ARMY NATIONAL GUARD

CHILD AND YOUTH PROGRAM

MENTORING INITIATIVE GUIDE

Revised June 2014
DEVELOPED BY:

Cognitive Professional Services

ACKNOWLEDGEMENT:

Cognitive Professional Services (CPS) would like to thank the Army National Guard Child and Youth Program Coordinators who work to execute high-quality and relevant programming in support of all military-connected children, youth and their families.
DISCLAIMER:

This publication is designed to provide information only in regard to the subject matter covered. It is distributed with the understanding that the developer is not engaged in rendering legal, accounting, or other professional services. If legal advice or other expert assistance is required, advice from specified individuals within applicable state/territory’s leadership structure and/or the National Guard Bureau Family Programs Division should be sought. This guide does not supersede policies, guidance and/or regulations set forth by the Department of Defense (DoD), Active Duty Army, the National Guard Bureau (NGB) or Cognitive Professional Services. The use of this guide is intended only for Army National Guard Child and Youth Program Coordinators/Contractors.
### Table of Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mentoring Initiative Overview</td>
<td>6</td>
</tr>
<tr>
<td>Child and Youth Program Mission Statement</td>
<td>7</td>
</tr>
<tr>
<td>Child and Youth Program National Goals</td>
<td>7</td>
</tr>
<tr>
<td>Welcome</td>
<td>8</td>
</tr>
<tr>
<td><strong>SECTION 1. CHILD AND YOUTH PROGRAM BACKGROUND</strong></td>
<td></td>
</tr>
<tr>
<td>Historical Information</td>
<td>9</td>
</tr>
<tr>
<td>Child and Youth Program Structure</td>
<td>10</td>
</tr>
<tr>
<td>Program Management Structure</td>
<td>11</td>
</tr>
<tr>
<td>Child and Youth Program Locations</td>
<td>12</td>
</tr>
<tr>
<td>Child and Youth Program Key Contacts</td>
<td>13</td>
</tr>
<tr>
<td><strong>SECTION 2. MENTORING INITIATIVE INFORMATION</strong></td>
<td>14</td>
</tr>
<tr>
<td>Mentor Requirements</td>
<td>14</td>
</tr>
<tr>
<td>Mentor Expectations</td>
<td>15</td>
</tr>
<tr>
<td>Mentee Expectations</td>
<td>16</td>
</tr>
<tr>
<td>Mentor/Mentee Confidentiality Agreement</td>
<td>17</td>
</tr>
<tr>
<td>Mentor/Mentee Planning Calendar - Example</td>
<td>19</td>
</tr>
<tr>
<td>Mentor Report Log</td>
<td>21</td>
</tr>
<tr>
<td>Mentee Report Log</td>
<td>22</td>
</tr>
<tr>
<td><strong>SECTION 3. MAKING THE MENTORING EXPERIENCE SUCCESSFUL</strong></td>
<td>23</td>
</tr>
<tr>
<td>Qualities of a Successful Mentor</td>
<td>23</td>
</tr>
<tr>
<td>Qualities of a Successful Mentee</td>
<td>27</td>
</tr>
<tr>
<td>Establishing a Positive Relationship</td>
<td>30</td>
</tr>
<tr>
<td>Elements of a Successful Mentor-Mentee Interaction</td>
<td>31</td>
</tr>
<tr>
<td>Structuring Mentor-Mentee Interactions</td>
<td>33</td>
</tr>
<tr>
<td>Keys to Effective Listening</td>
<td>34</td>
</tr>
<tr>
<td>Creating Solutions Through Mentoring</td>
<td>36</td>
</tr>
<tr>
<td>The Art of Giving and Receiving Feedback</td>
<td>39</td>
</tr>
<tr>
<td>Possible Topics of Discussion During Interactions</td>
<td>41</td>
</tr>
<tr>
<td><strong>SECTION 4. SUPPORTING DOCUMENTS &amp; INFORMATION</strong></td>
<td>42</td>
</tr>
<tr>
<td>LCYPC/CYPC Statements of Work</td>
<td>42</td>
</tr>
<tr>
<td>Resources and Acknowledgments</td>
<td>58</td>
</tr>
</tbody>
</table>
MENTORING INITIATIVE OVERVIEW

The Army National Guard (ARNG) Child and Youth Program has a proud tradition of providing valuable resources and support to geographically-dispersed military families throughout all fifty states, Puerto Rico, Guam, the Virgin Islands and the District of Columbia. In an effort to continue this positive movement forward, the National Guard Bureau and Cognitive Professional Services recognizes the need for all new Lead Child and Youth Program Coordinators (LCYPCs) and Child and Youth Program Coordinators (CYPCs) to receive training, guidance and mentorship upon their start with the Child and Youth Program.

With nearly a ten year history of programming and program development, there are many LCYPCs/CYPCs throughout the country with a vast amount of first-hand knowledge and experience. The Mentoring Initiative is designed to partner new LCYPCs/CYPCs with more seasoned LCYPCs/CYPCs. Through this collaborative mentorship, the desired outcome will be youth service professionals who encompass the necessary tools, techniques and knowledge to successfully run and manage the Child and Youth Program in their state/territory.

For the mentors participating in this initiative, you will experience an opportunity to enhance your own current practices and content knowledge, increase the trust of supervisors and practice skills for mentoring those in other aspects of your life. Mentees will gain as well. Through participation in this initiative, mentees will gain greater expertise in their career, experience new and fresh perspectives, increase their self-esteem and expand their professional network.

The Program Management Team will work closely with both new and seasoned LCYPCs/CYPCs to ensure the mentor-mentee experience and relationship is a positive one.
CHILD AND YOUTH PROGRAM MISSION STATEMENT

The mission of the National Guard Child and Youth Program (CYP) is to promote and sustain the quality of life and resilience of National Guard (NG) children and youth by providing secure, timely, flexible, high-quality support services and enrichment programs. NG CYP provides supervision during out of school hours for NG children and youth and support prevention initiatives that mitigate youth violence, gang activities, substance abuse and other at-risk behaviors. Programs also support school transitions and provide support services. The NG CYP fulfills this mission by addressing the child care, youth development and school support needs through National, State/Territory and community-based programs, executed through the Joint Forces Headquarters (JFHQ) Office and the NG CYP.

CHILD AND YOUTH PROGRAM GOALS

EDUCATION:
To help provide life-skill education to the children and youth of the NG, their caregivers and community supporters;

ACCESS:
To help provide equal access to Federal and State benefits that support children and families, counseling, education, child care and other resources needed to foster a healthy, stable and secure environment;

OPPORTUNITY:
To create opportunities for participation in programs, events and activities available across the spectrum of government, community and the private sector, geared towards the behavioral health, physical health and welfare of children and youth;

COMMUNICATION:
To build a sense of belonging to the NG community by creating secure opportunities to network with other youth, parents and youth program facilitators in one’s community, state and across the nation;

RESILIENCE:
To infuse resilience standards into all NG children and youth programs;

OUTREACH:
To build and sustain contact with parents and children of the NG in order to create awareness of available support services and programs while being mindful of age, location, military and civilian mindsets.
WELCOME

Dear Youth Coordinator,

Congratulations on your new role as a Youth Coordinator within the Army National Guard (ARNG) Child and Youth Program/Cognitive Professional Services. It is with great excitement we look forward to working with you, learning more about you and watching you grow as a dedicated youth-serving professional.

The purpose of this guide is to provide helpful strategies for making your transition into the ARNG Child and Youth Program as seamless and successful as possible. Please know you are joining a team consisting of very seasoned individuals, many possessing years of experience not only in youth programming but in ARNG Child and Youth programming specifically. Our hope is that you will take advantage of all this experience and knowledge so that you quickly assimilate into this dynamic team.

For those who are coming into the Child and Youth Program as Coordinators in states where a Lead Coordinator is present, a majority of your mentoring and on-the-job training will be provided by that Lead Coordinator. These individuals possess great content knowledge and a vast understanding of the military and military culture. If you are entering into the Child and Youth Program as a new Lead Coordinator, you have a wealth of knowledge at your fingertips through your fellow Lead Coordinators in the other states/territories and your Program Management Team.

The work of a Youth Coordinator is not easy; however, the rewards of the position far outweigh the work involved. In those moments when the job seems overwhelming and challenging, please know you have a dedicated team of people behind you.

Again, we welcome you to the Child and Youth Program Team and look forward to working with you on this journey!

Respectfully,
The Cognitive Program Management Team
SECTION 1. CHILD AND YOUTH PROGRAM BACKGROUND

HISTORICAL INFORMATION

Beginning as early as 2004, the foundation for what would become today’s Child and Youth Program took root. It was during this year a team of professionals began work to draft and develop the policies, procedures and trainings that would, in part, guide the Child and Youth Programs throughout the country. With a firm understanding of the scope of the NG CYP, individual states and territories began the process of bringing on their Child and Youth Program Coordinators (at the time they were referred to as State Youth Coordinators; with only one individual per each state/territory). These individuals then began the process of designing and implementing a state/territory-based CYP that met the needs and expectations of military-connected youth, their families, Service Members and state/territory leadership.

As the years progressed and individual state/territory CYPs began gaining greater visibility and recognition for the outstanding work being completed, the decision was made to add an additional staff member (contractor) to each state/territory. With the addition of the second individual, state/territory CYPs were able to have a far greater impact on geographically-dispersed military youth and their families.

In April 2012, a national CYP contract was awarded to Cognitive Professional Services. At that time, many states/territories opted to transition their current youth staff (contractors) to the national contract. From that point to the present, Cognitive has positively work with the National Guard Bureau to ensure CYP expectations are being met, both state/territory-base and nationally.

