

Take Charge! program



Prepared for: Internal/External

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Executive Summary

Inspire your young people to become more motivated and responsible to succeed on the road of their own personal journey. When your youth receive the skills and tools to self-author and self-manage their own lives they will be empowered to receive help and support more positively. Enhance the success of and assist to sustain your current and future initiatives and youth support systems. Contribute to reduced suicide, depression and crime, among other benefits.

Purpose

This document outlines draft overview considerations regarding the Take Charge! (TC) program. Refer to further documentation and discussions for more detail as required.

Audience

Intended for persons internal to Tyde Solutions (TS) and/or external as appropriate, who are involved in discussions, decisions, development, reviewing and/or funding of a pilot program and/or subsequent programs.

Summary

It has been identified in various studies that more motivated and self-empowered youth contribute to reduced crime, suicide and depression, among many other benefits. If youth are able to self-author and self-manage their own lives, with the support of their community and other organisations, individuals and groups, this will largely contribute to their success and improvement in life. Self-planning their own personal and career goals with assistance from skilled mentors and groups, coupled with a positive state of mind and time management, among other tools that will be

provided to assist them, will contribute largely to their ability to excel to their greatest potential.

When youth develop greater positive self-motivation and planning skills, become focused on achieving self-set goals and become more self-managed and confident in their ability to succeed, the reputation of their school/tertiary institution and the success of many individuals and groups in the wider community will also be enriched.

It is for those reasons, among others, that TS have developed the modules included in the Take Charge! (TC) program.

Note: Suggestions and preferences documented are draft only until finalisation of program details and content is confirmed during the design phase or before as required.

Program participants

Modules are designed and focussed towards youth aged 15 to 25 years and beyond who are mature enough to participate in the program, to provide them with knowledge and tools to assist them to take responsibility for their own lives and decisions, and recognise their own abilities. Either while currently studying or

post-secondary school as applicable to each group, and in their futures.

The biggest gains may be realised from youth who are not currently fully motivated and clear of their life goals, and/or who may not have the external and/or financial support to assist them on their journeys. Or they may be experiencing various learning difficulties that the program may assist to improve with increased motivation and a stronger desire to achieve. However it is recommended a mix of motivated and less motivated youth take part in the program if they are available.

The more motivated participants will not only learn additional tools to fully assist them in their own journeys. They will provide interactive peer support to other participants during the workshops (under the guidance of the facilitators) when attending in mixed group sessions. This will also help to remind them that not all have the same opportunities, support and backgrounds as those more fortunate.

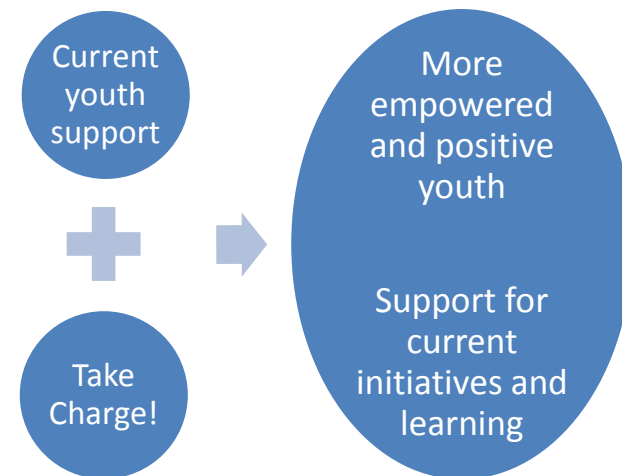
Approach and objectives - overview

Our main objective – to contribute to and enhance inspiration, well-being and success for youth.

TC is not intended to replace any of your current initiatives, mentoring or education programs or studies that focus towards positive improvement for your youth. It must FIT with your current youth support programs and people.

You know your youth better than us and each organisation may be different to others. It is for these reasons that:

- every program is designed uniquely for every client and their associated groups, individuals, goals and initiatives
- we work with you and your stakeholders of various groups to identify all needs and considerations of the initiatives, organisations and people in your current youth support system, and ensure our program fits with those needs
- we prefer your key mentors and support people assist with the program both in delivery and follow-up support where possible.



Project team

The following table represents some examples of those who may be involved in each project, and some applicable roles.

These are suggestions only, as the Project Team members and roles will be defined during the design phase, if not before.

Stakeholder	Role
Principal – Project Owner	Oversee and direct project. Collaborate with TS.
Teacher/s	Contribute to program design/facilitation.
School Administrator	Administer and co-ordinate project within school. Collaborate with TS.
Religious/cultural support	Oversee/contribute to cultural/religious requirements.
Parent co-ordinator	Contribute to parent considerations.
Student co-ordinator/assistant	Contribute to student considerations and needs. Assist with project design and facilitation.
Careers advisor/counsellors	Contribute to/assist with program design/facilitation.
External – speakers, community support/other	Contribute to program design/facilitation.
Employers/higher education/Police/local and national govt/community	Contribute to program design/facilitation.
Other considerations	
School values/policies	Include in design/facilitation.
Current curriculum	Include in design/facilitation.

