

# JUNIOR STAFF

Cultivating Tomorrow's Club Professionals Today  
FACILITATOR'S GUIDE

**THE  
CLUB**



# JUNIOR STAFF

Cultivating Tomorrow's Club Professionals Today

## FACILITATOR'S GUIDE

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# HOW TO USE THIS GUIDE

Thank you for choosing the Junior Staff national program from Boys & Girls Clubs of America (BGCA). Because of your commitment, Club teens will have new opportunities to prepare for their future, particularly as it relates to choosing a career in a helping profession. Through the program, your Club can develop Boys & Girls Club members' interpersonal skills, work ethic and sense of community responsibility.

For years, Boys & Girls Clubs have promoted leadership development as a major goal of their programs. BGCA has revised the original version of the Junior Staff program to be user-friendlier, easier to implement, effective and fun. The content has been revised to provide youth participants ages 13 to 18 with age-appropriate skill-building opportunities and hands-on experiences in four areas:

- Career development
- Apprenticeship
- Customer service
- Community service

The booklet, *Be the Difference: Tips and Tools for Boys & Girls Club Junior Staffers*, is designed to supplement the program. With helpful hints to use on the job and more exploration of career interests and personal strengths, it is a resource teens can personalize and refer to long after the program ends. Note that the teen booklet is organized in four main sections that relate directly to the content of the four units in the facilitator's guide, so be sure to refer to the teen booklet often and encourage teens to use it as they participate in your Junior Staff program activities and sessions.

Here are some tips to help get the most out of the investment you are making in your Club's future through the Junior Staff program:

- **Create a setting that is fun and mimics a real-life work experience.** Recruit 15 to 20 teen members to participate in your initial group. Begin by administering the pre-assessment to all participants. As you review activities, you will find that participants develop fundamental skills through the group activities. These activities are easy to use and adapt as needed for your participants. For example, if teens have completed CareerLaunch, you may choose to skip Unit 1 that

focuses on career development. Just be sure that if you skip a unit or any of the activities, to read through the objectives. Be sure youth have had the opportunity to learn all they can to become successful apprentices. To help discover what youth have learned, conduct the post-assessment following completion of all four units.

- **Utilize peer leaders to conduct activities.** When possible, have older teens in the program conduct some of the activities for younger participants. This provides an opportunity for taking a leadership role, demonstrating presentation and other communication skills. Provide youth with the activity at least one week in advance so they have time to practice and ask any questions.
- **Introduce Junior Staff members to multiple roles in the Club as interns.** Make sure to vary the Club areas in which Junior Staffers participate so they are able to shadow different Club professionals and experience the different career opportunities a Club has to offer. Invite them to participate in trainings and meetings with staff or even board members. Participants will learn a great deal and your staff will gain important insights.
- **Offer recognition.** Junior staff members need to be shown appreciation for the work they do on behalf of the Club. Arrange for Junior Staff shirts, pins and other apparel. Provide words of praise, incentives and Club-wide recognition. Put Junior Staff members' pictures up in the Club and recognize them at Club events.
- Boys & Girls Clubs of America is proud to partner with the President's Council on Service and Civic Participation by bestowing the President's Volunteer Service Award to deserving volunteers. Clubs are encouraged to use the award to recognize members, parents, Club and board volunteers who have demonstrated outstanding volunteer service and civic participation. This is a great additional way to reward your Junior Staffers. Go to [www.presidentserviceawards.gov/s/bgc](http://www.presidentserviceawards.gov/s/bgc) for details.

- **Use the forms in this guide to make implementation smoother.** The Tools section contains many helpful forms and resources that you can use as is or modify for your Club's purposes. Generate a Junior Staff job description or a clear set of expectations. Reinforce respect for the important role of Junior Staff by establishing a system for Junior Staff members to keep track of the hours they work, debriefing with participants regularly and reviewing members' achievements in a regular weekly or monthly meeting. Some of the forms included in this section are:

- project action plan
- Junior Staff application
- sample job descriptions

- **Decide when to begin community service projects.** While the Community Service unit is the final unit in the program, feel free to implement this unit in the way that makes the most sense for your group. In some Clubs, Keystone members are the first recruits for the program and already involved in community service activities. If that is the case, you may want to intersperse activities from Unit 4 throughout the program.

If already conducting community service projects, read the final activity in Unit 4 that discusses the CLUBService/AmeriCorps Initiative.

- **Include resource people in the program.** Other people in your community can support you as you organize and lead the Junior Staff program. Parents, teachers, helping professionals and business leaders in your community can all play a role. For example, use the resources within your community to find guest speakers and locations for community field trips.
- **Conduct icebreakers at the beginning of each unit.** Depending on the members of your group and how well they know each other, you may want to introduce icebreakers at the beginning of some of the units. The Tools section contains icebreaker suggestions for each of the units.



# UNIT 1: CAREER DEVELOPMENT - IS A HELPING PROFESSION FOR YOU?



# WHO AM I?

**Objective:** To help members identify more about themselves and their vision for the future

**Materials:** Folders with pockets and a writing pad, pens, *Be the Difference* teen booklet

**Estimated Time:** 30 minutes

**Suggested Ages:** 13 to 18

## KEY MESSAGE

Before making a career choice, it is helpful to learn as much about oneself as possible. For example, what does the future look like? What about dreams and aspirations? How can a career choice help in attaining dreams and meeting expectations? Those are the questions explored in this unit.

## ACTIVITY

1. Welcome the group to the program. Distribute the folders, pads and the *Be the Difference* teen tips booklet. Explain that the folder will be used to collect information that will help them in their role as a Junior Staff member and for learning about career choices in the helping profession. Tell the group that the *Be the Difference* booklet offers additional hints for success in their role as a Junior Staff member.
2. Begin by asking teens to list 10 facts about themselves. (e.g., *I received an award for running track, I was nominated for Youth of the Year, I can speak a foreign language, etc.*)
3. Explain that they are going to write an autobiography describing themselves 50 years from today. They should be sure to include information about their hobbies, where they will live, education, career, community service efforts (service is work or effort done by an individual or group that benefits another or the community), family and accomplishments. The 10 facts they identified should help get them started imagining who they will be in 50 years.
4. Ask volunteers to share what they discovered about their future.

## WRAP UP

Ask teens how this activity links to careers in the helping profession they may choose in the future.

Explain that what is learned about careers begins early in childhood and continues throughout life. That means, what happens at home, in school and in the Club prepares a strong foundation for the future. Look how it impacts who they envision they will be 50 years from now.

# OCCUPATION SCAVENGER HUNT

**Objective:** To learn about the skills, educational background and requirements for careers in social services

**Materials:** Pen, paper, "Occupation Scavenger Hunt" handout, computer with Internet or the U.S. Department of Labor's Occupational Outlook Handbook (<http://www.bls.gov/oco/>), prizes or other recognition awards

**Estimated Time:** Ongoing

**Suggested Ages:** 13 to 18

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## KEY MESSAGE

Many different types of jobs in the Club, schools and the community may sound interesting to teens. The more teens know about the training and education needed, earnings, working conditions and expected job prospects, the better choices they can make about potential careers.

## ACTIVITY

1. Distribute the handout to participants.
2. Provide access to the CareerLaunch Web site, [www.careerlaunch.net](http://www.careerlaunch.net), or the U.S. Department of Labor Employment Occupational Outlook handbook, <http://www.bls.gov/oco/>.
3. Select prizes or other recognition awards for the first person to successfully complete his or her handout.

## WRAP UP

Ask youth to share the careers they explored. Did they find something that interested them? If so, why did a particular career appeal to them? Is there a job in the Club that is somewhat similar? For example, a career in technology is linked to working in the Club tech lab.

# OCCUPATION SCAVENGER HUNT HANDOUT

Name: \_\_\_\_\_ Date: \_\_\_\_\_

*Note: If a computer with Internet access is available, log on to [www.careerlaunch.net](http://www.careerlaunch.net) or <http://www.bls.gov/ocol/> to research career information.*

Identify five careers in the helping profession that focus on serving youth:

- 1.
- 2.
- 3.
- 4.
- 5.

For **each** of the five occupations, answer the following questions:

1. What are three different job titles related to the occupation?
2. Name three places where someone in this occupation might work:
3. What training or other qualifications are needed?
4. What is the job outlook?
5. What are starting salaries in this occupation?
6. Name two sources of additional information:

# LIFESTYLES AND CAREER CHOICES

**Objective:** To help members evaluate personal lifestyle and priorities

**Materials:** “Lifestyle Considerations” handout, scissors

**Estimated Time:** 20 to 30 minutes

**Suggested Ages:** 13 to 18

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## KEY MESSAGE

As teens think about their future lifestyles, they will need to consider career choices that will support these lifestyles. Defining what lifestyle they want will be helpful in motivating teens to seek and plan for a realistic career or a lifestyle more in line with their career choice.

## ACTIVITY

1. Distribute the “Lifestyle Considerations” handout to each participant.
2. Ask teens to cut out the strips on the handout and shuffle the strips on the desk or table.
3. Now ask teens to arrange the slips in order of importance to them as individuals.
4. Help each participant identify his or her top three lifestyle factors.
5. Ask the group: Why is knowing the ranking of their personal lifestyle factor important in making career choices? Ask the group for some examples.

## WRAP UP

Taking into account lifestyle factors, ask teens to identify two career choices in the social service professions that would support their top three personal lifestyle considerations.

# LIFESTYLE CONSIDERATIONS HANDOUT

Cut the following along the dotted lines. Have each member arrange the statements according to his or her preferences.

