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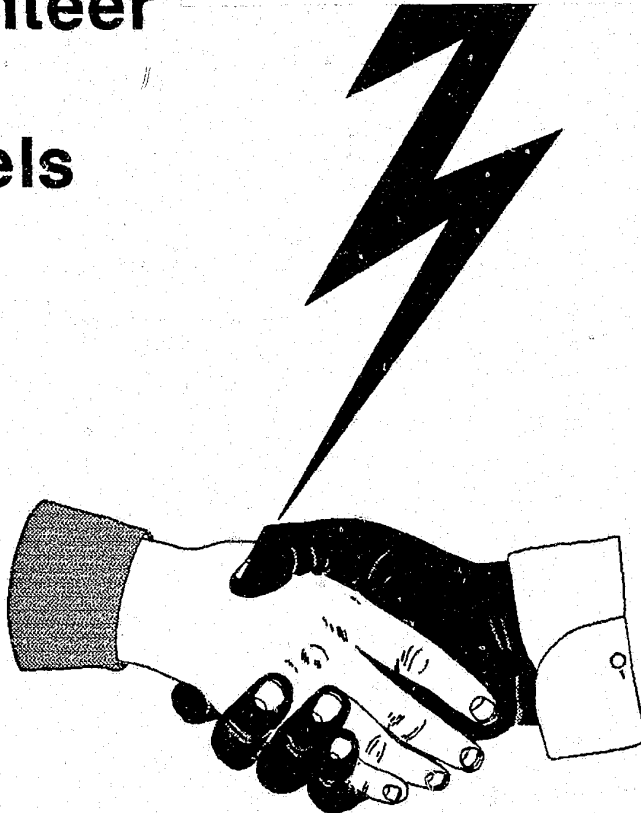
Metropolitan Dade County  
Dept. of Justice Assistance

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# Dade County Volunteer Role Models

149803



## MENTOR TRAINING MANUAL



149803

# **Dade County Volunteer Role Models Program**

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## MENTOR'S TRAINING MANUAL

### Introduction

This curriculum for training Mentors was composed using three concepts that have been proven to improve human relationships. Specifically, we will address one on one relationships where one party to the relationship assumes a counselor's role. The three concepts are: communication, esteem-building, and bonding. Communication implies the ability to send and receive clear messages. Esteem concerns self-regard. Bonding addresses the ability to relate meaningfully to other human beings. Regarding communication, we have drawn primarily from the works of Thomas D. Gordon; for esteem, the work of Nathaniel Branden; and bonding, Carl Rogers.

These concepts, when combined, provide a powerful human relations tool. This is due, in part, to the sociological structure of American society. Our society obtains its energy by providing opportunity. To an individual this idea of opportunity, is translated into means. That is, this society that we share with others is seen as means to something and that something most often means a better life.

Some persons in our society, for the most part, are denied approved or traditional means to achieve their aspirations. This social denial may be thought of as differential opportunity. Differential opportunity is both true and untrue. Many juveniles offenders are denied, but opportunity is available and expanding. What this implies is that young people must control their anger and at the same time seek available and expanding opportunity.

Given that many juveniles offenders have grounds for and a right to anger, their anger, unless channeled into constructive effort, will only intensify and solidify denial, and thus reduce their opportunities.

As a Mentor, your objectives will be helping your client effectively channel anger into constructive behavior while at the same time, expanding your client's opportunities to use the system (society) to achieve their aspirations. Your effort will require time and mutual trust. It will not be so important **how much** time you spend with your client, but the **quality** of the time spent. This curriculum will help you gain knowledge and skills to share quality time and to build trust between you and your client.

This orientation will be followed by six seminars that will expand the curriculum and allow you opportunities to discuss problems. As a Mentor, it is important that you **own** the three concepts. As far as your clients are concerned, **you** are the possibility of **means**. This training, combined with your own life experiences, is intended to help you enjoy a rich and rewarding experience as a Mentor.

