

INTRODUCTION TO LEADERSHIP SKILLS FOR CREWS

Introduction to This Course—The First Step in the Youth Leadership Continuum

The purpose of the Introduction to Leadership Skills for Crews course is to teach crew members with leadership positions about their new roles and how to most effectively reach success in that role. It is intended to help Venturers in leadership positions within their crew understand their responsibilities and to equip them with organizational and leadership skills to fulfill those responsibilities. Introduction to Leadership Skills for Crews is the first course in the series of leadership training offered to Venturers and is a replacement for the Venturing Leadership Skills Course. Completion of Introduction to Leadership Skills for Crews is a prerequisite for Venturers to participate in the more advanced leadership courses National Youth Leadership Training (NYLT) and the National Advanced Youth Leadership Experience (NAYLE). It is also required for Kodiak.

Leadership in Venturing

Leadership is a vital part of the Scouting program. Venturers in positions of leadership run the crew. They take care of the many tasks necessary for crew meetings and activities to run smoothly. By accepting the responsibilities of crew leadership, they are preparing themselves to be leaders throughout their lives.

Opportunities to develop leadership skills are every bit as important, if not more important, to Venturers and to Scouting in general as any recognition or advancement program. Scouting offers young people a rich and varied arena in which to learn and use leadership skills. It is also a way to keep the Venturers interested and involved—keep them busy, organized, and trained, and give them opportunities to lead.

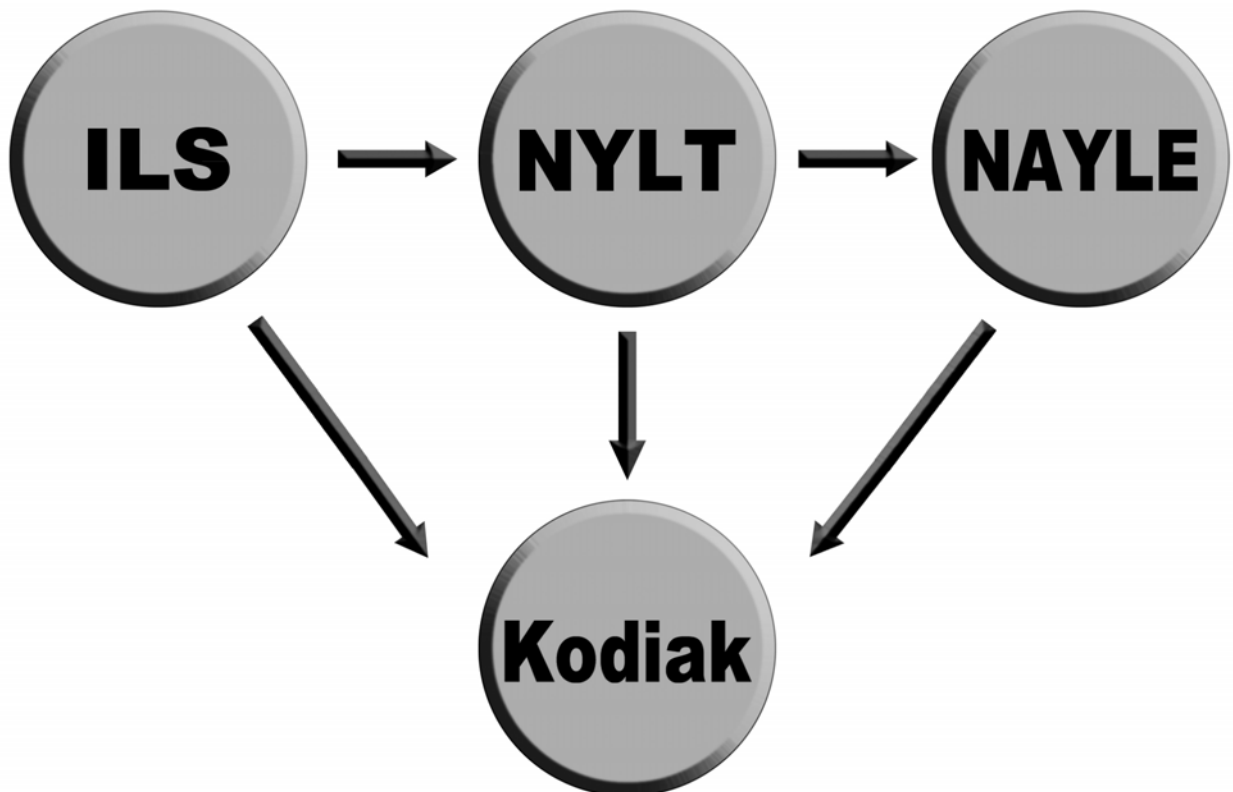
Among the activities encountered by a crew's leaders are

- Organizing the crew
- Planning and organizing activities and meetings
- Assigning duties to others
- Planning menus and figuring out food costs
- Encouraging advancement
- Guiding a crew's involvement in problem solving
- Teaching outdoor, sports, or craft skills
- Ensuring crew safety during meetings and outings
- Handling crew finances

- Helping other Venturers make the most of their own leadership opportunities
- Encouraging participation

The badge of office presented to a Venturer who is accepting a position of crew leadership does not automatically make him or her a good leader.

As part of the Youth Training Continuum, Introduction to Leadership Skills for Crews provides the core unit-level leadership skills every Venturing leader should know. This is followed by the now-coed National Youth Leadership Training course, which expands on the skills learned in Introduction to Leadership Skills for Crews and provides Venturers with more advanced leadership skills and experience during a six-day course delivered in an outdoor setting. If desired, a crew or its members can take the newly redesigned Kodiak course, which reinforces the skills learned in this session and in NYLT through experiential learning on a trek. The National Advanced Youth Leadership Experience is an exciting program that allows NYLT graduates to enhance their leadership skills in the Philmont backcountry. NAYLE offers Venturers an unforgettable wilderness experience as they use leadership and team-building skills to resolve exciting and challenging backcountry situations.



About This Course

Introduction to Leadership Skills for Crews is a guide meant to offer the Advisor and crew president a flexible training program for crew leaders. It is not a syllabus to be followed verbatim; every crew is different. Trainers can review the resource material and adapt it to their individual crew's needs.

Training Venturers to be leaders is an ongoing process that begins immediately when a Venturer accepts a leadership position in the crew. Leadership experiences can be frustrating and disappointing for a Venturer who is not given the knowledge, skills, and encouragement that are needed to fulfill a leadership assignment. It is the Advisor's responsibility to make sure the Venturer has all the necessary tools and to coach and mentor the Venturer to be successful.

Introduction to Leadership Skills for Crews is organized into three modules, each of which should take 60 to 90 minutes to complete, with additional optional games and challenges to enhance the leadership lessons (and fun) of the course.

- **Module One—Unit Organization** includes a description of each leadership position in the crew, including roles and responsibilities, crew organization, and introductions to vision and servant leadership.
- **Module Two—Tools of the Trade** covers some core skill sets to help the Venturer lead, including communicating, planning, and teaching.
- **Module Three—Leadership and Teamwork** incorporates additional leadership tools for the Venturer, including discussions of teams and team characteristics, the stages of team development and leadership, inclusion/using your team, ethics and values of a leader, and a more in-depth review of vision.

This course may be conducted over three different days, one module at a time, perhaps conducted before a regular crew meeting that incorporates some of the optional games.

The course may also be conducted in one session. If this single-day format is used, it is important to include several breaks for two reasons: Without breaks, participants will become overloaded and bored; and participants often benefit from being able to immediately spend some time thinking about, discussing, and even applying new leadership skills to their positions (perhaps by writing goals or brainstorming about new activity ideas).

A preferred option is to spread this course over a weekend activity with meals, camping, or other activities interspersed between the modules. Make the Introduction to Leadership Skills for Crews experience a fun event for the entire crew to look forward to.

Before the Course: One-on-One Coaching

The crew should watch “Crew Officers Orientation,” which is available online at www.scouting.org, before taking this training course.

The first step in Venturing leadership training is introducing the Venturers to the positions they have agreed to fill. This introduction is an important occasion to give new Venturer leaders the clear message that they have the ability to handle the position, that they are trusted, and that they can get all of the support and guidance they need to succeed. The introduction gives the Venturer leaders an immediate overview of their obligations and opportunities as leaders and sets them off on the right foot toward success.

In most cases, the crew Advisor is the one who can most effectively conduct this introduction for the crew president and other new Venturing officers. The Advisor may call on other leaders to conduct the introduction for each crew position. Refer to the position description cards in the appendix for suggested leaders to conduct each introduction.

The next step in the Venturer’s training is Introduction to Leadership Skills for Crews, which provides them with a broader understanding of the crew and ways they can work with other Venturing leaders to make the crew a success, and gives them strategies for dealing with many of the challenges they are likely to face.

When to Conduct This Course

When Venturers take on new leadership positions in the crew, they will immediately want to know what is expected of them and how they can fulfill their leadership obligations successfully. Although curious about the concept of leadership, they might not know who to approach or even what questions to ask. The three Introduction to Leadership Skills for Crews modules have been developed to help the Venturer leaders understand their roles and to provide them with a foundation for successfully executing their leadership responsibilities.

Introduction to Leadership Skills for Crews should be conducted immediately or shortly after a new term of office begins. If there will be a delay of more than a few weeks between the start of the new term and this course, then the crew Advisor should conduct a crew officers’ briefing (see the *Venturing Leader Manual*) right after the election of new officers. If Introduction to Leadership Skills for Crews will be held promptly, then the Advisor may simply add some additional crew-specific history or comments to the start or end of Introduction to Leadership Skills for Crews instead of conducting a crew officers’ briefing. Introduction to Leadership Skills for Crews is not a substitute for the crew officers’ seminar (see the *Venturing Leader Manual*), during which officers plan the crew’s annual program.

The length of terms of office varies from crew to crew (and even from year to year within a crew). Ultimately, it's up to your crew to determine when to conduct Introduction to Leadership Skills for Crews.

This training is most constructive when attended by six or more Venturers. If the crew is small and does not have enough Venturing leaders for an effective session, work with the crew committee to identify other units in the area with whom you can organize a cluster-training event.

Upon completion of Introduction to Leadership Skills for Crews, the Venturer is qualified to wear the "Trained" emblem on his or her uniform.

Who Participates in This Course?

This course is for every Venturer in the crew holding a leadership position, including all elected positions and any appointed positions at the discretion of the crew. In some crews, this might mean that this course is for every youth member! In fact, it's desired that every member of the crew have some kind of leadership responsibility every year, even if it's just a minor responsibility.

While there is content in Introduction to Leadership Skills for Crews that will help adults to serve the crew effectively, this isn't the course for them. Venturing Leader Specific Training and Wood Badge for the 21st Century are the appropriate courses for adults to attend to receive crew operations and leadership training. Adults may participate peripherally in Introduction to Leadership Skills for Crews as trainers or passive observers. In some cases, it might even be fun and valuable to let a group of adults execute some of the games and see how they compare to the youth groups in performance.

It is strongly preferred that all crew officers participate in this course at the start of each term of office, even if they have participated before, and even if they are filling the same office. It is beneficial for the group of officers to go through this course together, even if only some of them are new officers. Two key purposes of this course are the establishment of personal goals for each officer and the effective formation of the officer team. Both of these purposes are best achieved if all the officers do this together.

A crew with experienced officers that have been through this course before should consider utilizing prior graduates as trainers for some of the segments or as facilitators for some of the games and challenges in this course. Officers who have previously graduated from Troop Leadership Training or National Youth Leadership Training can also be utilized, especially in modules two and three.

Message to the Advisor—Your Role as a Leader

It is the Advisor's privilege and responsibility to organize and lead Introduction to Leadership Skills for Crews. You may also want or need to involve other trained adult leaders—and of course, you should involve previously trained Venturers. As you train the crew leadership team with Introduction to Leadership Skills for Crews, you and your Venturing leaders will gain a greater sense of mutual trust and, ideally, see how useful a shared style of leading will be in the crew. Yes, Venturing is designed to be as youth-led as possible, but don't forget that the Advisor does have a role to play as well.

The Advisor is part of the team being built, so it is imperative that he or she is actively involved in the training exercise. Wherever possible, include the crew's trained Venturer leadership in presenting the Introduction to Leadership Skills for Crews course material. Have experienced Venturers teach less-experienced Venturers; one of the best ways to thoroughly learn a subject is to teach it. The crew president should have a prominent role if he or she has previously received this training. Venturers who have attended NYLT may also be an excellent source for instructors. Adult leaders with specific roles within the crew to coach and mentor specific Venturing leaders should also be involved (e.g., quartermaster, chaplain).

Do note that while we aim to have our youth leaders lead, we do not abdicate all responsibility to the youth. Adults must play a critical role in advising, providing feedback, and guidance, and they are in fact responsible for the crew. Youth do not call all the shots just because they are youth. Adults need to work in concert with our young leaders, allowing them the freedom to learn from mistakes but also providing guidance as needed.

Remember the three basic roles of the crew Advisor: to ensure that the rules and standards of the chartered organization and the Boy Scouts of America are followed, to serve as a mentor and role model to the Venturers, and to train youth leaders.

Preparing to Conduct Introduction to Leadership Skills for Crews

It is wise to schedule this course into your crew's annual calendar well before elections are conducted. This way, each officer candidate knows in advance that they will be expected to participate in this course when they accept a leadership position.

Be sure to utilize former graduates or trainers of Introduction to Leadership Skills for Crews to deliver the segments of this course. In a crew where none are available for your course, consider using someone from another crew who is, or find someone who has been through a similar or more advanced leadership course, such as Troop Leadership Training (which has similar content in modules two and three), NYLT, Kodiak, or Wood Badge for the 21st Century. A few supplies are needed to conduct this course, all of which are all easy to obtain, but not on a moment's notice. A kit can easily be built that will serve a crew every time it conducts this course. In

several places, there are times to choose an activity. Try to change which activities are used each time this course is conducted to keep it original and fun for repeat participants.

You will need position patches and Trained strips, available from your Scout shop, for participants to wear on their Venturing uniforms. Alternatively, a crew might opt for an alternate uniform and another method of identifying and recognizing trained officers (refer to the *Venturing Leader Manual*).

To assist you in preparing and conducting this training, each module includes the following:

- Module overview, including time needed (for either 60- or 90-minute sessions)
- Preparation, or the prework to do before teaching the module
- Materials needed
- Core module training, including content, participant games/experiences, reflection topics, teaching points, and leader comments

To help ensure productive training sessions, do the following.

- Review the materials well ahead of time and determine who should assist in presenting the training. Wherever possible, use adults and Venturers who are BSA-trained for their position.
- Determine which initiative games and experiences to include in each module.
- Set times, dates, and locations that are convenient for the adult and Venturing leaders who will attend.
- Choose a location with comfortable seating and enough space. Review the games and experiences planned for the module you are teaching, and ensure the room/location is suitable for each planned activity.
- Review the concepts of Teaching EDGE and the Trainer's EDGE to aid you in your teaching skills.
- Prepare the training aids you will need to conduct the session and have them on hand well in advance.
- Plan and practice how you will present each portion of the session.
- Rehearse with any assistant trainers, if needed.
- Double-check that you have enough fun, variety, and activity in the planned training to keep the Venturers' attention and interest. Make it fun to learn to lead!
- Schedule 60 to 90 minutes for each session, but remain flexible in how long the group spends on each phase of its training. Give Venturers plenty of time to complete discussions and ask questions. But, if a portion of the session begins to drag, move on.

Preparing the Crew President

The Advisor should conduct the introduction for the crew president. It is essential that the Advisor and crew president begin forming a team and gaining a sense of mutual trust and understanding as soon as possible. If time permits, the Advisor should conduct a special training session with the crew president prior to the Introduction to Leadership Skills for Crews session. This will enable the crew president to begin demonstrating leadership and fulfilling his or her leadership role during the Introduction to Leadership Skills for Crews training.

Once Introduction to Leadership Skills for Crews becomes an established crew activity that occurs each time the crew transitions to a new leadership team, it will become common for the new crew president to have already received Introduction to Leadership Skills for Crews training, and this session can simply be a refresher focusing on the specifics of the Venturer's new role as crew president.

Where appropriate, encourage the Venturers to select crew presidents and senior Venturing leaders who are NYLT graduates. The Venturers and crew will significantly benefit when their crew president has learned the advanced skills and concepts taught during NYLT.

The following discussion should take place between the Advisor and a new crew president before the Module One—Introduction to Leadership session takes place. It is important that a new crew president be trained first, so that he or she may fully participate in the training of other youth leaders.