\_\_\_\_\_

*A lifestyle associated with having a considerable amount of money and being socially prominent.*

.....

*A lifestyle that provides opportunities to participate in community activities and contribute to society.*

.....

*A lifestyle that provides security for my family and encourages participation in family activities.*

.....

*A lifestyle that considers leisure activities important.*

.....

*A lifestyle that provides an opportunity to live in different areas.*

.....

*A lifestyle that is easygoing, with few work pressures, regular hours and lots of time for family.*

.....

*A lifestyle of helping others.*

.....

*A lifestyle with few restrictions and a leadership role.*

.....

*A lifestyle oriented toward financial security and a need for financial, social and educational achievements.*

.....

# YOU DECIDE

- Objective:** To identify five primary decision-making styles  
**Materials:** Pencils and “Your Decision-Making Style” handout  
**Estimated Time:** 45 minutes  
**Suggested Ages:** 13 to 18

## KEY MESSAGE

Making decisions begins in infancy and continues throughout one’s life. The kinds of decisions we make change as life progresses. Decisions made as a teen do affect the future. For example, decisions made about education impact the future. It is important to recognize one’s personal decision-making style. This knowledge helps change behaviors so that teens can follow a process to make more intelligent choices.

## ACTIVITY

1. Write the following decision-making styles on the board. Ask teens to give you examples of each.

- **Delayer** – puts off making a decision
- **Pushover** – relies on others’ opinions to make a decision
- **Toss-of-the-Coiner** – someone who relies on fate when making decisions
- **Easy-Way-Outer** – waits for things to happen when making decisions
- **Planner** – considers all options, possible outcomes, advantages and disadvantages when making a decision

2. Ask them to think about the following situation and answer the questions.

You don’t have a car, so you ride to work with Cindy. Her father has a new job in another state and Cindy and her family will be leaving in two weeks. This means that you will have to decide how to get to work after Cindy leaves. What would you do?

- You immediately decide the easiest thing to do is to wait for Cindy to find you another ride.
- After waiting until Cindy’s last day of work, you start asking around for a ride.
- You make a list of possible ways to get to work and set timelines for following up on each.
- You think there’s a chance that Cindy’s father’s job might fall through, or something will come up to solve the problem for you.
- You don’t want to be blamed if you make a bad decision; so you ask your best friends if they think you should buy a used car.

3. Distribute the “Your Decision-Making Style” handout and ask teens to assess their personal style.

## WRAP UP

Ask teens to identify three decisions they made in the past week. Now knowing what their decision-making style is, would they have changed how they approached the decisions they made? Why or why not?

# YOUR DECISION- MAKING STYLE HANDOUT



Name: \_\_\_\_\_ Date: \_\_\_\_\_

<b>When I make a decision, I...</b>	<b>(1) Usually</b>	<b>(2) Sometimes</b>	<b>(3) Never</b>
wait until the last minute or until it is too late.			
don't ask others what they think; I make my own decision.			
do whatever my friends want me to do.			
do the opposite of what others tell me to do.			
do it before I have enough information.			
feel I can't change my mind if I don't like my decision.			
rarely carry out a decision once I make it.			
feel uneasy and unsure that I can make a good decision.			
choose the first thing that comes to mind.			
know it really doesn't matter what I decide.			
know things will work out one way or another.			
hardly ever think about the results of my decision.			
feel nervous and anxious.			

My decision-making style is: \_\_\_\_\_

# GOOD COMMUNICATION SKILLS

**Objective:** To summarize an event by giving an oral account in front of the group

**Materials:** Newspaper, timer, “Communication Skills” handout

**Estimated Time:** 50 minutes, plus two minutes per member spread over two or more days

**Suggested Ages:** 13 to 18

## KEY MESSAGE

Speaking in front of a group can be unnerving for some; yet if youth are going to be leaders in the Club and community, they need to practice good presentation skills.

## ACTIVITY

1. Distribute copies of major newspapers that provide detailed news accounts which members can use as the basis for their presentations.
2. If you have access to video equipment, you should set it up to record members’ presentations and allow time for viewing and critique.
3. Ask members to present a two-minute speech to the group based on the news account they selected. You may want to designate a timekeeper to make sure that each speech is no longer than the allotted time.
4. Divide members into pairs. Distribute the “Communication Skills” handout to each member. Assign one teen to complete the handout while the other member presents. Review the following pointers for speaking and listening:
  - a. Presenters should speak clearly; voice should be audible, avoid slang and repeated “ums or “uhs”; make eye contact and maintain good posture.
  - b. Listeners should let the speaker finish without interrupting; be active listeners and give good eye contact.
5. Give members time to prepare their presentation.

## WRAP UP

Being a clear and confident communicator is important when working in the Club and interacting in the community. Ask the group for examples of clear communication and when it is important in working at the Club (for example, sharing instructions for an activity or providing directions to parents on how to get to the arts and crafts room, etc.). Also, ask when good presentation skills might be needed in working with the community.

# COMMUNICATION SKILLS HANDOUT

Name: \_\_\_\_\_ Date: \_\_\_\_\_

*Check whether the person does the following.*

	YES	NO
<b>LISTENER</b>		
1. Maintains eye contact		
2. Positions body toward speaker		
3. Shows interest through facial expression		
4. Asks questions		
<b>SPEAKER</b>		
1. Seeks clarification when needed		
2. Uses clear words		
3. Voice is audible		
4. Avoids slang and “ ums”		
5. Answers are to the point		

# FIELD TRIPS FOR EDUCATIONAL OPPORTUNITIES

**Objective:** To allow teens to plan a trip to learn about educational opportunities that can support a career in service

**Materials:** “Project Action Plan” handout, telephone, computer with Internet

**Estimated Time:** Ongoing

**Suggested Ages:** 16 to 18 (for the field trip), 13 to 15 (for the presentation by older teens)

## KEY MESSAGE

Many colleges and universities have information that can be useful in learning about careers in service. This activity will help teens learn about scholarships and programs available at several local community colleges and universities. The peer leader can assign tasks to Junior Staff in organizing one of the following activities. Use the Project Action Plan (in Tools section) to help plan the event.

## ACTIVITY

Consider organizing one or more of the following activities:

- Host a college fair at the Club. Invite the entire membership to check out the programs and scholarships that are available from local colleges. The peer leader can help organize and conduct the event.
- Invite one or more representatives from local colleges, community colleges or human service programs to present information concerning scholarships, mentoring, etc., from their institution.
- Plan a field trip to one or more campuses (e.g., local university or community college) where members can explore careers firsthand.

Encourage members to list the questions they plan to ask during the activity. Make sure they cover a variety of topics.

## WRAP UP

Ask older teens to share highlights of their field trip with younger teens participating in the program. Encourage them to focus on the careers they learned about firsthand.

## UNIT 1 WRAP UP

Knowing your talents and skills, how you tend to make decisions, how to clearly communicate and how to investigate careers that may interest you, all contribute to your future success in a service career. This information about yourself is also important to know as it relates to your position as a Junior Staff member. Just think about it. If you do not feel confident about talents you have, it would be challenging to take on this leadership position.



## **UNIT 2:** **THE APPRENTICESHIP -** **MAKE THE MOST OF** **YOUR CLUB WORK**





# JUNIOR STAFF APPRENTICESHIP: GETTING STARTED

Before beginning the activities in this unit, review the information contained in this section. It will help to facilitate the apprenticeship process in your program. The following resources are included:

- **Seven Easy Steps to Getting Started**
- **Sample Club Job Positions**
- **Sample Interview Questions**
- **Candidate Interview Evaluation**
- **Apprentice Interests**

## SEVEN EASY STEPS TO GETTING STARTED

- 1) Recruit apprentices:
  - a) Get recommendations from staff and members.
  - b) Distribute flyers and posters to promote the apprentice opportunities.
  - c) Look for active members in Keystone Club and other teen programs.
  - d) Have interested teens complete the application (see the Tools section).
- 2) Conduct interviews:
  - a) Ask youth about their previous work in the Club.
  - b) Find out what past jobs they have done.
  - c) Ask about leadership opportunities held at school, church or other community agencies.
- 3) Plan leadership/service assignments:
  - a) Review applications of successful interviewees.
  - b) Meet with other Club staff about assigning teens to different areas in the Club.
  - c) Seek opportunities for teens to have a rewarding experience and accomplish valuable tasks.
- 4) Conduct a Junior Staff orientation:
  - a) Give a brief overview of Junior Staff program.
  - b) Give an overview of job assignments and staff they will work with.
  - c) Review the forms they will need in the job.
  - d) Have parental permission slip signed for teens to participate in the apprenticeship.
  - e) Discuss the following with teens: mission of the Club, supervision, dress code, attendance and expectations.
- 5) Begin activity sessions:
  - a) Select a peer leader from the participating teens.
  - b) Work with the peer leader in facilitating activities.
  - c) Empower the peer leader to lead icebreakers and coordinate activities with teens during sessions.
  - d) Follow up with the group to ensure that relevant learning points were grasped during the sessions.
- 6) Conduct staff meetings:
  - a) Involve Junior Staff in general staff meetings when appropriate.
  - b) In professional staff meetings, encourage Club staff to provide feedback concerning Junior Staff performance. Indicate what they are doing well (share this one-on-one with individual Junior Staff) and areas that are challenges. Discuss ways to deal with any challenges that will encourage Junior Staff.
- 7) Plan/implement recognition strategy:
  - a) Arrange for distribution of Junior Staff shirts, pins and other apparel.
  - b) Plan rewarding events such as pizza parties, award nights and trips to amusement parks.
  - c) Offer verbal praise.
  - d) Consider awarding stipends if possible.
  - e) Post participant names and pictures on a highly visible wall or bulletin board.
  - f) Have your Junior Staffers track their Club and community service hours so that you can recognize them with Presidential Volunteer Service Awards, [www.presidentialserviceawards.gov/s/bgc](http://www.presidentialserviceawards.gov/s/bgc).

