-stations have reduced crime in targeted neighborhoods by at least as much as "zero tolerance" policing. But the Foundation's strategy has improved relations with the minority community, while zero tolerance has done the opposite.

Two generations of replications of the Foundation initiative have undergone evaluations, and the evidence of success is summarized in Youth Investment and Police Mentoring: Final Report. This companion volume is a guide for the police and civilians who advocate for, counsel, near-peer with, and mentor youth ages 6 to 18, in the safe haven/mini-stations. The training manual is designed as a written complement to the in-person hands-on training and re-training that all staff receives from the Foundation.

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INTRODUCTION

You are about to embark on a training program designed to enhance your effectiveness as a youth professional, advocate, counselor, near peer, or mentor. Many terms are offered to describe you - esteem builder, partner, role model, guide confidant, motivator, listener, and tutor.

Each of you works with youth between the ages of 6 and 18, and your goal is to influence their lives in positive directions. This training recognizes you as a coach. The word coach is all-encompassing.

A coach is a provider of special help. The fact that it is most frequently associated with sports also suggests a focus on skills. Coaching is showing someone how to accomplish a particular task better than they currently are doing it.

A coach is a valuable member of a youth development team. The qualifications for an effective coach start with commitment to the task, are followed by discipline of self, and end with a passion that is recognizable. Commitment, discipline, and passion are building blocks of this training program. Common commitment, discipline, and passion are the essence of a team. Without these, groups don't work. With them, groups become powerful units of collective performance.

Bringing about positive changes and enhancements in youth requires a sense of community and teaming. A team is a group of people with complementary skills who are committed to a common purpose for which they hold themselves mutually accountable. This training envisions bonding of many elements in the community, family, business, public safety agencies, other municipal organizations, and youth themselves.

The training is organized around 11 modules for involving and empowering others. Each module is structured in a separate yet integrated format. The sequence of the modules is arranged so that a youth coach will have most, if not all, questions answered in logical progression. A seasoned youth coach may elect to customize the material, based on need or time constraints.

By the end of training, you will have:

- A broader awareness of yourself as a youth coach – your behavior, mindset, and aspirations.
- A repertoire of skills and practical tools for tapping the creativity and experience of those with whom you work.
- A vision of the impact you would like to have as a youth coach and an action plan for achieving that impact.

1. INTERPERSONAL AND COMMUNICATION SKILLS

HOW YOU WALK, TALK, LISTEN, AND LOOK

Interpersonal and communication skills are at the center of all human interactions. The methods and ranges of interpersonal expressions and communication differ widely. But there are three main categories of communication: speaking, writing, and gesturing. For true communication to occur, both parties must understand the communication.

The development of interpersonal skills is a double-edged instrument that leads to better communication. Good skills help the communicator to deliver the intended message. They also help the listener to comprehend what is being conveyed. A successful communication needs both parties. But the paramount responsibility lies with the communicator - who must be understood, avoid confusion, and obtain favorable results.

Research shows that while people spend 40% to 50% of their time listening, they recall only perhaps 25% of the information. People need to know how to communicate more clearly, to listen more effectively, and to resist distractions.

This unit provides some practical strategies, principles, and tactics to improve your interpersonal and communication skills, and those of the youth with whom you work. The chapter tries to teach ways of learning to deal effectively with diverse personalities, while understanding your own behavior style. We want you to enhance your listening skills by learning to resist distractions and spot verbal and non-verbal clues. You will recognize

communication barriers and learn to minimize them by examining new approaches that will help you work well with youth and others.

Improvement of interpersonal and communication skills stems from knowing yourself, your individual behavior style, and how you relate to people.

You might have some useful information to share. But an inability to satisfy an audience can lead to sudden death, especially among youth. The "good news" stays buried within you.

But you can alter your delivery. If the goal is to make a contribution to the lives of the "Generation - Yers," a flexible style is necessary. Flexibility encourages participation, broadens the audience, and influences the direction of young people. Flexibility will help you energize youth to "do the right thing."

You must be willing to listen to the interests of youth. It is virtually impossible to reroute people if your habit is to avoid listening to their desires.

Youths throughout America complain frequently that grown-ups rarely listen to their issues.

Youths feel misunderstood. So good listening can become the means to reach the youths.

How similar are you to someone else? Try an exercise. Divide program youth into groups of three - speaker, listener, and observer. Suggest a topic that is pleasant or happy.

For example, the last time they participated in having "big fun" or had an opportunity to feel good about themselves. Have the speaker relay information, the listener react, and the observer watch both people. Check communication skills by asking several questions: Did the listener hear what was said in the way the speaker intended? Did the observer see happiness and enthusiasm conveyed? In how many ways can we relate information? This easy exercise teaches differences in the ways we speak and act.

If some of the speaker's points were missed, have groups make lists of barriers to listening. Further interpersonal education takes place as participants explore ways to overcome such barriers. Discussion of strategies forces the group to connect when similar thoughts are shared. Lists of methods for overcoming barriers should be encouraged.

Then consider things that would have been better left un verbalized. Consider the poem in Figure 1:1. What important lesson can be gained from the poem? The point of this exercise is that we should think before speaking. We should consider the effects and consequences of our words on others. Emphasis should be on reduction of words that can cause pain. Of course, complete elimination is difficult because of how other people interpret our words. We cannot fully control what others hear or think they heard - or precisely how our words make them feel. However, deliberation will severely reduce the number of times our words produce an unwanted negative effect on others.

Knowing that we should be aware of our words moves us into communication skill building. Program youth can be separated into groups to discuss the many non-verbal communicators in everyday use. Engage the participants in conversation about what is appropriate and inappropriate in non-verbal communication. A simple example is the handshake. In some settings, a handshake is viewed as offensive. A discussion of such settings can lead the discussion into other hand signals - such as those used by gang members. Many teenage gangs engage in non-verbals to communicate alliances or danger. There are suitable times for all signals or signs, even those that are designated specifically for certain gangs.

Information conversations should be the most unambiguous exchanges. Ambiguity can suggest a lack of understanding in the speaker. For both speaker and listener, seeking specific information or addressing a precise need or agreement requires complete comprehension. Without that comprehension, we don't have communication. In order for communication to occur, there must be understanding.

