
Introduction to Leadership Skills for Crews Facilitator Guide



VENTURING BSA[®]





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Organizing and Delivering the Course

(Notes for the Course Delivery Team)

What Is Leadership?

“Being the leader doesn’t make you one.” —Thomas Gordon, Leader Effectiveness Training




Our ideas about leadership are gained from observing other leaders, from hearing leadership stories, and from our own experiences. More than 100 Venturers have contributed to the syllabus for this course, sharing lessons they have learned – often the hard way – and suggesting games and activities that can reinforce the leadership skill-building lessons.

Why this Course?

The Introduction to Leadership Skills for Crews Course (ILSC) has been created to help Venturers learn and practice the attitudes and skills that good leaders demonstrate. The course is a series of lessons divided into three modules: Leading Self, Leading Others, and Leading Crews. The modules should be conducted in the order listed, but the details of activities and discussions can (and should) be adapted by the presenters to keep the course fresh when it is repeated. The syllabus contains six and a half hours of instruction, but a course length may vary depending on facilitators’ choice of games, the content chosen for more extensive discussion, and the needs of the crew.

How to Use this Guide

Throughout the syllabus, facilitators will find notes that incorporate important points to help deliver quality training. The following icons are used throughout to bring attention to key points, best practices, and potential pitfalls.

	Best Practice. This is a tip or an expanded explanation that may help instructors better understand and present the lesson or activity.
	Important Point. This icon highlights the important (key) points for the instructor to emphasize.
	Best to Avoid. This is a cautionary note that will help the instructor stay within the intent of the lesson or avoid misinterpretation of teaching points.

ILSC was specifically designed to be taught to all Venturers in the crew and to be delivered at the unit level. It could be conducted at a weekend retreat, as part of the annual planning retreat, or over several crew meetings. Ideally, crew officers will conduct the course for their peers, giving them an opportunity to practice and demonstrate leadership.

Alternatively, a district or council may consider conducting the course with multiple crews since this can foster more creativity and enthusiasm, particularly if local crews are on the small size. It may even be delivered in a virtual environment, though the facilitating team will have to work hard to make the games and activities meaningful for participants.

In all cases, crew officers should schedule a follow-up crew meeting sometime after ILSC is completed in order to develop a crew-level vision statement – connecting the course material to the crew’s self-definition.

Upon completion of the ILSC, each participating Venturer is entitled to wear the “Trained” strip, available from the local Scout shop. It is worn on the Venturing spruce green shirt on the left sleeve below the badge of office position.

The follow-on to ILSC is the National Youth Leadership Training (NYLT), a six-day national syllabus delivered at the council level by youth leaders for youth leaders. Crews should encourage Venturers to build upon their ILSC experience by attending NYLT. ILSC is a prerequisite for Venturers to attend NYLT.

Course Objectives

The purpose of the *Introduction to Leadership Skills for Crews* course is to provide an active, fun, and positive learning experience for both new and experienced Venturers. To paraphrase Walt Disney, ILSC should be “so much fun and so valuable that they want to come back and bring their friends.” Successful crews will see ILSC as an important part of their annual program.

To that end, the course syllabus is not meant to be delivered verbatim. Course facilitators are often asked to deliver the information in their own words. Options for sessions activities are provided to keep the course fresh and crew-focused examples are encouraged to help make ILSC come to life when it is repeated for newer members of the crew.

Team Building Games and Activities

Games and team building activities are an essential element of ILSC. While the games and activities included in the course make it fun, their importance should not be understated. Team building activities are used to promote better teamwork which has been proven to lead to a crew’s success.

Reasons to use team building activities include improving communication, boosting morale, providing motivation, getting to know each other better, learning strategies to improve team productivity, and exploring one’s strengths and weaknesses.

The idea is to perform various activities that are both fun and challenging, and that also have the additional goals of reinforcing the session learning objectives, building teamwork skills among crew members, and improving the performance of the crew.

The Importance of Active Reflection

We can make our experiences more meaningful and effective if we reflect on them. In Venturing, reflection is the process of the Venturers talking about and learning from their experiences after an activity or event is completed.

Reflection provides an opportunity for everyone in the group to have input into what happened. Unless time for reflection is intentionally built into the schedule, it is possible that those individuals who are less assertive or confident might never say anything, even if they have valuable insights. Crew officers should ensure that everyone's thoughts and ideas are heard.

Reflection is best accomplished by asking open-ended questions beginning with "what," "how," "when," and "where." In reflection there are no right or wrong answers. Ask questions about the positive things first, such as, "How did the way we made decisions help the group succeed?" or "What did our group do well on that project?" Then the facilitator can ask about improvements, "What was the problem with the way we were communicating?" or "Were there any problems with what happened?" This is the evaluation part of reflection.

All participants should be reminded of the **ground rules of reflection**:

- Reflection is hard—honest appraisal will make crew better and help the crew have better activities in the future. Therefore:
 - No judging—every response is welcome and valid.
 - No put-downs—treat everyone with respect.
 - Stay positive—we reflect to learn and improve.

Instructions for Reflection Facilitators

- The facilitator should not show disapproval of a response or a person, either verbally or nonverbally.
- The facilitator should keep the reflection centered on the activity or project—if there are other issues to address the crew president will address them at different time.
- The crew Advisor monitors the reflection, but usually does not participate (because it is the crew's reflection), to ensure the session stays positive and constructive.

Reflection is an opportunity for healthy and safe learning and improvement. As Venturers become comfortable with the tool of reflection, we hope they will begin to use it in other environments as a way to appraise themselves, their activities and projects, and their groups.

For additional information on guiding reflections, please refer to pages 18-20 in the *Venturing Advisor Guidebook*

Course Overview

Introduction – The Meaning of Leadership

- Connects leadership to the Venturing motto, “Lead the Adventure”

Module 1 – Leading Self

- Creating a Vision
- Goal Setting using SMART Goals
- Calendaring

Module 2 – Leading Others

- Communication
- Leadership Styles
- Group Decision Making
- Planning

Module 3 – Leading Crews

- Keeping the Crew on Task
- Tasking versus Delegating
- Team Development: Using EDGE
- What Makes Crews Special?

Closing

References

- *Venturing Advisor Guidebook*
- *Handbook for Venturers*

Materials

- Whiteboard and markers or flip charts, markers, and blue painters’ tape
- 3” x 5” note cards
- Pens/pencils for participants
- Examples of effective vision statements
- Prompts for crafting a personal vision statement
- Examples (or images) of various kinds of calendars
- Blank monthly calendar (1 per participant)
- Plastic snakes or a dozen rope segments approximately 12”- 18” long to serve as “snakes”
- Bandanas (1 per participant) – for health reasons, ask participants to bring their own
- Post-it[®] notes
- Paper squares or chalk (for squares for “Move It!” Game)
- Yarn/string/twine (for Laser Web Game)
- Construction paper

- Clear tape
- Scissors (1 pair per 3 participants)
- Tape measure (to measure towers)
- 49 paper plates for each small group, numbered from 1 to 49
- Tennis Balls for Bandana Ball Game (1 per 4 participants)
- *Trained* strips (1 per participant)
- Training cards and/or certificates
- Handouts (appendix)
- Reference: *Handbook for Venturers*

(Be sure to review each activity's instructions if you want to make any material substitutions. Computer, projector, screen, and remote clicker are not required for this course.)

Sample Agenda

Session	Time Available	Facilitator(s)
Gathering Activity	10 minutes	
Introduction	15 minutes	
Creating a Vision	40 minutes	
Goal Setting	40 minutes	
Calendaring	15 minutes	
Communication	45 minutes	
Leadership Styles	15 minutes	
Group Decision Making	45 minutes	

Planning	45 minutes	
Keeping the Crew on Task	10 minutes	
Tasking versus Delegating	45 minutes	
Team Development	50 minutes	
What Makes Crews Special	5 minutes	
Closing	10 minutes	

Before the Course: Staff Development

Staff development is important to ensure the quality, consistency, and effectiveness of the ILSC, no matter if presented at the crew or the district level. It provides the youth leaders who will deliver the course the opportunity to reflect on their previous ILSCs and repeat those elements that worked best or adjust those that were less successful.

Pre-course staff development session(s) are used to review and adjust promotion of the training, confirm logistic arrangements (transportation, location, equipment, supplies, handouts, safety), assign lessons, and ensure all support requirements (food, lodging, fees, other activities) have been taken care of. It is also a great time for team-building. The Venturer in charge of the ILSC should try to make these sessions just as effective, useful, and fun as the ILSC will be for the Venturers attending.

It is strongly suggested that the team facilitating the sessions practice the presentations among each other, even if they have delivered them in the past, so that newer members of the team may observe the experienced ones. It also provides the opportunity for all members of the team to practice giving meaningful and constructive feedback, share their experiences from previous courses, and allows a chance to practice in front of a “friendly” and supportive audience. Practicing the presentations also provides a bit of “insurance” so that other members are prepared to deliver a lesson should something prevent the primary facilitator from teaching.

The following should be accomplished during the pre-course staff development:

- Review the schedule for start and finish times, breaks, meals, and other activities.
- Review the previous course. What worked well? What could have been improved?
 - How will we repeat what was “good” or “great” from last time?
 - How do we address concerns from previous courses?
- Review team responsibilities:
 - Budget
 - Promotion
 - Registration
 - Facility
 - Supplies and handouts
 - Equipment (game materials, flip charts or whiteboards, markers)
 - Transportation
 - Support (technology expertise, extra person, snacks and meals)
- Has the team completed *Fundamentals of Training*? It is strongly recommended that the team delivering the course attend this training before presenting ILSC as it a high-quality introduction to training skills. The crew president and advisor can deliver *Fundamentals* to the ILSC delivery team.
- Practice the games

In addition to preparation before the course begins, a short post-course reflection should be conducted with the training team immediately after ILSC concludes. The intent of this reflection is to assess the effectiveness of the course they just completed. This is an internal assessment of the course.



Consider having a Venturer take notes and publish a set of minutes after the ILSC that will be filed with crew’s activity records so the next leadership team will have a record when they begin to prepare for next year’s ILSC.

Gathering and Welcome

Learning Objectives

- Build camaraderie among participants
- Create excitement about the course

Time Available: 10 minutes

Materials: Name tags (optional)

Preparation: Be prepared to greet participants as they arrive. If Venturers do not know one another, consider using name tags. Have staff participate in the ice breaker as well. After your chosen icebreaker game, lead a brief reflection, asking participants a couple of questions, such as:

- What does a game like this accomplish for the group? (*Observations might include familiarity with one another, communication practice, engagement with the material and each other; nudge them if needed to get conversation going.*)
- What are some of the things that helped get the game going smoothly? (*There were instructions at the beginning, the example was helpful, so-and-so did X that made it more interesting...*)
- How might we change it up next time?

Afterwards, tell the group: The game and reflection together give you as participants a model of what the ILSC training will be like.

ICE BREAKER – What to Wear

This is a very quick and easy ice-breaker, requiring no equipment or preparation. It is used to make introductions of the participants a little more interesting than usual. It works for groups of strangers as well as groups who know one another. It also works well for groups of any size. If the group is large you may want to split them into teams before the game and have them review answers among themselves.

Instructions to the group:

1. You are invited to a costume party which requires that your costume say something about you.
2. What costume would you wear and why? (*Give an example, including your reason: "I'm coming in a cowboy hat because I like the idea of riding into the sunset at the end of a successful day!"*)

3. You have two minutes to think of your answer.
4. Ask Venturers to introduce themselves and explain their answers to the group. (*Prompt for the “why” if they forget to explain.*)

Variation suitable for groups who know one another

- Ask people to write their answers on a slip of paper (in handwriting that cannot easily be identified), and to fold the slips and put them in the middle of the table.
- In turn, group members each pick a slip of paper from the pile and read the answer aloud.
- On hearing all the answers, group members then try to match the answers to the people present.

