

Guide Manual

August 2014

Inspiring the next generation to uncover their passion and integrate service into their career path.

**Next Generation of Service**

08

**Fall**

“Mentors provide heroes with motivation, inspiration, guidance, training, and gifts for the journey. Every hero is guided by something, and a story without some acknowledgement of this energy is incomplete. “

## Program Overview

The Next Generation of Service (NGS) represents a new approach to career counseling by focusing on the individual, their passions, their unique strengths, and the specific social injustices that stir them. This is done by:

* Educating students on existing service opportunities (i.e. AmeriCorps, Peace Corps, Jewish partnership programs, Catholic partnership programs, etc).
* Counseling and supporting young people through difficult choices, existing fears, and challenges to undertaking service, such as family pressure.
* Providing practical information and advice on commencing service, such as living on a stipend, deferring student loan payments, etc.
* Fostering a community of like-minded and supportive individuals for students who otherwise feel alone, or like everyone else “has it all figured out.”

## How it Works

Students sign-up for sessions online, it is similar to walking into a career center and signing up for advisement. Each session is 25-35 minutes; it may be the only session the student signs up for or one of several, depending on what the student is interested in.

*Note: when we say “student” we include anyone ages 18-25, we just target college students at this time*

## Roll of the Guide

* Conduct two sessions a month (may be same student, may not)- 12-month commitment
* Co-creators of the program- feedback and ideas are encouraged
* Follow the guide procedures so metrics can be captured and the program can be improved.
* Share story of service via the NGS platform via sessions, video, blog or podcast.

### Other Opportunities

NGS is constantly trying to expand our services to other universities or student organizations. If there is a group of students you want to reach or if you want to help with overall marketing strategy, let Anna Lenhart (anna@ngsmovement.org) know.

NGS uses workshops to educate students on the NGS mission and facilitate discussions on national service/changing the world. Sometimes the workshops take place on a campus or remotely, over a conference call program. Guides are invited and encouraged to co-facilitate these workshops (when they are conveniently located near you) with an NGS “staff” member.

# Characteristics and Values of a Guide

An NGS Guide is…

Present

Compassionate

Inquisitive

A storyteller

Motivating

# A Typical Session

## Goals of a Typical Session

* **Form a connection**- student feels like they are not alone on this journey.
* **Orient to “North Star**”- student gains clarity on their personal mission or calling for the next phase of their life.
* **Educate students on service opportunities**- student leaves openly considering adding a year of service to their career path.
* **Inspire action**- student should leave the session with some tangible action items.

## Typical Session “Template”

1. 5-10 minutes prior: find a quite place where there will be no distractions; review the student’s intake information.
2. Videoconference the student. Use assigned appear.in link
3. Introduce yourself, take a few deep breaths together, it is proven that this few seconds of mindfulness brings focus to the meeting.
4. Ask: what do you want to get out of the session? This will inform which approach and techniques you decide to use. Ultimately you want to either answer their questions or guide them to the answers or motivate them to find the answers.
5. See toolbox, but also consider starting with the question: “what do you want your life to be like in a year or 5 years?” This way you can help them imagine how a year-of-service plays into their desired path.
6. Action items: ask them what actions they plan on taking this week, make sure that action is manageable, it may be helpful to ask them:

* When, exactly do you plan to execute on this action?
* Does this action seem like too much at this time?
* What resources do you need or have to complete this action?
* Would it be helpful for me to hold you accountable?

1. Takeaways: Ask the student what they got out of the session.
2. Thanks: express gratitude for the student and their interest in making a difference in our world.
3. Follow ups: After the session, execute the follow-up procedure (under operations in the Guide Manual), include the important programs or points discussed, BCC: anna@ngsmovement.org

# Tool Kit (Techniques)

## Active Listening

Active listening is an essential practice for effective communication and building a connection. Most of you have worked with these techniques but these should serve as a reminder.

