

VENTURING LEADERSHIP SKILLS COURSE



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BOY SCOUTS



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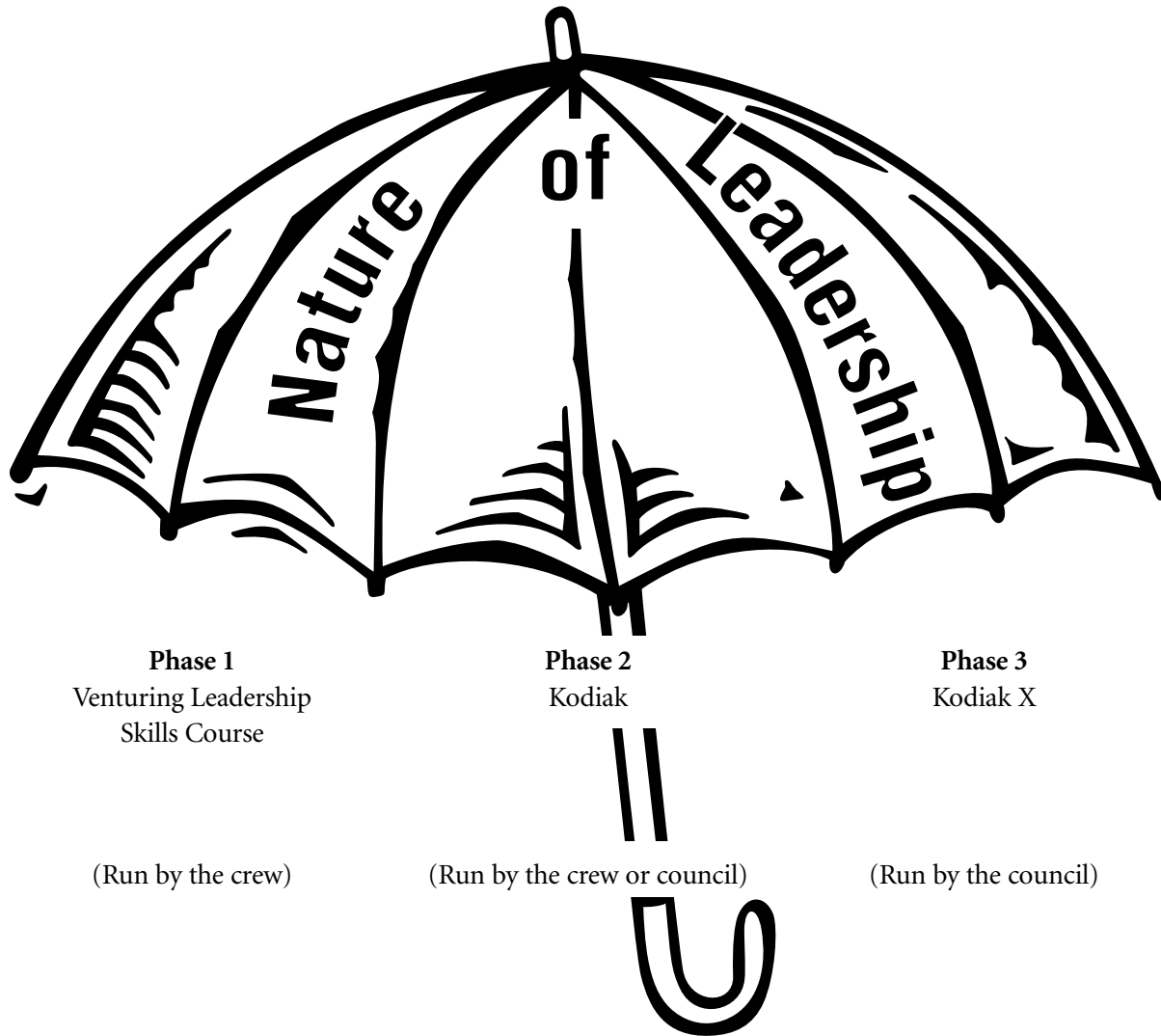
Venturing Leadership Skills Course



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Venturing Leadership Development



Venturing's Nature of Leadership (NOL) program is designed to develop the Venturer's leadership skills using exciting and fun leadership learning experiences. Phase 1 of NOL is the Venturing Leadership Skills Course (VLSC), which

covers three leadership skills. Phase 2, called Kodiak, is a six-day high-adventure trek-oriented course providing five leadership skills called commissions. Phase 3 is the weekend-long Kodiak X, which tests the skills learned in Kodiak.

Welcome to Venturing

Venturing is the young adult program of the Boy Scouts of America for young men and women who are 14 (and have completed the eighth grade) through 20 years of age. Venturing's purpose is to provide positive experiences to help young people mature and to prepare them to become responsible and caring adults. Youth members of Venturing are called Venturers; adult leaders are called Advisors. The youth leader is called a president. A unit is called a crew.

Venturing crews enjoy a variety of avocation or hobby interests. A Scout troop may organize a Venturing crew to help meet the needs of the older boys in the troop. A religious organization may start a crew to enhance and add structure to its youth group.

What a Venturing crew does is limited only by the imagination and involvement of the adult and youth leaders and members of the crew; sail the Caribbean, produce a play, climb a mountain, teach disabled people to swim, or pursue the Ranger, Quest, and Silver awards. All these adventures and many more are being done today by Venturing crews and Sea Scout ships across the country. All that is needed are concerned adults who are willing to share a little bit of themselves with today's youth and tomorrow's leaders.

The methods of Venturing have been carefully chosen to meet the needs of young adults.

Leadership. All Venturers are given opportunities to learn and apply proven leadership skills. A Venturing crew is led by elected crew officers. The Venturing Leadership Skills, Kodiak, and Kodiak X courses are designed for all Venturers and helps teach in an active way to effectively lead.

Group Activities. Venturing activities are interdependent group experiences in which success is dependent on the cooperation of all. Learning by "doing" in a group setting provides opportunities for developing new skills.

Adult Association. The youth officers lead the crew. The officers and activity chairs work closely with adult Advisors and other adult leaders in a spirit of partnership. The adults serve in a "shadow" leader capacity.

Recognition. Recognition comes through the Venturing advancement program and through the acknowledgement of a youth's competence and ability by peers and adults.

The Ideals. Venturers are expected to know and live by the Venturing Oath and Code. They promise to be faithful in religious duties, treasure their American heritage, to help others and to seek truth and fairness.

High Adventure. Venturing's emphasis on high adventure helps provide team-building opportunities, new meaningful experiences, practical leadership application, and life-long memories to young adults.

Teaching Others. All of the Venturing awards require Venturers to teach what they have learned to others. When they teach others often, Venturers are better able to retain the skill or knowledge they taught, they gain confidence in their ability to speak and relate to others, and they acquire skills that can benefit them for the rest of their lives as a hobby or occupation.

Introduction to VLSC

What Is Leadership?

“Leadership is an elusive concept that, at times, can be vague and ambiguous.”

—Donald T. Phillips, *Lincoln on Leadership*

“Being the leader doesn’t make you one.”

—Thomas Gordon, *Leader Effectiveness Training*

“Trying to describe leadership is like having several viewers trying to compare what they see in a kaleidoscope when the mere act of passing the kaleidoscope shakes up the design.”

—Neal Maxwell, *A More Excellent Way*

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 no training and few leadership skills. We learned from the “school of hard knocks” the difficulties acquainted with leadership.

Why This Course?

Leadership is one of the biggest challenges in our society today. In recent surveys, public opinion concerning leadership was reported to be at an appalling level. Of the adults questioned in one survey, 55 percent expressed feelings of alienation from those in leadership positions, and only 18 percent felt they could count on their supervisors.

Our educational systems constantly are challenged to deal with the issue of leadership. Business schools around the country are challenged to produce graduates who not only possess the knowledge needed, but also the “social conscience” and “team mentality,” as well as know how to deal with “the people side” of leadership.

Venturing, the young adult division of the Boy Scouts of America, was created to help young people mature and to prepare them to become responsible and caring adults. Teaching leadership skills to our nation’s teenagers—our future leaders—is one important mission that Venturing can address.

Abraham Lincoln expressed the need for youth leadership training in this way:

“A child is a person who is going to carry on what you have started. He is going to sit where you are sitting, and, when you are gone, attend to those things which you think are most important. You can create all the policies you please, but how they are carried out depends on him.

“He will assume control of your cities, states, and nations. He is going to move in and take over your churches, schools, universities and corporations . . . the fate of humanity is in his hands.”

The Venturing Leadership Skills Course was created to help teach young adults the attitudes and skills that good leaders demonstrate. Practicing and mastering these skills will help enable Venturers to have positive leadership experiences. VLSC is a series of leadership modules divided into four categories: **Vision, Communication, Organization, and Synergism**. Each module is introduced by an activity and followed by reflection. It is recommended that the modules be conducted in the order listed.

The Venturing Leadership Skills Course was specifically designed to be taught to all Venturers in the crew. It is recommended that the crew Advisor and/or the crew officers conduct the course. Many VLSC courses have been taught successfully by youth members. Consider conducting



the course with multiple crews. It can foster more creativity and synergy. If your Venturing crew is new, consider conducting this course as part of the annual planning retreat, to build trust and foster teamwork.

Choose an outdoor setting to conduct the course. Completion of this course is a requirement for the Silver Award and the Venturing Advisor Award of Merit.

