



Working with BTE Youth

BTE Volunteer Training: Session I

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Handout 1: BTE Volunteer Training Agenda

Goals

- ✓ Gain an understanding and awareness of “youth” and dispel myths or preconceived notions about adolescents and their actions.
- ✓ Learn youth development language, principles, and practices.
- ✓ Obtain strategies for using the youth development approach.
- ✓ Enhance your ability to use three effective practices for working with adolescents: relationship building, using effective communication techniques, and displaying active listening.

Agenda

- Welcome and Introductions
- Overview of Johnson & Johnson’s global Bridge to Employment (BTE) initiative
- Overview of the local BTE Program Model
 - Target Population
 - Outcomes & Program Activities
 - Role of BTE Volunteer
 - Calendar of Events
- Content Presentation: Youth Development
 - Youth Competencies: Knowledge, Skills, Qualities
 - The 3Ps
 - Youth Development Principles
- Reflection Activity
- Content Presentation: Building Effective Relationships
 - Positive Role Models
 - Effective Communication
- Learning Activity: Communication Exercise
- Content Presentation: Communication Tips & Techniques
- Learning Activity: Scenario & Role Playing
- Closing
 - Q&A
 - Key Contacts
 - Recommended / Supplemental Volunteer Resources

Working with BTE Youth

Handout 2: Johnson & Johnson's Bridge to Employment Program

Bridge to Employment



The Johnson & Johnson Credo inspires the BTE program.

Our employees volunteer their time and offer life-changing experiences that unleash the untapped potential of young people.

Sharon D'Agostino

Vice President, Worldwide Corporate Contributions & Community Relations, Johnson & Johnson

Preparing Youth for Brighter Futures

In 1992, Johnson & Johnson launched the Bridge to Employment initiative (BTE) to inspire young people (14-18 year olds) from disadvantaged communities to stay in school, excel academically, and elevate their career aspirations. BTE helps young people build solid futures and strives to:

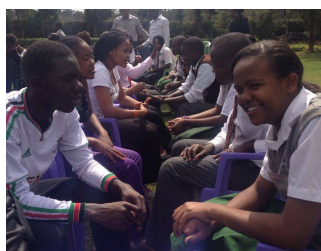
- 1) Increase the number of students who enroll in higher education; and
- 2) Increase the number of students pursuing health or science careers.

BTE is based on solid research and uses continuous evaluation to promote success and measure outcomes. Successful BTE programs target 35-50 students and offer progressively intensifying program activities over the course of a three-year grant period, in the following areas:

- Academic Achievement & Enrichment
- Career Readiness & Exploration
- Higher Education Preparation & Exploration

While each site is unique in its scope and structure, all partnerships address local community needs and consist of a local Johnson & Johnson operating company – companies like Advanced Sterilization Products, DePuy Synthes, Ethicon, Janssen, and Johnson & Johnson Medical – a secondary school, an institution of higher education, and a community-based organization.

Johnson & Johnson partners with FHI 360 to manage the BTE program worldwide.



**Bridge to
Employment**
Johnson & Johnson

fhi360
THE SCIENCE OF IMPROVING LIVES

Working with BTE Youth

Handout 2, continued

BTE At-A-Glance

Quick Facts

- More than 4,000 graduates
- Over 75 local programs
- 13 countries, including 11 US States and Puerto Rico
- 4:5 BTE sites continue one or more program activities following Johnson & Johnson's initial investment
- 400 Johnson & Johnson employees volunteer 4,000+ program hours and work, on average, twice a month with BTE students

Goals

- Increase the number of students who enroll in higher education
- Increase the number of students interested in pursuing a career in the health sector

Strategies

- Academic Enrichment
- Career Readiness & Exploration
- Higher Education Exploration & Preparation

Sample Activities

- Academic Tutoring
- Science Laboratories
- Applied Learning Projects
- Teacher Externships
- Camps & After School Programming
- Company Tours
- Guest Lectures & Career Coaches
- Work Readiness Workshops
- Job Shadowing & Internships
- College Courses & College Credit
- College Tours & Tasters