## PREPARING to be a MENTOR

Your participation in this training will help prepare you to be a Mentor. The curriculum, materials, readings, and continuing seminars are designed to support you and your client. In addition, the following steps are suggested:

1. Thoroughly study all materials
2. Practice the suggested activities in the student manual
3. Attend all seminars
4. Know your schedule with your client, and only make commitments you can keep.

## Mentor's Role

Professionals trained to provide therapy to individuals have received extensive training and most often work to resolve a specific problem. Some youth endure problems that require the help of a professional. The youth included in this project have been screened to avoid the possibility that the youth will need professional help. However, testing and screening is not a perfect science and it is possible your client may need professional help. If this becomes true in your work with a client, simply ask that the client be referred to a professional. In most cases, however, you can provide what your client needs and wants. You can make a significant difference in his/her life.

No one has ever listened to your client. This may read like an outrageous statement, but the tragedy is, that in most cases, it is the truth. We talk to them, we order them, we tell them what to do, and what they should not do. We structure their environment with objects and things and send explicit and implicit messages about how things ought to be. Through consumption, we create class and labels according to what material possessions one owns. Your client's world is a cascade of 'externals' forcing a definition upon him/her about his/her value. These externals, for the most part, are beyond you or your client's control.

The more important potential, the vast unexplored dimension of your client's existence, is inside him - the 'internals' - and it

awaits to be heard. Unless you listen, there is a good chance are no one will ever hear your client's...humanness. If no one hears, the loss is beyond measure. It doesn't take a professional to listen, what it takes is a caring human being with a few simple, but powerful skills.

Your client has aspirations. Everyone has aspirations. They are the soul of the human condition. Aspirations reflect the human ability to anticipate the future, to dream, and to hope. One of your roles as Mentor is to bring those expectations into resolution with reality. This may be accomplished effectively through communication. Communication may be achieved through dialogue, and exchange of information that reveals truth. For example, aspirations may not be achievable. It is only through meaningful dialogue that clients may learn that anger is not the only response to the thwarting of aspirations. It is not the blocked aspiration that produces anger, but the interpretation: as a personal affront, a betrayal, or as an inevitable, mischievous side of life.

A key to being an effective Mentor is to capture your client's aspirations. This will require several pre-conditions. First, you must get hired by your client. The problem with getting hired is that there is no proven way to accomplish it, no formula, no set approach. To date, the best way to get hired is to be real. Being real is being authentic, and that means expressing your inner feelings truthfully. The second pre-condition requires a

reciprocal feeling of trust. It is doubtful that anyone will ever try something new in the absence of a context they trust. Through dialogue, you may get hired and develop a context of trust, and from this dynamic, discover your client's aspirations. Put aside for a moment the array of problems associated with means and consider your client's esteem. If we identify a client's aspirations but they do not feel appropriate to life's task, we will make little progress. According to Nathaniel Branden, esteem may be thought of as:

...the experience that we are appropriate to life and to the requirements of life. More specifically, self esteem is...

1. Confidence in our ability to think and to cope with the basic challenges of life.
2. Confidence in our right to be happy, the feeling of being worthy, deserving, entitled to assert our needs and wants, and to enjoy the fruits of our efforts.

Esteem may be defined as: The disposition to experience oneself as competent to cope with the challenges of life and as deserving of happiness.

An effective esteem is acquired - it is not given. As a Mentor, another of your roles will be to promote your client's esteem. Your client's self-esteem is the superstructure for the internal awareness we believe essential to a more effective life. The more effective life is not divorced from questions of consciousness, responsibility, or moral choice. To promote your client's esteem



requires confronting difficult issues. Making conscious choices and assuming responsibility for the consequences of those choices is the essence of esteem. It is not that an effective esteem should be affected by the choices we make, but rather that by our natures it must be affected. Through mentoring you may empower your client with possibilities of choice. Together, through authentic dialogue, you and your client may formulate a vision of what values are worth pursuing. Choices made in terms of a vision have enormous ramifications for your client in general and his/her esteem in particular.

The term bonding is defined: A binding force or influence, a cause of union, a unity.