## SAMPLE CLUB JOB POSITIONS

After leadership/service assignments are identified by staff, create position titles and descriptions for each assignment. Use the sample job descriptions in the Tools section as models. This will give members a clear idea of the duties involved in an assignment.

The following is a sample list of position titles and brief descriptions that can be expanded to include more specific information for the position at your Club.

- **Gym Assistant:** Conduct games with supervision of staff. Participate in the selection of age-appropriate games. Assist in designing and implementing a gymnastics program. Referee games.
- **Education Assistant:** Tutor others or teach educational games, assist in computer activities. Help with homework. Serve as library aide. Lead discussions about setting goals.
- **Social Recreation Assistant:** Conduct tournaments and special events. Assist day camp director in daily activities. Promote safety at all times.
- **Childcare Youth Supervisor:** Assist in supervising children, preparing meals, cleaning up the facility.
- **Recreation Youth Supervisor:** Assist in supervising youth, preparing snacks. Conduct daily storytelling session.
- **Concession Assistant:** Assist in selling snacks at the Club's concession stand.
- **Customer Service Coordinator:** Answer phones. Take messages. Check membership numbers or cards. Photocopy items needed for program activities. Greet members. Make announcements. Keep desk and lobby area clean and safe.
- **Arts Assistant:** Program assistant to the arts and crafts (or nature) director. Pour and scrape ceramic molds. Help members paint. Assist with dance group activities.
- **Technology Lab Assistant:** Plan and help schedule technology center activities; teach basic functions. Monitor the technology center.
- **Coatroom Clerk:** Check coats and book bags. Sign in members. Return lost belongings.

Other jobs may include:

- Program Aide
- Drama Club Assistant
- Teen Mentor
- Membership Clerk
- Environmental Education Assistant
- Assistant Receptionist
- Office Assistant
- Front Desk Clerk
- Peer Coordinator
- Peer Leader

## SAMPLE INTERVIEW QUESTIONS

The questions below may be useful in conducting an interview with potential Junior Staffers.

- Can you tell me a little about yourself?
- What do you do in your spare time?
- What are your hobbies?
- What type of books do you read?
- What are your future plans?
- Do you prefer working with others or by yourself?
- How do you feel about taking instructions?
- Do you like routine work or assignments that change regularly?
- What are your special abilities?
- What jobs/duties have you enjoyed most? Least? Why?
- Can you get recommendations from others with whom you have worked or served?
- What are your strengths? What are your weaknesses?
- What interests you about working here at the Club?
- Why should I select you as a Junior Staffer?
- What types of people rub you the wrong way?
- How would you describe yourself as a worker?
- What job would you choose if you were entirely free to do so?
- What do you like best about this job?
- What questions would you like to ask?

# CANDIDATE INTERVIEW EVALUATION

Use this form to assess the candidate after the interview. The form can be used individually or to guide a group discussion regarding the interview.

Name of applicant \_\_\_\_\_ Date \_\_\_\_\_

Address \_\_\_\_\_ Phone \_\_\_\_\_

Candidate for \_\_\_\_\_ Interviewer \_\_\_\_\_

Please check the most appropriate box in each area:

## APPEARANCE

- Professional attire
- Satisfactory personal appearance/hygiene
- Somewhat careless about personal appearance/hygiene
- Very untidy

## FRIENDLINESS

- Extremely friendly and sociable
- Warm and friendly
- Very outgoing
- Approachable, fairly friendly
- Appears distant and aloof

## POISE AND STABILITY

- Extremely well-composed, seems to thrive under pressure
- Self-assured, appears to handle difficult issues very well
- Poised in responding to situations
- Somewhat tense, is easily irritated
- Ill at ease, is jumpy and appears nervous

## PERSONALITY

- Outstanding for the job
- Very desirable for the job
- Satisfactory for the job
- Questionable for the job
- Unsatisfactory for the job

## CONVERSATIONAL ABILITY

- Excellent expression, extremely fluent
- Speaks clearly and to the point
- Average fluency and expression
- Tries to express self, but does a fair job at best
- Talks very little, expresses self poorly

## ALERTNESS

- Exceptionally keen and alert
- Quick to understand, perceives very well
- Grasps ideas with average ability
- Requires more than the average amount of explanation
- Slow to “catch on”

# CANDIDATE INTERVIEW EVALUATION (CONT.)

## GENERAL KNOWLEDGE OF WORK/ FIELD

- Has excellent knowledge of the field
- Well-informed; knows more than the average applicant
- Is as informed as the average applicant
- Fair knowledge of the field
- Poor knowledge of the field

## EXPERIENCE

- Excellent background and experience
- Background very good; considerable experience
- Average amount of background and meaningful experience
- Fair relationship between applicant's background and job requirements
- No relationship between applicant's background and job requirements

## DRIVE

- Appears to set high goals and strives to achieve
- Appears to strive hard, has high desire to achieve
- Appears to have average goals, puts forth average effort to reach them
- Appears to set goals too low and to put forth little effort to achieve
- Has poorly-defined goals and appears to act without purpose

## OVERALL

- Outstanding
- Above average
- Average
- Substandard
- Unsatisfactory

## THIS APPLICANT SHOULD BE HIRED:

- Yes
- No

State reasons for acceptance or rejection:

# APPRENTICE INTERESTS HANDOUT

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Place a checkmark by those activities that most interest you:

## GAMESROOM

- Run tournaments
- Lead games
- Teach new games

## FRONT DESK

- Answer phones
- Direct teens to appropriate area
- Assist with coat and bag storage
- Greet entering adults and members

## TECH LAB

- Ensure computers are logged in properly
- Remove all food and liquids
- Help members navigate to age-appropriate sites
- Establish schedule so everyone gets time in the lab

## LIBRARY

- Return books to proper place on shelf
- Assist members with homework or other assignments
- Read stories to younger members

## GYMNASIUM

- Referee games
- Keep score
- Support staff as coach to younger members

## ART ROOM

- Assist younger members with projects
- Set up and reorganize art equipment
- Organize area after activity is completed

## SNACK STAND

- Be attentive to customer needs
- Keep area neat and clean
- Ensure area is stocked appropriately

## GENERAL TASKS

- As a peer leader, facilitate projects with other members throughout the Club
- Serve as hall or bathroom monitor
- Promote Club mission among other staff
- Make presentations to other Club groups

# INTRODUCTION TO AN APPRENTICESHIP IN THE CLUB

**Objective:** To orient members to the Club's mission, methods and core program areas

**Materials:** Flipchart, markers, pre-boarded mission statement, purpose and "Core Program Assessment" handout

**Estimated Time:** 40 minutes

**Suggested Ages:** 13 to 18

## KEY MESSAGE

An apprenticeship is much more than being assigned an area in the Club. Apprentices model the same standards expected of professional staff. This includes understanding the mission statement and purpose of the Boys & Girls Club Movement along with why Boys & Girls Club professionals are so important to the Movement. This unit is designed to help Junior Staff understand their contribution to the organization and the Movement as a whole.

## ACTIVITY

### PART 1

Give a brief overview of the following:

- Mission statement and purpose of the Boys & Girls Club Movement
- The importance of effective Boys & Girls Club professionals, including:
  - professional performance standards
  - knowledge
  - skills
  - values and attitudes

### PART 2

1. Ask members to brainstorm their favorite activities at the Club. List activities on the flipchart.
2. Introduce and define the following methods, techniques and strategies utilized in the Club:
 

● guidance	● small group
● drop in	● large group
● long-term membership	● one on one
3. Ask members to match the activities they listed with the methods, techniques and strategies that were just defined. For example, if a member expressed an interest in playing pool, that would be considered a small-group activity and listed under Sports, Fitness and Recreation.
4. Divide the group into pairs (older member and younger member) and have members complete the "Core Program Assessment" handout, using their lists of favorite Club activities.
5. Encourage pairs to find a staff person to assist them with this activity.

## WRAP UP

After reviewing the activities identified by participants, ask teens what benefits members receive from coming to the Club (e.g., learn new things, feel good about themselves, develop confidence, etc.). What role does guidance play in the Club? How do Junior Staff members play an important role with Club members?

# CORE PROGRAM ASSESSMENT HANDOUT

		CORE PROGRAM AREAS				
		Education & Career Development	Character & Leadership Development	The Arts	Health & Life Skills	Sports, Fitness & Recreation
PROGRAM METHODS	One on one or Guidance					
	Small Group					
	Large Group or Drop In					
	Long-term Membership					

# WHAT TYPE OF LEADER ARE YOU?

- Objective:** To determine leadership style (Self Rule, People Rule or Hands Off)
- Materials:** Poster board and markers
- Estimated Time:** 20 to 30 minutes
- Suggested Ages:** 13 to 18

## KEY MESSAGE

We all know that leadership is important. The ability to influence, motivate and inspire positive actions in others is a skill needed in the Club, community, school and workplace. Many teens use their leadership experiences to enhance their college applications or help fulfill high school and community service requirements. Leadership qualities and skills can be learned, and there are many opportunities to practice as Junior Staffers.