Program youth might discuss words, phrases, and gestures used to convey danger versus words, phrases, and gestures used to communicate praise. The contrast may prove educational to youth who may never have had a lengthy conversation around such distinctions. Allow that conversation to lead into a discussion about the communication process in general. (Figure 1 :2.) Do not fear stating the obvious. The process should begin with identifying and explaining the thoughts and feelings to be communicated, and the determining of how to express these thoughts and feelings. Of great importance is

respect for your own thoughts and a greater respect for the feelings of others. Take responsibility for thoughts and feelings as a method for increasing appropriateness of communication.

Ask program youth to explain common words. (See Figure 1:3.) The lesson to be learned is that we all have different meanings for words commonly thought to have the same meaning. A discussion of the differences in understanding can show the obvious need for supplying definitions in our conversations as appropriate.

The goal is to express oneself clearly. (See Figure 1:4) Being clear and specific is not always easy, because all of us interpret differently. One exercise is to list examples of being specific. Such a list can help generate discussion of methods for eliminating misunderstandings. The most obvious is to seek to explain words that may have several interpretations, while continuously seeking to line up words with actions. Seek feedback and learn first to listen, and then practice that art.

Listening is all-important to the flow of communication. It requires yielding to another's thoughts for the moment. Putting aside self until you have heard and understood may be difficult. But it is key to improved listening. (See Figure 1:5.)

As with the spoken word, written communication is also a matter of interpretation. Having a group read and react to the same memo will yield different outcomes. Such an exercise will prove that even a "clear" memo may not be clear to all. This explains why people can act in different ways based on the same set of instructions.

A respectful mind, a determination to be understood, and an avoidance of confusion all require good communication skills (listening, speaking, and observing). Youth coaches must learn to master the elements of communication and to be aware that non-verbal communication is as important and, in some cases, more important than verbal communication.

2. ESTEEM DEVELOPMENT

THE STARTING POINT OF ACHIEVEMENT

Esteem is a personal thing. It comes from inside a person and is manifested by a person's thoughts and feelings. Esteem is a gift that only you can give to yourself. The development of esteem requires a person to assess his or her inner self.

This unit provides discussion, ideas, and methods for self-evaluation and self-renewal for youth. A healthy degree of self-esteem can take a person farther than brains, brawn, or connections. It is the cornerstone of all self-improvement. It maximizes motivation and positive self-management. This crucial life enhancement has the power to create community transformation, one person at a time. And the lack of esteem can cause many negatives in youth.

Figures 2: 1 and 2:2 have questions that participants in training can answer themselves. Some questions involve change or improvement. Other questions center on what a participant believes to be important. Give participants the opportunity to reflect on why they have permitted certain items such importance. Such thinking makes them look at who they are through the symbols in their lives.

The group can then undertake a discussion centered on who we are and what we want. Encouraging change and improvement in our youths becomes easy when we demonstrate that the suggested activities and actions are normal. That strategy generally promotes high esteem. Specifics may differ, depending on the experience of each person. But make commonalities among individuals clear, too.

Now discuss further this thing called esteem. Ask program youth the questions in Figure

2:3. Engage in dialogue. Conduct a small group activity, then share answers with a larger group. Hearing the same or similar answers from others reinforces the belief that many youthful thoughts and actions are normal. The chances for positive change are increased.

Resistance to change is common. To help make the change occur, ask program youth to fill out the questionnaire in Figure 2:4. Ask youth to add up their answers, as shown in Figure 2:4 (a). Then discuss the scores in a non-threatening, constructive way. This discussion should take place in a group setting, with the goal being to show the similarity of positions among program youth.

Those whose ratings show they are very fearful of failure should talk with others who have similar feelings. This interaction is valuable. If there are persons who have a minimal fear of failure, speaking with them is also beneficial. The conversation should be centered on circumstances that allow for failure as a result of risk-taking.

Many people try to avoid risk at all costs. However, life has taught many of us that to risk is to attempt greater things (See Figure 2:5). When we swing a bat, we risk missing the ball. Having a conversation about risk-taking will help youth who have never fully discussed or understood this aspect of life. The discussion should include the "intelligent"

approach to risk-taking. That is, there is a difference between risk and stupidity. Failure in and of itself should not be considered the worst thing that can happen to a person, lifethreatening circumstances aside. The attempt should be worth the risk of failure.

The most important thing is how we treat others. Under all circumstances, we must use a simple code as our guide. Figure 2:6 provides one possible code - a Human Bill of Rights that allows for fair treatment and reduces pressures based on success or failure. Teaching young people to adopt this type of code will benefit them and the people with whom they interact. A discussion of how we should treat others and the impact of that behavior on the people who use a methodical system of dealing with others can be of great value.

An increased awareness of who we are and how we treat others is what creates community. Heightened awareness, coupled with respect, makes a difference in all of our lives. Declaring what everyone is entitled to - including ourselves - helps us all appreciate the ways in which others benefit us. That creates civility for all.

It's easy for youths to be talked into negative behaviors. But those who learn to resist such influences become more responsible adults. (Figure 2:7 has "talked into" questions that program youth can ask themselves.) Sharing answers can be a "take charge of my life" exercise. The exercise should conclude with a discussion of the question, "What could you have done differently?"

Mindsets are formed over time, and personalities are created, in part, by a person's surroundings. Especially for young people, considering how you became who you are can be a wonderfully instructive lesson. The people and institutions around us shape our thoughts and feelings. Oftentimes, the opinions we have were given to us from others who experienced something that gave them their opinions. We now claim those ideas or judgments as our own. Unless we are directed to pay attention to all these influences, however, they are likely to escape our thoughts.

Thinking through the influences in our lives forces us to come to the realization that many of our beliefs come from others' thinking. Spending time reflecting on what we like and would like to do is a wonderful tonic after this type of exercise. Reducing our thoughts to a word or two, as in Figure 2:8, is one way to encourage focused thinking. Such discussions also help youth sort out the valid opinions and claims of others from those that are not so valid. Sharing wishes and deeply felt desires may promote bonding among program youth.

3. TEAM DEVELOPMENT TEAM WORK MAKES DREAMS WORK

A team is any group with complementary skills, working harmoniously together to achieve a common, well-defined goal. Each member should feel accountable to the whole team. Parents, family members, peers, coaches, and other youth professionals seeking an improved life for youth make a team.