Our Impact

- **Higher grades** – 2% improvement in Math; 7% improvement in Science
- **Higher secondary school completion rates** – 98% graduation rate
- **Improved career awareness** – 88% awareness of careers in the health sector; 75% have knowledge of the skills required for a health career; 46% of BTE graduates plan to pursue a career in the health sector
- **Increased higher education enrollment** – 95% applied to an institution of higher education; 64% accepted to an institution of higher education plan to attend.
- **Attainment of work-readiness skills** – 88% BTE graduates possessed key work readiness skills
- **Positive youth development** – engaged, self-confident, motivated young people.

Our Communities

BTE programs have been launched in over 75 local communities worldwide. In 2015, Johnson & Johnson Corporate-funded BTE sites operate in:

Africa <ul style="list-style-type: none">• Nairobi, Kenya Asia/Pacific <ul style="list-style-type: none">• Sydney, Australia• Mumbai, India	Europe <ul style="list-style-type: none">• Naples, Italy• Leiden, Netherlands• Bucharest, Romania• High Wycombe, United Kingdom• Leeds, United Kingdom Latin/South America <ul style="list-style-type: none">• Cali, Colombia• Gurabo/Manatí, Puerto Rico• San Lorenzo, Puerto Rico	United States <ul style="list-style-type: none">• Santa Ana, California• San Diego, California• Newark, California• Taunton, Massachusetts• New Brunswick, New Jersey• North Plainfield, New Jersey• Ambler, Pennsylvania• Wayne, Pennsylvania
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Self-sustaining partnerships (BTE Alumni Sites) are operating in approximately 70% of previously funded sites with local operating companies continue to support, in one or more ways, the activities launched through BTE.

www.bridge2employment

Handout 3: Understanding Youth — Facts vs. Fiction

Fiction Adolescence starts with teenage years.

Fact: Adolescence begins with puberty, and puberty can begin as early as 8 or 9. Hormonal changes associated with puberty can start a couple of years before physical changes, including menstruation occur.

Fiction Adolescents are bare bags of raging hormones.

Fact: While hormones effect every tissue of the body (including the brain), the effect is not as potent as most people believe and does not make adolescents inherently difficult. Adult expectation and behavior toward youth affect kids as much as, if not more than, biology.

Fiction Adolescents are lazy and irresponsible.

Fact: Young people have an enormous desire to be useful and needed. They seek tasks that challenge them and where they can make a difference.

Fiction Adolescents are vain and egotistical.

Fact: Adolescence is a time of physical, emotional, and cognitive growth unmatched in the life cycle with the possible exception of infancy. What appears to be vanity is often an attempt to understand one's rapid development.

Fiction Adolescents develop skills, knowledge, and attributes at the same pace.

Fact: Each young person progresses at his/her own pace throughout the developmental stages.

Fiction Adolescents are not interested in thinking about their future.

Fact: Adolescents develop the ability to think abstractly, reflectively, and critically. Young adolescents (ages 10 to 15) enjoy a curiosity about the world unmatched in the life cycle. Older youth develop the capacity for moral thought and future planning.

Fiction Adolescents take risks because they think they are invulnerable.

Fact: They take risks because they are supposed to. Exploration and risk taking, inherent to the species, are means of testing and learning about themselves.

Fiction Adolescents are negatively influenced by their peers.

Fact: Peers can often be beneficial. They listen, care, and encourage playfulness and exploration. They also can contribute to a young person's self-esteem and desire for achievement.

Fiction Adolescents yearn to be independent of adults, particularly their parents.

Fact: Only a minority of teenagers engage in wholesale rebellion against their parents. Most teenagers seek caring adults who provide support and challenge them with new opportunities.

Fiction Adolescents don't need regular health care.

Fact: Young people today are adopting patterns in adolescences that may have an effect on them and their health later in life (i.e. smoking, overeating, and not getting enough exercise). It is important to receive periodic well-visits to observe and monitor the health of young people.

