

## Performance Objective 2: Essential Subjects

### Enabling Objectives:

1. Understand Conflict Resolution methods
  2. Recognize signs of abuse
  3. Understand child psychology in the Young Marines
  4. Understand how to counsel fellow Young Marines
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1. Introduction. Essential Subjects are skills you should know to help you succeed in life. Being able to resolve conflicts or knowing what to say and how to say it when counseling are beneficial skills you will use throughout your life.

**\* NOTE \* Young Marine to Young Marine counseling should only be for Young Marine related issues. Counseling for other areas is the responsibility of the unit commander.**

### E.O. 1 Understand Conflict Resolution Methods

A conflict is a disagreement between people, groups, or even nations. In all cases, it takes a good conflict manager, or negotiator to make the peace. A good negotiator keeps some very important skills at hand to make the resolution good for all sides. For example, a good conflict manager will see a conflict as an opportunity, not another fire he/she has to put out. In most cases, there will be some good that comes out of a conflict, but it is the effective negotiator that brings out that good. Some important skills to use when you are resolving conflicts are:

- a. Focus on the issue, not the individuals involved.
- b. Find the common ground between the two individuals, and get cooperation from them with minimum noise.
- c. Learn to read situations quickly for this will detour many conflicts before they start.
- d. Hammer out tough agreements if need be, but settle them equitably.
- e. Avoid over using your skills in resolving conflicts. Don't be seen as overly aggressive and assertive unless the situation calls for it, and only as a last resort to resolving the conflict. Above all else, don't get in the middle of everyone else's problems. You are not expected to be part of the conflict, rather part of the solution.

### E.O. 2 Recognize signs of abuse

Abuse comes in many forms.

1. A deceitful act or corrupt practice.
2. Improper use or treatment.

### 3. Abusive language.

### 4. Physical maltreatment.

Within the above we can find signs of abuse by observing the physical, emotional, and even the financial wellbeing of those around us.

For example, an individual who never has money is selling off things they own, or they are making excuses instead of meeting their financial obligations, **may** be showing signs of abuse.

A child who has physical marks on their body such as bruises or cuts, **may** be an abused child.

Lethargic speech, sleeplessness, or even forgetfulness **may** be a sign of drug or alcohol abuse.

Abuse can attack anyone at any time.

In adults, it is usually brought on by some catalyst such as stress or illness.

Abuse in young adults and teenagers could be from the same catalyst, but could also be brought on by peer pressure.

Abuse in young children usually is the result of the above. Young children more often become the outlet for the rage and anger of those they have come to trust in their lives. Parents, teachers, babysitters, almost anyone in their life could be an abuser.

If you suspect abuse, **report it to the appropriate authority.** Do not attempt to handle these matters yourself, but let the professionals handle it. If you suspect abuse in the Young Marines, you should immediately report it to your unit commander, or another adult you trust.

## **E.O. 3 Understand Child Psychology in the Young Marines**

The Young Marines program handles children of both genders and a wide range of ages. Each age represents a distinct point in a child's development. The information presented is a general depiction of behavior and development for an average child from ages 8 to 18. This information is provided for general orientation. Remember, each child develops at their own rate and may not fit perfectly in the descriptions provided. All children respond well to sincere encouragement and praise.

- a. Eight -Year Olds (Ready for Anything). It is an exuberant age characterized by over estimation of their abilities. They usually delay somewhat in carrying out a request and may argue and find excuses, but finally obey, if you insist. They like a hint or cue better than full directions. Generally, they have the capacity for self-regulation, following rules, and concentrating. Their sense of right and wrong is emerging but still unstable and their concern with rules and structure is still emerging. Eight-year olds

exhibit a slightly diminished interest in the family and adults. They like proving their dependability, but cannot sustain a high level of performance for a very long time. They are generally good kids because they want to be and tend to exaggerate rather than lie. They have an excuse for every shortcoming, but will generally admit a wrong.