By developing practical methods of ongoing adjustment and improvement, the team allows common people to attain uncommon goals. Most people do not know how to blossom from oneness to "team-ness." Many also have considerable difficulty accepting that diversity can be good for the team. Teams are developed in environments of open discussion, positive role-modeling, and personal harmony. The poem in Figure 3:1 speaks of a group completely lacking in team-ness. Talk together about the question, "Why don't groups become teams even when teams are needed?" The team concept should be defined in its simplest form so that everyone understands it (See Figure 3:2). When team-ness is the focal point of any project, the common vision is easier to achieve.

Team development is a continuous process. Adjustments must be made to accommodate members entering and exiting. The size of the team is irrelevant to the accomplishment of the goal. Even two youths working together may constitute a team. But no matter how small the team, or whether its members are youths or professionals, team-development principles must be applied to its creation.

Self-assessment is the cornerstone of changing an "I" thinker to a "we" thinker. Figure 3:3 is a device for determining an individual's teaming ability. It also will help participants take a close look at how a person becomes or resists becoming part of a team. The instrument should conclude with the question, "What would you like to improve regarding your teaming skills?"

This process of self-assessment and determining the requirements for improvement helps people think more progressively. When they conclude that their beliefs can improve them, they are more easily convinced about other disciplines connected with the process of change. Those who find room for improvement in one area are more willing to accept the need for improvement in other areas.

Rules govern our lives. Team-building requires the acceptance of specific rules. While many rules may be employed, four are vital (See Figure 3:4). These four concern the team's attitude as expressed by each member. The key is that each rule requires individual action that benefits the whole group. Each person must believe that other team members are necessary, and each must act with respect for the others.

Respect is the foundation of all civil human involvement. Although respect transcends all cultures and places, what actions or words are respectful or not differ depending on regions, customs, and local morals. Today's youths have a heightened awareness of respect; some believe disrespect justifies harsh retribution. Many youths today believe that the word to describe lack of respect is "dis." When they are alerted that the whole word is disrespect, they are amazed to learn that they grasped the concept without

knowing the word. In a group of adults, a reference to Aretha Franklin (see Figure 3:5) will usually develop into a conversation about her timeless, award-winning record "Respect" (See Figure 3:6). Such a conversation can be directed to the issues of respect within teams.

Respect is a learned behavior which offers an array of benefits. Respectful people are less likely to steal, kill, rape, or commit other crimes against others or their property. When we are respectful, we encourage others to respect us. People who are respectful whether they are being respected or not rise to an even higher emotional and moral plane.

Often disrespect comes from a lack of knowledge of the conditions under which the other person is operating. Therefore, being conscious of your surroundings helps eliminate potential problems. Mistakes can be rectified, though, and a respectful attitude makes the process much easier. Given time to reflect, most people can tell an honest mistake from absolute disrespect. Therefore, reflective moments should be encouraged in all persons, but particularly in our youth. An error of speech or action admitted with sincerity is more easily forgiven. In many cases, such respectful behavior may avert a crime, such as an assault against another.

The greater the respect that groups have for their own members and for people outside the group, the greater the benefits to society. To encourage respect for others is to reduce human conflict and thereby create a better world. Let's go back to Aretha for a moment. In her song, she implores, "Find out what it means to me." The question tells us that we should endeavor to understand what others consider respectful.

Another method for reducing human conflict is to avoid jumping to unkind conclusions when others make mistakes. For a good example of how not to think, see Figure 3:7. As it implies, if we're predisposed to being critical of someone, we won't give them the benefit of the doubt; we'll call them stupid. If the same thing were to happen to us, though, we'd say it was unavoidable. Learning to put ourselves in the other person's shoes goes a long way towards promoting good human relations.

Diversity is often thought of as a color issue, especially in America. To reduce everything to black and white, however, is to miss the obvious - which is that we are all different in many ways, regardless of race. Take a look at any family; you will find differences at every turn. Siblings have different views and differing tastes in food, clothes, and entertainment. Extended family gatherings always include strange relatives about whom we freely talk. We feel it's no big deal to highlight their differences; they're accepted as long as it's all in the family.

Acceptance becomes harder the further we stray from home. Understanding diversity helps. We are all different in at least 14 significant areas (See Figure 3:8). These differences are sometimes referred to as primary and secondary dimensions of diversity, of which six - those in the inner wheel in Figure 3:8 - are primary. Knowing that difference is intrinsic to being human should help us to accept other people's views. Teaming requires an understanding that diversity within the group is not only unavoidable but necessary for success.

The most successful and complete team possesses 12 characteristics (See Figure 3:9). Most notable among the 12 are clear purpose, civilized disagreement, open communications, and self-assessment.

- A clear communicated purpose focuses goals and keeps team members on the same page.
- It is human to see things from differing points of view. The capacity to disagree in a civilized fashion often is the glue that bonds an effective team.
- Therefore, if a team is to survive, people must be able to articulate their feelings in a non-threatening and honest manner. Open communication lets everyone know what others are thinking and feeling. The more open the interaction, the better the team functions.
- To work together effectively, a team needs time to reflect on its performance: self-assessment. This process encourages improvement. Without it, the team is almost guaranteed not to improve.

The recognition that we are different and the appreciation that difference is neither bad nor good are the keys to continued team success (See Figure 3:10). Difference encompasses every phase of human involvement - desires, beliefs, emotions, plans, and abilities - and all these differences should be viewed as okay. In life and in true teaming, we show concern for our teammates. We give them the benefit of the doubt and remain on the positive side of any misgiving. This way, we can avoid irritation with others whose teaming IQ may be lower than our own.

"Team-ness" may be reduced to the four concepts listed in Figure 3:11: Empowerment, Stakeholder Interaction, Communication, and Interdependence.

- Team empowerment is the ability to make decisions so that all members know the decisions are the best for the team. Implicit is the ability to make mistakes. If a mistake is made, the team understands that it was not intentional. No heads will roll. To do otherwise would be to stifle creativity and to destroy the power of team-ness.
- Interaction among stakeholders is the lifeblood of the effective team. The greater the interaction and involvement, the closer the team members, and the more they feel part of the whole. Each must feel responsible to the whole. Each must be a stakeholder in the outcome of the team's work and seek continuous involvement with the other stakeholders.
- To be effective, team members must speak and share honestly with each other in positive terms. A constant topic of conversation should be restating the goal and assessing progress towards the goal. Communication holds teams together as they move toward the fourth and equally important principle, Interdependence.