Handout 4: Youth Development¹

Youth Development is a *growth process* by which all youth (the “double digit” years through the teenage years, age 10 to age 20) seek ways to meet their basic physical and social needs.

- ✓ Youth development is experienced by all young people regardless of their intellectual capacity, social and economic background, ethnicity, or race.
- ✓ Young people from disadvantaged communities have more barriers and fewer resources available for positive supports during this developmental phase. Programs like BTE and volunteers like yourselves are vital to help fill the gaps for these young people.

Youth Development is an *approach to build competencies* (knowledge, skills, and qualities) necessary to succeed in adolescence and adulthood.

- ✓ This approach is not new; what is new is the focus on designing and implementing programs that reflect research-based principles that are drawn from studies on resiliency, strength-based services, and adolescent development.
- ✓ To build youth competencies, youth development programs make use of the **3Ps** — *people, places, and purpose*. The 3Ps involve:

People	Youth development programs need volunteers like yourselves that can serve as role models, mentors, motivators, and teachers.
Places	To broaden students’ visions for their life, youth explore and build competencies through key experiences at unique venues, such as companies, higher education institutions, or cultural institutions.
Purpose	All opportunities and activities must be meaningful and relevant to youth; these should be hands-on and engaging.

¹ Advancing Youth Development Training Program, AED National Training Institute for Community Youth Work

Handout 5: When I Was Young²

Directions. Think about your adolescent years. Reflect on the positive experiences that happened to you at age 15. In Column 1, identify at least one youth competency:

- *Knowledge:* What was something that you knew a lot about?
- *Skill:* What was something you did well?
- *Quality:* What was a characteristic, attribute, or trait you were proud of?

Then, describe how each of the 3Ps helped you develop this competency:

- *People:* Did anyone help you learn or become successful at this competency? What was one quality of the person who helped you?
- *Place:* Did any specific opportunity or experience influence your interest to pursue this knowledge, skill, ability, or attribute?
- *Purpose:* Why was this knowledge, skill, or quality important or meaningful to you?

Youth Competencies		People		Places	Purpose
		Who helped you?	What was one quality of that person?	Was there a specific experience that influenced you?	Why was it important to you?
Knowledge					
Skills					
Qualities					

² Advancing Youth Development Training Program, AED National Training Institute for Community Youth Work

Handout 6: Youth Development Principles

- **Youth have useful knowledge, skills, and qualities.**
Every young person has assets/strengths that can be tapped into for positive development. These are called youth competencies.
- **Youth need access to relationships with caring and competent adults.**
Adults can offer guidance and resources to support positive growth among youth. Youth need many adults with different skills, knowledge, and qualities for positive growth. Adults must have high expectations for youth.
- **Youth do youth development.**
Youth must be engaged in their own development. While youth will grow up with or without support, successful navigation of this stage of development supports (is a prerequisite for) a successful adulthood.
- **Youth need intentional opportunities that promote positive development.**
Youth development takes place in a variety of places and through a variety of experiences.
- **Youth needs are fundamental.**
All youth need and can benefit from a variety of supports to help them prepare for their future—even youth who are “A” students or those who seem to “have it all together.” Remember, if a youth appears “problem free,” it doesn’t mean that they are fully prepared.
- **Youth development fosters resiliency in youth.**
Resiliency is acquired through opportunities (chances) and supports.

Handout 7: Building Effective Relationships with Youth

Relationship building is fundamental to youth development. Young people need healthy relationships to learn how to navigate through their teen years and to be prepared for adulthood. Through positive adult-youth relationships, adults can instill key workplace values, such as respect, empathy, and cultural competency, among others, to young people.