As we prepare to continue growing and expanding the Child and Youth Program in the future, Cognitive and the National Guard Bureau will ensure all state/territories have the necessary elements to continue delivering support and programming for military-connected youth.
CHILD AND YOUTH PROGRAM STRUCTURE

ARNG Family Program Leadership & Soldier and Family Support Division

- National Guard Bureau
  - Family Program Leadership

- ARNG Soldier and Family Support Division

- G1

- Chief, Soldier & Family Support Division

- Nadine Moore
  - Acting Branch Chief
  - Family Programs

- MAJ Serafin
  - Chief, Child, Youth and School Services

- Robin Cordovez
  - CYSS Program Manager

- Dana Ivory
  - Child and Youth Program Analyst
PROGRAM MANAGEMENT STRUCTURE
Cognitive Professional Services

Cassandra Coleman
President

Mary Orr
Program Manager

Jeremy Van Wyk
Western Regional Program Manager

Erin Berry
Eastern Regional Program Manager

Dana Ivory
Child and Youth Program Analyst

Lead Child and Youth Program Coordinators

Child and Youth Program Coordinators
CHILD AND YOUTH PROGRAM LOCATIONS
Locations of LCYPCs and CYPCs

Legend

- CYPC
- Lead CYPC
- CYPC & Lead CYPC
CHILD AND YOUTH PROGRAM KEY CONTACTS

Nadine M. Moore  
Acting Chief, Family Programs Branch  
Soldier and Family Support Division (ARNG-HRS) National Guard Bureau  
O: 703-607-3123  
C: 540-842-3647  
Email: Nadine.m.moore.civ@mail.mil

MAJ Jeremy Serafin  
Chief, Child and Youth School Services  
Soldier and Family Support Division (ARNG-HRS) National Guard Bureau  
O: 703-601-7058  
Email: jeremy.m.serafin2.mil@mail.mil

Robin Cordovez  
CYSS Program Manager  
Soldier and Family Support Division (ARNG-HRS) National Guard Bureau  
O: 703-607-3012  
DSN: 327-3012  
Email: robin.l.cordovez.civ@mail.mil

Mary Orr  
Program Manager, Child and Youth Program  
Cognitive Professional Services  
O: 703-562-0553  
C: 703-562-0554  
Email: mary.orr@cog-ps.com

Erin Berry  
Eastern Region Assistant Program Manager, Child and Youth Program  
Cognitive Professional Services  
O: 703-652-0484  
C: 703-562-0547  
Email: erin.berry@cog-ps.com

Jeremy Van Wyk  
Western Region Assistant Program Manager, Child and Youth Program  
Cognitive Professional Services  
O: 703-652-0483  
C: 703-562-0545  
Email: jeremy.vanwyk@cog-ps.com
SECTION 2. MENTORING INITIATIVE INFORMATION

MENTOR REQUIREMENTS

MENTORS

ARNG CHILD AND YOUTH PROGRAM

MENTOR REQUIREMENTS

Mentors participating in the Child and Youth Program Mentoring Initiative must be willing and able to provide information, program and moral support to their assigned mentee(s). The majority of this support will be provided via phone calls and communication through social media outlets and email.

Additional duties for mentors include the following:

Duties:

- Remain current with all taskings provided by NGB and/or the Program Management Team
- Regularly attend monthly LCYPC/CYPC conference calls and engage in provided training
- Maintain regular communication with mentee (suggested check-in, via phone or email, at least once every two weeks)
- Ensure availability to mentee when questions arise
- Regularly attend mentor conference calls provided by the Program Management Team
- Provide virtual assistance/answer questions regarding CYP deliverables, reports and operations
- Maintain regular communication with applicable Regional Assistant Program Manager; notifying him/her regarding possible concerns, issues and/or questions
- Other duties as assigned

Qualifications:

- Minimum four years of experience having worked within the CYP
- Positive standing within the CYP as it relates to timely completion of taskings and/or deliverables
- Vast knowledge of the CYP, policies, procedures and regulations governing the CYP
- No prior personnel disciplinary actions (includes both verbal and written)
- Must have been referred by RAPM and PM
MENTOR EXPECTATIONS

Those selected to be mentors will be expected to fully engage and support this initiative and all subsequent items encompassed in this initiative. Failure to embrace the established expectations and requirements of the mentoring initiative may result in removal as a mentor.

Mentor Expectations:

- Mentor is expected to contact Mentee (via phone, email or social media) bi-weekly (minimum two times each month)

- Mentors must contact their Mentee initially to conduct introductions and exchange contact information

- Mentors must work with their Mentee to establish a calendar for the next year; identifying key topics for discussion, planned conferencing times and other details which may be determined relevant at the time of establishing the calendar

- Mentors must maintain a consistent habit of submitting all taskings, deliverables and due-outs to those in their command structure (i.e. SFPD, PM Team and/or NGB) by the designated suspense dates

- Mentors must remain professional in their interactions

- Mentors will keep brief notes for each interaction with their assigned Mentee for both visibility/tracking and historical purposes

- Mentors will be expected (within reason) to be available to their Mentee during unscheduled times, as unexpected circumstances may necessitate a timely conversation

- Mentors will maintain consistent communication with their respective RAPM regarding the mentoring process and any concerns regarding their assigned Mentee

- Other expectations as determined by the PM Team and NGB
Mentee Expectations:

- The Mentee is expected to engage in bi-weekly interactions (via phone, email or social media) with their assigned Mentor.

- Mentees will work with their assigned Mentor to conduct introductions and exchange contact information.

- Mentees and Mentors will work together to establish a calendar for the next year; identifying key topics for discussion, planned conferencing times and other details which may be determined relevant at the time of establishing the calendar.

- While Mentors are expected to meet regularly with their assigned Mentees, unforeseen circumstances, coupled with daily requirements may consume their time; Mentees must be respectful of the assigned Mentor’s time when requesting an interaction.

- Mentors are available to provide additional support and clarification if needed; however, Mentees must (at all times) ensure their LCYPC and SFPD (i.e. Chain of Command) is kept current on any issues, needs, concerns and/or program plans.

- Mentees should approach each interaction with their assigned Mentor with an open mind; being receptive to best practices, suggestions and information provided by the Mentor.

- Mentees must remain professional in their interactions.

- Other expectations as determined by the PM Team and NGB.
CONFIDENTIALITY STATEMENT

It is the policy of the National Guard Bureau and Cognitive Professional Services (and established sub-contractors) to protect the confidentiality of its Child and Youth Program Coordinators (LCYPCs/CYPCs), military families, civic and military partners, state/territory staff and military leadership, as well as those working at National Guard Bureau. Participants in the Mentoring Initiative will share information about mentors, mentees, and other Child and Youth Program-specific staff/contractors with members of the Program Management (PM) Team. It will be the responsibility of the PM Team to determine any further action necessary based on the scope and severity of information presented to them resulting from a mentor-mentee interaction.

In an effort to protect the professional reputation of those working within the scope of the ARNG Child and Youth Program, interactions between mentors and mentees will remain confidential. Involvement of the PM Team will only be necessary in the event any of the following criteria are present:

**Limits of Confidentiality:**
Information from mentor and mentee interactions may be shared with the PM Team as specified below under the following conditions:

- The mentee divulges he/she is a liability or danger to him/herself and/or anyone who he/she may come in contact with as a result of executing the expectations outlined by the Statement of Work (SOW), the PM Team, NGB and/or state/territory leadership;

- The mentee claims he/she was injured during duty hours as a direct result of performing the expectations of the position (i.e. those outlined in the bullet point above);

- A perceived claim of child abuse/neglect has been made (or is pending) against a parent/guardian, Service Member, volunteer or other caring adult whose dependent was engaged/attended a CYP event. The PM Team and SFPD must be made aware of this, with an applicable Incident Report on-file with supervisor(s);
Confidentiality Statement

- The mentee divulges he/she or a volunteer working within the CYP witnessed an attending minor sustain an injury during the course of an event/activity. In addition to notify the PM Team and SFPD, an applicable Incident Report will be completed and submitted to supervisor(s);

- If a mentor/mentee receives information at any point that a CYP staff/contractor is using illegal substances, there is a criminal history of any kind, or is inappropriately using alcohol or other controlled substances;

- After repeated attempts to establish a professional, working relationship the mentor/mentee are unable to positively work together; this may result in a reassignment of mentors.

Safekeeping of Confidential Records:
The mentor will keep notes from all mentor-mentee interactions, both as a means of documenting conversations as well as actions taken. It is the responsibility of the mentor to ensure these notes are maintained in a safe and secure location, out of sight and accessibility of others.

Confidentiality Statement Agreement:
As a participant in the Mentoring Initiative, I have read the above information and statements and will ensure I abide by the parameters established here within. I understand the Mentoring Initiative is a means of assisting in the transition to the CYP and will engage fully, with an open mind and professional approach, so that my involvement is a credit to myself, my mentor and the CYP as a whole. By signing this Confidentiality Statement Agreement I understand that a violation of any of the above mentioned criteria may result in either a reassignment of a mentor/mentee and/or dismissal from the Mentoring Initiative (which will include a written statement in my personnel file held by Cognitive Professional Services).

Mentee’s Signature: __________________________

Mentor’s Signature: __________________________

Applicable RAPM (or similar) Signature: __________________________

Date: __________________________
## MENTOR/MENTEE PLANNING CALENDAR

### Example

<table>
<thead>
<tr>
<th>MONTH</th>
<th>DATE OF MEETING</th>
<th>TOPIC</th>
</tr>
</thead>
</table>
| JANUARY   | 8<sup>th</sup> @ 2:00 (CT)  
            22<sup>nd</sup> @ 2:00 (CT) | ▪ Initial planning for spring events  
                                          ▪ Stress management after the Holidays |
| FEBRUARY  | 5<sup>th</sup> @ 2:00 (CT)  
            19<sup>th</sup> @ 2:00 (CT) | ▪ MOMC planning |
| MARCH     | 5<sup>th</sup> @ 2:00 (CT)  
            19<sup>th</sup> @ 2:00 (CT) | ▪ Final planning for MOMC  
                                          ▪ Kick-off events  
                                          ▪ New Initiatives |
| APRIL     | 9<sup>th</sup> @ 2:00 (CT)  
            23<sup>rd</sup> @ 2:00 (CT) |                                                                      |
| MAY       | 7<sup>th</sup> @ 2:00 (CT)  
            21<sup>st</sup> @ 2:00 (CT) | ▪ Debrief MOMC activities  
                                          ▪ Plans for summer activities |
| JUNE      | 5<sup>th</sup> @ 2:00 (CT)  
            19<sup>th</sup> @ 2:00 (CT) |                                                                      |
| JULY      | 9<sup>th</sup> @ 2:00 (CT)  
            23<sup>rd</sup> @ 2:00 (CT) |                                                                      |
| AUGUST    | 7<sup>th</sup> @ 2:00 (CT)  
            21<sup>st</sup> @ 2:00 (CT) | ▪ Recap of summer programming  
                                          ▪ Debrief positives and areas of improvement |
| SEPTEMBER | 10<sup>th</sup> @ 2:00 (CT)  
            24<sup>th</sup> @ 2:00 (CT) | ▪ Planning for Annual Report |
## OCTOBER
<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>9th</td>
<td>2:00 (CT)</td>
<td></td>
</tr>
<tr>
<td>23rd</td>
<td>2:00 (CT)</td>
<td></td>
</tr>
</tbody>
</table>

## NOVEMBER
<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>5th</td>
<td>2:00 (CT)</td>
<td></td>
</tr>
<tr>
<td>19th</td>
<td>2:00 (CT)</td>
<td></td>
</tr>
</tbody>
</table>

## DECEMBER
<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>3rd</td>
<td>2:00 (CT)</td>
<td></td>
</tr>
<tr>
<td>17th</td>
<td>2:00 (CT)</td>
<td></td>
</tr>
</tbody>
</table>

- Review accomplishments of first year
- Professional goals for second year

### Additional Notes:

This example was provided as a stepping point to developing a calendar specific to the unique needs of the Mentee. The calendar is designed to be a fluid, ever-evolving document and should be treated in that manner. The Mentor will be responsible for ensuring the calendar is regularly updated, with updates being communicated to his/her assigned Mentee.

