VENTURING · BSA®

Introduction to Leadership Skills for Crews

Facilitator Guide

SCOUTING U
Learn. Challenge. Lead.™



INTRODUCTION TO LEADERSHIP SKILLS FOR CREWS

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TABLE OF CONTENTS

Organizing and Delivering the Course 2

Gathering Activity 10

Introduction to the Course 12

Creating a Vision 15

Goal Setting 21

Communication 25

Group Decision Making 31

Planning 36

Delegating 39

Team Development 44

Closing 53

Appendix 55

- Appendix A: Instructional Symbols 56
- Appendix B: Rules for Reflection 57
- Appendix C: Survival Game Scenarios 60
- Appendix D: The Marshmallow Challenge 74
- Appendix E: Seven-Step Planning Process 75
- Appendix F: Effective Delegation Skills 77
- Appendix G: Trying to Do the Job Alone 79
- Appendix H: Team-Building Scenarios 80

ORGANIZING AND DELIVERING THE COURSE

(Notes for the Training Team)

What Is Leadership?

"Being the leader doesn't make you one."
—Thomas Gordon, *Leader Effectiveness Training*

Our impressions and attitudes toward leadership are gained from observing other leaders and from our own experiences. Most of us, when selected or elected into a leadership role for the first time, had little or no training and few leadership skills. We learned through experience, working through the difficulties associated with leadership. Sometimes the outcome was less than desirable.

Why This Course?

Venturing was created to help young people mature and to prepare them to become responsible and caring adults. Teaching leadership skills to the nation's teenagers—our future leaders—is one important mission that Venturing addresses.

The Introduction to Leadership Skills for Crews (ILSC) course was created to help Venturers learn and practice the attitudes and skills effective leaders demonstrate. Practicing and mastering these skills within the crew will provide Venturers with positive leadership experiences in and outside of the crew.

This course consists of a series of lessons divided into three modules: Leading Self, Leading Others, and Leading Crews. It is recommended that the modules be conducted in the order listed.

How to Use This Facilitator Guide

Throughout this guide, you will find notes that incorporate important points to help deliver quality training. The following icons are used to bring attention to best practices, important points, 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 important 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.

You will also notice additional symbols used throughout this guide to alert you to the method and materials needed to facilitate the sessions successfully. A list of these symbols can be found in the appendix.

ILSC was specifically designed to be taught to all Venturers in the crew. It is strongly recommended that crew officers conduct the course as a means of providing an opportunity to practice and demonstrate leadership.

The course was designed to be conducted at the unit level, although it may be conducted at the district or council level. The unit may choose to conduct the course at a weekend retreat or over the course of several crew meetings. The crew officers should determine which methods best meet the needs of their crew.

A district may elect to conduct this course with multiple crews, providing an opportunity to foster more creativity and synergy. If a Venturing crew is new, consider conducting this course as part of the annual planning retreat as a vehicle to build trust and foster teamwork.

Upon completion of this course, each Venturer is entitled to wear the Trained emblem, 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.



Unless specified, this syllabus is not intended to be read verbatim by the person presenting a lesson or facilitating an activity.

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 participants want to come back and bring their friends." Successful crews will conclude that ILSC is an important part of their annual program.

Team-Building Games and Activities

Team-building games and activities are an essential element of ILSC. While the games and activities included in this 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 an organization's success.

The reasons to use team-building activities include improving communication, boosting morale, providing motivation, getting to know one another better, learning strategies to improve team productivity, and exploring one's strengths and weaknesses.



The goal is to take part in various activities that are both fun and challenging, creating the "side effect" of building teamwork skills among crew members and improving the overall performance of the crew. You may want to provide bandanas for each Venturer as a way of breaking them into teams.

The Importance of Reflection

Reflecting on our experiences makes them more meaningful and effective. In Venturing, reflection is the process where Venturers talk about and learn from their experiences immediately afterward.

Reflection provides an opportunity for everyone 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. The 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.

Reflection is hard, but honest appraisal will make the crew better and ensure better activities in the future. All participants should be reminded of the **ground rules of reflection:**

- 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 will not show disapproval of a response or a person, either verbally or nonverbally.
- The facilitator will keep the reflection centered on the activity or project. If there are other issues to address, the crew president will address them at a 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.

For additional information, please refer to pages 18-20 in the Venturing Advisor Guidebook (included here as Appendix B).

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

Course Overview

- **Introduction—The Meaning of Leadership**
  - — Brief introduction to the three levels of leadership as presented in this course along with a discussion of what it means to be a leader. (Note: Examples and qualities identified in this session will be used again in the closing.)
- **Module 1—Leading Self**
  - — Creating a Vision
    - Connecting the importance of vision to leadership
    - Sharing the vision with a group
    - Writing a crew vision statement
  - — Goal Setting
    - Using the vision to set the crew's goals
    - Introducing and using SMART goal-setting criteria

- **Module 2—Leading Others**
  - — Communication
    - Learning effective communication techniques that can be used during crew meetings, officer meetings, crew activities, etc.
    - Giving and receiving feedback
  - — Group Decision Making
    - Introducing a process for crew decision making
    - Practicing effective crew decision making
  - — Planning
    - Presenting the Venturing seven-step planning process
    - Using the planning process to plan an activity or a service project
- **Module 3—Leading Crews**
  - — Delegating
    - Sharing the leadership
    - Sharing the work
  - — Team Development
    - Introducing the four stages of team development
    - Applying Leading EDGE
- **Closing**
  - — Charge participants to apply learned skills in the crew and in their lives.
  - — Create enthusiasm to continue improving their leadership skills via the BSA's advanced leadership training (National Youth Leadership Training and National Advanced Youth Leadership Experience) and the Kodiak Challenge.

Materials

- Flip charts and/or whiteboards
- Markers
- Roll of blue painter's tape
- Rope
- Blindfolds or bandanas (one per participant)
- Post-it notes
- Construction paper
- Clear tape
- Pencils or pens (one per participant)
- Small paper plates (49 per five participants)
- Scissors (one pair per three participants)
- Tape measure
- Trash can or bucket
- Notebook paper (five sheets per participant)
- Trained emblems (one per participant)
- Training cards and/or certificates
- Handouts from the appendix
- Reference: *Handbook for Venturers*

Sample Agenda

Session	Time	Facilitators
Gathering Activity	10 minutes	
Introduction to the Course	30 minutes	
Creating a Vision	45 minutes	
Goal Setting	45 minutes	
Communication	50 minutes	
Group Decision Making	45 minutes	
Planning	45 minutes	
Delegating	40 minutes	
Team Development	50 minutes	
Closing	15 minutes	

Faculty Development

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

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

It is strongly suggested that the training team practice the presentations so that newer members of the team may observe the experienced ones. Have all members of the team practice giving meaningful and constructive feedback, ensuring that the team has a chance to practice in front of a friendly and supportive audience. Practicing the presentations also provides a backup plan so that other members are prepared should something prevent the primary instructor from teaching.

During the pre-course faculty development, the following should be accomplished:

- Review the schedule for start and finish times, breaks, meals, and other activities.
- Review the previous course. What worked well? What could be improved?
  - — How will we repeat what was rated "good" or "great" from last time?
  - — How do we address previous concerns from the last course?
- Review team responsibilities:
  - — Promotion
  - — Facility
  - — Supplies and handouts
  - — Equipment (game materials, flip charts, easels, markers)
  - — Transportation
  - — Support
  - — Budget
- If the team has not participated in Fundamentals of Training, consider attending a district Fundamentals of Training course or conducting one for the ILSC team.
- Practice the games.

A short, post-course reflection should be conducted immediately after ILSC concludes. This internal assessment of the course will enable the team to assess the effectiveness of the course they just completed.



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

GATHERING ACTIVITY

Learning Objectives

The purpose of this activity is to:

- Build camaraderie among participants.
- Create excitement about the course.

Time Frame

10 minutes

Materials

- Name tags (optional)

Arrival

Greet participants as they arrive. If Venturers do not know one another, consider using name tags. Have staff participate in the icebreaker as well.

Icebreaker: What to Wear?

This is a very quick and easy icebreaker, requiring no equipment or preparation. It is used to make introduction 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 participants into teams before the game and have them review answers among themselves.

Instructions to the Group

Say:

1. You are invited to a costume party where it is required that your costume say something about you.
2. Determine what costume you would wear and what it says about you.
3. You have two minutes to think of your answer.
4. Ask Venturers to introduce themselves and explain their answers to the group.

Variation Suitable for Groups Who Know One Another

1. 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.
2. In turn, group members each pick a slip of paper from the pile and read the answer aloud.
3. After hearing all the answers, group members must then try to match the answers to the people present.



Technology Option

- Email this activity to participants before the course and have them take a picture of the costume.
- Have them share their photos at this time during the course and explain as they introduce themselves to the group. (You could also have participants send their photo to the crew website, which would be set up prior to the training, or tweet them to each other, or have them posted to a course Facebook page.)



There are additional icebreakers to consider in *Group Meeting Sparklers*, available at your local Scout shop.

INTRODUCTION TO THE COURSE

"Before you are a leader, success is all about growing yourself. When you become a leader, success is all about growing others."
—Jack Welch



Learning Objectives

At the end of this session, each participant should be able to:

- Explain the importance of developing leadership skills.
- Describe how this course supports the Venturing program.
- Differentiate between leadership skills and leadership attributes.



Time Frame

30 minutes



Materials

- Flip chart
- Blue painter's tape
- Markers

Preparation

Review the course syllabus and be prepared to give examples (or show a website, pictures, or videos) of how this course has helped your crew, or other crews, be successful.



The crew president takes a few minutes to set the stage for the course. Some of the ideas in "Why This Course?" may be helpful or perhaps the staff can present a short vignette or video 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

Activity: What Makes a Leader? (5 minutes)



This activity takes about three minutes in its basic form and requires just a flip chart, markers, and some blue painter's tape. If you have a large group of Venturers, plan for five to six minutes.

Instructions

1. **Say:** Take a few seconds to think—silently and individually—of someone you know who is a great leader. This could be someone you know personally, such as a coach, a teacher, or a friend, or someone more famous you learned about through reading or reputation.
2. You do not need to name the person.
3. **Ask:** What is it about that person that enables him or her to be successful?
4. After 15–20 seconds, **say:** "Call out some of the words that come to mind."
5. Write the words on the flip chart.
6. When you have about eight or more words on the flip chart (or you are looking at the word cloud if you used the technology option), **ask:** "What comments or observations do you have about the words the group has chosen? What similarities do you see?"
   - Underline all the words that describe things that can be taught and practiced.
   - Circle all the words that describe attitudinal factors or attributes.
7. **Say:** This course will focus on the underlined words, things that can be taught and practiced, but we don't want to discount the impact that attitude, the words that are circled, has on leadership.
8. Use the tape to display the completed flip chart in the room. (If you created a word cloud and have access to a printer, print it and post it in the room.)