Alternative ice breakers: If your crew used “What to Wear” during your last ILSC, consider using “Line Up By” or “Word Chains” below. (Additional icebreakers can also be substituted.)

Line Up By

Have the group form a single line in order, based on one of the criteria under the following variations. Talking is not allowed; they must find another way to communicate.

- **Line Up By ...How Far Away You Live.** The first person in line resides the closest to the meeting place; the last person lives the farthest away.
- **Line Up By ...When’s Your Birthday?** January 1 is at the front of the line, December 31 at the back. (Year doesn’t count.)
- **Line Up By ... Height.** Have the group line up by height from shortest to tallest.
- **Line Up By ... Name.** Have the group line up alphabetically by first name. Communicate without talking. Then have the group line up by middle or last name.
- **Line up by ... Tenure in Scouting.** Have the group line up by number of years they have been registered in Scouting.

Word Chains

Have the group sit in a circle. Decide on a category. (For example, fruits, domestic pets, types of cars, colors, or clothing items.)

Go around the circle, starting with yourself. The first player (the facilitator) lists a word that fits into the category (e.g., if the category was fruits, you could say “banana”).

The next player then says the first players word and adds their own word (e.g., banana, apple).

This continues until every player in the circle has said their own unique word related to the category (e.g., the last team member would say “banana, apple, orange, kiwi, raspberry, blueberry, watermelon.”)

Introduction to the Course

Learning Objectives

- Appreciate the importance of developing leadership skills
- Describe how this course supports the Venturing program and its motto, “Lead the Adventure”
- Differentiate between leadership skills and leadership attributes

Time Available: 15 minutes

Materials: Whiteboard and markers, or flip chart, markers, and blue painters’ tape

Preparation: Review the course syllabus and be prepared to give examples of how this course has helped your crew or other crews be successful.



The crew president or other youth facilitator should use a few minutes to set the stage for the course. Some of the ideas in “Why This Course?” may be helpful or perhaps a short vignette about how the course has helped the crew succeed in the past. The point is to use this time to get the crew excited about learning leadership skills and what they hope to achieve by taking the course.

INTRODUCTION – Lead the Adventure

Venturing’s motto is to “lead the adventure.” Let’s unpack that:

Adventure is whatever we Venturers think it is: historical reenactment, attending an opera, hiking to a waterfall, building and sleeping in a shelter, rafting, portaging through a moose wallow, standing atop a mountain bald watching the sun come up. An adventure is a “stretch” experience that demands a bit of courage and commitment. *(Ask the group to call out some adventures they’re interested in having.)*

In Venturing, an adventure also asks us to create a particular kind of community – a team – and to experience this fun-filled activity as a group. Courage, commitment, community: these are attributes of our success as a crew.

To lead is to do several things:

- Establish a clear vision
- Communicate that vision to the team
- Guide the group toward its attainment
- Cultivate needed skills in others

ACTIVITY – What Makes a Leader? (5 minutes)

Directions

1. Ask the group to take a few seconds to think (silently and individually) of someone they know who is a great leader. This could be someone who they know personally (a coach, teacher, or friend, perhaps) or someone more famous they learned about through reading or reputation.
2. Tell the group that they do not need to name the person they are thinking of.
3. Then ask the group to think (again silently and individually):
 - "What is it about that person that enables them to be successful?"
4. After 15-20 seconds, ask the group to call out the words they are thinking of.
5. Write the words on the flip chart or whiteboard.
6. When you have about eight or more words listed, ask the group for their comments and observations about the words.
7. Note that the characteristics break into two groups.
 - Knowledge, skills, and experience – those things that can be taught and practiced by leaders.
 - Attributes – the attitudes, qualities, or characteristics displayed by a leader.
8. Explain that this course will focus on the first type of characteristics, those leadership skills that can be taught and practiced, but we don't want to discount the impact attitude has on leadership. Draw a star next to each of the first type of characteristics. Use the tape to display the completed flip chart on the side of the room or ask Venturers with a smart phone to take a photo snapshot of the whiteboard for reference at the end of the course.



For large groups (more than 12 Venturers) split into teams of 4-6 participants. Have a facilitator for each small group. Each small group will go through the activity just as described above. Then, bring all the small groups back together and ask each small group identify one success factor their group identified. Rotate among the groups until each small group has provided three success factors from their team. Display the consolidated list on the side of the room.

Introduction to Leadership Skills for Crews (ILSC) Overview

In your own words, explain that the training will cover three areas:

Leading Self

- Being clear on what one wants to be as a leader is the first step in leading oneself. You need to lead yourself before you can lead others. It's about being clear in your own sense of purpose, your vision, and why you choose to be a leader.
- As with the adage, "If you don't stand for something, you will fall for anything." You also must have a clear sense of your goals as a leader. These goals guide you through actions you take as a leader.

Leading Others

- The skills you use to lead others such as communication, decision making, conscious and active inclusivity, and planning are often regarded as foundational leadership skills.
- You need to master these basics in order to effectively lead others.

Leading Crews

- In addition to one-to-one skills, leaders need to be able to lead and inspire individuals to work effectively together and achieve their goals as a team.
- As a leader of teams, you are responsible for creating an environment in which your members are recognized, valued, and feel challenged.

VENTURERS TELL US: Leading Self

These observations can also be used as the basis for a discussion before turning to the more formal units of instruction.

When Venturers were asked what advice they had for "leading self," they shared the following:

- Be on time
- Listen and pay attention
- Calendar your life
- Commit – and mean it. Your indecision impacts other people
- Know what is going on – or find out
- Do what you're asked if it's fair
- If you disagree with someone, resolve it nicely

Part of effective leading is learning how to be a good member of the group. We won't be teaching all these skills – but we wanted you to know what other Venturers have identified as important skills for each member of the Venturing program. Think about these skills, and how you can bring them to your Crew.



Consider making a poster that addresses these three levels; leading self, leading others, and leading crews, and display it during the course.

SUMMARY

Reinforce that there are no born leaders. Just as in a sport, learning good techniques and then practicing those leadership skills leads to outstanding performance. So, a good leader needs a good foundation, and that is what this course is designed to build.

Creating a Vision

Learning Objectives

- Explain the role vision plays in leadership
- Identify characteristics of a good vision statement
- Develop a vision for your success in Venturing

Time Available: 40 minutes

Materials Needed

- Whiteboard and markers or flip chart, markers, and blue painters' tape
- 3" x 5" note cards
- Examples of effective vision statements
- Prompts for crafting a personal vision statement

Preparation: Review the lesson and consider whether to share printed or displayed copies of the vision statements for the analysis activity.

INTRODUCTION – Start with Why



It is strongly recommended that the ILSC facilitators watch Simon Sinek's TED talk, "Start With Why," during facilitator development. It is a short, simple, and powerful message that explains the concept and enhances the ILSC skill of developing a vision. Facilitators should reflect on "Start With Why" as part of their pre-course development.

www.ted.com/talks/simon_sinek_how_great_leaders_inspire_action?language=en

Author and motivational speaker Simon Sinek recommends that we start each endeavor with a WHY. He believes that knowing why we do something motivates us more than knowing how we're going to do it, or even what we're going to do. Getting at your personal or your crew's WHY can be an exercise that teaches Venturers a lot about how to be an effective and successful leader. Who do you want to be? What do you want to be known for?

To accompany the WHY there's that use of vivid imagery that invites others to understand our motivation – an inspiring and inviting description of the future success – your VISION. For a climber, it might be the vista spread out in view at the top; for a hiker, it might be the smell of the earth after the rain as the trail passes through a grassy meadow; for a service-focused crew, it might be the series of small thank-yous that come from drivers in the food pantry line.

Explain the following in your own words:


Leadership begins with vision because it focuses all other leadership activities. Successful leaders look toward the future. They imagine themselves successful in every endeavor. Leaders inspire motivation and commitment by developing and expressing a vision for the team.

First, the leader needs to have vision in order to stay motivated to accomplish the necessary tasks that will lead to the ultimate goal. The process is quite similar to working backwards. Think of yourself at the end zone, then rewind so you can point out the processes and activities that will lead to the goal (end zone). List the necessary steps, and then appoint the right individuals, with the proper skills and talents necessary to achieve each specific task. The vision is the picture of success in your head, and we'll talk more about setting goals to get there in the next unit.

Vision Statement

A vision statement is one-sentence. It is clear and inspirational. It describes long-term, desired change(s) resulting from an organization's work. A good vision statement excites and motivates the group toward a common end. In other words, it paints a picture of success.

In other words, a vision focuses and inspires. Let's do some analysis:

	It is important to note the portion of the vision statement clearly state WHY these organizations do WHAT they do. A common mistake is for people and organizations to focus on WHAT they do rather than WHY they do it, and thus they fail to inspire others to embrace the vision.
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ACTIVITY - Finding A Vision (10-minutes)

Using three of the following examples of vision, ask participants to 1) identify the why in the vision statement, 2) explain how the vision focuses the activities of the group, and 3) tell how the leader's vision inspires the intended audiences.

Vision Statement Examples

- **Habitat for Humanity:** "A world where everyone has a decent place to live."
- **World Wildlife Foundation:** "We seek to save a planet, a world of life. Reconciling the needs of human beings and the needs of others that share the Earth, we seek to practice conservation that is humane in the broadest sense."
- **Walt Disney Theme Parks:** "We create happiness by providing the finest in entertainment for people of all ages, everywhere."
- **Boy Scouts of America:** To prepare every eligible youth in America to become a responsible, participating citizen and leader who is guided by the Scout Oath and Law.

- **World Organization of Scouting:** "The Mission of Scouting is to contribute to the education of young people through a value system based on the Scout Promise and Law, to help build a better world where people are self-fulfilled as individuals and play a constructive role in society."
- **IKEA:** "To create a better everyday life for the many people"
- **Amazon:** "Our vision is to be earth's most customer-centric company, where customers can find and discover anything they might want to buy online."
- **McDonald's:** "To move with velocity to drive profitable growth and become an even better McDonald's serving more customers delicious food each day around the world."
- **Instagram:** "Capture and share the world's moments"

ACTIVITY – Crafting a Personal Vision Statement (15 minutes)

Materials: Have a copy of the prompts on the whiteboard or on a flip chart – or pass out a written set of instruction for the three-step process for building their personal vision statement.

Let's review: how does vision help us achieve our goals?

- Focuses, inspires, creates a tangible vision of what success looks like.

What, then, is your vision for success as a Venturer? We're going to develop your vision statement in three steps.

1. Take 3 minutes to list several visual images of what success looks like to you in the Venturing program. *(If participants need prompts, ask them to imagine the places they might get to stand, recognition that might come their way, or somebody telling a story about their Summit journey)*
2. Great, now take 3 minutes to ask yourself: why have you joined the crew? what is most important to you? What, for now, is your purpose in life? You have one minute for each question: GO!
3. Okay, now it's time to match up the two lists: take 2-3 minutes to write that single-sentence vision for your success as a Venturer.

When the group has finished, remind them of the crew's vision statement (if there is one), or explain that an upcoming crew activity will be to create one. Ask them to be thinking about ideas for the crew vision.

Ask: Why would we want a vision as a crew?

Answers should include:

- Guides how the crew officers lead and manage the crew
- Helps the crew develop an annual program of activities, projects, and training that is consistent with the crew's values
- Helps Venturers decide where and how they want to exercise leadership in the crew
- Becomes a selling point for the crew as they recruit new Venturers

SUMMARY

An organization without a vision is like a boat without a rudder. Without a clear mental picture of something you are seeking or wish to create, it is very difficult to make it happen. It's easy to become somewhat like a boat adrift on a sea with no definite destination, floating and being blown as the wind and water dictate.

- Leading starts with developing a vision.
- A vision is more than an idea; it is a doable dream that links the present to the future.
- Vision statements are used to inspire and bring teams together, and they also motivate us to remember our own dreams of what could be.