- We are born into the world totally dependent on others for all of our needs and wants. As we grow, we begin to long for the day when we will be independent, and once we are, we often consider independence the highest plane of human achievement. It is not, especially for teams. The highest level is Interdependence. All members depend on each other and believe interdependence is necessary for the team's success. The greater the interdependence, the greater the team.

Adherence to the four principles by all team members guarantees that the team will be successful as a working unit. And the enjoyment of team success brings even more team success.

4. YOUTH-TO-YOUTH COACHING EACH ONE COACH ONE

You often hear that peer influence is one of the top three reasons youths engage in negative, inappropriate behavior. What is rarely discussed, however, is that peer influence is also one of the top three reasons youths move away from negativity, toward positive behavior. People often learn from those whom they consider to have similar interests, experiences, or circumstances. The best way to encourage youths to influence each other positively is through directional training - training whose main purpose is to teach and direct those who will teach and direct others.

The effectiveness of a coach, whether an adult or a youth, depends on his or her personal traits, a number of which are listed in Figure 4: 1. The minimum requirements are: strong positive morals, good character, and self-understanding. Also on the list of criteria are commitment, contacts, and knowledge of the issues that interest and attract youths. Wrapping the desire to help others around a person's "true" attributes creates an effective youth coach.

Success also depends on avoiding some behaviors and attitudes, a few of which can be found in Figure 4:2. No doubt participants can come up with a few more.

In short, the coach must attain personal and spiritual balance.

In thinking about what makes a good coach, two words come to mind: focus and realism. These are the keys to reducing or eliminating harmful involvement between a coach and the person he or she is coaching.

- Focus keeps us on target. It helps us to remember what we seek to accomplish - that is, promoting the leaders of tomorrow. The greater the focus, the greater the dedication to being a powerful coach and teaching proven coaching skills to our youths.
- Realism is what forces us to recognize our limitations. Figure 4:3 reminds us that nobody can be all things to all people or accomplish everything with everyone. The more realistic, the coach, the more the youths being coached will believe in him or her.

Another vital facet of coaching is the awareness of what youths seek in a coach. Some of the possibilities can be found in Figure 4:4. Youths want somebody who is capable of inspiring, instructing, or assisting them in some way, small or large. Knowing what youths want helps to match knowledgeable, skillful coaches with those whose needs can be met with their know-how.

How do you find suitable coaches? Let's consult Figures 4:5-7.

The first question is "Who." Ask others to help the group make a list of potential coaches. Keep in mind that character - including dedication and strong moral fiber - is the most important quality of a youth coach. Find more names than you need. It is easier to shorten a long list than to expand a short list later.

Now, "Where?" Look in every conceivable environment. Figure 4:6 will get you started. When we include every place, no matter how remote the possibility of finding a suitable coach there, we increase our chances of developing a workable list.

Then, for the youths themselves, "How" will they attract coaches? Time should be allowed for youth to express their needs for a coach (See Figure 4:7). Complete comfort in announcing the need for something makes finding that thing easier. In fact, the widely accepted 12-step program for drug addicts requires that if participants want to be helped, they must openly say so. Youths who are able to talk about their need for assistance are more open to getting that assistance from a coach.

The bigger the group of people who know of their desire for coaching, the easier it is to find a coach and additional candidates, should a change be necessary. But even those who have not requested coaching should be welcomed into the group. Though they may be unaware of that need, they may both benefit the group and benefit from it.

Excellent coaches add positively to a person's spirit. Those being coached should be willing and able to let that happen (See Figure 4:8). It helps immensely if the coached youth has a "can-do" attitude. Social graces are also a big plus. Stress the fact that a nice, well-grounded, goal-oriented young person will have a greater chance for success. Others are more likely to help youths who have winning personalities.

One good method for promoting anything is to offer a credible example. Such an example can be hard to find - but not in this case. Figure 4:9 describes the Dorchester Youth Collaborative (DYC), a near-peer program where youths are leading other youths, while being taught goal-oriented, good citizenship. The program works because youths can really believe in those who are or were similarly situated - peer coaches who themselves once required persuasion to move toward positive goals. Each one coaches one, and that one in turn becomes a coach.

One properly coached youth charged with re-directing other youths is worth ten inspired adult coaches.

You may choose to institute a program similar to the Dorchester Youth Collaborative Near-Peer Program, "At-Risk Helping At-Risk," or a segment of the Coaching Academy for Personal Development called "At-Promise/At-Risk" (APAR). That is not your most crucial decision. Far more important, in any kind of program, is the recruitment of "atpromise" or "at-risk" youths who are sincerely interested in making a positive difference in the lives of other youth.

5. FAMILY/YOUTH INVOLVEMENT RE-ENGAGING FAMILIES IN THE LIVES OF THEIR YOUTH

Family is everything.

A home-based support system forms the foundation for growth and personal achievement. Reports indicate that the absence of such structure encourages at-risk youth to seek love, togetherness, and any form of family feeling from deviant peer groups, such as gangs. The answer: Promote family/youth involvement to counteract the need to embrace negative peer groups. Even if the youth has found comfort with groups of undesirables, the attraction to those individuals can be eliminated over time if family-centered households are strengthened.

When we consider the role of families in the lives of our young, we must examine the associated beliefs surrounding the family unit. At one time, the word family meant father, mother, children, and perhaps grandparents or aunts or uncles. Almost always, it stood for people related by blood or marriage. Today, the definition has been extended to include persons who have decided to live together, and who may have adopted or taken foster children into their homes.

A family may be viewed as any organized home-based unit, traditional or not, that can operate successfully. Put more plainly, any group of people who have determined that they will live together and share the common goal of mutual survival is a family.

While definitions may change, some essential facts about families do not. What bottomline assumptions can we make about the family as a driving force? The list in Figure 5:1 suggests that if a family decides to be the dominant influence in a child's life, it can outweigh all others.