Suggestions for building and sustaining meaningful relationships with youth:

- Take time to build a relationship with individual youth
- Find out what is important to a young person and develop a relationship with that in mind
- Follow through on any promised actions
- Remember youth are not “little adults;” rather youth are in the process of developing into adults. Therefore, don’t measure them against adult standards
- Ask for and respect young people’s opinions; youth bring unique perspectives
- Be confident, but not overpowering
- Make sure youth have meaningful roles
- Celebrate different capacities and achievements
- Engage youth in meaningful learning experiences; activities should be youth-friendly and responsive to their interests and needs
- Use effective communication (see Handout 12)
- Practice active listening skills (see Handout 13)
- Have fun

Handout 8: Positive Role Models

A **Positive Role Model** is someone whose behavior, knowledge, skills, and personal attributes demonstrate they are competent and caring and worthy of being imitated by others. Positive role models are important in every young person's life. A positive role model can expose young people to life's possibilities, help them to clarify their values, and live up to their full potential.

Young people have many role models to choose from. Some come from the young person's community, and others come from the media. They include family members, friends, neighbors, musicians, sports figures, movie stars, employers, etc.

BTE sites utilize positive role models to maximize youth learning and build effective relationships. We use:

- **Career Coaching** is a process that builds youth competencies. Coaches help individuals identify, acquire, and achieve specific knowledge, technical skills, and the skills or qualities necessary to succeed in the "21st Century Workplace."

Whether they choose to be or not, Career Coaches are role models for youth. Therefore, it is important to be a positive role model that builds rapport with youth, treats them with care and respect, and also encourages their development as a role model for others. Since youth often imitate behavior, role modeling is an important responsibility that can affect a young person's current sense of self as well as future perspectives about life.

Youth should seek many different role models with varying knowledge, skills, and qualities. Career Coaches can help young people identify additional role models. For example, if young people admire role models solely for their skills, help them identify role models with important qualities, such as caring, service, or patience.

Handout 9: How Career Coaching Helps³

At its basic level, career coaching helps because it guarantees a young person that there is someone who cares about them.

Think back: Did you know how to study for a test or make plans for college? Do you remember wanting your first car or looking for a part-time job? Simple things that seem easy or straightforward to you now may appear to be a complete mystery to a young person.

Career coaches provide BTE students with an experienced adult who is ready to help in any number of different situations.

Support with Academic Enrichment

- Helping to keep students in schools. (A Public/Private Ventures' study of Big Brothers Big Sisters found that students who meet regularly with mentors are 52% less likely than their peers to skip a day of school and 37% less likely to skip a class.)
- Helping students to improve academic skills.

Support with Higher Education Exploration & Preparation

- Helping young people set educational goals and start taking steps to realize them.
- Introducing young people to various higher education opportunities.

Support with Career Exploration & Readiness

- Improving a young person's self-esteem
- Support students trying new skills
- Helping young people set career goals and start taking steps to realize them.
- Introducing young people to professional resources or organizations they may not know about.
- Helping youth learn how to seek and keep jobs.
- Introducing youth to personal contacts and industry professionals.
- Finding internships and locating job possibilities.
- Teaching young people how to relate well to all kinds of people and help young people strengthen their communication skills.

Other Secondary Outcomes

- Delaying or curbing harmful habits (A Public/Private Ventures' study of Big Brothers Big Sisters found that youth who meet regularly with their mentors are 46% less likely than their peers to start using illegal drugs and 27% less likely to start drinking alcohol.)
- Providing teens with a valuable place to spend free time. (About 40% of a teenagers waking hours are spent without companionship or supervision.)

³ Advancing Youth Development Training Program, AED National Training Institute for Community Youth Work

Handout 10: Boundaries⁴

Boundaries are limits set between yourself and another person, or limits that another person sets between him/herself and you. There are three kinds of boundaries: Physical Boundaries, Emotional Boundaries, and Personal/Professional Boundaries.

When working with youth, it is important to:

- Be specific about the limits or boundaries you want to establish
- Maintain confidentiality of young people's information, except sharing it as required by State law or school/employer policy.
- Share only appropriate personal information (for example, where you grew up or went to school, your favorite kinds of food or music, your interests or hobbies such as art, sports, reading, etc.); do not discuss romantic relationships, family issues, religion, morals/values, or politics.
- Do not invite or include young people in personal or family social activities.
- Help young people develop their own friendships with their own peers; adults should not be a young person's best friend.

