

Course Syllabus

Character, Relationship Development &
Mentor Training Program (12 hours)

Session 1

- You are Not Special
- Why Talent, Good Looks, and High IQs are Overrated
- Life in Transition
- Failing Well
- Decision-making Skills

Session 2

- Grit & What It's All About
- Emotional Intelligence

Session 3

- Fighting for Others
- Negotiating Skills

Session 4

- Thinking for Yourself
- Critical Thinking
- Social Media Management
- Resume Building

Session 5

- Sex, Drugs, and Rock-n0-Roll
- Conversational Skills

Session 6

- Finding a Mentor

Session 7

- Marketing Yourself
- Financial Literacy

Session 8

- Living in the Moment (calming the chaos)
- Earning Everything
- Character Trait/Soft Skills Wrap-up

THE MARKETING OF YOU

A GUIDE TO CHARACTER DEVELOPMENT
FOR TEENS
(AND THEIR PARENTS AND MENTORS)



LOU GATTI

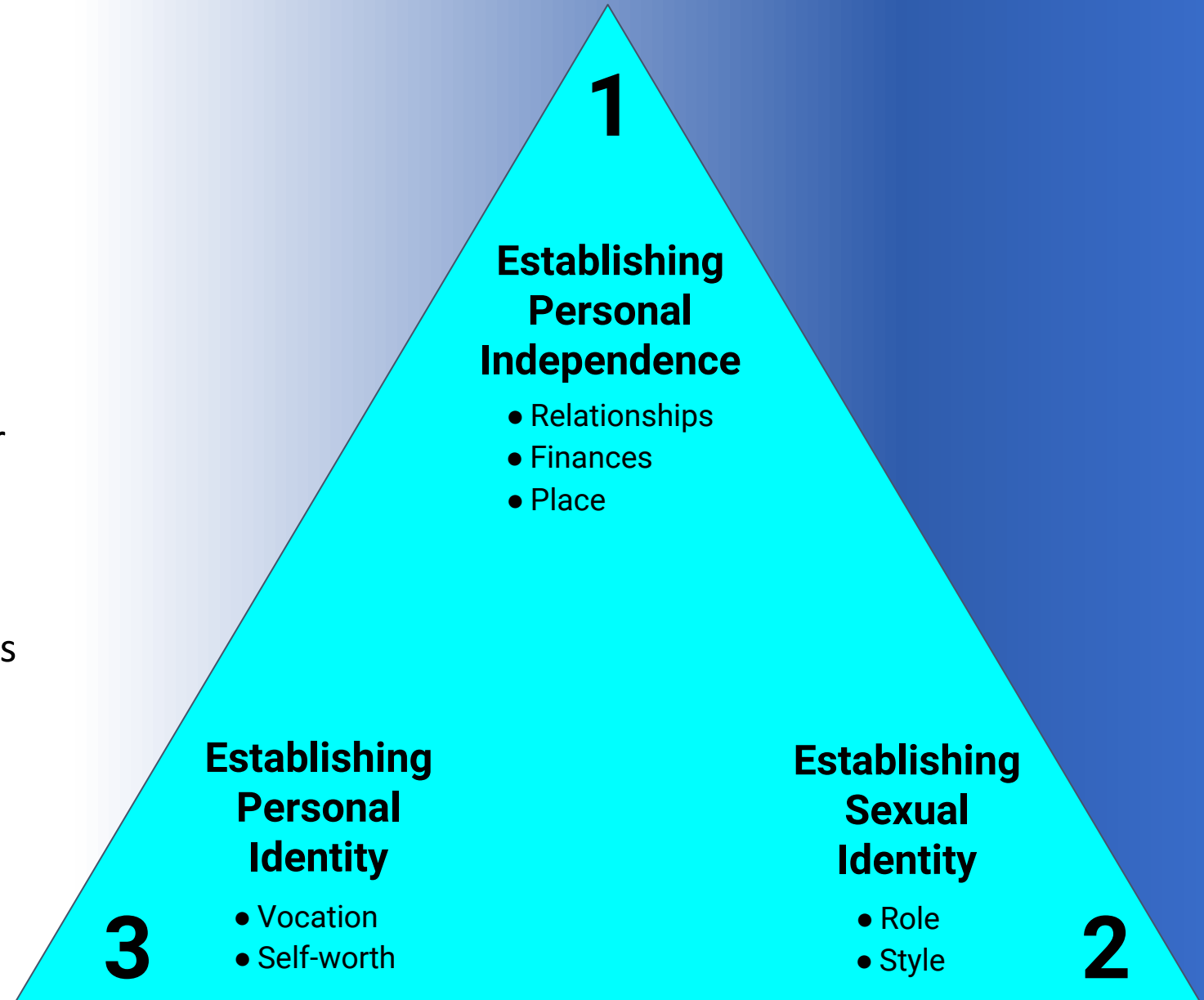
You are NOT Special

- The World does not revolve around you
- There will ALWAYS be someone faster, cuter, wittier than you
- Get over it!
- Just because you're NOT special doesn't mean you can't like yourself.
- Be the best version of yourself



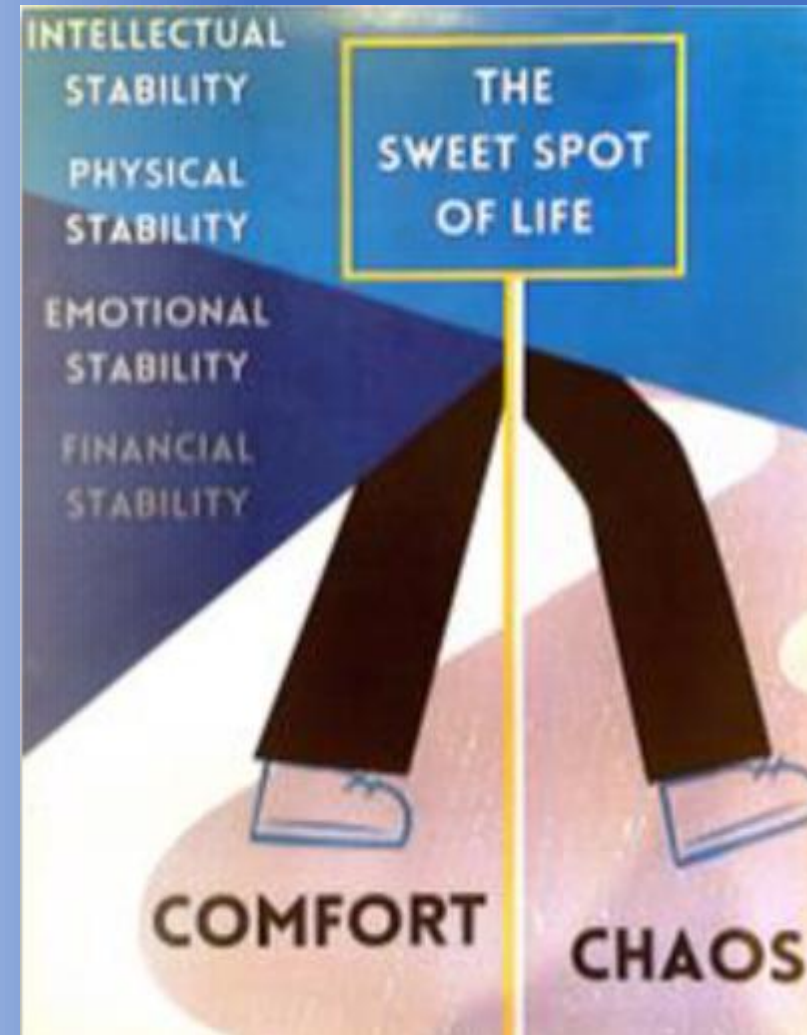
Life in Transition

- Embrace challenges - Live in the Moment
- Persist after setback - Fail Well
- See effort as a path to mastery - Think for Yourself
- Learn from criticism - Earn Everything
- Find lessons and inspiration in the success of other - Fighting For Others



