

Module 1: Welcome to the ChalleNGe Team

Question 1

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

- ☐ True
- ☐ False

Question 2

This website provides specific information for National Guard Youth ChalleNGe Program Mentors.

- ☐ www.communityforyouth.org
- ☐ www.bbbs.org
- ☐ www.mentoring.org
- ☐ www.jointservicessupport.org/ngycp/

Question 3

"The mission of the National Guard Youth ChalleNGe Program is to intervene in and reclaim the lives of at-risk youth, to produce Program graduates with the values, skills, education and self-discipline necessary to succeed as adults." This is the called the _____ for the ChalleNGe Program.

Question 4

Since inception, the National Guard Youth ChalleNGe Program (NGYCP) has graduated over _____ young adults.

Question 5

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

Module 2: Overview of the ChalleNGe Program

Question 1

Select the Eight Core Components taught to all Cadets in the ChalleNGe Program.

- ☐ Leadership/Followership
- ☐ Confidence
- ☐ Job Skills
- ☐ Health and Hygiene
- ☐ Poise
- ☐ Physical Fitness
- ☐ Service to Community
- ☐ Self-Respect
- ☐ Life-Coping Skills
- ☐ Academic Excellence
- ☐ Responsible Citizenship
- ☐ Independence

Question 2

Pick one of the Eight Core Components, and define that component in your own words. Be sure to list what component you are defining.

Question 3

During the Residential Phase, Cadets attend daily classes in support of the "Academic Excellence" core component.

- ☐ True
- ☐ False

Question 4

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

- ☐ True
- ☐ False

Question 5

The National Guard Youth ChalleNGe Program was piloted in this year:

_____.

Module 3: What is a Mentor?

Question 1

Name three of the five areas of the Mentoring Pyramid:

_____, _____ and _____.

Question 2

You are talking with your Cadet and you ask, "How has your week been?" The response you get is, "Good." Write one example of an open-ended question that you could ask your Cadet to get a more in-depth response.

Question 3

With active listening, if you do not understand exactly what your Cadet is saying to you, try repeating back the information as you understand it.

What is the process called?

- ☐ Obtaining information
- ☐ Self-awareness
- ☐ Paraphrasing
- ☐ Simulation

Question 4

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

- ☐ True
- ☐ False

Module 4: Characteristics of a Mentor

Question 1

The research has demonstrated that youth in high quality relationships improve in the following areas (check all that apply):

- ☐ Academic performance
- ☐ Reduced likelihood of dropping-out of school
- ☐ Decreased incidents of high risk behaviors—substance abuse, carrying a weapon, unsafe sex and violence
- ☐ Increased emotional and social development

Question 2

There are many characteristics of Mentors. The lesson indicates that Mentors should be able to reflect on their own motivations, _____, and _____ to the relationship.

Question 3

There are many characteristics of Mentors. The lesson indicates that Mentors should be able to identify realistic expectations about the relationship, the _____, and the _____ they can have on youth.

Question 4

According to the article "Getting to the Gold," goals and activities are at the heart of the mentoring relationship. The key is to pay attention to the Mentee's needs and _____.

Question 5

According to the article "Mentoring Works," by Jonathan Alter, "Mentoring is not the solution to the problems of the next generation. _____ comes first."

- ☐ Schools
- ☐ Parenting
- ☐ Training
- ☐ Extra-curricular activities

Module 5: The Case Manager

Question 1

Case Management refers to the “oversight practices employed by a Program, that leads to active Mentor matches and successful Cadet placement,” within which Phase of the ChalleNGe Program?

- ☐ Acclimation
- ☐ ChalleNGe
- ☐ Residential
- ☐ Post-Residential

Question 2

_____ refers to situations in which Mentors and Mentees are fulfilling their contact requirements and meeting monthly reporting requirements.

Question 3

According to the "Key Points" section of this module, one of the most important roles of the Case Manager is to be a Cadet _____.