*Note: an adult facilitator or a peer leader can lead this activity. You can also choose teens who are strong leaders in the Club to be guest speakers for this activity, particularly if you have a lot of younger teens in the group. Ask guest speakers to identify their leadership style and then discuss examples or stories that demonstrate their style.*

## ACTIVITY

1. Write each leadership style and definition on a poster and place each poster on a separate wall around the room.
2. Call out a description of a leadership style.
  - **Self Rule or Autocratic:** supervises closely, doesn't let anyone have a say in planning
  - **People Rule or Democratic:** allows members to express their opinions, listens to others, rewards team efforts
  - **Hands Off or Laissez-Faire:** uses very little control, lets team members make their own decisions
3. Have teens move near the sign which best describes their style.
4. Have teens name someone they think has this leadership style.
5. Once teens are under their chosen style, have them discuss why they like this leadership style. Give each one a chance to explain.
6. Give them the opportunity to move to a different sign now that they understand the styles better.
7. What style would they prefer their leader to use with them?

## WRAP UP

Encourage teens to discuss a leader they admire and describe some of the qualities they like about that leader. What similarities do they have in common with that leader?

Tell participants that as Junior Staffers they have an opportunity to practice their leadership style and develop the confidence of a great leader. The community service projects also provide great opportunities to take on leadership roles.

# COMMITMENT AT WORK

**Objective:** To identify what commitment means and how effective decision-making at work supports commitment to the job/Club.

**Materials:** Copies of “Commitment at Work” handout, pens

**Estimated Time:** 50 minutes

**Suggested Ages:** 13 to 18

## KEY MESSAGE

Commitment is a pledge to something or someone. Individual commitment to a group effort is what makes a team, company or community work well together and achieve common goals. Club members need to understand that commitment means being loyal and supportive of the Club and the people who work there. There are many ways to show commitment: honesty, dependability, and hard work. A sense of commitment is also demonstrated when youth recommend Club services to teens who are not involved in the Club.

## ACTIVITY

1. Write the word “commitment” in large letters on a flipchart.
2. Ask the group to brainstorm the kinds of characteristics a committed person has to their job. List these on the flip chart. Ask the group to describe behaviors or actions that demonstrate the words which are listed. For example: Dependability – *a dependable person is on time for work or an event.*
3. Have teens work in pairs or individually.
4. Distribute copies of the “Commitment at Work Worksheet” and have teens complete the scenarios.
5. Review each scenario, asking participants to discuss their responses.

## ALTERNATE ACTIVITY

A peer leader or staff professional can read the scenarios aloud and conduct a group discussion using the questions provided.

## WRAP UP

Discuss why a high level of commitment is important in Junior Staff members and professional staff in the Club. Commitment can be demonstrated in many different ways at the Club. On the job, Junior Staff members show commitment by showing up on time. They are prepared to go to work. They complete the paperwork necessary for their position. Ask the group for other specific on-the-job examples. Remember that you have to think first as an employee when it comes to commitment. You are part of a work team. When your commitment falters, it affects others on the team.

# COMMITMENT AT WORK HANDOUT

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## SCENARIO 1

Marie is a sales clerk in a clothing store. She does not like the clothes that are being sold in the store. She believes they are outdated and old-fashioned. Marie often comments to her friends, "I wouldn't be caught dead in those clothes. They are so ugly."

1. Is Marie showing loyalty to her employer? Why or why not?
2. What choices does Marie have?

## SCENARIO 2

Danny works at a restaurant from 6:00 a.m. to 3:00 p.m. on weekends. Friday night he went to a party and forgot to set his alarm clock for the next morning. His mom did not wake him up. Since Danny overslept, he decided not to go to work and he did not call in. Danny did not go to work the next day, either. His supervisor had already warned him that the next time he did not call in, he would be fired.

1. Is Danny's boss wrong for firing him? Why or why not?
2. Is his mom at fault? Why or why not?
3. If you were Danny, what would you do to prevent this situation?

## SCENARIO 3

Anthony is a Junior Staffer in the Club. Anthony does not like his advisor, James, whom Anthony believes is too strict and demanding. Anthony thinks that James does not understand the needs of teens at the Club. Anthony gets upset every time James asks him to do a task in the Club. Because he does not like the advisor, Anthony tells his friends not to join the Club.

1. Should Anthony just continue to perform assignments given to him by his advisor?
2. What would happen if Anthony did nothing at all?
3. Give examples of what Anthony could do to resolve this problem.
4. Does Anthony show commitment to his Club? Why or why not?

# GOOD LEADERS HAVE GOOD CHARACTER

**Objective:** To learn why strong ethics are essential for success

**Materials:** Photocopy and paste (or hand write) each of the scenarios below on separate index cards, pens, and pencils

**Estimated Time:** 30 to 45 minutes

**Suggested Ages:** 13 to 18

## KEY MESSAGE

In daily life and at work, many ethical dilemmas come up that require tough decisions. Teens can influence others and become powerful role models by showing good character in their leadership style.

## ACTIVITY

1. Divide teens into groups of three or four.
2. Give each group an index card with one of the scenarios below and ask the group to do the following:
  - Identify what issues that person faces and possible alternatives.
  - Ask the group to discuss the major issues in each scenario and what they think is the best action.

### Scenarios:

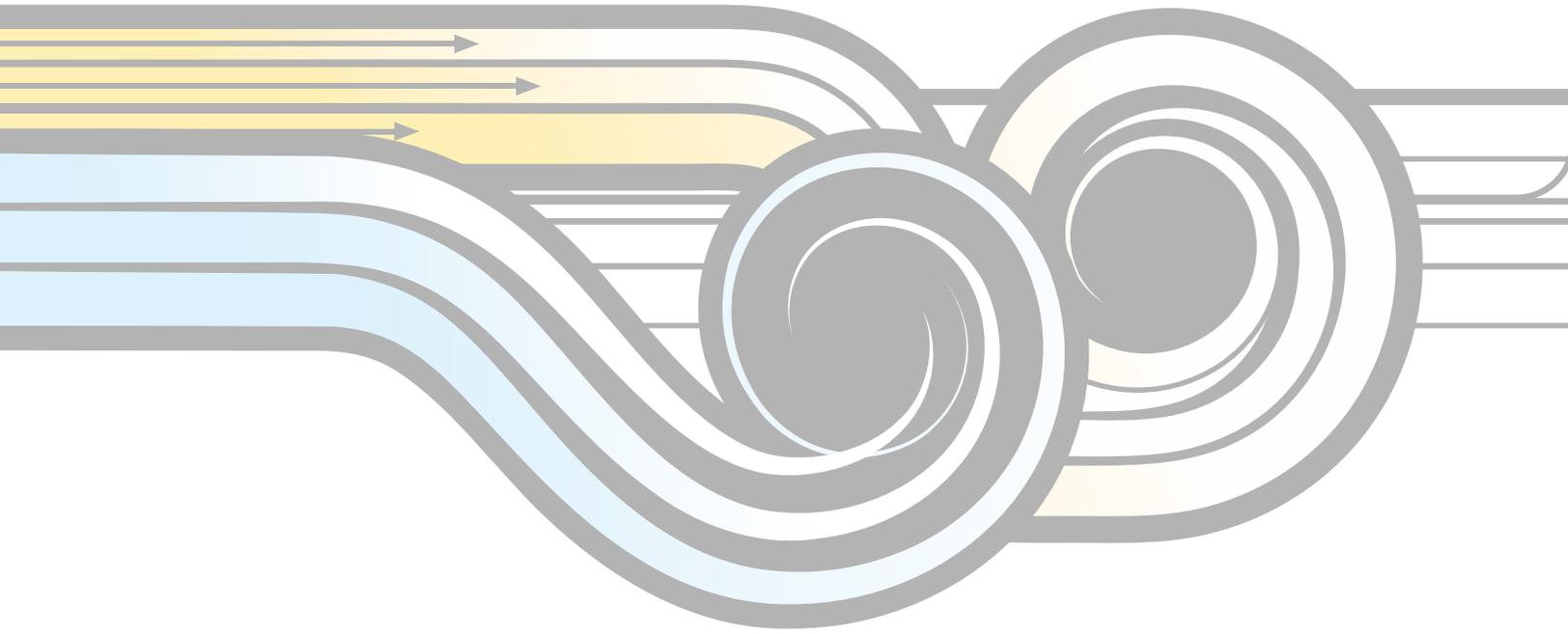
- A. You have a part-time job at a cell phone store. You see one of your classmates come into the store and slip out with an expensive phone charger under his jacket. What do you do?
- B. Your best friend is making fun of a new Club member. What do you do?
- C. You really want to go to a high school basketball game tonight because your friends will be going, but you signed up to work at the Club. The advisor is depending on you to help referee a match for the younger children. What do you do?
- D. You realize that the store clerk forgot to charge you for one of your grocery items. What do you do?