Financial considerations

Further discussions with your organisation will provide options available regarding your investment for the design and delivery of TC.

Contact us to discuss your requirements, limitations (if any) and available options. Or refer to separate documents as indicated during further discussions.

Next steps

The following next steps are recommended:

1. Your organisation and associated stakeholders and support group to review this document and consider whether TC will provide benefit to your organisation and youth.
2. Advise TS of your interest in further discussions.
3. If so:
 - a. Provide TS with an overview agenda of your preferred discussion points and questions.
 - b. TS will forward a Non-Disclosure agreement for joint signatures prior to further communication to protect both parties confidentiality.
 - c. A face to face or remote online meeting will be arranged to discuss moving forward.
4. Further steps to be defined as required from the outcomes of the above points.

About the Program

Overview

Refer to the separate document, Program Outline Draft, for a summary of the available modules and expected outcomes. This document will be updated subject to further considerations and changes as applicable by TS, and review by your organisation.

The following points provide further details:

- It is required the program compliments current policies and principles, pedagogy and other requirements of your organisation.
- TC is not an accredited program, and may be delivered as 'extra-curricular' outside of normal study times (if current study is a relevant factor), or as agreed during further discussions.
- Further details of the program content, delivery style, process and templates etc are available on request.
- Program content and delivery must be approved by your organisation, during design, development and prior to delivery.
- All content and delivery is non-denominational. Therefore respect and sensitivity for each participant and organisation's religion/s and culture/s will be upheld and considered with all design, development and delivery, verbal and written. Where specific cultural and/or religious considerations are relevant, your organisation is to provide those details to TS and the appropriate support people as required for all phases from design to implementation.

How you are involved

As outlined above, we understand that every group of youth is unique, as is their community, and perhaps even culture and religion. Each group therefore has different needs.

Your organisation is also unique, and working with other groups and individuals to assist your youth in many areas. So although TC provides a sequence of modules, we are not a 'one size fits all' company and understand the importance of your involvement working with us.

We will work with you in all phases from the outset of the first discussions to a successful delivery, from design to completion and post assessment and beyond.

Therefore we will be requiring key stakeholders and support people to be available in all phases, including face to face workshops. We allocate time in the workshops (according to the finalised program design) for your support people to:

- introduce our facilitator
- speak as required to enhance any current initiative or project, and to support cultural and/or religious needs
- assist to motivate and guide participants
- provide needs to youth with special requirements
- perform other tasks as discussed and required.

Your support people may include:

- career advisors
- mentors and guidance counsellors
- principals and teachers
- parents
- cultural support
- religious support
- community support
- others eg
 - a local community speaker to provide their story for motivation and proof that they have achieved success
 - internal support speaker/s as determined during the analysis phase e.g. religious or cultural influences, careers support
 - peer willing to tell their story achieving a goal
 - peer who is motivated and willing to assist with design and facilitation (under the guidance of the facilitator and other people provided). This will assist in better acceptance of the program – ‘if my mate is helping it might be worth thinking about and making an effort’.

About Tyde’s facilitator

The program is designed, owned and facilitated by Sandra Vincent-Guy, of Tyde Solutions, author of *Take Charge: How can it get better than this?*, and inspirational speaker.

A separate document is available as a profile of Sandra’s personal background, challenges she met in life, professional experience and qualifications to validate she is the ‘right person for the job’ to

create, design and deliver TC to your needs, while working with your people to ensure total success. Refer also to <http://www.tydesolutions.com/about> for an overview.

About the workshop



Delivery

The program is highly interactive delivered in a face to face workshop with each participant and conducted in a group scenario with breakouts as appropriate to the delivery as per the finalised detailed program design. Delivery style is relaxed and casual yet professional, inspiring, motivating and empathetic to youth needs and age-group.

It may be delivered in your classroom facility or in another location that creates a motivating, relaxed and inspiring environment. Ask us for more.

Templates and tools

Worksheets and instructions are provided with each module covered as relevant to the finalised program. These will be available for each participant as templates for use in future self-reviews for further goal setting and motivation as they make changes throughout their lives.

Take Charge: How can it get better than this? book (in both soft cover and PDF versions) is provided free of charge to each student and stakeholder involved in the program (RRP \$24.99). Parents and others who are not directly involved in the program may also purchase this at discounted prices.