VLSC can be conducted on the district or council level, *but it was designed to be conducted at the unit level*. The unit may choose to conduct the course at a weekend retreat or at several crew meetings.

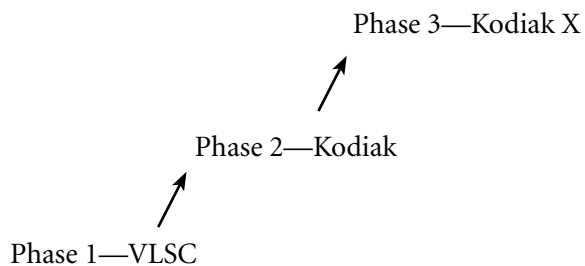
A crew Advisor in Virginia wrote: “One of the best things you can do for your crew is to do your own course. The syllabus is out there and it is not rocket science. You just need a place that is comfortable that has a kitchen and overnight lodging. We arrived early on Saturday morning, broke up the training with an afternoon hike, and had movies and ice cream in the evening.”

Recognition



Upon completion of the Venturing Leadership Skills Course, each Venturer is entitled to wear the VLSC patch, No. 04194, available from your Scout shop. It is worn on the Venturing spruce green shirt on the left sleeve below the badge of office position.

The Venturing Youth Training Continuum



The Nature of Leadership

The Nature of Leadership is the umbrella of Venturing youth leadership courses. VLSC is phase 1, Kodiak is phase 2, and Kodiak X is phase 3.

Venturing Leadership Skills Course Weekend Retreat Schedule

Friday

| | |
|-----------------|--|
| 5:00–7:30 p.m. | Arrival, check-in, setup, dinner |
| 7:30–8:00 p.m. | Introduce the Venturing Leadership Skills Course |
| 8:00–9:15 p.m. | Vision Module 1—Vision on Video |
| 9:15–10:00 p.m. | Cracker barrel |

Saturday

| | |
|-----------------------|--|
| 7:00–8:00 a.m. | Breakfast |
| 8:00–9:30 a.m. | Communication Module 1—Blind Triangle Module 2—Interrupt Me |
| 9:30–10:00 a.m. | Break |
| 10:00 a.m.–11:45 a.m. | Organization Module 1—Paper Tower Module 2—Juggling Balloons |
| Noon–1:30 p.m. | Lunch |
| 1:30–4:30 p.m. | Synergism Module 1—Trust Circle Module 2—Knots Module 3—Potato City Council |
| Break | |
| 4:30–5:00 p.m. | Closing |



V E N T U R I N G ® · B S A

Introduction to the Course

Learning Objectives

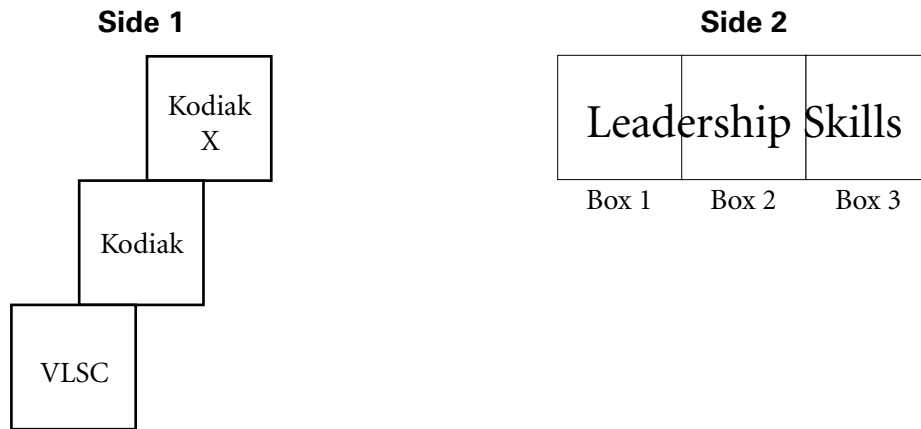
At the end of this short introductory section, participants should understand the Nature of Leadership process (Venturing Leadership Skills, Kodiak, Kodiak X), what they will be doing as part of the VLSC, and what the course objectives are:

- ◆ To give Venturers a basic understanding of what leadership skills are
- ◆ To introduce Venturers to basic leadership skills
- ◆ To get them thinking about their roles as leaders
- ◆ To offer opportunities during the course to do things that will improve their leadership skills and help the crew
- ◆ To explain how VLSC, Kodiak, and Kodiak X relate
- ◆ To prepare them for participation in a Kodiak trek

Time Needed 30 minutes

Preparation

Get three square cardboard boxes. On one side, write "VLSC" on one box, "Kodiak" on the second box, and "Kodiak X" on the third in large letters so all participants can see. On the opposite side, write "Leadership Skills" across all three boxes (see below). Weight the inside (on the left) and seal the box tops so you can stack them on each other later.




Materials Needed

- ◆ Three cardboard boxes
- ◆ Markers
- ◆ Weight for the inside of the boxes
- ◆ Tape to seal the boxes

Introduction

- ◆ Explain what the course learning objectives are.
- ◆ Explain that leadership cannot be taught, but leadership skills can be.
- ◆ Explain what you will do during this VLSC.
- ◆ Explain why crews need leaders.
- ◆ Explain how participation in this course will help your crew.
- ◆ Set up the box marked "VLSC" and explain that this is their start in a three-part Venturing leadership skills series called Nature of Leadership. It will provide a basic understanding of leadership skills and can be used for phase 2, Kodiak. Stack the Kodiak box on the VLSC box. Explain that Kodiak is a very unusual leadership course. They will learn without knowing it while on a fun trek or trip. No classrooms! It may be a one-week trek or two-weekend trek. It will teach only five leadership skills called commissions. Kodiak will build on their VLSC skills.

Then place the Kodiak X box on the Kodiak box. Explain that after Kodiak, they will be invited to participate in a weekend Kodiak X course to complete their leadership



development training. At a Kodiak X course, they will review what they learned in VLSC and Kodiak, and then each person in a five- to eight-member group will have an opportunity to test their skills trying to accomplish fun challenges. They will also receive their final two commissions (skills) and be pointed in a special direction to be a complete leader.

Now change gears. Reinforce again that 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 good leaders, but as in a sport, learning good technique and practice lead to performance. So what a good leader needs is a good foundation, and that is what they are about to receive. Now turn the boxes over and place them side by side so they read "Leadership Skills." Explain that is what these three courses will do: provide a learning opportunity that will lead to a solid foundation for them to become effective leaders.

End of Session

Vision

Leadership requires vision. It is a critical leadership task. It establishes the framework for all other leadership activities.

The first dictionary definition of a “leader” describes a primary shoot of a plant, the main artery through which the organism lives and thrives. In much the same way, organizations prosper or die as a result of their leader’s ability to define and communicate his or her vision. The leader needs to “paint the picture” of where the organization and its people are heading and why they should be proud of it.

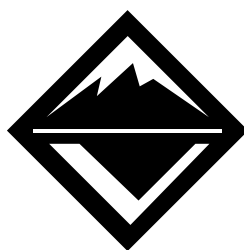
“Vision is everything for a leader. It is utterly indispensable. Why? Because vision leads the leader. It paints the target. It sparks and fuels the fire within. It is also the fire lighter for others who follow that leader.”

—John C. Maxwell

The 21 Indispensable Qualities of a Leader

The Venturing Leadership Skills Course introduces vision first, recognizing that it will create a foundation for the development of additional skills. The module “Vision on Video” was developed to help Venturers observe examples of vision on selected movies. After viewing the videos, Venturers should be led in a meaningful reflection, which includes reciting and understanding the importance of the Venturing Oath and Code. The Venturing Oath and Code remind us that before the “vision” framework is built, there must be core values in place.

To apply the leadership skill of vision in real life, the Venturers will then create a crew “vision/mission statement,” and then an individual “vision/mission statement.” The vision statements should serve as a tool and guideline for all future crew decisions and activities.



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Vision Module 1 – Vision on Video

Learning Objectives

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

- ◆ Explain the importance of vision in leadership.
- ◆ Recite the Venturing Oath and Code.
- ◆ Create their own vision/mission statement.
- ◆ Help the crew create a vision/mission statement.
- ◆ Feel empowered to help the crew succeed.

Time Needed 1 hour, 15 minutes

Preparation

Several weeks before presenting this training course, conduct the “Vision on Video” module with the crew officers. (See sample vision statements in appendix D.)

If the timing is right, include this session in your crew’s annual planning conference.

The crew officers could then meet separately to create a draft crew vision/mission statement, teach the “Vision on Video” module to the rest of the crew (rent and cue up the videotapes), then present the draft at the end of this module. It will be easier to finalize a crew vision statement working from a draft.

Materials Needed

- ◆ Rent from a video store or check out from a library one or more of the following movies on video: *Dead Poets Society*, *Mr. Holland’s Opus*, or *Gettysburg*. See appendix C for specific instructions on where to cue up each video. If you

cannot obtain a video, conduct the introduction and reflection without it.

- ◆ The following additional films if watched in their entirety illustrate young people with a vision/goal and how they overcame adversity to achieve it: *October Sky*, *Rudy*, *White Fang*, and *Apollo 13*.
- ◆ Appendix B—Venturing Oath and Venturing Code
- ◆ Appendix C—Vision on Video Instructions
- ◆ Appendix D—Sample Vision/Mission Statements
- ◆ Chalkboard and chalk or flip chart and markers

Introduction

To introduce vision to the participants, write the following on a flip chart:

What is the “nuts and bolts” of leadership?