Techniques for Setting Physical Boundaries

- ✓ Respect personal space.
- ✓ Use good eye contact, a steady tone of voice, a handshake or a "high-five" (for congratulations / consolation), which are examples of respectful behaviors.
- ✓ Stay away from staring, hugging, pushing, shoving, hitting, cursing, or romantic touching; they are not respectful behaviors and could raise legal issues.
- ✓ Understand that young people need alone time and quiet time.

Techniques for Setting Emotional Boundaries

- ✓ Distinguish between a young person's emotions or issues and your own.
- ✓ Practice active listening. Listen for meaning and listen patiently.
- ✓ Find out what the youth's expectation is for your involvement. Ask: "Do you just need to vent right now, or would you like to discuss this?"
- ✓ Do not insert yourself into a situation by trying to be the solution or make their issues your issues. Nor is it appropriate to make your issues a young person's issues.

⁴ Adapted by the National Training Institute for Community Youth Work/National BEST Network.

Handout 11: Disclosures⁵

Sometimes young people share a personal issue (anorexia, stealing, inability to read, etc.) or an incident of physical or sexual abuse.

When responding to such a disclosure, remember to:

- ✓ Remain calm and supportive. If you get upset, the young person may feel guilty about telling you.
- ✓ Move to a quiet, private space to talk or schedule a time when you can do so and include another adult qualified to support the youth with the issue.
- ✓ Use your active listening skills. Do not ask for details right away but encourage the young person to share his/her feelings. Remember to validate the feelings.

If the disclosure is harmful to the youth, his/her family, or community, here are some additional tips to remember:

- ✓ Assure the young person that s/he is not a fault for this abuse, that the abuser is the person who has done something wrong.
- ✓ Never promise to keep what is disclosed a secret. What you can say is: “I am interested in what you have to say, and I am here to help you be safe.”
- ✓ Follow the BTE / school policies about reporting these disclosures.

⁵ Adapted by the National Training Institute for Community Youth Work/National BEST Network.

Handout 12: Cultural Competence

Cultural Competence is the ability and motivation to respect and affirmatively respond to differences among groups and individuals of diverse backgrounds, interests, and traditions. Youth and adults who possess cultural competence show respect for differences in the way people look, act, and think. They are open-minded and show an appreciation for diversity of all types.

Cultural Competence is a developmental outcome, as well as a core skill. Adults demonstrate Cultural Competence, as well as help youth build Culture Competence by:

- Stating that respect for all cultures is an expected behavior.
- Modeling an appreciation and respect for diversity.
- Demonstrating respect for the beliefs or practices of others without sharing the same beliefs or practices.
- Allowing individuals of different cultures to share their beliefs and practices.
- Exposing youth to cultures not represented in their family, school, or community.
- Increasing understanding of other cultures by encouraging relationships with members of other cultures or promoting movies, books, restaurants, and museums that feature other cultures.

Handout 13: Tips Effective Communication with Youth

General Tips

- ✓ Schedule adequate time for the discussion.
- ✓ Make sure the physical space is conducive to talking and listening; if too loud or if confidentiality is important, consider finding a quieter environment.
- ✓ Organize your thoughts and key points before saying them.
- ✓ Be mindful of unchecked assumptions about youth. Remember our “Facts vs. Fiction” exercise from earlier today!
- ✓ Distinguish between topics to discuss one-on-one and topics to discuss in a group.
- ✓ Be present. Do not allow interruptions into your scheduled time with youth – taking phone calls or checking emails show disinterest and is disrespectful.
- ✓ Focus on the young person.

Active Listening

Active listening involves behaviors and cues that indicate we hear and understand what the speaker is communicating. It is the ability to “listen actively.” Active Listening Is⁶ . . .