Technology Option

Access www.wordle.com and create a group word cloud with the responses. In a word cloud, multiple responses of the same word will be represented by larger letters, providing a clear, visual cue for feedback.



For large groups (more than 12 Venturers), split into teams of four to six 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 one to name one success factor their group identified. Rotate among the groups until each small group has provided three success factors. Display the consolidated list in the room.

Introduction to Leadership Skills for Crews

Say: This 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 of your own sense of purpose, your vision, and why you chose to be a leader.

  —As with the saying "If you don't stand for something, you will fall for anything," you must also have a clear sense of your goals as a leader. These goals will guide you through the actions you take as a leader.

- **Leading Others**

  —The skills you use to lead others such as communication, decision making, and planning are often regarded as foundational leadership skills.

  —You need to master these basic skills 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 together effectively in order to achieve their goals as a team.

  —As a leader of teams, it is your responsibility to create an environment in which your members are recognized, are valued, and feel challenged.



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

Say: These three levels align with Venturing's leadership levels: preparing to lead, leading, and mentoring.

Summary

Say: Leadership cannot be taught, only leadership skills can be, and there are no born leaders. There is no doubt some people have an aptitude to be strong leaders, but as with a sport, it is learning effective techniques and then practicing leadership skills that lead to outstanding performance. So, what an effective leader needs is a working knowledge of the skills of leadership, and **that** is what this course is designed to do.

CREATING A VISION

"Vision is everything for a leader. It is utterly indispensable. Why? Because vision leads the leader. It paints the target. It sparks and fuels the fire within. It is also the fire lighter for others who follow that leader."

— John C. Maxwell, *The 21 Indispensable Qualities of a Leader*



Learning Objectives

At the end of this session, each participant should be able to:

- Explain the role vision plays in leadership.
- Identify characteristics of a good vision statement.
- Relate vision and leadership to the Scout Oath and Scout Law.
- Contribute to the creation of a crew vision statement.



Time Frame

45 minutes



Materials

- Whiteboard or flip chart and blue painter's tape
- Markers
- 5-by-8-inch note cards
- Examples of effective vision statements for crews
- Scout Oath and Scout Law

Preparation

- Review the lesson and gather examples of motivational speeches and vision statements for the "Finding Vision" activity. Many are available online.
- If your crew(s) has/have existing vision statements, have them available.
- Prepare a board with the title "Why Are We Here?" for the "Crew Vision" activity.



Introduction

Lead a discussion by **asking** the following questions:

- What does it means to "have a vision"?

- What is your vision of what you want to accomplish this term?
- What is your vision of what high school or college might be like?
- What is your vision of what you want to be in the future?
- How might you share or express this vision with others?

Say: Notice that we are talking about what we would like to see in the future. Successful leaders are always looking toward the future. They imagine themselves being successful in everything they do.



Activity

Say: Let's do a little exercise. Coaches are leaders who inspire motivation and commitment by developing and expressing a vision for their team.

1. Think of yourself playing in a football game. You are in the end zone, having just scored a touchdown.

2. Now, rewind and determine all the processes and activities that led to that touchdown. Begin with the coach, who needs to have vision in order to stay motivated to accomplish the necessary tasks that will lead to the ultimate goal.

3. Turn to the person next to you and list a few of the steps the team had to take in order to achieve your touchdown.

4. Ask participants to share the steps they developed.

5. Conclude by explaining that the coach had a vision for success that he or she shared with the team.



Vision Statement

Have the following annotated on a flip chart or whiteboard.

Say:

- A vision statement is a one-sentence statement describing the clear and inspirational long-term desired change resulting from an organization's work.
- It needs to state where the organization wants to be in the near future, and it also must have a level of excitement and motivation to it.
- By crafting a clear vision statement, you can powerfully communicate your intentions and motivate your crew to realize an attractive and inspiring vision of the future.
- Provide examples from the list below.

Consider printing some of the vision/mission statements below and posting them in the training area or displaying on tables. **Optional:** You can leave off the corporation names and have Venturers try to name the organization that matches the statement.



Corporate Vision/Mission Statement Examples

- **Habitat for Humanity:** A world where everyone has a decent place to live.
- **Special Olympics:** To transform communities by inspiring people throughout the world to open their minds, accept and include people with intellectual disabilities and thereby anyone who is perceived as different.
- **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.
- **Google:** To organize the world's information and make it universally accessible and useful.
- **Walt Disney Co.:** 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.
- **Reebok:** We all have the potential to do great things. … to help consumers, athletes, artists, partners, and employees fulfill their true potential and reach heights they may have thought unreachable.
- **Hilton Worldwide:** To fill the earth with the light and warmth of hospitality.
- **Ikea:** Affordable solutions for better living.
- **Starbucks:** To inspire and nurture the human spirit—one person, one cup, and one neighborhood at a time.
- **Toys R Us:** To bring joy to the lives of our customers, whether they are kids or kids at heart.

The terms "vision statement" and "mission statement" are often used interchangeably. To be specific, however, a *vision statement* conveys what an organization wants to achieve while a *mission statement* expresses what an organization is doing.



Technology Option
Create an electronic poll showing the vision statements. Let participants guess the corporation by voting with their phones.



Activity: Finding Vision

Play a video or audio clip or provide a written transcript of a motivational speech to participants and **ask** that they look for and note examples of vision.

If the group is large, you may want to consider dividing participants into small groups and providing each group with a different video clip, speech, or scenario.



Technology Option
Send a different URL of a famous speech to one participant in each group. Ask that they look for examples of vison and be ready to report to the rest of the group.

Examples to draw on include:

- **Martin Luther King Jr.—**"I Have a Dream" speech (http://www.bing.com/videos/search?q=i+have+a+dream+speech&FORM=VIRE3&adlt=strict#view=detail&mid=494EDC5065970DC0E227494EDC5065970DC0E227)
- **Steve Jobs—**2005 commencement speech at Stanford University (http://www.bing.com/videos/search?q=steve%20jobs%20commencement%20speech&qs=VI&form=QBVR&pq=steve%20jobs%20&sc=811&sp=4&sk=VI3#view=detail&mid=2FD00DA3A74EEABD04462FD00DA3A74EEABD0446)
- **John F. Kennedy—**"Ask not what your country can do for you" speech (http://www.youtube.com/watch?v=P1PbQlVMp98)
- **Dr. Suess—***Oh, the Places You'll Go!* storybook (http://www.bing.com/videos/search?q=oh+the+places+you'll+go&FORM=VIRE1&adlt=strict#view=detail&mid=F3ABA392680741C500DBF3ABA392680741C500DB)
- **Randy Pausch—**The "Last Lecture" reprised (http://www.bing.com/videos/search?q=Most+Famous+Speeches+in+Movies&Form=VQFRVP&adlt=strict#view=detail&mid=5DEAD0D3B22C1FCCDC655DEAD0D3B22C1FCCDC65)



Display or write on the flip chart and discuss:

- Vision Focuses
- Vision Inspires

Using the examples of vision, **ask** participants to explain how the speaker's vision focuses and inspires their intended audiences.

This exercise comes from the following passage: "Vision is the beginning point for leading the journey. Vision focuses. Vision inspires. Without a vision, the people perish. Vision is our alarm clock in the morning, our caffeine in the evening. Vision touches the heart. It becomes the criterion against which all behavior is measured. Vision becomes the glasses that tightly focus all of our sights and actions on which we want to be tomorrow—not what we were yesterday or what we are today."—*Flight of the Buffalo*

Discussion: BSA Vision

Display or distribute copies of the BSA vision statement.

Ask: What does the BSA vision say about us as Venturers?

- Answers should include references to values, goals, and intentions.

Say: Let's talk about values. How are values related to vision?

Answers should include:

- Vision explains why we are here, but values explain who we are.
- Values are the forces that drive you to form and grow the crew.
- Values tell you not only who you are as a crew but also who you are not.
- Values encompass your ethics, principles, and beliefs about the BSA, your crew, and their relationship to the world.

Ask: How does vision help us achieve our goals as a crew?

Answers should include:

- Guides how the crew officers lead and manage the crew
- Helps crew members 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 it recruits new Venturers

Activity: Crew Vision

Ask: In plain words, what is your crew's vision? (The intent is to have the Venturers describe their vision, not necessarily what is written in formal statements.)

Say: Take a moment and write your responses on the note cards.

Post the cards on a flip chart or board with the title: "Why are we here?" Explain that they have taken the first step in writing a vision statement. Display these cards during the remainder of the course and allow participants to refer to them and add comments, if they choose.

Explain that a vision statement can serve as a tool and guideline for all future crew decisions and activities.



Completing the actual crew vision statement can be done at a later time and the draft presented at a crew meeting for approval. This should be assigned to a crew member to ensure its completion.



Summary

Say: An organization, such as a crew, that lacks a vision is like a boat without a rudder. Without a clear mental picture of what 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.
- Consider writing a personal vision statement.
  - — What do you stand for, what's important to you, and what's your purpose in life?
  - — How does your personal vision statement relate to the crew vision statement?

GOAL SETTING

"Setting goals is the first step in turning the invisible into the visible."
—Tony Robbins, life coach, motivational speaker, author

"If you don't know where you are going, you'll end up someplace else."
—Yogi Berra, New York Yankees catcher (1946-1965)

Learning Objectives

At the end of this session, each participant should be able to:

- Describe the relationship between vision and goal setting.
- Explain the importance of setting goals.
- Write SMART goals.

Time Frame

45 minutes

Materials

- Whiteboard or flip chart and blue painter's tape
- Markers

Preparation

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

Introduction

Say: In the first session, we talked about vision as the means of communicating the values of the crew as well as where the crew intends to be in the future.

Values explain who we are while 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 has achieved what it set out to do. This is different from vision, which has a more enduring and long-term perspective to it.

Say: Goals move you along the path to your vision. They will define the crew'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 does 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 following questions to discuss and then ask them to share their answers with the group.

Ask: Why is it important to identify goals for the crew?

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.
- Goals help shape a future direction for the organization.
- They assist in building the crew's commitment to this future direction.
- They provide a foundation for accountability and performance.
- They assist in mobilizing people and resources toward goal attainment.

Ask: Why should our goals be written or published?

Answers should include:

- Those who write down their goals accomplish significantly more than those who do not write down 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 down your goals is a powerful exercise in itself, the real benefit is going back and reviewing them on a regular basis. This is what turns them into reality.
- Writing down goals allows you to share them with those who can help you achieve them.