In addition to the Mentor/Mentee Planning Calendar, each Mentor and Mentee will need to complete a simple report following each interaction. The nature of this report is not one of great detail or great length; it is designed to quickly capture important points of discussion as well as any necessary follow-up. Examples of the Mentor and Mentee Report Logs are located on pages 21 and 22 of this guide.
MENTOR REPORT LOG

Mentor’s Name:

<table>
<thead>
<tr>
<th>Contact Date</th>
<th>Meeting Date</th>
<th>Topics of Discussion</th>
<th>Comments/Concerns</th>
<th>Actions Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
MENTEE REPORT LOG

Mentee’s Name:

<table>
<thead>
<tr>
<th>Contact Date</th>
<th>Meeting Date</th>
<th>Topics of Discussion</th>
<th>Necessary Follow-up</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
SECTION 3. MAKING THE MENTORING EXPERIENCE SUCCESSFUL

QUALITIES OF A SUCCESSFUL MENTOR

First and foremost, being asked to serve as a mentor is a great honor. As a mentor, you are viewed by your peers and supervisors to possess the professional skills and knowledge necessary to help others succeed as you have proven to do. That said, mentoring a new staff member to the CYP is not something that should be taken lightly, as their success is ultimately directly related to the overall national reputation of the CYP.

When starting the mentoring process, there are some qualities of positive mentors to be aware of:

POSITIVE

A successful mentor is positive: As a mentor, the intent is not to focus on failures or placing blame; rather, mentoring is about helping others achieve their goals, both personally and professionally. Additionally, mentoring is about building up those around you so the CYP (from the ground up) has a reputation of being a high-quality program.

‘Why’ vs. ‘How’: A strategy mentors can use to ensure interactions remain focused on strength-building, especially in situations where an issue may have occurred, is to realize the difference between ‘why’ and ‘how’ when asking questions. Should a challenge or issue present itself, rather than asking ‘why’ something happened, focus on ‘how’ it happened and then work to identify ways to prevent the same thing from happening in the future.

ENTHUSIASTIC

A successful mentor is enthusiastic: Mentors set the tone when interacting with their mentees. If the mentor is negative, gloomy or overly frustrated, those emotions can quickly be reflected in the mentee. Mentors should approach each interaction with enthusiasm, excitement and in a way that conveys their passion for the CYP.

Law of Attraction: The simplicity behind this principle states that what you think you ultimately attract. If you approach each event in life expecting it to fail, it will ultimately fail; however, when you approach tasks with a positive outlook, often times the results will be positive in nature.
TRUSTING
A successful mentor is trusting: As a mentor, you are in the unique position of not only providing program support but in providing moral support and, in a way, aspects of counseling. Mentees need to feel comfortable in coming to you with problems, knowing you will not violate their confidentiality. Additionally, as a mentor, you need to rely on your mentee being honest with you regarding actions taken, support needed and goals for the future. Establishing a platform of trust will ensure the mentor-mentee relationship is a positive one.

Trust but Verify: In situations posing significant challenges, either by actions or failure to act on the part of the mentee, engage in an open and honest discussion about what events transpired and the end result. Do not automatically ‘jump’ to negative assumptions without first double-checking and verify with multiple sources the situation at-hand. By taking the time to fully investigate and not automatically assuming the worst, you will establish a much stronger relationship with your mentee.

FOCUSED
A good mentor is focused: Effective mentoring is that which remains specific and focused on professional goals, performance and continual improvement. While conversations regarding family and friends may enter the picture, work to maintain a focused and supportive approach when interacting with your mentee.

SEES THE BIG PICTURE
A successful mentor sees the big picture: When interacting with your mentee, always work to tie taskings and comments back to specifics related to the position and Statement of Work (SOW). While doing this, assist the mentee with seeing how their actions lead to a greater end result within the CYP. Too often we become focused on the immediate rather than remaining cognizant of the future. All actions taken today will have some impact on the future of the CYP at either the state/territory or national level.

Skybox Views: Encourage your mentee to imagine their work as a game being played on a field. Each player has a specific role which, if not done appropriately, can cause a significantly negative end result for the entire team. Have mentees ‘step back’ and take a skybox view of the CYP within their state/territory. This can often times help them better understand the overall picture.

OBSERVANT
A successful mentor is observant: Being observant is more than simply keeping your eyes and ears open. As a mentor you should also pay close attention to what is or is not being said about your mentee. Often times this requires noting the tone of emails or body language. Listen to
your intuition and, if necessary, make a point to ask probing questions if you feel there is more to be said.

**RESPECTFUL**

A successful mentor is respectful: As a mentor, and a professional in general, it is vital you respect those around you. Respect their rights as employees as well as their rights as human beings. Avoid making rash or snap judgments, but rather, engage your mentee in an open conversation. When you demonstrate your respect for another’s point of view, the other individual will often feel empowered, validated and more engaged in the overall process.

*Empathy:* Along with respect is empathy. Being empathetic means being understanding, being aware of and being sensitive to the feelings, thoughts and emotions experienced by your mentee. Basically…taking a moment to ‘walk in their shoes’ before offering any critique or criticism.

**PATIENT**

A successful mentor is patient: Patience is a survival skill in the workplace. With taskings and suspense dates routinely changing, it is vital to remain understanding and flexible in daily actions. As a mentor, it is important for you to remain patient with your mentee as he/she learns the unique intricacies of the CYP. In some cases, reverse things and have the mentees explain things to you, as this will allow you to gauge their comprehension of the position and CYP. You cannot change people; they must work to change themselves. As a mentor you must keep in mind their timeline may greatly differ from what you have in mind – do not attempt to measure everyone by the same yardstick.

**CLEAR**

A successful mentor is clear: If they did not hear you correctly, maybe it is because you did not say it correctly. Maybe you just felt you did. As a mentor, when trying to communicate with your mentee and they do not understand, take responsibility for making the corrections and clarifications. As a mentor, if a miscommunication or misunderstanding does occur, do not simply repeat the words you have already spoken; this will lead to further frustration on the part of the mentee.

**CURIOUS**

A successful mentor is curious: As a mentor, when you are curious about things, it opens a door to further possibilities, which can yield a greater response from your mentee. If you say, “I’m curious, what might happen if...” you provide the mentee a way to think outside of merely a ‘right’ or ‘wrong’ response. Being curious allows for an open mind and, in most cases, open communication.
OBJECTIVE:
A successful mentor is objective: As a mentor you should never express judgment or opinions. You should remain as objective as possible when mentoring; mentees will often reflect this approach during interactions. Being a mentor means you are making sure you understand what’s involved in any decision, communicate your decisions effectively and act professionally and appropriately. Do not become wrapped up in gossip or ‘office politics’ as a mentor as this will establish a negative relationship between you and your mentee.

MENTORING AND QUESTIONS:

One of the key aspects to mentoring is being able to ask questions that not only help you acquire vital information, but that help you delve deeper into gaining feelings, tone and emotions. Questions are a way of seeking clarification as well as indirectly gathering information that may be necessary to the continued success and longevity of your mentee.

An effective way to ask questions (in most situations) is as follows:

1. What’s good about…?

2. How could it be improved?

By asking questions in this manner, you (as the mentor) are working to stress the positive, express curiosity, maintain respect for your mentee and their situation, their knowledge and experience as well as providing a safe and supportive environment to exchange ideas. Questions like these can build on the strengths of the mentee rather than drawing attention to any perceived weaknesses.
QUALITIES OF A SUCCESSFUL MENTEE

A mentee is the counterpart of the mentor. Whether new to the position or with little direct experience, mentees who fully and positively engage in a mentoring program can gain from the knowledge and experience of their assigned mentor. Having a mentor can help you successfully operate in the work environment for which you were hired. Additionally, mentors are able to help you make connections to colleagues, key contacts and provide advice on how to handle situations you may encounter over the next year.

A mentor’s role is to support you and help you develop in your professional career. Mentors focus on the most important aspects of the position and how you can maximize your time and efforts. While the mentor plays a large role in the mentor-mentee relationship, there are specific qualities mentees must possess for the experience to be a beneficial and positive one.

Qualities of successful mentees include:

OPENNESS
A successful mentee will be open to coaching and feedback: Mentors exist to ensure you as the mentee experience greater success in your position. The role of the mentor is to provide feedback and offer helpful advice along the way, based on their previous experience and knowledge. Mentees must be willing and able to actively listen to what their mentor shares with them and avoid becoming offended, frustrated or upset. Do not view receiving feedback or coaching as being unskilled; feedback and coaching are the best ways to grow as a professional.

LISTENING CAREFULLY
A successful mentee will listen carefully during interactions: Active listening is required by both the mentor and mentee to ensure both sides avoid miscommunications or confusion. As a mentee, take the time to listen, without objection, to what your mentor is sharing with you. Draw upon your mentor’s advice and identify areas where you can incorporate their insights into your professional career.