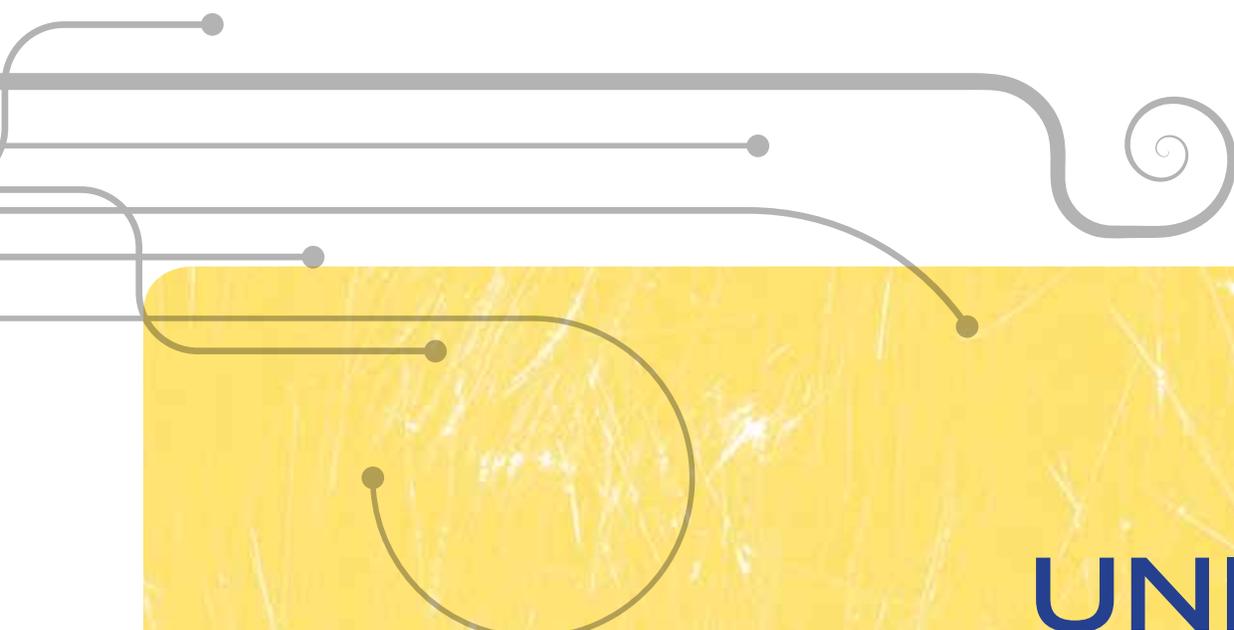
## WRAP UP

Ask the group how good character has an impact on their role as a Junior Staff person. Ask for specific examples. Is it hard to always try and do the right thing? Why or why not?

## UNIT 2 WRAP UP

As you have probably discovered by now, the role of a Junior Staff member is an important one. It involves an understanding of the mission and scope of the Boys & Girls Club Movement and how the interests and needs of Club members are reflected in the kinds of activities offered. Leadership, commitment and good character are essential in your role as a Junior Staff member.





# **UNIT 3:** **CUSTOMER SERVICE -** **IT'S ALL ABOUT THE CUSTOMER**





# IT'S HOW YOU SAY IT

**Objective:** To demonstrate the significance of nonverbal communications

**Materials:** Any age-appropriate movie video, pens, index cards, clock with an alarm

**Estimated Time:** 1 hour

**Suggested Ages:** 13 to 18

## KEY MESSAGE

Communication is an important part of any working relationship. Working in a helping profession is no exception. Sometimes when interacting with customers, teens may notice that what customers say does not match the nonverbal communication also taking place. The activity that follows is designed to help raise awareness about the importance of nonverbal communication in interactions with customers.

## ACTIVITY

### PART 1

1. Ask participants to brainstorm who their customers might be. Be sure the list includes Club members, parents, board members, community members, other staff, etc. Tell them that they are going to explore how customers communicate with them.
2. Have teens watch about five minutes of a video without any sound. Do not tell them the name or anything about the video.
3. Have teens discuss body language, relationships, emotions and feelings that they observed in the video.

### PART 2

1. Have teens select a partner.
2. Write the topics mentioned below on an index card and give the card to one partner in each pair.
3. Without sharing the topic with his or her partner, have each teen use nonverbal communication or body language (no talking) to describe the topic.

Examples of topics:

- Someone gave you a present
- Another teen said something rude that upset you
- You are bored
- Your parents grounded you for missing curfew
- You got a good grade in class
- You just got a new cell phone

# IT'S HOW YOU SAY IT (CONT.)

## WRAP UP

*How* someone says something is just as important as the actual words they use to convey a thought or feeling. Understanding this and being attentive to nonverbal communication will help teens in their work as Junior Staff members.

Eye contact is the most powerful of nonverbal language skills. Other nonverbal messages can be expressed in posture, hand usage when speaking, vocal tone and head movement. When working with customers at the Club, hearing what they have to say is important, but it is equally important to be aware of what is being said through body language. Ask program participants for examples they might have observed in the Club. For example, a sigh might mean someone is exhausted, relieved, frustrated or bored. Ask what the following nonverbal messages might mean:

- Turning red as a beet
- Refusing to speak
- Stomping out of the room
- Laughing nervously

# TELEPHONE ETIQUETTE

**Objective:** To demonstrate proper and improper telephone etiquette

**Materials:** Telephone, buzzer or bell and “Good Telephone Techniques” handout

**Estimated Time:** 45 minutes

**Suggested Ages:** 13 to 18

## KEY MESSAGE

The telephone is an effective tool to link businesses and your Club with their customers. Rude phone representatives create bad impressions for that business and send customers to other businesses.

## ACTIVITY

1. Ask teens to describe a time when they called a business and someone did not use good telephone skills. What impression did they have about the business? How do they want callers to be treated when they call the Club?
2. Set up a telephone on the table in front of the group.
3. Role play various techniques for answering the telephone using scripts in the “Good Telephone Techniques” handout.
4. Have teens role play the incorrect and correct responses.
5. Be sure to rotate, so everyone has an opportunity to answer the phone.

## WRAP UP

Sometimes, the most costly business mistakes happen in only four to six seconds upon meeting a new business contact on the phone. One hint about answering the phone: smile when you answer – it carries right through in your voice.

# GOOD TELEPHONE TECHNIQUES HANDOUT

Name: \_\_\_\_\_ Date: \_\_\_\_\_

*Say the following:*

**Junior Staffer:** "Good morning, this is Boys & Girls Club of Friendly. How may I help you?"

**Caller:** "May I speak with your Program Director, Jane Howard?"

**Junior Staffer:** "Will you please hold while I connect you?"

You learn that Jane Howard is not in the Club today. Practice the correct ways to respond to the caller using the following statements:

INCORRECT	CORRECT
"She is out."	"She is not in the office at the moment. Would you like to leave a message on her voicemail?"
"I don't know where she is."	"She has stepped out of the office. Would you like to leave a message on her voicemail?"
"She is in the women's room."	"She has stepped out of the office. Would you like to leave a message on her voicemail?"
"She hasn't come in yet."	"I expect her shortly. Would you like to leave a message on her voicemail?"
"She took the day off."	"She is out of the office for the day. Can someone else help you or would you like her voicemail?"
"She doesn't want to be disturbed."	"She is unavailable at the moment. Would you like to leave a message on her voicemail?"
"She is busy."	"She is unavailable at the moment. Would you like to leave a message on her voicemail?"

# INTRODUCTORY ROLE PLAY

**Objective:** To allow members to learn how to introduce themselves and others

**Materials:** “Role Play Exercises” sheets, scissors, glue, and index cards that have been prepared with information on the role plays

**Estimated Time:** 30 minutes

**Suggested Ages:** 13 to 18

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## KEY MESSAGE

Introductory skills do not always come naturally. They must be learned and practiced. There are certain expectations in the business community that can affect what others think about a teen’s growth and maturity. This activity teaches proper introductory techniques.

*Note: a peer leader can lead this activity.*

## ACTIVITY

1. Divide the group into small groups of three participants each.
2. Give each group a scenario. Have the group decide who will initiate the introductions and who will play the other roles.
3. Give each group three minutes to initiate a conversation based on the information they have.
4. After the group has conducted its conversation, distribute the matching Suggested Introductions card. Give them about three minutes to review the card and redo the conversation. Have them evaluate their conversation based on the new information.

## WRAP UP

Ask participants what they specifically learned. Where will they be able to apply what they learned?

# ROLE PLAY EXERCISES

<p><b>Role Play Introductions</b> <i>Prepare introductions for the following situations.</i></p>	<p><b>Suggested Introductions</b></p>
<p><b>A</b> John Davis is a college student working for the summer at your company. Tom Burke is in accounting. Characters: Yourself, John and Tom</p>	<p><b>A</b> Tom Burke, this is John Davis, a college student working for the company this summer. Tom is an auditor in our accounting department, John. <b>Explanation:</b> Introduce a younger person to an older person. You can do this by putting the older person's name first. Explain who people are when introducing them.</p>
<p><b>B</b> Pamela Barrett is a peer in your company; Peter Kahler is a peer in another company. Characters: Yourself, Pamela and Peter</p>	<p><b>B</b> Peter Kahler, this is Pamela Barrett, our Southwest sales representative. Pete is in sales with Dunn Systems, Pam. <b>Explanation:</b> Introduce a peer in your company to a peer in another company.</p>
<p><b>C</b> Carl Perkins, your neighbor, joins a group of three co-workers: Cynthia Nelson, Charles Hines and Gail Burns. Characters: Carl, Cynthia and Gail</p>	<p><b>C</b> Carl, I'm glad you came over! I'd like to introduce some of the people in my department at Curtis – Cynthia Nelson, Chuck Hines and Gail Burns. This is Carl Perkins, who lives in the apartment next door. Carl is an underwriter with Liberty Casualty. <b>Explanation:</b> When someone whom only you know comes up to your group it would be rude to continue talking without making an introduction.</p>