The single most important condition is love, whether real or imagined. An emotional connection, continually enhanced, becomes the glue that bonds relationships and keeps families united. People are different. Even members of the same family are unique. Regardless of their obvious differences, however, they are able to influence each other. At times, the influence is positive, at other times, negative. Nevertheless, a family that is governed by love will continue to exist in one form or another.

The goal of any program that works with families should be positive enjoyment with total family involvement. But first, family members must know what is expected of them. Many families are willing to do whatever is necessary to bring about family harmony, but problems arise when they don't know or understand what is necessary. Figure 5:2 sets some ground rules.

Paying close attention to the youth while at home is a great opportunity for starting the process that leads to the goal. Figure 5:3 offers some specific ways to give undivided attention. Coupled with love, these habits may outweigh or eliminate just about any negatives in a youth's life.

The necessary principles for families re-engaging with their youths can be reduced to 12 easily remembered words. Review Figure 5:4. Then add any words and/or specific activities a family might engage in to ensure success in the lives of their youths.

Be mindful that the family is the main ingredient that shapes the destiny of today's youths, tomorrow's leaders. Good families help youths become more harmonious and productive members of the community. It's safe to say that whatever promotes positive family values is well worth pursuing.

Figure 5:5 gives us the facts. Research shows that family involvement increases a youth's academic success, and young people whose families are involved in their education and other activities achieve at higher levels in all that they do. "Family involvement is worth a pound of cure."

6. YOUTH RECRUITMENT

TELL ME. I FORGET. SHOW ME. I REMEMBER. INVOLVE ME. I UNDERSTAND.

The success of any youth-oriented program rests on its ability to attract targeted individuals to the organization. The process must include specific, proven steps for recruiting youths who share the vision and mission of the organization and who have the potential to do well within it.

Participants' interactions and their successes are directly related to how they are selected. For youths who might be attracted to the organization, "first impressions are lasting impressions" (See Figure 6:1). Recruitment planners must therefore understand how the organization might appear to youths as they first encounter it.

A meaningful and effective program is not enough. The organization must "sell" itself. Recruiters should ask themselves: "What projects will bring the youths back once they've heard about the wonderful programs we have for them?" Organize the introduction from the youths' perspective. Be thoughtful about the "package" presented - include activities that will rate a return visit. Figure 6: 1 suggests that two essentials of this introduction are sincerity and opportunity for questions.

- The recruiter must demonstrate sincerity and respect concerning youths' feelings about themselves and the organization's purpose.
- An opportunity to ask questions will make the youths feel more comfortable and increase the likelihood that they will return. Remember: Involvement produces understanding.

The organization must offer youths a thorough orientation session about the program. Such a session should guide them, step by step, through the program's mission, its goals, and its objectives, always emphasizing its interest, excitement, and usefulness. The session should also allow participants to list their own expectations and wishes. Show the youths "what's in it for them" (WIIFT) - how the program is designed with them in mind and how it will benefit them. Remember: for the program to succeed and youth to succeed in it, they must "buy in" from the start.

None of this is easy. In fact, the real challenge may be in convincing adults to view young people's involvement in organizations from the youths' own perspective. Adults may know why a program is great, but be awkward when it comes to explaining its greatness to the youth themselves. Adults forget that they are speaking with the benefit of years of experience, which many youth reject, "just because."

Speaking from the point of view of a young person is an art worth learning. One way of finding out that perspective is to ask the youths to compile a list of things they would like to gain from a program. With the list in hand, presenters can speak to the youths about what the program offers and how it will meet most, if not all, of the needs on it. If your program falls short, perhaps an adjustment is in order. If no youths are available for polling, have youth workers compile a "needs" list, relying on information gleaned over the years.

Remember: the first priority is to bring specific youths into the program; the next, to keep them there until a goal is attained.

Using the same method, develop a list of places for recruitment. We often know what services should be delivered, but neglect to locate the specific recipients for them. In business, the process of finding people, either workers or consumers, is called canvassing. We are seeking both youths and those who will help us find youths for the program.

Employers who want to find new employees frequently use a list of questions to narrow down the candidates. Such an "informational interview questionnaire" should be designed when recruiting youths. Develop the questionnaire as a group activity with the youths who are already interested in the program or involved with the organization. This dynamic encourages "buy-in" early on, and takes advantage of the team's thoughts and feelings. Understand that the answers will vary, but the process of writing the questionnaire will help define the range of responses the group will accept from people who would join the program.

Once a captive audience has been assembled, recruiters must take some time to speak honestly about what it takes to succeed in life. There are five requisites: motivation, risktaking, commitment, hard work, and time (See Figure 6:2). People may disagree about whether these are the definitive five, and about how much of each is necessary; as in baking cakes, the amounts and proportions of the ingredients may vary. But few would disagree: the basics, for making a cake or a productive life, are always the same. These critical elements are rarely discussed fully, if they are mentioned at all. But the conversation is precisely what young people need from adults. Have it early in the meeting cycle; it will set the program youths moving in the right direction.

A discussion of the requisites of success also opens the way for learning about the impediments to reaching an objective. Using Figure 6:3, have the young people discuss barriers that prevent development of the five traits. Elaborate on how youths may possess the disciplines but apply them inappropriately to negative or unlawful acts.

Asking young participants to come up with their own ideas is a wonderful teaching method that doesn't seem like teaching. Youths often resist information seemingly forced on them in favor of information that they themselves have developed. If properly executed, the exercise can be fun and informative. If the youths have difficulties devising the list, they should be encouraged to revisit objectives they've failed to achieve. What got in the way? They should also recall personal accomplishments they may have dismissed or ignored. What helped them to reach their goals?

An adult group should also brainstorm the barriers youths feel to developing the disciplines for success. If they reach an impasse, this may be a clue that they've neglected to pay enough attention to the youths in their charge or to see things from their perspective. This may be a good time to renew their pledges to do so.

Recruitment is about retention. Enrollment is just the first step. Staying in the program is the real goal. Youths need to stick around long enough for attitude adjustment and behavior modification to happen. Many programs fail because of constant client turnover. A plan for each stage of the recruitment process - including methods for meeting the objectives of every stage and strategies for optimal retention - is crucial to the success of any program: "If you fail to plan, you plan to fail."