Goal Setting

Learning Objectives

- Describe the relationship between vision and goal setting
- Explain why it is important to have goals
- Write SMART goals

Time Available: 40 minutes

Materials:

- Whiteboard or flip chart and markers
- 3" x 5" cards and pens or pencils for participants

Preparation: Become familiar with each of the elements of SMART below. You may want to think of other examples to use when describing them.

INTRODUCTION

As we've discussed, vision explains where we want to go. To be successful, we must also answer the question, "What do we do to get there?" This is done through goal setting.



There are two kinds of goals, ultimate (final) and intermediate. The ultimate goal is when the crew is done or it has achieved what it set out to do. This is different than vision which has a more enduring and long-term perspective to it. For example, Disney's vision is, "We create happiness by providing the finest in entertainment for people of all ages, everywhere." Their goal might be, "Create a series of world class theme parks in one location where people will come and enjoy themselves for up to a week." (Walt Disney World) Intermediate goals are smaller projects or events that contribute to achieving the ultimate goal. (Mickey's Not-So-Scary Halloween Party, Epcot International Flower Festival, Disney World Marathon)

Goals move you along the path to your vision. They define the organization's purpose, primary objectives, and key measures of success.

- Ask yourself what you need to do in order to achieve your vision
- Think about what you need to accomplish in order to get where you want to be

Goals provide the basis for decisions about the nature, scope, and relative priorities of all projects and activities. Everything the organization should help it move toward attainment of one or more of its goals.



If the group is large, it may be more effective to assign each small group one of the questions to discuss and then ask them to share their answers with the group.

DISCUSSION - Goal Setting (10 minutes)

Ask: Why is it important to identify goals?

Answers should include:

- You can't plan accurately if you don't understand what you need to do.
- Plans and actions based on clear goals and objectives are more likely to successfully meet the needs of the group.
- Help shape a future direction for the organization
- Assist in building commitment for the crew to this future direction
- Provide a foundation for accountability and performance
- Assist in mobilizing people and resources toward goal attainment

Ask: Why should goals be written down?

Answers should include:

- Those who write their goals down accomplish significantly more than those who do not write their goals.
- When you write something down, you are stating your intention and setting things in motion.
- The physical act of writing down a goal makes it real and tangible. You have no excuse for forgetting about it.
- It allows you to review them frequently. While writing your goals down is a powerful exercise in itself, the real juice is in reviewing them on a regular basis. This is what turns goals into reality.
- It allows you to share the goals with those who can help you achieve them.

DISCUSSION - Teaching SMART goals (15 minutes)

Guidelines for Writing Goals: Keep the number of goals manageable. Studies show that people really can't focus on more than 5–7 items at any one time. And don't try to cheat by including sections with several goals under each section. This is a recipe for losing focus and accomplishing very little. Instead, focus on a handful of goals that you can repeat almost from memory.

Make them SMART. This is an acronym that helps Venturers create goals that are specific, measurable, actionable, realistic, and time-bound. Creating SMART goals helps a person or a group stay motivated by giving a sense of accomplishment and positive reinforcement as they successfully complete the smaller, intermediate steps along the journey to achieving the ultimate goal. (*The session facilitator may have the crew to help edit each "bad" goal into a good one or may simply share the examples, depending on timing.*)

Specific—your goals must identify exactly what you want to accomplish with as much specificity as you can manage.

- Bad: Write a book.
- Good: Write a book proposal for *The Life Plan Manifesto* by November 1st.

Measurable—there is an adage that says, "You can't manage what you can't measure." If possible, try to quantify the results. You want to know absolutely, positively whether you hit the goal.

- Bad: "Save more money this year than last."
- Good: "Save \$1,000 more this year than last."

Attainable—is it attainable and can it be achieved with the resources and time available? (and Actionable—every goal should start with an action verb, e.g., "quit," "run," "finish," "eliminate," etc.)

- Bad: Pick up trash along the lake shoreline.
- Good: Pick up trash from the lake outflow area to the public dock.

Relevant—(and realistic) you must be careful here. A good goal should stretch you, but you need to add a dose of common sense. I go right up to the edge of my comfort zone and then step over it. (If I am not out of my comfort zone, I'm not thinking big enough.)

- Bad: Qualify for the PGA Tour.
- Good: Lower my golf handicap by four strokes over the next six months.

Time-based—every goal needs a date associated with it. When do you plan to deliver on that goal? It could be by year-end (December 31) or it could be more near-term (September 30). A goal without a date is just a dream. Make sure that every goal includes a "by when" date. This also helps you to prioritize your goals with other things in your life and to prioritize among the goals themselves.

- Bad: Recruit three new crew members.
- Good: Recruit three new crew members before our holiday party on December 14th.

THINK-PAIR-SHARE ACTIVITY – Practice Goal Writing (10 minutes)

1. Hand out 3" x 5" cards and pens/pencils.
2. Ask participants to take a few minutes to practice writing a SMART goal. This might be a personal growth goal, for instance – something actionable within a two-to-three-month timeframe in the area of “development of self,” “development of others,” or “development of faith.” Ideally, they’ll connect this goal to the vision they just crafted.
3. Let them know ahead of time that they’ll be sharing their draft SMART goal with peers (development of faith goals can sometimes be sensitive).
4. After they have completed their goals individually, have them form groups of 2 or 3 to discuss and evaluate each other’s goals.
5. Ask a few people to share their goals with the whole group.

SUMMARY

- Goals are the “steps” that move us from here to the vision we hold in our head.
- SMART goals are more likely to be reached than vague ones.
- Written goals are also more likely to be attained than ones named only in passing.

Calendar

Learning Objectives

- Describe the importance of calendaring in the daily routine of a Venturer
- Demonstrate how to prioritize and balance the different commitments Venturers have competing for time and energy in their lives

Time Available: 15 minutes

Materials:

- Chart showing Urgent-Important matrix
- Blank monthly calendars - 1 per participant (appendix)

Preparation Have a blank X-Y axis prepared on a flip chart or on the whiteboard with terms “Important” on the Y-axis and “Urgent” on the X-axis. Review the definitions of the four quadrants (see graphic on the next page)

INTRODUCTION

Steven Covey’s book, *The Seven Habits of Highly Effective People*, notes that people who manage their time, tasks, and priorities have less stress in their lives, are more productive, and have happier dispositions because they are not stressing over all the different demands on their time and effort. This is sometimes called “deadline anxiety.”

It is no secret that Venturers are juggling multiple, competing requirements: family, school, part-time jobs, clubs, sports, Scouts, friends, and more. One of the easiest yet most overlooked ways of simplifying one’s life is to lay out all the things we have committed to do on a calendar and then prioritize them to manage the time available.

Covey’s recommendation for setting priorities and managing tasks is the Urgent-Important matrix.

VENTURERS TELL US: Leading Others

These observations can also be used as the basis for a discussion before turning to the more formal units of instruction.

When Venturers were asked what advice they had for “leading others,” they shared the following:

- Acknowledge what you’re not very good at.
- Take the initiative.
- Backwards plan. What’s coming up in 30 days? 60 days? 90 days? The night before is a poor time to try to shop for groceries for a week-long trip!
- Communicate, communicate, communicate. And then communicate some more.
- Remember that leadership, well-delivered, is not bossy. Convince, don’t order.

The sessions that follow will cover three leadership skills: communication, decision-making, and planning. It will also include a bit of time on “squirrel wrangling” – ways to help keep everyone on task.

If we just take a calendar and lay out everything we have committed to do – school projects, sports practices and games, social functions, holidays, family commitments, part-time jobs, service projects, Scouting, etc., it can be a bit daunting.

Additionally, an “everything calendar” may not be conducive to managing larger tasks that require project management (mapping out the research, products, appointments, reservations, and timeline milestones).

ACTIVITY – Monthly Calendar Exercise (10 minutes)

1. Give each participant a blank monthly calendar (from the appendix).
2. Ask them to write down just the BIG events/projects they are scheduled to do over the next month (school, Scouts, sports, tests (PSAT/SAT/AP), clubs, family...)
3. Then ask them to add in the additional, dependent tasks associated with their big events, with due dates (for example, for a crew backpacking weekend, add the dates and deadlines for reserving the campground, obtaining the backcountry permit, collecting money, shopping for food, shakedown, etc.).
4. Now, add in holidays, school breaks, and the routine commitments such as part-time job schedule, crew meetings, club meetings, and church youth group meetings.

Once they have their calendars filled out, have them reflect. Some questions to ask include:

- What do you notice about how busy your lives really are?
- How does looking at your calendars cause you a bit of stress?
- How might we get rid of some of that stress?

Explain; A proven tool for helping to control the schedule and eliminate stress is called “Urgent-Important.”

Display the blank Urgent-Important graphic that was prepared ahead of time. Briefly explain the four quadrants.

- Ask the participants to quickly mark their calendar events as INU (important, not urgent), IU (important and urgent), NINU (not important, not urgent), or NIU (not important, but urgent).
- What they should realize is that by calendaring and using the Urgent-Important tool, they will be able to better accomplish the dependent tasks required to achieve their UI big events, they will avoid wasting time on NINU things. More importantly, though, they can add INU things like “me-time” and socializing with friends without feeling guilty or becoming stressed.

SUMMARY

Calendaring is a proven tool for taking control of one’s life. Effective calendaring, plus prioritizing all the different events and dependent tasks, helps achieve balance, reduces stress, and leads to happier Venturers.

Communication

Learning Objectives

- Describe the importance of communication in leadership
- Appreciate the importance of nonverbal communication

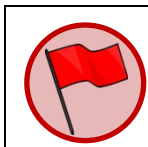
Time Available: 45 minutes

Materials

- Blindfolds or bandanas for each participant
- A dozen or so plastic snakes or rope segments 12"-18" long to serve as "snakes"
- Whiteboard and markers or flip chart, markers, and blue painters' tape

Preparation

- Make sure everyone has a bandana to use for the activity. You may want to provide bandanas for each Venturer at the start of the course as a way of breaking them into teams.
- Review types of communication (what is said, how it is said and what is not said), and prepare phrases for the Conflicted Communication activity



Do not announce communication as the topic of this session until after the game.

ACTIVITY - Field of Snakes (15 minutes)

1. Distribute the "snakes" on the floor of a room or an outdoor game area. (You can also play the "Ships in the fog" variant with larger obstacles – but have a person assigned to safety to ensure that your participant doesn't bump into things!)
2. Blindfold a player and assign that player a partner. Turn the blindfolded player around once to disrupt their orientation, then have them attempt to cross the field without stepping on a snake. Their partner should direct them verbally from the side. Note that snakes can move – other players or the facilitators may move the snakes on the field as long as they do not come into contact with the blindfolded player.
3. Rotate participants – don't let one team dither too long. In a large group, you may want to have several fields active at once.

Variation: If the game is going too easily, limit the coaching partner to saying only their name (“Tony, Tony, Tony, TONY”). If they think of it, the blindfolded player may speak or may propose a code (“two repetitions for right, one for left”), but leave the team to figure this out.

Reflection

- What were some communications challenges you faced?
- What kind of instructions worked best?
- How did tone of voice shape your response as the walker-of-fields?

DISCUSSION - Explain that the previous activity demonstrates the importance of two-way communication.

Leadership requires effective communication. Once the core values and vision of the crew and its members have been identified, they must be communicated. Once the calendar has been set for activities, that too must be communicated.

Communication is defined “a process by which information is exchanged between individuals.” The ability to communicate properly and effectively is critical to the success of any group or organization.

There’s a joke that a review of any organization will always identify “poor communication” as a principal weakness. There’s a truth behind that. How does the team know what they are supposed to be doing, why, and how, if it hasn’t been shared? And how can the leader ensure that everyone understands where the “snakes” are – or when to meet up for the next outing – unless team members have confirmed that they know?

A communication model that has been around for centuries, but is still relevant, describes the elements of effective communication. It is known as Aristotle’s Model of Communication and involves a message, a sender, and a receiver (MaSeR). All forms of communication can be broken into these three components.

