

HABITS of SUCCESS:



How do I support my scholars in achieving their goals?

How do we set them up for success in and out of school?
How do we set them up for success in college and career?

I. LIFE SKILLS

CONSIDER. There is a difference between being college-eligible and college-ready. There is also a distinction between academic skills and skills needed to lead and succeed in 21st century jobs. First, what does a 'growth mindset' mean to you? Do you have one?

What are some of the skills you have found most useful in your life?

How did you develop those skills?

What skills do you wish you were stronger at?

GROWTH MINDSET. Goals are greatly impacted by mindset¹. Your scholar's outcomes can be impacted by believing they can or cannot accomplish something. If they do not believe they can grow in knowledge or skills, that indicates they may have a fixed mindset. It helps to understand malleable intelligence, and that fortitude and problem solving determine more than natural ability as to whether they will be successful at something. Where they start, or the struggles along the way, is not where they have to end up!

“ People with growth mindset admire effort, for no matter what your ability is, effort is what ignites that ability and turns it into accomplishment. ” – Carol Dweck²

A. WHAT are life skills?

Mentors that have built good relationships with their scholars have a great opportunity to promote learning in various capacities. Below is an overview of some of the skills that will help equip your scholar for school, career, and life.

a. SOFT SKILLS

SOCIAL AND EMOTIONAL LEARNING. Emotional intelligence is the capacity to blend thinking and feeling to make optimal decisions. Social intelligence is relating and cooperating with others well. Learning these skills can reduce aggression and emotional distress, and increase positive attitudes and academic performance.³ They can be embedded in the activities, conversations, and experiences you have with your scholars.

| SKILL | Example for Building SKILL |
|--|---|
| Self-Awareness: ability to identify your emotions, tie thoughts and feelings to behaviors, and be reflective | Individual and one-on-one reflections, journaling |
| Self-management: the ability to self-motivate, have self-control, regulate emotions | Breathing exercises, visualization, choosing personal motivation and anger management strategies and practice implementing at appropriate times |
| Social awareness: showing empathy for others, understanding diversity | Service learning projects, role playing, social justice issue discussions |
| Relationship skills: ability to work cooperatively, resolve conflict | Problem solving practice, giving meaningful feedback, community building activities |
| Responsible decision-making: considering the well-being of self and others; evaluate consequences for various actions | Shared agreements, one-to-one problem solving, imaging oneself in the other person's position, "if...then" chats about possible outcomes of certain actions |

TIP: One of the most important things you can do to support social and emotional intelligence, is be an imitator of positive behaviors. More links to resources on this topic, such as 'How to give feedback' can be found [HERE](#)⁴.

LEARN MORE. The [Atlantic](#)⁵ and [GreaterGood](#)⁶ discuss the impact of social and emotional learning on college readiness. You can watch [VIDEOS](#)⁷ on the topic too at Edutopia.

CHARACTER COUNTS. Character strengths – in addition and often intertwined with the above skills – that are related to engaged, happy, and successful lives include some of the following:

- *Resilience*
- *Optimism*
- *Self-Control*
- *Curiosity*
- *Gratitude*
- *Empathy*

Empathy⁸ is the skill of listening and perspective taking, and drives connection. Empathy is useful in relationships and in solving today and tomorrow’s problems. Do research the concept with your scholar.

b. UNIVERSAL SKILLS. We will cover a few of them and how you might assist your scholar.

1. **Leadership.**⁹ Inspire others to act; listen well and often; serve and sacrifice for others and enable them to grow. Great leaders take risks and push through mistakes and challenges.
2. **Communication.** How information and emotions are shared; cooperation!
3. **Thinking.** Connect the dots; see beyond the present; explore and discover. This includes:
 - **Being Inquisitive.** Ask questions. Be curious about why things are the way they are and be flexible in seeking answers. Approach problems as a learner not a “knower”.
 - **Critical Thinking.** Getting to the root of issues, situations and problems; reason; evaluate information from different sources.
 - **Creative Solutions.** Uses multiple perspectives and the imagination to solve problems.