Breaking the Ice

Make the first meeting either informal or formal, depending upon your personal style. Establish a good working relationship with the new crew president. You may choose to get together informally for the first meeting at a public coffee shop or restaurant. (If the Venturer is under age 21, be sure that all Youth Protection policies concerning two-deep leadership are followed.) Whichever you choose, welcome the crew president to this special session. Explain that you will help him or her grow in this role and in leadership skills, as well as in Scouting skills. He or she will grow in ability to work with peers and with adults, and will make a substantial contribution to the Venturers in the crew.

Now ask him or her to mention some of the benefits that a young person can get from Scouting. He or she will probably start with the fun things—camping, hiking, outdoor skills, trips, making friends. Guide the crew president toward understanding Scouting's role in developing personal growth—the values of citizenship, character, ideals, and overall fitness. As the two of you discuss this, help him or her understand that he or she is an important influence who can cause such growth to take place, and that a major part of the crew president's role is to influence other leaders in a positive way.

Caution: Don't bog down this discussion with trivial issues. Together, you as Advisor and the crew president will make the difference. Explain that although it is your responsibility to give direction and support, the crew president is the key leader.

Help the new crew president understand that everything the crew does should be as a result of decisions made by the other officers, whom he or she leads. Be quick to assure that you will have many opportunities to discuss things together, and that you will certainly be there to help.

Position Description

Give the crew president a pocket card for the position description. Explain that together, you will walk through this summary of the chief duties to give him or her an overall idea of what this position entails. Discuss each point individually. As you do so, encourage comments and questions. Encourage notes. Some of these topics can generate exciting discussion, but be careful not to let the meeting run too long.

Expectations

Tell the crew president that all of the points in the position description just discussed add up to leadership and service. Make it clear that the person in this role is not required to DO everything that needs to get done but is responsible for ensuring that everything GETS done. If needed, coach the value and necessity of delegating to others. In addition to the position description, explain that you expect the following:

- Live by the Venturing Oath and the Scout Law.
- Agree on a written vision of success for this term of office and a plan to get there.
- Set a good example (uniform, language, behavior).
- Participate in Introduction to Leadership Skills for Crews.
- Continue with advancement and recognition while serving as crew president
- Devote the time necessary to handle the responsibilities of the position.
- Work with other crew leaders to make the crew successful.
- Attend the council National Youth Leadership Training course (a leadership growth opportunity) if he or she has not already done so.

Tell the crew president it is time to turn the discussion to what he or she can expect from you. Explain that you have reviewed what he or she is expected to do, and it's a big task, but he or she is not expected to do it alone. He or she can expect the following from you:

- The two of you will have many meetings in preparation for this role.
- You will be available for discussions or phone calls (give best times).
- You will back up his or her decisions, within reason (give some examples).
- You will listen to ideas.
- You will be fair.
- You will listen to all sides of any issue.

- You will set a good example (uniform, language, behavior, etc.).
- You will provide direction, coaching, and support.
- You will share a vision of success for the crew and a plan to get there. (Do this now.)

Resources

Refer to the description card for the crew president position and point out other materials that are used in training other Scout leaders. Point out specific tools from the *Venturer/Ranger Handbook*.

Continuing Training

Almost everything the Scout does will contribute to his or her training. Much of this training will come from mutual leadership and counsel during this tenure as crew president. Explain that this training qualifies him or her to wear the Trained strip on the Venturing uniform after participation in Introduction to Leadership Skills for Crews. Explain the role of the crew president to help conduct the training.

Questions

Give the Scout an opportunity to ask questions. Answer them the best you can.

Follow Up

Be certain that you follow up frequently with the crew president, as you both agreed, so that you can mutually evaluate each assignment. As time passes, review the plan for success to which you both agreed and benchmark the progress. For this time in office, this crew president's success, in large part, will determine the crew's success. Don't let your new crew president fail. Ensure success. Always be prepared for the next assignment at the crew meeting.

Relationship

Express to the Scout that this was a get-acquainted meeting and that you hope it will be the first of many more meetings. Encourage understanding and encourage discussion of any thoughts and concerns. Be sincere; really mean it. Give the crew president a big smile, and if appropriate, tell him or her how much you enjoyed the discussion.

Initiative Games

Including initiative games during the teaching of Introduction to Leadership Skills for Crews will broaden the Venturers' experience and help bring home key points in the training.

Recommended initiative games and experiences/activities are listed in each module. Alternative initiative games—to add variety for crews that routinely conduct Introduction to Leadership Skills for Crews and have multiple Venturers who go through the course more than once—are included in the appendix.

Initiative games and cooperative games are different from most games with which we are familiar. What's different is the way the participants play them. Initiative games are purposeful activities with specific goals and learning processes that are less competitive and more cooperative. They can best be described as “action and reflection” experiences. These games:

- Have a specific objective or objectives, such as cooperation, trust, or imagination, through physical and verbal group activity.
- Are problem-solving in nature.
- Must be talked about or reflected upon for them to have the maximum impact on the participants.
- Are fun.

How to Use These Games and Skill Events

The following outline walks you through the steps you should consider in using the games.

Be Prepared!

- *Familiarize yourself with the activity* you have chosen. Know how the game is played, what the objectives are, and how its parts lead to learning the objective.
- *Plan a strategy* ahead of time so you can help your Venturers if they get into trouble with the game.
- *Determine space and equipment requirements.* If you're not sure what a particular game will take, try it out ahead of time to avoid last -minute snags.
- *Review the questions provided after each reflection.* *Think about some questions* you can add to the reflection following the activity. You may want to jot down some notes during the game. Each activity has sample questions to get you started.

Present the Game

- *Make the rules clear.* Be sure the Venturers understand the problem they must solve or the skill to be learned before they begin. Emphasize that there should be *no put-downs or harassment* during the activity.
- *Stand back.* Let the Venturers solve the problem themselves. Even though you might know a better solution, let them figure it out for themselves. They will learn the most from an experience they have worked through on their own.

Lead the Reflection

- *Lay the ground rules for discussion.* See below for how to conduct a reflection.
- *Facilitate the discussion.* Be positive and ensure both the game and the reflection are fun learning experiences.
- *Use thought-provoking questions.* Be prepared. Know what you're going to ask so you can get the Venturers talking and draw out key lessons during the discussion. Each game is part of the learning experience for the module, so be familiar with the teaching points that you are trying to bring out in the reflection.

How to Conduct a Reflection

In several places within this syllabus, trainers will be expected to conduct a “reflection.” Often, the reflection is the most meaningful part of an exercise. Reflecting on an activity should take no more than a few minutes. The more you do it, the easier it becomes for both you and your Venturers. Remember that the values of Scouting often lie beneath the surface. Reflection helps you ensure that these values come through to your Venturers.

We can make our experiences more meaningful and effective if we reflect upon them. In Venturing, reflection is simply the process of the Venturers talking about their experiences immediately after an exercise or activity with a little bit of wise moderating.

In Introduction to Leadership Skills for Crews, these reflections are how the teaching points are brought out. Each game and activity in the course has a purpose and is a tool for enabling the training. It is essential that you conduct meaningful and relevant reflections and draw out the teaching points.

Reflection provides an opportunity for everyone in the group to have input into what happened. 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, just ideas, opinions, and insights.

You can use reflections to evaluate crew activities, and it will result in improved engagement by your Venturers in future planning and execution of activities. Leading reflections is a simple process that can greatly enhance the learning process.

Lay the ground rules for discussion. Have the Venturers sit so they can see one another, and ask them to agree not to interrupt or make fun of each other. Let them know they are free to keep silent if they wish.

All participants should be reminded of the basic ground rules of reflections:

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.

Facilitate the discussion. As the leader, 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 guide the discussion to the teaching points through effective open-ended questions. You want the teaching points to come from the Venturers, but you want them to get to the key points. 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.

Use thought-provoking questions. Have some questions in mind prior to starting the reflection. Know where you want the reflection to head and what lessons you want to ensure are drawn out of it. The reflection discussion may often head in directions you had not thought of or known about, but ensure it also covers the key concepts that you as the leader saw as important to the training. The following types of questions are useful in reflecting.

- *Open-ended questions.* Avoid questions that can be answered with a simple "yes" or "no." Ask things like: "What was the purpose of the game?" and "What did you learn about yourself?"
- *Feeling questions* require Venturers to reflect on how they feel about what they did. "How did it feel when you started to pull together?"
- *Judgment questions* ask Venturers to make decisions about things. "What was the best part?" or "Why was it a good idea?"
- *Guiding questions* steer your Venturers toward the purpose of the activity and keep the discussion focused. "What got you all going in the right direction?"
- *Closing questions* help Venturers draw conclusions and end the discussion. "What did you learn?" or "What would you do differently?"

Close the reflection. Wrap up the discussion and briefly summarize the key points and ideas that were raised during the reflection.

The reflection facilitator acts as a moderator, initiating conversation by asking questions and encouraging fruitful conversation that leads toward the objective of the teaching segment. When a participant states an important point, it is worth repeating or restating to strengthen its impact on the group, or seeking additional clarification or viewpoints. If the facilitator is successful in getting the participants to state all the reflecting points provided in each game, then little follow-up is needed beyond a summary statement. This is a very effective method of teaching because the participants learn actively and because the teacher gets to hear the digested learning of the participants and therefore knows if important lessons have been learned.

Module One—Unit Organization

Module Overview

Content	Time
Introduction to the Course	5 minutes
Introduction to Vision	5 to 10 minutes
Crew Organization	20 to 35 minutes
The Team-Based Crew	25 to 30 minutes
Introduction to Servant Leadership	5 to 10 minutes

Preparation

- Obtain or create a crew organization chart for your crew (see appendix), or use the samples found in the *Venturing Leader Manual*.
- Understand the roles and responsibilities for every leadership position in the crew. Identify assistant trainers who may be needed to effectively review these roles and responsibilities.

Materials Needed

- A copy of the *Venturing Leader Manual* for every crew leader, or at least one copy per crew as a reference
- Position description cards for every Venturer leadership position
- Crew organization chart for your crew
- 10 to 20 balloons for the Role Balancing game
- A permanent extra-broad-tip marker
- A rigid lightweight stick or hula hoop for the Helium Stick game
- A white board, chalk board, or easel with a pad of paper (optional)

Learning Objectives

At the end of this module, participants will

- Understand the various leadership roles within the crew, both elected and appointed, as well as the dynamics of having everyone be involved in the success of crew activities.

This course provides examples of crew organization charts and position descriptions, but each crew is allowed to modify these assignments as long as all responsibilities are fulfilled and real leadership remains a youth role. It is important to have clearly defined responsibilities for each crew position, so it is a requirement that each crew prepare appropriate materials by using those provided by this course, modifying these materials, or creating original materials.

Core Module Training

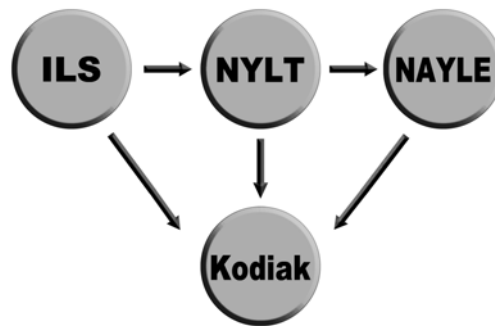
Introduction to the Course

Discussion: Explain to the Venturers the purpose of this course.

The purpose of Introduction to Leadership Skills for Crews is to provide the core foundational unit-level leadership skills every leader should know. The objective of ILSC is to give you a clearer picture of how your position fits in the crew and how you can make a difference. It is also designed to give you additional tools and ideas for fulfilling your role as a leader in the crew. We will discuss how the crew is organized and what other Venturing leaders and adults you can rely upon in your leadership role. Then we'll review some key leadership skills and ideas to help you fulfill your role in the crew.

Explain where ILSC fits in the Venturing leader's training continuum:

*ILSC to Kodiak (optional experiential course to reinforce ILSC skills)
to NYLT to NAYLE*



Discuss any necessary logistics—when and where modules two and three will be taught, etc.

Tell the Venturers that they have been selected to be leaders in their crew. This is both an honor and a responsibility. Being a leader is not about being the person in front, or wearing the patch, or being the boss. Good leaders are not “all about themselves.” They understand that the reason to lead is because they can make a difference in the crew and help make those they lead successful in their roles and in all they do.

The badges of office presented to each Venturer when accepting their position of crew leadership did not automatically make them a good leader. The skills and information they learn during Introduction to Leadership Skills for Crews can help them get started in their leadership experience. The Venturers who have already had leadership positions in the crew can pick up new ideas during ILSC and continue to develop their skills while serving in their new positions. ILSC will help each Venturer gain the knowledge and skills needed to fulfill the leadership assignment.

Introduction to Vision

Tell the Venturers that vision is critical to success in any project. You must first know what success looks like before you can reach that success.

In Venturing, a crew's vision is something developed and shared by all members. It identifies where the crew is going—what it wants to accomplish. As an individual, you probably have a number of visions, but you may not have articulated them. We will discuss vision more thoroughly in Module Three, but each Venturer should be thinking about his or her own vision of success in their new position, as well as that for the crew.

Share the vision that the crew president and Advisor created during their discussion. Along with the rest of the crew, create some goals to help the crew reach this vision of success.

At the end of this course, you'll be asked to state a vision for your term of office and establish some goals to help you accomplish that vision. Think about your vision and some likely goals as we continue, and take the time to record or discuss them during breaks.

Crew Organization

Note: Show the crew organization chart for your crew. (Adapt your chart to the organization of your crew; two models are provided for typical large and small crews.)

Notice that across the organizational chart, Venturer positions are associated with adult positions: The president works closely with the Advisor; the officers work closely with other adults; the activity chairs work closely with the consultants. No position is completely independent. Cooperation and teamwork between adults and youth is essential.

Also notice that leadership positions have responsibilities to one another. The president manages other officers and is responsible for their performance. Other elected officers can have appointed officers to manage, and be responsible for, as well.

Your crew has a number of important youth positions. The highest positions are elected and serve for a period of time in those positions (a "term of office"). A number of appointed leadership positions are available, with varying levels of skill and commitment required to fulfill. Hopefully, every crew member will be encouraged to accept some kind of leadership position every year in the crew.

Individual Roles and Responsibilities

Note: Introduce and distribute position description cards and refer Venturers and adults to pages 13 to 25 in the *Venturing Leader Manual* (2006 printing).

Venturer Positions. Venturing crews are run by crew officers who are elected or appointed from and by the crew youth membership. These officers are responsible for seeing that the crew runs well, grows, and meets the needs of the members. The number of crew officers can change over time, depending on the size and needs of the crew. Following is a summary of the responsibilities of each position in a typical crew. A position description card, the *Venturer/Ranger Handbook*, the *Venturing Leader Manual*, and your crew Advisors will provide additional details for each position.

President

- Conducts meetings.
- Supervises officers.
- Represents the crew.

Vice President of Administration

- Manages membership and advancement records.
- Leads membership recruitment (including supervising crew guides and den chiefs).
- Takes responsibility for the crew in the president's absence.

Vice President of Program

- Plans the crew calendar.
- Supervises activity chairs.
- Provides meeting program.

Secretary (Sometimes Known as Vice President of Communications)

- Manages communication tools (webmaster).
- Maintains crew records (historian/minutes).

Treasurer (Sometimes Known as Vice President of Finance)

- Oversees crew money earning.
- Accounts for crew funds and property (includes quartermaster and librarian).

Crew Guide

- Is appointed by crew president and vice president of administration.
- Serves as liaison to any membership resource (troop, team, club, post, crew, etc.).
- Mentors and hosts new Venturers.

Den Chief

- Is appointed by the crew president and vice president of administration.
- Assists the Cub Scout den leader in operating the den.
- Serves as liaison to the Cub Scout den.

Activity Chair

- Is appointed by the crew president and vice president of program.
- Plans and executes a specific activity as assigned.

Historian

- Is appointed by the crew president and secretary.
- Creates, preserves, and shares records (news, photos, videos, memorabilia).

Webmaster

- Is appointed by the crew president and secretary.
- Maintains the crew website and any e-tools the crew uses.
- This position is an example of the kind of leadership positions a crew might define for itself.

Quartermaster

- Is appointed by the crew president and treasurer.
- Maintains crew property (including storage, inventory, maintenance, and acquisition).

Librarian

- Is appointed by the crew president and treasurer.
- Establishes the crew library.
- Maintains a system to check literature in and out.
- This position is an example of the kind of leadership positions a crew might define for itself.

Crew Member

- Participates in meetings and activities.
- Periodically serves as activity chair.
- Recruits new members.

Adult Positions. Adults in the crew are responsible for providing training to the crew officers and enabling them to carry out their duties. They also provide resources for the crew officers and serve as mentors to all Venturers in the crew.