Let’s begin by talking about giving clear directions. Vision is part one of directions, details are part two. If the team and its leader do not understand what the team needs to be successful, it will be impossible for the team to reach the vision and reach the goal. Success is in this game was “standing on the other side of the field, unbitten.”

We learned from Field of Snakes that concrete details matter. “Go left” is vague; “take two shoulder-width steps to your left” is clearer and easier to execute. Together, we can sum up directions as THE MESSAGE.

Another aspect of successful – or unsuccessful – communications is found in the tone and types of communications – in the style of communication used by the SENDER. Communication is not just what is said, it includes how it is said.

ACTIVITY - Conflicted Communication (10 minutes)

Write the following words on the whiteboard:

- Words—VERBAL
 - Sounds—VOCAL
 - Body Language—VISUAL
1. Ask volunteers to come forward and say a phrase such as “I’m sorry I squashed your lunch,” or “I can’t wait until next week’s service project.”
 2. First, have them say the phrase as convincingly as possible. Then, have them deliver the phrase in a way that demonstrates that they don’t mean what they say.
 3. Remind them that their tools are verbal, vocal, AND visual. You can also offer them props – a chair, a clickable pen, a backpack – and ask them to use these environmental tools to help undercut the words’ meaning.
 4. Ask the other participants to identify the technique that the volunteer used to contradict the meaning of the words. Was it body language? Facial expression? Tone of voice? A combination?
 5. If there’s time, give everyone a chance to do their best playacting to make convincing and unconvincing statements.

Reflection:

- What worked best to make a statement convincing?
- How can you tell when there’s a gap between what’s being said and what (might) be meant?
- When there’s a conflict, which was more convincing, the words, or the visual or vocal cues?
- In the technology-driven lives we all lead, how does texting and video-calling affect MaSeR? How do we ensure effective communications when using technologies?

DISCUSSION

In our Message-Sender-Receiver model, the RECEIVER may bring their own perspective to what’s being said, and that’s likely to be evaluated heavily on *how* something was said. If you were to say, “You’re welcome to join us,” but you cross your arms and deliver the message in a snarky voice, I suspect that the Receiver will get the intended subtext – that you rather hope the floor will open up and swallow them. Be alert for mixed messages!

Listening

A third aspect of communication is listening. When communicating with others, we often focus on what we should say. However, effective communication is less about talking and more about listening. Listening is not just a way to find things out. It is also a sign of respect. So, send the message that your conversation partner is valuable.

Listen like you mean it. Demonstrate that you are listening. Paraphrase, re-state, and react to what you hear. Ask for clarification. Get involved. Listening is a skill. It can be learned and should be practiced.

BRAINSTORM ACTIVITY – Good vs. Bad Listening (5 minutes)

Draw a line down the center of a flip chart or whiteboard. On one side write the title Good Listening Skills, on the other Poor Listening Skills. Ask the group to think of characteristics and write them in the appropriate column. If the group is large, you may want to have them work in teams first. Answers should include points from the following chart:

Good Listening Skills	Poor Listening Skills
Seeks the “take away” messages	Tunes out dry topics
Concentrates on the speaker	Easily distracted
Patient and does not interrupt	Impatient and interrupts
Maintains eye contact and encouraging body language	Does not give eye contact and fidgets
Questions in a non-threatening manner	Self-centered and talks to be heard
Judges the content, accepts the presentation	Judges the presentation, not the content
Listens for concepts and meaning	Only listens for facts

Explain the following in your own words:

The skill of listening is important in all aspects of our lives and especially when leading teams. When you listen to another person, you demonstrate respect for that person. Effective listening means actively listening and involves working to overcome many of the barriers to listening by asking questions, removing distractions, and listening with the intent to report.

To that end, sometimes we just need to “listen” with our whole selves. Let’s do another activity!

SUMMARY

Communications may be the single most important task of a successful group. Think about how others hear both what we say and how we say it. Our message, sender, receiver model—MaSeR—is a tool to use when there is a miscommunication because it reminds us of the process of getting meaning delivered. It helps us be objective about where things might have gone wrong by focusing on the process rather than the people. Practice active listening too. We need be sure that the speaker knows that we have heard their message as well.

Leadership Styles

Learning Objectives

- Compare and contrast the various styles of leadership
- Define Servant Leadership
- Explain how Servant Leadership relates to Scouting

Time Available: 15 minutes

Materials: Whiteboard and markers or flip chart, markers, and blue painters' tape

Preparation: Review the five types of leadership styles

LEADERSHIP STYLES

Different leaders have different styles of leading. Their style is the way they approach leadership, give direction, develop plans, and motivate their team members.

There are a variety of common leadership styles, including democratic, bureaucratic, dictatorial, charismatic, and servant. We're going to review them quickly, and then talk about what Venturers have found most effective in a crew.

- A **democratic leader** wants everyone to participate, as they strive for consensus among their team members. This is often a good option for a team.
- A **bureaucratic leader** goes "by the book" – which can frustrate the enthusiasms of the team.
- A **dictatorial leader** does everything their own way without considering their team members and can harm the camaraderie of a crew. It's a style you'd probably want in a medical emergency, though: "Hey, you, dial 9-1-1!"
- A **charismatic leader** typically has a magnetic personality and uses high levels of personal conviction to achieve their objectives. They're often popular, but they may not always make space for their team members to grow.
- The **servant leader** is someone who leads by focusing on what the team needs. Their motto might be "serve first, lead second." This leader thinks about ways that he or she can help the members of the team.

So, let's do a quick review:

What does a charismatic leader do? What about a democratic one? How would a dictatorial leader solve a problem? What about a bureaucratic one? What is a servant leader?

DISCUSSION – Bad Leader/Good Leader (10 minutes)

Set the scenario: A Venturer is reaching out to different crews to ask for help with their Summit project. They have come to your crew meeting to ask for volunteers.

Bad Leader Brainstorm: What are some of the giveaways – things the leader might do -- that tell you that you want to stay far, far away from this project? For instance, the leader might stand with their arms folded, or might be scowling. What else?

Good Leader Brainstorm: What are some of the things the Venturer might do to convince everyone to participate?

Servant Leadership

Servant Leadership, or “putting others first” is one of the most successful leadership styles in scouting. Where traditional leaders might measure success by output, a servant leader measures growth and development of crew colleagues. One of the common descriptions of a servant leader is someone who “leads from the back”—who lets others take the limelight and practice their skills, while quietly supporting them as they learn and practice new skills.

A servant leader needs to enable the success of those led, remove barriers for them to the best of the leader’s ability, and create an environment for the team to succeed. Servant leaders lead teams that people want to join. Servant leaders use a variety of leadership styles based upon the needs of the team and its objectives.

Servant leaders do five critically important things. They:

- 1) exhibit openness and persuasion, not control;
- 2) visibly believe that others bring important ideas and perspectives;
- 3) help implement the *best* solution, rather than a *personal* solution;
- 4) are committed to encouraging other Venturers (and supporting adults) to make their own contributions to the crew; and
- 5) take pride in helping others to grow as individuals.

Lead a short discussion on how the traits of servant leadership relate to your unit and Scouting as a whole.

SUMMARY

In your lives today and in the future, you will have many opportunities to lead. If you accept the role of a servant leader, you’ll find that teams will seek you out to lead them, your advice and opinion will be sought, and your team members will also grow and succeed.

Group Decision-Making

Learning Objectives

- Identify the four steps of effective decision-making
- Explain why effective decision making is essential for leadership
- Use the decision-making process to make effective decisions

Time Available: 45 minutes

Materials: Decision-making Process Steps (display on whiteboard or flip chart)

Preparation

- Review steps of the decision-making process and have them printed on a whiteboard or flip chart.
- Be sure to practice the “Move It!” activity in advance. Gather any needed materials for the game.

INTRODUCTION: Steps of Decision-Making

Say the following in your own words:

From the moment you wake up, to the moment you go to sleep at night, you are constantly making decisions. Some decisions are as simple as whether or not to go for a run, while some decisions, such as whether to join a Philmont Trek or what your Summit Project should be have more long term implications.

If you don't do your exercise for one day, the worst that could happen is that you feel a bit blah. While that could be disruptive to your training for the next several days, no one's life is likely to be affected in the long run. When it comes time to making more significant decisions for yourself or for your group, having a method for making decisions eliminates guess-work. It also allows you to think the whole process through and analyze various outcomes ahead of time.

DEMONSTRATION: Decision Skit: Solving Indecision

Two ILSC staff should improvise a quick skit based on the following:

Player 1: How are we going to get to the trailhead?

Player 2: I don't know.

P1: We could take the bus.

P2: Sure.

P1: Or should we ask Ms Michelle to drive?

P2: That would work.

P1: Which would be better?

P2: Well, it depends.

P1: Can you make it in time for the bus?

P2: Usually.

P1: What about that day?

P2: I expect so.

P1: Or do you think we should arrange for carpools?

P2: I guess.

P1: Though that's more complicated.

P2: I know, right?

P1: Well, what shall we do?

P2: I don't really care. What do you think?

(They stand around indecisively)

Reflection

- What's going wrong with their decision-making process?
- Is this a high-stakes decision?
- What would happen if it were a bigger group, say, 6-10 people?
- How could you move off of the indecision point?

An indecision point is what it sounds like, a point where no one wants to make the choice. Some things you can consider in these moments:

- Who has the most information?
- Who seems to be adopting a "pleasing" or crowd-following behavior – and should you call it out?
- Would there be a benefit to a formal decision?

Sometimes living in the indecision point for a few minutes gives others a chance to think through their own options. (Hey, that's exam week: let's go for the more flexible option!) But dwelling there much longer creates frustration and inertia. How to move forward?


Perhaps you could offer a suggestion: "If no-one cares strongly, let's..." Try to rotate this role: give each member of the crew the responsibility. "Carrie decided last time, so Joe, you make the call." At any rate, when you've been in the indecision point too long, offer a solution – and prepare to act on it.

Decision-making Process

Have the **Decision-making Process Steps** already prepared on a flip chart or the whiteboard:

1. Identify the problem
2. Brainstorm solutions
3. Evaluate solutions
4. Make a decision
5. Make a plan
6. Implement the plan
7. Get feedback and be flexible

Let's discuss what happens at each step:

	Have the full process written on the flip chart, but inform the Venturers that the lesson will only focus on the first four steps. The last three steps are part of the planning process covered in the next session
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Step One: Identify the problem. In this step we answer the following questions:

- Is there a problem?
- What exactly is the problem?
- Why should the problem be solved?
- Who is affected by this problem?
- Does the problem have a deadline it must be solved by?

Answering these questions clarifies the problem. Everyone can now work towards a solution for the same problem rather than be confused over what needs to be fixed. Sometimes the problem will be presented by an individual to the group, while other times the group will realize there is a problem together.

Step Two: Brainstorm solutions. In this step, brainstorm solutions to the problem by listing all the ideas suggested. This step isn't about deciding if one solution is better than the others; it is about coming up with ideas for solutions. There are no limitations at this step. It is important to note that we should not judge or evaluate someone's ideas during this step because it may prevent someone from sharing an idea. Evaluation of ideas is done in the next step. Here are some ideas for brainstorming with a group:

- Have one person write down all the ideas members contribute.
- Give everyone a pad of post-it notes, write each idea on a separate post-it note and stick them to a wall. By seeing the others' ideas you can become inspired with even more ideas.

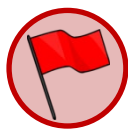
Ask: What other ways can you brainstorm ideas as a group? (*Wait for responses.*)

Step Three: Evaluate the solutions. In this step use a set of criteria to evaluate the possible solutions you brainstormed in step two. Are there limits on time, cost, location, number of participants, dates available, etc.? Once you have determined the criteria, go through the brainstormed solutions and rate them according to the criteria.

Step Four: Make a decision. Once you have narrowed the brainstormed decisions to the top few ideas, work as a group to decide which solution best meets the overall needs of the group. Sometimes you will find that combining parts of the top few solutions will give you an even better solution.