* **Eye contact:** this is tricky because the videoconference does not allow you to look someone in the eye, but you can face him or her, stand up straight and look attentive.
* **Show that you understand what they are saying**: murmur “uh-huh” and nod your head when appropriate. If something is unclear, ask a clarifying question (see below)
* **Focus on what is being said, not what you are going to say next**: After the student makes their point, it is okay to take a few seconds to comprehend before responding.
* **Keep an open mind**: Try not to react with judgment and let the student finish voicing their idea before disagreeing

## Guiding Questions

It is proven that when people come to an answer themselves, the solution/action/ belief becomes more permanent. As NGS guides, it is important not to tell the student what to do, but to ask them questions so they can uncover their next steps. Use storytelling to open the discussion to long-term service.

### Listening (Clarifying Questions)

* Hmm, can you tell me more about that?
* What do you mean by that?
* How do you feel about that?
* Why?
* What did you do next?
* What was the person’s response?

### Getting to Why (North Star) Questions

\*These could be useful questions to assign as follow-up work

* What makes you happiest in your life? What excites you?
* What do people thank you for?
* Who do you look up to? Who inspires you? Why?
* When was the last time you went above and beyond what was asked on an assignment? Why?
* When was the last time you were in a state of flow? What were you doing?
* What topics do you find yourself continuously arguing or defending with others? What beliefs does your stance represent?
* What makes you most angry about the state of the world? With unlimited resources how could you fix it?
* What do you love helping people do?
* What is your favorite section of the bookstore?
* Out of all your current “jobs” what would you gladly do for free?
* If you had a free hour to surf the Internet, what would you explore?
* Think back to when you were 5 or10 years old. What did you want to be when you grew up? Anything goes. What skills and metaphors do these represent (i.e. pilot may be a symbol for freedom)?
* What careers do you find yourself dreaming of? What jobs do others have that you wish were yours?

*(Reference: Live Your Legend)*

### Questions to Navigate Fears

* How do you feel about your ability to…?
* What do you need in order to…?
* Are there other possibilities?
* What is the first thing that comes to mind that will keep you from taking those actions?
* What other situations in your recent past did you feel like this before?
* What patterns do you notice in your thoughts, actions, and behaviors?
* What is the story you tell yourself when you don’t take action?
* How is this story serving you?
* What limiting beliefs do you see in this story, and how are they serving you?
* When you have to take action to move forward in your dream, what is the first thought that comes up?
* How is that serving you?
* What actions can you take to address that need?

*(Reference: Dharma Express)*

There may be a situation where a student’s fear is so deeply rooted in a belief; it may be worth exploring how to adjust the belief. This is a more advanced technique and should be practiced on friend and family before hand.

Change belief formula:

1. What is the belief that you hold that causes you to feel that way?
2. How is this belief serving you?
3. Would you like to continue holding that belief?
4. Or would you like to replace it with the opposite belief?
5. What is the new belief you would like to hold?
6. How would a situation be different if you held the new belief?

*(Reference: Dharma Express)*

## Journaling

Journaling is great way to access aspects of our unconscious mind that may have insight we can use to determine the next steps for our lives. There are several journaling techniques in circulation but Discover Your Dharma by Shivani Singh, uses approaches that specifically help people uncover their next steps. You can purchase the book: http://dharmaexpress.com/shop

### Stream of Consciousness Journaling

*Reference: Clearing out the Gunk in Discover your Dharma pg1 for more detail*

Stream of consciousness involves writing whatever is on your mind really, really fast. It often starts with words like “*The curtains are blue, I should have eaten more for lunch…*” but after a half a minute or so the thoughts will start to depend. With the “gunk” out of the way it is easier to have a more in depth conversation. In a session it may be worth taking a few minutes to lead your student through this techniques, especially if they are meeting with you after a stressful situation.