A clear articulation of aspirations, an awareness of means and an effective esteem, help to provide the necessary conditions for bonding. This is especially true regarding means. When your client becomes aware of the means to better his/her life, the issue of physical and psychological alienation will diminish. The externals will be less threatening and will, with support, become more and more to be means. The classic example is school. If your client feels isolated and separate from school he/she will not be aware of school as means. An effective esteem, clear aspirations, and a trusted Mentor, will literally transform school from threat to means. Once school is perceived as means, your client will have at least an improved acceptance of school and all the conditions for bonding will be in place. The same sequence is

true for church, family, neighborhood, environment, appropriate social values and sanctions. Bonding is a consequence of communication and esteem.

The seminars that follow this workshop will expand upon each of these concepts, and will also confront problems you may encounter. The following is a checklist of sub-concepts that will be presented. You may place a check by the sub-concepts you know and use. The checklist will help develop and provide content for the seminar series.

## CHECKLIST

<u>Sub- Concepts</u>	<u>YES</u>	<u>SOME</u>	<u>NO</u>
Active listening	___	___	___
Self-disclosing	___	___	___
Problem solving	___	___	___
Getting hired	___	___	___
Aspirations articulated	___	___	___
Means (sources & resources)	___	___	___
Esteem building	___	___	___
Bonding	___	___	___
Advocacy relationship	___	___	___

This manual contains information that you may use as a reference. Also included are suggestions about how to be an effective Mentor. During each seminar you will be provided additional items to include in your manual. Your instructor will demonstrate and model the concepts and subconcepts. The seminar topics include:

- I . Communication/Esteem/Bonding
- II. Understanding Your Client's Behavior
- III. Networking
- IV. Social Context
- V. Anger Control and Reduction
- VI. Self-Esteem Action Plan

**Please bring this manual with you to each seminar.**

DADE COUNTY VOLUNTEER ROLE MODEL'S  
PASTOR ORIENTATION

The Volunteer Role Models Program will match juvenile male offenders with adults from Dade County area churches. While the adult volunteer works on a one-on-one basis with the youth, the volunteer's home church will sponsor the youth's entire family. This approach will:

- \* address the youth's needs within the context of his family and his family's needs within the context of their community;
- \* provide the flexible, intensive, and culturally-specific intervention that youths need;
- \* bring the youth and his family into a church community which can provide long term support and positive reinforcement;
- \* and result in measurable improvements in school achievement, family relationships, and involvement with the juvenile justice system.

THE YOUTH: The young people be nonhabitual offenders (one to three misdemeanors or one non-violent felony) referred by the Dade County Juvenile Alternative Sanctions System (JASS). The

youth will be under age 18 and along with his/her parents/guardians, will have agreed to participate in the program.

THE MENTORS: The adult volunteers will:

- \* Bring an active church affiliation with them;
- \* Receive comprehensive training in the juvenile justice system, cultural issues, and how to relate to youth;
- \* Be the link with the youth while the entire church sponsors the youth's family;
- \* Draw support from the broader church community;
- \* Commit to spending a significant amount of time with the youth over an extended period;
- \* Provide guidance, involve the youth in positive development activities, and assist the youth and his family so that measurable changes can be seen in school achievement, living skills and involvement with the law.

THE MATCH: Once a youth, and his parents, have agreed to participate in the program, a Juvenile Services Specialist will

match an adult volunteer based on availability, location, mobility and interests. Both the youth and the adult volunteer will have the option of discontinuing the match if, after several meetings, they are unable to develop a positive relationship.

ADULT VOLUNTEER/YOUTH ACTIVITIES: The adult volunteer will see the child regularly for a period of at least one year. The expectation is that the relationship will continue beyond that period. The adult volunteer and the youth will meet with the Juvenile Services Specialist and the youth's parent/guardian to identify specific areas which the youth needs to address during the period of participation. The volunteer and the youth will jointly develop a plan to achieve those goals as well as others which the youth and volunteer establish together.

Such goals may include: staying out of trouble with the police; attending school regularly; bringing grades up to a specified level; obtaining a part time job; attending church; volunteering at a neighborhood center; not doing drugs or alcohol; getting along with family members; etc.