Guidelines for Writing Goals



Say: Knowing that writing down your goals helps you achieve them, let's practice writing goals.

- You want to keep them few in number. Studies show that you can't really focus on more than five to seven items at any one time. Don't try to cheat by including goals with several "subgoals." 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, attainable, relevant , and time-based. 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.
  - **Specific:** Your goals must identify exactly what you want to accomplish with as much specificity as you can manage.
    - **Bad:** Write a crew manual.
    - **Good:** Write a set of guidelines for choosing, planning, and executing a crew fundraiser.
  - **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 or not you hit the goal.
    - **Bad:** Save more money this year than last.
    - **Good:** Save $500 more this year than last.
  - **Attainable:** Is it attainable and can it be achieved with the resources and time available?
    - **Bad:** Do more service projects.
    - **Good:** Perform at least two service projects a year for the crew's chartered organization.
  - **Relevant:** How will achieving this goal help you attain your vision?
    - **Bad:** Become a better runner.
    - **Good:** Run a half marathon in 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 ends with a "by when" date. This also helps you to prioritize your goals among the goals themselves and with other things in your life.
    - **Bad:** Lose 20 pounds.
    - **Good:** Lose 20 pounds by December 31.

Pair Share Activity: Practice Goal Writing (10 minutes)

Ask participants to take a few minutes to practice writing a SMART personal goal. You may want to suggest that they relate their goals to Venturing. After they have completed their goals individually, have them form groups of two or three to discuss and evaluate each other's goals. Ask a few people if they would like to share their goals with the whole group.

Optional Individual Activity (5 minutes)

Ask participants each of the following questions. Provide time for them to write their response before asking the next question.

1. What do you stand for as a person? What's important to you? Write for 90 seconds.
2. Now, for 90 seconds, write an answer to this question: If I had unlimited time and resources, what could I do to improve my crew?
3. How does your personal sense of purpose (as described in numbers 1 and 2) mesh with what you know of your crew's vision and goals?
4. Ideally, there should be some overlap between your sense of purpose and your crew's vision and goals. Draw two intersecting circles that illustrate the degree of relationship between you and your crew.

Setting personal goals is part of the Venturing Personal Growth area of emphasis.

Summary

- Goals are the "glue" that holds a crew together. They should be SMART goals, which are: specific, measurable, attainable, relevant, and time-based.

Crew members could have personal goals that align with crew goals. You may want to remind participants that they will be asked to set their own personal goals as they work through the Venturing recognition program. The same process used in this session holds true when developing personal goals.

COMMUNICATION

"The single biggest problem in communication is the illusion that it has taken place."

—George Bernard Shaw, playwright

Learning Objectives

At the end of this session, each participant should be able to:

- Explain the importance of communication in leadership.
- Practice group problem-solving skills.
- Develop a greater appreciation for the importance of nonverbal communication.

Time Frame

50 minutes

Materials

- Blindfolds or bandanas for each participant
- Rope long enough for everyone to hold onto in a circle
- Clean trash can or bucket
- Five pieces of paper wadded into balls
- Whiteboard or flip chart and blue painter's tape
- Markers

Preparation

- Make sure everyone has a bandana to use for the activity.
- Review the types of communication and the percentages (what is said, how it is said, and what is not said) contained in the "Types of Communication" small group activity in this session.

Introduction

Say: Leadership requires effective communication. Once the core values and vision of the crew and its members have been identified, they must be communicated.

Communication is a process by which information is exchanged between individuals. Effective communication must be taught to every current and future leader. The ability to communicate properly and effectively is absolutely critical to the success of any group, crew, or organization. Many of the problems that plague organizations, families, and individuals can be traced to poor communication skills.



Important! Do not tell the Venturers what the purpose of the activity is. Tell them only that they are going to participate in a fun activity.



Activity: Blind Triangle (15 minutes)

Instructions

1. Before beginning, tie the ends of a 30-foot piece of ¼-inch rope together so that it forms a large loop. Lay the loop on the ground and have participants stand in a large circle outside of it. (30 feet should be sufficient for up to 15 Venturers. If there are more participants, use a longer rope or divide participants into smaller groups. You will need a rope and a facilitator for each group.)
2. **Say:** Everyone take hold of the rope with both hands.
3. Blindfold participants and ask them to make an equilateral triangle (equal angles and sides) with the rope.
4. **Say:** You can communicate only by speaking to each other.
5. Facilitators should observe the group dynamics during the activity.
   - Did someone emerge as the group leader?
   - Were others content to remain quiet and follow suggestions?
   - Did any disagreements emerge? How were they resolved?
6. After participants feel they have made a triangle, **say:** Stay in place, and with one hand on the rope, use the other to remove your blindfolds. Look around. How do you think you did?
7. **Say:** Keep your eyes open and continue holding onto the rope. You have one minute to discuss what you could do to make a better triangle. Set the rope down and form it into a circle. Now, put your blindfolds back on and try again.
8. Once they have made their second triangle, have them remove the blindfolds and evaluate their effort.

Reflection

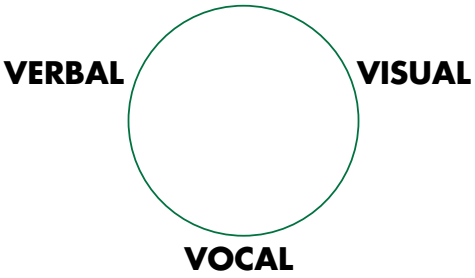
Assemble the crew (or small group if multiple games are going on) in a comfortable setting, describe what a reflection is, and share the rules from page 5.

Ask:

- What were some communication problems you faced?
- Did anyone emerge as the leader in trying to solve the problem?
- Why were you willing to follow this person?
- How did you resolve disagreements?
- How did things change when you were able to open your eyes and discuss the problem?

If time permits, you may want to repeat this exercise toward the end of the lesson or sometime during the course. Ask the group to form a different shape, such as a square or diamond.

Small Group Activity: Types of Communication (5 minutes)



Draw a circle on the flip chart and write the following words outside the circle:

- Verbal
- Vocal
- Visual

Say: This circle is a pie chart representing 100 percent of the communication we receive. The words outside the circle represent the three types of communication.

Verbal communication is defined as words. Vocal communication is defined as sounds and voice inflections. Visual communication could also be called "body language."

Divide the group into teams of three or four.

Say: Create a pie chart representing what percentage of all communication each type represents. Choose one person from your team to share the team's decision by drawing a pie chart illustrating your decision.

Technology Option
Have groups create their pie chart electronically and send it to other participants via email or send it to the facilitator who can then project it.

After all groups have reported, share the following opinion of the experts. Fill in the original chart as you report the following:



- 55 percent of communication is by body language—VISUAL.
- 38 percent of communication is by sounds and voice inflection—VOCAL.
- 7 percent of communication is by words—VERBAL.

Ask: If more than 90 percent of communication is visual and by voice inflection, how might this affect the way we communicate using modern technology, such as texting, emailing, conference calls, etc.?

Say: The Blind Triangle exercise we just completed required you to solve a problem by communicating without the benefit of eyesight. You can also see just how important it is for leaders to use all means of communication available.

Listening

Say: To quote leadership expert Stephen R. Covey, "Seek first to understand, then to be understood." This principle is key to effective interpersonal communication and can make or break leadership in teams and other relationships.

Covey's statement seems like such a simple concept. In reality, we all struggle with effectively listening to others. If we think of the characteristics of poor listeners, chances are all of those characteristics can apply to each of us at one time or another. Listening is a skill. It can be learned and should be practiced.

Do: Draw a line down the center of a flip chart or whiteboard. Write "Effective Listening Skills" at the top of one side and "Ineffective Listening Skills" on the other. Ask the group to think of characteristics of each and write them in the appropriate column. If the group is large, you may want to have them work in small groups first.

Answers should include the following:

Effective Listening Skills	Ineffective Listening Skills
Seeking the "takeaway" messages	Tuning out dry topics
Concentrating on the speaker	Becoming easily distracted
Being patient and not interrupting	Behaving impatiently and frequently interrupting
Maintaining eye contact and encouraging body language	Not making eye contact and being restless
Questioning in a nonthreatening manner	Being self-centered and talking to be heard
Judging the content and accepting the presentation	Judging the presentation, not the content
Listening for concepts and meaning	Listening only for facts

Summarize 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.

Giving and Receiving Feedback



Activity: Trash Can Ball (10 minutes)

Instructions

1. Have three people exit the room while you and the rest of the group set up the game. Arrange a trash can in an open area where the player can stand 10-20 feet from the can.
2. Crush five pieces of paper and make them into paper balls. Explain the following rules of the game to the observers.
3. Bring each player back into the room one at a time. Players should

be blindfolded.

4. Each player is given five paper balls and told they are to throw the balls into the trash can.

   - **First player:** Give this person no instruction and no feedback. When he or she asks where the trash can is, say, "Behind you" or "In front of you." With each ball thrown, do NOT tell them how far away they are and do not provide any encouraging comments.
   - **Second player:** Give this person no instructions but provide positive and encouraging GENERAL feedback, such as: "You're doing well." "Keep trying." "That's pretty good." "Way to go." DO NOT SAY, "A little more to your left," or anything that offers direction.
   - **Third player:** Before the player begins tossing the paper balls, say, "You are ___ feet from the can. It's directly in front of (behind) you." Give this person adequate, detailed instructions and positive feedback after every throw. Let the player know how close he or she is after each toss, be encouraging, say how great he or she is doing, etc.

5. At the end of the game, ask each player to describe how frustrating it was for them. The first two players are usually more frustrated than the last player. People who receive no instruction and/or feedback that is unhelpful are usually most frustrated. Who performed best (probably the last player, but not always)?



Summary

Say: This activity demonstrates the importance of giving and receiving constructive and effective feedback. It also demonstrates the role of feedback in effective communication.

To perform any task, it is vital to have adequate instructions, specific feedback that tells us how far we are from the goal, and positive feedback that is encouraging and makes us want to keep going. Without these, we may be tempted to quit the task. As Venturers, we learn and practice effective communication, including constructive feedback, so that we can encourage each other to reach our goals as a team.

GROUP DECISION MAKING

"On an important decision one rarely has 100 percent of the information needed for a good decision, no matter how much one spends or how long one waits. And, if one waits too long, one has a different problem and has to start all over. This is a terrible dilemma of the hesitant decision-maker."

—Robert K. Greenleaf, *Servant Leadership*



Learning Objectives

At the end of this session, each participant should be able to:

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



Time Frame

45 minutes



Materials

- Scenarios worksheets (one per Venturer, from appendix)
- Pencils or pens (one per Venturer)

Preparation

- Review the steps of the decision-making process and display them on a whiteboard or flip chart.
- Choose a scenario for the activity and make enough copies for all participants.