TIP: Read the book [Global Achievement Gap](#) by Tony Wagner if you are interested in learning more about these types of skills and what many people in the job market are looking for out of college graduates.

B. HOW do I help build these skills?

| | BUILD . . . | THROUGH . . . |
|------------------|------------------------|--|
| SOFT SKILLS | Social Intelligence | Social and Emotional intelligence <u>activities</u> ¹⁰ . When the situation calls for it, help them reflect on questions like <u>these</u> ¹¹ . |
| | Emotional Intelligence | <u>Start Empathy</u> ¹² has a toolkit and videos, such as ‘GreatKids Emotional Starts’, that describe ways to build empathy with youth. |
| | Character | Build on perspective and understanding through cultural experiences that are different than your scholars’. Encourage volunteering or getting involved in causes in the community. |
| UNIVERSAL SKILLS | Leadership | Step back and let your scholar work through some things themselves, such as a project/activity, without jumping in. Help them get involved in a sports team at or outside of school; or, gather other students to create a new club! |
| | Communication | Include them in planning activities. Model leadership by allowing them take the lead, showing you care about their ideas. Help them look into debate, the school paper, or helping with the year book. |
| | Thinking Skills | Create vision boards to works through ideas. Take a topic of interest, ask questions, and analyze different perspectives on it. Don’t be afraid to encourage your scholar to ask “What If” for solving problems, and to have imaginative, creative brainstorming sessions. |

TIP: You can find all sorts of fun activities for different ages at [MacMillan](#)¹³.

II. ACADEMIC EXCELLENCE

OVERVIEW. You can be facilitators and advocates for academic success by:

1. Connecting scholars with academic support services such as tutoring, libraries, and computer labs.
2. Getting to know scholars’ strengths and areas they can improve.
3. Build your skills, but recognize were you can help and where you instead can get an expert or someone with strengths in areas of scholar need.
4. Spend time doing fun social activities. Putting in time to have fun with them will help encourage and invest them in putting in the time to do the work.
5. Review scholars’ report cards together.

DO! SUPPORT GOOD STUDY HABITS. Support¹⁴ (p. 79) them in prioritizing and being self-disciplined. You can help them:

- Get organized! Use a binder, Word/Excel, etc. to keep track of school and college info.
- Manage their time! Help them keep a calendar and set priorities each month.
- Reflect¹⁵ on current study habits, and how they spend or wastes time.
- Integrate learning and study time into goal activities.
- Provide an atmosphere conducive to studying if they need help finding that.

CONSIDER. Think back to when you had to do homework.

**What do you remember about your feelings toward homework?
How do you think kids today feel about homework?**

DO! SUPPORT CONTENT GROWTH.

1. **Learning Styles.** Know their learning style so you can help and so that you can share with others. Your scholar can take a 'What is my learning style quiz'¹⁶. You can read about the styles here¹⁷.
2. **Research and Resourcefulness.** You might find something of interest, a topic they are studying at school, or a question they've posed. Research and figuring out HOW to do certain things like solve a problem or figuring out where to find certain resources – such as, “is there a book or organization that can help me learn how to garden?” – will be an important skill as they step into college and adulthood.
 - Google is a powerful tool and one they likely already use!
 - YouTube it to show them how they can find videos to support growth.
 - Go to the library and use online libraries to look up texts on the subject.
 - Ask questions that will help your scholar think of places they might go to actively learn, such as a museum or science center.
3. **Homework.** Roles you can play are helping your scholar think about their own knowledge and help them attain homework independence. Strategies¹⁸ (p. 76) include:
 - Clarify homework assignment objectives and instructions.
 - Activate prior knowledge (i.e. what have they learned previously or already know).
 - Model strategies: this might include active reading strategies, a think aloud of how you figured out what the question is asking and what you already know.
 - Help scholars reflect on their current work to help improve it.
4. **Tutoring.** There may be times where you can act as a type of tutor²⁰ (p. 71), and other times where you will want to help point your scholar in the right direction.