The specific nature of the goals is not as important as the process of establishing them and working toward achieving them. It is important that youth feel that their success is a team effort in which they are fundamentally responsible but can rely on

their adult volunteer, family, and the broader community for help and support.

THE ROLE OF THE CHURCH: As the adult volunteer works with the youth, the volunteer's church will work with the youth's family. Specifically, the congregation will make a commitment to bringing the family into a church community and helping the family cope with special needs. How each church does about this task depends upon its' individual resources and capabilities as well as the particular needs of the family. What is important is that the youth and his family become a part of an informal support network. This support network, the involvement of an entire congregation in the well-being of the child and his family, will continue after the program period.

## Volunteer Recruitment

At least fifty churches in Dade County have agreed to participate in this program. These churches were recruited by Mr. George Baldwin through a grant provided by the Metro-Miami Action Plan (MMPA). Each Pastor was provided information covering what participation means. The Pastor and congregation have agreed to bring the identified and selected youth into the church family. In addition the youth's family and/or guardian will be encouraged by the pastor and church congregation to assist in providing the youth(s) an environment with a dramatic reduction in negative behavioral influences.

Each church will ask for male volunteers to become a Mentor. Those who volunteer will be interviewed by the pastor. The pastor will follow a structured interview technique and also complete a check-list of topics and issues necessary to review.

Check-list items will include:

- \*Length of commitment (minimum 12 months)
- \*Contact hours (4 hours per week)
- \*Required training (4 hours of training and monthly training seminars)
- \*Family contact (once, and as necessary)
- \*Monthly activity log (monthly)
- \*Monthly RAP session (monthly)
- \*Referral(s) (professional services)
- \*Support (program coordinator, pastor, director, coalition members, JASS personnel)



After the structured interviews are completed 100 Mentors will be selected to participate in this program. A four hour training workshops will be scheduled in each of three geographically dispersed churches. The workshop curriculum will include:

Topics:

1. Program objectives
2. Coalition orientation
3. When to ask for help and working with parents
4. Communication skills and the issue of trust
5. Interpersonal relationships - bonding

Department of Justice Assistance (DJA) staff will develop and deliver the curriculum with assistance provided by an educational consultant.

## PROJECT OBJECTIVES

1. Enhance and expand the efforts of a community based coalition working to prevent and reduce crime and violence among young Black males in Dade County.
2. Improve the effectiveness of juvenile justice diversionary programs in preventing and reducing violent behaviors among youth participating in project activities.
3. Recruit and train 100 adult male role models.
4. Facilitate the intervention of role models with 100 high risk African American juvenile offenders.
5. Involve youth and families in activities designed to prevent and reduce violent and criminal behaviors and victimization.
6. Promote the development of linkages between targeted youth and families and community based resources available to address their needs.
7. Involve high risk children and youth in activities designed to improve academic performance and basic skills competency.

8. Involve high risk youth and their families in activities designed to improve self esteem and bonding and reduce anger and alienation.
9. Involve high risk youth and their families in activities designed to improve life management skills.
10. Inform and educate targeted youth and their families about appropriate services available in their communities.
11. Assist targeted youth and their families in accessing needed services.
12. Increase the exposure of targeted youth and their families to viable career opportunities.
13. Inform and educate targeted youth and their families about educational, vocational and other employment training opportunities available in their communities.
14. Inform and educate targeted youth and their families about the consequences of drug abuse, the benefits of substance free lifestyles and the availability of substance abuse treatment services.

## OUTCOMES

Expected outcomes include:

1. ENHANCE AND EXPAND COMMUNITY EFFORT (Objective 1) Adherence to proposed project timetables and performance indicators.
2. IMPROVE EFFECTIVENESS TO STOP VIOLENCE (Objective 2) No subsequent arrests of clients for violent crime.
3. IMPROVE EFFECTIVENESS TO STOP CRIME (Objective 3) Less than 30% recidivism rate.
4. RECRUIT AND TRAIN ROLE MODELS (Objective 4) Adherence to project timetables and performance indicators.
5. FACILITATE ROLE MODEL INTERVENTION (Objective 5) Role model intervention totalling four hours per week and participation in six training events and six rap sessions.
6. INVOLVE CHILDREN IN ACTIVITIES (Objective 6) Participation in twelve project opportunities and RAP Sessions.
7. DEVELOP LINKAGES (Objective 7) Successful completion of alternative sanctions plan.