Read and discuss the following quotes, or have them displayed on a flip chart.

“Vision is the nuts and bolts of leadership. You have to know where you’re going. To be able to state it clearly and concisely. And you have to care about it passionately. That all adds up to vision.”

—Thomas J. Peters and Nancy Austin

“The essence of leadership is a vision you articulate clearly and forcefully on every occasion. You can’t blow an uncertain trumpet.”

—Theodore Hesburgh

“Consider what really impacts you at the gut level. What makes you cry? What makes you dream? What gives you energy?”

—John C. Maxwell

Ask the participants to look for vision in the video clip(s).

Video Presentation

Show the selected clip(s) from the videos (see appendix C for help).

Reflection

After the video(s), ask participants to reflect on how vision was portrayed.

Display or write on the flip chart and discuss:

- ◆ Vision is much more than fancy plans and words.
- ◆ Vision focuses.
- ◆ Vision inspires.

Ask: Before a leader communicates a vision, must he/she have a foundation of clearly defined values?

Display or distribute copies of the Venturing Oath and Code (see appendix B).

Have participants recite the Venturing Oath.

Have participants recite the Venturing Code.

Ask: What do the Oath and Code have to do with vision?

Your Crew's Vision Statement

Have the crew officers present the draft crew vision statement to the participants on a poster or on individual sheets.

With input from everyone, make minor changes if needed.

Create a consensus on your crew's vision statement.

Officially approve it by vote of the crew.

Individual Vision Statement

To fully apply what they have learned, invite each Venturer to create a personal vision statement.

Distribute copies of the sample vision statements in appendix D.

The Advisor should follow up with each Venturer individually for the next several weeks to make it happen.

Set a goal and a date for each Venturer to share their individual vision statement at a campfire or other appropriate outdoor setting.

This module should set the tone for the rest of the training course. Keep the crew vision statement posted and refer to it often.

End of Session

Communication

*L*eadership 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 is absolutely critical to the effectiveness of any organization. Many of the problems that plague organizations, families, and individuals can be traced to poor communication skills.

The Venturing Leadership Skills Course teaches basic principles of effective communication to help Venturers develop good habits that will benefit them throughout their lives.

The “Blind Triangle” module challenges Venturers to solve a problem by communicating without the benefit of eyesight. During the activity, different communication styles and methods will emerge. As the Venturers reflect, they will be asked to discuss two powerful statements about communicating.

“Interrupt Me” is a module about listening. This activity will reveal the most common bad listening habits. Venturers will learn by exaggeration how it feels to not be listened to. They will also learn about a listening technique called mirroring. The reflection/instruction session will teach the four levels of listening, the skills of empathic listening, and the importance of body language.



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Communication Module 1 – Blind Triangle

Learning Objectives

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

- ◆ Have a greater appreciation for their sense of sight.
- ◆ Demonstrate group problem-solving skills.
- ◆ Understand the importance of communication in leadership.

Time Needed 45 minutes

Preparation

Create two small posters with communication quotes on them (see appendix E).

Before the Blind Triangle session, place the signs along two different trails away from the activity where they can be seen from the trail or put them in two separate rooms.

Materials Needed

- ◆ Blindfolds for each participant
- ◆ Rope long enough for everyone to hold on to in a circle
- ◆ Appendix E—Communication Quotes
- ◆ Appendix A—Insurance Quotes

Introduction

Do not tell the Venturers what the purpose of the activity is. Tell them that they are going to do a fun activity.

Activity 1

Have crew members stand in a circle and everyone take hold of the rope with both hands.

Blindfold participants and ask them to make an equilateral triangle (equal angles and sides) shape with the rope.

They can communicate only by speaking to each other.

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? Were they resolved?

After they feel they have made a triangle, remove the blindfolds and let them evaluate how they did.

Give them one minute (with their eyes open) to discuss what they could do to make a better triangle, and let them try again, beginning from a circle position.

Variations: Have the crew members make other shapes after successfully making the triangle.

Reflection

Assemble the crew in a comfortable setting, describe what a reflection is and share the rules. Ask the following:

- ◆ 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 things change when you were able to open your eyes and discuss the problem?
-

Activity 2

Have someone read the insurance quotes from appendix A, or have each Venturer read one quote. It will comically

illustrate how we sometimes have a difficult time trying to communicate properly.

Tell participants that “golden nuggets of wisdom” (the two posters) are lurking in the woods and need to be found.

Divide the crew into two groups and instruct them to follow a trail where the posters can be found.

They have 10 minutes to find the “nuggets of wisdom,” sit down, discuss and reflect on it as a group, and report back to the teaching area with a group summary.

Appoint a spokesperson for each group who will lead the group in a reflection (see suggested reflection questions for each group in appendix E) and give a summary of what the group discussed.

Choose a spokesperson for each group who is not the natural leader.

Back at the teaching station, have each group leader show the poster, read the quote, and give a summary of the group’s reflection session.

Variations: Place food or snacks with the posters.

Create a short orienteering course to locate the posters.

End of Session



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Communication Module 2— Interrupt Me

Learning Objectives

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

- ◆ Describe how it feels to talk to a poor listener.
 - ◆ Demonstrate empathic listening.
 - ◆ State how important body language is in communication.
-

Time Needed 45 minutes

Preparation

Prepare flip charts or posters with information suggested in this module.

Ask a Venturer in advance to conduct the Body Language Silent One-Act Play.

Materials Needed

- ◆ Flip chart and markers
- ◆ Small strips of paper and tape, or 4-x-6-inch Post-its—one per person
- ◆ Appendix F—Mirroring
- ◆ Appendix G—Body Language Silent One-Act Play
- ◆ Appendix H—Please . . . Hear What I’m Not Saying

Introduction

Begin this activity by announcing that the group is going to participate in a fun exercise. Do not announce that “listening” is the subject.

Activity

Divide the participants into pairs facing each other. Appoint a “speaker” and a “listener” in each pair.

Give each speaker a piece of paper with *one* of the following instructions written on it (the listeners should not see what is written on the papers):

- Look away as you speak.
- Make irrelevant comments.
- Speak in a monotone voice.
- Stand up, pace back and forth, and rub your hands through your hair as you speak.

Give each listener a piece of paper with *one* of the following instructions written on it (the speakers should not see what is written on the papers):

- Interrupt the speaker several times as he speaks.
- Give advice before the speaker is done talking.
- Give a blank stare.
- Fold your arms, slouch in the chair, and appear uninterested.

Instruct each speakers and listeners to talk for five minutes to a listener about a recent trip or vacation.

The speaker should role-play the message given to them.

After five minutes, reverse roles (speakers and listeners trade places) and mix up the messages so that every one has an opportunity to be a speaker and a listener.

Reflection

Assemble the crew in a comfortable setting and ask the following:

- ◆ How did you feel when you noticed that your partner wasn’t listening to you?
- ◆ When did you first realize that poor listening skills were being demonstrated?

-
- ◆ What were some poor speaking skills that made listening more difficult?
 - ◆ Is listening more than just hearing?
-

Empathic Listening

Display or write on the flip chart the following:

We usually listen at one of four levels:

1. Ignoring
2. Pretending
3. Selective listening
4. Empathic listening

Briefly discuss and let the group define Nos. 1, 2, and 3.

Ask: What is empathic listening?

Answers may include:

- ◆ Listen with intent to understand
- ◆ Get inside another person's frame of reference
- ◆ Listen with your eyes and heart, not just your ears

"You cannot truly listen to anyone and do anything else at the same time."

—M. Scott Peck

Mirroring

Distribute appendix F and follow instructions.

Ask: How can the skills of empathic listening and mirroring help a leader be more effective?

Body Language

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

Words—VERBAL

Sounds—VOCAL

Body Language—VISUAL

Tell participants that the circle is a pie chart representing 100 percent of the communication we receive. The words represent the three types of communication.

Divide the group into small groups of three or four.

Give them the assignment to meet for five minutes and decide what percentage of all communication each word represents.

Ask them to return and share their group decision. Appoint a spokesperson to report for each group.

When the groups return, have them draw a pie chart on the flip chart illustrating their group decision.

After all groups have reported, share with them the opinion of the experts. Fill in the original pie chart.

- ◆ Seven percent of communication is by words, VERBAL.
- ◆ Thirty-eight percent of communication is by sounds, VOCAL.
- ◆ Fifty-five percent of communication is by body language, VISUAL.

Ask for a volunteer to do the Body Language Silent One-Act Play. (See appendix G). Give the sheet of examples to the "actor."

Ask a Venturer to read slowly and with feeling appendix H (Please . . . Hear What I'm Not Saying).

Have the reader and the actor sit across from each other.

While the person is reading, the actor briefly acts out as many of the 10 examples of body language as possible.

In between each expression of body language, the actor needs to give some sign to the crew so they know when he has completed one and started a new one.

The rest of the crew decides what each example is communicating to them.

End of Session

Organization

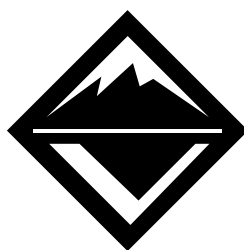
A good leader must be organized. With a solid foundation of vision and communication in place, a leader must develop the skill of organization. Being organized means to develop a structure, to arrange into a coherent functioning whole, and to arrange by systematic planning and united effort.