# ROLE PLAY EXERCISES (CONT.)

<p><b>Role Play Introductions</b> <i>Prepare introductions for the following situations.</i></p>	<p><b>Suggested Introductions</b></p>
<p><b>D</b> Jeff Andres is a vice president with your company; Jack Parks is a customer of your company. Characters: Yourself, Jeff and Jack</p>	<p><b>D</b> Jack Parks, this is Jeff Andres, a manufacturer’s “rep” with our company. Jack is a buyer for Southeastern University, Jeff. <b>Explanation:</b> Introduce a co-worker to a customer or client. Do this by putting the client’s name first.</p>
<p><b>E</b> David Wood is a retired colonel in the Air Force; Kathleen Waller is mayor of your town. Characters: Yourself, David and Kathleen</p>	<p><b>E</b> Colonel David Wood, this is Mayor Kathleen Waller. <b>Explanation:</b> Use a person’s official title when making introductions, even if the person no longer holds the title.</p>
<p><b>F</b> Walter Rogers, a manager with your company, joins you and a person whose name you’ve forgotten. Character: Yourself, Walter and unknown</p>	<p><b>F</b> This is Walter Rogers, a manager here. I’m sorry – I know your name so well but I’ve blanked it out. <b>Explanation:</b> Neglecting to make an introduction is a more serious social gaffe than forgetting a name. Admit the memory lapse; it happens to everyone.</p>

# MANNERS AT WORK

- Objective:** To reinforce the importance of having and using good manners in the workplace  
**Materials:** Copies of the “Manners at Work” handout and Answer Key, pens  
**Estimated Time:** 30 minutes  
**Suggested Ages:** 13 to 18

## KEY MESSAGE

Having and using good manners in the workplace is important because it makes customers feel welcome and respected. Knowing the right thing to do and practicing good manners not only reflects on youth but on the organization they represent.

*Note: an adult facilitator or peer leader can lead this activity.*

## ACTIVITY

1. Distribute the “Manners at Work” handout.
2. Give participants five minutes to complete the handout.
3. Using the answer key, present answers to each of the questions.
4. Allow participants to discuss their responses. Do they agree with the correct answers? Why? Why not?

## WRAP UP

Ask the group why good manners are so important in their role as a Junior Staff person. When is it hard to keep good manners in the forefront? Ask participants to discuss some examples they have seen in other places of business. What specific manners do they want to work on that would make them better Junior Staff members?

## UNIT 3 WRAP UP

You can deliver quality customer service in various ways. Being a good communicator, demonstrating good manners and telephone etiquette are just three ways you show quality customer service. If provided with good customer service, customers continue to come back to the place of business, whether it is a retail store or the Boys & Girls Club. Customers want to know they can trust you, that you create good feelings when interacting with them and that you know how to build relationships with them. Your customers want to know there are qualified, caring people who will help them solve their problems.

Sometimes you have to work with challenging customers. Your *Be the Difference* teen tip booklet has some tips on how to handle those kinds of situations.

# MANNERS AT WORK HANDOUT

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## ANSWER TRUE OR FALSE:

	1. You should never call your boss by his or her first name.
	2. It is better to make no introduction at all than to call someone by the wrong name.
	3. When introducing a person outside your company to a co-worker, introduce the visitor first.
	4. "How do you do" is the only appropriate response to an introduction.
	5. A man should wait for a woman to initiate a handshake.
	6. A woman should never open a door for a man.
	7. It is polite to converse with business associates about their interests.
	8. It is polite to converse with business associates about their health.
	9. If someone compliments you, a polite response is, "Oh, I didn't do that well."
	10. If you dial a wrong number, just hang up.
	11. Identify yourself to anyone you phone on business.
	12. It is polite to answer a phone with your extension number only.
	13. A visitor with an appointment takes priority over a telephone caller.
	14. You should not eat in someone's office without asking permission.

# MANNERS AT WORK HANDOUT ANSWER KEY

## ANSWER TRUE OR FALSE (KEY):

F	1. You should never call your boss by his or her first name.
F	2. It is better to make no introduction at all than to call someone by the wrong name.
T	3. When introducing a person outside your company to a co-worker, introduce the visitor first.
F	4. "How do you do" is the only appropriate response to an introduction.
F	5. A man should wait for a woman to initiate a handshake.
F	6. A woman should never open a door for a man.
T	7. It is polite to converse with business associates about their interests.
F	8. It is polite to converse with business associates about their health.
F	9. If someone compliments you, a polite response is, "Oh, I didn't do that well."
F	10. If you dial a wrong number, just hang up.
T	11. Identify yourself to anyone you phone on business.
F	12. It is polite to answer a phone with your extension number only.
T	13. A visitor with an appointment takes priority over a telephone caller.
T	14. You shouldn't eat in someone's office without asking permission.





# UNIT 4:

## COMMUNITY SERVICE - TAKE ACTION TO HELP OTHERS





# WHAT IS SERVICE?

**Objective:** To help members identify ways they could make a positive difference in the Club

**Materials:** Flipchart, markers, pre-boarded list of program areas in the Club, photocopies of the “Community Service Ideas” handout

**Estimated Time:** 15 to 30 minutes

**Suggested Ages:** 13 to 18

## KEY MESSAGE

Through their actions youth can make a positive difference in their Club and community. They may just need a bit of brainstorming time to realize how easily they can get involved in making the Club and community a better place.

*Note: A peer leader can lead this activity.*

## ACTIVITY

1. Ask members “What is service?” Write their ideas on the flipchart. After members have given their answers, provide the definition: “Service is work or effort done by an individual or group that benefits another or the community.”
2. Have the group brainstorm ways in which members could make a positive difference and help the Club or community. Ask the following question: “What things need to be changed to make the Club/community a better place?” List them on the flipchart.

*Note: Some ideas, such as “hire new staff” or “build a Club movie theater,” may not be feasible.*

3. After reviewing the list, ask how the group thinks Club members could contribute to improving an area. Then place a star by those items.
4. Ask members what specific things they would change at the Club or in the community? In the gym? At the local park? Go through all the ideas listed. Write their responses under the appropriate idea.
5. When the list is complete, review and allow the group to decide which items on the list would help members demonstrate their usefulness and make a positive difference in the Club and community. Put a star next to those ideas.

## WRAP UP

Review the “Community Service Ideas” handout for additional ideas.

# COMMUNITY SERVICE IDEAS HANDOUT

Name: \_\_\_\_\_ Date: \_\_\_\_\_

- Get involved with projects committed to the needs of the elderly and disabled.
- Sponsor a game night at a senior citizen home. Organize board games or conduct a group game modeled after a popular television game show.
- Develop a teen speakers' bureau for community presentations.
- Serve as mentor to younger children in the Club.
- Interview staff who work or volunteer in human service positions. Videotape the interview and share it with Junior Staff.
- Help plan and implement a recognition ceremony in honor of community professionals from the police, fire, health, government and business communities.
- Assist with Power Hour activities.
- Work as receptionist or staff assistant in other areas of the Club.
- Help plan a public speaking forum to assist members in making public presentations. Solicit the assistance of the local Toastmasters International organization, United Way Speakers' Bureau, community college or speakers' bureau at a local medical center.
- Conduct a local project that supports the National Keystone Project or the National Torch Club Project.
- Seek volunteer opportunities in different areas of the Club.
- Contact local volunteer service organizations or volunteer coordinators at local nursing homes and hospitals.

# PLANNING TO SERVE IN THE COMMUNITY

**Objective:** To help members determine what is needed to serve effectively

**Materials:** Photocopies of the “Community Service Ideas” handout from the previous activity, flipchart and markers

**Estimated Time:** 30 minutes

**Suggested Ages:** 13 to 18

## KEY MESSAGE

Leadership skills, the ability to make decisions and good communication skills all contribute to a youth’s ability to successfully become involved in service project activities. Remind youth of their strengths and interests as they explore project ideas.

## ACTIVITY

1. Create a list of reasons to serve by asking members the following questions:

- What was your favorite volunteer/service experience?
- What made this experience so memorable?

*Note: This list should guide members when planning a community service project to help others get involved and have a good experience.*

2. Ask members to review project ideas for addressing the problems they listed in the activity, “How Can I Serve?” (For example, deliver food or help feed the homeless at Thanksgiving.) If they cannot identify a worthy project, give the group copies of the “Community Service Ideas” handout to choose one.

3. Divide members into groups of four or five participants each and ask them to plan the project. They should identify:

- Who participates (include those giving and receiving service)?
- What they will be doing? (Do they need supplies?)
- When will the service project occur? (How long will it take?)
- Where will they serve? (For example, do they need a place to collect canned goods?)
- Why would others want to serve? (Members can advertise that the project will work with pets, or help children, etc.)

4. Allow enough time for members to present their project plans to the group.

## WRAP UP

Ask members how “do-able” their projects are. What barriers may come up that would need to be addressed? Usually, with some creativity, there are great solutions.

# HOW CAN I SERVE THE CLUB AND COMMUNITY?

- Objective:** To help members identify changes that would enhance their Club and community
- Materials:** Flipchart paper with heading, "Making a Positive Difference"
- Estimated Time:** 15 minutes
- Suggested Ages:** 13 to 18
- 

## KEY MESSAGE

A community is made up of people living in a certain area or section. Our Club and neighborhood are part of our community. You and all the other people in our community are important to each other. When people work together in a community, they can help make life better for everyone.