The number of Advisors and committee members needed is dependent on the size and needs of the crew. Following is a summary of the responsibilities of each adult in the crew. A position description card, the *Venturing Leader Manual*, and attendance at regular district Venturing program forums (sometimes known as Venturing roundtables) will provide additional details.

Crew Advisor

- Upholds the standards of the chartered organization and the BSA.
- Serves as a mentor and role model for Venturers.
- Works with the crew president.
- Facilitates training for officers.
- Supervises associate Advisors.

Associate Advisor

- Assists the crew Advisor.
- Works with an assigned officer.

Committee Chair

- Supervises the crew Advisor and committee members.
- Recruits and approves Advisors and committee members.

Committee Member

- Serves as a resource to the crew.
- Works with an assigned officer.
- Recruits consultants.

Chartered Organization Representative

- Serves as the liaison between the crew and the chartered organization.
- Recruits the crew committee; approves Advisors and committee members.
- Participates in district leadership.

Institutional Head or Executive Officer

- Is the head of the chartered organization (may or may not be a Scouter).

Consultant

- Is recruited by the crew committee for a specific activity.
- Assists the activity chair in planning and executing a specific activity or activities (may or may not be a Scouter; may be a professional for hire).

Activities for ‘Individual Roles and Responsibilities’

Role Balancing—Balloon Toss

Equipment—Balloons (about a dozen) inflated, permanent extra-broad-tip marker

Ask the leader (preferably the crew president) to step forward. Ask the leader to name a responsibility needed to run the crew’s program, and write that on a balloon. Hand that balloon to the leader with instructions to keep that balloon in the air and avoid having it fall to the floor. After a moment, repeat the question and response, write on the balloon, and add this to the task of keeping the balloons in the air. Repeat until the leader has too many balloons in the air and is struggling with the “roles.”

Explain: “As the leader, you are responsible for keeping all these balloons, representing all your roles, in the air and getting accomplished. Would you like some help? [Response: “Yes.”] Ask someone to handle one of your roles.”

Repeat the giving of new roles and passing those roles (balloons) to others until everyone in the crew has a balloon and a responsibility.

If the group finds this activity easy, increase the difficulty by requiring them to adapt when a leader (or two) are removed from the game, just as an officer might need to take a break from a specific role because of illness or another emergency.

Reflection—How well could the leader juggle all those balloons, and why? Why is it important to get everyone involved so that everyone has one role to fill?

The Youth-Led Crew

Discussion: Briefly discuss leadership in Venturing and in Scouting and the value of the youth-led crew.

Empowering Venturers to be leaders is one of the core principles in Scouting. Scouting is designed to help Venturers prepare to participate in, and give leadership to, American society. A crew is a small democracy. Within the safety framework provided by the adult leaders, and with the Advisor’s direction and mentoring, the Venturers plan and implement the crew program. Venturers serve in positions of responsibility to make that happen.

Game: Yurt Circle. Play a teamwork game—experience cooperating as a group. (A yurt is a circular tent of felt or skins on a collapsible framework, originated by nomads in central Asia. Yurts are noteworthy structures because they derive their strength from having structural

members that pull away from each other under tension, making them flexible yet strong, while most structures are supported by rigid members under compression, making them inflexible.)

Ask everyone (must be an even number of participants, so add or subtract a trainer as needed) to join hands and expand the circle outward until all participants feel some gentle pull on their arms from each side. Ask the participants to spread their feet to shoulder width and in line with the circumference of the circle, then ask the group to count off by twos. Now, ask all of the “ones” to slowly lean in toward the center of the circle, while all of the “twos” slowly lean out (without bending at the waist and without moving their feet).

If the group works together, each person can accomplish a remarkable forward or backward lean. Now ask the group to slowly reverse positions. There will be some difficulty, but let them keep trying. As the trainer, do not direct how the group accomplishes the game—let them lead and direct themselves. Get involved if you have any safety concerns.

Reflection: Lead a discussion regarding working together as a team and the purpose and value of the youth-led crew. Ask a few brief questions about the game, then shift into a reflection about the youth-led crew and how it’s implemented in your crew. Use open-ended questions until the teaching points are all brought out.

Sample questions:

- During the game, who lead the group? Did someone step in as the leader, or did the group cooperate as equals?
- If someone stepped up, why did the group follow that lead?
- Did the size or age of the Venturers affect how the “leaning” worked?
- Why does the Venturing program have Venturers take on leadership roles in the crew?
- What do the Venturers lead in your crew?
- What do they not yet led?
- What could the leadership team try to add to the list that Venturers accomplish during this period as Venturer leaders?

Some key teaching points:

- Often, natural leaders will step in when a leader is needed to help the group succeed.
- Sometimes, the group can accomplish a task through group cooperation and a mutual interest in success without a specific leader.
- Most everything in Venturing can be accomplished by Venturers of various ages, genders, and sizes by working together as a team and perhaps making a few adjustments here and there (e.g., by switching people around the circle or coaching a younger Venturer about a successful technique).
- Venturing gives Venturers the opportunity to learn and practice leadership skills.

- Venturers will learn to lead by practicing leading and experiencing the results of their hands-on leadership efforts.

If there are additional challenging roles or activities in your crew that the Venturers are ready to accept, coach them through identifying the first few steps to start implementing the change, or identifying someone to be responsible for coordinating that effort later.

Group Discussion: Discuss the Officer’s Meeting in Your Crew. If your crew has effective officers’ meetings, ask leading questions to get the group to discuss how the crew’s officers’ meetings operate, and share information with Venturers who may be new to the process. If necessary, use this time to coach the group in how a properly conducted officers’ meeting works.

Participants in the crew’s officers’ meetings plan and run the crew’s program and activities. Composed of specific members of the Venturer leadership team, this group of officers meets routinely (usually monthly) to fine-tune upcoming crew meetings and outings. The crew president runs the officers’ meeting, and the Advisor and other adult leaders attend as coaches, mentors, and information resources. The Advisor allows the crew president and Venturers to run the meetings and make decisions, stepping in with suggestions and guidance whenever that will enhance the program for the crew and Venturers.

Game: Helium Stick—experience working together and cooperating as a group. Have the Venturers stand in two lines facing each other an arm’s length away and hold out their two index fingers in front of them at chest height. Place a light, rigid stick (e.g., a bamboo stick) horizontally between them so the stick is resting on each Venturer’s two index fingers. The stick should be resting equally on the Venturers’ fingers. No one may grasp the stick or curl his or her fingertips around it.

Ask the Venturers to lower the stick to the ground as a group with no fingers losing contact with the stick. Every Venturer’s fingers must remain in contact with the stick while it is lowered. If someone’s finger comes off the stick, restart the group at the starting position and try again.

Note: The tendency is for the stick to rise, because the collective force used to keep fingers in contact with the stick is greater than the gravitational force (weight) of the stick. For this reason, use a stick for the exercise that is light enough for this effect to occur, given the number of people in the group.

There are many ways of improvising the needed stick—any rigid, lightweight stick or tube will do. The more Venturers involved, the heavier the stick can be, but it’s important the stick is not too heavy to outweigh the lift tendency. You can use other materials than sticks—a hula hoop will also work if you can get all the Venturers around it. Other ideas for sticks include inter-

connecting tent poles, taped-together houseplant sticks or kite struts, straightened-out wire coat-hangers, wooden dowel rods, bamboo poles, and fishing rods.

If the group is successful quickly, try some variations on the game:

- Start with the stick at ground height, raise it to shoulder height, and lower it back to the ground.
- Issue two sticks per team—one finger for each stick.
- Just before starting the exercise, ask team members to press down hard with their outstretched fingers onto the edge of a table for 30 to 60 seconds. This confuses the brain still further and increases the tendency for the stick to rise.

Reflection: Lead a discussion regarding working together as a team and the purpose and value of having the youth as the leaders of the crew. Ask a few brief questions about the game, then shift into a reflection about the officers' meeting and how it's implemented in your crew. Use open-ended questions until the teaching points are all brought out.

Sample questions:

- Why did the stick rise when we wanted it to go down?
- Did you anticipate the problem? How did you fix it?
- How did you deal with people's fingers losing contact?
- During the game, who led the group? Did someone step in as the leader, or did the group cooperate as equals?
- Have the crew's officers' meetings been running as effectively as they could?
- Do Venturers in leadership positions usually come to the officers' meeting well-prepared?
- What would the group like to do differently or improve during this leadership term?
- What guidance and coaching do you want to share with the newest members of the leadership team?

Some key teaching points:

- The stick has a tendency to rise because the collective force used to keep fingers in contact with the stick is often greater than the gravitational force (weight) of the stick.
- Cooperation, teamwork, and coaching each other were likely keys to everyone getting the stick to settle down and being able to manage the stick to the ground together.
- Coach the Venturers through developing possible ways to implement their officers' meeting improvement ideas.

Leader Comments: Just as adult leaders must step back and enable Venturer leaders to lead the crew, senior Venturer leaders must work with, train, and encourage less-senior Venturer leaders in the crew to fulfill their roles and practice their own leadership skills.

Discuss Leadership: Ask the Venturers to define leadership. Introduce the Venturing position description cards. Give each Venturer the card for his or her role.

Topics to emphasize during this discussion include:

- Teamwork
- Using each other's strengths
- Not trying to do it all yourself
- Doing what you said you'd do
- Being reliable
- Keeping each other informed
- Being responsible
- Caring for others
- Delegating
- Setting the example
- Praising in public, criticizing in private
- Leading yourself

Group Discussion: Review some tips for being a good leader in the crew. Rather than reading this list to the group, ask leading questions to get the Venturers to develop most of these tips and ideas themselves. Consider having the secretary, historian, or another Venturer write the tips on a whiteboard, chalkboard, or easel pad as the Venturers come up with their ideas.

- **Keep your word.** Don't make promises you can't keep.
- **Be fair to all.** A good leader shows no favorites. Don't allow friendships to keep you from being fair to all members of your crew or team.
- **Be a good communicator.** You don't need a commanding voice to be a good leader, but you must be willing to step out front with an effective "Let's go." A good leader knows how to get and give information so that everyone understands what's happening.
- **Be flexible.** Everything doesn't always go as planned. Be prepared to shift to "Plan B" when "Plan A" doesn't work.
- **Be organized.** The time you spend planning will be repaid many times over.
- **Delegate.** Some leaders assume that the task will not get done unless they do it themselves. Most people like to be challenged with a task. Empower your members to do things they have never tried.

- **Set an example.** The most important thing you can do is lead by example. Whatever you do, your team members are likely to do the same. A cheerful attitude can keep everyone's spirits up.
- **Be consistent.** Nothing is more confusing than a leader who acts one way one moment and another way a short time later. If your crew knows what to expect from you, they will more likely respond positively to your leadership.
- **Give praise.** The best way to get credit is to give it away. Often a “nice job” is all the praise necessary to make a Venturer feel he or she is contributing to the efforts of the crew.
- **Ask for help.** Don't be embarrassed to ask for help. You have many resources at your disposal. When confronted with a situation you don't know how to handle, ask someone with more experience for some advice and direction.

Game: Willow in the Wind. Play a game to get the group up and moving after the discussion and to continue to develop trust and confidence together as a team.

Have the Venturers stand shoulder to shoulder in a circle with one person (the “faller”) standing rigid (arms crossed with elbows on chest and fingertips at shoulders) and trusting in the center. Remaining rigid, the center person falls slowly in any direction. Before the faller moves very far off center, the people in the circle redirect the faller's impetus to another arc of the circle. This fall-catch-push sequence continues in a gentle fashion until the center person is relaxing (but remaining rigid) and the people in the circle have gained confidence in their ability to work together toward handling the occasional weight shift of the faller. Change Venturers in the center until everyone has had an opportunity.

Introduction to Servant Leadership

Discussion: Lead a discussion of why Venturers should choose to be leaders. Ideally, the Advisor leads this section.

Most youth will very quickly tell you that they would rather tell people what to do than be told what to do. That is human nature, not just the nature of a Venturer. But leadership in the crew is not about the title or even about being the person doing the telling.

It is about a choice to lead. It is about a choice to give rather than to receive.

What we need to build into the makeup of our youth leaders is the concept of servant leadership. We trust effective leaders because they care about us and about helping others succeed. That is the true role of a leader—helping other members of the crew succeed. Servant leaders understand what success looks like not only for the group but for each member of every team. They do everything they can to help the crew and each member succeed.

Servant leaders help the crew through day-to-day operations and through all the chores and tasks that must be accomplished. Duties are delegated and roles assigned. Crew leaders help manage this process. They focus on how to make every member successful in assigned tasks so that the crew will come together quickly as a team.

Servant leaders want to lead because they know they can help make a difference and provide a better experience for every individual.

Reflection: Lead a discussion about servant leadership. Use open-ended questions until the teaching points are all brought out.

Sample questions:

- What do you think the phrase “servant leadership” means?
- Why do you think Scouting encourages us to be servant leaders?
- What does that mean to you? How can you be an effective servant leader in your role?
- Is servant leadership focused on the team, the individuals, or both/all?
- What do you think other members of the team think of a good servant leader?
- How can a Venturer serve as a servant leader? What are some examples?

Some key teaching points:

- Servant leadership is about making that choice to lead, to give more than you receive, and to make a difference.
- Effective servant leaders care about others, about helping others succeed, and about making the group successful.
- It is important to build up the idea and value of servant leadership in our Venturer and adult leaders.
- A good group leader is focused on the success of the members of their team—as individuals and as a team. Servant leaders understand what success looks like not only for the unit as a whole, but also for each member of the unit.
- Group members can see when a leader cares about their needs and is focused on their success. That service earns them the group’s respect. When they have that respect, the Venturer has earned the title and role of leader.
- A crew leader who seeks to serve knows the crew members well enough to help them succeed, helps the crew through its day-to-day operation, manages and delegates crew duties, focuses on how to help all members be successful in their assigned tasks, and works to bring the crew together as a team.
- Servant leaders want to lead because they know they can help make a difference and provide a better experience for every individual.

Module Two—Tools of the Trade

Module Overview

Content	Time
Introduction to the Tools of the Trade Session	5 minutes
Communications	20 to 30 minutes
Planning	20 to 30 minutes
The Teaching EDGE	15 to 25 minutes

Preparation

- Compose a sentence for the Telephone game, or select one from the sample sentences.
- Prepare a simple drawing for the Whole Picture game.
- Pick a simple skill to teach during the Teaching EDGE demonstration. Gather any materials needed for the demonstration and for the Guide and Enable portions of the training.

Materials

- A sheet of paper and pencil for each participant for the Whole Picture game.
- Materials required for the activity chosen for the Teaching EDGE demonstration, if any.

Learning Objectives

This module teaches the basic leadership tools of communication, planning, and how to use the Teaching EDGE effectively in one's leadership role.

Core Module Training

Introduction to the Tools of the Trade Session

Discussion: Introduce the three core topics in this module:

- **Communications**—The skills of being an effective listener and an effective communicator are valuable tools for any leader.
- **Planning**—Proper planning makes the difference in almost all Scouting activities.
- **Teaching EDGE**—The Teaching EDGE method can be used any time a leader is helping others learn.

People grow and evolve their leadership skills and strengths over time. Understanding some core leadership skills will help the Venturers as they perform their leadership roles and develop their own individual leadership strengths. The skills of communicating, effective planning, and teaching are foundational to each Venturer's ability to lead their fellow Venturers.

Communications

Discussion: The Greek philosopher Aristotle broke communications down into three parts:

A sender—A message—A receiver

This is still a valid model today. It applies to all forms of communication: verbal, written, music, film, signaling, pantomime, teaching, etc.

Receiving (Listening). Understanding the value of being a good receiver is a helpful foundation for a leader. Start with a short listening game.

Game: The Telephone Game. Break the group into two teams. Ideally, there are 6 to 10 Venturers in each team. If it is a larger session, use three teams. Have the Venturers in each team line up so they can whisper to their immediate neighbors but not hear any players farther away nor any players on the other team.

The trainer whispers a message to the Venturer at the beginning of the line. Use the same message for each team. The Venturer then whispers the message as quietly as possible to his or her neighbor. Each Venturer can say the message only once—no repeating is allowed. (If needed, a variation on the game is to allow each listener one chance to ask the sender to repeat the message.) The neighbor then passes on the message to the next Venturer. The passing continues in this fashion until it reaches the Venturer at the end of the line, who then whispers the message he or she received to the trainer. Once both teams have completed passing their message, the last Venturer in each line says the message they received out loud.

If the game has been “successful,” the final message will bear little or no resemblance to the original, because of the cumulative effect of sending and receiving mistakes along the line.