Introduction

Say: 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 brush your teeth, while some decisions, such as which college to attend and what major to choose, are significantly more complicated and have more long-term implications.

If you don't brush your teeth for one day, the worst that could happen is the classmate on whom you have a crush could be turned off by your bad breath. While that could be devastating to you for the next few weeks, no one's life is likely to be affected in the long run. When it comes to

decisions for college, or other equally hard tasks, having a method for making decisions alleviates guesswork and allows you to think through the whole process and analyze various outcomes ahead of time.

The process you use to make decisions such as getting a summer job, choosing which college to attend, and so forth is no different from the process you use to make decisions in Venturing or that major corporations use every day. Let's take a look at the decision-making process and the steps involved.



Decision-Making Process

Have the following Decision-Making Process Steps already listed on a flip chart or whiteboard.

Decision-Making Process Steps

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

Say: Let's discuss what happens at each step:



Have the full process displayed, but inform the Venturers that this session will focus only on the first four steps.

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 by which it must be solved?

Answering these questions will clarify the problem so that everyone is working toward a solution for the same problem, rather than being

confused about what needs to be done. Sometimes the problem will be presented to the group by an individual, while other times the group, as a whole, will realize there is a problem.

Step Two: Brainstorm solutions. In this step, list 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. 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, have participants write down each idea on a separate Post-it note, and stick the notes on a wall. Seeing others' ideas might inspire even more ideas.

Ask: What other ways can you brainstorm ideas as a group?

Step Three: Evaluate the solutions. Use a set of criteria to evaluate the possible solutions brainstormed in the previous step. 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 that 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.



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

Provided for Information Only

(Planning is covered in detail in the next session)

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 into the car. For bigger decisions such as choosing your crew's summer trip, implementing the plan could involve setting meeting dates, getting trained in certain high-adventure activities, collecting money, 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.

Review

Say: That is the basic decision-making process. Just remember these steps:

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

Now let's put this decision-making process into action.

Activity: Survival Game (25 minutes)

Choose **one** of the scenarios from the appendix, and use the script provided with the scenario.

- Overview/rules—3 minutes
- Make the decision as an individual—5 minutes
- Make the decision as a group—10 minutes
- Go over answers and total scores—4 minutes
- Reflection—3 minutes

For this survival game scenario, you will need to choose one of the three scenarios for everyone to use. Three different scenarios are provided so this exercise can be completed for multiple courses without repeating the same scenario. All participants in the same course should be given the same scenario.

Instructions

1. Distribute the scenarios.
2. **Say:** Without consulting with anyone else, rank the supplies in order of value.
3. Once everyone has their individual rankings completed, put them in groups of three to four. As a group, they will again rank the supplies in order of value, creating a group list. They may not change the order of items on their individual lists but should create a separate group list ranking the items. As a group, they must come to an agreement on their group ranking list.

4. Once all groups are finished with their group list, read the answers suggested by survival experts. While you are doing so, participants should write the correct ranking in the Experts' Recommendation column. They will then calculate how far off they were from the experts' list as an individual and as a group. If they followed the instructions correctly, the group list should be closer to the experts' answers than their individual lists.

Reflection (10 minutes)

Impact of Decision Making in Venturing

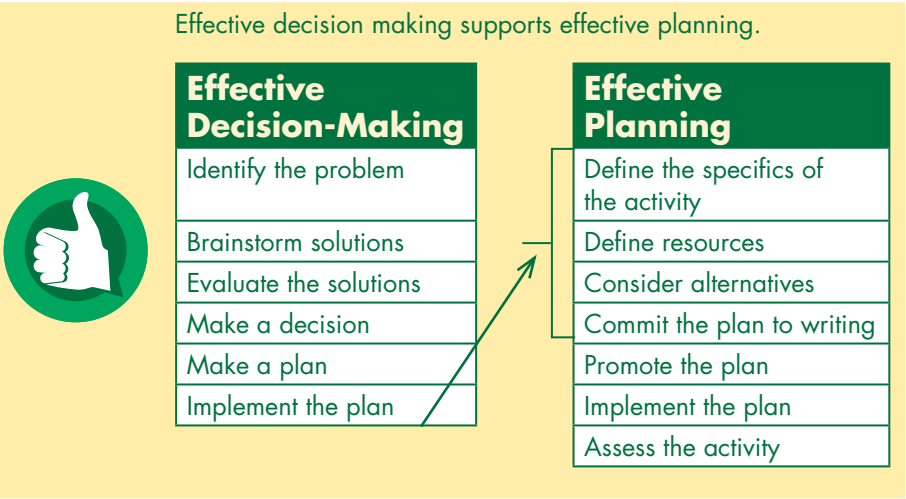
The Boy Scout motto is "Be Prepared," which is helpful in all areas of life. Good decision making is a large part of that and a skill that can help us to *be prepared* for all situations.

Ask:

- How can you use the decision-making process in your own crew? (Possible answers include: determining events, planning meals, deciding when to set up camp, etc.)
- How would this process make brainstorming and planning events easier for your crew?
- What are some examples of ways of implementing this decision-making process into your crew? (Reviewing past events for feedback before deciding on doing that event again, etc.)

Summary

Say: Decision making is an important part of making sure your crew operates smoothly. Some decisions are easily made and some decisions can take multiple meetings to find the solution and plan for all the sections and outcomes. I challenge you to use this process for your next crew officers' meeting and in any decisions you make from now on.



PLANNING

"By failing to prepare, you are preparing to fail."
—Benjamin Franklin

"Planning is bringing the future into the present so that you can do something about it now."
—Alan Lakein



Learning Objectives

At the end of this session, each participant should be able to:

- Identify the seven-step planning process.
- Explain why planning is an essential role of leadership.
- Appreciate the difference between a planned and an unplanned activity.
- Plan an activity using the planning process.



Time Frame

45 minutes



Materials

- Two 8½-x-10-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-step planning model (refer to page 131 in the *Handbook for Venturers*)
- A tape measure (to measure the heights of the towers)
- Prizes for the winning team (optional)

Preparation

Review the rules of the game and have the materials ready. Note that there is an additional game in the appendix for this session (substituting spaghetti and marshmallows for the paper). You may choose which version of the game you prefer to play.



Introduction

Introduce this activity by dividing the group into teams of three to five people.

Say: Each team's mission is to build a tower as high as possible using only what will be given to you.

Pass out to each team:

- One sheet of construction paper
- One 20-inch strip of clear tape
- One pair of scissors

Activity: Paper Tower (25 minutes)

State or post the rules of the game:

- There is a 20-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.

Begin the activity. Allow teams to build their towers for 20 minutes; then measure the towers and recognize the winning team.



Reflection

Assemble the group 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?



Applying the Seven-Step Planning Process

Distribute copies or display a poster of the planning process (see appendix). Briefly discuss each point.

After reviewing the steps, repeat the Paper Tower exercise 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 planning 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: How might you use this planning process model in your crew? Answers should include:

- To plan adventures and activities, service projects, and crew fundraisers
- To help with budgeting
- To assign crew member tasks
- For scheduling and follow-up
- To make planning easier the next time an event is done
- To build a stronger crew
- To use crew resources effectively



Summary

Explain that knowing how to plan will serve participants well in the crew and in other things they do. Point out that these planning steps can be found in the *Handbook for Venturers.* (Refer to appendix and review if time permits.)

DELEGATING

"The best executive is the one who has sense enough to pick good men to do what he wants done, and self-restraint to keep from meddling with them while they do it."
—Theodore Roosevelt

Learning Objectives

At the end of this session, each participant should be able to:

- Explain the need for delegation in leadership.
- Identify the reasons leaders don't delegate.
- Describe how to delegate effectively.

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

Time Frame

40 minutes

Materials

- Whiteboard or flip chart and painter's tape
- Markers
- 49 paper plates for each group of five participants
- Handout from appendix: Effective Delegation Skills
- A table
- An empty area large enough to lay all the sets of plates on the floor in a grid

Preparation

- Review the SMART acronym from the Goal Setting session.
- Practice reading "Trying to Do the Job Alone" found in the appendix (optional activity).
- Set up for the game.
  - Number the plates 1–49. Review the rules of the game. It is a good idea to practice the game beforehand.



Activity: Paper Plate Sort (20 minutes)

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

Timing

- Explaining the exercise and grid setup—10 minutes
- Activity—3 minutes to discuss strategy, 10 minutes to actually complete the activity
- Reflection—5 minutes

Instructions

1. Divide participants into teams of five.
2. Give each team a set of paper plates numbered 1 to 49.
3. Instruct each team to place their plates in a 7-by-7 grid on the floor. The numbers must be visible. **The paper plates must be placed as randomly as possible**.
4. Allocate enough space between each grid so teams can comfortably work on their own set without affecting others.
5. Explain that each team's objective is to pick up the plates in order from 1 to 49, stack them, and then place them in a designated place in the room.
6. Discuss the rules of the game.
    - The team can work together, though plates must be picked up one at a time **and** in numerical order.
    - Once the plates are collected, the teams must place the ordered set of plates in the designated area. Plate 1 should be at the bottom and plate 49 at the top.
    - The group that finishes first wins.
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. Give each team three minutes to brainstorm strategies and coordinate their activities.
9. At the end of the three-minute strategy session, start the teams by saying, "Go." Time the 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 a number of ways to change this exercise to make it more challenging. Here are some examples:

- **Number of plates.** Use more plates.
- **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 pick a subset of plates based on a given rule, such as picking only even-numbered plates.
- **Change the order.** Have teams pick up plates based on a given order. For example, pick up plates from 30 to 40, then 49 to 41, then 30 to 1.



Reflection

Ask:

- 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 your group coordinate activities? Were tasks delegated to different team members?
- Describe any patterns or shortcuts your group used to increase efficiency.
- How well did you utilize every member's available talents?



Why Should We Delegate?

Say: In the previous activity, 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 also provides opportunity for others to grow.

Ask: What are some other reasons a leader should delegate?

Answers should include:

- One person can't do everything; delegating shares the work and allows you to balance responsibilities such as school, family, Scouts, sports, job, etc.

- When you quit worrying about details, you can see the big picture and prepare for the next steps.
- It may be that someone else can do the task better.
- Matching tasks to Venturers' strengths, talents, and desires means better performance and value.
- By actively participating, other Venturers improve their skills, enabling the crew to continue to succeed after leaders graduate.
- Delegating allows the sharing of authority. It creates ownership in the crew and encourages 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 or she can do the job faster than anyone else.
- 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.