Life in Transition

- Comfort
- Chaos
- Finding your Sweet Spot



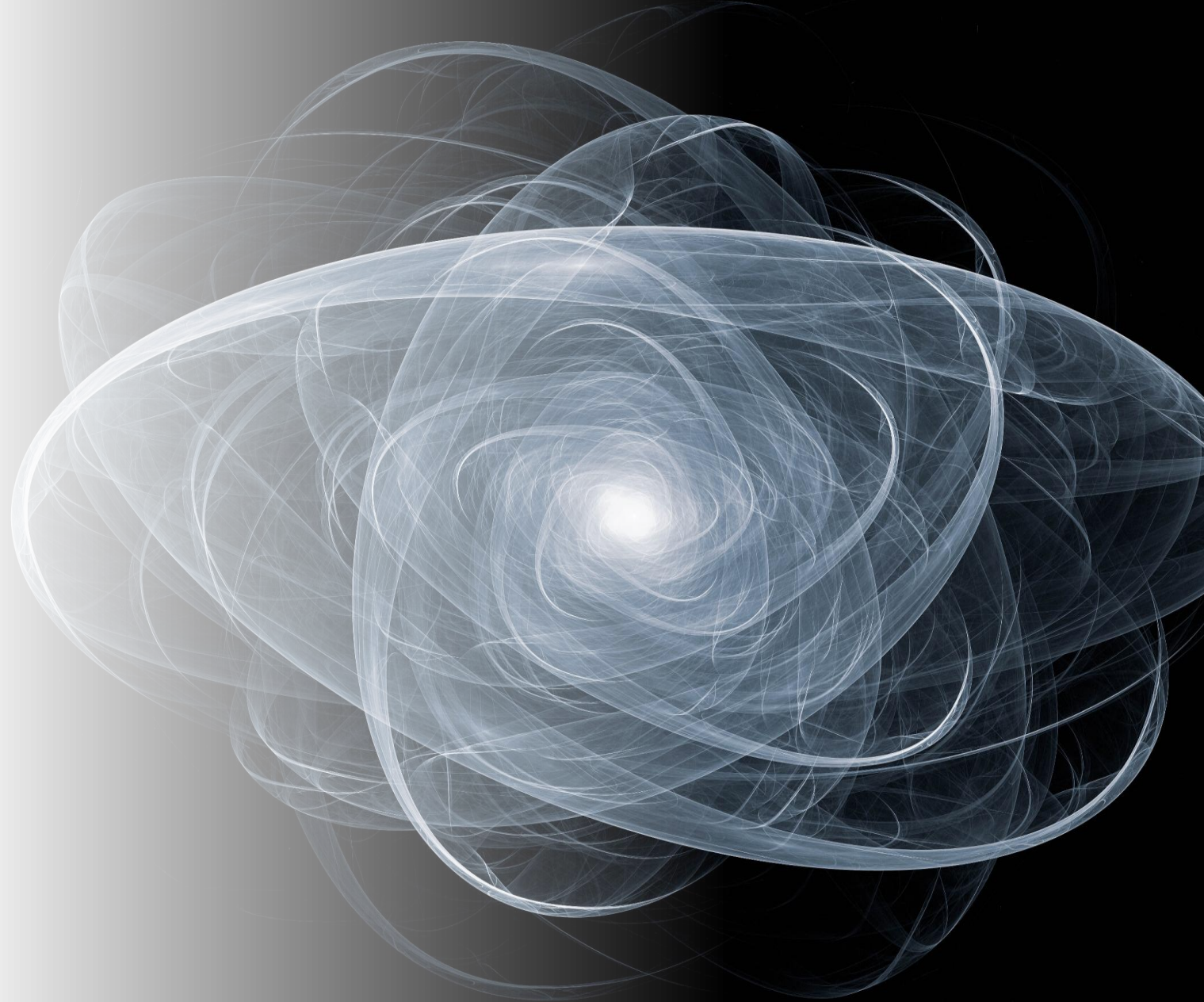
The Growth Mindset

- Embrace challenges - Live in the Moment
- Persist after setback - Fail Well
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The Five Core Principles

- **Failing Well**
- Fight for Others
- Think for Yourself
- Living in the Moment
- Earn Everything