ASKING QUESTIONS
A successful mentee is one who is not afraid to ask questions: As a mentee, do not hesitate to ask questions, whether the intent is to seek clarification or gain more knowledge about a specific area of the position. When we ask questions, we are opening up a dialogue and exchange of information. Focus on asking open-ended questions: rather than asking ‘yes’ or ‘no’ questions, try asking ‘how’ or ‘why’ questions. Work to keep conversations going until you feel you have fully grasped the information.
EXCEEDING EXPECTATIONS
A successful mentee works to exceed expectations: After becoming familiar with the Statement of Work (SOW), as a mentee, work to exceed the minimum criteria set forth for your position. Take the initiative to go the ‘extra mile’ and demonstrate to your mentor, colleagues and supervisors the passion you possess for the work you do. If ever in doubt about what is expected, never hesitate to ask your mentor; this can be the first step in starting to exceed expectations.

OPEN COMMUNICATION
A successful mentee will work to maintain open communication: While mentors are available to provide support and advice, they can only do so with a full understanding of the situation(s) at-hand. Be willing to share with your mentors questions, concerns or areas of confusion you may be experiencing. Then, remain open to communication and listen actively to what they have to share with you. Additionally, do not be afraid to share with your mentor specific needs you may have, as your mentor may be able to connect you with others who can provide that support.

BEING LOYAL AND PROFESSIONAL
A successful mentee will be loyal and professional: There may be times when you and your mentor reach a disagreement – this is all part of building relationships. In those situations, avoid gossiping or spreading information about your mentor to others. Show your mentor the loyalty and professionalism you would expect them to show you. Always remember that one of the worst moves you can make as a career professional is to ‘burn a bridge’ along the way.

FOLLOWING THROUGH
A successful mentee will follow through: We have all experienced times when we have relied on others to complete an important task, only to see them fail to complete things. In the end we often feel frustrated, angry and disappointed in those who fail to follow through. As a mentee, work with your mentor to ensure taskings and expectations are being met, both for the customer (i.e. State Family Program Director) and Cognitive Professional Services. Further, as you and your mentor progress through your mentoring experience, ensure any requests he/she makes of you are completed…and completed professionally.

SHARING YOUR SUCCESSES
A successful mentee will share his/her successes: As you grow and become more skilled in the position, do not be afraid to share successes (great or small) with your mentor. Allow your mentor to support you in your successes along the way.
KEEPING THINGS CONFIDENTIAL

A successful mentee will keep things confidential: With the exception of the criteria outlined in the Confidentiality Statement Agreement, interactions between you and your mentor should not become topics of conversation for others. Your mentor must know he/she can trust you; conversely, you must know you can trust your mentor with information. Mutual trust is critical to the success of the mentor-mentee relationship. There may be times mentors share with you past challenges they experienced; this is done as a means of demonstrating how they overcame those challenges so you do not have the same experiences. If ever in doubt about a topic of conversation, contact your applicable Regional Assistant Program Manager to seek further advice.

SHOWING GRATITUDE

A successful mentee will show gratitude: Being a mentor is no easy task. Mentors are required to maintain their daily expectations while also providing support to a fellow colleague. As a result of this, be diligent and sincere in offering ‘thank yous’ and words of gratitude to your mentor for the work he/she is doing in support of your successful professional growth and development. A simple, heartfelt gesture can have monumental returns.
ESTABLISHING A POSITIVE RELATIONSHIP

In order to establish a positive mentor-mentee relationship, it is necessary for both of you become familiar with each other. Too often we can become primarily focused on work-related areas we forget everyone has a life outside of the office. By working to make initial introductions, and sharing some items about ourselves, we can build camaraderie and find similarities.

Some suggested questions are provided below to assist in starting that initial sharing and relationship building:

1. What are three pieces of professional information you can share about yourself?

2. What are two pieces of personal information you are willing to share about yourself?

3. Share one thing you especially enjoy doing, or at which you are particularly successful.

4. How do you plan to use the skills noted in question 3 as you work with children?

5. What makes you passionate about supporting military-connected youth?
ELEMENTS OF A SUCCESSFUL MENTOR-MENTEE INTERACTION

Everyone working within the CYP is extremely busy: this could be professionally working to plan, execute and report programming or personally due to family commitments and meetings. Regardless of the reason, the time each person has to devote each day is limited. As a result of this, it is extremely important that all mentor-mentee interactions yield desirable outcomes in the most time-sensitive manner possible.

The following are strategies for better ensuring the mentor-mentee interaction is both positive and productive:

**ESTABLISH A PURPOSE:** Do not simply have a meeting to have a meeting. Mentors and Mentees should collaborate prior to their scheduled interaction and identify at least one topic of discussion – even if that topic of discussion is simply how things are going. Time is valuable, especially to those working in the CYP, so plan accordingly and maximize the valuable minutes you have available.

**ESTABLISH GROUND RULES:** This should be completed during one of the initial interactions. Both the Mentor and Mentee should contribute to this process. Identify those things most important to the two of you. Ground rules only work if they are relevant to the process taking place. Focus on the end result and then identify those things that will most likely support achieving the desired end result(s).

**STAY FOCUSED:** Mentors should remain focused on the purpose of the interaction(s) taking place. Avoid becoming distracted about topics unrelated to the mentee’s professional growth. Rather, make a point to remove yourself from any distractions around you (this applies to the Mentee too) so that the time spent communicating is productive.

**AVOID MONOLOGUES:** Mentors should resist the tendency to launch into prolonged stories or lectures. Effective mentoring means the mentee does the majority of the talking, with the mentor simply providing insight and support. Mentors should ask questions that elicit the employee’s resourcefulness; suggestions should only be vocalized if/when the Mentee becomes ‘stuck’ attempting to work through a situation.

**COMMUNICATE CLEARLY:** Both Mentors and Mentees should use words that work to establish stronger connections rather than put up barriers. During interactions, both Mentors and
Mentees must agree to use words/terms familiar to each other. Additionally, both individuals should avoid using jargon or being unspecific regarding comments. Communication is a two-way process, with both a sender and receiver. When one person is speaking, the other person should be actively listening, processing and preparing to follow-up with clarifying questions.

**THREE TIPS FOR COMMUNICATING:**

1. Narrow the focus to one issue at a time. You will never get a handle on things if you become consumed by multiple issues/problems.

2. Define the issue/problem clearly. Ensure both of you are talking about the same topic/situation. The person who initiates the issues/topic should be the one to clearly define it.

3. Remain in the present. Do not bring up the way things ‘used to be’ or the past. Rather, focus on the present and keep an eye on the future.

**BE OPEN TO IDEAS:** The best mentoring process will fail if neither side is open to new ideas and suggestions. The whole philosophy behind mentoring is to allow for an open and honest exchange between individuals. As the Mentee, always remember your Mentor has been around the CYP for a long period of time and has gained significant amounts of experience and knowledge. Conversely, as a Mentor, be open and supportive of new ideas suggested by your Mentee. While some ideas may not be feasible due to regulations and policies, rather than immediately saying ‘no’ to what they are saying, work to find alternatives which may yield similar results.

**REMEMBER:** Mentoring is only effective when it is...

- One-on-One,
- Goal-oriented and focused,
- Conversational, and
- Centered on ideas, not personality
STRUCTURING MENTOR-MENTEE INTERACTIONS

The following items suggest how to begin the mentor-mentee interaction/relationship. It is important to note that the mentoring process as a whole is to be unique to the individuals involved – there is no ‘one size fits all’ way of conducting your interactions. While the following items may assist in beginning the process, it will be up to the mentor and mentee to adapt the process to what is most applicable and impactful.

FIRST/INITIAL INTERACTION:

The first interaction is an important interaction because it works to set the tone and is when both parties start building their relationship as a mentor-mentee team.

- Exchange information about backgrounds, careers or interests
- Discuss each other’s expectations about the mentoring relationship – be clear and specific
- Discuss and agree on the lengths of time for interactions/schedule for interactions
- Discuss confidentiality
- Begin working on a plan of action by discussing the mentee’s goals, state/territory expectations and responsibilities of the position

SUBSEQUENT INTERACTIONS:

Subsequent interactions should occur at the agreed upon dates and times, unless other arrangements have been made ahead of time due to changes in schedules.

- Continue working on the plan of action – start breaking mentee’s goals into tasks
- Generate a clear and comprehensive list of tasks – ensure understanding
- As interactions continue, review specific goals and tasks and monitor progress; reflect
- Mentors should be providing feedback on task achievement
- Mentor and mentee should set specific tasks for completion; reviewing at each subsequent interaction

FINAL INTERACTIONS:

For the mentoring process to be effective, there must be a reflective and evaluative component as everything draws to a conclusion.

- Were goals initially identified achieved by the mentee?
- What other outcomes were achieved throughout the mentoring process?
- What professional skills were acquired by the mentee?
- What aspects of the mentoring process were challenging?
- What aspects of the mentoring process did you appreciate? Benefit most from?
KEYS TO EFFECTIVE LISTENING

As a Mentor and Mentee, it will be imperative you possess and demonstrate the qualities of effective (or active) listening. This is especially true within the CYP, as the majority of the Mentor-Mentee interactions will be via phone or email; opening things up to misunderstandings and miscommunications. In an effort to avoid this, Mentors and Mentees should practice the following effective listening strategies during all interactions:

BE PREPARED:

Prior to any meeting or interaction, not just those related to the Mentoring Initiative, both parties should be prepared to fully engage in listening and exchanging ideas, thoughts and concepts. Look over notes from previous interactions to not only focus your thoughts but also as a means of anticipating responses to questions and potential follow-up questions on areas that appear vague or unclear.

DROP EVERYTHING:

In today’s social media, wireless age of technology, the greatest gift you can give another person is your undivided attention. When engaged in conversation with someone, avoid checking your phone, watching those passing by or counting the patterns in the walls or ceilings. When interacting with others, make it a point to concentrate on doing only one thing at a time; doing so will demonstrate the respect you have for that person.

MAINTAIN EYE CONTACT:

Maintaining direct eye contact with the person you are engaged in an interaction with establishes a powerful connection and focus. When conducting an interaction via the phone, maintaining eye contact can be substituted with ensuring you are in a place free from distractions, background noise or interruptions. While maintaining eye contact is important, so too are your non-verbal facial and body reactions. Ensure you are conveying both verbal and non-verbal feelings of support, not judgment, frustration or annoyance.

HEAR IT ALL BEFORE YOU RESPOND:

Do not rush to interject or comment while another person is speaking. Do not try to anticipate the ends of sentences others are saying; do not assume you know what they are going to say. Be patient, especially with people who may be new to the process and experiencing feelings of insecurity. Remain tactful and then, at the appropriate moments,
follow-up or seek clarity by using “I” statements; these are non-judgmental and can quickly help resolve any remaining confusion or ambiguity.