8. IMPROVE ACADEMIC PERFORMANCE (Objective 8) Bi-monthly participation in tutoring. Improved school performance and grade level.
9. IMPROVE ESTEEM, BONDING AND REDUCE ANGER, ALIENATION (Objective 9). Weekly interaction with role model.
10. IMPROVE LIFE MANAGEMENT SKILLS (Objective 10) Improved school attendance. Participation in project opportunities and rap sessions.
11. ASSIST SERVICE ACCESS (Objective 11) Referrals to community resources.
12. INCREASED CAREER EXPOSURE (Objective 12) Provision of project opportunities relative career development.
13. INCREASED VOCATIONAL TRAINING OPPORTUNITIES (objective 13) Provision of project opportunities relative vocational, employment education.
14. SUBSTANCE ABUSE PREVENTION AND TREATMENT (Objective 14) Provision of substance abuse education and treatment referrals.

## Mentor Checklist

Yes No

- 1. You have studied and understand the responsibilities of a Mentor. You understand the time and energy required to be a Mentor and you are willing to make the commitment to be a Mentor.
  
- 2. You have completed the orientation for Mentors.
  
- 3. You know the Juvenile Service specialist (JSS) with whom you will work.
  
- 4. You have been matched with a client. (The term client does not imply a judgement.)
  
- 5. You and the JSS have scheduled an appointment with **your** client and guardian(s). (The term guardian is used to indicate the individuals who are the clients primary care providers and those to whom the client is responsible).
  
- 6. You have completed the first meeting with the JSS, Guardian(s) and Client.
  
- 7. You have scheduled meetings with your client.

8. You have listed with your client your expectations and have solicited expectations from him/her.
10. You and your client are aware of, and have agreed to JASS Sanctions.
11. You and your client have agreed upon and scheduled meetings with the client's guardian(s).
12. You have attended the first Mentor seminar on communication skills, and you are capable of using the following skills:
- (a) Active Listening
  - (b) Three Part "I" Messages
  - (c) Self-disclosing
  - (d) Problem-Solving
13. You have attended the first RAP session on client needs and behavior.
14. You have matched your client with 'means' to facilitate your client achieving his/her aspirations.
15. You are aware of possible agencies for referrals.
16. You have used at least two of the recommended exercises to improve your client's esteem.
17. You have been hired by your client and you believe an acceptable level of trust exist between you.

- 18. You have talked with your client about networking and support systems - (formal and informal)
  
- 19. You have worked with your client on goal-setting.
  
- 20. You have discussed life-style changes with your client.
  
- 21. You have initiated a Self-Esteem Action Plan.
  
- 22. You have maintained guardian and church relationships.
  
- 23. You have attended six Mentor seminars.
  
- 24. You have attended RAP sessions.
  
- 25. You have completed this checklist.





SETTING PERSONAL GOALS

PURPOSE: To identify specific goals to help you be an effective Mentor.

Directions: Complete the following goal statements; modify the statements as necessary to better reflect your personal expectations for the seminar.

1. The most important goal I have for this seminar is

---

---

2. In working with a client, I really want to learn

---

---

3. To become effective in my relationship with JASS, DJA and Church members, I want to learn \_\_\_\_\_

---

---

4. In working with guardians(s) I want to learn

---

---

5. This seminar will be truly "miraculous" for me if

---

---

6. Another important personal goal is \_\_\_\_\_

---

---

## ITEMS

1. Anything that promotes a sense of isolation may lead to social deviance - and may be considered a fundamental cause.
2. Anything that leads to real intimacy and feelings of bonding can be healing.

Ventilation: Ventilation is just getting your feelings out; you really don't care whether the other persons hears you or not.