Some possible sample messages:

- Barbara’s aunt shared her secret sweet potato pie recipe with me.
- Goofy grinning gophers gobbled gigantic grapes while juggling.
- Johnny, can you please pick up the pencil that you dropped, and please remember to take your homework with you to school tomorrow.
- Send reinforcements; we are going to advance upon the port tomorrow at five.
- I asked them what they were working on when I talked to them at the party yesterday.
- I told Carolyn that I thought she would probably be hired.

Reflection: Lead a discussion about effective listening and the value of using listening skills. Use open-ended questions until the teaching points are all brought out.

Sample questions:

- What's the difference between hearing and listening?
- What is active listening?
- Is active listening a helpful/useful skill?
- Why do leaders need to be good listeners?
- What would have happened in the game if someone hadn't passed the message on?
What happens in the unit when someone doesn't pass the message on?
- In the game, did you check for cues that the listener understood your message? How?
- How would it have helped if you could have asked questions?

Some key teaching points:

- Listening is different than hearing—it involves actually receiving the message being sent.
- Focus on the person who is speaking and on what is being said. Stay engaged.
- Engage your brain when someone else is talking or communicating.
- Being a good listener is a very important part of being a good leader; you need to understand what people are trying to say to you.
- Using active listening skills will help you as a leader.
- Pass the word—to your people or to the leadership team. Don't break the communications chain.

Other discussion:

- Listening is one of the most important skills a person can learn.
- Active listening can involve repeating or reiterating what you've heard back to the speaker.
- A good rule of thumb is to try to listen twice as much as you talk.
- Confirm receipt of your message.
- If you are the receiver, ask questions. If you are the sender, encourage the receivers to ask questions until they are clear.

Some listening tips:

- Listen with your eyes as well as with your ears. Watch for nonverbal cues.
- Avoid distractions, both physical and mental. Give the speaker your full attention.
- Try to see things from the speaker's point of view. In other words, try to put yourself in the speaker's shoes.
- Apply the ideas to yourself. Think about how the speaker's message relates to you and your experiences.
- Review the speaker's points and think what logically might come next in the message.
- Curb your desire to talk until the speaker has finished.
- Respond nonverbally (nod your head or smile) to the speaker.

- Practice listening with respect for the speaker. Work hard not to interrupt even when you have a burning desire to make a point.
- Ask questions if you are unclear about anything.

Sending a Message. Conduct a communications game. Experience the value of sending a clear and effective message.

Game: The Whole Picture. Give every Venturer a sheet of paper and pencil. Select one Venturer to be the communicator. Show that person (and only that person) a drawing you have made. (Prepare in advance a simple drawing with sufficient variety to challenge the group. Simple geometric designs—rectangles, circles, triangles, stars, lines, etc.—in various orientations can suffice. Alternatively, select a picture from a magazine for a greater challenge.) Their task is to describe the drawing verbally so each Venturer can duplicate the drawing on his or her own sheet of paper without ever seeing the original. The better and clearer the communicator’s instructions are, the closer the receivers’ drawings will be to the original. After the communicator has finished his or her instructions, the participants should share their drawings.

If time allows, try this with and without allowing the listeners to ask questions of the communicator. As an added challenge, play the game using two-way radios or telephones, with the communicator in a separate room or location from the listeners (or on opposite sides of a large room like a gym).

Reflection: Lead a discussion about effective communication and the value of communicating clearly. Use open-ended questions until the teaching points are all brought out.

Sample questions:

- Do the receivers’ drawings look like the original drawing/picture?
- Did you draw what the communicator said?
- Were the communicator’s instructions clear? What sorts of things could he or she have said to be more clear?
- Ask the communicator: Did you plan how you were going to describe the drawing? How?
- Would it have helped if you could have asked questions?
- What happens when the message isn’t clear?

Some key teaching points:

- Be as clear as possible with your message.
- Plan ahead and prepare.
- People will do what they think you told them—even if it’s not what you meant.
- Allow your listeners to ask questions and get a clear understanding of your message.

Other discussion:

- You may want to ask your listener to tell you what they think your message is—to confirm that they received it correctly.
- As the sender, the message often seems clearer to you than to the receiver.
- Messages flow both ways—from sender to receiver and back. Both sender and receiver are responsible for good communications to work.

Some communicating tips when passing out information:

- Before you begin to pass out information to your team/audience, take a moment to organize your thoughts. You may want to write a few notes to remind yourself of the points you want to cover.
- Have the team/audience gather in a place free of distractions. Do not begin until you have everyone's attention. You can use the Venturer sign as a signal that it is time for everyone to stop other discussions and focus on the business at hand.
- Speak clearly. Make eye contact with your listeners. As you finish explaining each item, ask if there are any questions.
- Repeat facts such as dates, times, and places.
- If possible, ask the crew scribe to make and distribute notes of the discussion.

Leader Comments. To help remember the three important parts of communications, think of “MaSeR”: Message, Sender, Receiver. A laser sends light and a MaSeR sends messages.

Diagram 1

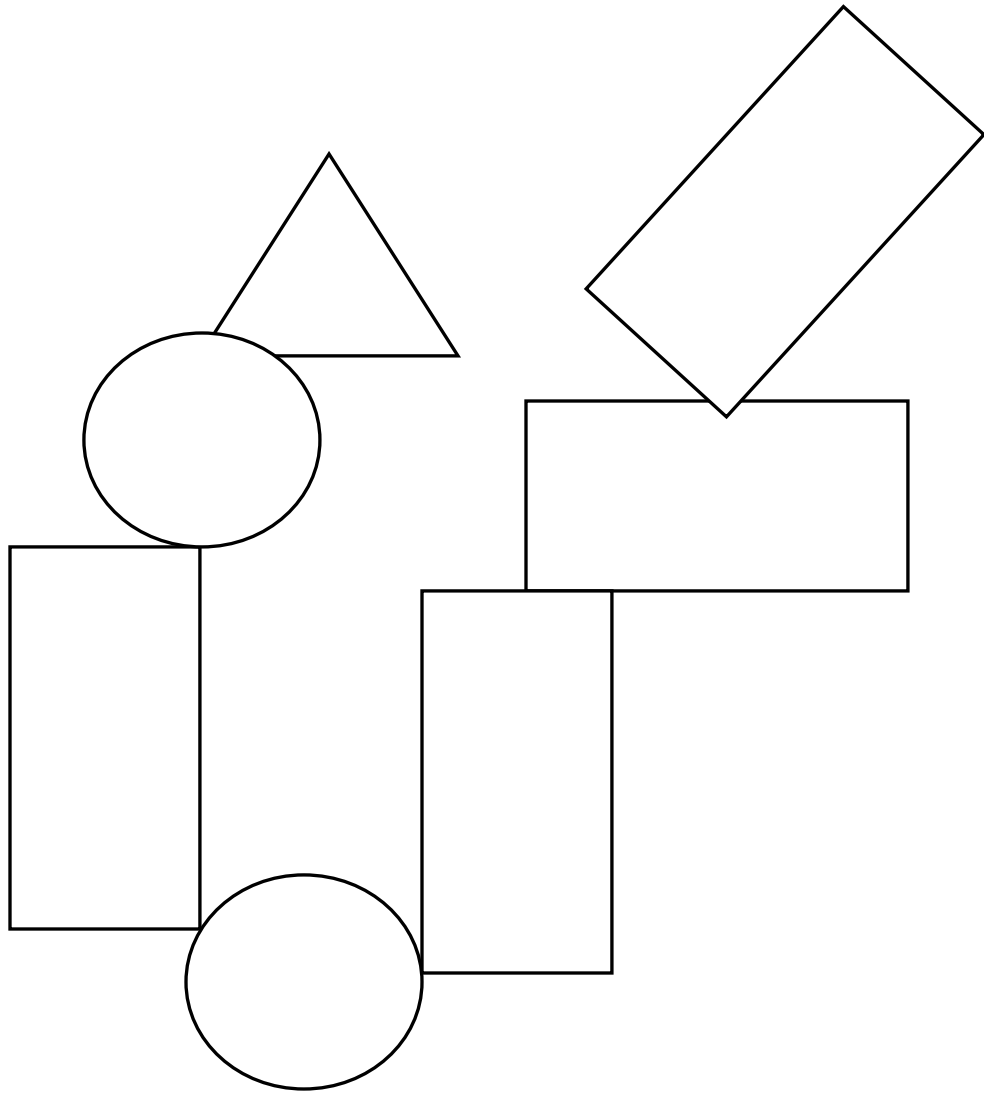
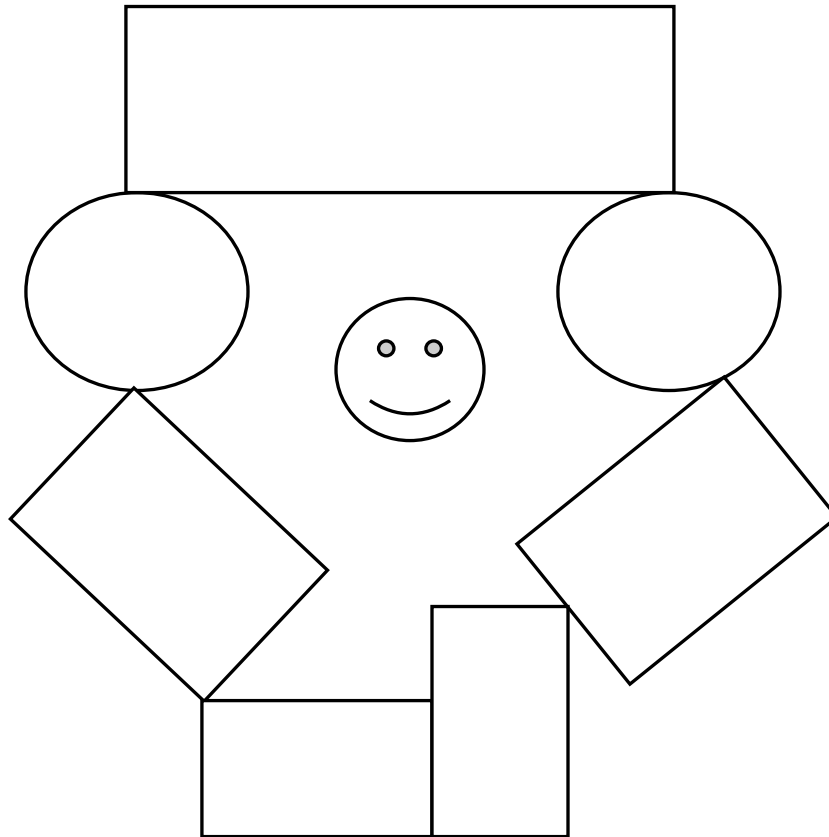


Diagram 2



Planning

Discussion: Second only to communicating, good planning is an essential skill for every effective leader. As new Venturer leaders, you will quickly notice that things you thought “just happened” in the crew are usually actually the result of someone—perhaps now you—planning ahead and preparing for it to happen. Generally, the better planned an activity, the more fun the group will have and the more successful the event will be. Conversely, everyone suffers when the person in charge has not planned properly for the group to participate in an activity.

At its core, planning is really just thinking ahead—thinking ahead about what’s needed to get the outcome you want to have happen. In planning Venturing activities, usually the desired outcome is that the planned activity is successful—and that the participants had fun and learned or experienced something. Planning is figuring out what it will take to make that come together smoothly.

Ask questions—develop answers: To start planning, it often helps to sit either alone or in a small group and start asking yourself questions—then coming up with the answers. Like a newspaper reporter writing an article or a policeman solving a case, walk through some basic who, what, when, where, and how questions: What do we want to do? What is the desired outcome? Where is a suitable site? How will we get there? What will we do once we get there? What equipment do we need? Where do we get that equipment? Who is responsible for getting the equipment? Who is participating? When is the activity? Do we need permits or permission? What will we do if ...? Etc.

The questions vary considerably depending upon the activity, but the process is the same. The more questions you can think up ahead of time, and the more answers you develop, the smoother the activity will be.

After you get through the basics in planning the activity, spend a good part of your time thinking through some “what do we do if ‘x’ happens?” kinds of questions. That will help you be prepared when things don’t go as originally planned.

Also, focus on the “who”: “Who is responsible for making that part happen?” or “Who will bring that item?” Sometimes teams work out a good plan, but then the leader doesn’t assign specific owners to every needed task. Figuring out what’s needed is an important part of planning, but assigning someone to take care of it is essential. Be certain that someone is assigned to get every needed task done—don’t presume that “someone” will step up and take care of something.

Experience. Practice planning by having the Venturers plan as a group a sample crew service project using the scenario below. Explain the scenario to the Venturers, then give them 10 to 15 minutes to plan in a group how they would approach the activity. After they have established their plan, let one or more of them summarize the high points for the group. Then transition into the reflection: As a team, discuss how the planning activity went.

Note: As the trainer, stay engaged with the learners as they are doing their planning together. If they are not clear about the types of questions they should be considering, or not effectively developing answers/solutions or assigning owners, gently coach or ask them leading questions to get them on track. Avoid the temptation to drive the activity, though. Conversely, if the group is doing well in their planning, gently raise the bar by asking a few deeper or “what if” questions.

Scenario

On a Saturday, six weeks from now, the crew will conduct a service project at a local city park. The project involves:

- Installing 50 feet of split-rail fence around a tree (to protect it)
- Removing old plants and undergrowth from a nearby area (approximately 500 square feet in area)
- Laying down weed block in the cleared area
- Spreading 6 cubic yards of mulch in the area just cleared and under the fenced-in tree
- Planting 15 to 20 small plants and shrubs in a small garden in a third area nearby

The three work areas are close enough to each other that they are within line of sight and earshot of each other. The city will provide the wood and hardware for the fencing, the plants for the garden, the weed block, the mulch, and several trash receptacles for the removed materials.

The crew will bring 22 Venturers and six trained adult leaders. Four unregistered parents will also participate in the project work party. The crew participants must provide any equipment needed to do the work. Plan to start and finish the work on that one Saturday.

Task: Plan what equipment you need for the project and how you’re going to get it. Plan how to use and manage your team on the day of the project.

Some additional “what if” questions/tasks for teams that are doing well in the planning process:

- What if the park planner wants additional work done on the day of the project—can you cover more?
- What if they also asked that you install a drip irrigation system for the newly planted plants? What additional equipment would be needed? How many people would you assign to that task?
- What if one of the areas was NOT within sight and earshot of the other two projects? What considerations would be needed? How would you allocate your adults? What equipment would help you address that issue?

Reflection: Lead a discussion about planning this activity and planning activities in general. Use open-ended questions until the teaching points are all brought out.

Sample questions:

About the planning session:

- Who led the planning discussion? Did that work?
- Did anyone take notes?
- What did the team focus on first? Was that an important thing to focus on?
- What happened during the team’s planning process?
- Did you ask yourselves key questions? Did you develop any answers?
- Did you get through some necessary planning activities?
- What else still needs to be planned to make this project a success? Are there areas you didn’t get to?
- Is 10 to 15 minutes enough time to plan a project of this size?

About the project:

- Who was assigned to lead the overall project and coordinate the work effort during the project?
- How did you divide up the crew to work the service project? Did you divide up by teams, by skill level, by age, or by some other method?
- Who was in charge of each of the teams?
- How did you allocate the adult leaders to the teams? What about the parents?
- How much time did you estimate the project would take with this number of participants?
- What safety considerations did you plan for?
- What were your plans for food (snacks, drinks, lunch, etc.) during the project?
- How did you plan to communicate among the various teams?

- Were any special skills needed to do this project? Was there someone in the crew with these skills? If not, did you consider finding out how to do those skills before the day of the project?
- What were your considerations for poor weather? Was there anything in this project that couldn't be done in the rain?
- What equipment did you put on your equipment list? (If anything significant is missing from the list, coach the team about what else is needed.)
- Did you assign someone in the crew to bring every item on the list?
- Did you assign someone to check before the project that the Venturers are still planning to bring each needed piece of equipment?
- What equipment did you tell every person to bring?

Some key teaching points:

About the planning session:

- Pick someone to lead the planning process.
- Designate a scribe. Write down the plan.
- Plan your planning—focus on important things early in the planning process.
- Plan your planning—identify the big areas that are going to need to be thought about and make sure you cover each one thoroughly.
- Think through some key questions in each area.
- Develop answers to each question.
- Write down tasks that need to be accomplished to make the project a success.
- Assign owners to each task.
- Assign due dates as appropriate.
- Assign someone to follow up and verify that needed things are getting done.
- Take enough time to plan well. If you don't have enough time initially, schedule more time later.
- Do not presume needed things will “just happen.”

About the project:

- Pick someone to lead the project, ideally the crew president.
- Assign age-appropriate tasks to each group.
- Have enough activity to keep everyone busy and engaged in the project. Ensure everyone is fully participating—and given an opportunity to participate.
- Divide up the adults. They should be coaching and mentoring the leader of each team—not leading the team themselves.
- Place skilled adults with the teams needing greater skill (e.g., building the fence or properly planting the plants) to help the Venturers learn and be successful. If no one in the crew knows how to build the fence or plant the plants, make arrangements to learn

these skills ahead of time—or ask someone to join you for the project who can teach the Venturers.