Program assessment

Discussions will ensue with your organisation regarding the assessment process required prior and after delivery. This will enable TS to make changes required for future programs, and to ensure each pilot program is reviewed effectively according to design requirements, and TS program outcome requirements.

Post delivery

If agreed during the program design phase as a requirement, an online tool will be designed according to your organisations requirements (or a process developed to utilise one your users are already familiar with) to enable self-review and future planning of goals. Note: this will be considered as a separate project.

It is preferred your organisation is available to work with the participants as follow-up support to workshops to ensure participants are utilising the skills and tools provided. It is also preferred the future programs will be delivered in-house by your staff members (if possible), with options of TS managing developments and assisting with other requirements post-delivery.

Further discussions will confirm requirements and options.

The phased process

To ensure total success and appropriateness of content and delivery, every program is designed uniquely (within the modules available) according to your specific needs, those of your youth, and all relevant projects and people who are working for the same outcome – success and well-being for your young people.

Each phase links to the next. We spend time with you to get it right! We...



Benefits and Value

Overview

The following diagram provides an overview of benefits provided by the program.



✓ *improve youth focus, motivation, self-management, planning and task management skills and decisions*

+ *support and utilisation of current resources, people and initiatives*

= *reduced unemployment, increase in retention during study and employment, improved community, improved well-being and success for youth and their families.*

What makes us different

There are several organisations which deliver similar coaching programs to adults, and some who provide those focussed to youth. None of these (as far as we are aware) provide:

- a design to implementation phased approach to ensure your organisations and youth needs are considered uppermost
- an optional Technology module
- option and/or assistance for online access for post program reviews by attendees
- the unique style and experience our facilitators provide, while being focussed entirely towards youth improvement with programs customised to your organisation's needs.

The value - ROI

Various studies have been conducted in NZ and globally regarding the benefits of motivational learning for youth. Some are highlighted below. Additional benefits are available on request.

The following information was captured to provide a high level reference to validate the need of a program similar to TC, and to assist the reader to make informed decisions regarding the potential return on your investment (ROI). This information and other considerations also contributed to the concepts of the program design, delivery and outcomes required.

Refer to the following pages for examples and references to studies and statistics regarding how motivation and self-authoring training for youth will provide various benefits to youth and the community.

Four examples of why TC will be of direct benefit are:

Improvement	Advantage
1. Reduced attrition rate - secondary and post-secondary studies	
<ul style="list-style-type: none"> • youth more motivated to learn in school • understanding what their key skills and career goals should really focus towards 	<ul style="list-style-type: none"> • more personal goal oriented focus during their studies • provide clearer post-secondary school planning and assist Career Advisors • selecting the most appropriate tertiary program appropriate to their attributes and goals will contribute to the reduction of the overall attrition rate in tertiary institutions
2. Reduced crime	
<ul style="list-style-type: none"> • more motivated young people will be guided towards more positive careers, goals and lifestyles • higher expectations of themselves will provide a more focussed future with positive rather than negative results • motivation, self-empowerment and management will flow positively to peers and the wider community 	<ul style="list-style-type: none"> • crime will be less of a consideration for the future - it will contradict constructive and progressive lifestyles and outcomes that will not align with their motivated and empowering knowledge of what is really possible to achieve, without limits • peers will be less inclined to commit crime • reduced cost to the community
3. Reduced suicide and depression	
<ul style="list-style-type: none"> • experience euphoric feelings of achieving goals • live a more positive future day by day while being able to adjust to changes and challenges easier as they occur, with support and self-review • realise goals can really be achieved in life 	<ul style="list-style-type: none"> • goals = more reason to live, and live positively • motivated and goal oriented youth will be less likely to consider suicide an option • depression will be replaced with excitement of success = depression will be reduced
4. Reduced unemployment	
<ul style="list-style-type: none"> • identify purpose in life, likes and dislikes • more motivated and goal oriented short and long term • improved planning and task management skills 	<ul style="list-style-type: none"> • contribute to selecting the employment path appropriate to their needs, likes and dislikes • increased sustainability in employment as appropriate to long term goals • reduce training in self-management and task management

Although some information was not available for the current year, the following facts and references should be considered:

1. Education Counts, NZ. Motivation and Achievement at Secondary School – 2009. The relationship between NCEA design and student motivation and achievement: A Three-Year Follow-Up. To investigate relationships between New Zealand's National Certificate of Educational Achievement (NCEA) and student motivation to learn.
<http://www.educationcounts.govt.nz/publications/schooling/50665>
2. Statistics NZ - Education and Pacific Peoples of NZ - 2010. Includes 'A literature search found that the key barriers to retention ranged from personal attitudes and a lack of motivation, to financial pressures and the learning environment'.
http://www.stats.govt.nz/browse_for_stats/people_and_communities/pacific_peoples/pacific-progress-education/tertiary-education.aspx
3. Australian Association for Research in Education – 1993. The effects of motivation training on approaches to learning and self-concept in female secondary youth.
<http://www.aare.edu.au/publications-database.php/888/the-effects-of-motivation-training-on-approaches-to-learning-and-self-concept-in-female-secondary-st>
4. University of Sydney, Australia – 2004. Changes in motivation over the final year of high school.
<http://www.cred.unisa.edu.au/jee/Papers/JEEVol5No2/Smith.pdf>
5. Youth exclusion, disengagement, and overall underutilisation in the labour market has short term costs to the economy, as well as long term impacts on society ...we estimate the expected **per capita cost of each NEET (Not in Employment, Education or Training) youth in NZ is approximately \$26,847** over the next 1-3 years. The analogous cost for the Auckland cohort is found to be higher, due largely to higher foregone wages...
<https://ideas.repec.org/p/aut/wpaper/201304.html>
6. 9 May 2013 - unemployment figures which show New Zealand's youth unemployment rates are still far higher than the global average, Labour's Youth Affairs spokesperson Nanaia Mahuta says.
"The latest Household Labour Force Survey shows the number of unemployed 15 to 24 year olds sitting at 16.1 per cent, up 12,100 to 60,900 since National took office".
<http://www.scoop.co.nz/stories/PA1305/S00150/unemployed-kiwi-youth-rate-no-cause-for-celebration.htm>
7. A Statistical profile of Young People in NZ – 'Adolescence and young adulthood is a critical time for developing skills and behaviours that help to determine future success in terms of educational qualifications, job prospects and the formation of meaningful relationships with others.
Young people face a number of decisions that can affect their long-term development and wellbeing. Having self-belief and a sense of control over their lives influences their life-choices and plans for the future.
<http://www.youthstats.myd.govt.nz/indicator/happy-and-confident/index.html>
8. Youth Connections initiative – Auckland Council 2014 – 27,200 or 1 in 5 youth in Auckland are unemployed at a cost of **\$28,891 each**

Further research provided:

- 31 mar 2011 - The **cost of keeping a male person in prison in NZ for 12 months is \$91,000** (\$249 per day). A female - \$135,000 (\$370 per day)
- **Suicide is the second most common cause of death for young people**, the first being motor vehicle accidents (Joyce & associates, 1994).
- Ministry of Justice figures from June 2012 to June 2013 show 541 suicides in New Zealand, including 34 in Northland, compared with 26 the year before.
 - The national number of suicides was six fewer than the previous year but still represented more than 12 people per 100,000 population. **We lose about 10 Kiwi lives every week to suicide.**
 - Maori youth suicide has dropped, with suicides among those aged 10 to 20 down from 46 to 26.
 - Chief Coroner Judge Neil MacLean's latest report on suicide rates, released last month, shows 541 Kiwis committed suicide in the last year. That was six fewer than the previous year, but still the average has remained stubbornly stable since 2007.
- Some studies have shown that **for every death by suicide, 200 people have attempted suicide and 400 other people have thought about it.** – the Gazette- Montreal, Canada
- Adolescence is the period in which the individual must **establish a sense of identity, overcoming role diffusion and identity confusion** (Erikson, 1950). The search for identity involves establishing a meaningful self-concept in which past, present, and future are brought together to form a unified whole. The adolescent who fails in this task will be susceptible **to indulging in a self-destructive activity, including suicide** (Baumeister, 1986).

These studies and references endorse that if at least one of your youth applied positive life changing skills which directly contributed to avoiding criminal behaviour and prison, the community would **save more than \$91,000 in one year.** Therefore, if ten youth experienced the same result, **\$910,000 would be saved in just one year.**

So, the ROI would be recognised financially at the very least. Reduced suicide and other benefits provide additional value for investment, some of a lot more value than money.

What if you do nothing?

What could be the cost to your organisation, community and youth as individuals if you don't enable your youth to participate in the Take Charge! program?

In addition to the information provided in this document you may benefit further by asking your own organisation and extended stakeholders and community some valuable questions that may include:

1. How effective are our current initiatives, youth education and support systems?
2. Will TC fill gaps in our current initiatives?
3. Are we doing enough to help our youth make decisions, take responsibility, become self-managed and focus on positive change for themselves?
4. How will youth motivation and self-management contribute positively to financial gain and/or the objectives of our current youth programs?
5. Will TC relieve pressure on our current team members who are striving to help our youth?

'Life isn't just about finding yourself, life is about creating yourself!'

--ANONYMOUS

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"Knowing is not enough; we must apply.

Wishing is not enough; we must do."

--JOHANN WOLFGANG VON GOETHE, AUTHOR

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