## Meditation

In the fast paced, stressful life of most early twentysomethings there is rarely an opportunity to slow down and connect with their breath. As young people (everyone really) pursue a life of passion and purpose, mindfulness is crucial. Below is an easy meditation to lead during a guidance session (speak slowly). Learn more: http://www.npr.org/templates/story/story.php?storyId=7650123

### Getting Present: Body Scan Meditation

*Sit in a comfortable seated position*

*Put your feet flat on the floor and rest your hands in your lap,*

*Let your eyes gently shut or glance at a till point in the room*

*Take 3 deep breaths holding the inhale at the top and releasing,*

*Expand your chest and belly as far as they will go with each breath*

*Bring your awareness to the top of your head, notice how it feels, Hot? Cold? Itchy?*

*Now sense your eye sockets*

*And your nose*

*And your jaw is it clenched? Release it*

*Bring your awareness to your chest and shoulders*

*Is there tightness?*

*Feel your breath rise and fall in your stomach*

*Bring your attention to were your glut meets your chair*

*Slowly move your awareness down your legs, give awareness and positive energy to any area of pain or tightness*

*Take 3 final breaths, filling your whole body*

*When you are ready gently open your eyes*

## Story Telling

Students are constantly gaining inspiration from people who have started companies, given TED talks or done amazing research, they rarely hear stories from people who dedicated a year to serve in the social sector. We encourage you to share about your experience with your student; here are a few things to keep in mind:

* Characters (you or your friend) need to be relatable to the student, in a similar position
* The character faces a challenge or obstacle they need to overcome (money, parents, depressions, disconnection, etc.), They desire something better
* Student needs to understand there was a gap between the reality and what it could be- a gap they are familiar with.
* The character takes some action (applies to serve or creates an opportunity to serve), they learn and grow.
* The character is transformed

Struggling to tell your story, here are some questions to reflect on:

1. (Logistics Question to orient reader to service experience) When, where, and with which organization did you serve?

2. What social issue was your service organization working to address? Why important to you?

3. Who were you working with (specifically a question about who else was involved in the service, i.e. college students so that the reader can see that many people their own age are doing it too)?

4. How did the service challenge you to step out of your comfort zone?

5. Please describe a moment that you will never forget (a turning point, a learning moment, something that made you cry/laugh/yell)