TAKE NOTES:

While mentor-mentee interactions are designed to be informal and, to some extent, free-flowing, it is a good idea to take notes...even brief notes...about the conversations had and any areas for future reflection or follow-up. Taking notes, while not only providing a historical record of each conversation, also allows you to remain focused and engaged in the conversation. To the other person, taking notes demonstrates what they are saying matters to you and you are committed to getting the information correct.

ACKNOWLEDGE FEELINGS:

The people you encounter on a daily basis in the workplace differ vastly in the amount of emotion they will permit themselves to display. While many feel it unprofessional to allow emotions to transition into their work environment, there may be times (especially with those new to a position or program) when conversations turn from fact and option to more feelings-based and emotional. When this happens, do not try to avoid or ignore the feelings of the other person. Rather, acknowledge their feelings and validate what they are experiencing:

- “You sound angry. Tell me about it.” (Acknowledge their feelings and invite further explanation)
- “You seem pretty upset. What else is going on here?” (Makes note of the feeling and seeks further response for greater understanding and awareness)
- “I understand that you are frustrated with the process. That is natural, especially when you are new to something. Many people have experienced this feeling before...” (Validates the feelings without belittling or making them feel isolated and alone)

ALLOW SILENCE:

Prolonged silence between two individuals, especially in tense situations, can feel intimidating and unsettling. That said, brief pauses in conversations allow those involve to stop and reflect about what is being said. This brief processing time often results in decreased emotional responses, more comprehensive statements and follow-up questions. Avoid trying to speak for the sake of speaking, especially when defusing tense situations or conveying new information to others. Allowing processing time initially can greatly reduce miscommunications later down the road.
CREATING SOLUTIONS THROUGH MENTORING

The mentoring process is designed to generate greater success as a new employee through supportive and engaging interactions with a skilled and knowledgeable colleague. While a great deal of time may be spent discussing the day-to-day occurrences within the CYP for the mentee, mentoring also allows for a creative approach to developing solutions to existing challenges. This section focuses on the steps to effective problem solving, for both the mentee and mentor.

DEFINE THE OPPORTUNITY:

It has often been said in the world of management that a problem is a challenge, a challenge is an opportunity, and an opportunity is a triumph. More often than not, as a mentor, you will need to be able to define opportunities for your mentee; opportunities to draw upon their creativity, opportunities to try a new approach and opportunities to learn something new. As a mentor-mentee team, it will be important to know exactly what you are working on – hoping to achieve or overcome. Every challenge must clearly be viewed as a new opportunity.

DEFINE THE GOAL:

Once you have settled on the opportunity at-hand, the goal (or end result/desired outcome) becomes more obvious. Mentors can support their mentee through this process by asking simple questions like, “What do you hope to achieve by doing this?” or “What is the desired outcome for your state/territory’s team?” Clearly identifying the end result will better ensure everyone is clear on expectations and what is necessary for success.

CREATE THE ACTION PLAN:

Armed with a specific goal (or end result) in mind, now begin identifying the necessary steps toward achieving that result. What action steps must happen for you to accomplish the goal you set? Action plans do not need to be extensive or exhausting; however, they should encompass important information so as to avoid later confusion or frustration.

As a mentor-mentee team, review your action plan and make sure it ‘fits’ the SMART criteria outlined on the next page.
‘SMART’ ACTION PLANS:

SMART goals are not only for the business world. They can easily be applied to other careers and areas: personal goals, professional development, and even New Year’s resolutions. Using the SMART acronym can turn ambitious goals or dreams into reality. When building your action plan, remember the following:

1. **Specific**: Goals must be specific, not generalized or vague

2. **Measureable**: What will be your gauge to determine whether or not you have met your desired goal?

3. **Achievable**: While shooting for the moon all the time sounds great; the reality is it is not always feasible. Ensure your action plan is something manageable for those involved. Do not set yourself up for future failure by setting the proverbial bar too high right away.

4. **Realistic**: Make sure your plan falls within the scope of work you were hired to do, abides by all policies and regulations and meets the expectations of those in your command and leadership channels.

5. **Timed for Completion**: All goals must have a date of completion or a target date for completion.

SET THE EVALUATION STANDARD:

How will you know if you have achieved your end result? If you did your work during the Action Plan phase, then your goal(s) should be specific and easy to track. Too often people launch action plans without considering how to investigate the value of each step or the overall plan. It is important for each step within your action plan to have its own evaluation method or standard; this allows you to judge its effectiveness.

CONFIRM UNDERSTANDING:

Before ending any session or interaction, make sure everyone is clear and has a comprehensive understanding of what has been decided.
PLAN THE FOLLOW-UP:

Before closing the conversation/interaction, make sure each party involved clearly understands his/her responsibilities and expectations in preparation for the next meeting. Do not leave details unattended to, as this will only cause future issues and potential delays in working to achieve anticipated or expected goals. Following-up after a conversation or interaction also allows for accountability on the part of those involved. If all parties involved know what is expected of them in moving to the next step of achieving an established goal, they will be able to execute with minimal delays or misunderstandings.
THE ART OF GIVING AND RECEIVING FEEDBACK

Being able to provide feedback is a critical aspect of being a mentor. Throughout the mentoring process, your mentee will be working with you in an effort to further grow and develop their professional skill sets. In order to ensure they develop those valuable skills necessary for the position they are in, it will be important to take time and provide feedback along the way.

Too often individuals immediately associated feedback with negativity or criticism. Often times this is simply a result of the way in which the feedback was delivered. Aside from our verbal and non-verbal communication, many other aspects of communication come into play when delivering feedback, whether positive or negative feedback.

When done correctly, feedback opens the door for more powerful and engaging mentoring opportunities: opportunities to further grow and develop as a professional. The following are elements of providing effective feedback:

THE SANDWICH TECHNIQUE:

This strategy is pretty simple in nature. When providing feedback, start off the conversation by making note of a success the other individual has had or experienced. Then, in a supportive tone, offer a comment regarding an area for improvement or correcting. Finally, conclude the interaction with another positive comment.

Positive comment → Negative comment → Positive comment

TIMELINES:

When providing feedback, be cognizant of the amount of time between the action and when you provide the feedback. Compliments, and even some criticisms, are great; however, the further the action is from the time of the comment, the less emotional impact it will have on the individual. The same is true when looking at the long-term impact; individuals are less likely to adapt a new process when the feedback is provided well after the initial action.

INDIVIDUAL RECOGNITION:

People take pride in being part of an effective team and sharing in the group’s successes and achievements. That does not mean, however, they do not appreciate individual recognition along the way for personal achievements. As a mentor, it is important to provide positive recognition for the individual achievements made by your mentee. On the flip side, mentees should be quick to offer gratitude for helpful advice provided by their mentor that may have
aided in their achievement. Recognition, like communication, is a two-way process; both individuals should assume the roles of sender and receiver.

**SPECIFIC EXAMPLES:**

When providing feedback, it is important to tie the feedback to specific examples. First, this allows the other individual to identify the specific time/incident in question; secondly, specific examples are a way of removing emotions from feedback and maintaining a factual, professional exchange of information. Specific examples lend credibility to the feedback you are providing.

**SINCERITY:**

Sincerity is equal parts speaking the truth and speaking it honestly. Feedback must be provided in a genuine way; delivered in a way that is natural and authentic to you as a mentor. Empty praise is invaluable to those receiving it. Additionally, one should never work to adopt someone else’s approach to managing feedback. Rather, mentors should be themselves and allow the feedback to flow authentically and naturally.

**THINK BEFORE YOU SPEAK:**

This sounds extremely simple; however, all of us have experienced times when what we said came out differently than what we meant. Effective feedback takes preparation and practice. Think about what you want to say, how you want to say it, and what effect you intend for it to have on the other person involved. In the middle of a conversation, it is acceptable to pause briefly before offering feedback. When communicating via email, the phone or social media it is critical you think about what you are saying (or typing) and how it may be translated by the other person who is not there to witness your non-verbal communication.

**GO ONE-ON-ONE:**

As the old saying goes, “Two is feedback; three is a performance.” When providing feedback, especially that of a negative/constructive nature it is best done in a one-on-one situation. Many people view criticism presented in a public forum to be a form of punishment. By delivering feedback in a one-on-one setting, you demonstrate a respect for the other person, eliminate distractions and remove various emotional elements from how the person may react. Get to know your mentee and identify the best method and time for delivering feedback.
POSSIBLE TOPICS OF DISCUSSION DURING INTERACTIONS

Getting started with the mentor-mentee interaction can be challenging. As a mentor, you may not be aware of the specific needs or questions your mentee might have; and, as a mentee, you may not know what questions to ask of your mentor. The following are ideas for possible topics of conversation during your mentor-mentee interactions. If there are others you would like to include, record those on the spaces provided.

- The various programs and positions within the Family Program Office at the state/territory level; how all those positions work with each other
- Contract positions: scope and responsibilities; limitations
- Statements of Work: strategies for a successful relationship between LCYPC and CYPIC
- Chain of Command or state/territory leadership structure
- Suggestions for maintaining open communication; tracking communication (especially important for those state/territories where the LCYPC and CYPIC are not co-located)
- Reviewing past year’s training calendars
- Ideas for youth activities (icebreakers, life skill-building, 7 Habits trainings, etc.)
- Military structure (i.e. rank, acronyms, Title 10 vs. Title 32, ARG vs. Federal Technician, roles and responsibilities)
- Strategies for building partnerships; suggestions for organizations/individuals to reach out to and begin building partnerships
- Suggestions for supporting educators
SECTION 4. SUPPORTING DOCUMENTS AND INFORMATION

STATEMENTS OF WORK

The following pages contain the Job Descriptions for both the LCYPC and CYPC.

---

Title: Lead Child and Youth Program Coordinator (LCYPC)
Department(s):
Reports to Regional Assistance Program Manager/Program Manager

Job Summary
The Government considers the Lead Child & Youth Program Coordinator to be a Senior-Level Support position and shall serve as the immediate supervisor to the CYPC for the purposes of program management and execution. The Lead will set priorities, deadlines and assign tasks for the Child and Youth Team according to the program priorities set forth by the local SFPD/government leadership. Should issues of personnel management arise; the Lead CYPC will notify the appropriate Regional Assistant Program Manager (RAPM) or Program Manager (PM) for assistance. Under the guidance and procedures provided by the State Family Program Director (SFPD), the Lead CYPC shall serve as the primary state point of contact and subject matter expert within the State Family Program Office for Child Development Services, School Age services, Youth Programs, School Liaison Services, Education and Outreach Support and Community-Based Services programs.