- b. Eight and Nine-year olds (Needs Direction and Reminders). At this age, Young Marines are easy to be around and less argumentative, however, they become sullen or cross when things do not go their way. If no issue is made, they eventually will accept the decision or direction. Nine-year olds are often willing to share responsibility and quick to blame others. Broods a lot about justice, fairness, and rights. Greatly dislikes being interrupted.
- c. Ten-Year Olds (Golden Age). Nearing the end of childhood, Ten-Year Olds are generally cheerful, enjoy obeying and are satisfied with themselves, parents and the world. They are constantly on the go, care for their own physical needs, completely, and use tools fairly well. They often act before they think and then are embarrassed. Tears come quickly, followed by giggles, and grudges are a thing of the past. They often adapt "what-the-heck" ways of exploring new things. They don't particularly get along with immediate juniors (6- to 9-year olds) or seniors (11- to 13-year olds). Ten-year olds tend to have a very self-righteous attitude that despises everything wrong with the world such as injustice, dishonesty, drugs, cigarettes, etc.
- d. Eleven-Year Olds (Beginning of Adolescence). This age marks new and intense behavior, impulsiveness, moods and curiosity. Eleven-year olds are in perpetual motion. They are generally happy, sociable, silly and charming. Morality and following laws and rules are a major concern. Hypocrisy by parents and adult mentors is closely scrutinized and they learn quickly that they are not perfect. They are searching for role models that they respect and want to emulate. When such a person is found they want to spend more time with them.
- e. Twelve-Year Olds (Awareness). Twelve-year olds begin to pull together all their skills and emerging political and social personalities take shape. They generally have enough self-confidence about "world" affairs that they will begin to discuss the affairs with adults. They are able to take some teasing good-naturedly.
- f. Thirteen- and Fourteen-Year Olds (Early Adolescence). Adolescence is a turbulent time for the adolescent and their families. Even Aristotle and Plato complained about adolescents. Physically, adolescents are entering puberty and all the worries that come with that period of life. Mentally, adolescents are struggling for an identity.
- g. Fifteen- and Sixteen-Year Olds (Middle Adolescence). Most girls and some boys are beginning puberty. Parent-adolescent conflicts continue. Peer acceptance is paramount leading to experimentation with cigarettes, alcohol and drugs. Relationships with the opposite sex and sexuality are all consuming affairs. Tends to be less moody and more independent-minded often rejecting and challenging criticism.
- h. Seventeen- and Eighteen-Year Olds (Late Adolescence). Seventeen and

Eighteen-year olds are reaching adulthood and becoming fully self-dependant. Relationships with the opposite sex become steadier. There is less conflict with parents. Peer group pressure lessens with enhancing friendships based on emotional support for girls and activities for boys. They begin to physically care for others and are capable of assuming greater responsibility for their actions.

#### **E.O. 4 Understand how to counsel fellow Young Marines**

1. Developing people to their highest potential is a basic leadership responsibility. Counseling is one means of accomplishing this. Counseling involves two-way communication between a senior Young Marine and a junior Young Marine to help the junior achieve or maintain the highest possible level of performance.
  - a. The counseling process involves supporting and reinforcing good performance as well as correcting deficiencies. It is a positive, forward-looking process that focuses on improving performance.
  - b. Counseling helps to keep Young Marine leaders and their Young Marines directed toward effective individual performance and thus, toward increased unit readiness and effectiveness. Counseling may also include personal counseling, but only as a means of influencing performance.
  - c. The initial counseling session should lay the groundwork for an effective, productive working relationship between the senior Young Marine and the junior Young Marine. It should be scheduled and planned (in advance) and should be designed to accomplish several objectives as follows:
    - 1) To make the senior Young Marine's expectations clear.
    - 2) To ensure that the junior Young Marine understands those expectations.
    - 3) To set goals or targets and make plans for the junior Young Marine to meet those targets.
    - 4) To convey the senior Young Marine's interest and concern.
    - 5) To help the junior Young Marine understand the senior Young Marine's leadership style.
    - 6) To motivate the junior Young Marine to achieve the highest possible level of (future) performance.
    - 7) To ensure that the junior Young Marine understands the mission and status of the unit and the junior Young Marine's primary and collateral duties.
  - d. Both the senior Young Marine and the junior Young Marine should prepare for the initial counseling session. The agenda should provide for a review of the mission and

status of the unit, the junior Young Marine's duties in the unit, and the targets that should be set for the junior Young Marine – both for the job at hand and for overall professional development.