6. What were some challenges that you faced, and how did you overcome them?

7. How has the year of service affected the trajectory of your career?

8. How did you grow personally?

9. Do you have any advice for someone who was thinking about a year of service?

10. Why would you encourage someone to do a year of service?

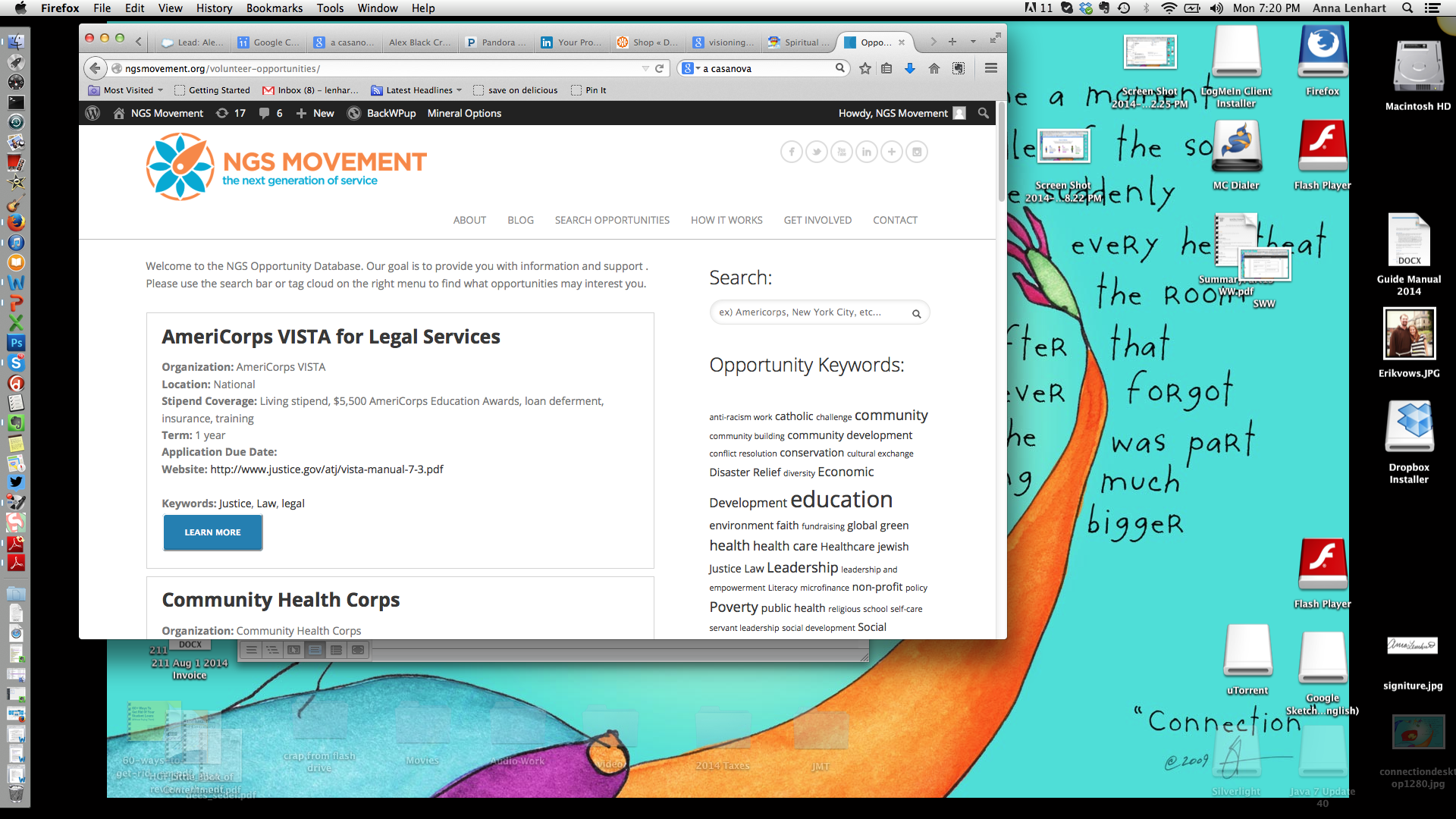
## Offer Resources

Part of the roll of guide is to provide resources to student as they navigate and apply to programs, all of you have resources naturally but NGS has a specific set you can reference in the Resources section. If you think of programs that would be of interest to the student, list them off and describe. If you are less familiar with programs ask your student to imagine an ideal program and brainstorm ways to find that ideal program (reference the NGS website). Resources can also be offered after a session via email.

# Resources

## Navigating the Database

1. Decide on keywords relevant to the student’s interest, i.e.: public health, law, catholic, California
2. Navigate to the “Search Opportunities” page on the NGS website: <http://ngsmovement.org/volunteer-opportunities/>
3. Enter Keywords in the search bar or select the words from the opportunity keyword cloud



1. The basic information to a few long-term service programs will appear and there will be links to websites with more information.
2. The search results will also show blog posts (stories) relevant to the keyword- these could be great inspiration for the student. *NOTE: Blog stories only pop up when you type in the search box.*

*Note: The resource database is expanding and eventually guides will have access to the Service Year platform (Learn More: http://www.ncoc.net/certification)*

## Background on Existing Programs

#### There are common interests where it may be helpful to reference the following

#### If International

* Most people have heard about the Peace Corps which is a rewarding but difficult program, it may be helpful to ask some questions to see if Peace Corps (or any long-term international service) is a good fit:
  + Note: Every Peace Corps program (each country) is different; these questions get people thinking so that as they apply they find a program that works for them.
    - How comfortable are you with spending time alone? You may be in an area where you have to stay inside after sundown, or you may be hours away from another PCV.
    - Do you like meeting new people from new countries?
    - How patient are you? Is it important for you to finish programs in a timely manner?
* Other long-term abroad service programs to explore: VSO (varies in term assignment), World Teach
* There are hundreds of programs abroad where you can pay to serve for a year, these programs vary in quality and we highly recommend speaking with a volunteer who has returned from that program before applying (the NGS network may be able to help find someone)
* Some of the best International volunteer experiences come from building a connection with an organization you believe in (months to years in advance) and designing a service leadership experience in collaboration with the organization and their critical needs.
* Some of these programs will require some fundraising or personal savings, consider crowd funding (NGS website will have more resources for fundraising soon)
* Look at Give Your Gap blog category on the NGS website