These tasks are in addition to those listed below for the Child & Youth Program Coordinator.

Primary Functions/Work Responsibilities (Lead CYPC):

- The Lead CYPC will assist the SFPD with the management and administration of all Child & Youth Program operations and will provide guidance and assistance to Child & Youth Program Coordinators. Additionally, they will function as the link to the regional manager in each state.
- The Lead CYPC shall plan, direct, coordinate, manage, review and evaluate all actions concerned with providing Child & Youth Program Services within the state in accordance with (IAW) National Guard/Army/DoD regulatory requirements, regulations, policy and
Government Program Manager guidance throughout all phases of the deployment cycle (including train/sustain).

- In coordination with the State Family Program Director, the Lead CYPC shall develop an annual Child & Youth program budget and Yearly Training Plan and shall coordinate with the other CYPCs in the state to ensure Child & Youth program, YRRP and training support requirements are met.

- The Lead CYPC will serve as the primary ARNG Child & Youth Program POC and representative to the Operation: Military Kids State Team and coordinate/market OMK child & youth development and resource opportunities to National Guard stakeholders and Family Readiness Groups. All actions requiring a Government representative will be coordinated through the SFPD. In states without an OMK State Team, where accepted by the SPFD, the Lead CYPC will be responsible to manage the utilization of the Mobile Technology Lab and OMK Technology Kit(s) per the SOP for these resources.

- The Lead CYPC shall market National Guard, Army and Air national-level youth development opportunities, including the Army and Air Teen Panels, the Guard Teen Panel and the National Guard Youth Symposium. With the approval of the SPFD, the Lead CYPC shall submit national panel and state delegate nominations to the appropriate National Guard Bureau Family Program office.

- The Lead CYPC shall develop long and short range plans to meet current and projected Child & Youth Program funding and program expansion needs.

- The Lead CYPC shall collect reports from other CYPCs in the state and submit quarterly after-action reports to State Family Program Director and the Regional APM for all Child & Youth Program events and Professional Development conferences.

- The Lead CYPC shall develop an annual Child & Youth program report highlighting key program events and accomplishments. The annual report shall be submitted to the Government (NGB) NLT 45 days after the end of the Fiscal Year.

- The Lead CYPC shall submit a draft report to the Regional Program Manager and State Family Program Director by 1 OCT

- The Lead CYPC shall submit a Final Report to the Regional Program Manager and State Family Program Director by 15 OCT; fully implementing revisions designated by the Regional Program Manager

- The Lead CYPC shall maintain all specified Child & Youth Program volunteer records, including statutory volunteer position descriptions, training, and background checks in accordance with Family Program and Child and Youth Program requirements in NGR 600-12.

- The Lead CYPC shall submit monthly reports per program reporting requirements. Additional information may be collected from other CYPC staff for completion of the report as needed. Reports shall be submitted electronically to the appropriate Regional Assistant Program Manager and State Family Program Director NLT the 5th of every month.

- The Lead CYPC, in partnership with the local SFPD, will execute the annual Family and Leadership Satisfaction Surveys per program guidelines and requirements.
Child and Youth Program Coordinator (CYPC) – Primary Functions/Work Responsibilities

- The CYPC shall, in coordination with the SFPD, coordinate and conduct evidence-based, developmentally-appropriate life skill and resilience-building education and youth development for school-aged dependents of Army National Guard members. Priority of support shall be deployment support and steady-state program ARNG requirements. Child & Youth programming outside of Yellow Ribbon Reintegration Program (YRRP) events must be conducted in locations where ARNG children and youth live. Other service component dependents may participate in Child & Youth Program events if the cost of support is incidental to the cost of the event. All participants shall be registered within the approved ARNG Child & Youth Program registration system, upon development, and eligibility verified annually prior to participation in programming funded by the ARNG.

- The CYPC shall coordinate with the YRRP Point of Contact (POC) for support of Child & Youth training and support for school-aged attendees at pre-deployment, during deployment and post-deployment events as indicated by the SFPD. The CYPC shall provide the YRRP POC with support and space requirements for expected attendance and projected child and youth programming agenda. The CYPC shall not provide or supervise child care services (0-5 yr olds), but can assist the YRRP POC in identifying providers that meet DoD requirements.

- The CYPC shall provide information, assistance, referral, and follow-up services regarding available resources that support National Guard children and youth (0-18 yrs of age). Responsible for the training and coordination of Child and Youth Services for deployed personnel and their families during the deployment cycle and to ensure that families are educated, trained and supported regarding available resources, benefits and programs during each phase of the deployment cycle. Contractor shall monitor the development and deliver training packages, briefings, and other training materials required to support the deployment process.

- The CYPC shall market available DoD child care fee assistance resources to eligible Families, educate Families the eligibility requirements and application process and assist Families in applying for these programs to ensure maximum participation.

- The CYPC shall establish a plan to market Child & Youth program opportunities and available resources to eligible Families and Youth via all available media (print, email, social media, etc.) within established policy and available resources.

- The CYPC shall coordinate and provide briefings on the State CYSS Program and Child & Youth benefits and resources for Service members, Family members, and Youth as requested by the SFPD. Briefings shall provide Service members, Family members and Youth with the local, state and federal resources (including Operation: Military Kids, Mission: Youth Outreach, Tutor.com, Zero to Three, Military Child Education Coalition, etc.) that they are eligible to use and information on how to contact the Family Program Office for additional information.

- The CYPC shall, at the request of the SFPD, conduct/coordinate briefings to the state military leadership and relevant community partners on the issues facing Military children and youth, and to provide updates on programs and services available to them.
• Assists in planning, liaison, developing and delivering services available both within the Department of Defense structure (e.g. Army Community Services, Morale, Welfare and Recreation, DDR, etc.) and from collaborating with civilian organizations (e.g. Boys and Girls Club of America, 4-H/USDA Extension Service, etc) and other national and local community organizations. Contacts may be gained from the State Family Program Director and Airman & Family Readiness Program Manager. New contacts shall be continuously sought that will help families, youths, and children. Contractor shall analyze ability to reach ARNG children through a combination of centralized activities such as Youth Camps and community and/or unit based offerings.

• Develops and expands communication availability to the youth of deployed members by directly coordinating with operational headquarters for the deployment to procure up to date mailing information of deployed members for the families, and all e-mail access (e.g. Army Knowledge Online), Instant Messaging and supervised chat room capability that make communication with deployed family members easier. The incumbent shall develop and facilitate Outreach Groups that give youth outlets to discuss their issues and success stories with other youth.

• The CYPC shall develop and maintain a directory of resources, agencies and organizations that are available to assist Military children and a library of curriculum resources that support Child & Youth Program requirements. Additionally CYPC shall keep abreast of research and policy/legislative changes impacting Military children and youth.

• The CYPC shall access and analyze data from surveys and informal interactions to identify Child & Youth Program needs and develop/coordinate program support resources to meet identified needs.
  
  (a) The CYPC will provide support and assist in the distribution and execution of the annual Family and Leadership Program Satisfaction Survey as deemed appropriate by the Lead CYPC.

• The CYPC shall attend state-specific Family Programs training as required by the Family Programs Office/SFPD.

• The CYPC shall become familiar with and maintain access to all DoD/Army/NGB/ARNG regulations and guidance that are applicable to the execution of school-aged services and youth development programs within the Military services.

• The CYPC shall provide advice, guidance and program support to Family Readiness Groups (FRG’s) as required by the SFPD. Works closely with Family Readiness Support Assistants, Family Readiness Groups and volunteers to assess and evaluate the needs of the deployed personnel and their families. Also ensures that youth specific activities are supported in Family Assistance Center operations. Follow on assessments shall be conducted as required.

• Serves as the lead advisor to the state National Guard Youth Council and is responsible to appoint Youth to fill these positions, and submit recommendations to NGB for the Guard Teen Panel. May serve on the state Family Program Advisory Council (or equivalent) and assists in the planning and execution of the State Family Program Conference/Workshop.
• The CYPC shall compose and route correspondence, including e-mail and complete correspondence in accordance with NGR 25-52 and AR 25-50. They shall be required to complete and forward all required Child & Youth Program reports in the correct format.

• The CYPC shall comply with all verbal or written guidance of the State Family Program Office regarding Child & Youth Program operations and the activities of the Contract Employees in support of these operations.

• The CYPC shall secure and safeguard all Government property, including documents, provided for or created by the operations of the Child & Youth Program. It is understood that all records, documents and resources utilized by the CYPC and in support of Child & Youth Program operations are for official Government use only, and shall remain Government property on termination of the contract.

• The CYPC shall use Government phones, computers and other communications & electronic equipment for official Government functions only.

• The CYPC shall respond to and effectively handle time-sensitive Child & Youth Program queries as they are received, to include during off-hours.

• The CYPC shall, at the request of the SFPD, coordinate with State FP contractors/staff, ARNG-HRS, Joint Family Support Assistance Program contractors (DoD) to identify trends, coordinate/conduct briefings, orientations, workshops and networks to enhance local program delivery with appropriate outside agencies.

• The CYPC may serve as an adult advisor to the Guard Teen Panel.

• The CYPC may provide training support to national-level National Guard Child & Youth Program workshops and symposia as requested and with approval of the SFPD. The CYPC may also present state best practices at relevant professional conferences.

• The CYPC shall attend the J1 Professional Development Workshop. One CYPC from each state shall attend the National Youth Symposium (NYS) with, and be responsible for, their youth delegates in accordance with the NYS training schedule and CYPC duty schedule.

• The CYPC shall attend at least one national-level professional development conference hosted by a recognized Youth Development/Education organization (e.g., 4H, Boys & Girls Clubs of America, etc.) or Department of Defense organization where the conference agenda adds value to the state National Guard Child & Youth program. An after action report will be submitted to the Program Manager and forwarded to the COR highlighting, at a minimum, attendance purpose, value added and way ahead.

• The CYPC falls under the direct supervision of the Lead CYPC and will work cooperatively with the Lead to accomplish tasks and projects as assigned within designated timelines for the purposes of program execution.