Fail Well = Opportunity for Decision Making

Six Steps to Decision Making

Step 1 - Define the Situation

Step 2 - Set the Goal

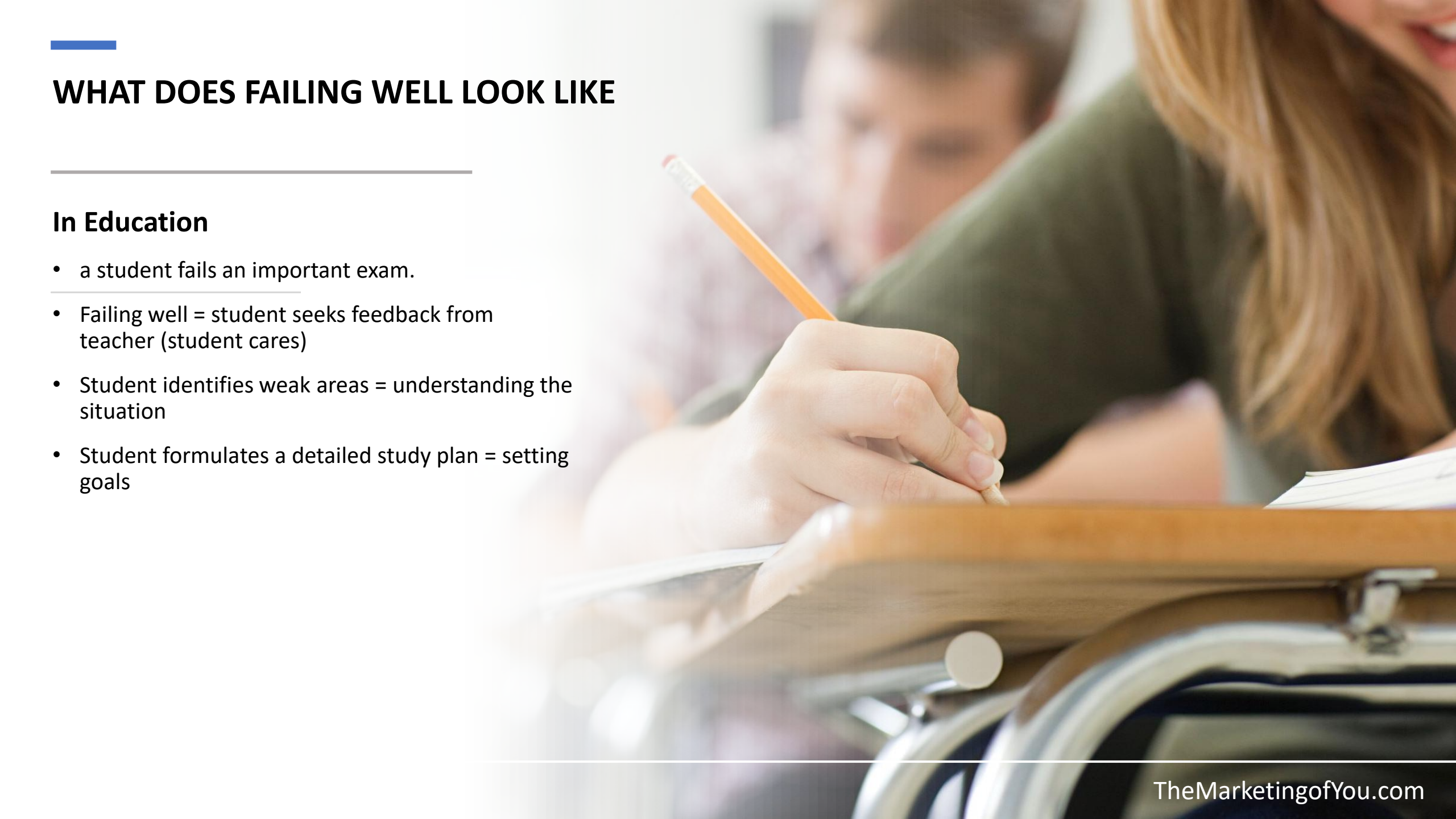
Step 3 - Develop the Possibilities

Step 4 - Evaluate the Possibilities

Step 5 - Make the Decision

Step 6 - Implement the Decision



A background image showing a close-up of a student's hand holding a yellow pencil, writing in a notebook. The student has long blonde hair and is wearing a green shirt. Another student is visible in the background, slightly out of focus.