Many good ideas, dreams, and visions go by the wayside because the leader or the group lacked the organizational discipline to make them happen. So much time, effort, and creative genius is wasted for lack of “walking our talk.”

The Venturing Leadership Skills Course teaches proven successful techniques to personal and group organization. The “Paper Tower”

module introduces the critical skill of planning. The activity challenges Venturers placed in small groups to plan in a competitive atmosphere. In reflection and instruction, the module reviews the “seven steps of good planning.” To apply the leadership skill of planning in a real-life situation, Venturers are asked to plan an actual event using the newly developed skills.

The “Juggling Balloons” module is a teaching tool for the leadership skill of delegation. It helps teach Venturers about juggling priorities and sharing responsibility with others. The reflection/instruction period covers the “whys” and “why nots” of delegation.



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Organization Module 1 – Paper Tower

Learning Objectives

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

- ◆ Understand the critical role of planning in leadership.
- ◆ See the difference between a planned and an unplanned activity.
- ◆ Participate in planning an activity in a group setting.

Time Needed 1 hour

Preparation

Meet with crew officers in advance. Have a date tentatively set for an activity in the near future.

Materials Needed

- ◆ Two letter-size 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
- ◆ Make copies or a poster of the Seven Steps of Good Planning (see appendix I).
- ◆ Make one copy of the activity planner worksheet (both sides, see appendix J).
- ◆ Two sets of prizes for the winning teams (Prizes could be anything you decide.)

Introduction

Introduce this activity by dividing the group into teams of three to five people. Announce that each team's mission is to build a tower as high as possible using only what has been placed in front of them.

Material for each group:

- ◆ One sheet of letter-size construction paper
- ◆ Twenty inches of clear tape
- ◆ One pair of scissors

Activity

State or post the rules of the game:

- ◆ There is a 25-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 a prize.

Begin the activity. Allow the teams to build their towers for 25 minutes, then measure the towers and recognize the winning team.

Reflection

Assemble the group in a half circle and ask:

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

Read the following:

“No mountain climber would ever think of setting out to scale a summit without extensive groundwork. Every personal best is characterized by attention to the details of planning and preparation.— *The Leadership Challenge*, Kouzes and Posner”

Seven Steps of Good Planning

Distribute copies or display a poster of the Seven Steps of Good Planning (see appendix I).

Briefly discuss each point.

After reviewing the seven steps, repeat the Paper Tower exercise with new supplies. This time give a 10-minute time limit. Encourage the participants to utilize the seven steps.

After the second round of tower building, ask:

- ◆ What was different the second time?
 - ◆ Did planning improve the final product and reduce the time needed to complete it?
-

Plan a Crew Activity

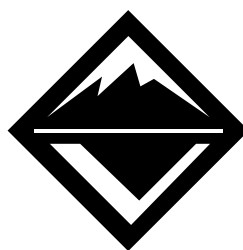
After a short break, sit down with the crew and plan an actual crew activity using the Activity Planner (see appendix J).

Distribute copies of the Activity Planner and work through the planning process. Fill in the “Date” line on the front page with the date already scheduled by the crew officers.

Be sure that specific assignments are recorded on the “Jobs to be done” portion of the worksheet, and assignments made on the “Assigned To” lines provided.

Follow-up is vital. This event should happen on the set date as it was planned by the crew.

End of Session



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Organization Module 2— Juggling Balloons

Learning Objectives

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

- ◆ Understand the critical need of delegation in leadership.
- ◆ Know the reasons leaders don't delegate.
- ◆ Function more efficiently in leadership roles.
- ◆ Know the specific responsibilities of each crew officer.

Time Needed 45 minutes

Preparation

Inflate and prepare balloons as called for in the activity.

Prepare five name tags as called for in the activity.

Prepare a flip chart or make signs with appendix K, *Why Leaders Don't Delegate*, and appendix L, *Why Should We Delegate?*

Review pages 9–16 of the *Venturing Leader Manual*.

Materials Needed

- ◆ Seven large balloons
- ◆ Permanent marker
- ◆ Flip chart or chalkboard
- ◆ Appendix K—*Why Leaders Don't Delegate*

- ◆ Appendix L—Why Should We Delegate?
 - ◆ Appendix M—Trying to Do the Job Alone
-

Activity

Do not announce that delegating is the subject of this session.

Choose one Venturer to be a volunteer, someone other than the crew officers.

Have the volunteer stand in front of the group and announce that he has just been elected president of a Venturing crew. Put a name tag on the volunteer that says “President.”

Recruit four other Venturers to be administrative vice president, program vice president, secretary, and treasurer.

Place the prepared name tags on each as they come forward. It doesn't matter what their real position is in this exercise. Have the four new recruits stand next to the president in front of the group.

Describe the important functions of a Venturing crew to this newly elected person by removing the prepared, inflated balloons from a large bag or sack, and giving them to the crew president one at a time.

Write the following important functions of a crew on the balloons with the marker:

- ◆ Conduct crew officers' seminar
- ◆ Recruit new members
- ◆ Handle finances
- ◆ Keep minutes
- ◆ Develop crew calendar
- ◆ Program planning
- ◆ Handle crew publicity

Challenge the leader to keep each balloon in the air as you hand them to him one at a time.

The balloons cannot touch the ground. The balloons cannot be held; they must be kept airborne (give no other directions).

Give the leader time to fail. The leader may sense the purpose of the activity and ask other Venturers to help juggle the balloons.

Reflection

Ask:

- ◆ How does this exercise relate to leadership in a real setting?
- ◆ Is it difficult to juggle many priorities at one time?
- ◆ What is a possible solution to help this leader keep all the balloons in the air successfully? (Delegation)

Refer to pages 11–16 in the *Venturing Leader Manual* for the job descriptions of Venturing crew officers.

Determine which of the crew officers should take on the jobs listed on the balloons.

Begin the exercise again and let the volunteer crew president give the appropriate balloons to the officers. Let them juggle the balloons again as a team.

Why Leaders Don't Delegate

Read *Trying to Do the Job Alone* (appendix M). Ask Venturers to close their eyes as the story is read. It will help them understand the story better.

Ask the obvious question, "How could this story have had a happier ending?"

Display on a flip chart or poster appendix K, *Why Leaders Don't Delegate*.

Discuss each point and apply it to the crew.

Why Should We Delegate?

Display on a flip chart or poster appendix L, *Why Should We Delegate?*

Discuss each point and apply it to the crew.

End of Session

Synergism

An effective leader must strive for synergy. Synergism is the combined action of two or more people achieving an effect greater than that of which each individual is capable. It is the state in which the whole is more than the sum of the parts.

In the evolution of leadership skill training, synergism is the final skill taught. Without it, an organization may appear successful on the surface, but lacks the energy to fully empower and engage its members. Stephen R. Covey defines synergy by comparing it with compromise: “Compromise means that $1 + 1 = 1\frac{1}{2}$. Synergy means that $1 + 1$ may equal 8, 16, or even 1,600. Valuing the differences is the essence of synergy—the mental, the emotional, the psychological differences between people. And the key to valuing those differences is to realize that all people see the world, not as it is, but as they are.”

The Venturing Leadership Skills Course provides three modules to help understand and create synergy. Building relationships of trust is the foundation of a synergistic organization. The “Trust Circle” module and reflection emphasize the importance of trust in all relationships and teach Venturers about making deposits in “emotional bank accounts.”

“Knots” is a short but meaningful module that highlights the importance of cooperation and teamwork in problem-solving situations.

Another key element in developing synergism is the leader’s ability to be flexible and sensitive in all situations and adjust leadership styles accordingly. The “Potato City Council” module provides a fun and challenging activity to teach five styles of leadership.



VENTURING® BSA

Synergism Module 1 – Trust Circle

Learning Objectives

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

- ◆ Understand the need for trust in any group setting.
- ◆ Feel a greater sense of teamwork within the group.
- ◆ Feel more confident about their role in the group.

Time Needed 1 hour

Materials Needed

Flip chart and markers

Introduction

Announce to participants that you are going to learn about trust and its importance in leadership and with groups.

Emphasize that this is a serious activity, that trust must be maintained. No horseplay or fooling around is allowed.

Activity

Split participants into groups of six to 10 individuals. Each group forms a circle touching shoulders.

One person volunteers to stand in the middle of the circle as the “faller.” The rest of the group forming the circle are “spotters.”

The spotters should stand with legs slightly bent and at shoulder width apart. Arms should be straight out and slightly bent at the elbows.

The spotters' job is to catch the faller and gently center him or her or pass that person to the next spotter. Fallers must fall stiff as a board and keep their hands to their sides, or folded across their chests.

The faller is to stand in one place and fall as if his or her feet were nailed to the ground.

The faller says, "Ready to fall."

The spotters say, "Fall away."

The faller says "Falling" and then falls.

Give each person a turn who desires it.

Rules:

1. No action begins until signals are given.
2. No bantering between participants. This is a very serious learning situation.

Variations:

- ◆ As the groups' trust and confidence increases, widen the size of the circle so the faller has a greater distance to fall before being caught.
- ◆ Have the faller use a blindfold.