- Always consider safety factors when working on service projects or other Venturing activities. (Discuss specific considerations for this project with the team.)
- Every Venturer should be instructed to bring the outdoor essentials whenever the crew is doing an activity of this nature. Personal safety gear, like work gloves or eye protection, should also be considered for service projects.
- All of this project can be done in the rain. No need to cancel the project for (reasonable) bad weather.
- A variety of equipment is needed for this project, but none of it is beyond what many families have for home use. Make a good list, then assign owners to either bring each item or to track down someone else who could bring it. Delegate. Use the crew leadership team—can the quartermaster or crew president drive this activity? Should the activity chair do so? Or perhaps the Venturers in charge of each team?

Leader Comments. When planning an activity, it helps if you don't presume—don't presume that something needed will be there or that it will just happen; don't presume that someone will take care of something because it seems obvious or because he or she usually does it. Include that responsibility in your plans and assign an owner. Check on it—then you'll know that it's taken care of.

As you become more aware of the value of planning and how it can affect the success of activities, you may also notice when others in your crew—either Venturer leaders or adult leaders—have not put enough time or effort into planning the activity. Recommend the members of the crew find ways to provide constructive feedback to each other to ensure that those who don't properly plan are coached that it is not OK—everyone suffers when the person in charge of making something happen doesn't plan properly. You will also see who on the team is good at planning—get them into positions to coach and help others learn this important skill.

As a crew president, activity chair, or other key member of the crew leadership team, you can often tell how well people think you are planning by how many of them keep attending your activities—meeting, outings, etc. If the number of faces looking back at you in formation each week starts to dwindle, it may be due to many factors, but consider that it may be that you're not planning enough entertaining and engaging activities for the Venturers—and they are spending their time elsewhere. If this starts happening, actively—and quickly—make changes in your planning efforts. Ask for feedback—what do others think? If you feel that you're doing all you can or that you are running out of ideas, ask for help. When you DO put in the proper planning time, the Venturers will see that you care enough about them to put your energy into planning the best possible experience for the crew—they will see you as a leader.

Teaching EDGE

Discussion. The EDGE (Explain, Demonstrate, Guide, Enable) method is the primary training method to teach skills in the crew. EDGE should be used for all teaching opportunities. Make it a habit. It can be used anytime a leader is helping others learn.

The four-step EDGE process is a simple method for teaching any skill:

1. **Explain**—The trainer explains how something is done.
2. **Demonstrate**—After the trainer explains, the trainer demonstrates while explaining again. This gives the learner a clear understanding of what success looks like.
3. **Guide**—The learner tries the skill while the trainer guides them through it. The trainer gives instant feedback as the learner practices the skill.
4. **Enable**—The learner works independently under the watchful eye of the trainer. The trainer helps remove any obstacles to success, thus enabling the learner to succeed.

Experience. (This is an ideal part of the training for an experienced, NYLT-trained Venturer to conduct.) Briefly teach the Venturers a simple skill using all four steps of the EDGE method. Set a good example by distinctly using all four steps of the process so the Venturers can clearly differentiate.

Some possible sample skills to teach:

- How to build/fold a paper airplane
- How to properly fold the US flag (refer to page 31, of the BSA publication *Your Flag*)
- How to tie a knot
- How to perform a basic first-aid activity
- How to toss a small object into a coffee can from a short distance
- How to properly lace up a hiking boot (or tie a shoe)

Some of these skills will need more or less equipment than others. Be sure there is enough equipment available for all of the learners to participate in the Guide and Enable steps simultaneously. The goal of this part of the training is to teach about teaching, not necessarily to teach a new skill, so the subject being taught need not be an elaborate one—and need not be something the learners don't already know how to do.

Reflection. Lead a discussion about teaching skills using the Teaching EDGE method. Use open-ended questions until the teaching points are all brought out.

Sample questions:

- What happened during the Explain step? What happened during the Demonstrate step?
- What happened during the Guide step? What happened during the Enable step?

- Did parts of the training go too fast or too slow for you? What could the trainer do to address that?
- Did the learners ask questions? Did the trainer answer them?
- Did the trainer ask questions of the learners to ensure they were following?
- How did the trainer know the learners had learned the skill?
- What other skills could we teach using this method?
- How could you as a leader use the EDGE method with your unit?

Some key teaching points:

- For some skills, the Explain and Demonstrate steps can be combined.
- For some skills, the Guide and Enable steps might be merged.
- Watch your learners and ensure your pace matches their rate of learning.
- Trainers should ask questions or use other methods to ensure their learners are learning.
- The Teaching EDGE can be used in a variety of teaching situations in the crew.
- Leaders in the crew can use the Teaching EDGE method in many different ways—in more ways than just teaching simple skills.

Leader Comments. So many Venturing skills and activities can be taught using the Teaching EDGE method. Consider giving it a try the next time you need to teach your team or crew how to do something. With practice, this method will become easy to use and a natural skill for you to use in many situations.

When planning to teach something, it helps to think about what outcome you want: What do you want your audience to learn? Other good questions to consider: Who is the audience? What do they already know about this subject? What are the critical things to be taught? What is the best order in which to present your major points? How will you present these various points? What teaching aids will you use? Etc.

Wrap Up the Tools of the Trade Session

Discussion. These three topics—communications, planning, and teaching—are core skills leaders can use any time they are working with their team. The links between the three skills are clear. Good planning is foundational to everything, including teaching and communicating. Effective communication skills enable the leader to share ideas and direct the team’s activities. As you grow in Venturing and take on more leadership roles, your leadership skills and strengths will continue to grow over time.

Module Three—Leadership and Teamwork

Module Overview

Content	Time
Introduction to Leadership and Teamwork Session	5 minutes
Teams and Team Characteristics	5 to 10 minutes
Stages of Team Development and Styles of Leadership	15 to 25 minutes
Inclusion	10 to 15 minutes
Leadership Ethics and Values	15 to 25 minutes
Vision	5 minutes
Wrap Up the Introduction to Leadership Skills for Crews Course	5 minutes

Preparation

- Identify examples/experiences to use for the Stages of Team Development discussion. Ideally, these come from recent crew experiences, but sports or orchestra analogies will do if examples from the crew aren't available.

Materials

- White board or pad of easel paper
- Baking potatoes or rocks—1 per Venturer
- Cookies or small pieces of candy—enough for 2 pieces per Venturer plus a few extras

Learning Objectives

Upon completion of this session, participants will

- Understand the dynamics of team building, the stages of team development, the relationship of team development to team vision and goals, the selection of an appropriate style of leadership for the team and condition, and valuing every team member's contributions and development.

Core Module Training

Introduction to Leadership and Teamwork Session

What do we mean by “team”? The word “team” applies to any group working together on a common goal. It can be a temporary group that meets once to solve a particular problem, or it can be a permanent group. In Venturing, the team could be the leadership corps (officers), and activity committee, a group of backpackers, or an entire crew.

Just because we call something a “team,” however, does not mean that the group functions effectively AS a team. Some individuals may be pulling in different directions, communicating poorly, or treating each other badly. A high-performing team works well, energizes and supports all of the team members, and produces highly effective results. A team working poorly is a source of stress and tension, and productivity suffers from the lack of cooperation. Whether in sports, at the crew, or in life, teamwork is a common factor in all effort and human interactivity.

Discussion: Introduce the core topics in this module. The purpose of this session is to focus on the team as a whole and the role of the leader in bringing out the best in that team. We will discuss different kinds of teams and the stages that all teams go through as they progress toward their vision of success. We will teach the Venturers the need for interdependence among team members, how to find the value of every team member, and how to capitalize on the strengths of each individual to contribute to the success of the group. We remind them that all leadership has its underpinnings in values and discuss ethical decision-making. Lastly, we revisit the vision that the Venturers have been thinking about for their roles and for the crew.

Teams and Team Characteristics

Group Discussion: Lead the Venturers through a series of very brief discussions about teams. What do we mean by “team”? The word “team” applies to any group working together toward a common goal.

A team can be a temporary group that meets once to solve a particular problem, or it could be a permanent group. Name some permanent or temporary teams in the crew. In Venturing, the team could be the group going on a particular outing, the group planning an activity, the crew leadership team, or the entire crew.

Just because we call something a “team” does not mean that the group functions effectively AS a team. What makes a “team” of people stronger/different than simply a “group” of people? A team works toward a common goal. All members work together for a common purpose and for the betterment or advancement of each member, too. A high-performing team works well, energizes and supports all of the team members, and produces highly effective results.

What are some characteristics of effective teams? (Try to draw out some of these answers from the Venturers, rather than listing them all as a “lecture” from the trainer.) Consider writing some of the answers/ideas on the board.

- **Common Purpose**
 - A team is a group of interdependent people who cooperate to achieve exceptional results. They have common purpose for which they are all accountable.

- The goal must be clear to all.
- Members feel a common purpose; their personal goals are linked to the team goals. It's a win/win.
- **Interdependence**
 - A crew cannot be successful unless all members of the team are truly successful in their roles.
- **Appropriate Roles, Structure, and Process**
 - People know their roles and boundaries—and their value to the team.
 - Decisions are agreed upon and supported.
 - Feedback is timely and useful.
 - Communications channels are open.
- **Leadership and Competence**
 - Members have the necessary technical and interpersonal skills to accomplish their tasks and work together.
 - The team has the leadership and support it needs to be successful.
- **Team Climate**
 - The team environment is open and collaborative.
 - People show respect and trust for one another, and they value different opinions.
 - There is a genuine interest in gaining agreement.
- **Performance Standards**
 - The team sets high standards and monitors itself for continuous improvement.
 - They critique their own performance and decisions against a high standard.
- **Clarity and Understanding of Boundaries**
 - The team has a clear understanding of its task and the limits of scope for accomplishing the task.
 - The vision for accomplishing the goals of the team and the methods to be used are understood by all.

Game: Integrity Game—Part 1, Setting the Stage. Sometime during the first 15 to 20 minutes of Module Three, put out a tray of cookies or small wrapped candies for the Venturers. Before putting out the tray—and without the Venturers seeing you—count the number of Venturers in attendance. Then count out enough cookies or candies so each Venturer can get two pieces, plus have a few more (1 to 4) pieces left over on the tray. The Venturers should not be aware of this counting and preparing. Simply put the tray out and tell the Venturers that they may take two pieces any time during the session as a reward for their participation in the class.

Stages of Team Development and Styles of Leadership (Leading EDGE)

Stages of Team Development. Teams go through various stages of development as they come together. Individual people go through the same stages—and their natural ups and downs—as

they take on new tasks or roles. To get a better sense for how this might work in a team, let's first look at how it works in us as individuals.

Discussion. Lead the group through an interactive discussion of the stages of development as they apply to an individual. Use open-ended questions to draw them into the discussion and cover the teaching points.

Let's look at where each of you is as you begin to take on your new leadership role for the crew. Let's focus on two important elements that change as we face a new task: skill level and enthusiasm.

Sample questions:

- You've each recently been selected to hold a leadership role in the crew this term. You'll get new authority and new opportunities and experiences. How's your enthusiasm right now—high? [Yes.] Does taking on the new position seem kind of exciting? [Yes.]
- But do you actually know how to handle the role yet? [Probably not.] You've seen others do it, but is your personal skill high or low right now? [Low.]
- Soon, if you haven't already, you'll each sit down with an adult leader or the Venturer who had your position before and start learning the details. You may find that there's a lot to it and that it seems kind of hard. For example, if you're the quartermaster, you may suddenly realize that there's a lot more to do behind the scenes to help make an outing successful than it looked like when you were just a participant. What might happen to your enthusiasm for the position? [It will likely go down. It may not seem like such a good idea to have been picked anymore.]
- Then what happens? You get more into the role, start doing it once or twice. You realize that it's not impossible, that you can get the hang of it, and that you're able to be successful and help the crew. What's happening to your skills as you serve as quartermaster for a few outings and meetings? [They are improving.] What happens to your enthusiasm? [It goes up.]
- After a while, many of you will get quite good at your new role. You'll know what to do and how to do it—and you'll start thinking about ways to take it up a notch during your term. What will have happened to your skills? [They will be high.] What will happen to your enthusiasm? [It will be high.]

Some key teaching points:

- When starting out, enthusiasm tends to be high and skills tend to be low.
- Then, as a person learns more about the needed tasks and realizes that he or she doesn't necessarily have all the skills or resources (time, people, etc.) to handle the position easily, enthusiasm tends to drop. Skills are generally only slightly improving as the person learns more about what's needed and how to do it.

- Once a person starts making progress and having some successes in the position, skills and enthusiasm will start going up.
- Then, as the person gets into the role and develops more skills, enthusiasm will grow, too.

Leader Comments. This flow of enthusiasm and skills is quite typical—for people as they take on new roles and for teams as they come together. Let’s look at the same flow from a team perspective.

Lead the group through an interactive discussion of the stages of development as they apply to a team. Compare the group enthusiasm and skill stages to the individual stages you just discussed above. Draw out that the stages are the same. The teams will go through the same stages as they come together as a team that each Venturer will experience in his or her new position.

Where the Group Is

- Starting out (skills are low; enthusiasm is high)
- Becoming discouraged (skills and enthusiasm are low)
- Making progress (skills and enthusiasm are rising)
- Finding success (skills and enthusiasm are high)

Team Skill Level and Enthusiasm

- **Skill Level**—Generally, the skill level of the team starts low and increases as the team grows together and gets better at working as a team.
- **Enthusiasm**—Often, unlike skill level, enthusiasm usually starts out high but can then take a sudden dip. Then, as the team members explore their differences and align their expectations with reality, the team begins to achieve results and enthusiasm begins to rise again.

Ultimately, both enthusiasm and skill level are high as the team becomes a high-performing team.

Discussion: Lead the group through an interactive discussion of how a leader can assist the team through the stages of development by how he or she interacts with the team. Use open-ended questions to draw them into the discussion and cover the teaching points. Keep this section interactive, rather than a lecture.

How can a leader help the team? Now we know what stages we as individuals go through, and we see that they are similar to the stages that teams will go through as they come together. What can a leader do to help the team—or individual team members—through the stages?

As with Trainers' EDGE, the Leaders' EDGE enables a leader to help team members learn and grow as they strive toward a goal.

Sample questions:

- When the team—or person—is just starting out, what leadership method would help the team best? [Explain] Why?
- What next? Once the team or person starts becoming discouraged (skills and enthusiasm are low), how can the leader change styles to help? What style would work in this stage? [Demonstrate].
- Then the team starts to gel, working hard together and getting a sense of accomplishment. What style can a leader use in this stage? [Guide].
- In the final stage (skills and enthusiasm are high), as the team becomes a high-performing team and finds success together, what style can the leader use? [Enable.]

Some key teaching points:

- When the team is starting out (skills are low; enthusiasm is high), a leader can use the Explain method to assist the team. The same is true for an individual learning a new skill. For example, the adult quartermaster will often initially explain all of the needed tasks to the new youth quartermaster.
- Often, the best way a leader can help the team through the first stage is by Explaining what the group needs to get done and helping get every team member on the same page.
- In the second stage, the team's productivity is still low—but, hopefully, on the rise—and morale can also drop as team members realize what must be done and with whom. This stage is often filled with tension, conflict, and power struggles.
- As the team starts to come together in the second stage and starts to become discouraged as they understand the needed tasks, the leader can shift into Demonstrating—showing the team how to do the needed tasks and where they are headed.
- Usually, a team will get through these early stages quickly. An effective leader can help the team move through more quickly and with less distress. The leader's team-building skills can have a significant impact.
- In the next stage, the team is making good progress and there is an upswing of both attitude and accomplishment. Everyone gets moving in the right direction, but sometimes there are still some grumblings or interpersonal challenges among the team members.
- With skills and enthusiasm on the upswing in this stage, the leader can start shifting into Guiding mode, coaching the team and team members in taking charge of the effort.
- In the last stage, the team finds success together. The leader can shift to an Enable style. There are a lot of smooth-flowing interactions, and the team is achieving its goals.

- It's time to let go and Enable the team to function on its own. Make it a smooth transition and help them see their success.
- Different teams may proceed through different stages at different speeds. A stage can last for a moment or a month, or it can be skipped instantaneously forward or backward.

Leader Comments. Recognizing the various stages enables the leader to use appropriate leader styles to smooth the progress of a team as it evolves. With a greater understanding of this individual and team development, Venturing leaders can better apply the best Leader's EDGE skills at the right time to help their teams. We can modify how we lead the team based upon the stage of development it is in.