WHAT DOES FAILING WELL LOOK LIKE

In Education

- a student fails an important exam.
- Failing well = student seeks feedback from teacher (student cares)
- Student identifies weak areas = understanding the situation
- Student formulates a detailed study plan = setting goals



WHAT DOES FAILING WELL LOOK LIKE

In Sports

- an athlete misses a crucial penalty kick.
- Failing well = athlete analyzes their technique with coach (athlete cares and understands the situation)
- Athlete dedicates extra practice to improve, remains positive and sets goals

WHAT DOES FAILING WELL LOOK LIKE

In Personal Development

- individual attempts to start a new healthy lifestyle but reverts to old habits within a few weeks
- Failing well = individual does not give up but rather reflects on what led to the setbacks (understanding the situation)
- Individual reevaluates their goals to ensure they are specific, achievable and measurable
- Individual make small modifications to their routine to ensure progress



WHAT DOES GOOD DECISION-MAKING LOOK LIKE

In College Selection

- High school students looking for the appropriate college consider various factors including academic programs, campus culture, location and financial aid options.
- They visit campuses, speak with current and more importantly former students several years post graduation to gather perspectives.
- They eventually choose a college that aligns with their career aspirations and their personal values.



WHAT DOES GOOD DECISION-MAKING LOOK LIKE

In Major Purchases

- Before buying a car, a consumer researches different models, compares prices, evaluates fuel efficiency and considers long term costs like insurance and maintenance.
- A wise consumer might also read reviews and test drive several options to make an informed choice keeping in mind all cars are designed to get you from point A to point B safely.
- Eventually make choices based on multiple factors



