



## Growing Yourself and Others

Who made you the person you are today? Your parents are major influences, of course, but you've been shaped by many people, including Scout leaders, teachers, coaches, and others—many of whom could wear the title “mentor.”

A mentor is a wise, loyal advisor. According to Greek mythology, Mentor was a friend and advisor to Odysseus. He was so well thought of that Odysseus trusted him to teach his son Telemachus. Great mentors, such as Merlin to King Arthur and Aristotle to Alexander the Great, help create a vision of how we can make a difference in the lives of others.

As you get older, you have the chance to become a mentor yourself. That's much of what a senior patrol leader, crew president, or Order of the Arrow lodge chief does. Someday, you may also become a parent yourself—the ultimate mentoring role.

Mentoring should be fun—it's enjoyable to watch others grow and become like us. This month's meetings and activities will get you started.

### Objectives

This month's activities should:

- Help Scouts understand our differences and how we are all unique
- Explain the difference between coaching and mentoring
- Show what is involved in maintaining a quality mentoring relationship
- Explain the evolution of a mentoring relationship
- Help Scouts select the appropriate mentoring model for the situations they come across
- Show Scouts how to maintain a quality mentoring relationship

### RELATED ADVANCEMENT AND AWARDS

Mentoring develops with every leadership position and requirement. At first, we start leading others as a mentee under the direction of someone with experience. As we gain experience we become the mentor to those who are just beginning their Scouting journeys.



## Leadership Planning

As a leadership team, you may want to discuss the following items during your planning meetings when choosing mentoring as your program feature:

1. Which of our members has had advanced leadership training?
2. What should we do for our main event?
3. What costs will be involved with our main event?
4. What great mentors do we know who could serve as presenters?
5. What other program topics could we combine with mentoring?
6. What changes should we make to the sample meeting plans that would fit our needs better?

### PARENTS CAN HELP WITH THE MENTORING PROGRAM FEATURE BY:

1. Serving as teachers
2. Sharing their own mentoring stories
3. Researching main event options
4. Providing transportation for the main event
5. Helping raise money to pay for the main event

## Coaches and Mentors

The terms “coach” and “mentor” are often used interchangeably, but in fact they have distinct differences.

**Coach.** A coach is an individual who develops skills and capabilities in another person or in a group of people (a team). The coach can be another Scout or one of the unit’s leaders. Coaching is a leadership behavior and skill. Coaching can take the form of discussion, lecture, critique, or guided practice. It is generally ongoing as a youth or a team progresses through the program and is often a “formalized relationship” or a teaching/learning process. The key concept that separates coaching from other leadership styles is letting go and enabling success. As individual capabilities grow, a coach may become a mentor to facilitate continued growth of an individual or stand aside as a team resource.

**Mentor.** A mentor is an experienced Scout or adult leader who becomes a trusted guide and counselor to a less experienced individual. This trusting and caring relationship normally extends beyond Scouting skills into values, beliefs, and feelings. A mentor may be assigned, but often this relationship occurs naturally and is fostered between the individuals involved. Adults often mentor youth in the program, but youth can also mentor each other. In fact, you can even mentor someone your own age or older if you have a skill that person doesn’t have.

Coaching is different from mentoring because the mentoring process is led by the learner and is less skills-based. A good mentoring relationship is identified by the willingness and capability of both parties to ask questions, challenge assumptions, and disagree. The mentor is far less likely to have a direct-line relationship with the mentee, and in a mentoring relationship this distance is desirable. Mentoring is rarely a critical part of an individual’s role, but rather an extra element that rewards the mentor with fresh thinking as well as the opportunity to transfer knowledge and experience (wisdom) to a new generation.





As we progress from directing to mentoring, we do less talking and more listening. We go from barking out orders to answering questions and giving advice. We have big eyes, big ears, and a small mouth. In some cases, we are there to help pick up the pieces when they fail (and we all fail sometime).

### Differences Between Coaching and Mentoring

	COACHING	MENTORING
<b>Goals</b>	To correct	To support and guide
<b>Initiative</b>	The coach	The mentee
<b>Focus</b>	Immediate situation	Long-term
<b>Roles</b>	Heavy on telling	Heavy on listening







## The EDGE Method

The EDGE method is great for teaching first aid and knot-tying, but it's also a valuable part of the mentoring process. How could a mentor use EDGE to teach something like leadership or career discernment?