• The CYPC will provide data/information as requested or needed by the Lead CYPC for the purposes of completing required program reports.

• In the event the State/Territory should experience emergency circumstances (i.e.: extreme weather, fires, etc.) CYPC will work with the Lead CYPC and Regional Program Manager to support the local Family Program Team as needed and designated by the State Family Program Director.

• Other duties as assigned
**Lead Child & Youth Program Coordinator (LCYPC) Education, Experience, and Special Qualification Requirements**

- These requirements are in addition to the Requirements stated below for the Child & Youth Program Coordinator.
- Lead Child & Youth Program Coordinators shall have broad based knowledge, experience, and skills in the areas of military personnel, human resources, and Family programs as well as an understanding of the ARNG. The contract employee must demonstrate a working knowledge of military well-being programs, Family programs, and the deployment support cycle requirements. For the purposes of this task order, the Government considers the Lead Child & Youth Program Coordinator to be a Senior-level Support position as outlined in Section C of the base contract.
- Lead Child & Youth Program Coordinators shall be current with national early childhood education; school age and youth development best practices; special needs/education; financial and personnel issues; and research findings and techniques in this field.
- Lead Child & Youth Program Coordinator shall have knowledge of at least TWO of the following: special education, adult education and instruction, child abuse prevention, business practices, personnel, budget and analytical practices.
- Lead Child & Youth Program Coordinator shall have knowledge of DoD and Appropriated Fund and Non-appropriated Fund Army Regulations and Public Laws pertaining to Army Child & Youth Services programs, health, safety, child abuse prevention, personnel, financial and military personnel policies.
- Military OR direct civilian experience in coordinating Family Programs/Child & Youth Programs in a military organization is preferred.
- Child & Youth Program Coordinator shall have broad based knowledge, experience, and skills in the areas of military personnel and Family programs as well as an understanding of the ARNG. The contract employee must demonstrate a working knowledge of military well-being programs, Family programs, and the deployment support cycle requirements.
- Child & Youth Program Coordinators shall have knowledge of professional early childhood education and youth development principles and practices impacting children and youth from K-12 necessary to plan and execute evidence-based outreach and support activities within the National Guard Child & Youth Program at the state/territory level.
- Child & Youth Program Coordinator shall have knowledge of human growth and development, youth socialization, child and youth educational and recreational programs.
- Child & Youth Program Coordinator shall have knowledge of National Guard Child & Youth program goals and objectives, and their linkage to DoD and Department of the Army Child, Youth and School Services program goals and objectives. Must be innovative in implementing new policies, procedures, methods, approaches and techniques. Must know, understand and be able to function effectively within the state-level federal and private sector systems, encompassing numerous functions.
• Child & Youth Program Coordinator shall have demonstrated ability to work effectively within the military structure and with outside agencies to facilitate resources and support for National Guard children and youth.
• State-level experience working within the National Guard Child and Youth program or Family program preferred.
• Contractor must be a self-starter, require minimal supervision or direction, have the ability to adapt to shifting priorities and operate in high-visibility situations; must be able to manage situations where conflict arises, whether between other staff/contractors and/or youth in a positive and professional manner.
• Contractors must be computer literate and proficient in preparing Microsoft Word, Excel, and PowerPoint documents. Contractors must have the ability to gather information, make recommendations for program improvement, synthesize information, and provide communication (orally and written) to disseminate information throughout the organization. Contractors must have the ability to develop PowerPoint briefings as directed.
• Must have and maintain a valid driver’s license.
• Must pass required state and federal background investigations, with a minimum NACI clearance in accordance with DoDI 1402.5, and maintain favorable background checks as required.
• Must be trained to react to emergency situations. At a minimum, contractors must hold current certificates in Cardiopulmonary Resuscitation (CPR) and first aid within 30 days of hire date.
• Must complete Resilience Training Assistance course within 180 days of hire date.

**Essential Job Requirements:**

• A four-year college degree in Social Sciences, Education, Human Resources, or Business/Program Management is required. At least two years of demonstrated work experience in Education, Youth Development, Reserve Component Family Programs or Child & Youth Programs, or Business/Program Management is preferred.
• A combination of two years of relevant college coursework and three years of demonstrated work experience in Education, Youth Development, Reserve Component Family Programs or Child & Youth Programs, or Business/Program Management may substitute for the degree requirement.

**Abilities Required**

• Lead Child & Youth Program Coordinator shall have strong analytical skills and abilities to analyze program problems and trends, develop innovative solutions, evaluate the effectiveness of the overall Child & Youth program, assess policy implementation and identify new issues and problems, determine impact on other organizations and Families, develop and assess options, and make recommendations to the Army National Guard Soldier & Family Services Division, Child & Youth Program (ARNG-HRS-F) for needed policy changes.
• Written Comprehension, Oral Comprehension, Oral Expression, Speech Recognition, Written Expression, Near Vision, Speech Clarity, Information Ordering, Deductive Reasoning, and Problem Sensitivity. Interviewing, Meeting Facilitation, Active Listening, Analytical Skills to evaluate information gathered from multiple resources, Solution Recommendation, Process Improvement, Conflict Resolution, Observational Skills, Interpersonal Skills, Modeling Skills to represent requirements and workflow in graphical format.

• Lead Child & Youth Program Coordinator must have MS Office Suite experience, be computer literate and proficient in preparing Microsoft Word, Excel, and PowerPoint documents.

• Lead Child & Youth Program Coordinator must have the ability to gather information, make recommendations for program improvement, synthesize information, and provide communication (orally and written) to disseminate information throughout the organization.

• Lead Child & Youth Program Coordinator must have the ability to develop PowerPoint briefings as directed.

Physical Requirements:
• This is partly a sedentary role
• Some lifting up to 30 pounds will be required and the ability to bend, stand, and file.
• Must be able to drive, sit, walk and stand for extended periods.

Position Type/Expected Work Hours:
• This is a full-time position. Lead CYPC will report to designated government duty station daily. Working remotely or from home is NOT permitted except under highly exceptional circumstances and by the express approval of the Regional Assistant Program Manager-RAPM/Program Manager-PM AND SFPD/Government Manager

• Lead CYPC is expected to conform to customer agency normal operating hours. However, based upon command requirements, flex hours are authorized to meet mission needs. Depending on the needs of the customer agency, frequent nights and weekends may be required. The workweek shall not exceed 40 hours; no overtime is authorized.

• Lead CYPC schedule, in office, at partnership meetings, covering events and out of office will be at the full visibility and approval of the appropriate RAPM (for time-sheet approval) and Lead CYPC and State Family Program Director for Program coverage and awareness.

• Lead CYPC will maintain schedule visibility accordingly with the appropriate RAPM and SFPD.

Work Environment:
The job operates in a professional office environment. This role routinely uses standard office equipment such as computers, phones, photocopiers, filing cabinets, and fax machines.

Travel:
This position may require some travel to local and non-local locations. Travel usually is 10-15% of time; however, may increase as required to meet job duties demand.

Disclaimer
The above statements are intended to describe the general nature and level of work being performed by people assigned to this classification. They are not to be construed as an exhaustive list of all responsibilities, duties, and skills required of personnel so classified. All personnel may be required to perform duties outside of their normal responsibilities from time to time, as needed.

Signatures:
This job description has been approved by all levels of management.

Employee: ___________________________________________ Date: __________________________
Employee signature constitutes employee’s understanding of the requirements, essential functions, and duties of the position.

Manager: ___________________________________________ Date: __________________________

HR: ___________________________________________ Date: __________________________
Job Description

Title: Child and Youth Program Coordinator (CYPC)

Department(s):

Reports to: Lead CYPC/Regional Assistant Program Manager

Job Summary
The CYPC shall, under the direction of the Lead CYPC and in coordination with the SFPD (State Family Program Director), coordinate and conduct evidence-based, developmentally-appropriate life skill and resilience-building education and youth development for school-aged dependents of Army National Guard members. The CYPC shall report directly to the Lead CYPC for all matters related to program management and execution. Should personnel matters arise, a member of the PM Team will be consulted for assistance. Under the guidance and procedures provided by the SFPD, CYPC under the direction of and in collaboration with the Lead CYPC shall serve as a subject matter expert within the State Family Program Office for Child Development Services, School Age services, Youth Programs, School Liaison Services, Education and Outreach Support and Community-Based Services programs.

Primary Functions/Work Responsibilities:

- The CYPC shall, in coordination with the SFPD, coordinate and conduct evidence-based, developmentally-appropriate life skill and resilience-building education and youth development for school-aged dependents of Army National Guard members. Priority of support shall be deployment support and steady-state program ARNG requirements. Child & Youth programming outside of YRRP (Yellow Ribbon Reintegration Program) events must be conducted in locations where ARNG children and youth live. Other service component dependents may participate in Child & Youth Program events if the cost of support is incidental to the cost of the event. All participants shall be registered within the approved ARNG Child & Youth Program registration system, upon development, and eligibility verified annually prior to participation in programming funded by the ARNG.

- The CYPC shall coordinate with the YRRP POC (Point of Contact) for support of Child & Youth training and support for school-aged attendees at pre-deployment, during deployment and post-deployment events as indicated by the SFPD. The CYPC shall provide the YRRP POC with support and space requirements for expected attendance and projected child and youth programming agenda. The CYPC shall not provide or supervise child care services (0-5 year olds), but can assist the YRRP POC in identifying providers that meet DoD requirements.

- The CYPC shall provide information, assistance, referral, and follow-up services regarding available resources that support National Guard children and youth (0-18 years of age). Responsible for the training and coordination of Child and Youth Services for deployed
personnel and their families during the deployment cycle and to ensure that families are educated, trained and supported regarding available resources, benefits and programs during each phase of the deployment cycle. Contractor shall monitor the development and deliver training packages, briefings, and other training materials required to support the deployment process.