We are going to pause here, since the next three steps are covered in the planning section.

Be aware that this is one way to make a decision. There are other ways, but this is a “tried and true” model, and useful for working on bigger projects.



Stop at this point. The next three steps fall into the realm of planning, which is covered in a separate session.

Provided For Information Only

(Planning is covered in detail in the next lesson)

Step Five: Make a plan. Once everyone has agreed on the solution, make a plan on how to implement that solution. This could involve setting deadlines, assigning responsibility, and creating a budget.

Step Six: Implement the plan. For choosing where to eat dinner, implementing the plan consists of grabbing your wallet and coat and jumping in the car. For larger decisions like choosing your unit’s summer trip, implementing the plan could involve setting meeting dates, getting trained in certain high adventure activities, collecting the money on time, and much more.

Step Seven: Get feedback and be flexible. As with all good plans, having a backup plan is always a good idea. Keep an open mind when implementing your plan, and be flexible. If something isn’t working make adjustments.

Additional Techniques for Group Decision-making

In addition to the step-by-step process, there are also a few techniques for group decision-making that you might employ at stage 4: “make a decision.”

What are some pros and cons to each of the following techniques? *(Run quickly through the whole list, and then have the group express positives and negatives about each approach.)*

- Popularity – a winner-take-all approach
- Vote them off the island – the least popular keeps getting eliminated
- Multi-round voting – in the first round, each member might vote for 4 of 7; in the second, 2 of 3; and a final round might be 1 of 2 if no clear winner emerged before then
- Acclamation – a verbal check where the group calls out for their choice
- Yeas and Nays – includes both options to vote for and to vote against a solution
- Consensus – discussion until the group is in agreement
- Secret ballot – a written vote where one isn’t judged by peers in the act of voting
- Loudest voice wins – someone who feels passionately persists until their outcome is reached
- Leader-determined – the group informs, but the leader decides

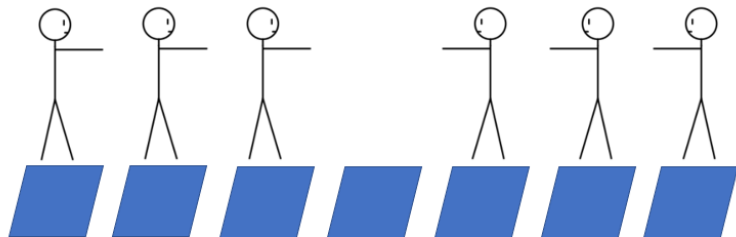
Let’s put this decision-making process into action.

ACTIVITY – Move It! (10 minutes)

1. Divide your group into two teams.

2. Line up the two teams in columns, with each team facing the center.

3. Using chalk, masking tape, or pieces of paper, mark a square space for each person to stand on, including a single extra empty space between the two facing rows.



4. The goal is for the two facing lines of players to change places.

5. Place these restrictions on movement:

- Only one person may move at a time.
- A person may not move around anyone facing the same direction.
- A person may not move backward.
- A person may not move around more than one person on the other team at a time.

Remember, our goal is to work through the steps in the decision-making process. *The ILSC facilitators may want to put a specific participant in charge for this game.*

Reflection

- How successful were you as a group?
- How did you define the “problem”?
- Do you feel everyone’s voice was heard in coming up with potential solutions?
 - If yes, what did the team do to encourage everyone’s input?
 - If no, what could have been done to increase the level of input?
- What decision-making strategies did you use?

ALTERNATE ACTIVITY – “Laser” Web

Materials and preparation: Yarn/string/twine, objects to tie to, and time to create an elaborate, complicated web.

1. Use a large ball of string to create a giant web from one end of a room to the other.
2. The goal is for individuals or teams to move through the web without touching the string. If they do so, they have been “zapped by a laser” and must try again.
3. For greater suspense, use blindfolds or turn off the lights, allowing players to touch the string, but not pull it down or out of its original shape.
4. Players may not hold hands – they must use other techniques to communicate.

SUMMARY

Decision making is the process of making choices by identifying a decision, gathering information, and assessing alternatives. It is an important part of making sure your crew operates smoothly. Some decisions are easy to make and some can take multiple meetings or discussions before taking action. Your success and the success of your crew depend on making the right decisions. Group decision-making techniques can offer you and your crew some structure when it comes to making effective decisions.

Planning

Learning Objectives

- Identify the seven steps of good planning
- Explain why planning is an essential role of leadership
- Appreciate the difference between a planned and an unplanned activity
- Plan an activity in a group setting using the seven steps of planning

Time Available: 45 minutes

Materials Needed

- Two 8x10-inch sheets of construction paper per team (each team has three to five people)
- Two 20-inch strips of clear tape per team
- One pair of scissors per team
- Copies or a poster of the Seven Steps of Good Planning
- A tape measure (to measure the heights of the final towers)
- Prizes for the winning team (optional)

Preparation: Review the rules to the game and have materials ready.

(Note that there are additional planning games in the appendix. Marshmallow Challenge or Balloon Tower Challenge may be substituted for the Paper Tower.)

ACTIVITY – Paper Tower Challenge (30 minutes)

Directions

1. Introduce this activity by dividing the group into teams of three to five people. Announce that each team's mission is to build a tower as high as possible using only what has been placed in front of them. The tower will be measured from its base to the tip, so it does not matter if you build it on the floor or a table.
2. Distribute to each team:
 - One sheet of the sheets of construction paper
 - One of the 20-inch strips of clear tape
 - One pair of scissors

3. State or post the rules of the game:
 - There is a 15-minute time limit.
 - No other materials or tools may be used.
 - The tower must be freestanding and remain freestanding for at least 60 seconds.
 - The tower cannot be taped to the floor or any other support.
 - The team engineering the tallest tower wins.
4. Begin the activity. Allow the teams to build their towers for 15 minutes; then measure the towers and recognize the winning team.

Reflection: Assemble the group in a half circle and ask:

- What does the skill of planning have to do with this exercise?
- Was there a time in this project when you wanted to start over?
- Was it difficult getting the group to agree on what steps to take?
- Was the final product visualized in advance, or did it just happen?

DISCUSSION – Seven Steps of Good Planning

Distribute copies or display a poster of the *Seven Steps of Good Planning* (appendix). Briefly discuss each point.

1. Set a broad goal or objective. What is the purpose of the event? The goal needs to be clear to all participants.
2. Decide what form the project/activity will take. What exactly has to be done? When does it have to be done? Where is it to be done? Who does what? How is it to be done? Write it down.
3. Get everyone affected involved. Good planning must involve everyone affected to ensure both their understanding and their commitment. Most people like the activities they helped plan.
4. Consider resources available. What facilities, equipment, materials, supplies will be needed? How will the project be funded?
5. Develop a step-by-step course of action. Avoid generalities; be specific. Delegate specific tasks, write them down, and have a time deadline.
6. Consider alternatives. Be flexible; consider possible emergencies. Be willing to change the plan if needed.
7. Follow through to completion. The project leader must effectively push the organization toward completion.

After reviewing the seven steps, **repeat the Paper Tower Challenge** with new supplies. Each team receives their second sheet of construction paper and strip of clear tape. This time give them a 10-minute time limit. Encourage the participants to utilize the seven steps.

After the second round of tower building, ask:

- What was different the second time?
- Did planning improve the final product and reduce the time needed to complete it?
- How was communication among the team members affected by the introduction of a plan?

GROUP DISCUSSION - Plan a Crew Activity (10 minutes)

Ask participants how they might use this planning process model in their crew. Answers should include:

- Plan adventures and activities, service projects, and crew fundraisers
- Helpful for budgeting
- Used to assign crew members to tasks
- Useful for scheduling and follow-up
- The plan can be used again or modified if an event is repeated

SUMMARY

Explain that knowing how to plan will serve them well in the crew and in other things they do. Point out where these planning steps can be found in the *Handbook for Venturers*.

Keeping the Crew on Task

(Squirrel Wrangling)

Learning Objectives

- Identify techniques for keeping a group on task
- Explain why to use meeting rules

Time Available: 10 minutes

Keeping a group on task and in focus is a challenge. How much of a challenge? A 2019 study found that 83% of paid professionals in the UK confessed to being unable to focus in a meeting past about the 45-minute mark! However, there are things you can do to improve the quality and effectiveness of a meeting.

1. **Know why you're meeting** – Be sure the crew knows why you're meeting.
 - *Ask participants: Why are we meeting today?*
2. **Set an agenda** – a written agenda is best, even if it's a whiteboard or flip chart list. (An agenda on your phone is bad.)
 - Consider framing topics as questions to be answered – then your task is already defined. "Discuss campout" sounds interminable. "Where shall we go on our campout?" invites imagination.
 - *Ask participants to transform a couple other common agenda items into interesting question.*
3. **Eliminate distractions** – Send your chatting adults outside to finish their conversations.
 - Decide what to do about phones. Agree to acceptable usage in advance such as checking calendars, googling information, consulting notes, taking photos. Call out misuse.
 - If hosting ILSC as a crew, take two to three minutes to discuss how your unit would like to use phones and what to do if phones are misused. One crew adopted the "phone bag of shame" where confiscated phones would live until the meeting was over.
4. **Get people involved** – Should they: share information? Contribute ideas? Reach decision? Empower the appropriate activities!
5. **Self-monitor for focus** – Ask the group to identify discussion that is a rehash (has already been covered), off-topic, or a long ramble.

- You can handle off-topic contributions by putting them in the “parking lot” (a visible list of topics to be considered in the future).

Joey: let’s list fruit for our fruit salad

Team: “pears” “grapes” “apples”

Disruptor: “Hey, I like peanut butter with my apples”

Joey: “I hear you, but that’s off topic. I’m putting “other snacks” as a topic for later conversation. (writes “other snacks” on the whiteboard.

- As for ramblers, you may wish to have a private conversation with them to show them how to contribute more productively. Bonus points if you can have them mentor someone less likely to speak up – which capitalizes on the desire for attention in ways that are productive for the whole group.
6. **Streamline common tasks** – If every campout needs directions and a packing list, having a crew form that includes standard information and provides space for event-specific details will reduce the frustration of “make-work.”
 7. **Change up the format** – Let the squirrels go nuts for a bit. A quick game of frisbee or hot potato or a team building exercise will recharge crew energy.
 8. **End well** – Summarize what was accomplished, celebrate wins, assign outstanding tasks, and, if it’s your practice, ask the Crew Advisor for the closing “Advisor minute.”
 9. **Document** – Intra-Crew Communications (aka meeting minutes) will ensure that everyone stays on board with decisions and plans; it documents the activities of the crew for future reference (for instance, Journey to Excellence, or an annual report to the Chartered Organization); it conveys information to those Venturers or family members who were unable to attend; and it can serve as a launching pad for recruitment activities.

DISCUSSION

- Which of these techniques would be most helpful for your/our crew?
- What advice is missing from this list?

OPTIONAL CREW ACTIVITY: Develop Crew Meeting Rules

Spend 10 minutes setting out “meeting rules” as a crew document. Host this document someplace accessible to crew members and share it back to the crew regularly.

Tasking versus Delegating

Learning Objectives

- Explain the difference between tasking and delegating
- Explain the need for delegation in leadership
- Identify reasons leaders don't delegate
- Describe how to delegate effectively

Time Available: 45 minutes

Materials Needed

- Flip chart or whiteboard
- 49 paper plates for each small group, numbered from 1 to 49
- Handout – Effective Delegation (appendix)

Preparation

- Review the rules of the game and number the plates from 1-49. It is a good idea to practice the game beforehand.
- Review SMART from the Goal Setting lesson
- Copy and review handouts

ACTIVITY – Paper Plate Sort (30 minutes)

The objective of the game is to sort numbered paper plates in the correct order as quickly as you can.

Materials Needed

- 49 paper plates for each group of 5. You need to number each set from 1 to 49.
- An empty area so you can lay all sets of plates down on the floor in a 7x7 grid.
- A table

VENTURERS TELL US: Leading Crews

These observations can also be used as the basis for a discussion before turning to the more formal units of instruction.