Ask: What suggestions do you have to counter each of these reasons people don't delegate?

Ask: What are the things we need to do in our crew?

Answers may include:

- Conduct crew officers' seminar
- Recruit new members
- Handle finances
- Keep minutes
- Develop crew calendar

- Conduct program planning
- Handle crew publicity

Say: Can the crew president do all of these things alone? As in the game we just played, the job becomes easier when we are able to share the load.



Distribute Effective Delegation Skills handout from appendix.

How to Delegate

Say: 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 its 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
- Time-based



Summary

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

Optional: Read "Trying to Do the Job Alone" (appendix) to the participants. Then ask the obvious question, "How could this story have had a happier ending?"

TEAM DEVELOPMENT
(Leading EDGE)

"Coming together is a beginning. Keeping together is progress. Working together is success."
—Henry Ford



Learning Objectives

At the end of this session, each participant should be able to:

- Define the four stages of team development.
- Identify the leadership style that should be applied to each of the stages of team development.
- Describe regression as it relates to team development.



Time Frame

50 minutes



Materials

- One bandana for each two Venturers
- One tennis ball (or another ball of similar size and weight) for each four Venturers
- Whiteboard or flip chart and blue painter's tape
- Markers
- Team-Building Scenario, cut apart (appendix)
- Stages of Team Development diagrams

Preparation

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

Introduction

Say: During this session, you will learn to recognize the stages of team development and reflect on ways your crew can become a high-performing team.



Activity: Bandana Ball Game (10 minutes)

Instructions

1. Pair participants and have each pair share a bandana. Then divide the whole group into teams of four (two pairs).
2. Have each pair stand about two feet from the other pair on their team.
3. **Say:** The object of the game is to toss and catch the ball between the pairs of a team as many times as you can without dropping the ball. The ball must be tossed and caught with the bandana.
4. After explaining the rules, let 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 place the ball on one of the bandanas.
6. When the game leader says, "Go," the pairs begin tossing the ball back and forth.
    - Teams count one point for each time the ball is successfully tossed and caught.
    - If they drop the ball, they must start over.
7. Let the game go for three to five minutes, then stop the play and have the teams share 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.

Variations

1. Blindfold some of the participants (adds disability awareness and difficulty).
2. Assign some pairs to sit on chairs, unable to stand (disability awareness).
3. Have participants use only one hand—putting four players on a bandana (requires greater teamwork and communication).
4. (For older Scouts and adults) Have all pairs get in a 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.

Reflection

Ask:

1. What was the purpose of the game? (have fun, work together, teamwork, communication, problem solving)
2. How did you feel when your team dropped the ball? Did your team collaborate on how to not drop the ball?
3. Did a leader emerge? Did the leader ask for ideas from other team members? How did the team cooperate on solving problems?
4. Did the game get competitive? Did that sense of competition help or hinder the process? Did the sense of competition relate to anything in Scouting, school, club, church, or other group?
5. When you changed teams, describe how the planning and collaboration changed.

Group Discussion: Stages of Team Development (10 minutes)

Say: 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 may already be familiar with these stages of team development. If you are, 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



Ask: 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

- High team motivation
- Understanding of what it means to be a Venturer was low

In the forming stage, a team is just starting out. Team members have high enthusiasm and motivation for accomplishing tasks but low skills and productivity.

Draw or show the illustration for the forming stage. Then **ask:** How does this diagram represent the forming stage?

Say: In the forming stage, individual enthusiasm is high, but skills are low.

Share an example of team "forming" that you have experienced.

Storming



Say: During the storming stage, teams will show less enthusiasm as the initial excitement has worn off and their skill set is still developing. At this point they still have low skills. Team members will show signs of frustration with one another 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:** How does this diagram represent the storming stage?

Give an example of storming.

Say: In the storming stage, individual enthusiasm drops and skills remain low. This is the point where you might feel like quitting.

Share an example of team storming that you have been through.

Discussion: Does storming mean yelling at each other or making rude comments? What would you consider appropriate storming behavior for our crew? What role do the Scout Oath and Scout Law play in storming?

Norming



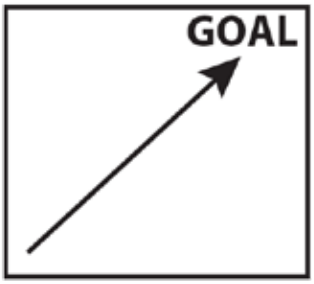
Say: In the norming stage, the team shows increasing enthusiasm and skills. Team members can work together with little frustration and argument to reach goals, but still continue to develop skills that will help them reach a higher level of productivity.

Draw or show the illustration for the norming stage. Then **ask:** How does this diagram represent the norming stage?

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

Share an example of team norming that you have been through.

Performing



Say: When the team reaches the performing stage, team members exhibit high enthusiasm and motivation, and their skills, organization, and productivity are also 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:** How does this diagram represent the performing stage?

Say: 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.

Share an example of team performing of which you have been a part.

Leadership Roles at Each Stage of Team Development

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

Ask: What does EDGE stands for?

- Explain
- Demonstrate
- Guide
- Enable

Say: The Leading EDGE combines the EDGE method with the stages of team development. The Leading EDGE acronym describes the leadership style of the leader as the team moves through the stages of team development.

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.

Some Venturers may be familiar with the EDGE model. We use the EDGE method to teach tasks (Teaching EDGE) and to lead teams (Leading EDGE).

Discussion: Leadership Styles (5 minutes)

Say: Think of each of the phases of team development. In small groups, 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.

When the discussion is over, share the team stages and Leading EDGE chart.

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 participants into four teams. Each team takes a scenario and will act it out in front of the entire group. Ask for a volunteer from each team to serve as the team leader.
2. Give the "leader instructions" to the designated leader and the "team instructions" to the rest of the team. Allow teams a few minutes to prepare.
3. **Say:** We are going to act out a series of situations. Each team will role-play a 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 topics:

- Name the stage of team development.
- Name the leadership style used.
- In what ways did the leadership style meet the needs of the team?
- How did the leader help the team meet its goal?
- How did the leader make the group feel?
- How did the leader help the team develop skills?

Scenarios

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 the members through the planning process. You make sure to explain each step of planning and offer helpful suggestions.

   Team Instructions

   You are all new to a Venturing crew and 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 yet been planned. 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's first hiking trip of the year. Most of the other crew members are on their very 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 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 out the map and demonstrate to everyone how to find out where you 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 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, you come to a spot where the trail has washed out. The crew stops, assesses the dangers, and comes up with a solution together. Throughout the decision process, 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 at least a year 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, you come to a spot where 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 and is an experienced backpacker. You are on a multiday backpacking trip and have arrived at camp for the night. The crew begins working together to pitch tents, erect 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, such as 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 and is an experienced backpacker. You are on a multiday backpacking trip and have arrived at camp for the night. You work together to pitch tents, erect the dining fly, and hang bear bags.

Conclude the activity and transition to the following discussion.

Regression

Say: Developing teams don't always move smoothly through the stages of team development. Situations may arise that cause the team to move backward to an earlier stage.

Ask: What are some of the situations that can cause a team to regress?

Answers should include the following:

- Learning a new skill
- Moving toward a new goal
- Unanticipated roadblocks
- New members
- Existing member leaves

Say: It is not uncommon for a team to go from norming back to storming very quickly. It is critical that the team leader recognizes what is happening and adjusts his or her leadership style to get the team back on track.

Summary

- All teams go through the four stages of team development (forming, storming, norming, performing).
- The Leading EDGE acronym describes the behavior of a leader as the team goes through the stages of development (Explain, Demonstrate, Guide, and Enable).
- Teams can regress in development when team members change, the team encounters an obstacle, or when the team sets out to reach a new goal.

CLOSING

"A leader leads by example, whether he intends to or not."
—Author unknown



Learning Objectives

At the end of this closing session, participants should be able to:

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



Time Frame

15 minutes



Materials

- Flip chart sheet created in the Introduction to the Course session
- Trained emblems and cards

Preparation

- Ensure the training cards are filled out and signed.
- Review the leadership attributes from the Introduction to the Course session and be able to refer to them.
- Practice the presentation so it is memorable for the participants.



Presentation

Write "Leadership Skills" on a flip chart and ask, "As far as a crew goes, what does growing good leadership skills lead to?"

The answer should be "good program."

Ask what good program has to do with leadership.

Say: 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 you become the crew president. It is all connected to the skills we have learned in this course.

Crews don't have a great program without effective planning, effective planning doesn't happen without prepared leaders, and prepared leaders aren't ready to lead without a strong foundation in 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?

Do: Go back to the flip chart from the Introduction to the Course session and highlight a few of them.

Say: In addition, being 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.



While not taught in this course, this plants the seed for servant leadership taught in advanced leadership courses (Wood Badge, National Youth Leadership Training, and National Advanced Youth Leadership Experience).

Say: I would now like to present each of you a Trained emblem you can proudly wear on your uniform.

Remind participants that they are on a journey. The next step is to start using the skills they just learned. Then make a commitment to continue on with NYLT and NAYLE. Plan and participate in a Kodiak Challenge. Volunteer for leadership positions in their schools and other organizations. Complete additional training on mentoring, time management, and project management.

APPENDIX

Appendix A: Instructional Symbols..... 56

Appendix B: Rules for Reflection 57

Appendix C: Survival Game Scenarios..... 60

Appendix D: The Marshmallow Challenge 74

Appendix E: Seven-Step Planning Process 75

Appendix F: Effective Delegation Skills 77

Appendix G: Trying to Do the Job Alone..... 79

Appendix H: Team-Building Scenarios 80

INSTRUCTIONAL SYMBOLS

These symbols are used throughout this guide to alert you to the method and materials needed to facilitate the sessions successfully.


2-Group


3-Group


Class Size


Game


Group Activity


Handout


Key Points


Materials for Distribution


Objectives



Q&A


Reflection


Roleplay


Say


Team-based Learning


Timeframe


Training Mats Flip Chart


Website


Writing Assignment

RULES FOR REFLECTIONS
(from the *Venturing Advisor Guidebook*)

Learning From Adventures: Leading a Reflection

Begin the process by establishing the ground rules for a reflection. Have Venturers sit so they can see one another and ask them to agree not to interrupt or make fun of one another. Let them know they are free to keep silent if they wish.

In the model presented on the previous page, Step 1 (the experience) refers to the activity that all the participants have in common. Steps 2 through 5 take place during the reflection. The steps are prompted by the questions in the following section. The goal is to use the questions to guide the Venturers in sharing their experience and identifying how the experience helped them grow as individuals and as a team—and then to generalize what they learned to other experiences and seek to apply what they learned to their next adventure.