Teams don't start as effective high-performance teams; they grow as they come together as a team. A new team leader changes the dynamics of a preexisting team, such as when a new group of crew leaders steps in. The new leadership team will want to pay close attention to what stages the crew is in as the new leadership team ramps up.

Inclusion

Discussion. As a leader, learning to effectively include, engage, and use each member of your team is an important skill. Leaders want to look at their team and see how best to involve and use the skills of every person, not just a few friends or the strongest individuals. Leaders also want to understand the needs and goals of each individual person and how all the members of the team can help each team member achieve their individual goals.

Game: The Potato Game—valuing the characteristics and abilities of each individual.

- Distribute one uncooked baking potato to each participant. (Alternatively, distribute one rock to each participant—ideally use rocks with some character and personality.) Do this somewhat solemnly to make it more of a gag.
- Next, ask each Venturer to look at their potato and “get to know it and its positive features.” Give the Venturers a minute to get to know their potatoes. [The point here is to get each Venturer to look at the potato and identify either personality traits or distinctive features that make that potato unique and special.]
- Next, ask each Venturer to introduce his or her potato to the group, pointing out its unique size, shape, and other characteristics.
- Once all the potatoes have been introduced, put them all in a bag or box and mix them up. Return a potato randomly to each person. Then have everyone try to find his or her original potato.

Reflection. Lead a discussion about everyone being unique and how good leaders know and appreciate the special qualities and abilities of all members of the group. Use open-ended questions until the teaching points are all brought out.

Sample questions:

- What do you think this activity was all about? What happened in the game?
- Every potato was alike in some ways. In what ways are we like each other?
- How do these similarities help us get things done? How could they get in the way?
- Every potato was different in some ways. What about differences? How are we different from one another?
- How can differences strengthen the group as a whole? When can differences prevent a group from reaching its goal?
- If a leader keeps going to the same people (friends or experienced Venturers) to get things done, what can be lost?
- How could we find out about the special qualities and abilities of each member of our crew?

Some key teaching points:

- As people, we have many similarities. These similarities can help us get many things done in the crew.
- Like potatoes, each person also has unique traits. These unique differences can be useful assets to the team and to the leader when you're trying to get things done.
- Leaders need to find out about and use these unique strengths and differences for the good of the group.
- If a leader keeps going to the same people repeatedly, then the talents of others may be missed. Also, those who are able but less experienced may not get a chance to grow and get enough experience doing something.
- Leaders should think about the value of each person on the team. Find out how to best employ them for the good of the team and the good of the individual.
- Leaders don't always go to the same person to get things done. They vary the participants and give multiple people chances to learn, grow, and contribute.
- Everyone has strengths of some sort—leaders seek out ways to find them.

Show the Venturers a picture of a variety of rocks (included in the appendix). The picture has cement blocks, round river stones, granite slabs, colored stones, etc. Ask which rock would be best in the foundation of the house? Why? Which would be the best to make a kitchen counter? A garden path? Explain that all of these rocks are similar and yet different—and each brings a different value to the future home and garden that will be built.

Leadership Ethics and Values

Group Discussion. Refer to the *Venturer/Ranger Handbook* and review the Venturing Oath and Scout Law and what they mean. Each phrase in the Venturing Oath and word in the Scout Law

is broken out and briefly discussed. In the *Venturer/Ranger Handbook*, the focus is on what Venturers are agreeing to as individuals when they say the Venturing Oath or the Scout Law.

In this section, lead a discussion with the Venturers about how they can and should view the concepts in the Venturing Oath and Scout Law as Venturing leaders. They have been selected to take on leadership roles in the crew. Ask them to consider how the elements of the Venturing Oath and Scout Law apply to them now as leaders. The specifics of this section should be tailored to the leadership maturity of the crew. A high-performing crew can approach this section differently than a unit beset by behavior issues. Use this section to grow and focus the new Venturing leadership team toward leading well and setting a good example for others.

Break out each phrase of the Venturing Oath individually and discuss it together briefly—with a focus on applying it as a leader in the crew. At the end of each phrase, add “as a leader” or “in my leadership position.”

The 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.

Some key reflection and teaching points:

- ***As a Venturer, I promise:*** As a Venturing leader, you must, above all, be honorable in what you say and do. More Venturers will now be watching you—watching how you act and assessing whether you are a person of honor at all times. A leader also steps up and encourages others to do the right thing. You will find occasions where you see others doing less than honorable things—set the example as a leader and intervene. Keep your word.
- ***To do my duty:*** You now have new and additional duties as a leader. There will be days/times when you’d prefer to not bother doing these duties—perhaps you’d rather play a game with the other Venturers or relax and do nothing with the others. The other Venturers will know what kind of leader you are by whether you step up and do your duty, even when you’d rather not.
- ***[To do my duty] to God and to help strengthen America:*** Are you serving as best as you can? Are you setting the example for your team? Are you encouraging others to serve well, too?
- ***To help others:*** Are you helping others—on your team and in the other patrols? Are you helping the leaders above you? Below you? Are you helping the Advisor and crew president run the crew—or are you being less than helpful? Is your crew helping the

crew president, other officers, quartermaster, and adult leaders when there are things that need to get done for the crew?

- ***And to seek truth, fairness, and adventure in our world:*** The Venturing Oath and Scout Law will help you do the right thing—throughout your life, and right now while you’re a leader. The Venturers you are leading will watch whether you are living and acting according to the Venturing Oath and Scout Law—and whether you are leading your fellow Venturers to do the same. Are you developing your mind and body? Are you learning about your Venturer leadership position? Is there more you can learn? Is there more you can try to do in your leadership role? Are you encouraging your team to grow and develop?

The Scout Law. As in the *Boy Scout Handbook*, break out each word of the Scout Law individually and discuss it together briefly—with a focus on applying it as a leader in the crew. Remember, the Scout Law is for everyone. Before each point of the Scout Law, insert “A Venturing leader is.”

For example:

- A Venturing leader is trustworthy...
- A Venturing leader is loyal...

Continue to work through each word of the Scout Law as you did the Venturing Oath, encouraging the Venturers to emphasize positive leader traits and to make good choices.

Game: Integrity Game—Part 2, Reflection. Thank the Venturers for playing this game (although they didn’t know it was a game at the time). Count how many pieces of candy or cookies are left on the tray. Does it look like no one took more than his or her share? Each person was to take two pieces, no more. Is that what happened? If needed, sort out whether someone perhaps didn’t take two pieces or if someone left early. Get a sense for how many pieces should be left.

Depending upon the outcome, discuss with the team their success at choosing the course of trustworthiness—even when candy or cookies are involved—or, perhaps, their need to continue to grow as responsible leaders.

Do not call out the Venturer or Venturers who took more than one piece. Do, however, make the point that true values are those that we practice when no one is looking.

Leader Comments. When Venturers are out in the community, each Venturer is representing all of Scouting at that time and place. Each Venturer is representing every Scout who’s ever joined—and helping parents decide (positively or negatively) whether they should encourage their child to join Scouting. Whether in a public campsite, hiking in the woods, at a rest stop, or

stopped at a gas station or restaurant, each of us represents all of Scouting to the people who see us. To the public, we are Scouting.

- Are we showing the best side of Scouting?
- Do we act like good Venturers?
- Are we helpful and friendly?
- Are others seeing us bullying or being rough with each other?
- Are we treating nature respectfully, or are we damaging or taking something?
- Are we treating the property of others with respect?
- Are we obeying the rules? Are we behaving safely?
- Are we showing the ethics and values of the Scouting program?

As leaders, we can—and should—ensure that the Venturers around us are showing the best side of Scouting ... at all times.

The Servant Leader. What is the relationship between a leader and the team? Many people's first reaction is to state that the team "works" for the leader, performing tasks for one person. When this happens, the leader isn't simply a leader, but more like a "boss" or an "owner." Many people don't want to be part of a team that works this way, and they'll only join them for the sake of external rewards, like a salary.

In a true team, the leader is one part of the team, and this role isn't necessarily any more important than the role of any other member. Being a team leader means accepting responsibility for the team, its members, its objectives, its reputation, its morale, and more. Being a team leader means serving the team.

When a leader recognizes that they are responsible to the team (and not the other way around) and acts accordingly, they become a "servant leader." Servant leaders lead teams that people want to join. Servant leaders use a variety of leadership styles based upon the needs of the team and its objectives.

A servant leader needs to enable the success of those led, remove barriers for them to the best of the leader's ability, and create an environment for the team to succeed.

Many of the leadership examples you've seen in your lives aren't servant leaders, they're "bosses" and "commanders." These kinds of leaders are rarely chosen by a team's own membership to lead them but are imposed from outside. The modern workforce is making this kind of leadership less valuable. As people become more skilled and capable, they expect more respect for their actions and capabilities, more input into decisions, and more interactions with their leaders. They need more service.

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

To be a servant leader to a high-performance team, you'll need to listen carefully: Be attuned to the people around you, and empathically understand what they're thinking. The servant leader knows his team's capabilities and desires.

At the same time, servant leadership is more than just a consensual approach. Leaders need to lead ... to set direction and lead team members in that direction. Sometimes they need to hold team members to account, to make tough decisions that some won't always like, and to encourage (push) people to excel. Sometimes, this is uncomfortable—for the leader and for team members. If leaders don't do this, however, teams may become too "cozy"... may lose their edge and start to fail their customers—the real reason teams exist.

From a point/counterpoint perspective, servant leaders:

- | | |
|-------------------------------|--|
| Need to listen | and know when the time for discussion is over. |
| Achieve consensus | and know when to preserve things that are good without foundering in a constant storm of question and reinvention. |
| Set/maintain standards | and know when to reject what does not maintain those standards or team vision. |
| Serve their customers | and know how make a difference with the team. |

Please think about how you can be a servant leader in your current role in the crew.

Vision

Take this time to discuss the crew's vision of success. Ask: How will we use our leadership skills to help reach this success? Offer to help any new officer or crew member with suitable goals to achieve success in the new role.

Wrap Up the Introduction to Leadership Skills for Crews Course

Thank them all for attending, and congratulate them on their new roles in the crew. Remind them that you and the other adults and senior leaders are there to help them be successful. Encourage them to go forward in their new leadership roles and, when ready, to take or help staff their council's NYLT course to further hone their skills.

Appendix

Alternative Games

Activities for “Leading a Team”

Alternative Teamwork Game: Everybody Up

Play a teamwork game—experience working together and cooperating as a group.

Ask two people of approximately the same size to sit on the floor or ground facing one another, toe to toe, knees bent, and their hands tightly grasped. From this position, ask the duo to try to pull themselves into an upright standing position without moving their feet. Once they are successful, add two more people, and continue until the entire group is included.

Blindfold Walk

Equipment—various pieces of furniture arranged in a maze-like obstacle course; cloth for making blindfolds.

Create an indoor obstacle course in the meeting room. Sketch the layout and devise a challenging path in which the team members must walk. Include some obstacles to step over, as well as some to duck under (if possible). Don’t make it so difficult that the course might raise safety issues, but make it challenging.

Explain: “Your team’s objective is to get all members through the maze of obstacles in the shortest amount of time. Your team leader has a specific map that must be followed and he (or she) will be giving you directions and instructions. Please put on your blindfolds and listen carefully to your team leader.”

Give the team leader the map, and allow the leader to organize the team to accomplish the task—i.e., have team members go as individuals through the maze, or have them line up with a hand on the shoulder in front of them doing each “hazard” as a group.

Reflection—How well did your leader guide you through the maze with only verbal instructions? Can you suggest a more efficient (or more timely) way to complete the course? How do you feel about completing the obstacle course?

Pirates and Cannibals

Equipment—Three chairs to denote seating in a boat; descriptive element to denote two shorelines.

Identify two opposite shorelines—about 5 feet apart. Place the chairs in the center to denote the boat that goes back and forth between the opposite shores. Create two groups of equal count (leader can play to make count even)—one group of “pirates” and the other group of “cannibals.”

Explain: “Pirates, your objective is to take your captive cannibals safely across this body of water (pointing) to your home island (pointing to other side). Your mode of transportation is this boat (pointing to chairs), which accommodates only three people at a time. You’ll get in and out of the boat to identify who’s on board either going or coming from your home island.

“Your booty—the cannibals—are very dangerous. If you are alone with one, the cannibal will eat you. If you are outnumbered by the cannibals, they will eat you. The boat may be manned by one person, but don’t let a cannibal be left alone anywhere as he or she will escape ... and maybe take the boat! Given the rising tide, you need to get everyone to the safety of your home island in the next 10 minutes. Any questions? Begin.”

Monitor to make sure cannibals do not outnumber pirates on either shore or in the boat, and that cannibals are not left alone. After 10 minutes, end the activity.

Reflection—Did the cannibals eat all the pirates, and why? What did you do (or not do) to get everyone across? What would you do next time?

Human Train Track

Equipment—Six to 10 smooth hardwood dowels (or yardsticks) about 3 feet long; blindfold.

Pair the team members and give each pair one “railroad tie.” Several pairs, each holding a railroad tie and standing close together, form the train track. A designated “train” is blindfolded, starts at one end of the track, and proceeds from one tie to the next. Once the train passes, the pair holding that railroad tie may leave that position and go to the front end of the tracks, extending the train track length indefinitely.

Explain: “Your objective is to lay sufficient track as to have the blindfolded train get from here to there (a destination in the room). Being railroad tracks, you cannot speak—of course! Once the train has passed, the railroad ties may move to the front of the tracks so as to extend the tracks’ length. Any questions?”

Note: The direction of the track may change at any time (make a right-angle turn, for example). Obstacles may be added, and the height of the railroad ties may also vary.

Reflection—Train, how well did you trust the direction your track was laid toward arriving at your specific destination? Any challenges? Tracks, why did you choose to change direction (or height), and how did you communicate that change?

Communication Games

Match This Example

Equipment—Two sets of matching toy blocks (about 10 blocks per set), one set arranged haphazardly on a table in another room, the other in a sack or plastic bag; two walkie-talkies, sketch pad with pencil; sheet of 8½-by-11-inch paper for each set of blocks.

In a second room away from the meeting place, arrange the blocks on a table on top of the sheet of paper (used for orientation)—a haphazard pyramid with a few arrayed on the table top; some blocks with letters/numbers facing forward, others facing whichever way. If possible, have a few similar letters but of different colors arranged to create additional challenge (i.e., “move the red “T” to the center ...”; “have the blue “T” facing ...”).

Explain: “Your team’s objective is to exactly duplicate a set of toy blocks arranged on a table in the next room with the set of blocks and this piece of paper I’m giving you. Your arrangements must be exact—the way it is laid out, the positioning, everything about it. You will have only 10 minutes to complete the task, which includes a maximum of two minutes to devise an appropriate plan to accomplish your task.

“The difficulty is that only two of you will be allowed into the next room to view the assembled set. The added challenge is that only one of the two of you may speak to the rest of the team—and then only from that room. Any questions? (If asked, the two can speak to each other while in that room, but only one may speak to the rest of the team).”

If asked, “There are no restrictions on how to communicate assembly instructions. A set of walkie-talkies is available—so you won’t have to yell from room-to-room. And a sketch pad is available, too. The room with the other set of blocks is (down the hall on the left). But you will have only 10 minutes total to complete your task ... beginning now.”

When ready, have the team leader and one other team member (with a walkie-talkie) go into the other room where the table display is assembled. Watch the time carefully, and reassemble the entire team at the end of 10 minutes.

Reflection—How well did you complete your task? Any challenges? Did you consider any other ways of communicating what the blocks in the second room looked like? And if so, what did you do? (Take a cell-phone picture and send it to another team member.) How would you reorganize who was doing what to complete your task (more effectively)?

Silent Puzzle

Equipment—A set of five envelopes, each containing certain tangram puzzle pieces. Form the group into teams of five participants (fewer is OK; someone will have two envelopes). Have each team sit at a table so they can all see the space in front of each of them and all can reach each other. Instruct the team that they are not to communicate with words in any way (no speech, hand signing, writing, etc.), and that they'll be allowed to communicate only in a very specific way.

Distribute a set of envelopes to the team members. Inside each envelope are tangram puzzle pieces (made of paper or cardboard, using the set of provided patterns). Explain that the objective of the team is for each person to construct a complete square in front of them, with no extra pieces. No one is allowed in any way to “ask” for a piece from anyone else (no speaking, gesturing, grunting, tapping, etc.), but everyone is allowed to give a piece to anyone (this is the only allowed active form of communication) and everyone is allowed to watch anyone else work.