- Help them learn how to use resources in the library and online.
- Check with a teacher to see if there is tutoring offered at school.
- Research and share organizations that offer services that align with your scholar’s needs.
- Contact PSP office for help finding a tutor.

BE! A LEARNING BUDDY. Things to remember:

- You don’t have to be an expert to help.
- You can be an active listener, use questions and provide praise and express empathy.
- You can help them understand the assignments and organize their ideas.

PRACTICE. How might you help with these kinds of assignments below?

| SCENARIOS | |
|---|---|
| <p style="text-align: center;">Archaeology Video Assignment</p> <p>Name: _____ Date: _____</p> <p>Today we watched the video about the African Burial Ground, we saw Archaeologist working on the ABG site.</p> <ol style="list-style-type: none"> Write a description of what you observed on the lines below. Be sure to include specific details. For example: In your own words, define archaeology. | <p style="text-align: center;">Practice 5-1</p> <p>Add. Write each sum in simplest form.</p> <p>1a. $\frac{7}{15} + \frac{8}{15}$ b. $\frac{7}{8} + \frac{5}{8}$ c. $\frac{8}{9} + \frac{5}{9}$</p> <p>2a. $\frac{1}{4} + \frac{1}{3}$ b. $\frac{3}{5} + \frac{3}{10}$ c. $\frac{1}{6} + \frac{1}{2}$</p> <p>3a. $5\frac{1}{2} + 3\frac{1}{4}$ b. $2\frac{1}{6} + 3\frac{1}{2}$</p> <p>4a. $\frac{1}{2} + \frac{1}{4} + \frac{1}{3}$ b. $3 + \frac{1}{5} + 1\frac{7}{10}$</p> <p>Subtract. Write each difference in simplest form.</p> <p>5a. $\frac{5}{8} - \frac{3}{8}$ b. $\frac{11}{6} - \frac{5}{6}$ c. $\frac{19}{10} - \frac{7}{10}$</p> <p>6a. $\frac{7}{8} - \frac{3}{4}$ b. $\frac{7}{10} - \frac{2}{5}$ c. $\frac{11}{12} - \frac{3}{4}$</p> <p>7a. $3\frac{3}{4} - 1\frac{1}{2}$ b. $4\frac{6}{7} - 2$</p> <p>8a. $5\frac{1}{2} - 1\frac{1}{5}$ b. $8\frac{7}{9} - 5\frac{1}{3}$</p> |
| POSSIBLE RESPONSES | |
| <ul style="list-style-type: none"> ○ Ask about the video, why they watched it, or what they are learning about. ○ Say you don’t know much about it and ask your scholar to explain. ○ Jog their memory by asking follow-up questions or use questions to prompt description details. | <ul style="list-style-type: none"> ○ Ask if s/he has a book with examples ○ Provide paper to do the problem on ○ Encourage him/her to talk it out ○ Offer praise for putting in effort ○ Suggest getting on KHAN Academy or another resource to re-learn how to do the problem |

Source: Adapted from Education NorthWest Ongoing Training Manual¹⁹

DO! SHARE RESOURCES. What prep classes or free workshops are going on in your or your scholar’s community? What area do they need help in and what books might help them? Think of some of the online resources you use to learn things and share those with your scholar. [Udemy](#), [KHAN Academy](#), and YouTube are great resources for developing content knowledge or learning new skills. Look at this list of [sites](#)²¹ for learning new things and academic support [resources](#)²².

LEARN MORE: To go more in depth you can access more resources about these skills at [MacMillan](#)²³.

III. CAREER SKILLS

Scholars may interview for summer jobs or work-study jobs. They also will be applying to scholarships, internships or apprenticeships. Below are resources that you can use or share with your scholar.