Reflecting on an activity should take no more than 10 minutes. The more you do it, the easier it becomes for both the leader and the members of the crew. Remember that both the value and values of Venturing often lie beneath the surface. Reflection helps you ensure that these values come through to the members of the crew.





Advisor Insight: Tips for Leading a Reflection

- Facilitate (but do not lead!) the discussion.
- Avoid the temptation to talk about your own experiences.
- Reserve judgment about what the Venturers say to avoid criticizing them.
- Help the discussion get going, then let the Venturers take over with limited guidance from you.
- If you describe what you saw, be sure that your comments don't stop the participants from adding their own thoughts.
- Above all, be positive. Have fun with the activity and with the processing session.

Ideally, the reflections should be led by one of the crew members. Leading a reflection during and after a crew adventure provides the youth officers feedback on what was learned and how to improve the next crew adventure.

Questioning Guidelines for Reflections

The sequence below is a helpful way to organize the questions that you pose during the reflection. You want to have your participants identify (1) the purpose of the activity, (2) the challenges they encountered while taking part in the activity and the root cause (leadership skill) of the obstacles, and (3) what they might do differently next time and how to better apply the skill for greater future success. This sequence of questions aligns the questions with the steps in the experiential education cycle.

QUESTIONS	RESPONSES TO ELICIT
Focusing Questions	What did you do?
• What was the purpose of the game or activity?	• Have participants identify the specific actions they were to undertake. The answer should be as concrete and specific as possible.
Analysis Questions	What happened?
• Ask questions that help the participants analyze the success or challenges that they encountered while playing the game or taking part in the activity. The questions should help frame the game or activity around the leadership skill that the game helps to explore.	• Seek to elicit answers to identify challenges in completing the task and how a particular leadership skill was explored.
Generalization Questions	How will you use what you learned?
• How can participants use this skill more effectively?	• The participants should demonstrate the ability to generalize from the challenges encountered in the game or activity to real-world applications of the skill. • What will happen the next time the group encounters obstacles related to the application of this skill?

When using this guide for organizing questions, remember that your role is to facilitate the discussion rather than to search for the "right answers." Keep in mind that a reflective discussion is a process, and the needs and experiences of a team at a given time might lead to unanticipated—but equally valid—outcomes. Use thought-provoking questions, organized as described on the previous page. The following types of questions (with some examples) are useful in reflecting:

- *Open-ended questions* avoid yes and no answers: "What was the purpose of the game?" or "What did you learn about yourself?"
- *Feeling questions* require participants to reflect on how they feel about what they did: "How did it feel when you started to pull together?"
- *Judgment questions* ask the participants to make decisions about things: "What was the best part?" or "Was it a good idea?"
- *Guiding questions* steer Venturers toward the intended purpose of the activity and keep the discussion focused: "What got you all going in the right direction?" Keep in mind that sometimes creative Venturers will find a purpose in the activity that was not originally intended; that does not make it a "wrong answer."
- *Closing questions* help Venturers draw conclusions and wrap up the discussion: "What did you learn?" and "What would you do differently?" and "How might you use this skill in other settings?"



SURVIVAL GAME SCENARIOS
(Group Decision Making)

Instructions: For the group decision-making activity, you will need to choose one of the following survival scenarios for everyone to use. There are three different scenarios so the exercise can be completed for multiple courses or over different times without repeating the same scenario. All participants in a course should be given the same scenario and its corresponding participant worksheet.

First, the participants will individually rank the supplies in order of value using their participant worksheet. Once everyone has their ranking completed, put participants in groups of three to four. As a group, participants will then rank the supplies in order of value, creating a single group ranking list. They may not change the order of items on their own individual lists but should rank the items in the Group Rank column on the participant worksheet. As a group, they must come to an agreement on their group ranking list.

After all groups are finished with their group ranking list, read the recommendations made by experts in the field. While you are doing so, participants should write the correct ranking in the Experts' Recommendation column. They will then calculate how far off they were from the experts' list as an individual and as a group. If they followed the instructions correctly, the group list should be closer to the correct answers than their individual lists.

Scenario 1: Lost at Sea

Hand out Participant Worksheet: Lost at Sea.

Say: For this activity you will be given a scenario and a list of supplies available to you. Your job is to put these items in order from most valuable to least valuable for your survival (most valuable equals 1, least valuable equals 15). You are not allowed to talk or ask questions. You will have five minutes to rank your list.

Scenario: You and your team chartered a yacht. None of you has any previous sailing experience, so you hired an experienced skipper and two-person crew. As you sail through the southern Pacific Ocean, a fire breaks out and much of the yacht and its contents are destroyed. The yacht is slowly sinking. Your location is unclear because vital navigational and radio equipment has been damaged. The skipper and crew have been lost while trying to fight the fire. Your best guesstimate is that you are approximately 1,000 miles southwest of the nearest landfall. In addition to the following 15 items that are undamaged and intact after the fire, you have salvaged a four-man rubber life raft. The total contents of your team's pockets amount to a pack of gum, two boxes of matches, and three $5 bills. The undamaged items are: a sextant, a shaving mirror, a quantity of mosquito netting, a 5-gallon can of water, a case of army rations, maps of the Pacific Ocean, a floating seat cushion, a 2-gallon can of oil/gasoline mixture, a transistor radio, 20 square feet of opaque plastic sheeting, shark repellent, a quart of 160 proof rum, 15 feet of nylon rope, two boxes of chocolate bars, and a fishing kit.

Instructions after the individual rankings are done: Now that you have created your rankings as individuals, you are not allowed to make any changes to that column of the worksheet. Get into groups of three or four and work together to create a new ranking list in the Group Rank column of the worksheet. You are allowed to talk to the members of your own group, but you may not ask other groups or the presenters any questions about the scenario or what the use of a certain item is. You will have 10 minutes to rank your list.

After everyone has completed their rankings, read the following expert recommendations. Remind participants to write the experts' rankings in the correct column.

Experts' recommendations and the reasoning behind their ranking:

Item	Rank	Reason
Shaving mirror	1	Critical for signaling.
2-gallon can of oil/gasoline mixture	2	Critical for signaling. The mixture will float on water and could be ignited with one of the $5 bills and a match.
5-gallon can of water	3	Necessary to replenish fluids lost through perspiration.
One case of army rations	4	Basic food intake.
20 square feet of opaque plastic sheeting	5	Can be utilized to collect rainwater and provide shelter from the elements.
Two boxes of chocolate bars	6	Reserve food supply.
Fishing kit	7	Ranked lower than the chocolate as "a bird in the hand is worth two in the bush"; there is no guarantee you will catch any fish.
15 feet of nylon rope	8	Could be used to lash people or equipment together to prevent it being washed overboard.
Floating seat cushion	9	A life preserver if someone fell overboard.
Shark repellent	10	Enough said.
Quart of 160 proof rum	11	Contains 80 percent alcohol, which is enough to be used as an antiseptic for any injuries; otherwise it would have little value as it would cause dehydration if ingested.
Transistor radio	12	Of no use without a transmitter. You would also be out of range of any radio station.
Maps of the Pacific Ocean	13	Worthless without navigation equipment. It does not matter where you are but where the rescuers are!
Mosquito netting	14	There are no mosquitoes in the mid-Pacific Ocean. As for fishing with it, stick to the fishing kit.
Sextant	15	Useless without the relevant tables and a chronometer.

How to score: Each individual should compare his or her individual answers to the experts' recommendations.

Say: Write down the difference between your answer and the experts' answer in the column marked Individual Difference. For example, if you ranked the floating seat cushion as 6 instead of 9, you would write a 3 in the Individual Difference column. Once you have done that, add all of the individual differences together to get a sum for that column. Do the same thing for the group answers compared to the correct answers. The lower the number in the difference column, the closer you were to the correct order of items.

If the scenario is run correctly, the group difference should be less than the individual difference.

Reflection Questions

- What was the difference between your rankings as an individual and the experts' recommendations?
- What was the hardest part about making the ranking as an individual?
- What was the easiest part about making the ranking as an individual?
- What was the difference between your rankings as a group and the experts' recommendations?
- What was the hardest part about making the ranking as a group?
- What was the easiest part about making the ranking as a group?
- Was your ranking closer as a group than as an individual?
- Why do you think that happened?
- What can we learn from this scenario on decision making?

Scenario 2: Canada Plane Crash

Hand out Participant Worksheet: Canada Plane Crash.

Say: For this activity you will be given a scenario and a list of supplies available to you. Your job is to put these items in order from most valuable to least valuable for your survival (most valuable equals 1, least valuable equals 12). You are not allowed to talk or ask questions. You will have five minutes to rank your list.

Scenario: You and your companions have just survived the crash of a small plane. Both the pilot and co-pilot were killed in the crash. It is mid-January, and you are in Northern Canada. The daytime temperature is 25 below zero, and the nighttime temperature is 40 below zero. There is snow on the ground, and the countryside is wooded with several creeks crisscrossing the area. The nearest town is 20 miles away. You are dressed in clothes appropriate for a business meeting. Your group of survivors managed to salvage the following items: a ball of steel wool, a small ax, a loaded .45-caliber pistol, a can of shortening, newspapers (one per person), a small lighter (without fluid), an extra shirt and pair of pants for each survivor, a 20-by-20-foot piece of heavy-duty canvas, a sectional air map made of plastic, a quart of 100 proof whiskey, a compass, and family-size chocolate bars (one per person).

Instructions after the individual rankings are done: Now that you have created your rankings as individuals, you are not allowed to make any changes to that column of the worksheet. Get into groups of three or four and work together to create a new ranking list in the Group Rank column of the worksheet. You are allowed to talk to the members of your own group, but you may not ask other groups or the presenters any questions about the scenario or what the use of a certain item is. You will have 10 minutes to rank your list.

After everyone has completed their rankings, read the following expert recommendations. Remind the participants to write the experts' rankings in the correct column.