Communication: Communication is expressing how you feel to someone so that he or she can hear and understand you better.

### Three Basic Ideas About Communicating

- \* Thoughts are much more likely to be heard as criticisms than are feelings.
- \* As soon as we feel criticized by someone, its very hard to hear anything else he or she has to say.
- \* Expressing feelings seems to make us a little vulnerable although it really makes us safer.

## STEPS TO HEALING COMMUNICATION

### **Step 1: Identify what you are feeling.**

#### Common feelings

I'm angry.  
I'm afraid.  
I'm worried.  
I'm worried.  
I'm thrilled.  
I'm confused.  
I'm happy.  
I'm depressed.  
I'm envious.  
I'm resentful.  
I want...

#### Common judgements

I'm right.  
You're wrong.  
You're not listening.  
You did it again.  
You're always late.  
You're a jerk.  
You forgot.  
You should wear...

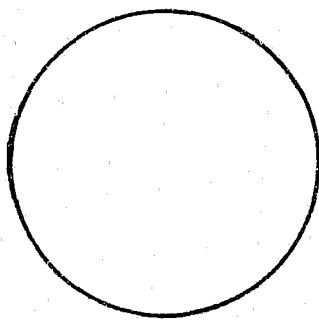
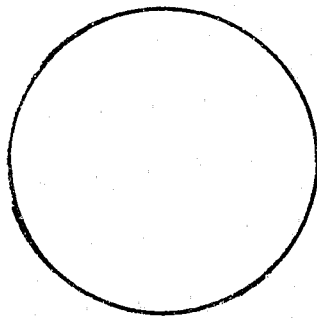
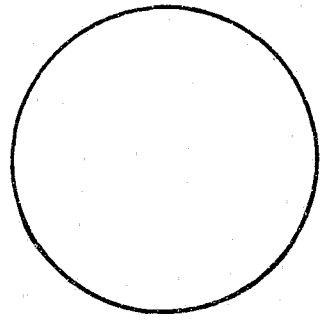
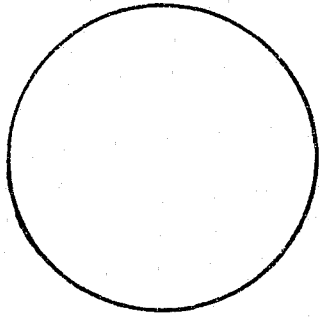
#### Sometimes masquerade as feelings:

I feel that I'm right.  
I feel as if you're wrong.  
I feel you should do better.  
I feel you ought to be more careful.

### **Step 2: Express what you are feeling.**

### **Step 3: Listen actively with empathy and compassion.**

### **Step 4: Acknowledge what the other person is saying.**



Decison Booklet

Decisions may be easy or difficult. We must make decisions. If you come to a fork in the road, you must choose one direction, that is, if you want to keep going. When you reach a fork in the road, how do you choose which direction you want to take? To choose requires a decision. Some decisions we make are better than others.

Take a minute and recall your last decision. Was it a good decision? How do you know if it was a good or bad decision?

Answer: The result, the outcome, the consequence, and the impact.

We judge most decisions on what happened after we have completed the actions required by the decision. For example:

<u>Decision</u>	<u>Result (consequence)</u>
1. Skip school	_____
2. Wear your safety belt	_____
3. Use drugs	_____
4. Return lost property	_____
5. Hit someone	_____
6. Clean your room	_____

**All decisions, good and bad have a consequence.**

**Rule I - Think about the possible consequences of a decision.**

Write here a decision you are going to make.

---

---

Next, list some thing\_ that may happen if you make the decision and complete the actions required by the decision.

First - Good  
Things: \_\_\_\_\_  
\_\_\_\_\_

Second - Bad Things: \_\_\_\_\_  
\_\_\_\_\_

Compare the good and bad things. \_\_\_\_\_  
\_\_\_\_\_

All decisions can be changed. For example:

1. You decide to sleep late; then change; get up and arrive on time.
2. You decide to get up and arrive on time; then change; sleep late.
3. You decide to eat a hot dog for lunch; then change; or der a ham sandwich.
4. You decide to get married; or \_\_\_\_\_
5. You decide to drop out of school; or \_\_\_\_\_

**Rule II - You can change your decision.**

Making up your mind when you have more than one thing you may do is often difficult. Remember:

- \* Consider the consequences
- \* You can always change!