#### If Pre-law

More and more students desire to participate in meaningful work for a year in between undergrad and law school. The argument can be made that all AmeriCorps or International programs would add a perspective valuable for law school. There are a few specific programs the student could look to:

* AmeriCorps VISTA for Legal Services (often include working in the DA’s office)
* AmeriCorps Legal Fellows
* International and national non profits that lobby for policy change
* Positions that work with foster youth or mental illness (these things often require the involvement of lawyers and government workers)

#### If Pre-med or Public Health

More and more students desire to participate in meaningful work for a year in between undergrad and med school or a Masters in Public Health. Health is deeply intertwined into the issues most non-profits address that most service years would be meaningful. Med schools are also requiring higher levels of empathy from their applicants. Serving a community outside of ones comfort zone is a great way to gain empathy. Here are a few health specific programs:

* National Health Corps
* Rural Health Service Corps
* Community Health Corps
* Global Health Corps
* Emergency Response Team- Safety Service Corps
* Position with housing programs that touch on public health issues
* Several international NGOs work on issues such as AIDS/HIV, birth control, malaria, etc.
* Education programs also often involved in teaching underserved communities about health and self care

## Resources for Creating a Service Year (Social Entrepreneurs)

NGS is part of a national movement that encourages every young person ages 18-25 participate in a year of service, however there are not enough funded spots at this time. This means some students will have to create their own service year opportunities. There are a few steps the student should take:

1. Researching Non-profits that have a mission that stirs them (Non profits can be searched at *All for Good* and *Network for Good*)
2. Connect with the non-profit: Does the non-profit have the capacity to host a volunteer for a year? Is there a specific role the student could fill that would further the organizations mission (a job description should be written)? Will there be a mentor within the organization to assist the student? What are the learning objectives?
3. Sustaining the project:

* Start by determining what you need in terms or room, board, and stipend to survive the year.
* Ask the host organization how they can assist:
  + Do they know anyone that can cheaply rent a room/board to the student?
  + Is there a vehicle that can be borrowed for the year?
  + Can the organization offer some form of stipend?
* Other Options
  + Is there a flexible part time job or freelance work in the area the student could do while volunteering?
  + Can the student live at their parents home while they volunteer?

*NOTE: The NGS website plans to have more resources for these types of students in the near future.*

## Books

NGS Movement Good Reads: <http://ngsmovement.org/services/resources/>

Sometimes we may meet a student and think, “hey there is a book you should read.” For example if someone thinks they have to make all the correct choices right now I would suggest “What to Do with My Life” The NGS Good Reads profile includes all book references and a short commentary on how it could help young change makers.

Shelves:

*Uncovering Your Life Calling*- includes books about life as a twenty something and offers stories and advise on navigating the journey.

*Social Issues*- Books on social issues often addressed by non-profits and long term service programs

*Social Entrepreneurship*- Books on starting initiatives within the non-profit sector, could offer insight on the value of participating in a service year to learn skills needed to understand and design new programs.

*Easing Anxiety Around Money*- The biggest obstacle to participating in a year of volunteer service is money (loans, bills, parents etc.). These books highlight the gift of living on a low budget and explore beliefs and fears around money.

*Note: If there is a book you would like to add, send me the title, author, and why it is important for young, idealistic people.*

## Workshops

NGS will be holding online workshops this fall and spring on the following topics:

* Uncovering Passion and Purpose
* The Roll of Long Term Service as Part of a Rewarding Career
* Applying to Long Term Service Programs
* Abundance on a Stipend: Dealing with Money Issues

Information will be available: <http://ngsmovement.org/workshops/>

*As you notice students who need these workshops please refer them to the NGS website.*

# Case Studies

Below are a few reviews of sessions that occurred during the pilot program, these examples represent one way to guide the student, there are no “right” answers, and every guide will use different techniques and bring unique experiences to the session.