## ACTIVITY

1. Brainstorm two lists of ideas: problems in the community and solutions that would make a positive difference in the community. (For example, teaching teens about the danger of drunk driving.) Create the lists by asking the group the following questions:
  - What problems do you see in the community?
  - What solutions do you see to address those problems?
2. Tell members they can help make their community a better place by being part of a community service project. A community service project is a task or plan for helping other people or improving the community.
3. Brainstorm a list of community service projects by using the lists of problems and solutions. Using the previous example, they might decide to focus on a drunk-driving prevention campaign.

## WRAP UP

Help participants focus on what they can do to solve an issue by asking how they and other Club members could directly address the issue.

# CAREERS IN COMMUNITY SERVICE

**Objective:** To help teens learn how to research career options in the helping professions

**Materials:** Index cards, pens or pencils, any brochures from the field visit host, permission slips, flip chart; computers for alternate activity

**Estimated Time:** 20 minutes

**Suggested Ages:** 13 to 18

## KEY MESSAGE

Participating in community service can introduce teens to potential careers. Many are not aware of the various service-related careers available. This activity will highlight well-known careers and note their impact on the community.

*Note: Don't forget field trip permission forms!*

*Suggested field trip options: hospital, nursing home, health care agency, social service department, police department, fire department*

## PRE-FIELD TRIP ACTIVITY

1. Tell teens they are going to take a field trip to discover opportunities in social services (careers that help people and communities).
2. Tell the teens where the field trip is going to occur.
3. Ask members to identify possible careers in community service they may discover on the visit.
4. Ask teens to come up with questions they would like to ask while on the field trip. List them on the flip chart.
5. Have each teen choose one of the questions and write it on an index card. The teens will be responsible for getting the answer to the question they choose.
6. Ask the teens to write their names on the index cards and collect them. Distribute the cards on the way to the field trip site.

*Note: You can enhance this activity and deepen your members' learning by having them research their chosen careers and lists of questions on the Internet, then sharing their findings with the larger group.*

## WRAP UP

Ask youth to share what they learned on the field trip. How many different jobs were discussed at the site? What specific career appealed to them? What qualifications are needed for the career? What have they learned as a Junior Staffer that would help them in the career highlighted on the field trip?

# CLUBSERVICE/ AMERICORPS INITIATIVE

**Objective:** To provide members an opportunity to give back to their Clubs and communities while earning an AmeriCorps education award for post-secondary education

**Materials:** CLUBService Project Site Application

**Estimated Time:** Ongoing

**Suggested Age:** 17 and older

*Note: If your Club has not yet been approved as a CLUBService project site, first complete the CLUBService Project Site Application and submit it to Boys & Girls Clubs of America (BGCA). Download the form from the Programs/ Education & Career Development page of [www.bgca.net](http://www.bgca.net).*

## KEY MESSAGE

The CLUBService program is a partnership with AmeriCorps that allows older Club members and young alumni an opportunity to commit to serving their community. In exchange for part-time (900 hours) or full-time (1,700 hours) service, participants earn education awards of up to \$4,725 to help with college expenses.

## ACTIVITY

1. Identify older teens or young alumni (between the ages of 17 and 24) who can commit to serve at least 10 hours per week.
2. Work with participants to determine service activities for their term. Any activity that directly serves Club members should be considered – refereeing, tutoring, art instruction, etc.
3. Work with each participant to choose a start date for service and complete the necessary paperwork in the *CLUBService Implementation Guide* (mailed to Clubs once they have completed and submitted the Project Site Application) to enroll each participant in CLUBService. Be sure to submit application to BGCA within 30 days of the chosen start date.
4. Provide ongoing training and supervision for each member and reap the rewards of a committed volunteer for your Club!

## WRAP UP

Hold recognition events for youth who receive the award.

## UNIT 4 WRAP UP

Youth have a direct influence in making a positive difference that can help their Club and community. By taking action in making their community a better place and by choosing a career in service, young people can make a difference. Through hands-on experiences with helping others in the Club and community, field trips to other service organizations and one-on-one guidance from Club staff, youth develop valuable work skills, learn to value service and prepare for future employment.





# TOOLS





# PRE- AND POST-TEST ASSESSMENT

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. List five jobs or careers in the social services or helping professions:

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_
- e. \_\_\_\_\_

2. What are some qualities or characteristics of a “Junior Staffer?” How can they help in the Club?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. What are some job positions in your Boys & Girls Club? List three job positions in the Club and briefly describe the responsibilities.

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_

4. What does community service mean to you? List two service projects that you and other teens can do to help your Club or community.

- a. \_\_\_\_\_
- b. \_\_\_\_\_

5. Good customer service is important in the Club and in any business because (complete this sentence):

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# ICEBREAKER SUGGESTIONS

## UNIT 1: WHAT'S MY CAREER?

*Preparation needed: Index cards with name of a career in a helping profession.*

As each participant arrives, tape a three-inch by five-inch index card on his or her back with the name of a career. Youth must circulate in the room and ask questions that can ONLY be answered with a YES or NO to identify clues that will help them find out the name of the career on their index card. EXAMPLES: doctor, social worker, Junior Staff person, etc.

## UNIT 2: JELLYBEAN JAMBOREE

*Preparation needed: A number of paper cups each containing one color of jelly beans, M&Ms or Skittles. Label each cup with a commitment characteristic, such as loyal, trustworthy, reliable, dedicated, positive, hard working.*

Give each participant an empty cup. Ask each person to go to the jellybean display and take one jellybean from each cup that reflects characteristics they believe they have as a Junior Staff member.

Ask each person to count how many jellybeans they have. Lead a short discussion on how this activity illustrates how much all Junior Staff members have in common through their commitment to Club work.

## UNIT 3: THE SIX-LETTER SOLUTION

*Preparation needed: Make copies of the following series of letters:*

B S A I N X L E A T N T E A R S

Distribute copies of the series of letters. Give these precise directions: "In the following line of letters, cross out six letters so that the remaining letters – without changing their order – spell a familiar English word."

After a few minutes – tell the group the word is "banana." The solution is simple enough if the directions are followed to the letter. Cross out the letters that spell "six letters," and you're left with the word "banana." Explain how listening plays a very important role in good customer service.

## UNIT 4: WHAT MOTIVATES YOU?

*Preparation needed: Label three different areas of the room with the numbers 1, 2 and 3.*

Have the group stand and tell them they will need to move to the number that best describes them each time they are asked a question.

Warm the group up with some basic, non-threatening questions such as: If you could pick today's dinner, would it be:

1. Pizza
2. Tacos
3. Fish

Ask the group these questions:

Do you...

1. Like to work alone?
  2. Like to work with many people?
  3. Try to make other people do what you want?
- 
1. Bore quickly?
  2. Feel really hurt with criticism from someone?
  3. Act in charge?
- 
1. Personally enjoy receiving an award for a job well done?
  2. Like to have a party to recognize everyone's achievements?
  3. Not need awards for what you do?
- 
1. Like to work alone?
  2. Like to be part of a team or group?
  3. Like to be included in planning?

Ask the group members what they learned about themselves. Why would it be important to have a diverse group or committee working together but possessing various skills, rather than all being the same?

# JUNIOR STAFF APPLICATION FORM

Club \_\_\_\_\_ Date \_\_\_\_\_

Name \_\_\_\_\_ Age \_\_\_\_\_

Address \_\_\_\_\_  
Street City Zip

Phone \_\_\_\_\_ Gender \_\_\_\_\_

In case of emergency, notify:

Name \_\_\_\_\_ Phone \_\_\_\_\_

Grade Level	School Name	Years Attended	GPA

Hobbies/sports/extracurricular activities:

Awards/achievements:

Previous work/volunteer experience:

References: (teachers, guidance counselors, employers, church officials, etc.; do not include relatives)

Name	Address	Phone	Relation

# JUNIOR STAFF PARENT CONSENT FORM

Name \_\_\_\_\_ I.D. No. \_\_\_\_\_

Club \_\_\_\_\_

I hereby give my permission for my son/daughter to participate in the selection process for the Junior Staff Internship program. I understand that there is an application, questionnaire and interview process for selection into the program.

I understand that this is a program offered by the Boys & Girls Clubs of \_\_\_\_\_ that will give my son or daughter the opportunity to gain experience in the world of work. I understand and give my permission for my son or daughter to participate in the volunteer work experience program, weekly recreational activities and trips, confidence-building sessions, peer counseling, educational activities, cultural events, and counseling and training.

I agree to support my child in his or her effort to achieve success in the Junior Staff Internship program, and to attend planned events for the duration of the program. I will also attend parent meetings or other events in support of my son or daughter as a Junior Staff member in training for the Boys & Girls Clubs.

Signature \_\_\_\_\_ Date \_\_\_\_\_  
Parent or Guardian

Signature \_\_\_\_\_ Date \_\_\_\_\_  
Junior Staff Candidate

Comments:

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*PLEASE NOTE: It is required that your son or daughter have a signed parent consent form in order to participate in the Junior Staff Internship program.*

*Thank you for your support.*

# SAMPLE JOB DESCRIPTION: PHYSICAL EDUCATION ASSISTANT

Name \_\_\_\_\_ Date \_\_\_\_\_

Supervisor \_\_\_\_\_

1. Check in and out daily with your supervisor. Have your supervisor sign your timesheet.
2. If you have any questions about what is expected of you while working in the athletic department, ask your supervisor or your teen director.
3. It is your responsibility to keep the physical education department safe, fun and clean.
4. By working with the athletic director, you can show your leadership skills.