WHAT DOES GOOD DECISION-MAKING LOOK LIKE

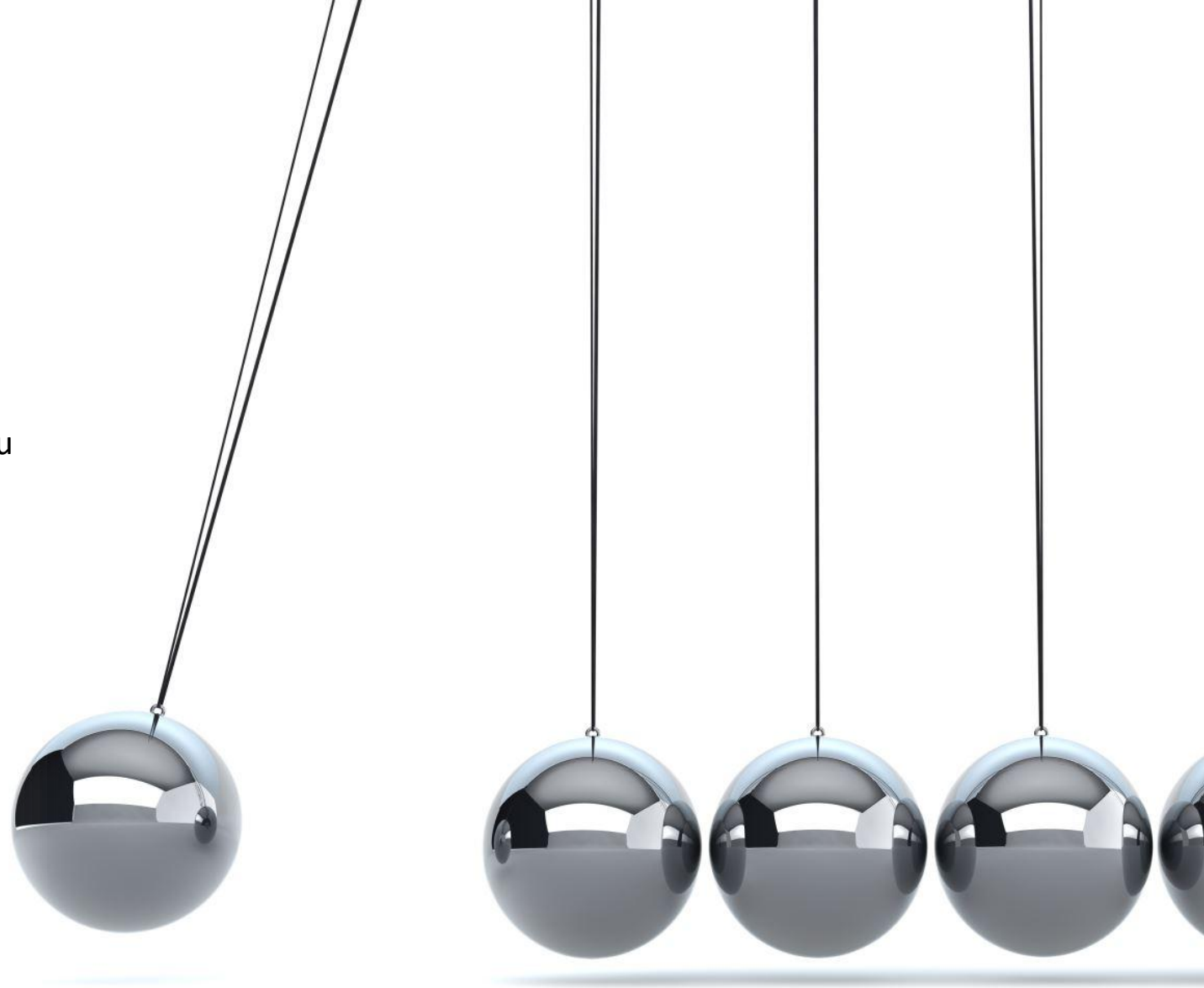
In Career Choice or Change

- individuals contemplating a career choice or change evaluate their skills (education and soft skills), interests, and present and future market demand for various roles in various industries.
- They might seek advice from mentors, conduct informational interviews, and consider further education or training to strengthen their qualifications.
- Move forward with an informed choice or change.



PRACTICE MAKING GOOD DECISIONS

- Decision making is a process whereby a person chooses between two or more possibilities.
- If you don't THINK about the possibilities, but just act, you are reacting and not deciding.