## "Peaceful Patty"

**Goal of Session:** Wants more information on opportunities, is interested in the Peace Corps

**Sample Guide Techniques Used:**

Asked questions to help articulate North Star beyond “Join Peace Corps”: Why do you want to work abroad specifically? Who do you want to work with? What do you hope to learn? Ultimately she articulated that she *wanted to work on women empowerment projects in the developing world.*

Storytelling: Shared about my experience abroad, the challenges and rewards

We talked about other ways she could accomplish her goal (VSO, World Teach, fundraising for a paid service program)

She started talking about her fear of being rejected from PC, we talked about where that fear is coming from (the belief) and reiterated that there are several ways to accomplish her larger goal even if Peace Corps falls through.

## "Looking for Guidance Larry"

**Goal of Session:** He has a clear goal of working in “life-coaching tourism” and wants ideas for experiences (volunteer) that could offer skills needed to reach this goal.

**Sample Guide Techniques Used:**

Asked questions about what skills he would like to develop and what skills he already has to offer the world through a year of service.

Shared story from my friends that were AmeriCorps VISTAs at an outdoor education center for underserved youth.

We talked about his fear of not having money and explored his beliefs around money and creative ways he could live on a small stipend.

He wanted subsequent sessions so I assigned “homework” of looking for non-profits where he could learn life-coaching techniques or administrative skills needed for tourism.

## "Driven Debbie"

**Goal of Session:** She was offered a fancy job on Wall Street to begin after she graduates from an Ivy League school. She would rather do something meaningful, she is particularly interested in doing photojournalism as a means to bring social justice to women in India.

**Sample Guide Techniques Used:**

I shared about my experience as an AmeriCorps VISTA at a women’s recovery center and the skills I learned that were later useful when I traveled abroad.

I asked her about the skills she was looking to develop.

Because she has a specific interest in working with a specific non-profit in India on photojournalism we talked about creative ways she could fundraise and create a service year program for herself.

In the session she shared about the pressure she is feeling to make money and have a “high profile job.” I asked her to imagine 2 situations (1- taking the wall street job and 2- doing service she is passionate about) and what the potential outcomes and satisfaction would be. Then we discussed the way her parents would react and ways she could frame the conversation with them.

# Operations

1. Student comes to the NGS Movement website and signs up for a session
2. Student is matched with a guide. Guide will receive an email with the students intake answers.
3. Within 48 hours, the guide **texts AND emails** the student (you can use a Google voice number and the ngsmovement.org email- see technology setup document). In the communication, introduce yourself and offer a few times you are available to meet. BCC [anna@ngsmovement.org](mailto:anna@ngsmovement.org) (to confirm that the student has been assigned)

*Sample Message: Hi [Student Name], I am excited to hear about your interest in Service (NGS Movement), I’m [Guide name] your guide, I am available this Monday evening at 6:00pm PDT, is that a good time to chat?*

1. Agree on a time to meet over Skype or Google Voice. **Send a calendar invite**.
2. Hold a 30-45 minute session, reference typical session template
3. Guide completes Session notes **\*\*\*This is how the session gets counted:** http://ngsmovement.org/session-notes/
4. Guide emails student follow-up using the following template:

Dear Student,

*Guide writes short personal follow up including key take-always and links to resources that were discussed.*

The Next Generation of Service (NGS) is trying to create something new. We are innovating these techniques and developing resources as we work with students. As such, your feedback is imperative to the success of this program.

Please fill out the following survey, http://ngsmovement.org/post-session-feedback/

Keep in mind your feedback is confidential and we value your wisdom. The session feedback form asks if you would like a **second session**, students are invited to have as many sessions as they need during this journey.

We appreciate your interest in the NGS Movement and wish you the best of luck as you uncover your passion!