If you don't like the consequences - CHANGE

Sometimes changing can be difficult. You may even want to change but can't. If this happens to you, get help.

**Rule III - When you think you need help - ask for it.**

Remember, your Mentor will help - just ask. If he can't help you, he knows where to get help. The more you know before you make a decision, the better.

**\*IMPORTANT\***

The difficult part of any decision begins with what is inside you. If you have no vision of who you are or where you intend

your life to go, how can you know if a decision is good or bad? There is a saying that if you don't know where you are going, any road will get you there. Do you have a map of where you want to go? Say you want to go to Chicago, but the map you are using leads to Houston. It will not matter the kind of car you have, the clothes you are wearing, the friends you have - you will end up in Houston, not Chicago.

What is your map?

...The important ideas you have about yourself...Your sense of purpose...Your decisions tell everyone who you really are...

**Rule IV - Make decisions on the basis of who you are.**

What you believe determines what you do.  
Use the attached forms to help you make better decisions.



**Decision Form**

The decision I want to make:

---

---

Possible Consequences

Good

Bad

---

---

---

---

---

---

Compare: \_\_\_\_\_

---

---

Possible Changes: \_\_\_\_\_

---

---

Need Help? \_\_\_\_\_

---

---

Does this decision say something good or bad about me? \_\_\_\_\_

---

---

CONTRACT

I intend to carry out the above plan for resolving problems.

Date \_\_\_\_\_

Signed \_\_\_\_\_

(Mentor)

Signed \_\_\_\_\_

(Client)

# THE MENTOR CLIENT CONTRACT FORM

## Step I

Problem Area for Contracting

Mentor	Client

## Step II

Alternative Solutions

## Step III

Evaluation of Solutions

	OK	NOT OK
1	<input type="checkbox"/>	<input type="checkbox"/>
2	<input type="checkbox"/>	<input type="checkbox"/>
3	<input type="checkbox"/>	<input type="checkbox"/>
4	<input type="checkbox"/>	<input type="checkbox"/>
5	<input type="checkbox"/>	<input type="checkbox"/>
6	<input type="checkbox"/>	<input type="checkbox"/>
7	<input type="checkbox"/>	<input type="checkbox"/>
8	<input type="checkbox"/>	<input type="checkbox"/>
9	<input type="checkbox"/>	<input type="checkbox"/>
10	<input type="checkbox"/>	<input type="checkbox"/>

## MENTOR CLIENT CONTRACT

### PLANNING CHECKLIST

#### Step 1 Stage Setting

- \*Presented three alternate ways to resolve problem(s)
  - \*Got commitment to work for win/win
  - \*Used "Magic Words"
- 
- 

#### Step 2 Defining Needs

- \*Used I-Messages to state own needs
  - \*Active Listened to hear other's needs
  - \*Verbalized both sides of problem
- 
- 

#### Step 3 Brainstorming Solutions

- \*Provided for way to record all solutions
  - \*Set time provided
  - \*Used Active
  - \*Listened to clarify ideas
  - \*Avoided evaluations
- 
- 

#### Step 4 Evaluating Solutions

- \*Clearly defined Area of Freedom
  - \*Clearly stated resources available
  - \*Refused to accept solutions not totally acceptable
  - \*Sensitive to client "giving in," got real acceptance or disagreement
- 
-

Step 5 Choosing Solution(s)

- \*Listed or stated all mutually acceptable solutions
- \*Used I-Messages to state own preference
- \*Active Listened to other's choice(s)
- \*Kept mutual choice tentative
- \*Got consensus

Step 6 Planning

- \*Clearly stated who does what
  - \*Clearly stated by when (solutions) will be started
- 
- 

Step 7 Checking Results

- \*Obtained agreement on time and place and method to evaluate success of plan