7. ADVOCACY DEVELOPMENT

WHATEVER IS, IS POSSIBLE

Effective advocates are invaluable to a program's long-term growth and endurance. Advocates deliver the organization's message, sing its praises, and help its youth through direct involvement. Like any other volunteers, advocates need a clear sense of purpose before starting active participation. But that is not enough; to be optimally effective, advocates must be trained.

Starting with the ideal candidate will make the training faster and easier, and the results are more likely to last. A potential advocate must be a sincere, realistic, personable individual. Obvious community involvement is another plus. People with these qualities are usually comfortable with themselves, and are well directed. They know who they are.

How should the training begin? "Know thyself so that you may know others." The exercise in Figure 7:1 will guide participants in self-assessment, the key to helping others well. The assessment begins with a close look at traits and behaviors that affect the person's interactions with others. How able is the individual to work hard, to collaborate, and to respond sincerely and effectively? Self-rating makes change smoother: the person already takes the critique to heart, because it is his or her own. Again, the right personality type is likely to respond best. Pleasant persons who want to help are usually open to selfimprovement. After completing the ratings, discuss the quiz and the process.

Next, ask the group to develop a list of required attributes for advocates. Compare the group's list with Figure 7.2, Suggestions for Effective Advocacy. This list speaks to specific requirements, using a broad range of action words. It is the first opportunity to add precision, coupled with several job requirements, without referring to them as specifics for employment. It allows for an easy, non-intimidating conversation about what it takes to do the advocate's job. A close look at the action words is a wonderful exercise. These action words - such as learn, listen, and praise - are a great focal point for a variety of topics.

Reducing the list of excellent attributes to a memorable few encourages remembering what is most important (See Figure 7:3). Most if not all of the requirements for an effective advocate are internal traits; they're not developed through an educational process. Still, some external functions must be learned (and of course, it's much more pleasant to teach them to people who possess those ideal internal qualities). Conduct a conversation addressing these qualities and how they may be developed in the youths. This provides another teaching opportunity without invoking the teacher-learner hierarchy.

From being, the group moves on to doing, and from doing to helping others do. When advocates behave in a way that facilitates action in the youth they serve, they are offering "true help" (See Figure 7:4). "True help" is the opposite of ordering someone to act or react. It eases youth into accepting new concepts and modifying their behaviors by means of stealth. Again, it's teaching that doesn't look like teaching, learning that doesn't feel like learning.

Using Figure 7:5, have the group contrast true help - or "facilitating" - with what we call "enabling," the techniques that debilitate rather than "abilitate" youths. This exercise is an active, engaging way of teaching what works - in itself an example of true help.

Close inspection of programs that deliver the desired effects promotes an opportunity for modeling. The advocacy program at Puerto Rico's El Centro Sister Isolina Ferre, described in Figure 7:6, is such a program. But modeling doesn't mean transplanting something whole. The best aspects must be ferreted out and adapted to your own circumstances. Selecting these aspects means asking pointed questions. Formulating those questions forces advocates and program workers to think through their own goals or desired outcomes. Involving advocates in the modeling process turns volunteer helpers into committed stakeholders, which in turn makes the program stronger.

As with many things in life, rewards are an important part of advocacy programs. Rewards come in many forms. Most people believe they should be rewarded with money. But other rewards are easier to obtain and last longer than money. One enduring reward is a certificate, like the one in Figure 7:7. Memorable words increase its value to the recipient, but even without fancy words a certificate can be of great value. A statement of the reason for its presentation, along with signatures of organizational leaders and the date, will suffice. If awarded by a program the recipient considers meaningful, this simple document will be treasured.

A properly administered advocacy program assists other youth professionals by reducing their work load. Committed, trained individuals make a huge difference to youth participants and to the organization, too. The key to their success is proper selection and training.

8. STRATEGIC PLANNING

IF YOU FAIL TO PLAN, PLAN TO FAIL

"Those who fail to plan, plan to fail." To ensure the success of any undertaking, the planning process must be complete and inclusive. Using their collective abilities and a well organized plan for achieving the shared vision, teams accomplish far more.

The methodology for Strategic Planning is precise, yet flexible enough to allow for improvement. The process is best served by encouraging the sharing of different views but the challenge is to start with a common purpose. This must be coupled with achievable goals. Consensus-building is the primary vehicle for determining and achieving objectives.

Strategic planning requires a high degree of communication among youth professionals who share a vision and a mission. Their work is done against a backdrop of consensus, political momentum, and long-term support for changing community.

In order to achieve anything, the group - and each member in it - must have a deep understanding of what Strategic Planning is and of its component parts.

The starting point is to define Strategic Planning (see Figure 8:1). Asking participants to come up with their own definitions is the first opportunity to illustrate that, in working together on a plan, people often have different views. This exercise allows members of the group to put aside negative feelings about difference and feel more comfortable with it. The team can now more easily create "win-win" combinations of views, thereby forming a common bond.

Once individual' definitions of Strategic Planning have been discussed, supply the "book" definition in Figure 8:2 and open it up for discussion. In a short time, it will become evident that this type of planning is precisely what the team wants and needs.

Next, it is necessary to come to a shared understanding of the key terms and concepts of strategic planning (See Figure 8:3). The organization's vision is a good starting point. Without it, the mission is ripe for failure. Most groups know the direction in which they want to move and where they want to go. But they sometimes overlook the "how" - the

question, "What must our core values be to achieve our mission?" Once values are in place, the process then moves to the specific goals needed to bring about the desired result. These desired outcomes are achieved by the implementation of manageable objectives. Strategies, properly employed through using specific work plans, make objectives happen. Discuss these key terms and how the concepts fit together.

Once all team members comprehend the terms, they can develop definitions of the specifics of each term. This in and of itself is a team-building exercise. Through it, the team progresses from the abstract to the concrete, basing their definitions on the real activities that might be required of the members.

Now the real work begins: to put a plan together. The plan is developed jointly, from small groups to larger groups, and then to a final group. At each level, the group irons out differences in order to create a product acceptable to all in some way. What makes this process acceptable is a grasp of its benefits, and also an understanding of the barriers that prevent a plan from coalescing.