- ✓ Wanting to understand a young person’s message
- ✓ Trying to understand a young person’s message
- ✓ Respecting a young person’s feelings
- ✓ Trusting a young person’s ability to work through his/her issues
- ✓ Not projecting your own feelings and opinions onto the young person.

Characteristics of Active Listeners⁷

- ✓ Focus on Young Person. Active Listeners must be “other-directed” — conscious of and focused on others’ needs and wants, rather than his/her own personal preferences.
- ✓ Ready to Listen to Young Person. Active Listeners hear young people’s point of view, rather than to be defensive or protective of him-or herself.
- ✓ Aware of Young Person’s Circumstances. Active Listeners imagine the roles, perspectives, or experiences of young people, rather than assuming they are the same as one’s own.
- ✓ Be Neutral and Receive What the Young Person Says. Active Listeners listen as a receiver, not as a critic, and have a desire to understand the young person rather than to reach agreement with the young person or try to change the young person.

⁶ Adapted from www.takestockinchildren.com Mentor Bulletin #3

⁷ Adapted from the work of University of Maine researcher Dr. Marisue Pickering

Handout 13, continued

Active Listening Techniques⁸

Through training and practice, career coaches can develop an essential ability to listen actively.

- **Paraphrasing:** Paraphrasing is the foundation for many other facilitative listening skills, including mirroring and drawing people out. Paraphrasing has a calming and a clarifying effect. It reassures the young person that his or her ideas are worth listening to, and it provides the young person with a chance to hear how his/her ideas are being heard by others. Paraphrasing is especially useful on occasions when a young person's statements are confusing, because it helps the young person gauge how well his/her ideas are getting across.

How to Paraphrase: Use your own words to say what you think the young person said. If the young person said a lot, then summarize it. Preface your paraphrase by saying something like this: "It sounds like what you're saying is..." or "This is what I'm hearing you say..." or "Let me see if I'm understanding you..." When you've completed your paraphrase, look for the young person's reaction and ask, "Did I get it?"

- **Encouraging:** Encouraging is the art of creating an opening for a young person to say more, especially at the beginning of a conversation when the young person is warming up.

How to Encourage: What additional ideas or thoughts do you have? Is there another perspective on this issue? Can you give an example? What questions does this raise for you?

- **Intentional Silence:** Intentional silence consists of a pause, lasting no more than a few seconds, and it's done to give the young person brief extra "quiet time" to discover what s/he wants to say. A young person may need momentary silence because s/he is not fully in touch with what s/he is thinking or feeling. The young person may also be wrestling over whether or not to say something that might be risky. Or, the young person may need to organize their thoughts.

How to Create Intentional Silence: The ability to tolerate the awkwardness most people feel during silence is the most important element of this skill. With eye contact and body language, stay focused on the young person. Say nothing (not even a "hmmm" or "uh huh") and be still (not even a nod or head shake). Stay relaxed and pay attention. Intentional silence lasts no more than five seconds.

⁸ Adapted from the Facilitator's Guide to Participatory Decision-making, Kaner et.al. See www.communityatwork.com

Handout 13, continued

Other Communication Techniques

In his book “People Skills,” Dr. Robert Bolton offers techniques for responding to people during conversations. Some of Dr. Bolton’s techniques are described below:

Door Openers: A “door opener” is a non-coercive invitation to talk.

- ✓ Describe the young person’s body language. “You have a big smile on your face today.” “You look like you’re not feeling your usual self today.”
- ✓ Invite the young person to talk or continue talking. “Care to talk about it?” “Keep going. I’m interested in what you’re saying.”
- ✓ Be silent. This gives the young person a chance to figure out whether s/he wants to talk and organize her/his thoughts.
- ✓ Attend. Commit total attention to the young person. Maintain eye contact and use body language that demonstrates your interest in and concern for the young person.

Minimal Encourages: A “minimal encourage” is a simple response that encourages the young person to share information in his/her own way. They indicate to young people that you are “with them.”