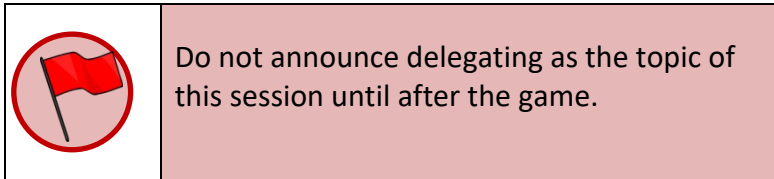
When Venturers were asked what advice they had for “leading crews,” they shared the following:

- Play nice.
- Take turns.
- Serve others - it's not about you, it's about your crew.
- Don't let your “stretch goals” ruin someone else's adventure.
- Keep Venturing fun - shorter meetings, more active “doings.”
- Raise the next generation of crew leaders quickly so you can step back into a participant role and simply enjoy the adventures.

This unit will explain the difference between tasking and delegating, and will match the stages of team development to appropriate leadership styles.

Timing

- Explaining the exercise and grid setup: 10 minutes
- Activity: 3 minute strategy + 10 minute activity = 13 minutes
- Reflection: 5 minutes



Instructions

1. Divide the participants into teams of 5.
2. Give each team a set of paper plates that are numbered from 1 to 49.
3. Ask each team to place their set in a grid of 7 by 7 paper plates on the floor. The numbers must be visible. The paper plates must be placed randomly.
4. Allocate enough space between each grid so each team can comfortably work on their own set without affecting others.
5. Explain that each team's objective is to pick up the plates in the right order from 1 to 49, stack them and then place them on the table nearby.
6. Discuss the rules of the game
 - The team can work together, though each plate should be picked up one at a time and must be picked up in the right order.
 - Once collected, they must place the ordered set of plates on the designated area on the table. The plate number 1 should be at the bottom and plate 49 at the top.
 - The group that finishes first wins the task.
7. Now ask each team to go to a grid that was **not** placed on the floor by them. This minimizes any chance of cheating.
8. Each team now has 3 minutes to brainstorm strategies and coordinate their activities.
9. At the end of 3 minutes, start the teams on the word "Go." Time their activity so each team's performance can be compared to others. All teams must complete their tasks.
10. Bring everyone back together and reveal the results. Declare the winner.

Variations

There are many ways to change this exercise and to make it more challenging. Here are some examples:

- **Number of plates.** Use a larger set of plates, for example from 1 to 100.
- **Grid's shape.** The shape of the grid doesn't have to be a square. It can be a rectangle, a circle or a random shape.
- **Filtered set.** Ask teams to only pick a subset of plates based on a given rule. For example, they must pick only even-numbered plates.
- **Change the order.** You can ask them to pick up plates base on a given order. For example, pick up plates from 30 to 40, then 49 to 41, then 30 to 1.

Reflection

- How well did you perform in this exercise?
- What was the secret to the success of the winning team?
- Did you assign a leader?
- How well did you coordinate your activities, did you delegate tasks to different team members?
- Did you look for patterns or shortcuts to increase your efficiency?
- How well did you utilize every member of the team?

DISCUSSION – Giving Instructions

How can we organize others to complete activities? What kinds of instructions do leaders give?

There are two primary kinds of instructions. One is tasking – a simple charge, without a lot of room for creativity. The other is delegation, where the leader gives both the responsibility and the authority for the task to a designee. We'll talk in a few minutes about delegation, but first let's review the basics of instruction-giving.

1. Identify the right person
2. Tell and sell: get buy-in on the scope of task
3. Provide clear and specific instructions: here's what we're doing; here's what we're after
4. Set milestones and stay in touch to monitor progress
5. Support by providing resources and by teaching needed but perhaps unpolished skills
6. Appreciate the end product and the work that went into it
7. Reflect: what went well, what could you improve next time. This exchange should be two-way; you can learn along with your teammate

Ask: Does every activity need all these steps?

Ask participants to give examples of activities where a simpler model might be used.

- Example – “Remember our medical emergency? Call 9-1-1. No dithering, no extensive scope; just get the job done, NOW!”

So, for simple tasks, the leader can just give directions, involving the WHAT, and the WHO. In our 9-1-1- example, a very specific task is married up with a very specific person. In this situation, the person tasked is likely to be motivated.

- Let’s try another – one where the motivation might be lower. What happens when a parent says “Jessie, clean up your room.” How *clean* does the room get?

Guide participants through a discussion of how the instructions could be made more specific – “clean up your socks, put away your laundry, take the trash out to the dumpster,” and so on.

- Ask them why the more specific directives are likely to get more careful action.

Sometimes giving directions works best by assigning smaller, more specific tasks to named individuals. It sometimes helps to explain the reasons – the WHY – or the timeframe

- “Taylor, reserve 14 cave tour tickets tomorrow because the tour is likely to sell out.”

Do you think Taylor might be more motivated to get the task done in a timely manner when the reason is explained more thoroughly?

But what of larger tasks? How can you “grow” your team? There, we delegate.

Why should we delegate?

In the previous activities, teams worked together to complete a seemingly simple task. However, crews can always get better results if they plan ahead, assign leaders, coordinate their activities, and delegate tasks.

Delegation is one of the most important leadership skills you can master.

- Delegating takes some of the workload off the leader, which allows the leader to focus on other tasks.
- Delegation provides opportunity for others to grow.

Ask the group to think of other reasons why the leader should delegate. Answers should include:

- You can’t do everything; delegating shares the work and allows you to balance your responsibilities such as school, family, Scouts, sports, job, etc.
- When you quit worrying about details, it allows you to see the big picture and prepare for the next steps
- It is very likely that someone else can do it better
- Performance and value—match tasks to Venturers’ strengths, talents, and desires

- Leader development for your crew—other Venturers will improve their skills by participating, and you want the crew to continue to succeed after you graduate
- Delegating allows you to share authority with others. It creates ownership in the crew and an environment of teamwork.
- It spreads the responsibilities so no one person has too much to do.

Why don't we delegate?

Ask: If delegation is so important, why do people avoid it?

Answers should include:

- We don't have time; the leader may feel there is not enough time to train someone else or that he/she can do the job faster than anyone he/she could delegate the work to.
- We are still responsible for the results and want to make sure they are good
- We are afraid of losing control
- We haven't helped our team develop the skills necessary to handle the task
- We have a hard time setting expectations and holding people accountable for results
- We don't trust our team (ouch!)

Ask the group for suggestions to counter each of the reasons people don't delegate.

Ask: How can you delegate? Or better; what are the things we need to do in a crew?

Answers should include:

- Conduct crew officers' seminar
- Recruit new members
- Track progress toward ranks
- Handle finances
- Keep minutes
- Develop crew calendar
- Program planning
- Handle crew publicity

Could the crew president realistically do all these things alone? As in the game we just played, the job becomes easier when we can share the load.

How to Delegate without Micromanaging

Delegating is about *shared* leadership. In Venturing, we practice delegating so that everyone can learn to lead, to share the work, and to give everyone a chance to help the crew succeed. The crew chooses their activities and events during the annual planning meeting. Effective delegation encourages crew members to choose which projects they want to lead. This allows them to manage their own time and gives them latitude to make decisions and take actions on their own.

A simple delegation rule is the SMART acronym we have already learned. While it is used in goal setting, it is just as effective when used as a checklist for proper delegation. Delegated tasks must be specific, measurable, attainable, relevant, and time-based.

Check in at intervals to ask how the project is going, but remember that you've given your crewmate authority along with the responsibility for the job. Don't tell them *how* to do their work, but ask them *what else* they need to succeed.

SUMMARY

Like communication, delegation is a two-way process. Good delegation saves time, develops crew members, grooms future crew leaders, and motivates. Poor delegation will cause frustration, demotivates and confuses the other person, and fails to achieve the task or purpose itself.

Team Development

Using Scouting EDGE

Learning Objectives

- Define the four stages of team development
- Identify the leadership style that should be applied to each of the stages of team development
- Describe team development as a continual process that sometimes moves “backwards” in the cycle

Time Available: 50 minutes

Materials Needed

- One bandana for each two participants
- 1 tennis ball (or another ball of similar size and weight) for each four participants
- Flip chart and markers or whiteboard and markers
- Arrow-images for forming, storming, norming, and performing
- Stages of Team Development diagram (for after Leadership Styles discussion)
- Team Building Scenarios -- instructions for leaders and for team-members (appendix)

Preparation

- Review and practice the game.
 - Become familiar with the diagrams of the stages of team development
 - Prepare the scenario handouts
-



An EDGE online module “Stages of Team Development,” is available to Venturers in the *BSA Learn Center*. The EDGE online module can be assigned to participants before the ILSC course and this sessions or the sections on the Stages of Team Development and Leadership Behaviors below can be eliminated.

INTRODUCTION

During this session the Venturers will learn to recognize the stages of team development and reflect on ways their crew might become high-performing teams.

ACTIVITY – Bandana Ball Game (10 minutes)

Materials: bandanas and balls

Directions

1. Pair up participants and share a bandana between each pair. Then divide the group into teams of four (two pairs).
2. Have each pair stand about two feet from the other pair on their team.
3. **Explain the following:** Object of the game is to toss and catch the ball between the pairs of a team as many times as they can without dropping the ball. Ball must be tossed and caught, rather than rolled between the pairs.
4. After explaining the rules, let the teams practice a few times to get the hang of tossing and catching the ball using only the bandana (about a minute).
5. When everyone is ready, have the teams stop practicing and have the ball on one of the bandanas.
6. When the game leader says, “Go,” have them begin tossing the ball back and forth.
 - Teams count one point for each time it is successfully tossed and caught.
 - If they drop the ball, they start over.
7. Let the game go for 3-5 minutes, stop the play, and have the teams say how many successful catches they had.
8. Conduct a short reflection focusing on teamwork and collaboration.
9. If time allows, move the pairs around to form new teams and play the game again.



Reflection

- What was the purpose of the game? (*Have fun, work together, teamwork, communication, problem solving*)
- How did you feel when your team dropped the ball? Did the team collaborate on how to not drop the ball?
- Did a leader emerge? Did the leader ask for ideas from the other team members? Did the team cooperate on solving the problem?
- Did the game get competitive? Did the sense of competition help or hinder? Did the sense of competition relate to something in your Scouting, school, club, church, or other group? How?
- When you changed teams, did the planning and collaboration change? How?

Variations

- Have some of the participants blindfolded (adds disability awareness and difficulty to the game).
- Have some of the pairs seated on chairs and unable to stand (disability awareness).
- Have all the pairs get in a long line and pass the ball from one end to the other. After they have done that a couple of times add a second ball to the line. The big challenge comes when the two balls have to pass each other in the line—pairs will have to coordinate tossing at the same time and then catching the next ball.

GROUP DISCUSSION - Stages of Team Development (10 min)

Teams move through four stages. Learning to recognize what stage a team is in will help you be a more effective leader and allow you to help team members move closer to achieving their goals in a more productive manner.

- Forming
- Storming
- Norming
- Performing

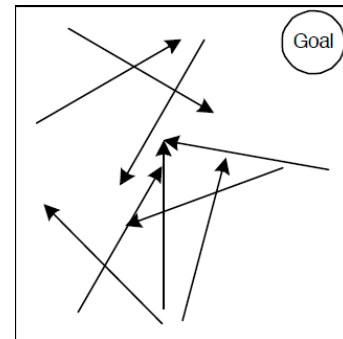
Some of you might have learned about these stages of team development before. If you have, be sure to play an active role in the discussion, especially in providing examples of how you have seen these stages in real life.

Forming

Discussion: What was it like when you joined the crew?

Possible answers include:

- Eager to be part of the group
- Not sure what to expect
- Not sure what was expected of you
- High team motivation
- Understanding of what it means to be a Venturer was low



In the forming stage a team is just starting out, they have high enthusiasm and motivation for accomplishing tasks, but low skills and productivity. They may have a wide range of emotions from nervous, excited, apprehensive, positive, and negative.