## 2. Counseling Practices

Some counseling practices focus primarily on the nature of the performance that is expected of the junior Young Marine. Such practices include the following:

- a. Target setting - defining what the junior Young Marine will be expected to do as a result of the counseling session and setting the standards by which effectiveness will be judged.
  - b. Problem solving - analyzing the junior Young Marine's performance problems and developing solutions to them.
  - c. Planning for improvement - developing a plan to build on the strengths of the junior Young Marine or to overcome shortcomings.
3. Counseling practices are concerned with getting the most productive results from the counseling session. They may be used in target setting, problem solving, planning for improvement, or other aspects of the meeting. They include the following:

- a. Questioning - using a variety of questioning techniques to draw the junior Young Marine out or to clarify what is said or thought.
- b. Giving feedback - letting the junior Young Marine know what the senior Young Marine thinks about performance or summarizing what the senior Young Marine understands to be going on in the meeting.
- c. Active listening - interpreting what the junior Young Marine is saying and observing what is being done (identifying verbal or nonverbal cues that indicate thoughts or feelings that may not be expressed directly).

## 4. The Counseling Process

Counseling, if it is carried out well, benefits the senior Young Marine, the junior Young Marine, and the unit as a whole.

- a. The senior Young Marine benefits by knowing that the expectations are understood, that guidance has been provided toward meeting those expectations, and that there has been a significant contribution made to the development of the individual Young Marine - one of the most important responsibilities of the leader.
- b. The junior Young Marine benefits by knowing where they stand, what the senior Young Marine thinks of the junior Young Marine's performance - good or bad, and what must be done to reach full potential as a Young Marine.

- c. The unit benefits when all of its members give continuous attention to the effectiveness of their performance and work to improve performance wherever it can be improved, thus increasing overall unit effectiveness and readiness.

The senior Young Marine should also give some thought to the counseling approach that will be used during the session. This decision will depend on the senior Young Marine's assessment of the situation - the amount of time that the session should take, and if the counseling is because of a performance problem, the junior Young Marine's readiness to confront this problem.

The senior Young Marine should give some thought to the questions that may be asked during the session. While the session need not and should not be "scripted" in advance, the senior Young Marine may find it helpful to identify a few key questions on the most important issues for use in focusing the discussion.

## 5. Closing the Counseling Session

- a. Before the session ends, the senior Young Marine should take a few minutes to review and summarize the items discussed. The senior Young Marine asks for the junior Young Marine's comments to ensure that he/she understands the results of the session in the same way.
- b. As the session ends, a few words of small talk may again be in order. The occasion is not a social one, but in many ways it is a highly personal one. It is especially important that the senior Young Marine recognize this fact. It is especially important to end the session on a positive, encouraging, and forward-looking note.

## 6. Personal Counseling Notes

- a. These notes would benefit both the senior Young Marine and the junior Young Marine being led by serving as a quick reference in recalling the specifics of the counseling session between the junior and senior.
- b. It could just be an outline of the subjects discussed and guidance given. It would aid in ensuring the mutual understanding of responsibilities, expectations, and the direction of the junior Young Marine.
- c. These notes would also serve as an aid so that during future sessions topics are not repeated unless required, and both the junior Young Marine and the senior Young Marine see the improvement in the objectives previously set.

**PERFORMANCE QUALIFICATION REVIEW**  
**Performance Objective 2: Essential Subjects**

<b>E.O. No.</b>	<b>Enabling Objective Description and Performance Requirement</b>	<b>Authorized Evaluators Signature</b>
<b>1</b>	<b>Understand Conflict Resolution Methods</b>	
a.	Does the Young Marine stay focused on the issue and not the individual?	
b.	Can the Young Marine read situations quickly to detour conflicts before they start?	
c.	Is the Young Marine aggressive and assertive only when the situation calls for it?	
d.	Does the Young Marine understand that they are to be part of the conflict's solution and not the problem?	
<b>2</b>	<b>Recognize Signs of Abuse</b>	
a.	Can the Young Marine name two forms of abuse?	
b.	Does the Young Marine know when abuse can attack?	
c.	Does the Young Marine understand how peer pressure can lead to abuse?	
d.	Does the Young Marine understand what to do if they suspect abuse?	
<b>3</b>	<b>Understand child psychology in the Young Marines</b>	
a.	Understands that each child develops at their own rate	
b.	Understands that all children respond well to sincere encouragement and praise.	
c.	Can effectively discuss, with the aid of this manual, the 8 sections concerning ages of development.	
<b>4</b>	<b>Understand how to counsel fellow Young Marines</b>	
a.	Can name two objectives of an initial counseling session.	
b.	Understands what a follow-on counseling is and how often they are performed.	
c.	Can explain the differences between formal and in-formal counseling.	
d.	Knows who benefits from well-conducted counseling.	
e.	Can give one reason why it is important to keep personal notes from counseling sessions.	