Experts' recommendations and the reasoning behind their ranking:

Item	Rank	Reason
Small lighter (without fluid)	1	The gravest danger is exposure to cold. The greatest need is for a source of warmth and the second greatest need is for signaling devices. This makes building a fire the first order of business. Without matches, something is needed to produce sparks, and even without fluid, a small lighter can do that.
Ball of steel wool	2	To make a fire, the survivors need a means of catching the sparks made by the small lighter. This is the best substance for catching a spark and supporting a flame, even if the steel wool is a little wet.
An extra shirt and pair of pants for each survivor	3	Besides adding warmth to the body, clothes can also be used for shelter, signaling, bedding, bandages, string (when unraveled), and fuel for the fire.
Can of shortening	4	A mirror-like signaling device can be made from the lid. After shining the lid with the steel wool, it will reflect sunlight and generate 5 million to 7 million candlepower, which is bright enough to be seen beyond the horizon. Someone could climb a tree and use the lid to signal search planes. Even if this were all they had, they would have a better than 80 percent chance of being rescued within the first day. Shortening can also be rubbed on exposed skin to protect it from the cold. When melted, shortening can be used as fuel. When soaked into a piece of cloth, melted shortening can act like a candle. The empty can is useful for melting snow for drinking water. It is much safer to drink warmed water than to eat snow because warm water helps retain body heat. Water is important because dehydration will affect decision-making. The can is also useful as a cup.
20-by-20-foot piece of heavy-duty canvas	5	Canvas protects against wind and snow. It could be used as a tent. It could be used as a ground cover to keep survivors dry. Its shape could also make it useful as a signaling device.

Item	Rank	Reason
Small ax	6	Used for supplying wood to maintain a fire. Could also be used for clearing a sheltered campsite, cutting tree branches for ground insulation, and constructing a frame for the tent.
Family-size chocolate bars (one per person)	7	Chocolate will provide some food energy.
Newspapers (one per person)	8	Useful in starting a fire. They also can be used as insulation under clothing, can be rolled up in a megaphone shape, and can provide material for recreation.
Loaded .45-caliber pistol	9	The pistol can provide a sound-signaling device. (The international distress signal is three shots fired in rapid succession.) The butt of the pistol could be used as a hammer and the powder from the shells can assist in fire building. By placing a small bit of cloth in a cartridge emptied of its bullet, one can start a fire by firing the gun at dry wood on the ground.
Quart of 100 proof whiskey	10	The only uses of whiskey are as an aid in fire building and as fuel for a torch (made by soaking a piece of clothing in the whiskey and attaching it to a tree branch). The empty bottle could be used for storing water. The danger of whiskey is that someone might drink it, thinking it would bring warmth. Alcohol takes on the temperature it is exposed to, and a drink of whiskey that is minus 30 degrees Fahrenheit would freeze a person's esophagus and stomach. Alcohol also dilates the blood vessels in the skin, resulting in chilled blood being carried back to the heart, which leads to rapid loss of body heat. Thus, a drunk person is more likely to get hypothermia than a sober person.
Compass	11	Because a compass might encourage someone to try to walk to the nearest town, it is actually a dangerous item. Its only redeeming feature is that it could be used as a reflector of sunlight (due to the glass).
Sectional air map made of plastic	12	This is also one of the least desirable items because it will encourage individuals to try to walk to the nearest town. Its only useful feature is as a ground cover to keep someone dry.

How to Score: Each individual should compare his or her individual answers to the experts' recommendations.

Say: Write down the difference between your answer and the experts' answer in the column marked Individual Difference. For example, if you ranked the chocolate bars as 12 instead of 7, you would write a 5 in the Individual Difference column. Once you have done that, add all of the individual differences together to get a sum for that column. Do the same thing for the group answers compared to the experts' answers. The lower the number in the difference column, the closer you were to the correct order of items.

If the scenario is run correctly, the group difference should be less than the individual difference.

Reflection Questions

- What was the difference between your rankings as an individual and the experts' recommendations?
- What was the hardest part about making the ranking as an individual?
- What was the easiest part about making the ranking as an individual?
- What was the difference between your rankings as a group and the experts' recommendations?
- What was the hardest part about making the ranking as a group?
- What was the easiest part about making the ranking as a group?
- Was your ranking closer as a group than as an individual?
- Why do you think that happened?
- What can we learn from this scenario on decision making?

Scenario 3: Stranded on the Moon

Hand out Participant Worksheet: Stranded on the Moon.

Say: For this activity you will be given a scenario and a list of supplies available to you. Your job is to put these items in order from most valuable to least valuable for your survival (most valuable equals 1, least valuable equals 15). You are not allowed to talk or ask questions. You will have five minutes to rank your list.

Scenario: You are a member of a space crew originally scheduled to rendezvous with a mother ship on the surface of the moon. However, due to mechanical difficulties, your ship was forced to land at a spot some 200 miles from the rendezvous point. During reentry and landing, much of the equipment onboard was damaged, and because survival depends on reaching the mother ship, only the most critical items available must be chosen for the 200-mile trip. The 15 items left intact and undamaged after landing are: a box of matches, food concentrate, 50 feet of nylon rope, parachute silk, a portable heating unit, two .45-caliber pistols, one case of dehydrated milk, two 100-pound tanks of oxygen, stellar map, self-inflating life raft, magnetic compass, 5 gallons of water, signal flares, first-aid kit with injection needle, and a solar-powered FM receiver-transmitter.

Instructions after the individual rankings are done: Now that you have created your rankings as individuals, you are not allowed to make any changes to that column of the worksheet. Get into groups of three or four and work together to create a new ranking list in the Group Rank column of the worksheet. You are allowed to talk to the members of your own group, but you may not ask other groups or the presenters any questions about the scenario or what the use of a certain item is. You will have 10 minutes to rank your list.

After everyone has completed their rankings, read the following expert recommendations. Remind participants to write the experts' rankings in the correct column.

Experts' recommendations and the reasoning behind their ranking:

Item	Rank	NASA's Reasoning
Two 100-pound tanks of oxygen	1	Most pressing survival need (weight is not a factor because gravity is one-sixth of the Earth's—each tank would weigh only about 17 pounds on the moon).
5 gallons of water	2	Needed to prevent dehydration.
Stellar map	3	Primary means of navigation—star patterns appear essentially identical on the moon as on Earth.
Food concentrate	4	Efficient means of supplying energy requirements.
Solar-powered FM receiver-transmitter	5	For communication with mother ship (but FM requires line-of-sight transmission and can be used only over short ranges).
50 feet of nylon rope	6	Useful in scaling cliffs and tying injured together.
First-aid kit with injection needle	7	Needles connected to vials of vitamins, medicines, etc., will fit special aperture in NASA space suit.
Parachute silk	8	Protection from the sun's rays.
Self-inflating life raft	9	CO_2 bottle in military raft may be used for propulsion.
Signal flares	10	Use as distress signal when the mother ship is sighted.
Two .45-caliber pistols	11	Possible means of self-propulsion.
One case of dehydrated milk	12	Bulkier duplication of food concentrate.
Portable heating unit	13	Not needed unless on the far side of the moon.
Magnetic compass	14	The magnetic field on the moon is not polarized, so the compass is worthless for navigation.
Box of matches	15	Virtually worthless—there's no oxygen on the moon to sustain combustion.

How to Score: Each individual should compare his or her individual answers to the experts' recommendations.

Say: Write down the difference between your answer and the experts' answer in the column marked Individual Difference. For example, if you ranked the self-inflating life raft as 6 instead of 9, you would write a 3 in the Individual Difference column. Once you have done that, add all of the individual differences together to get a sum for that column. Do the same thing for the group answers compared to the experts' answers. The lower the number in the difference column, the closer you were to the correct order of items.

If the scenario is run correctly, the group difference should be less than the individual difference.

Reflection Questions

- What was the difference between your rankings as an individual and the experts' recommendations?
- What was the hardest part about making the ranking as an individual?
- What was the easiest part about making the ranking as an individual?
- What was the difference between your rankings as a group and the experts' recommendations?
- What was the hardest part about making the ranking as a group?
- What was the easiest part about making the ranking as a group?
- Was your ranking closer as a group than as an individual?
- Why do you think that happened?
- What can we learn from this scenario on decision making?

Participant Worksheet: Lost at Sea

Instructions: For this activity you will be given a scenario and a list of supplies available to you. Your job is to put these items in order from most valuable to least valuable for your survival (most valuable equals 1, least valuable equals 15). You are not allowed to talk or ask questions. You will have five minutes to rank your list.

Scenario: You and your team chartered a yacht. None of you has any previous sailing experience, so you hired an experienced skipper and two-person crew. As you sail through the southern Pacific Ocean, a fire breaks out and much of the yacht and its contents are destroyed. The yacht is slowly sinking. Your location is unclear because vital navigational and radio equipment has been damaged. The skipper and crew have been lost while trying to fight the fire. Your best guesstimate is that you are approximately 1,000 miles southwest of the nearest landfall. In addition to the following 15 items that are undamaged and intact after the fire, you have salvaged a four-man rubber life raft. The total contents of your team's pockets amount to a pack of gum, two boxes of matches, and three $5 bills. The undamaged items are: a sextant, a shaving mirror, a quantity of mosquito netting, a 5-gallon can of water, a case of army rations, maps of the Pacific Ocean, a floating seat cushion, a 2-gallon can of oil/gasoline mixture, a transistor radio, 20 square feet of opaque plastic sheeting, shark repellent, a quart of 160 proof rum, 15 feet of nylon rope, two boxes of chocolate bars, and a fishing kit.

Item	Individual Rank	Group Rank	Experts' Recommendation	Individual Difference	Group Difference
A sextant					
A shaving mirror					
Mosquito netting					
A 5-gallon can of water					
A case of army rations					
Maps of the Pacific Ocean					
A floating seat cushion					
A 2-gallon can of oil/ gasoline mixture					
A transistor radio					
20 square feet of opaque plastic sheeting					
Shark repellent					
Quart of 160 proof rum					
15 feet of nylon rope					
Two boxes of chocolate bars					
A fishing kit					
			Total Differences		

Participant Worksheet: Canada Plane Crash

Instructions: For this activity you will be given a scenario and a list of supplies available to you. Your job is to put these items in order from most valuable to least valuable for your survival (most valuable equals 1, least valuable equals 12). You are not allowed to talk or ask questions. You will have five minutes to rank your list.

Scenario: You and your companions have just survived the crash of a small plane. Both the pilot and co-pilot were killed in the crash. It is mid-January, and you are in Northern Canada. The daytime temperature is 25 below zero, and the nighttime temperature is 40 below zero. There is snow on the ground, and the countryside is wooded with several creeks crisscrossing the area. The nearest town is 20 miles away. You are dressed in clothes appropriate for a business meeting. Your group of survivors managed to salvage the following items: a ball of steel wool, a small ax, a loaded .45-caliber pistol, a can of shortening, newspapers (one per person), a small lighter (without fluid), an extra shirt and pair of pants for each survivor, a 20-by-20-foot piece of heavy-duty canvas, a sectional air map made of plastic, a quart of 100 proof whiskey, a compass, and family-size chocolate bars (one per person).