RESOURCES. Introduce them to resources like those below. They can read or participate in webinars about resume building, networking, interviewing and much more! Additionally, community colleges and nonprofits often offer help with resumes and doing mock interviews. Use the information that follows to help inform your scholar’s searches on these sites.

- ✓ Idealist.org
- ✓ TheMuse.com
- ✓ HandsOnNetwork.org
- ✓ eCampusTours.com

A. INTERVIEWS

- **Practice interview questions.** The Muse²⁴ offers preparation tools you could adapt or check out CollegeGrad²⁵ for several questions and sample answers.
- **Introduce them to the STAR²⁶ method.** The S.T.A.R. method is a tool an interviewee can use to clearly and concisely answer questions during an interview. It includes:
 1. **Situation** – what was the specific situation? (the background)
 2. **Task** – what did you do to solve the problem? (the specifics, the role you played)
 3. **Action** – what specific action steps did you take? (what you did to solve the problem)
 4. **Results** – what was the outcome? (the results you achieved, lessons you learned)

Example questions to ask include: “Tell me a time you failed and how you overcame it?”, “Tell me about your biggest accomplishment”, or “Describe a situation where _____”.

- **Help them craft their** response to the common interview question: **‘Tell me about yourself’**²⁷.

B. RESUMES

- Collect achievements and involvement. Put in a Word doc or create a portfolio.
- Introduce them to parts of a resume²⁸.
- Think about action words that go with each task.
- Share some high school and college resume samples with them as a guide.

C. NETWORKING is a great opportunity to learn more about some of the things they are interested in.

First, help them connect. Think about goal-aligned ways they can grow and engage.

- Help them connect with professionals in the area(s) related to goals or interests.
- Connect with a campus student group and ask if you both can sit in on a meeting.
- Connect with someone, or an organization, to shadow after school for a couple of hours.
- Apprenticeships or internships usually exist for college students, but getting in touch could give them a chance at helping out a couple times a week and learning a new skill.
- Volunteer together in cause areas they care about and connect with others there.

Next, help them learn HOW to connect. In the process, you can allow them to take the lead and build good networking skills. You also teach them that hard work can go a long way!

- **Practice making phone calls.** Role play ways to introduce themselves and close out a call.
- **Practicing writing networking emails.** One day, your scholar is going to try to connect with someone for an informational interviews or a job. Standing out in the ocean of emails can help!
- **Practice writing ‘Thank You’s’.** Help them see the importance of maintaining relationships and showing gratitude.
- **Practice communicating.** They can practice sharing strengths and what they could offer others, teaching them to create opportunities for themselves and that networking is a two-way street. You could role play until they are ready to reach out to someone!

HIGHLIGHTS and ‘AHA’ MOMENTS. How can you apply two of the things you learned?

1. Soft skills, such as empathy, universal skills, and creative thinking are important for life-long learning and college and career readiness.
2. You can support good study habits and academic growth by connecting them to resources²⁹ or using a variety of strategies.
3. Resume building, interview practice, and networking will be valuable tools now and later!

END NOTES.