Draw or show the illustration for the forming stage. Then ask the group ‘how does this diagram represent the ‘forming stage’?

Explain that during the forming stage, individual enthusiasm is high, but skills are low. To be a strong leader for this group, be very clear about your vision and your directions. Assign responsibilities by name. Ask them to repeat instructions in their own words. Encourage their active participation.

EXAMPLE DISCUSSION: Who can share an example of team ‘forming’ that they have been through?

Storming

During the storming stage, teams will show less enthusiasm as the initial excitement has worn off and they still have low skills. Team members will show signs of frustration with each other and the team’s disorganization and inability to reach its goal. They may grumble about how much there is left to do.

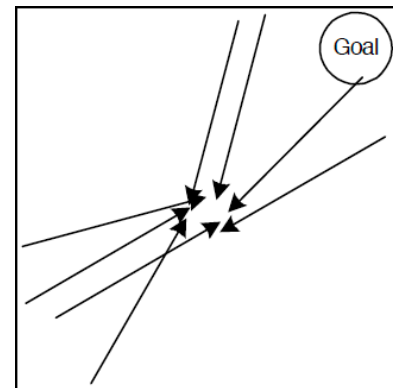
Draw or show the illustration for the Storming stage. Then ask the group ‘how does this diagram represent the ‘storming stage’?’

Give an example of storming

In the storming stage, individual enthusiasm drops, and skills remain low. This is the point where you might feel like quitting! Every team goes through the storming stage. This is actually a sign of progress. To be a strong leader of a group that’s storming, offer guidance, assurance, and understanding. You’ll need to bring a variety of problem-solving skills to bear, and also to ensure that one or two team members don’t dominate the conversation and that quieter voices get heard. Amplify the ideas of quieter members, and pivot conversations to the good of the project rather than the individuals of the team.

Once the group can manage to focus on the project, start giving them decision-making authority to encourage their independence – but be ready to jump in and resolve any conflicts as quickly as possible.

EXAMPLE DISCUSSION: Who can share an example of team *storming* that they have been through? Does *storming* mean yelling at each other or making rude comments? What would you consider appropriate *storming* behavior for our crew? What role does the Scout Oath and Law play in storming?



Norming

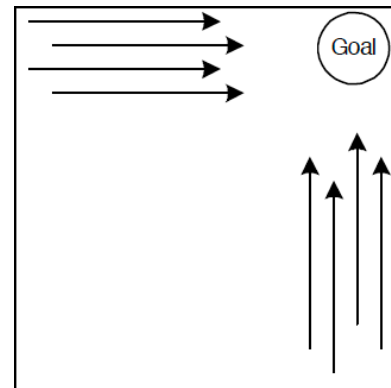
In the norming stage, the team shows increasing enthusiasm and skills. They can work together with little frustration and argument to reach goals, but still have skills to develop to reach a higher level of productivity.

Draw or show the illustration for the Norming stage. Then ask the group 'how does this diagram represent the 'norming stage'?

In the norming stage, individual enthusiasm begins to increase and so do individual skills. The team isn't perfect, but at least it's starting to feel like a real team!

A leader for a norming group should work to create a sense of togetherness and belonging for all team members. Foster a co-ownership of tasks and encourage team members to take responsibility for group cohesion themselves.

EXAMPLE DISCUSSION: Who can share an example of team *norming* that they have been through?



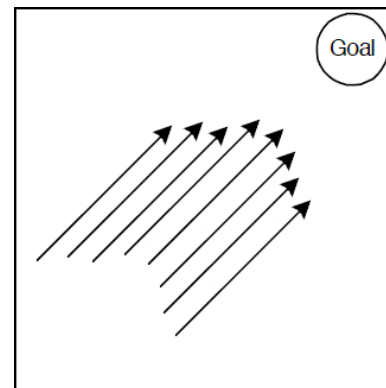
Performing

When the team reaches the performing stage, team members exhibit high enthusiasm and motivation, and their skills, organization, and productivity are high. The team can work together well, complete tasks, and meet goals. More importantly teams can resolve conflicts and overcome obstacles.

Draw or show the illustration for the Performing stage. Then ask the group how does this diagram represent the performing stage?

In the performing stage, individual enthusiasm is high and so are individual skills. The team can be counted on to get the job done with minimal instructions. Leaders for this stage cheer and encourage. They facilitate new activities and call on the group to set new "stretch goals" going forward.

EXAMPLE DISCUSSION: Who can share an example of a *performing* team that they have been a part of?



Applying EDGE to Situational Leadership


The most effective leaders have more than one leadership style. These leaders match their leadership style to the people and the situation.

Ask the group what EDGE stands for, and then ask them to *briefly* describe each element.

- Explain
- Demonstrate
- Guide
- Enable

Explain that in Scouting, we apply EDGE to the different stages of team development. Each of the stages require a different element of EDGE.

Just as individuals respond best to a teaching method tailored toward their skill level, teams respond best to a leadership method tailored toward their stage of team development.

	<p>Some participants may already be familiar with the EDGE Model. Scouts use the EDGE method to teach tasks and skills to others and then apply the same techniques to the leadership required as teams or crews progress through the stages of team development.</p>
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SMALL GROUP DISCUSSION – Leadership Behaviors (5 minutes)

Think of each of the phases of team development. As a small group, discuss which leadership style; Explaining, Demonstrating, Guiding, and Enabling would be appropriate for each stage of team development, and why. Nominate a spokesperson and be prepared to share your thoughts with the rest of the group.

After a few minutes of small group discussion, facilitate a large group discussion with each small group reporting their thoughts.

When the discussion is over, share the full *Stages of Team Development* diagram with the Leading EDGE shown.

Team Stage	Development Phases	Leadership Behavior
Forming	High enthusiasm, low skills	Explaining
Storming	Low enthusiasm, low skills	Demonstrating
Norming	Rising enthusiasm, growing skills	Guiding
Performing	High enthusiasm, high skills	Enabling

ACTIVITY – Role Play (15 minutes)

Instructions

1. Divide the participants into four teams. Each team takes a scenario and will act it out in front of the whole group. Ask for a volunteer from each team to serve as the team leader.
2. Cut the scenarios apart and give to the assigned teams. Give the “leader instructions” to the designated leader and the “team instructions” to the rest of the team. Allow the teams a few minutes to prepare.
3. Give the following directions:
 - We are going to act out a series of situations a crew may find themselves in. Each team will role play the scenario. For each situation identify the stage of team development and the leadership style used by the leader.
4. After each scenario conduct a short reflection.

Sample reflection questions:

- What was the stage of team development?
- What was the leadership style used?
- Did the leadership style meet the needs of the team?
- Was the leader helping the team meet their goal?
- How did the leader make the group feel?
- Was the leader helping the team develop skills?

1. Planning a trip (Forming/Explain)

Leader instructions

You are president of your crew. The majority of the crew members are off at college and do not regularly attend meetings. You assign a group of new members to a planning committee for the upcoming hiking trip.

As crew president, you sit down with the committee and walk them through the planning process. You make sure to explain each step of planning and make helpful suggestions.

Team instructions

You are all new to a Venturing crew attending your first crew meeting. The majority of the crew members are off at college and do not regularly attend meetings. You are really excited about next month’s hiking trip, but the trip has not been planned yet. The crew president has assigned your group to the planning committee for the upcoming trip. No one in your group really knows where to start.

2. Getting lost on a hiking trip (Storming/Demonstrate)

Leader instructions

You are the program vice president and the ranking officer on the crew first hiking trip. Most of the other crew members are on their first hiking trip. The plan was to hike into a waterfall and back out. It has been a long day and not everyone was prepared for the hiking trip. Crew members have blisters and are a little dehydrated. It is taking longer than expected to get back to the car. You are lost! Members of the crew are tired and a little panicked, because it is getting late.

As the ranking crew officer on the trip, you are in charge. You get everyone together and calm everyone down. Instruct everyone to drink some water. You get the map out and demonstrate to everyone how to find out where we are. The entire time you are setting the right example by staying calm.

Team instructions

You are on your first hiking trip with your crew. The plan was to hike into a waterfall and back out. It has been a long day and not everyone was prepared for the hiking trip. One of you has blisters and another is a little dehydrated. It is taking longer than expected to get back to the car. You are lost! You are tired and a little panicked, because it is getting late.

3. Crossing an obstacle in the trail (Norming/Guide)

Leader instructions

You are the crew president and all the crew members have been in the crew for at least a year and have been on several backpacking trips. You are on day 3 and it has been raining all day. As you hike along you come to a spot that the trail has washed out.

The crew stops, assesses the dangers, and comes up with a solution together. Throughout their decision guide, point out potential dangers and make sure everyone understands the plan before the crew moves over the obstacle.

Team instructions

You have all been in the crew for a year now and gone on many trips together including several backpacking trips. You are on day 3 and it has been raining all day. As you hike along you come to a spot that the trail has washed out. The first person on the trail stops. Once the group is all together, you begin discussing solutions.

4. Setting up camp on a backpacking trip (Performing/Enable)

Leader instructions

Everyone in your group has been in the crew for at least two years now and is an experience backpacker. You are on a multi-day backpacking trip and have arrived at camp for the night. The crew begins working together to tents, dining fly, and bear bags with no instruction from you.

As the crew leader you should enable them by encouraging them. You may point out what else needs to be done like getting water. Once the crew is done setting up camp, conduct a reflection to help the crew improve tomorrow.

Team instructions

Everyone in your group has been in the crew for at least two years now and is an experience backpacker. You are on a multi-day backpacking trip and have arrived at camp for the night. You work together to tents, dining fly, and bear bags.

Conclude activity and transition to the following discussion:

Regression

As teams develop a team doesn't always move smoothly through the stages of team development. A team can move backward to an earlier stage. A team can go from norming back to storming quickly. The team leader needs to recognize these changes and adjust their leadership style to prevent going backwards.

What are some situations that can make a team regress?

- Learning a new skill
- Moving toward new goal
- Unanticipated road blocks
- New member joins
- Existing member leaves

SUMMARY

- All teams go through the four stages of team development. (Forming, Storming, Norming, Performing).
- The EDGE acronym describes the appropriate actions of a leader as the team goes through the stages of development (Explain, Demonstrate, Guide, and Enable).
- Teams can regress back stages in development when the team members change, the team encounters an obstacle, or when the team sets out to reach a new goal.

What Makes Crews Special?

This mini-session can be presented at any time during this course or as part of the Closing. ILSC facilitators may want to have participants alternate reading the following brief history of Venturing in round-robin fashion. At the end, include a quick game to help consolidate knowledge about the Venturing program. If there is a local council VOA, this is a good time to share council-level social media information and event calendar.

Time Available: 5 minutes

DISCUSSION

Venturing was officially created by the BSA executive board on February 9, 1998 as an outgrowth of the old Exploring program. It originally had an award structure of Bronze, Gold, and Silver awards, and also included the Venturing Ranger Award as recognition for Venturers who developed high levels of expertise in outdoor skills. Designed to be led by participants for participants, it included Venturing Officers Associations – VOAs -- at Council level and higher.

In June 1, 2014, the Venturing program underwent a major overhaul. The ALPS program model was established, to focus on **A**dventure, **L**eadership, **P**ersonal growth, and **S**ervice. A new series of recognitions were introduced (Venturing, Discovery, Pathfinder, Summit) to replace the Silver, Gold, and Bronze awards. A new motto was developed (“Lead the Adventure”).

As Venturing continued, the BSA introduced Venturing-specific events such as VenturingFest. The first VenturingFest was held at Summit Bechtel Reserve in Summer 2016. You’ll also find Venturing events in most BSA Councils. Council or Territory VOA officers can help identify opportunities to join in these multi-crew experiences.

The most recent change to the Venturing program was approved in August 2020, when the four “core awards” (Venturing, Discovery, Pathfinder, and Summit), were rebranded as ranks.