Reflection

After the activity, assemble in a group and discuss the following:

- ◆ What went through your mind the first time you fell?
- ◆ Was it easy to trust in this situation?
- ◆ Were some people in the circle easier to trust than others?
- ◆ Which role were you comfortable in, faller or spotter? Why?
- ◆ What does building relationships of trust have to do with leadership?
- ◆ Is true leadership really possible without trust?

Emotional Bank Account

Read and discuss the following to the group:

“One of the most important ways to manifest integrity is to be loyal to those who are not present. In doing so, we build the trust of those who are present. When you defend those who are absent, you retain the trust of those present.”

—Stephen R. Covey

Write on the flip chart, with a line down the middle:

Emotional Bank Account

Deposits

Withdrawals

Read the following paragraphs and write the suggested words in the appropriate column on the flip chart. Spend some time discussing the words and maybe adding some to the list.

“We all know what a financial bank account is. We make deposits into it and build up a reserve from which we can make withdrawals when we need to.

“An emotional bank account is the amount of trust that’s been built up in a relationship. It’s the feeling of safeness you have with another human being.

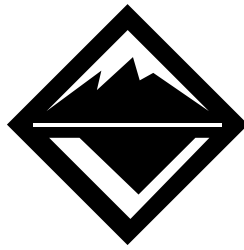
“If you make **deposits** into an emotional bank account through 1. *Courtesy*, 2. *Kindness*, 3. *Honesty*, and 4. *Keeping commitments*, you build up a reserve. Others will trust you more. When the trust account is high, communication is easy, instant, and effective.

“But if you make **withdrawals** by 1. *Discourtesy*, 2. *Disrespect*, 3. *Cutting others off*, 4. *Overreacting*, 5. *Ignoring others*, 6. *Becoming confrontational*, 7. *Betraying your trust*, or 8. *Threatening*, eventually your emotional bank account is overdrawn. The trust level gets very low.”

Reflection

Ask: How can we improve as a Venturing crew in our relationships with each other?

End of Session



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Synergism Module 2—Knots

Learning Objectives

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

- ◆ Understand the need for cooperation in group problem-solving situations.
 - ◆ Feel successful in accomplishing a difficult task.
-

Time Needed 30 minutes

Materials Needed

None

Activity

Have the group divide into circles (circles should have no fewer than six and no more than 16).

Participants should face each other in a tight circle.

To begin the activity, each person holds out his or her right hand and grasps the right hand of someone in the circle, as if they were shaking hands. This should be done in unison.

Now have each person extend his or her left hand and grasp the left hand of someone else in the circle so that each person is holding two different hands.

This hand-in-hand configuration should come out equal. With hands tightly held, arms intertwined and bodies close together, it's time to explain the problem.

The group's members then try to unwind themselves into a hand-in-hand circle. To accomplish this, they will be stepping over, between, and around each other.

The initial hand-to-hand contact cannot be broken during the exercise. Hand connections may pivot on one another, but skin contact may not be lost.

If a group has been struggling with a "knot" for longer than your session has time, decide by group consensus which pair of hands should separate and regrip.

Sometimes these human knots will produce two or three distinct circles, and sometimes they will be hopelessly intertwined. Be flexible; the teamwork lesson in this activity is worth the effort. If a group quickly solves their knot, have them make a new one.

Observe the group dynamics to help in specific questions during reflection.

Reflection

When all the groups have completed untying their knots, assemble for a reflection. Ask:


- ◆ Did you feel frustrated at any time during this activity?
 - ◆ Did someone emerge as the leader? Who? Why?
 - ◆ Was the leader effective in solving the problem?
 - ◆ Was cooperation necessary to achieve success?
 - ◆ How does this activity relate to problem solving in your crew?
-

Instruction

Problem solving is a skill that is required of every person in almost every aspect of life. It is hard to conceive of an incompetent problem solver succeeding as a leader.

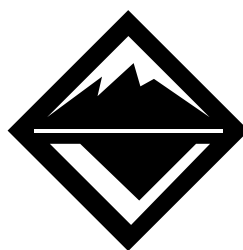
Discuss the steps of problem solving:

1. Define the problem, differentiating fact from opinion.
2. Generate alternative solutions:
 - a. Do not evaluate alternatives at this stage.
 - b. Be sure all involved individuals generate alternatives.

- 
3. Evaluate and select an alternative:
 - a. Evaluate the alternatives relative to goals.
 - b. State the selected alternative explicitly.
 4. Implement and follow up on the solution.

A surprising amount of time, people faced with a problem will try to jump to step 4 before having gone through steps 1 through 3. They react to a problem by trying to implement a solution before they have defined it, analyzed it, or generated and evaluated alternative solutions. (From *Developing Management Skills*, Whetten and Cameron)

End of Session



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Synergism Module 3— Potato City Council

Learning Objectives

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

- ◆ Understand different leadership styles and situations where each would be most appropriate.
 - ◆ See the need for a leader to be flexible and sensitive.
-

Time Needed 1 hour

Preparation

Set up a room with five chairs behind a table in a city council format. Place remaining chairs facing the table.

Make copies of appendix N; have appendix O ready to announce answers.

Materials Needed

- ◆ One copy of a role play sheet for each actor (see appendix N).
 - ◆ Ten name cards to place on the table
 - ◆ Flip chart or chalkboard
-

Introduction

Select five of your most outgoing Venturers to be actors in this activity. Do not explain that this exercise is about leadership styles.

Activity

Distribute one role play instruction sheet to each actor and ask them to leave the room for 10 minutes to read over and briefly plan out their parts. Each actor should get only the role play selected for him or her. They should not read the other role plays.

The five actors should not meet as a group and plan. They should be alone when they read and plan their individual parts. Do not explain to the actors that this exercise is about leadership styles.

While the actors are out of the room, arrange the room with a table in front, five chairs behind the table, and each actor's real name on a name card on the table.

Before the actors return, the remaining Venturers make five additional name cards with the titles listed below. Keep these name cards hidden from the actors. Do not write the leadership style on the name card.

| Title on Name Card | Leadership Style |
|---------------------------|-------------------------|
| Dictator | Telling |
| Persuadator | Persuading |
| Delegator | Delegating |
| Consultator | Consulting |
| Participator | Participating |

Invite the actors back in the room. Have them sit behind their name cards and begin the role play.

Announce to everyone that this is a meeting of the Potato City Council. Without any other comment, tell the actors to begin.

During the city council meeting, the actors will attempt to portray the suggested role given to them in the instructions. Allow the role play to continue for 15 minutes.

After the role play, thank the actors and have them remain in their seats at the front of the room.

The Venturers in the audience then meet in a quick huddle and decide as a group which actor deserves which title. Then replace the actors' name cards with the title name card.

See appendix O for the answers. Share the answers with the entire group.

Reflection

Prepare a flip chart or poster with the five styles of leadership:


- ◆ Telling
- ◆ Persuading
- ◆ Consulting
- ◆ Delegating
- ◆ Joining

Styles of Leadership

Ask:

- ◆ Which of the actors displayed the “Telling” style of leadership?
- ◆ Ask the actor who had Role Play No. 3, “Did you feel comfortable in this role?”
- ◆ In the telling style, who identifies the problem, makes the decision and directs the activity? (The Leader)
 - Are the group members considered in decision making? (No)
- ◆ When is telling the right leadership style?
 - In case of emergency (There’s no time for a group decision.)
 - When the leader is an expert (and the group recognizes it)
- ◆ Who was the actor who portrayed “Persuading”? (Role Play No. 1)
- ◆ How is persuading different from telling? (Telling demands that the group does what the leader wants. Persuading gets the group to agree with the leader.)
- ◆ When is persuading or selling the right leadership style?
 - When the leader knows more about the situation than the group does
 - When the leader wants the group’s enthusiastic participation
 - When the crew leadership has made a decision that must be sold to the crew

- ◆ Which actor portrayed the “Consulting” style of leadership? (Role Play No. 4)
- ◆ Is the group getting more involved in decision making with this style?
- ◆ When is the consulting style best used?
 - When the leader doesn’t know what to decide and needs the group’s help
 - When the leader wants to be sure the group’s desires are represented
 - When the leader wants to know who is for and who is against the idea before making a decision
 - When the leader wants to involve group members in the decision so they will carry it out with enthusiasm
- ◆ Which actor used the “Delegating” style of leadership? (Role Play No. 5)
- ◆ When is delegating the right style of leadership?
 - When the leader wants to be sure the group is fully involved
 - When the leader honestly doesn’t know what decision to make
 - When the leader wants an individual or the group to gain experience
 - When someone else can do the job better than the leader
- ◆ Which actor portrayed the “Joining” leadership style? (Role Play No. 2)
- ◆ Do you think that joining is really not leadership at all? (It is leadership—the leader considered the resources of the group and made the choice to join.)
- ◆ When is joining the right kind of leadership?
 - When the leader wants full team participation
 - When the leader wants to give full authority to the group
 - When the leader wants the group to decide by consensus
 - When the leader wants to be “one of the gang,” which may not be desirable

- 
- ◆ Is one style of leadership appropriate for all occasions?
 - ◆ A good leader must be flexible and sensitive to the situation and adjust leadership styles accordingly.
-

End of Session



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Closing

Learning Objectives

At the end of this short closing section, participants should understand their role in learning leadership skills. They should also feel encouragement to use their new skills to improve their crew and to attend Kodiak.