Figure 8:4's exercise - thinking about benefits and barriers - should be done in small groups. Articulating these benefits and bringing them to the larger group accomplishes several important goals. It begins to create the "feel-good" atmosphere that is so much a part of building the best "big plans." When the small groups find that other small groups have had similar thoughts, additional bonding takes place. Finally, discussing and posting the benefits force the team to focus the list.

While the benefits are still in the members' minds, use the same process to tackle the barriers to a strategic plan, the second part of the exercise in Figure 8:4. Thoughts concerning impediments should be accompanied by suggested solutions. Discussion of the feasibility of these solutions will allow for more meaningful interaction and further bonding. Collective problemsolving is a great team-development tool and an easy way of creating a sense of "stakeholdership." The more each member feels like a stakeholder, the more powerfully team the group becomes.

The group will know team-ness when each individual feels that "the many is better than the one" (See Figure 8:5). Many "ones," coming together into a team, begin to feel a common dependency. Organizations achieve more when participants harbor a strong belief that survival depends on remaining together. When they are working well together, they also experience the increased power - the synergy - of their interaction.

An excellent - and necessary - technique for creating and cementing groups is teaching the art of consensus, or making decisions that all members can support. Discuss the definitions and characteristics in Figure 8:6. The key is each member's willingness to be flexible for the sake of the whole. When the members are comfortable with the idea that disagreements are normal and helpful in reaching decisions, they will have evolved to real team-ness.

The process of developing a prioritized list of tasks is one way to learn consensus building. Let each person explain his or her reasoning for putting the agreed-upon tasks in a certain order. Hash out these ideas and differences until consensus is finally reached.

The final order of agreed-upon tasks has everything to do with the shared vision - the driving force of the project and its guarantor of success. Get the ban rolling by discussing Figure 8:7. What else constitutes good vision?

If you model your lesson in strategic planning on a proven plan, you won't have to start from scratch. Such a plan for community policing can be found in Figure 8:8. Like a strategic plan, a "model plan," employed in training, is a guide to keep the group focused while providing a method of operation. With a constant reminder of the purpose - the what and the why of the project - the group is more certain to stay on track.

The most important suggested strategy is planning followed by implementation. Without a plan, it's hard to recognize progress. Without implementation, nothing happens. Figure 8:9 enumerates the specific steps in the planning and implementation process. These steps begin with the decision to plan. Vital to the process is inclusion of the many constituencies within the community, who will then feel like stakeholders and act accordingly.

To ensure the accuracy and success of the process, use the abbreviated flow: Think, Plan, Act, and Evaluate (See Figure 8: 10). This flow is circular and continuous. Flexibility must be ever-present.

The Strategic Planning Process will help youth professionals understand how an organization can align its programs with the community it serves. Through this process, various community entities may embark together towards a goal that benefits them all.

9. DEVELOPING SCHOOL PARTNERSHIPS COMMUNITY-SCHOOL LINKS WORK

Reports show that when youth professionals get involved with schools in their communities, young people are the winners. Full partnerships with teachers and administrators help to invigorate schools and to encourage high achievement among the students. Young people become more positive, productive, and prepared for leadership in the global economy.

The combined efforts of youth professionals, parents, teachers, and administrators enable comfortable collaboration for the adults and a safe, solid foundation for the youths. It lets students know how much people really care about them.

The first step toward establishing school partnerships is to develop a plan: a workable Mission, Vision, Goal, and Objectives (See Figure 9:1). As with all group endeavors, especially partnership-building, the group must become a team. Sharing thoughts and hopes, collectively putting to paper the starting point (mission) and desired end point (vision) encourage team-building. Hammering out the methods (goal and objectives) to be used allows for the final bonding of participants. Closeness comes when a high degree of communication and constant interaction surround a common purpose.

In a group setting, make a list of potential partners within the school system. Be sure to include both the people and the facilities. Cast a wide net; that will let you get ideas from many supporters. In fact, don't limit the listing at first; it can be cut back later. This activity will most likely result in some surprising additions to the group. It will also highlight the network of friendships and associations with people and schools that are shared by numerous members of the team. This can strengthen the team's bonds.

The next step is to develop - again, group-fashion - a list of positive reasons why youths should attend school. All of the adults should respond to the question, "Why school?" Again, make the list as long as possible: the greater the number of reasons the team produces, the greater the positive psychological impact on the participants. Enumerating the ways that school helps youngsters reinforces the professionals' commitments to developing partnerships with the schools.

Repeat the process, coming up with reasons for school attendance that might represent the youths' point of view. Surely, these will be very different from the "adult" reasons. This exercise forces people seeking to help others to think from two points of view. In itself, it is a meaningful way to promote flexibility.

Attention should now turn to the letters of invitation to the people associated with the school systems. Groups within the team may compose letters; then, a selection of the best parts of each group's efforts may be made into the final invitation. A mailing list should be drawn up, starting with the schools the participating youths attend.

For many youths trying to better their situations, school is the missing link. Cooperation between youth professionals and learning institutions can add another level of control and encouragement to young people's lives.

10. COMMUNITY INVOLVEMENT

THE BEST WAY TO PREDICT THE FUTURE IS TO CREATE IT

Community involvement is extremely critical to the success of all community-based organizations. Yet oftentimes organizations fail to reach optimal effectiveness because of their limited view of what comprises a community.

Community includes everyone: youth, the school system, local and federal government agencies, the businesses, religious/spiritual sector, and families. A program's success is in direct proportion to the number of community groups it includes in working toward its goals.

A beginning point for community involvement is to develop a list of program needs that may be supplied by other community elements. This discussion will have some immediate effects on the group. When listing needs, participants should also suggest remedies. Examining the list, the group will see that the organization alone would be unable to satisfy all the program's needs. It will have to find partners in the community.

Understanding the need for partnering is a critical step. Without partners, unmet needs may reduce a program's impact or even destroy the program. But in another sense, in community work, many elements of the community working together is really the entire process.

At this point the group would be better off with a list far too big than with a list that's too short. The thinking group should spread a broad net in its search for possible partners. At the same time, as the project progresses, constant reference should be made to the list of needs as a focusing device. Figure 10: 1 gives participants a good start as to where to look. Comparing the two lists - of needs and of possible partners - will broaden the group's view of the concepts and benefits of partnering.