And now for fact-retention check:

- What happened to Venturing in 2014?
- What is a VOA?
- Where did the first VenturingFest take place?
- When did Venturing adopt ranks?
- What BSA program preceded Venturing?
- Who’s ready for a quick break?

Closing

Learning Objectives

- Describe the purpose of learning leadership skills
- Apply acquired leadership skills to improve their crew

Time Available: 10 minutes

Materials Needed

- Flip chart sheet from the Course Introduction session
- Trained strips and cards
- Sample Course Evaluation (appendix)

Preparation

- Ensure the training cards are filled out and signed.
- Review the Leadership Traits from the opening session and be able to refer to them.
- Practice the presentation so it is memorable for the participants.
- Consider distributing a course evaluation if administering the course at the district or council level.

Presentation

Write “Leadership Skills” on the whiteboard and ask, “As far as a crew goes, what does growing good leadership skills lead to?”

“Good Program.” Ask what good program has to do with leadership. A good program is what defines a good crew and keeps the members coming back. It is also what gives us an opportunity to grow as leaders. First, you start off as an activity manager for a specific meeting, then a weekend activity, then maybe the crew’s big annual trip, then maybe crew president. It is all connected to the skills we have learned in this course.

Crews don’t have good program without good planning, good planning doesn’t happen without good leaders, and good leaders don’t happen without good leadership skills. That’s what this course has been all about, starting you on your leadership development journey.

When we started this course, we listed the traits of a leader. What about those characteristics that cannot be taught? Go back to the flip chart from the *Introduction to the Course* session and highlight a few of them.

In addition, to be an effective leader requires that you put the needs of the group before your own. If you get caught up in the trappings of the leadership position, you will probably not survive in that position very long. True leaders know that the team is the priority.

In summary, you may not remember all the details of this course, but the general rules you do remember will be able to guide you better, both as a member of the crew and as a leader in any role you take on. After all, our motto is “LEAD THE ADVENTURE!”



While not taught in this course, this plants the seed for Servant leadership taught in advanced leadership courses: National Youth Leadership Training (NYLT), National Advanced Youth Leadership Experience ((NAYLE), the Kodiak Challenge, or, for our over-18-year olds, Wood Badge Encourage participants to pursue one or more of these further trainings.

Say: Now, I would now like to present each of you a “Trained” strip you can proudly wear on your uniform. Remember that you are on a journey. The next step is to start using the skills you just learned. Make a commitment to go the next step. You can continue on with NYLT and NAYLE, plan and participate in a Kodiak Challenge, volunteer for leadership positions in your schools and other organizations, and complete additional Venturing training on mentoring, time management, and project management.

Congratulations, you’ve completed Introduction to Leadership Skills for Crews!

Appendix

OPTIONAL ACTIVITY - “Shift Shape”

This is a great communication activity to use when coming back from a break or when you need to energize and refocus the participants

Time needed: 5 minutes

You'll need an empty room, or enough space for people to move around without hitting each other.

1. Have everyone form a circle.
2. Tell each person to remember who is standing at their left.
3. Scatter the circle, that is, have everyone go to a random position around the room – make sure they can see clearly who was at their left in the circle.
4. Have everybody take a bold, extreme shape with their body, for example:
 - Flying superhero
 - Kneeling down and hands in the air
 - Balancing on one foot
5. Once everyone has taken a shape, tell them to look at the person who was originally at their left.
6. When you say “go” everyone needs to imitate the posture of that person.

Because everyone will have different positions, everyone will be changing theirs quickly. You'll likely get is a group of people desperately struggling to keep up with someone else's changing posture. After a minute or two, the group should start to sync in a single position. If it doesn't, they should be laughing and awake.

REFLECTION:

- Did a leader emerge?
- How did you figure out what to do next?
- How is that related to the skill of listening?

Possible answers include: you acknowledge that you've noticed the other person by reflecting their moves; you are paying attention to the vocal and visual elements, not just their words; you follow their changes over time like you do in a conversation.

- How is a crew meeting like a game of Shift Shape?

Seven Steps of Good Planning

- 1. Set a broad goal or objective.** What is the purpose of the event? The goal needs to be clear to all participants.
- 2. Decide what form the project/activity will take.** What exactly has to be done? When does it have to be done? Where is it to be done? Who does what? How is it to be done? Write it down.
- 3. Get everyone affected involved.** Good planning must involve everyone affected to ensure both their understanding and their commitment. Most people like the activities they helped plan.
- 4. Consider resources available.** What facilities, equipment, materials, supplies will be needed? How will the project be funded?
- 5. Develop a step-by-step course of action.** Avoid generalities; be specific. Delegate specific tasks, write them down, and have a time deadline.
- 6. Consider alternatives.** Be flexible; consider possible emergencies. Be willing to change the plan if needed.
- 7. Follow through to completion.** The project leader must effectively push the organization toward completion.

The Marshmallow Challenge

Optional game to use during the Planning Lesson

Time needed: 20 minutes

Materials

For each team:

- 20 sticks spaghetti
- 1 yard of tape
- 1 yard of string
- 1 marshmallow

Directions

State or post the rules of the game:

- There is a 15-minute time limit.
- No other materials or tools may be used.
- The tower must be freestanding and remain freestanding for at least 60 seconds.
- The tower cannot be taped to the floor or any other support.
- The marshmallow needs to be on top.
- The team engineering the tallest tower wins.

Begin the activity. Allow the teams to build their towers for 15 minutes; then measure the towers and recognize the winning team.

Reflection

Assemble the group in a half circle and ask:

- What does the skill of planning have to do with this exercise?
- Was there a time in this project when you wanted to start over?
- Was it difficult getting the group to agree on what steps to take?
- Was the final product visualized in advance, or did it just happen?

Balloon Tower Challenge

Optional game to use during the Planning Lesson

Divide your group into teams of three and provide ten balloons and four 3-foot-long strips of masking tape for each team. The object of this problem-solving activity is to build the tallest freestanding tower in ten minutes. They can break the balloons if they wish. However, they may not use any additional materials and the tower must be built on a table or the floor.

If you wish, you may add the following instructions:

- No talking.
- Each team member may use only one hand.
- One team member may not touch the materials and only give directions.

Reflection

Assemble the group in a half circle and ask:

- What does the skill of planning have to do with this exercise?
- Was there a time in this project when you wanted to start over?
- Was it difficult getting the group to agree on what steps to take?
- Was the final product visualized in advance, or did it just happen?

Effective Delegation Skills

WHY LEADERS SHOULD DELEGATE

To Get Results

- By delegating, one can more effectively get the job done. It spreads the responsibilities so no one person has too much to do.

To Give Someone Else Growth Opportunities

- A person grows as he has responsibilities and produces. If the leader keeps all the responsibilities for him/herself, he/she alone will grow. By giving responsibilities to others, he is allowing them to experience growth.
- It is important for others to have growth opportunities to prepare them to lead when the leader is no longer there.

To Free Up the Leader for Other Tasks

- Delegating to others will free up the leader's schedule and mind to pursue different and possibly more important things.

To Share Decision-Making Authority

- Delegating allows the leader to share authority with others. It creates ownership in the group and an environment of teamwork.

Because the Leader Lacks Time

- The leader may delegate because of being overextended.

Because the Leader Lacks Skill

- The leader may not possess the skills to get the job done. The leader can delegate to someone more skilled in a particular task.
- It is not important for an effective leader to be able to do everything, but it is important that the leader is able to recruit people with the skills to do the job.

WHY LEADERS DON'T DELEGATE

Fear

- The leader may fear loss of something he/she enjoys doing
- The leader may fear loss of position or loss of control

Lack of Time

- The leader may feel there is not enough time to train someone else.

- The leader may feel that he can do the job faster than anyone he could delegate the work to.

Wrong Ideas about Delegation

- The leader may not trust the subordinate. The leader may feel subordinates are overworked, too busy already.

Trust

- The leader fears that those asked to delegate are not willing to accept delegated authority and responsibility.

Lack of Skill

- The leader was never trained in delegating techniques or has just failed to utilize it.

Planning Calendar

October 202X							
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	
9/29	9/30	10/1	10/2	10/3	10/4	10/5	
10/6	10/7	10/8	10/9	10/10	10/11	10/12	
10/13	10/14	10/15	10/16	10/17	10/18	10/19	
10/20	10/21	10/22	10/23	10/24	10/25	10/26	
10/27	10/28	10/29	10/30	10/31	11/1	11/2	

Team Building Scenarios

(Cut apart and distribute)

Group 1 - Leader instructions

You are president of your crew. The majority of the crew members are off at college and do not attend meetings regularly. You assign a group of new members to a planning committee for the upcoming hiking trip.

As crew president, you sit down with the committee and walk them through the planning process. You make sure to explain each step of planning and make helpful suggestions.

Group 1 - Team instructions

You are all new to a Venturing crew attending your first crew meeting. The majority of the crew members are off at college and do not regularly attend meetings. You are really excited about next month's hiking trip, but the trip has not been planned yet. The crew president has assigned your group to the planning committee for the upcoming trip. No one in your group really knows where to start.

Group 2 - Leader instructions

You are the program vice president and the ranking officer on the crew first hiking trip. Most of the other crew members are on their first hiking trip. The plan was to hike into a waterfall and back out. It has been a long day and not everyone was prepared for the hiking trip. Crew members have blisters and are a little dehydrated. It is taking longer than expected to get back to the car. You are lost! Members of the crew are tired and a little panicked, because it is getting late.

As the ranking crew officer on the trip, you are in charge. You get everyone together and calm everyone down. Instruct everyone to drink some water. You get the map out and demonstrate to everyone how to find out where we are. The entire time you are setting the right example by staying calm.

Group 2 - Team instructions

You are on your first hiking trip with your crew. The plan was to hike into a waterfall and back out. It has been a long day and not everyone was prepared for the hiking trip. One of you has blisters and another is a little dehydrated. It is taking longer than expected to get back to the car. You are lost! You are tired and a little panicked, because it is getting late.

Group 3 - Leader instructions

You are the crew president and all the crew members have been in the crew for at least a year and have been on several backpacking trips. You are on day 3 and it has been raining all day. As you hike along you come to a spot that the trail has washed out.

The crew stops, assesses the dangers, and comes up with a solution together. Throughout their decision process, point out potential dangers and make sure everyone understands the plan before the crew moves over the obstacle.

Group 3 - Team instructions

You have all been in the crew for a year now and gone on many trips together including several backpacking trips. You are on day 3 and it has been raining all day. As you hike along you come to a spot that the trail has washed out. The first person on the trail stops. Once the group is all together, you begin discussing solutions.

Group 4 - Leader instructions

Everyone in your group has been in the crew for at least two years now and is an experience backpacker. You are on a multi-day backpacking trip and have arrived at camp for the night. The crew begins working together to raise tents, set the dining fly, and hang bear bags with no instruction from you.

As the crew leader you should enable them by encouraging them. You may point out what else needs to be done like getting water. Once the crew is done setting up camp, conduct a reflection to help the crew improve tomorrow.

Group 4 - Team instructions

Everyone in your group has been in the crew for at least two years now and is an experience backpacker. You are on a multi-day backpacking trip and have arrived at camp for the night. You work together to raise tents, set the dining fly, and hang bear bags.

ILSC Course Evaluation

Thank you for your participation and the time you have spent to learn the role of leadership in Venturing. To assist us with future courses, please take a moment to evaluate the course. We are committed to continually improving the effectiveness of our training and value your feedback.

1. Was the information you received about the course content, location, timing, and point of contact adequate? Yes No

If not, what could we have done to improve it?

2. Did we provide information, ideas, and materials that will help you become a better crew leader? Yes No

What part of the course had the most value?

What part of the course (if any) had the least value?

3. Were there any sessions that left you with unanswered questions? Yes No

What do you still need to know?

4. Would you encourage other Scouters to attend this course? Yes No

5. Additional comments.