Time Needed 30 minutes

Preparation

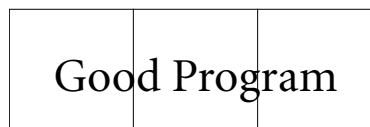
For the opening session you made three boxes with two sides marked with text. Now, mark the other two sides as shown below. You now have all four sides with text.

Side 3



Box 1 Box 2 Box 3

Side 4



Box 1 Box 2 Box 3

Materials Needed

- ◆ Three cardboard boxes
- ◆ Markers
- ◆ Weight for the inside of the boxes
- ◆ Tape to seal the boxes

Introduction

- ◆ Briefly review what was experienced.

-
- ◆ Remind the participants that leadership cannot be taught, only leadership skills can be.
 - ◆ Ask participants how they will use the skills they learned in VLSC.
 - ◆ Place the three boxes side by side so they read “Leadership Skills.” Ask, “As far as a crew goes, what does growing good leadership skills lead to?” Now turn the boxes to the sides that read “Good Planning.” Ask what good planning has to do with anything. Now turn the boxes to the final side that reads “Good Program.” Ask what good program has to do with anything. Say, “Of course, that is what defines a good crew and keeps the members coming back. It is also what gives us an opportunity to sprout our wings as leaders. First, you start off as an activity manager for a specific meeting, then a weekend activity, then maybe the crew’s big annual trip, then maybe crew president. It is all connected. Crews don’t have good program without good planning, good planning doesn’t happen without good leaders, and good leaders don’t happen without good leadership skills. That’s what this course has been all about, starting you on your leadership development journey. Now, I would like to present each of you a VLSC strip you can proudly wear on your uniform. It says, ‘I’m trained in leadership skills part 1 and am dedicated to becoming the best leader possible.’”
 - ◆ After the presentation, flip the boxes back over to the sides that say VLSC, Kodiak, and Kodiak X. 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 go the next step (refer to the box that reads “Kodiak”). If you have details about a Kodiak course coming up in your area, give information and applications. Show the Kodiak medal and patch if you have a set.
 - ◆ Finish with a short question-and-answer session.



Appendixes

- A. Insurance Quotes
- B. Venturing Oath and Code
- C. Vision on Video Instructions
- D. Sample Vision/Mission Statements
- E. Communication Quotes for Posters/Reflection Questions
- F. Mirroring
- G. Body Language Silent One-Act Play
- H. Please . . . Hear What I'm Not Saying
- I. Seven Steps of Good Planning
- J. Activity Planner
- K. Why Leaders Don't Delegate
- L. Why Should We Delegate?
- M. Trying to Do the Job Alone
- N. Potato City Council: Role Play Instructions
- O. Potato City Council: Role Play Answers
- P. How to Conduct a Reflection
- Q. Kodiak Leadership Training Course



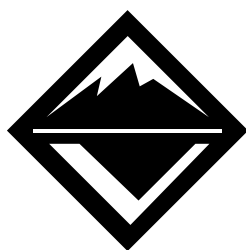
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Insurance Quotes

The following quotes were found in insurance or accident reports. These were eventually published in the *Toronto Sun* on July 26, 1977.

- ◆ Coming home, I drove into the wrong house and collided with a tree I don't have.
- ◆ As I approached the intersection a stop sign appeared in a place where no stop sign had ever appeared before. I was unable to stop in time to avoid the accident.
- ◆ An invisible car came out of nowhere, struck my vehicle and vanished.
- ◆ The pedestrian had no idea which direction to go, so I ran over him.
- ◆ I had been driving my car for 40 years when I fell asleep at the wheel and had an accident.
- ◆ I was thrown from my car as it left the road. I was later found in a ditch by some cows.
- ◆ In my attempt to kill a fly, I drove into a telephone pole.
- ◆ I saw the slow-moving sad-faced old gentleman as he bounced off the hood of my car.
- ◆ I pulled away from the side of the road, glanced at my mother-in-law, and headed over the embankment.
- ◆ I was on my way to the doctor's with a rear end problem when my universal joint gave way causing me to have the accident.

APPENDIX A



V E N T U R I N G ® · B S A

Venturing Oath and Code

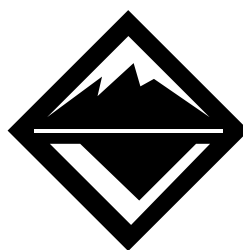
VENTURING OATH

As a Venturer, I promise to do my duty to God and help strengthen America, to help others, and to seek truth, fairness, and adventure in our world.

VENTURING CODE

As a Venturer, I believe that America's strength lies in our trust in God and in the courage, strength, and traditions of our people. I will, therefore, be faithful in my religious duties and will maintain a personal sense of honor in my own life. I will treasure my American heritage and will do all I can to preserve and enrich it. I will recognize the dignity and worth of all humanity and will use fair play and goodwill in my daily life. I will acquire the Venturing attitude that seeks the truth in all things and adventure on the frontiers of our changing world.

APPENDIX B



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Vision on Video Instructions

Dead Poets Society—Setting: John Keating, played by actor Robin Williams, is the new English teacher at the Helton Academy Preparatory School for boys in 1959. The movie portrays the school as very formal and prestigious. Cue the video to 11 minutes and 30 seconds after the Touchstone Pictures logo appears to start the movie. The scene is the first day of school. Mr. Keating takes the students out of the classroom and sets the tone for the rest of the school year by describing his vision. His vision is to “seize the day and make your lives extraordinary.” Stop the film at 16 minutes and 35 seconds. If you want to view further, another “vision communication” experience happens at 25:10 to 26:45. He has the boys huddle up in the classroom and describes his “vision” of poetry.

Mr. Holland’s Opus—Mr. Holland, played by actor Richard Dreyfuss, is a new music teacher in a high school in 1964. His real desire is to compose, not to teach. He struggles at first in the school setting. Cue the video to 30 minutes after “Hollywood Pictures Presents” appears on the screen. One of his students, Miss Lange, walks into the music

APPENDIX C

classroom as Mr. Holland is playing the piano. She announces that she is quitting playing the clarinet. Mr. Holland describes his vision to Miss Lange. This segment lasts five minutes from 30:00 to 35:00.

Gettysburg—Setting: The classic saga of the Civil War. This movie comes with two tapes. Two segments on the first tape illustrate leadership and vision in a military, wartime setting. The first is at 14:30 from the beginning, where Colonel Chamberlain of the 20th Maine is introduced. He is presented with 120 mutineers from the old Second Maine with orders from General Meade to shoot them if they disobey orders. Observe Colonel Chamberlain’s leadership style as he deals with these men. Before listening to their grievances, he orders food and lodging, removal of the guards, and promises not to shoot them. This helps build a relationship of trust. At 26:40 in the tape, he gives a speech to the old Second Maine. He gives his personal vision statement about the cause that has brought them together. Then he challenges them: “Come with us and we will return your muskets, or choose not to join us and you will be under guard and will be treated well.” This segment lasts until 31:15. Later in the movie it is announced that 114 of the 120 mutineers chose to join Colonel Chamberlain.

Another scene in *Gettysburg* at 37:00 to 42:00 on the first tape introduces Brigadier General John Buford. First he speaks privately with his aide about how he views the impending conflict. He shares a very clear vision. Then publicly he speaks to his cavalry division. He enthusiastically and more positively gives his vision and strategy for the battle ahead.

APPENDIX C



VENTURING® BSA

Sample Vision/Mission Statements

BOY SCOUTS OF AMERICA— VISION STATEMENT

The Boy Scouts of America is the nation's foremost youth program of character development and values-based leadership training. In the future, Scouting will continue to

- ◆ Offer young people responsible fun and adventure.
- ◆ Instill in young people lifetime values and develop in them ethical character as expressed in the Scout Oath and Law.
- ◆ Train young people in citizenship, service, and leadership.
- ◆ Serve America's communities and families with its quality, values-based program.

VENTURING CREW 168 OF SPARKS, NEVADA— MISSION STATEMENT

Venturing Crew 168 is a group where you can explore the world, develop and learn new leadership, social and outdoor skills, and make new friends. Where everyone is eager to experience the outdoors, try new high-adventure activities, and have fun.

APPENDIX D

VENTURING CREW 266 OF WINDHAM, NEW HAMPSHIRE—MISSION STATEMENT

As a crew, we will have a positive attitude when trying new things and visiting new places. We will learn from our experiences and show our Venturing pride through our actions. We will stay focused and develop leadership skills. We will do our best to have fun. With good Scouting values, we will help each other to achieve our own personal best/goals.

VENTURING CREW 3 OF JACKSONVILLE, FLORIDA—OUR MISSION

Never give up
Want to explore and understand our outside world
Want to have fun and enjoy this concept
Wish to become better people
Dare to do things we might otherwise never do
Respect and encourage the differences in people

VENTURING CREW 951 OF VALPARAISO, INDIANA

The objectives of Crew 951 are:

1. To have fun
2. Experience the outdoors
3. To provide community service
4. To learn and achieve goals
5. To be proficient in outdoor skills

VENTURING CREW 99 OF HUNTSVILLE, TEXAS—VISION/GOAL

From the Venturing Leadership Skills Class January 19, 2003

Focusing crew on God

Wherever we go reflect our love of God.

Building relationships brings us closer together as a family.

Have fun (rock climbing, backpacking, canoeing, etc.)

Teach skills and values to newbies: younger inexperienced

youth of our area and anyone who will listen.
Volunteering—fund-raising and service.
To gain knowledge of our own world.