- ☐ cheerleader
- ☐ advocate
- ☐ guidance counselor
- ☐ representative

Question 4

Some of the duties of the Case Manager include (check all that apply):

- ☐ maintaining monthly communication with Mentors
- ☐ monitoring and recording mentoring activities and contacts
- ☐ recording Cadets' placement activities
- ☐ maintaining and reporting on contact with Cadets who are active duty military

Question 5

Your Mentoring _____ will outline your reporting requirements.

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

Question 1

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

Question 2

This module lists the needs of adolescent youth. _____ is the need to be accepted and loved by others, rather than be alienated from them. Youth seek to gain the acceptance, attention, and affection of others.

Question 3

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

- ☐ Belonging
- ☐ Mastery
- ☐ Independence
- ☐ Generosity

Question 4

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

- ☐ True
- ☐ False

Question 5

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

Module 7: Relationship Building

Question 1

Successful early stages of relationship development - Forming and Norming – are crucial to the long-term effectiveness of the Match, and the achievement of ChalleNGe goals. This is why the first _____ months of the Mentoring relationship are important and need a lot of attention.

- ☐ 1
- ☐ 2
- ☐ 3
- ☐ 4

Question 2

The stages of a relationship include Forming, Norming, Storming, Performing, and Mourning/Morning. The stages listed are always sequential.

- ☐ True
- ☐ False

Question 3

During this Phase, the primary role of the Mentor is to participate in weekly contact with the Cadet, and to help them prepare their Post-Residential Action Plan (P-RAP).

- ☐ Acclimation
- ☐ Residential
- ☐ Post-Residential
- ☐ None of the above

Question 4

During this Phase, the "Mentor-Matching Ceremony" happens.

- ☐ Acclimation
- ☐ Residential
- ☐ Post-Residential
- ☐ None of the Above

Question 5

List one thing you will do with your Cadet in the Forming Phase of relationship development.

Module 8: Expectations and the Mentoring Relationship

Question 1

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

- ☐ Ask about his interests
- ☐ Expose him to new opportunities
- ☐ Share your experiences
- ☐ Search Google for jobs

Question 2

Another issue is a Mentee feeling overwhelmed. Check all the possible things presented in the presentation that a Mentor can do to work on this challenge with the Cadet.

- ☐ Friends don't "fix"
- ☐ Set limits
- ☐ Ask for feedback
- ☐ Take a stress management course

Question 3

Another issue is the Mentee falls out of contact. Check all the possible things presented in the presentation that a Mentor can do to work on this challenge with the Cadet.

- ☐ Don't take it personally
- ☐ Focus on fun
- ☐ Be persistent
- ☐ Take a break

Question 4

Another issue is a Mentee talks to you about risky behaviors. Check all the possible things presented in the presentation that a Mentor can do to work on this challenge with the Cadet.

- ☐ Tell the parent
- ☐ Ask questions
- ☐ Hold your opinion
- ☐ Keep his confidence

Question 5

Another issue is a Mentee tests you. Check all the possible things presented in the presentation that a Mentor can do to work on this challenge with the Cadet.

- ☐ Cool down
- ☐ Set clear boundaries
- ☐ Tell the parents
- ☐ Reaffirm your commitment

Module 9: Introduction to P-RAP

Question 1

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

Question 2

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

- ☐ True
- ☐ False

Question 3

Check all the functions of the P-RAP:

- ☐ Helps Cadets identify and obtain more durable placement
- ☐ Increases Post-Residential accountability
- ☐ Helps Post-Residential staff monitor placement activities and work with Cadets in the Post-Residential Phase
- ☐ Provides focus for mentoring relationships and guides Mentor responsibilities

Question 4

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

Question 5

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

- ☐ K.I.S.S.
- ☐ R.E.A.L.
- ☐ M.A.N.Y.
- ☐ S.M.A.R.T.

Module 10: Communication between Mentor and Mentee

Question 1

_____ is about receiving information from the Cadet, and remaining non-judgmental and empathetic.

Question 2

What percentage of communication is non-verbal?

- ☐ 63%
- ☐ 77%
- ☐ 89%
- ☐ 93%

Question 3

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

Question 4

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

Question 5

Active listening is difficult.

- ☐ True
- ☐ False