Duties may include but are not limited to:

- Set up and put away equipment
- Maintain equipment in good order
- Assist coaches with scheduled activities
- Keep scores and stats
- Make calls to parents or players when directed to do so by staff
- Clean bleachers and gym areas
- Ensure safety rules are followed
- Assist in planning activities for members

\_\_\_\_\_  
(Signature)

\_\_\_\_\_  
(Date)

# SAMPLE JOB DESCRIPTION:

## PROGRAM ASSISTANT

Name \_\_\_\_\_ Date \_\_\_\_\_

Supervisor \_\_\_\_\_

1. Check in and out daily with your supervisor. Have your supervisor sign your time sheet.
2. If you have any questions about what is expected of you while working as a program assistant, ask your supervisor or teen director.
3. It is your job to make the program area safe, clean and fun.
4. By working with the program director, you can show your leadership skills.

Duties may include but are not limited to:

- Help program director complete office work
- Take attendance of Club members
- Register Junior Staff hours
- Assist with typing, making copies, filing
- Make signs and post scheduled activities
- Supervise program areas and lead activities as requested
- Maintain program materials in neat and organized area

\_\_\_\_\_  
(Signature)

\_\_\_\_\_  
(Date)

# SAMPLE JOB DESCRIPTION:

## GAMESROOM ASSISTANT

Name \_\_\_\_\_ Date \_\_\_\_\_

Supervisor \_\_\_\_\_

1. Check in and out daily with your supervisor. Have your supervisor sign your time sheet.
2. If you have any questions about what is expected of you while working in the gamesroom, ask your supervisor or your teen director.
3. It is your job to make the gamesroom a safe, clean and fun place to be.
4. By working with the gamesroom staff, you can show your leadership skills.

Duties may include but are not limited to:

- Keep games and game tables clean
- Assist members in learning rules and playing games
- Help conduct tournaments
- Monitor video, DVD and use of electronic games
- Keep equipment organized and neat
- Supervise game area
- Assist with cleaning equipment and disposing of trash

\_\_\_\_\_  
(Signature)

\_\_\_\_\_  
(Date)

# SAMPLE JOB DESCRIPTION:

## ARTS AND CRAFTS ASSISTANT

Name \_\_\_\_\_ Date \_\_\_\_\_

Supervisor \_\_\_\_\_

1. Check in and out daily with your supervisor. Have your supervisor sign your time sheet.
2. If you have any questions about what is expected of you while working in the arts and crafts room, ask your supervisor or your teen director.
3. It is your job to make the arts and crafts room a safe, fun and clean place to be.
4. By working with the arts and crafts director, you can show your leadership skills.

Duties may include but are not limited to:

- Set up activities and materials
- Take attendance of Club members
- Assist in planning creative activities
- Assist members with completion of art assignments
- Clean up art room after activities and at end of day

\_\_\_\_\_  
(Signature)

\_\_\_\_\_  
(Date)

# SAMPLE JOB DESCRIPTION:

## COMPUTER ROOM ASSISTANT

Name \_\_\_\_\_ Date \_\_\_\_\_

Supervisor \_\_\_\_\_

1. Check in and out daily with your supervisor. Have your supervisor sign your time sheet.
2. If you have any questions about what is expected of you while working in the computer room, ask your supervisor or your teen director.
3. It is your job to make the computer room a safe, fun and clean place to be.
4. By working with the computer teacher, you can show your leadership skills.

Duties may include but are not limited to:

- Assist instructor in setting up for classes
- Assist members in computer sessions
- Keep classroom area clean and neat
- Ensure Internet safety standards are posted
- Ensure members have parental permission for Internet use
- Ensure members surf safe/proper Web sites while using Internet

\_\_\_\_\_  
(Signature)

\_\_\_\_\_  
(Date)

# SAMPLE JOB DESCRIPTION

## SWIMMING AND LOCKER AREA ASSISTANT

Name \_\_\_\_\_ Date \_\_\_\_\_

Supervisor \_\_\_\_\_

1. Check in and out daily with your supervisor. Have your supervisor sign your time sheet.
2. If you have any questions about what is expected of you while working in the swimming pool area, ask your supervisor or your teen director.
3. It is your job to make the swimming pool area a safe, fun and clean place to be.
4. By working with the swimming instructor, you can show your leadership skills.

Duties may include but are not limited to:

- Assist instructor with swim sessions
- Wash down pool area and windows
- Help conduct tournaments
- Monitor locker room activities (members should not hang out/play in area)
- Areas should be kept clean and neat (clean, dust and vacuum as needed)
- Turn off showers completely when not in use
- Record attendance of Club members

\_\_\_\_\_  
(Signature)

\_\_\_\_\_  
(Date)

# SAMPLE JOB DESCRIPTION

## FOOD COUNTER/KITCHEN ASSISTANT

Name \_\_\_\_\_ Date \_\_\_\_\_

Supervisor \_\_\_\_\_

1. Check in and out daily with your supervisor. Have your supervisor sign your time sheet.
2. If you have any questions about what is expected of you while working at the food counter, ask your supervisor or your teen director.
3. It is your job to make the food counter a safe, fun and clean place to be.
4. By working with the program director, you can show your leadership skills.

Duties may include but are not limited to:

- Help set up kitchen area
- Help set up lunchroom
- Clean up trash from area
- Clean tables
- Help distribute food
- Help monitor behavior in the area
- Instruct members to clean up their area
- Help with food service

\_\_\_\_\_  
(Signature)

\_\_\_\_\_  
(Date)

# SAMPLE JOB DESCRIPTION

## LEARNING CENTER/TUTORING ASSISTANT

Name \_\_\_\_\_ Date \_\_\_\_\_

Supervisor \_\_\_\_\_

1. Check in and out daily with your supervisor. Have your supervisor sign your time sheet.
2. If you have any questions about what is expected of you while working in the tutoring room, ask your supervisor or your teen director.
3. It is your job to make the tutoring room or library a safe, fun and clean place to be.
4. By working with the learning center director and program director, you can show your leadership skills.

Duties may include but are not limited to:

- Assist members with homework assignments as needed
- Test members in math, spelling, and reading when asked to assist
- Assist members in researching materials by using available books
- Take attendance when instructed to do so by staff

\_\_\_\_\_  
(Signature)

\_\_\_\_\_  
(Date)

# JUNIOR STAFF TIME SHEET

Name \_\_\_\_\_ ID No. \_\_\_\_\_

Club \_\_\_\_\_ Month \_\_\_\_\_

## ASSIGNMENT DAYS AND HOURS:

Date	Start Time	End Time	Hours	Site/Dept.	Junior Staffer's Signature	Supervisor's Signature
Total Hours						

*The time sheet is a means of tracking a member's hours of service to the Club.*

# JUNIOR STAFF INTAKE FORM

Name \_\_\_\_\_ Club \_\_\_\_\_

Address \_\_\_\_\_ Date \_\_\_\_\_

Phone \_\_\_\_\_ Age \_\_\_\_\_

School \_\_\_\_\_ Grade Level \_\_\_\_\_

Ask the candidate the following questions and record their answers:

I am interested in helping with: (check all areas of interest)

- |                                      |                                    |  |                                     |
|--------------------------------------|------------------------------------|--|-------------------------------------|
| <input type="checkbox"/> Tutoring    | <input type="checkbox"/> Computers | <input type="checkbox"/> Reading Aloud     | <input type="checkbox"/> Drama      |
| <input type="checkbox"/> Arts/Crafts | <input type="checkbox"/> Dance     | <input type="checkbox"/> Storytelling      | <input type="checkbox"/> Cooking    |
| <input type="checkbox"/> Gamesroom   | <input type="checkbox"/> Swimming  | <input type="checkbox"/> Photography       | <input type="checkbox"/> Child Care |
| <input type="checkbox"/> Tournaments | <input type="checkbox"/> Exercise  | <input type="checkbox"/> Song/Cheerleading |                                     |

Sports (list): \_\_\_\_\_

Other (list): \_\_\_\_\_

I believe I am successful in the following areas: \_\_\_\_\_

I would like to participate on the following days:

MON  TUE  WED  THU  FRI  SAT

## INTERVIEW QUESTIONS:

What do you expect to accomplish or gain from the Junior Staff program?

What strengths/skills do you bring to the program?

What is your major field of interest?

What volunteer or work experience do you have?

Why do you want to be a Junior Staffer in the Club?

Program Director Signature \_\_\_\_\_ Date \_\_\_\_\_

# JUNIOR STAFF EXIT FORM

Name \_\_\_\_\_ ID No. \_\_\_\_\_

Club \_\_\_\_\_ Date \_\_\_\_\_

Date of Completion \_\_\_\_\_ Junior Staffer attended \_\_\_\_\_ weeks

Indicate the hours of service in which this Junior Staffer participated in the following areas:

- |                                   |                                  |
|-----------------------------------|----------------------------------|
| _____ Volunteer /Field Trips      | _____ Teen Meetings              |
| _____ Sports/Recreation Area      | _____ Community Service          |
| _____ Technology Lab              | _____ Internship                 |
| _____ Training Sessions           | _____ Other                      |
| _____ Cultural or Arts Activities | _____ Education or College Fairs |

Junior Staffer participated in a total of \_\_\_\_\_ hours

Junior Staffer Completion Status: \_\_\_\_\_ Satisfactory \_\_\_\_\_ Not Satisfactory

Reason, if not satisfactory \_\_\_\_\_

Junior Staff Program Director's comments, recommendations and placement for a Peer Leader position:

Program Director Signature \_\_\_\_\_ Date \_\_\_\_\_





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OF AMERICA

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