VENTURING CREW 448 OF PORTLAND, OREGON—MISSION STATEMENT

Crew 448 is a group of givers and doers, whose goals are to seek courageous adventures and give back to the community in a friendly and safe environment.

HEWLETT-PACKARD CORPORATE OBJECTIVES FOR OUR PEOPLE

To help HP people share in the company's success which they make possible; to provide them employment security based on performance; to create with them an injury-free, pleasant and inclusive work environment that values their diversity and recognizes individual contributions; and to help them gain a sense of satisfaction and accomplishment from their work.

FRANKLIN COVEY CO. MISSION STATEMENT

Franklin Covey offers tools and strategies for improving individual and organizational effectiveness through proven principles. We provide a broad range of products and training programs to help people achieve personal fulfillment and career satisfaction, and help institutions build highly skilled, high-trust, high-performance cultures. Above all, Franklin Covey supports individuals, families, and organizations in accomplishing what matters most to them.

NORDSTROM'S MISSION STATEMENT

Our goals remain the same. We want to be the best.
Our customers want to shop with the best.
Our employees want to work for the best.
And our shareowners want to own a part of the best.
Being the best at what we do has always been Nordstrom's goal and always will be.
How we become the best is what we must all be willing to question and, moreover, be willing to change.



V E N T U R I N G • B S A

Communication Quotes for Posters/ Reflection Questions

**“Communication is the most
important skill in life!”**

—Stephen R. Covey

Reflection Questions

- ◆ Why would communication be considered the most important skill in life?
- ◆ Why do leaders need to have skill in communicating?
- ◆ How could poor communication skills affect a leader’s ability to lead?

**“The total effectiveness of leaders rises or
falls in direct proportion to their face-to-face
communication skills!”**

—Joe Batten

Reflection Questions

- ◆ Why is face-to-face communication so important?
- ◆ How can face-to-face communication be more effective than communicating by telephone, e-mail, or Internet?

APPENDIX E



V E N T U R I N G • B S A

Mirroring

Think like a mirror. What does a mirror do? It doesn't judge. It doesn't give advice. It reflects. Mirroring is simply this: Repeat back in your own words what the other person is saying and feeling. Mirroring isn't mimicking. Mimicking is when you repeat exactly what the other person says, like a parrot.

Here's a look at everyday conversation to see how mirroring works. Have two Venturers read the two parts of this conversation, one is the youth and one is the dad.

Dad: "No! You can't take the car tonight. And that's final!"

Youth: "I can see that you are upset about this, Dad."

Dad: "You bet I'm upset. The way your grades have been dropping lately, you don't deserve the car."

Youth: "You're worried about my grades."

Dad: "I am. You know how badly I want you to get into college."

Youth: "College is really important to you, isn't it?"

Dad: "I never had the chance to go to college. I just want a better life for you."

Youth: "I see."

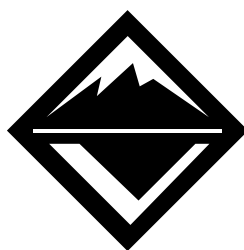
Dad: "You are so capable that it just drives me crazy when you don't take school seriously. I guess you can take the car if you promise me you'll do your homework later tonight. That's all I'm asking. Promise?"

Mirroring will not always lead to such a perfect outcome. It's usually more complicated than this. Dad might have replied, "I'm glad you understand where I'm coming from, now go do your homework."

Mirroring will get you farther in all human relationships than the "fight or flight" approach.

Adapted from *The 7 Habits of Highly Effective Teens*

APPENDIX F



VENTURING® BSA

Body Language Silent One-Act Play

Body Language

What It Communicates

- | | |
|--|---|
| 1. Look at your watch or the clock | I don't have time for you. |
| 2. Look a person in the eye | Interest, concern |
| 3. Frowning | Disapproval |
| 4. Napping | Disinterest |
| 5. Leaning slightly forward toward the speaker | Interest, desire to hear more |
| 6. A body touch (e.g., on the shoulder) | I understand, I'm with you. |
| 7. Cover, then rub eye | I refuse to accept something you just said. |
| 8. Look away or down | I'm out of touch, I'm not listening. |
| 9. Narrowing of the eyelids | Suspicion about what you said |
| 10. Doing something other than listening (e.g., playing with a calculator, tapping a pencil) | I'm uninterested. |

APPENDIX G



V E N T U R I N G ® · B S A

Please . . . Hear What I'm Not Saying

Don't be fooled by me. Don't be fooled by the mask I wear. For I wear a mask, I wear a thousand masks, masks that I'm afraid to take off, and none of them is me. Pretending is an art that is second nature with me, but don't be fooled.

I give the impression that I'm secure, that all is sunny and unruffled with me, within as well as without; that confidence is my name and coolness is my game; that the waters are calm and I'm in command and I need no one. But don't believe it; please don't.

I idly chatter with you in the suave tones of surface talk. I tell you everything that's really nothing, nothing of what's crying within me. So when I'm going through my routine, don't be fooled by what I'm saying.

Please listen carefully and try to hear what I'm not saying; what I'd like to be able to say; what, for survival, I need to say but I can't say.

I dislike the hiding. Honestly I do. I dislike the superficial phony games I'm playing.

I'd really like to be genuine, spontaneous, and me; but you have to help me. You have to help me by holding out your hand, even when that's the last thing I seem to want or need. Each time you are kind and gentle and encouraging, each time you try to understand because you really care, my heart begins to grow wings.

With your sensitivity and sympathy and your power of understanding, I can make it. You can breathe life into me. It will not be easy for you. A long conviction of worthlessness builds strong walls. But love is stronger than strong walls, and therein lies my hope.

Please try to beat down those walls with firm hands, but with gentle hands, for a child is very sensitive, and I am a child.

Who am I, you may wonder? For I am every man, every woman, every child . . . every human you meet.

APPENDIX H



V E N T U R I N G ® · B S A

Seven Steps of Good Planning

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

APPENDIX I



VENTURING BSA

Activity Planner

Filled in by Officers

Activity _____
Activity Chairman _____
Consultant _____
Address _____
_____ Phone _____
Place _____ Date _____
Officers' comments _____

Filled in by Activity Committee

Committee members _____

DETERMINE THE ACTIVITY (Call a committee meeting, discuss the event, make the plan)
What is to be accomplished? _____

IDENTIFY THE RESOURCES
Equipment and facilities needed _____

Cost and how activity is paid for _____

Manpower required _____

CONSIDER ALTERNATIVES
How can activity be accomplished? _____

What are alternate plans? _____

APPENDIX J



REACH A DECISION—MAKE THE PLAN
—DELEGATE RESPONSIBILITIES

| Job to be done | Assigned To |
|----------------|-------------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

Follow up—At additional meetings and through personal contacts, follow up on all assignments until you are sure you are all set. If the going gets rough, call on your Advisor for help.

CARRY OUT THE PLAN—CONDUCT THE ACTIVITY

Just before the activity, double-check all arrangements and conduct the activity to the best of your ability, using your committee and consultant.

Notes _____

After the activity be sure and thank everyone involved and leave things clean and in good order.

EVALUATE THE ACTIVITY

Did the members like it? _____

Number participating _____ Venturers _____ friends _____ adults _____

Should we repeat this activity? yes no why? _____

How well did the plan work? _____

How can we improve the activity? _____

What were costs? To the crew _____ cost per person _____

Attach all receipts or bills for the activity.

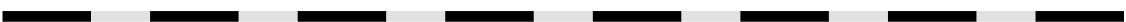
Signed _____ date _____

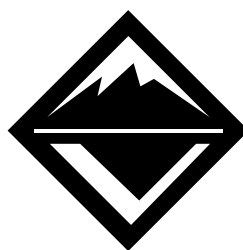
Activity Committee Chair

Fill out and return this report as you plan, execute, and evaluate your activity. Turn the completed report in to the vice president for program for inclusion in the crew's activity file.

Filled in by Activity Committee

APPENDIX J





VENTURING® BSA

Why Leaders Don't Delegate

(Use the **bold** titles on the flip chart and the text as supporting material for the discussion.)

Fear

The leader may fear

- ◆ Loss of something he enjoys doing.
- ◆ Loss of position.
- ◆ Loss of satisfaction.
- ◆ Loss of control.

Lack of Time

The leader may feel there is not enough time to train someone else. The leader may feel that he can do the job faster than anyone he could delegate the work to.

Wrong Ideas About Delegation

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

Trust

The leader fears that the delegates are not willing to accept delegated authority and responsibility.

Lack of Skill

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



V E N T U R I N G ® · B S A

Why Should We Delegate?

(Use the **bold** titles on the flip chart and the text for discussion.)

To Get Results

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

To Give Someone Else Growth Opportunities

A person grows as he has responsibilities and produces. If the leader keeps all the responsibilities for himself, he alone will grow. By giving responsibilities to others, he is allowing them to experience growth.

It is important for others to have growth opportunities to prepare them to lead when the leader is no longer there.

To Free Up the Leader for Other Tasks

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

To Share Decision-Making Authority

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

Because the Leader Lacks Time

The leader may delegate because of being overextended.

Because the Leader Lacks Skill

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

APPENDIX L



V E N T U R I N G ® · B S A

Trying to Do the Job Alone

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 by 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.