- The CYPC shall market available DoD child care fee assistance resources to eligible Families, educate Families the eligibility requirements and application process and assist Families in applying for these programs to ensure maximum participation.
- The CYPC shall establish a plan to market Child & Youth program opportunities and available resources to eligible Families and Youth via all available media (print, email, social media, etc.) within established policy and available resources.
- The CYPC shall coordinate and provide briefings on the State CYSS Program and Child & Youth benefits and resources for Service members, Family members, and Youth as requested by the SFPD. Briefings shall provide Service members, Family members and Youth with the local, state and federal resources (including Operation: Military Kids, Mission: Youth Outreach, Tutor.com, Zero to Three, Military Child Education Coalition, etc.) that they are eligible to use and information on how to contact the Family Program Office for additional information.
- The CYPC shall, at the request of the SFPD, conduct/coordinate briefings to the state military leadership and relevant community partners on the issues facing Military children and youth, and to provide updates on programs and services available to them.
- Assists in planning, liaison, developing and delivering services available both within the Department of Defense structure (e.g. Army Community Services, Morale, Welfare and Recreation, DDR, etc.) and from collaborating with civilian organizations (e.g. Boys and Girls Club of America, 4-H/USDA Extension Service, etc.) and other national and local community organizations. Contacts may be gained from the State Family Program Director and Airman & Family Readiness Program Manager. New contacts shall be continuously sought that will help families, youths, and children. Contractor shall analyze ability to reach ARNG children through a combination of centralized activities such as Youth Camps and community and/or unit based offerings.
- Develops and expands communication availability to the youth of deployed members by directly coordinating with operational headquarters for the deployment to procure up-to-date mailing information of deployed members for the families, and all e-mail access (e.g. Army Knowledge Online), Instant Messaging and supervised chat room capability that make communication with deployed family members easier. The incumbent shall develop and facilitate Outreach Groups that give youth outlets to discuss their issues and success stories with other youth.
- The CYPC shall develop and maintain a directory of resources, agencies and organizations that are available to assist Military children and a library of curriculum resources that support Child & Youth Program requirements. Additionally CYPC shall keep abreast of research and policy/legislative changes impacting Military children and youth.
• The CYPC shall access and analyze data from surveys and informal interactions to identify Child & Youth Program needs and develop/coordinate program support resources to meet identified needs.

• The CYPC will provide support and assist in the distribution and execution of the annual Family and Leadership Program Satisfaction Survey as deemed appropriate by the Lead CYPC.
  (a) The CYPC will provide support and assist in the distribution and execution of the annual Family and Leadership Program Satisfaction Survey as deemed appropriate by the Lead CYPC.

• The CYPC shall attend state-specific Family Programs training as required by the Family Programs Office/SFPD.

• The CYPC shall become familiar with and maintain access to all DoD/Army/NGB/ARNG regulations and guidance that are applicable to the execution of school-aged services and youth development programs within the Military services.

• The CYPC shall provide advice, guidance and program support to Family Readiness Groups (FRG’s) as required by the SFPD. Works closely with Family Readiness Support Assistants, Family Readiness Groups and volunteers to assess and evaluate the needs of the deployed personnel and their families. Also ensures that youth specific activities are supported in Family Assistance Center operations. Follow on assessments shall be conducted as required.

• Serves as the lead advisor to the state National Guard Youth Council and is responsible to appoint Youth to fill these positions, and submit recommendations to NGB for the Guard Teen Panel.

• May serve on the state Family Program Advisory Council (or equivalent) and assists in the planning and execution of the State Family Program Conference/Workshop.

• The CYPC shall compose and route correspondence, including e-mail and complete correspondence in accordance with NGR 25-52 and AR 25-50.

• CYPC shall be required to complete and forward all required Child & Youth Program reports in the correct format.

• The CYPC shall comply with all verbal or written guidance of the State Family Program Office regarding Child & Youth Program operations and the activities of the Contract Employees in support of these operations.

• The CYPC shall secure and safeguard all Government property, including documents, provided for or created by the operations of the Child & Youth Program. It is understood that all records, documents and resources utilized by the CYPC and in support of Child & Youth Program operations are for official Government use only, and shall remain Government property on termination of the contract.

• The CYPC shall use Government phones, computers and other communications & electronic equipment for official Government functions only to complete authorized tasks.

• The CYPC shall respond to and effectively handle time-sensitive Child & Youth Program queries as they are received, to include during off-hours.
- The CYPC shall, at the request of the SFPD, coordinate with State FP (Family Programs) contractors/staff, ARNG-HRS, Joint Family Support Assistance Program contractors (DoD) to identify trends, coordinate/conduct briefings, orientations, workshops and networks to enhance local program delivery with appropriate outside agencies.
- The CYPC may serve as an adult advisor to the Guard Teen Panel.
- The CYPC may provide training support to national-level National Guard Child & Youth Program workshops and symposia as requested and with approval of the SFPD.
- CYPC may also present state best practices at relevant professional conferences.
- The CYPC shall attend the J1 Professional Development Workshop. One CYPC from each state shall attend the National Youth Symposium (NYS) with, and be responsible for their youth delegates in accordance with the NYS training schedule and CYPC duty schedule.
- The CYPC shall attend at least one national-level professional development conference hosted by a recognized Youth Development/Education organization (e.g., 4H, Boys & Girls Clubs of America, etc.) or Department of Defense organization where the conference agenda adds value to the state National Guard Child & Youth program. An after action report will be submitted to the Program Manager and forwarded to the COR highlighting, at a minimum, attendance purpose, value added and way ahead.
- The CYPC falls under the direct supervision of the Lead CYPC and will work cooperatively with the Lead to accomplish tasks and projects as assigned within designated timelines for the purposes of program execution.
- The CYPC will provide data/information as requested or needed by the Lead CYPC for the purposes of completing required program reports.
- In the event the State/Territory should experience emergency circumstances (i.e.: extreme weather, fires, etc.) CYPC will work with the Lead CYPC and Regional Program Manager to support the local Family Program Team as needed and designated by the State Family Program Director.
- Other duties as assigned

**Child and Youth Program Coordinator (CYPC) Education, Experience, and Special Qualification Requirements:**

- Military OR direct civilian experience in coordinating Family Programs/Child & Youth Programs in a military organization is preferred.
- Child & Youth Program Coordinator shall have broad based knowledge, experience, and skills in the areas of military personnel and Family programs as well as an understanding of the ARNG. The contract employee must demonstrate a working knowledge of military well-being programs, Family programs, and the deployment support cycle requirements.
- Child & Youth Program Coordinators shall have knowledge of professional early childhood education and youth development principles and practices impacting children and youth from K-12 necessary to plan and execute evidence-based outreach and support activities within the National Guard Child & Youth Program at the state/territory level.
- Child & Youth Program Coordinator shall have knowledge of human growth and development, youth socialization, child and youth educational and recreational programs.
• Child & Youth Program Coordinator shall have knowledge of National Guard Child & Youth program goals and objectives, and their linkage to DoD and Department of the Army Child, Youth and School Services program goals and objectives. Must be innovative in implementing new policies, procedures, methods, approaches and techniques. Must know, understand and be able to function effectively within the state-level federal and private sector systems, encompassing numerous functions.

• Child & Youth Program Coordinator shall have demonstrated ability to work effectively within the military structure and with outside agencies to facilitate resources and support for National Guard children and youth.

• State-level experience working within the National Guard Child and Youth program or Family program preferred.

• Child & Youth Program Coordinator must be a self-starter, require minimal supervision or direction, have the ability to adapt to shifting priorities and operate in high-visibility situations; must be able to manage situations where conflict arises, whether between other staff/contractors and/or youth in a positive and professional manner.

• Must have and maintain a valid driver’s license.

• Must pass required state and federal background investigations, with a minimum NACI clearance in accordance with DoDI 1402.5, and maintain favorable background checks as required.

• Must be trained to react to emergency situations. At a minimum, contractors must hold current certificates in Cardiopulmonary Resuscitation (CPR) and first aid within 30 days of hire date.

• Must complete Resilience Training Assistance course within 180 days of date of hire.

**Essential Job Requirements:**

• Education: Two years of college

• Experience: Demonstrated work experience in a related field (i.e. Education, Youth Development, Reserve Component Family Programs or Child & Youth Programs, Social Sciences, Human Resources, or Business/Program Management) is strongly preferred.

• In the absence of secondary education, significant work experience in a related field is required.

**Abilities Required**

• Written Comprehension, Oral Comprehension, Oral Expression, Speech Recognition, Written Expression, Near Vision, Speech Clarity, Information Ordering, Deductive Reasoning, and Problem Sensitivity. Interviewing, Meeting Facilitation, Active Listening, Analytical Skills to evaluate information gathered from multiple resources, Solution Recommendation, Process improvement, Conflict Resolution, Observational Skills, Interpersonal Skills, Modeling Skills to represent requirements and workflow in graphical format,

• Child & Youth Program Coordinator must have MS Office Suite experience, be computer literate and proficient in preparing Microsoft Word, Excel, and PowerPoint documents.
• Child & Youth Program Coordinator must have the ability to gather information, make recommendations for program improvement, synthesize information, and provide communication (orally and written) to disseminate information throughout the organization.
• Child & Youth Program Coordinator must have the ability to develop PowerPoint briefings as directed.

Physical Requirements:
• This is partly a sedentary role
• Some lifting up to 50 pounds will be required and the ability to bend, stand, push, pull, and file.
• Must be able to drive, sit, walk and stand for extended periods.

Position Type/Expected Work Hours:
• This is a full-time position. CYPC is expected to conform to customer agency normal operating hours. However, based upon command requirements, flex hours are authorized to meet mission needs. Depending on the needs of the customer agency, frequent nights and weekends may be required. The workweek shall not exceed 40 hours; no overtime is authorized.

• CYPC schedule, in office, at partnership meetings, covering events and out of office will be at the full visibility and approval of the appropriate Regional Assistant Program Manager - RAPM (for time-sheet approval) and Lead CYPC and State Family Program Director for Program coverage and awareness

Work Environment:
The job operates in a professional office environment. This role routinely uses standard office equipment such as computers, phones, photocopiers, filing cabinets, and fax machines.

Travel:
This position may require some travel to local and non-local locations. Travel usually is 10-15% of time; however, may increase as required to meet job duties demand.

Disclaimer
The above statements are intended to describe the general nature and level of work being performed by people assigned to this classification. They are not to be construed as an exhaustive list of all responsibilities, duties, and skills required of personnel so classified. All personnel may be required to perform duties outside of their normal responsibilities from time to time, as needed to meet company objects.
Signatures:
This job description has been approved by all levels of management.

Employee: Date:
Employee signature below constitutes employee’s understanding of the requirements, essential functions and duties of the position.

Manager: Date:

HR Department: Date:
RESOURCES AND ACKNOWLEDGMENTS