- ¹ Mindset Online. 2016. <<http://mindsetonline.com/whatisit/about/index.html>>.
- ² TEDx. Dweck, Carol, The Power of Believing that You Can Improve. (2014). <https://www.ted.com/talks/carol_dweck_the_power_of_believing_that_you_can_improve?language=en>.
- ³ Six Seconds, The Emotional Intelligence Network. "A Case for Emotional Intelligence in Our Schools", 2016. <http://www.6seconds.org/pdf/case_for_EQ_school.pdf>.
- ⁴ Edutopia, Social Emotional Intelligence, "Six Tips for Teaching Social Emotional Skills After School. (2010). <<http://www.edutopia.org/stw-social-emotional-learning-after-school-six-tips>>.
- ⁵ The Atlantic, "When Social and Emotional Learning Is Key to College Success". (2016). <<http://www.theatlantic.com/education/archive/2016/03/when-social-and-emotional-learning-is-key-to-college-success/471813/>>.
- ⁶ Greater Good: The Science of a Meaningful Life, "What is Social Intelligence?" (2006). <http://greatergood.berkeley.edu/article/item/what_is_social_intelligence>.
- ⁷ Edutopia, Social Emotional Intelligence, 2016.
- ⁸ Edutopia, Social Emotional Learning: 3 Videos on the Importance of Empathy. 2016. <<http://www.edutopia.org/blog/3-videos-importance-empathy>>.
- ⁹ Modgility. "5 Inspiring Lessons in Leadership from Simon". (2016). <<http://www.modgility.com/lessons-in-leadership/>>.
- ¹⁰ Imagination Soup, "Emotional Intelligence Activities for Kids", (2015). <<http://imaginationsoup.net/2015/07/23/emotional-intelligence-activities-kids/>>.
- ¹¹ Edutopia, Social Emotional Learning: Self-Assessment Inspires Learning. 2016. <<http://www.edutopia.org/blog/self-assessment-inspires-learning-lori-desautels>>.
- ¹² Start Empathy, Resources, 2016. <<https://startempathy.org/Resources/>>.
- ¹³ MacMillan English, Life Skills Resources, 2016. <<http://www.macmillanenglish.com/life-skills/resources/>>.
- ¹⁴ Mentoring Resource Center, "Making the Grade". (2005).
- ¹⁵ MacMillan English, Study Skills, 2016. <<http://www.macmillanenglish.com/uploadedFiles/wwwmacmillanenglishcom/Content/Campaigns/life-skills/resources/life-skills-lesson-study-skills.pdf>>.
- ¹⁶ MacMillan English, Study Skills: Learning Styles Quiz. 2016. <<http://www.macmillanenglish.com/uploadedFiles/wwwmacmillanenglishcom/Content/Campaigns/life-skills/resources/Life-Skills-For-Fun-Learning-Styles.pdf>>.
- ¹⁷ Learning Styles Online, "Overview of Learning Styles", 2016. <<http://www.learning-styles-online.com>>.
- ¹⁸ Mentoring Resource Center, "Making the Grade". (2005).
- ^{19, 20} "Ongoing Training for Mentors", (2006).
- ²¹ Medium.com, "The 37 Best Website to Learn Something New". (2015). <https://medium.com/life-learning/the-37-best-websites-to-learn-something-new-895e2cb0cad4#.s9icc7xjx>
- ²² Edutopia. "Transition Resources for Parents, Teachers, and Administrators. (2015). <<http://www.edutopia.org/blog/summer-learning-resources-matt-davis>>.
- ²³ MacMillan English, Life Skills, 2016.
- ²⁴ The Muse, "How to Answer the 31 Most Common Interview Questions", 2016. <<https://www.themuse.com/advice/how-to-answer-the-31-most-common-interview-questions>>.
- ²⁵ CollegeGrad, "Fifty Standard Interview Questions", 2016. <<https://collegegrad.com/jobsearch/mastering-the-interview/fifty-standard-interview-questions>>.
- ²⁶ Sisystem, Interview Tips: The STAR Method (2012). <<https://www.youtube.com/watch?v=W-rgkvyBpcs>>.
- ²⁷ Forbes, "'Tell me about yourself' — Why Job Interviews Really Ask That Question and Four Ways To Answer". (2015). <<http://www.forbes.com/forbes/welcome/#548a947f36f7>>.
- ²⁸ eCampus Tours, Career Exploration: Building Your Resume, 2016. <<http://www.ecampustours.com>>.
- ²⁹ Sylvan Learning, 'Learning Resources for Students', 2016. <<http://www.sylvanlearning.com/resources/resources-for-students>>.