APPENDIX M



V E N T U R I N G ® · B S A

Potato City Council: Role Play Instructions

ROLE PLAY NO.1

You are a member of the Potato City Council. A special council meeting was scheduled tonight to discuss the growing problem of homelessness in your community. The city council chairperson is sick and unable to attend the meeting. No one was appointed to be the leader tonight.

You believe strongly that the city council should provide funds to build a new homeless shelter to address the problem. In your view, all the existing shelters are understaffed and not adequate to deal with the homeless people. You believe that you are “the voice” for the homeless people in Potato City.

Your mission tonight is to “win over” the rest of the council. You don’t want to make them angry. Be convincing. Sell the council. Three of five council members (a majority) must vote in agreement to make it happen. After your sales pitches, ask each member how they will vote. You conducted a survey recently in Potato City. The results:

- ◆ On the average night in Potato City, 23 people sleep outdoors. You didn’t survey the three homeless shelters in town, but you believe they are full.
- ◆ Sixty percent of the residents of Potato City believe the city should do something about the homeless. (You surveyed 60 residents by phone.)
- ◆ The city has extra money that could be used to build and maintain a homeless shelter. (You don’t know how much money the city has, but you’ve heard about it).

APPENDIX N

ROLE PLAY NO. 2

You are a member of the Potato City Council. A special council meeting was scheduled tonight to discuss the growing problem of homelessness in your community. The city council chairperson is sick and unable to attend the meeting. No one was appointed to be the leader tonight.

You don't have any strong feelings about homelessness in Potato City. It hasn't affected you directly. Your goal tonight is to be agreeable and join the group in decision making. Don't speak unless you are asked a question. Board action requires a majority (three of five members must agree).

ROLE PLAY NO. 3

You are a member of the Potato City Council. A special council meeting was scheduled tonight to discuss the growing problem of homelessness in your community. The city council chairperson is sick and unable to attend the meeting. No one was appointed to be the leader tonight. Therefore, you are taking charge.

You believe that this meeting is a waste of time. You don't believe that homelessness is an issue that the city should address. The city has \$1 million in reserve, but you feel that it can be put to better uses than homelessness. In your view, homelessness is best addressed by non-profit groups already operating three homeless shelters in Potato City.

Tell the council members how to vote, then ask for an official vote by raising their hands. Board rules require a majority of members (at least three of five) to change any policy. You expect strong opposition by some members of the board. You are prepared to take charge in the absence of the board chairperson. You don't care if you offend them; get the job done.

ROLE PLAY NO. 4

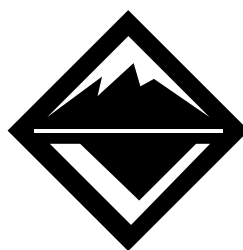
You are a member of the Potato City Council. A special council meeting was scheduled tonight to discuss the growing problem of homelessness in your community. The city council chairperson is sick and unable to attend the meeting. No one was appointed to be the leader tonight.

You have mixed feelings about homelessness. You are not sure how you feel because you don't have a lot of information. Your goal tonight is to ask each member of the council how they feel about it and then make your decision. You want to see the board be as united as possible in this issue. The issue at hand is: Should the council spend city funds on building and maintaining a homeless shelter? Board rules require a majority of members (at least three of five) to agree to create new policy. You don't want the board to jump to any conclusions quickly. Resist any effort to have a quick board vote.

ROLE PLAY NO. 5

You are a member of the Potato City Council. A special meeting was scheduled tonight to discuss the growing problem of homelessness in your community. The city council chairperson is sick and unable to attend the meeting. No one was appointed to be the leader tonight.

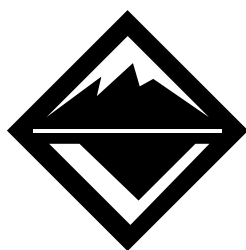
You believe the board needs to discuss the matter of homelessness, make a general statement of support, then delegate the specifics to a community task force. This community task force, you believe, should be given the complete authority to decide whether to build a city-sponsored homeless shelter or to improve the three existing shelters operated by nonprofit groups. You believe the task force can do a better job of making this decision than the city council. Your task as a city council is to provide general guidelines to the task force to help them make the decision.



VENTURING® BSA

Potato City Council: Role Play Answers

| ROLE PLAY NO. | LEADERSHIP STYLE |
|----------------------|-------------------------|
| 1 | Persuading |
| 2 | Joining |
| 3 | Telling |
| 4 | Consulting |
| 5 | Delegating |



V E N T U R I N G ® · B S A

How to Conduct a Reflection

We can make our experiences more meaningful and effective if we reflect on them. In Venturing, reflection is simply the process of the Venturers talking about their experiences immediately afterward. Reflection provides an opportunity for everyone in the group to have input into what happened. Unless we plan times during which everyone gets a chance for input, it is possible that those individuals who are less assertive or confident might never say anything, even if they have valuable insights.

Reflection is best accomplished by asking open-ended questions such as “What,” “How,” “When,” and “Where.” In reflection there are no right or wrong answers. Ask questions about the good things first, like “What was good about the way decisions were made?” or “What did the group do well?” Then you can ask about improvement: “What was the problem with the way you were communicating?” or “Were there any problems with what happened?” This is the evaluation part of reflection.

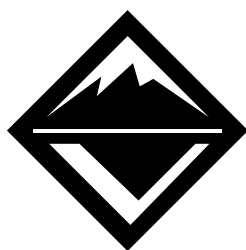
In the Venturing Leadership Skills Course, reflection is also used as an opportunity for teaching and instruction.

APPENDIX P

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

1. No putdowns allowed; every response is welcome and valid.
2. The person conducting the session should not show disapproval of a response or a person, either verbally or nonverbally.

We should conclude reflecting time by asking questions that involve setting goals. Ask: “What skills did we use today that we should continue to use?” or “Is there anything we did that we should stop doing?”



V E N T U R I N G ® · B S A

Kodiak Leadership Training Course

Background and Purpose

Leadership and service to others are two key tenets of Venturing, the Boy Scouts of America's fast-growing teen program. Combine these two elements and you get the concept of "the servant leader." Servant leadership as a philosophy teaches that the leader works with and through a team to accomplish the mission.

Rather than just talking about leadership, Venturing through the new Kodiak course teaches useable, relevant leadership skills that every teen can use.

Methods

- ◆ The challenging outdoor trek uses nature as a classroom.
- ◆ Kodiak may be offered by a council, a district, or even a crew. It requires council approval.
- ◆ It is team-taught by two instructors per crew of five to eight.
- ◆ Only five leadership skills—called commissions—are taught.
- ◆ The course can be offered as a weeklong session or on two weekends.
- ◆ It uses a hands-on learning approach with very short presentations.
- ◆ Constant reinforcement is given.
- ◆ Kodiak creates a leadership fraternity.

APPENDIX Q

Requirements

1. Be at least 16 years old (may be lowered to 14 on less challenging courses).
2. Have physical capability for the specific trek.
3. Have outdoor skills for the specific trek.
4. Have parental approval.

What a Council Does

1. Sets the date, itinerary, and fee
2. Manages the budget
3. Orders course support materials and recognition
4. Recruits leadership and instructors
5. Promotes attendance and communicates with participants
6. Promotes the course locally and with neighboring councils
7. Sends an after-action report to the national Venturing Division

How to Host a Course

1. Leadership commits to hosting a course (get council approval).
2. Set the fee, dates, and location. Add the course to the council calendar.
3. Assign a staff adviser.
4. Recruit an organizing committee.
5. Promote the trek in your council newsletter, on the council Web site, and to crews and Venturers.
6. After the course, place pictures in newsletters and newspapers and on the council Web site, etc.

Course Support Materials You Will Need

| Item | Who Supplies |
|--|---------------------------------|
| 1. Magic board (lightweight, comes with stylus). At least one per instructor. One per participant if possible. (Can be found at Wal-Mart, drug stores, and office supply store. Very inexpensive.) | Host council |
| 2. Pen and paper for participants, option to magic boards | Host council |
| 3. Five bear claws for each instructor and participant, No. 17034 | Supply Division |
| 4. Leather leadership bag for each participant | Supply Division |
| 5. Twenty-four toothpicks per participant | Host council |
| 6. One wood chip per participant | Host council |
| 7. One feather per participant | Host council |
| 8. One marble per participant | Host council |
| 9. One pack of playing cards | Host council |
| 10. One penny per participant | Host council |
| 11. One acorn or pecan per participant | Host council |
| 12. One blindfold per four participants (bandanas will work) | Host council |
| 13. One Lego block per participant | Host council |
| 14. One seed (like corn or beans) per participant | Host council |
| 15. One course certificate, No. 33504, per participant | Supply Division |
| 16. Colored plastic beads to separate bear claws | Host council |
| 17. One 2½-foot leather thong (bear claw necklace) per person | Host council or Supply Division |
| 18. One small candle per person for closing | Host council |
| 19. One Kodiak course syllabus per staff member | Host council |
| 20. One bag tag, No. 33506, per staff member | Supply Division |
| 21. One Kodiak medal, No. 14221, per participant | Supply Division |
| 22. One Kodiak patch, No. 14222, per participant | Supply Division |

If you have questions or need an electronic syllabus, please contact Bill Evans, associate director, Venturing Division, at 972-580-2427, or e-mail him at bevans@netbsa.org.

APPENDIX Q



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P.O. Box 152079
Irving, Texas 75015-2079
<http://www.scouting.org>

#34340C