Item	Individual Rank	Group Rank	Experts' Recommendation	Individual Difference	Group Difference
A ball of steel wool					
A small ax					
A loaded .45-caliber pistol					
A can of shortening					
Newspapers (one per person)					
Small lighter (without fluid)					
An extra shirt and pair of pants for each survivor					
A 20-by-20-foot piece of heavy-duty canvas					
A sectional air map made of plastic					
Quart of 100 proof whiskey					
A compass					
Family-size chocolate bars (one per person)					
			Total Differences		

Participant Worksheet: Stranded on the Moon

Instructions: For this activity you will be given a scenario and a list of supplies available to you. Your job is to put these items in order from most valuable to least valuable for your survival (most valuable equals 1, least valuable equals 15). You are not allowed to talk or ask questions. You will have five minutes to rank your list.

Scenario: You are a member of a space crew originally scheduled to rendezvous with a mother ship on the surface of the moon. However, due to mechanical difficulties, your ship was forced to land at a spot some 200 miles from the rendezvous point. During reentry and landing, much of the equipment onboard was damaged, and because survival depends on reaching the mother ship, only the most critical items available must be chosen for the 200-mile trip. The 15 items left intact and undamaged after landing are: a box of matches, food concentrate, 50 feet of nylon rope, parachute silk, a portable heating unit, two .45-caliber pistols, one case of dehydrated milk, two 100-pound tanks of oxygen, stellar map, self-inflating life raft, magnetic compass, 5 gallons of water, signal flares, first-aid kit with injection needle, and a solar-powered FM receiver-transmitter.

Item	Individual Rank	Group Rank	Experts' Recommendation	Individual Difference	Group Difference
A box of matches					
Food concentrate					
50 feet of nylon rope					
Parachute silk					
Portable heating unit					
Two .45-caliber pistols					
One case of dehydrated milk					
Two 100-pound tanks of oxygen					
Stellar map					
Self-inflating life raft					
Magnetic compass					
5 gallons of water					
Signal flares					
First-aid kit with injection needle					
Solar-powered FM receiver-transmitter					
			Total Differences		

THE MARSHMALLOW CHALLENGE
(Planning; optional game)

Time: 18 minutes

Materials

For each team:

- 20 pieces of spaghetti
- 1 yard of clear tape
- 1 yard of string
- 1 large marshmallow

Instructions

State or post the rules of the game:

- There is a 20-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 teams to build their towers for 20 minutes; then measure the towers and recognize the winning team.

Reflection

Assemble the group 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?

SEVEN-STEP PLANNING PROCESS
(Planning)

Step 1: Define the Specifics of the Activity

What has to be done?

When is it to be done?

Where is it to be done?

Who does what?

How is it to be done?

Step 2: Define the Resources

How much time is available?

What skills do you need?

What tools do you need?

What facilities, equipment, materials, and supplies will be needed?

How will it be funded?

Step 3: Consider Alternatives

What is your "Plan B"?

Be flexible; consider possible emergencies. Be willing to change the plan if needed.

Get everyone involved and make a decision to proceed.

Step 4: Commit the Plan to Writing

Write it down!

Publish the plan and timeline.

Perform regularly scheduled status checks.

Step 5: Promote the Plan

Assign a point of contact.

Decide how to communicate.

Step 6: Implement the Plan

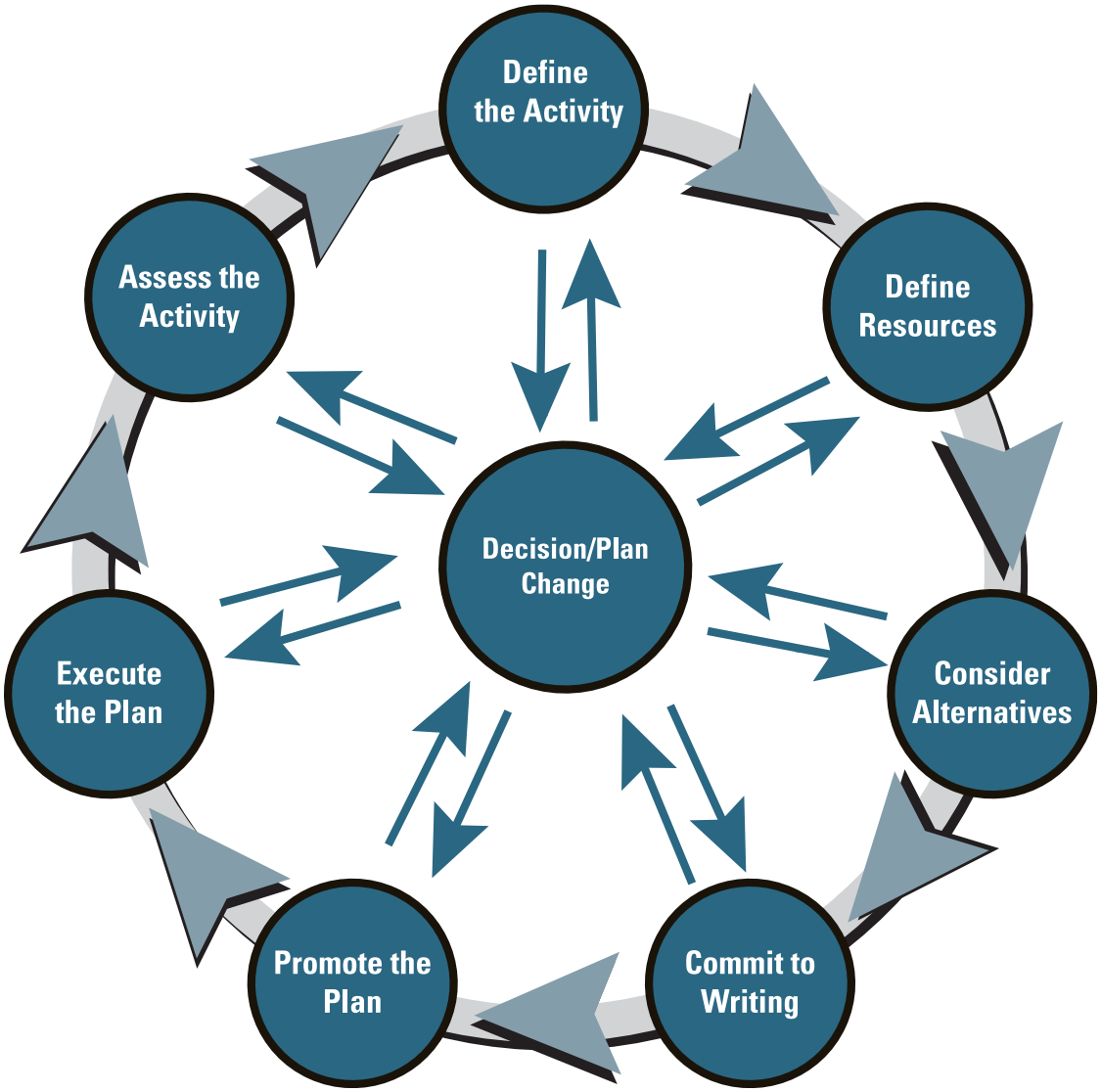
Put the plan into action.

Have fun!

Step 7: Assess the Activity

Evaluate your progress along the way.

Reflect on your performance at the end of the project.



Seven-step planning process

EFFECTIVE DELEGATION SKILLS
(Delegating)

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 or she has responsibilities and produces. If the leader keeps all the responsibilities, only he or she will grow. By giving responsibilities to others, the leader 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, tasks.

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 or 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 or she can do the job faster than anyone to whom the work could be delegated.

Wrong Ideas about Delegation

- The leader may not trust subordinates. The leader may feel subordinates are overworked or already too busy.

Lack of Trust

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

Lack of Skill

- The leader was never trained in delegating techniques or has failed to utilize the training.

TRYING TO DO THE JOB ALONE
(Delegating)

Dear sir,

I am writing in response to your request for additional information. In Block 3 of your accident report form, I put "Trying to do the job alone" as the cause of my accident. You said in your letter that I should explain more fully, and I trust that the following details will be sufficient.

I am a bricklayer by trade. On the day of the accident, I was working alone on the roof of a new six-story building. When I had completed work, I discovered that I had about 500 pounds of bricks left over. Rather than carry the bricks down by hand, I decided to lower them in a barrel by using a pulley that was attached to the side of the building at the sixth floor. Securing the rope at the ground level, I went up to the roof, swung the barrel out, and loaded the bricks into it. I then went back to the ground level and untied the rope, holding it tightly to ensure a slow descent of the 500 pounds of bricks. You will note in Block 2 of the accident report form that I weigh 135 pounds.

Due to my surprise at being jerked off the ground so suddenly, I lost my presence of mind and forgot to let go of the rope. Needless to say, I proceeded at a rather rapid rate of speed up the side of the building. In the vicinity of the third floor, I met the barrel of bricks coming down. This explains the fractured skull and broken collarbone. Slowed only slightly, I continued my rapid ascent, not stopping until the fingers of my right hand were two knuckles deep into the pulley. Fortunately by this time I had regained my presence of mind and was able to hold tightly to the rope in spite of my pain.

At approximately the same time, however, the barrel of bricks hit the ground and the bottom fell out of the barrel. Devoid of the weight of the bricks, the barrel now weighed approximately 50 pounds. I refer you again to my weight in Block 2. As you might imagine, I began a rather rapid descent down the side of the building. In the vicinity of the third floor, I again met the barrel coming up. This accounts for the two fractured ankles and the lacerations of my legs and lower body. The encounter with the barrel slowed me enough to lessen my injuries when I fell on the pile of bricks. Fortunately, only three vertebrae were cracked.

I'm sorry to report, however, that as I lay on the bricks in pain, unable to stand and watching the barrel six stories above me, I again lost my presence of mind and let go of the rope. The empty barrel weighs more than the rope, so it came back down and broke both my legs.

I hope that I have furnished the information you requested as to how the accident occurred, because I was TRYING TO DO THE JOB ALONE.

TEAM-BUILDING SCENARIOS
(Team Development)

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 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 the members through the planning process. You make sure to explain each step of the planning process and offer helpful suggestions.

Group 1—Team Instructions

You are all new to a Venturing crew and 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 yet been planned. 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's first hiking trip of the year. Most of the other crew members are on their very 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 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 out the map and demonstrate to everyone how to find out where you 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 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, you come to a spot where the trail has washed out. The crew stops, assesses the dangers, and comes up with a solution together. Throughout the decision process, guide, 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 at least a year 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, you come to a spot where 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 and is an experienced backpacker. You are on a multiday backpacking trip and have arrived at camp for the night. The crew begins working together to pitch tents, erect 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, such as 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 and is an experienced backpacker. You are on a multiday backpacking trip and have arrived at camp for the night. You work together to pitch tents, erect the dining fly, and hang bear bags.



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