Examples of minimal encourages

Mm-hmm	Really? or Oh?
Tell me more	For instance...
I see	And?
Then?	Go on
So?	Sure
I hear you	

Open-Ended Questions: Open-ended questions provide space for the young person to explore his or her thoughts. Tips for asking open questions:

- ✓ Ask one question at a time and limit the number of questions.
- ✓ Examples: What’s on your mind? What do you think? What ideas does this conversation spark for you?

Providing Factual Information: Sometimes, it’s appropriate to offer factual information to a young person, after listening and fully understanding the young person’s issue or point of view.

- ✓ Be sure you’ve fully heard the young person and s/he seems ready to hear information from you.
- ✓ Make sure the information you provide is “on point.” It needs to be totally relevant to the young person’s basic issue or need.
- ✓ Does the young person already have the information or facts? If so, don’t provide it again.
- ✓ Be sure the information you provide is accurate.

Handout 14: Tips for Giving and Receiving Feedback⁹

“An artful critique focuses on what a person has done and can do, rather than reading a mark of character into [what has been] done. Instead of creating helplessness, anger and rebellion, [an artful critique] holds out the hope of doing better and suggests the beginning of a plan for doing so.”
—Daniel Goleman, “Emotional Intelligence”

Constructive Performance Feedback results in the personal growth of a young person and is information-specific, issue-focused, and based on observations. It comes in two varieties:

- **Positive Feedback** communicates an effort well done.
- **Negative Feedback** communicates the need for improvement. Negative feedback doesn’t mean a terrible performance, but rather a performance in which the outcomes delivered should be better. So negative is not a negative word in this case.

Praise and criticism are both personal judgments about performance, with praise being a favorable judgment and criticism, an unfavorable judgment, and are not forms of constructive feedback.

When giving constructive feedback, it is important to:

- ✓ **Be Specific.** Say what the person did well and what can be improved in specific terms.
- ✓ **Offer a Solution or Plan.** Recommend specific steps the person can take to do better next time.
- ✓ **Be Present.** Provide feedback face-to-face, whenever possible.
- ✓ **Be Sensitive.** Be attuned to the impact of what you say and how you say it to the person at the receiving end.
- ✓ **Describe, in a Non-judgmental Way, What Needs to Change.** For example, “in the office, keeping our voices lower help our colleagues nearby stay focused on their work.”

To gain the most from constructive feedback, individuals must be open to receiving feedback, namely:

- ✓ Seeing feedback as valuable information about how to do better, not as a personal attack.
- ✓ Refraining from being defensive; if feedback is upsetting, ask to resume the meeting later.
- ✓ Taking time to absorb what you’ve heard.
- ✓ Using feedback sessions as an opportunity for growth.

⁹ Adapted from the “Managing with Heart” chapter of Emotional Intelligence by Daniel Goleman. Mr. Goleman in turn adapted these ideas from psychoanalyst Harry Levinson.

Handout 15: Scenario

Keith, a BTE Volunteer, recently met with Margaret, a BTE student. Keith began the meeting by describing his job at Johnson & Johnson. He talked about his work, his educational background, his career path, and some personal areas of interest. After a lengthy overview, he asked Margaret, “Do you have any questions?” Margaret responded, “no.”

Keith then gave Margaret a calendar of events, listing the dates and topics of upcoming meetings. Keith noticed that Margaret was doodling on her notebook, and appeared distracted.

Keith decided to try a different approach. He looked at the schedule and asked, “Which session appeals to you the most?” When Margaret didn’t answer right away, he decided to count to five before responding. Quietly, Margaret answered that the Cardiac Classroom and Live Surgery session sounded interesting. Keith and Margaret spent the remainder of the session discussing Margaret’s interest in health care and her current science-related coursework.

To end the session, Keith told Margaret that he is glad she is part of the BTE program and looks forward to working with her this year. Keith provided Margaret with his email address and told her that she could contact him if she had any questions about the BTE program.

Discussion

- ✓ What are the skills that BTE Volunteer possessed that made the scenario work?
- ✓ What would you do differently? What strategies would you engage?