Most groups solve the entire puzzle in 10 to 20 minutes (a few don't, most often because they've dropped a piece on the floor). Many groups bend the rules about communicating, especially “asking for pieces,” and that needs to be reinforced (directing someone else to give away a piece is also disallowed). Inevitably, there are questions about the objective: “Yes, everyone will have a square”; “Yes, everyone's square will be the same size”; “No, there are no extra pieces”; “Yes, there is a solution” (more than one, in fact).

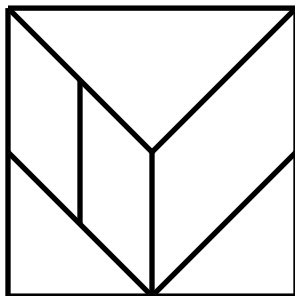
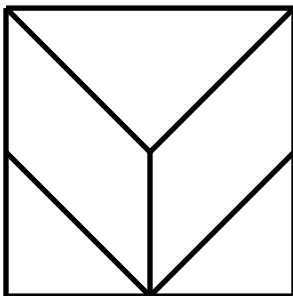
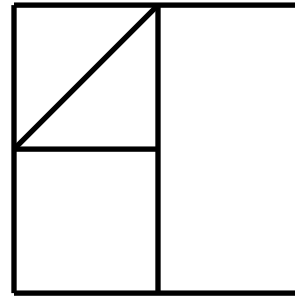
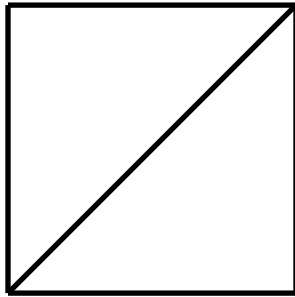
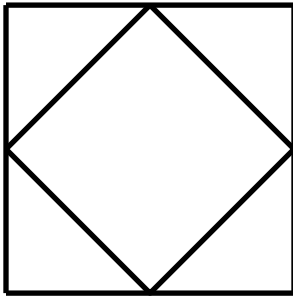
Reflection—What happened? Did you solve the puzzle? Did you solve the puzzle as individuals? Could the puzzle be solved as individuals? Tell me how you felt. Who had the two giant triangles; you solved your puzzle in two seconds, but what happened then and how did you feel? Who had the two squares; were you confused about the objectives? Who had the envelope with all the little pieces? Who had the envelope with the three weird shapes? As a team, did you employ a strategy to complete the puzzle? Was there conflict at any time?

Variations for group size:

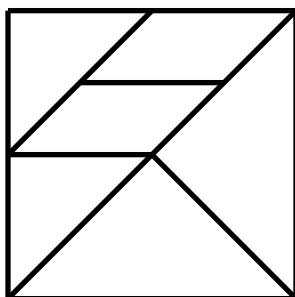
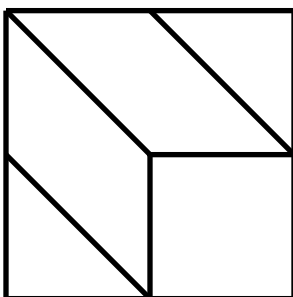
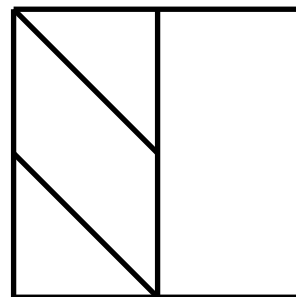
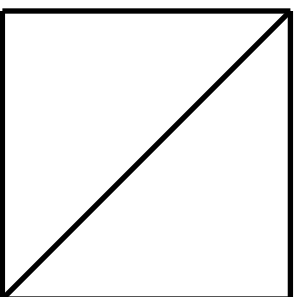
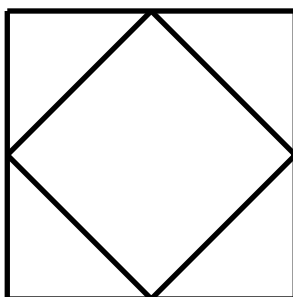
- If you have four participants, give envelopes 1 and 2 to one person.
- If you have six or seven participants, direct two people to share envelopes 4 and/or 5.
- For eight or more participants, divide the group into sets of four or more.

Silent Puzzle Solutions

Solution Set 1



Solution Set 2 (This set has variations: a large triangle may be swapped into the fifth block, and the two small parallelograms may be swapped into the third or fourth blocks.)



Instructions for making your own Silent Puzzle kit

You can copy and cut out the set of 6-inch squares provided. You may adjust the sizes freely, as long as all pieces are scaled the same in all dimensions. Try to not leave any printed intersections visible on cut-out pieces (they give hints).

It works very well to make 8-inch square kits (or even larger), but we can't easily print that size for you on standard paper. If you can cut out the pieces from large squares, there won't be any lines left over to give hints. It's even better to make several sets at once using different colored sheets. You'll need to randomize the pieces between kits so that the solution squares aren't all one color.

Shapes required to make one kit:

- A: 1 medium square (the diamond in the center of a full square)
- B: 1 small square (one quarter of a full square)
- C: 1 rectangle (one half of a full square)
- D: 2 large triangles (one half of a full square)
- E: 2 medium triangles (one quarter of a full square)
- F: 10 small triangles (one eighth of a full square)
- G: 3 large parallelograms (a pair forms a chevron filling a full square)
- H: 2 small parallelograms (one large parallelogram sliced in half)

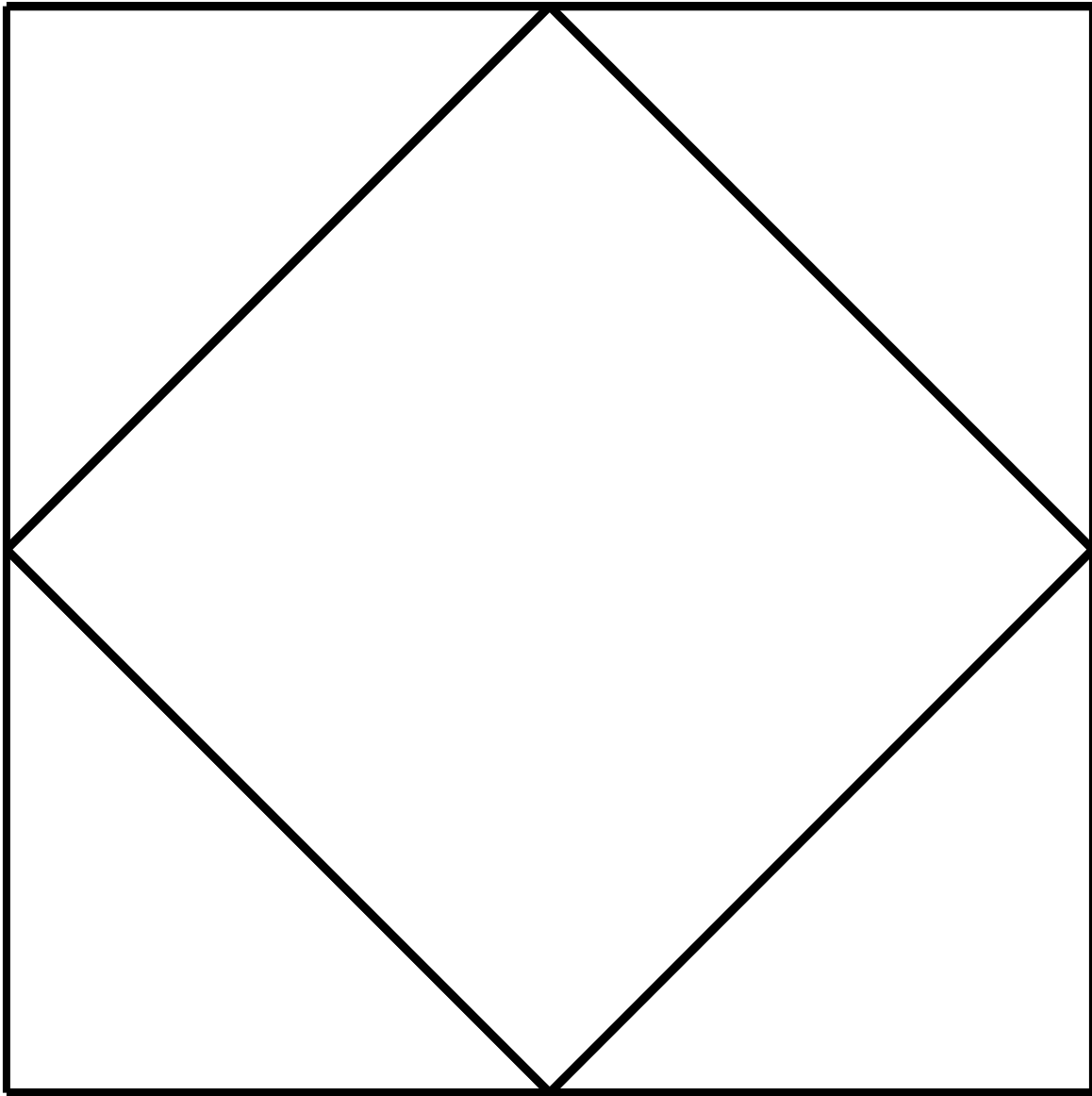
A set of five envelopes contains:

- 1: 2 Ds (This person will complete the task instantly and probably get frustrated waiting.)
- 2: 1 A and 1 B (This person will be instantly confused about the rules.)
- 3: 2 Es and 7 Fs (This person has solutions available but has the parts everyone needs.)
- 4: 1 C, 1 G, 1 H, and 1 F (This person can almost solve his own puzzle and will likely try to.)
- 5: 2 Fs, 2 Gs, and 1 H (This person can also almost solve his own puzzle and will likely try to.)

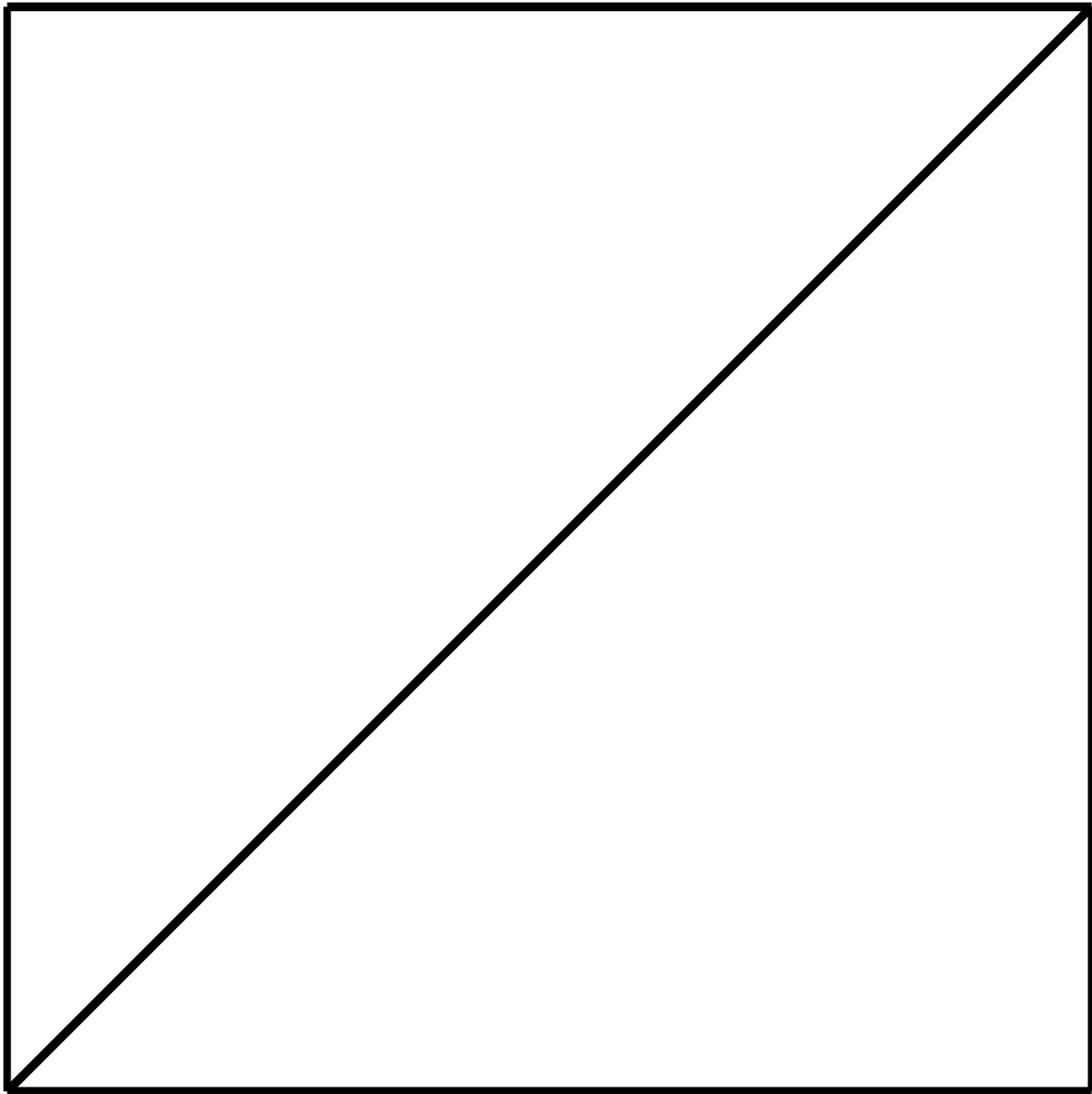
Pieces for a kit of up to 9-inch squares will fit well into five 9-by-12-inch manila envelopes, and those envelopes will fit into a 10-by-13-inch envelope along with these instructions, making an entire kit.

It helps to mark the pieces with labels indicating which envelope they go back into for future courses.