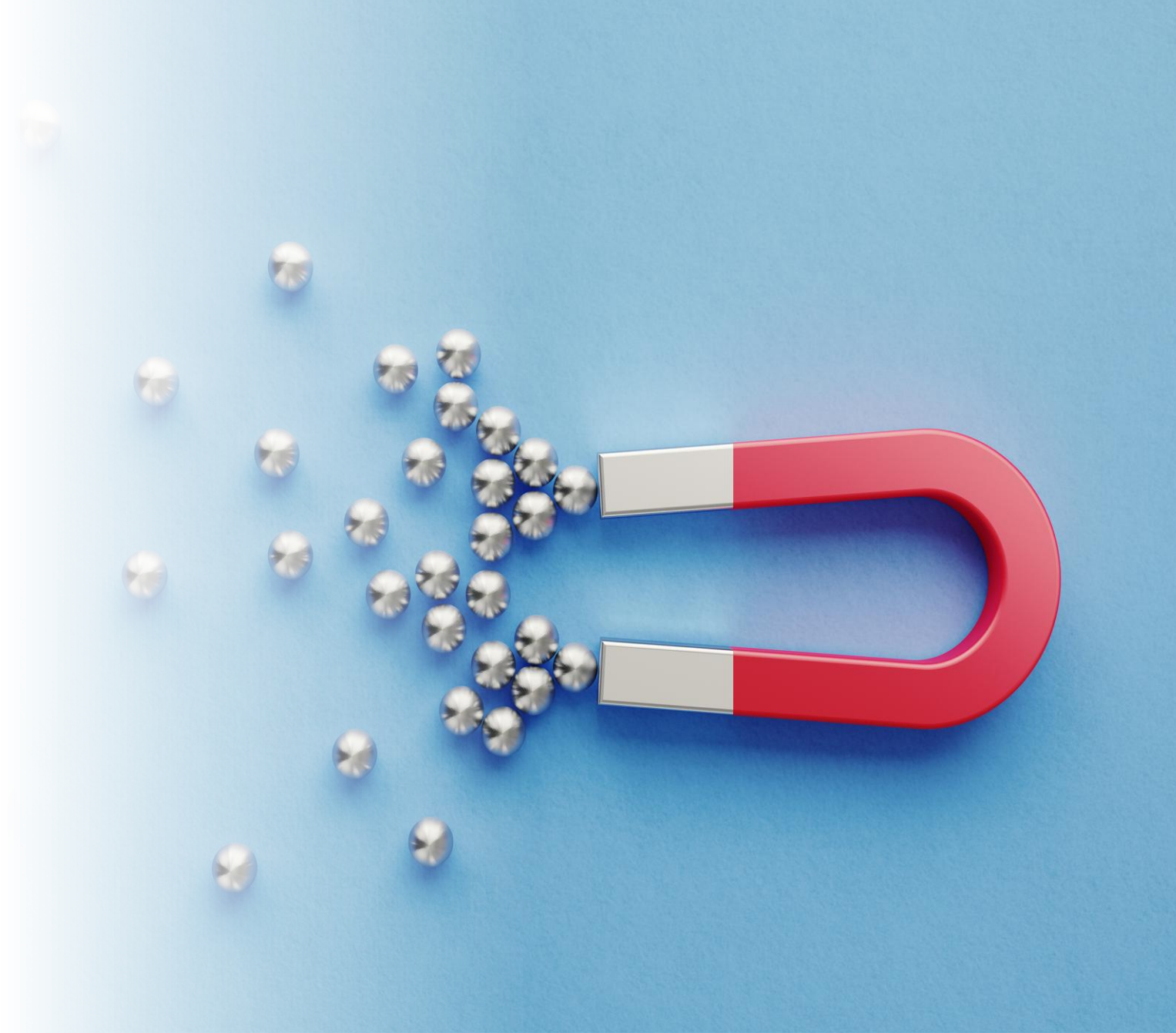
THE DECIDING PERSON

- Sees each new situation as an opportunity
- Thinks before responding
- Is always looking for more possibilities
- Chooses a course of action and implements it