Note that the list of partners should be comprehensive as to local government entities and elected officials. Join with any social organization that has an emphasis in youth work with government help. Partnering with government agencies such as child welfare or income assistance is also beneficial, as many of the youths and their families may face the challenges these agencies handle.

After determining the entities with which partnerships should be developed, time should be spent naming particular individuals within the chosen organizations. You are much more likely to establish a firm partnership at an agency if you have a personal contact there. Putting together this list will require effort, but it will be very worthwhile.

Attention should now be turned to representation throughout the greater community. Figure 10:2 makes the point that the object is to include every facet of the community so that no entity goes unconsidered. Invite any community group interested in community betterment, whether or not your organization agrees with its approach. Once a group is brought into the fold, it can more easily be influenced to adjust some of its methods. Internally, organizations discover the value of diversity with a common purpose.

Similarly, the very act of diverse elements joining together strengthens the community and the greater the diversity, the stronger the possibility for success.

In developing a list of sympathizers, divide into groups of up to seven people. Have each group compose a letter inviting community organizations to the program's orientation. The letter-writing provides an excellent opportunity for thinking about the strengths or uniqueness of the program and devising ways of enthusiastically sharing its benefits with the people whose support is being solicited. A spokesperson from each group should read its letter aloud. The entire group body can then select the best elements of these letters to fashion a final letter. At this point, the organization will be armed with an array of letters, equal to the number of break-out groups, plus the letter developed by the whole group. These can be kept on file to use, alter, or improve at any time.

Now shuffle the groups to create different compositions. The next project is to craft advertising slogans for the program (following on the heels of the invitation-writing makes this an easier task). Each group will produce a list of ideas to share with the total group, which can further develop some of the best. As with the letters, the program now has a battery of promotional ideas for present and future use.

Having spent time discussing the positive aspects of one of the organization's own programs and ways to promote it, the group should now focus on an example of a community collaboration effort that can have broad impact on youth and youth organizations: the large national initiative known as Community Oriented Policing, or COP.

Begin the discussion by listing the characteristics that members of the group believe best describes community policing. Allow adequate time for the development of the list and encourage input from all group members. Now distribute the definition of COP, in Figure

10:3. Compare and contrast the group's notions with those presented. How close did the group come to describing COP? This can be turned into an engaging opportunity for learning about the initiative and exploring the group's many views concerning it.

At this point, taking a look at COP's founding principle - Peel's Principle - will finetune the group members' opinions of such initiatives as they may affect their own programs (See Figure 10:4). These principles, coined by Sir Robert Peel, the founder of modern policing, form the bedrock of COP's involvement in the community and its programs: the intrinsic connection between police and the citizens of any community.

Moving forward requires a look at how the police might interact with the program. Have the group put together a list of ways in which police involvement could benefit the program. This should be a freewheeling brainstorm session; disregard, for the moment, the practicality or feasibility of any given suggestion. Those considerations can come later.

The purpose of this exercise is to promote a positive view of police involvement, to put a positive spin on something some people might characterize as negative.

As a final step in looking at community involvement, have the group think hard about whether it has considered every possible coalition partner in and around our community. A

close look and a discussion of the Coalition Wheel in Figure 10:5 will reinforce the breadth and interconnectedness of community resources. No doubt the group will think of several more community entities that could be involved in its efforts, and can enter those names in the blank spaces in the wheel.

All members of the community -including community leaders, civic activists and advocates, business people, and other neighbors - are vital to raising positive and productive youths. The community at large is made stronger by collective participation in achieving that goal.

11. TRAINING SUGGESTIONS FOR COACHES TELLING ISN'T COACHING, LISTENING ISN'T LEARNING

Dedicated, effective coaching is learned. To master the art, one must practice it as often as possible.

The Coaching Academy for Personal Development has devised a widely recognized coaching system, based on its CDP Formulation: Commitment, Discipline, and Passion:

- Commitment to do what is necessary to get the job done well
- Discipline to stick with a working regime despite outside circumstances
- Passion for the goal that is self-sustaining and communicated clearly

Ask the group to define and discuss commitment, discipline, and passion. Encourage participants to give specific examples and to explain why each is important to good coaching.

How does a coach demonstrate the listed items? Discuss the Qualifications of a Coach (See Figure 11: 1). Stress that, while many things on the list are personal qualities that can be expressed without words and felt by those being coached, truly effective coaching starts and ends with knowledge of instructional methods.

Knowing the best methods for learning and remembering allows coaches to structure lessons in the most effective ways, which are enumerated in Figure 11 :2. A discussion should focus on eliminating the least effective methods for learning and cultivating the most effective ones for remembering. Coaches should encourage the belief that "Learning is a treasure which accompanies its owner everywhere."

Once an effective lesson is constructed, delivering the material becomes its most important facet. Effective delivery can bring alive even the dullest subject.

The commonest method of delivering a message is speaking. How a coach speaks will determine how well the youths listen, learn, and are motivated to make positive changes (See Figure 11:3).

Of course, the voice is not the only teaching instrument (See Figure 11:4). The choice

of methods - using the voice alone or in concert with other techniques - depends on the subject, the students, and the time, place, and resources allotted to the task. These methods include lecture, guided discussion, conference, and demonstration. Guide the group in discussing the hows and whys along with the pros and cons of each method. Encourage coaches to come up with examples to illustrate the points in the list. Stress that every method must, at the very least:

- Convey valuable information.

- Demonstrate the instructor's thinking process.
- Encourage students to think for themselves.

Especially when coaching at-risk youth, adverse or troubling situations may arise in the group. It's important to anticipate such events and to learn from them if they occur. The Problem-Prevention Worksheet in Figure 11:5 helps coaches to plan appropriate and effective responses to disruptions in the program and to employ them to aid youth in reflecting on negative behavior and adjusting their attitudes.

After a negative situation occurs, a coach needs to figure out what went wrong and evaluate how well he or she dealt with it - privately. Such reflection, guided by the questions in Figure 11 :6, can prevent the same thing from happening in the future or allow the coach to get things back on track before they go out of control. Review and discuss the Self Evaluation Checklist, using real or hypothetical situations.

Finally, there is probably no better learning tool than the fearless and honest appraisal of peers. Figure 11:7 is a peer rating sheet that can be used either for adult or youth coaches or for anyone else striving to improve their efficacy as public speakers.