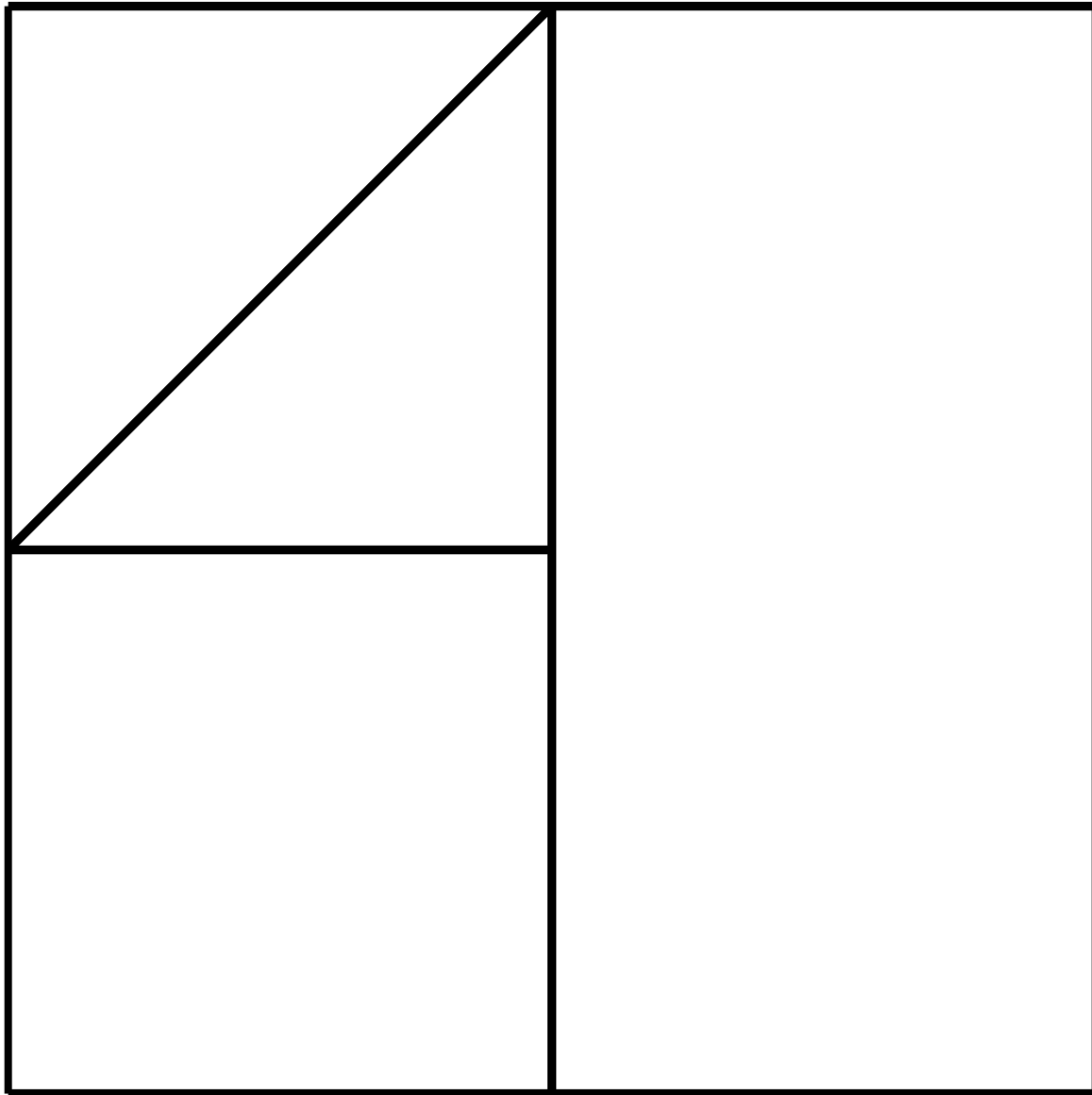
Pattern Block 1



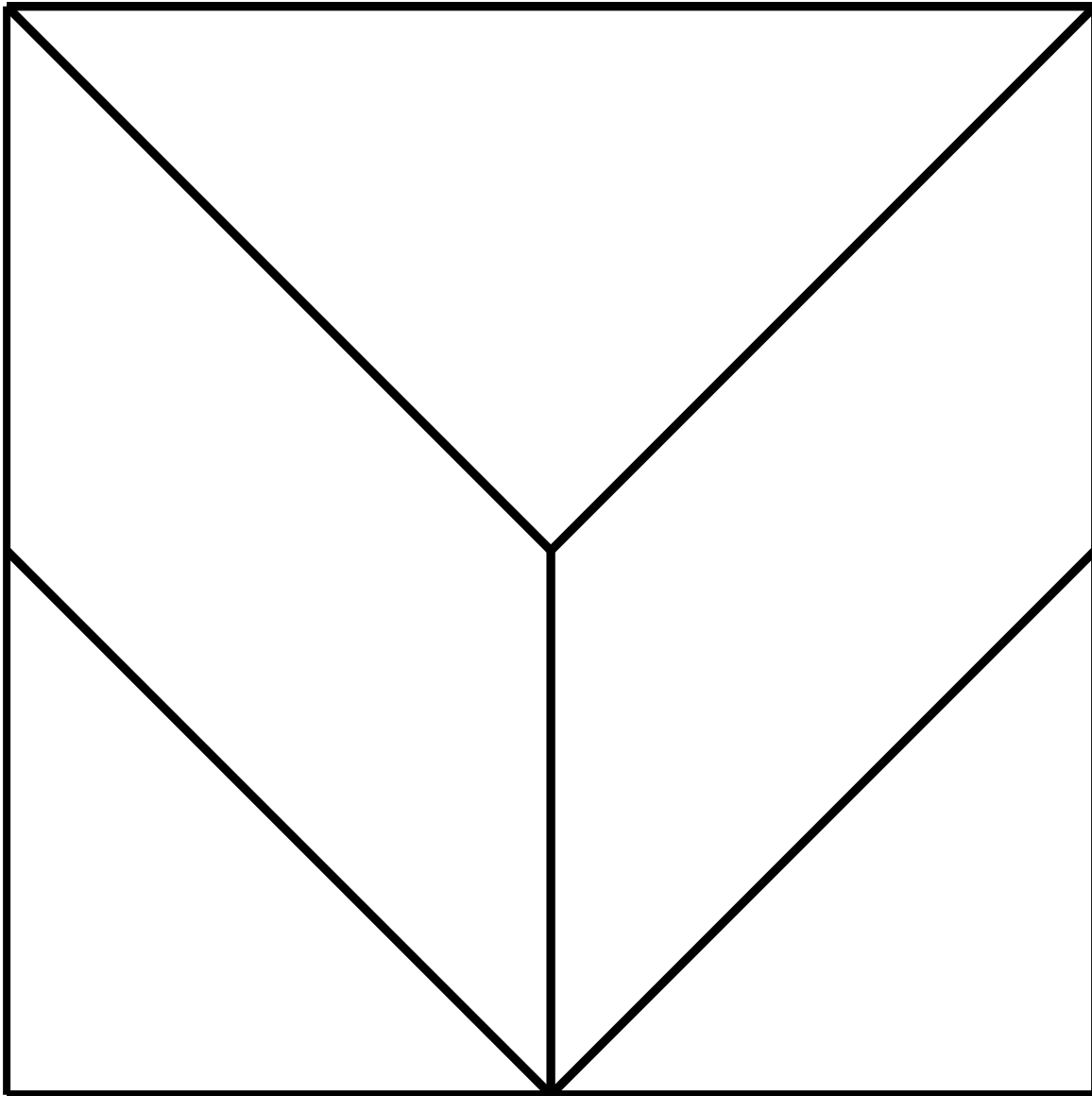
Pattern Block 2



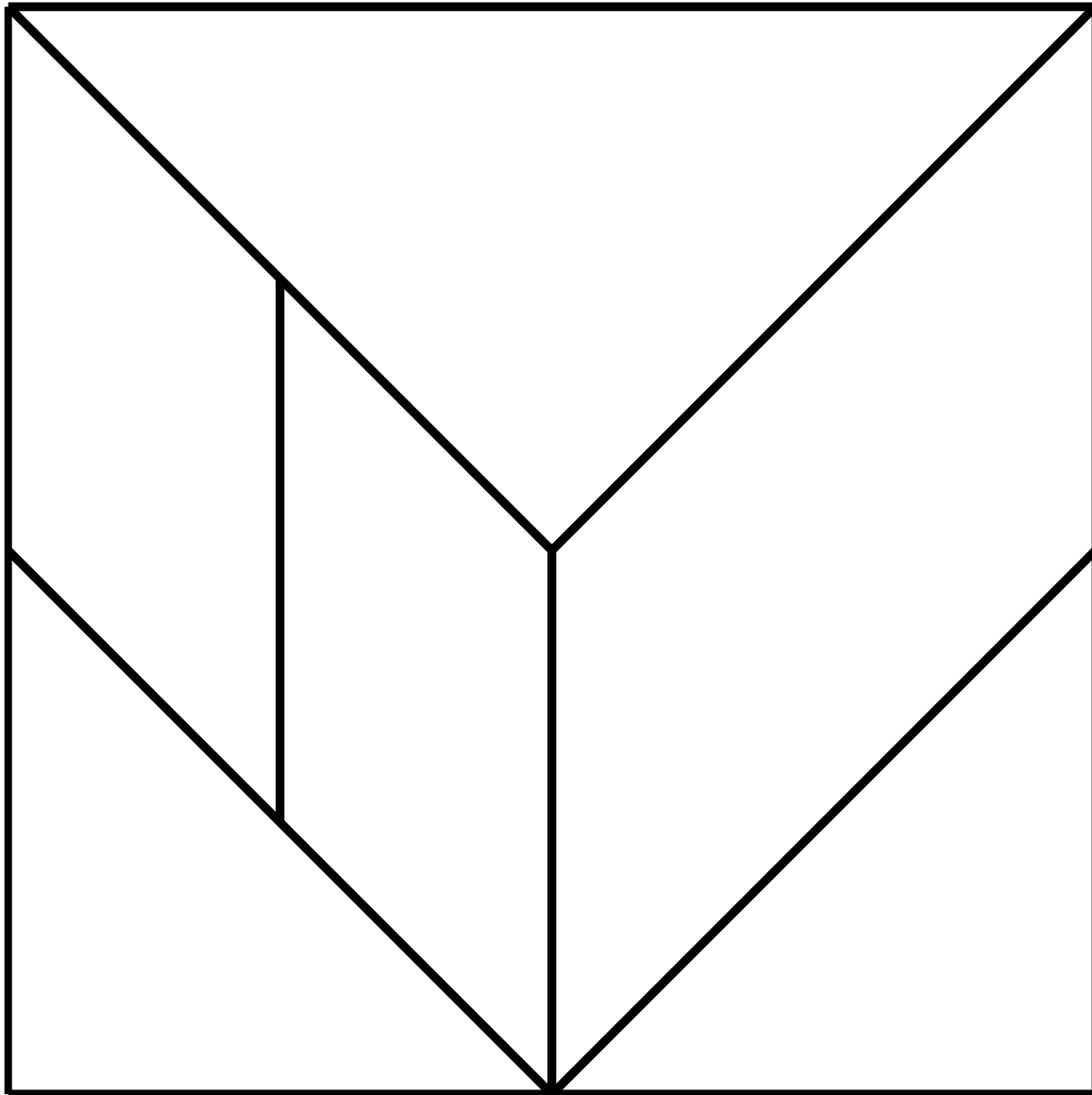
Pattern Block 3



Pattern Block 4



Pattern Block 5

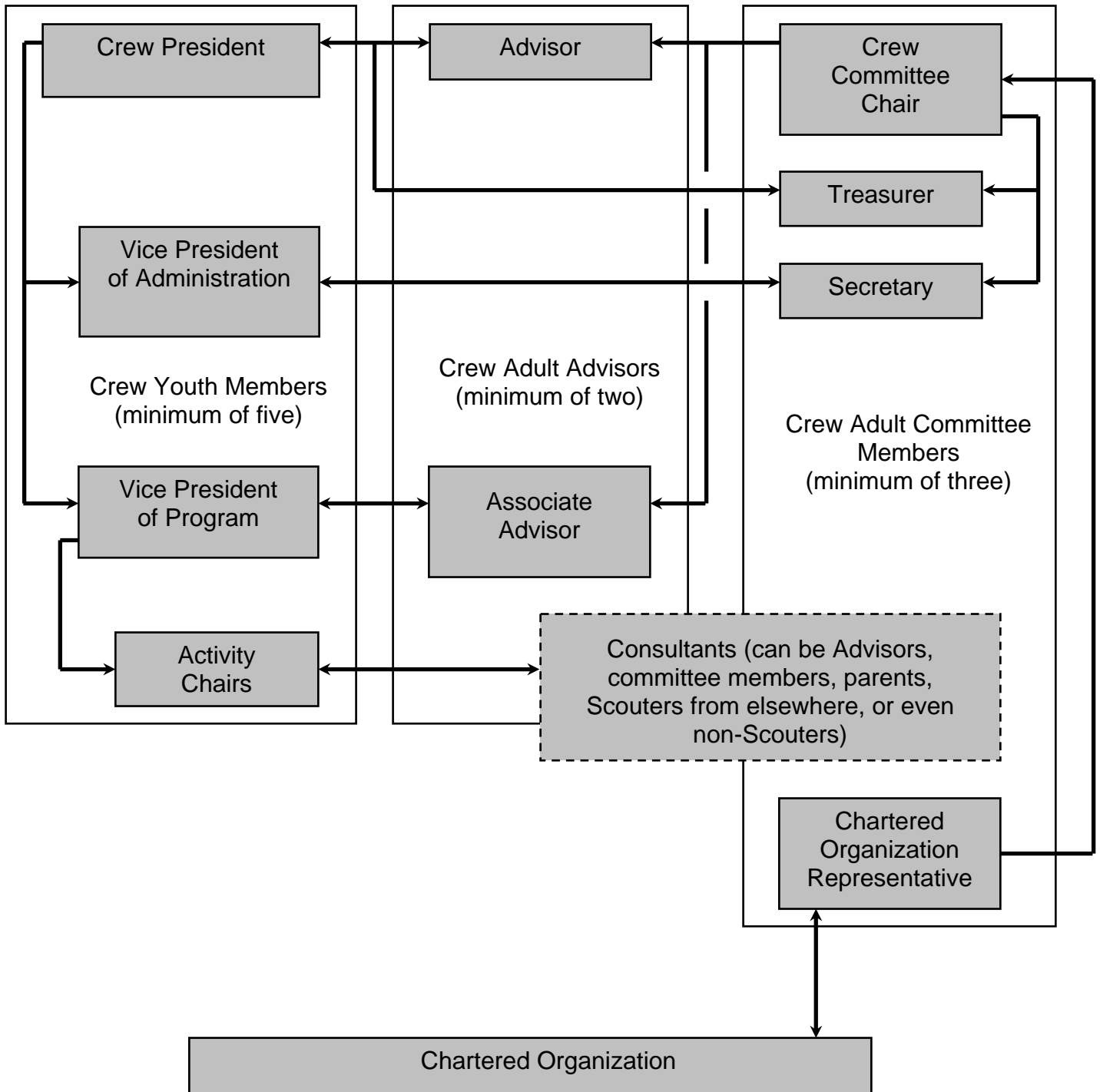


Rocks



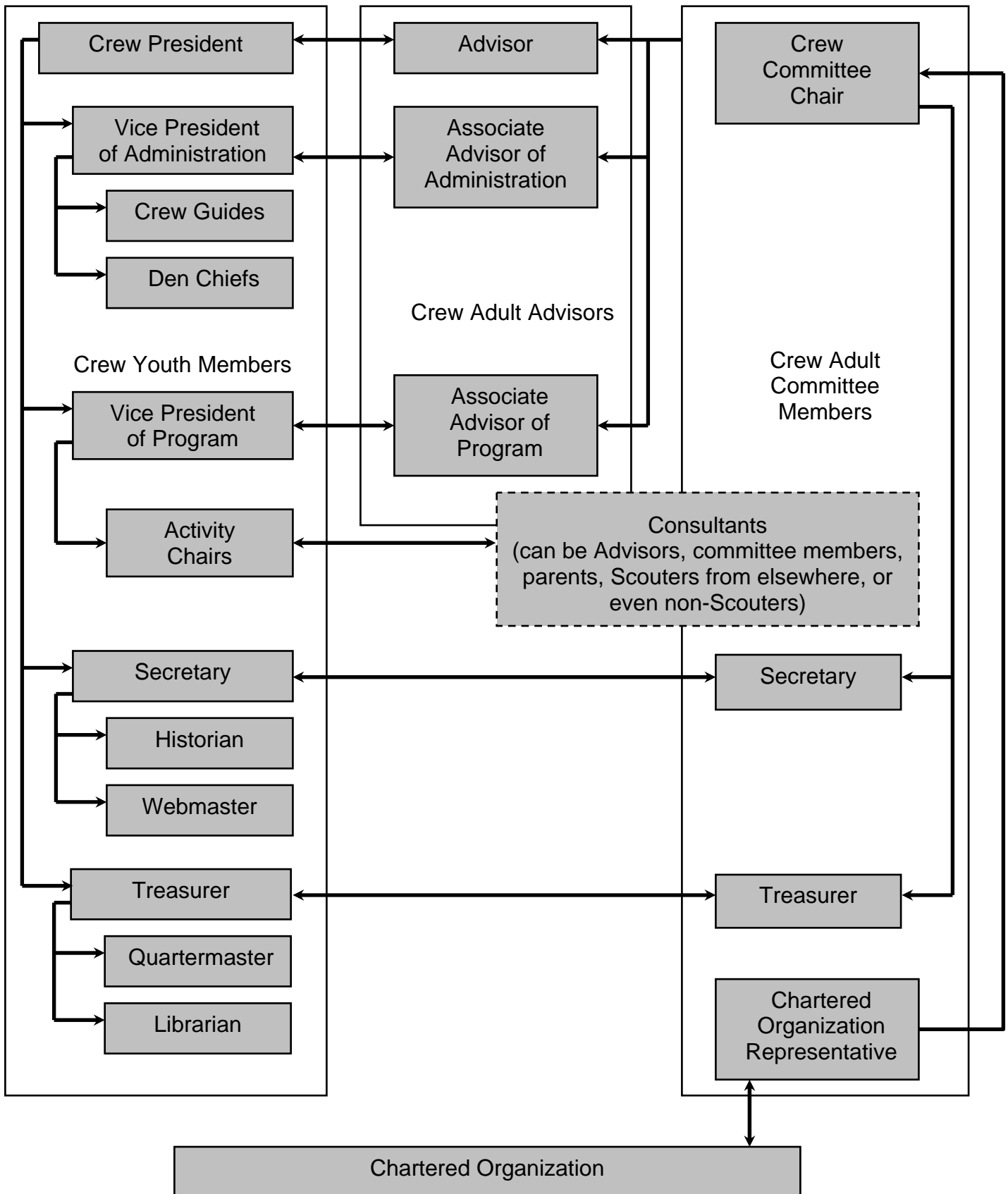
Crew Organization Chart

Example for a Small Crew



Crew Organization Chart

Example for a Large Crew



References

Note: Introduction to Leadership Skills for Crews and Troop Leadership Training draw from the same set of references and may refer to handbooks and other material from more than one program.

- Crew Leader Position Description Cards, No. 38026
- *The Venturer/Ranger Handbook*, No. 33494
- *The Venturing Leader Manual*, No. 34655
- *The Boy Scout Handbook*, 12th ed., No. 34554
- *The Patrol Leader Handbook*, No. 32502
- *The Senior Patrol Leader Handbook*, No. 32501
- *The Scoutmaster Handbook*, No. 33009