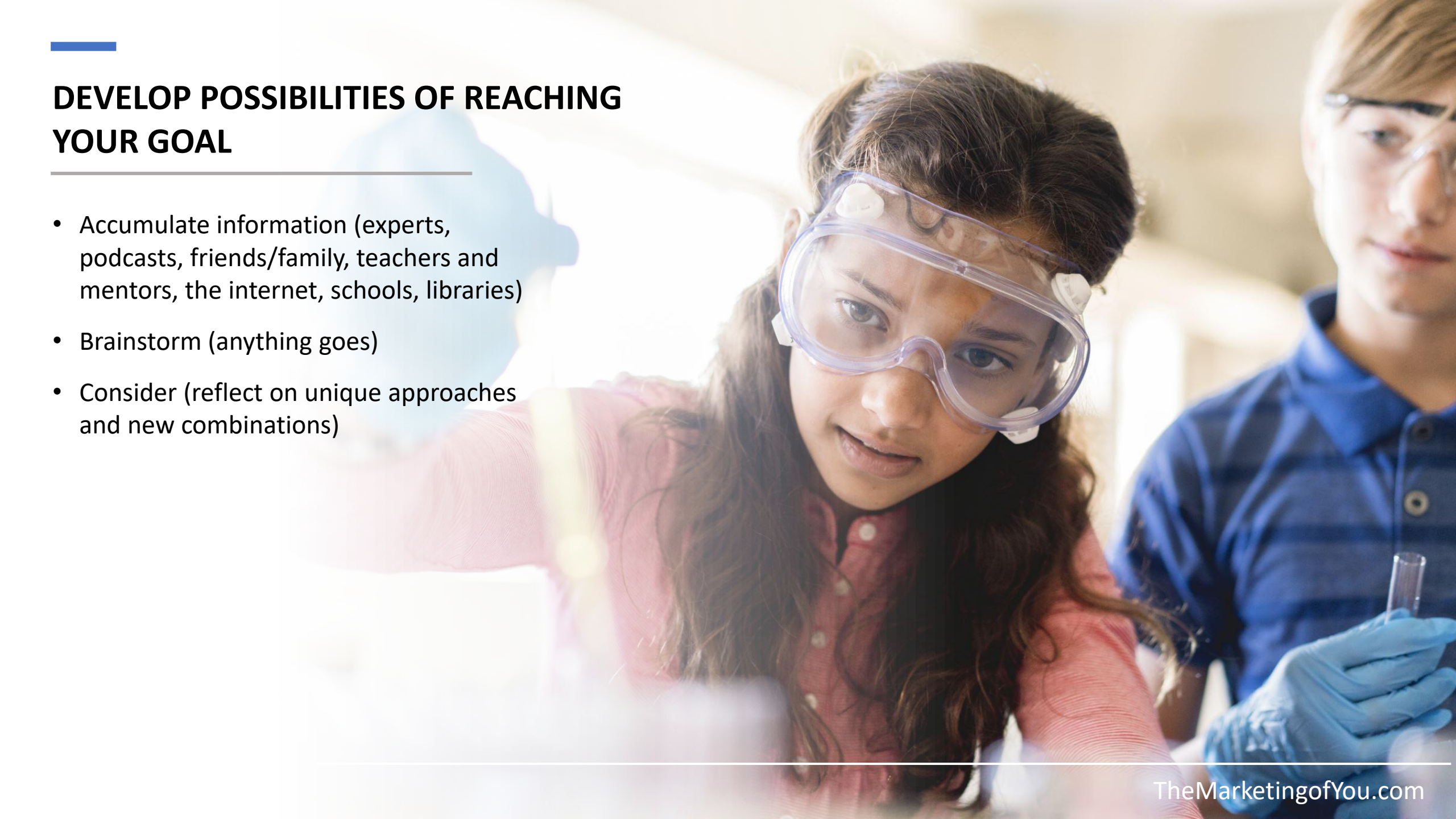
DEFINING THE SITUATION

- External elements (facts)
- Internal elements (feelings)
- Objective self awareness (acknowledge the situation, take another look, ask questions, make changes)



SETTING THE GOAL

- Needs=Survival
- Wants=Nice to haves
- Define your values (people, things, ideals)
 1. Virtues – Kindness, Honesty, Behavior, Wisdom, Trustworthiness
 2. Values
 - ACHIEVEMENT: the inner desire for success and accomplishment,
 - AFFLUENCE: the importance placed on wealth and material possessions,
 - AGENCY: the desire for self-determination and control over one's life,
 - BEHOLDERISM: the appreciation for aesthetics and beauty,
 - BELONGING: the need for social connections, friendships, and a sense of community,
 - COSMOS: the importance of faith and spiritual beliefs,
 - EUDEMONIA: the emphasis on experiencing happiness and well- being,
 - FAMILYCENTRISM: the prioritization of family and close relationships,
 - LUMINANCE: the desire for recognition, fame, and public attention,
 - NONSIBI: the desire to help and serve others,
 - PLACE: the significance of a specific location or environment,
 - RADIUS: the desire to make a broad impact on the world,
 - SCOPE: the need for excitement , new experiences, and learning,
 - VOICE: the desire to be heard, understood, and appreciated,
 - WORKCENTRISM: the importance of place on one's career and work life.

A background image showing two students in a science laboratory. A young woman with long brown hair, wearing a pink shirt and clear safety goggles, is in the foreground, looking intently at a test tube. A young man with glasses and a blue polo shirt is in the background, also wearing safety goggles and holding a test tube. The scene is brightly lit, suggesting a classroom or lab environment.

DEVELOP POSSIBILITIES OF REACHING YOUR GOAL

- Accumulate information (experts, podcasts, friends/family, teachers and mentors, the internet, schools, libraries)
- Brainstorm (anything goes)
- Consider (reflect on unique approaches and new combinations)

EVALUATE THE POSSIBILITIES

- Desirability
- Risk
- Probability
- Other considerations (focus on self or others, a mission)



MAKE THE DECISION

- A decision is a conscious choice, and you are willing to take responsibility for your actions
- A decision is not a reaction, a command or a wish
- Not to decide is to decide to give your decision away



IMPLEMENT THE DECISION

- Objective (achieving the specific goal and not being influenced by personal feelings or opinions)
- Strategy (a plan of action)
- Tactic (specific activities)
- Assessment Plan (keeping your eye on the prize as well as being realistic/honest with your achievement. May have to PIVOT due to external conditions).



SUCCEED WELL

- Being nice is underrated – acknowledge those who helped you along your journeys
- Self-reflection
- Learn from what works – success is not the end, but the start of the way forward.