**Explain**—The mentor explains how something is done.

**Demonstrate**—After the mentor explains, the mentor demonstrates while explaining again.

**Guide**—The mentee tries the skill while the mentor guides him through it.

**Enable**—The trainee works on his own under the watchful eye of the mentor. The mentor's role in this step is to remove any obstacles to success, which enables the mentee to succeed.

## The Mentor Law

The Scout Law outlines the traits of a good Scout or Venturer. But what traits does a good mentor have? Here are a few.

**Open-mindedness.** Mentors set aside their own priorities, preferences, and prejudices. They are willing to be changed in the mentoring process as much as their mentees are changed.

**Patience.** Rather than giving the “right” answers, mentors help their mentees discover those answers on their own. That takes patience.

**Listening ability.** Mentors listen more than they talk. Their goal is not to push their mentees in a particular direction so much as to help them find their own path.

**Availability.** Mentoring involves building ongoing relationships. Good mentors make time to meet with their mentees.

**Honesty.** Mentors, like true friends, tell us what we need to hear, even when we don't want to hear it.

**Support.** Mentors help their mentees find resources they need, whether that's books, Web resources, classes, or other mentors.

## National Mentoring Month

National Mentoring Month was created by the Harvard School of Public Health and MENTOR (the National Mentoring Partnership). It has been held each January since 2002 and has received strong support from Congress and the president of the United States.

During National Mentoring Month, consider doing the following things to promote mentoring in Scouting:

- Conduct a Mentoring Tomorrow's Leaders workshop.
- Recognize recent participants who have completed the practicum experience portion of Mentoring Tomorrow's Leaders.
- Recognize key mentors in Scouting and the community.

For more information about National Mentoring Month, visit: [www.nationalmentoringmonth.org](http://www.nationalmentoringmonth.org).







## MENTORING GAMES

### What We Have In Common

**Equipment:** A circle of chairs in an open space. You will need one less chair than the number in the group.

**Method:** Gather the group in a large circle and select one member to stand in the middle. The member in the middle states something he or she is interested in or has participated in or a place he or she has been. Everyone else who has that item in common must change seats. The last member who is left standing then takes a turn stating what they have in common with the group.

**Scoring:** You can keep score to see who changes seats most often, but this activity is more fun to just observe and learn a little bit about everyone in the group.

**Notes:** You may want to have some cards with topic ideas on them for those in the middle who may not be able to think of subjects that they have in common.

### Telephone

**Equipment:** Phrases written on individual pieces of paper

**Method:** Divide the entire group into two teams. Have the members of each team form a line so that each can whisper to their immediate neighbors but not hear players any farther away. A word or phrase is given the first player in each line, who then whispers it as quietly as possible to his or her neighbor. The neighbor then passes on the message to the next player. The passing continues in this fashion until it reaches the player at the end of the line, who says to the judges the message he or she received. The first person then goes to the end of the line, and play continues with a new phrase until all members have had a chance to start.

**Scoring:** Give a point at the end of each round for correct answers. The team with the most correct answers wins.

**Notes:** The words and phrases used can come from word games such as Trivial Pursuit, Apples to Apples, or Catch Phrase.

### Popcorn

**Equipment:** One lightweight, inflatable beach ball per group of four to eight players.

**Method:** Have each team form a circle. Tell them they are popcorn poppers and that the ball is a popcorn kernel. Their objective is to hit the ball in the air from team member to team member without it touching the ground. They should count each time the ball is hit. If the ball hits the ground, they must start their count over. Give them a minute or so and then ask them to try the popcorn popping again. After a couple of minutes, stop the game and ask again how many hits each team got.

Remind them that a good leader evaluates what went well, what didn't go well, and what could be done

differently the next time. Have the players discuss how to improve their process. Give them a couple of minutes to try again.

**Scoring:** Have each group record every attempt. The team that has improved the most from the very first to the very last wins.

**Notes:** The real purpose of this game is not to get the most hits, but rather to improve each time by using the reflection technique of "what went well, what didn't go well, and what can be improved next time."

### Rock Paper Scissors Lizard Spock

(Based on a game from the TV show "The Big Bang Theory")

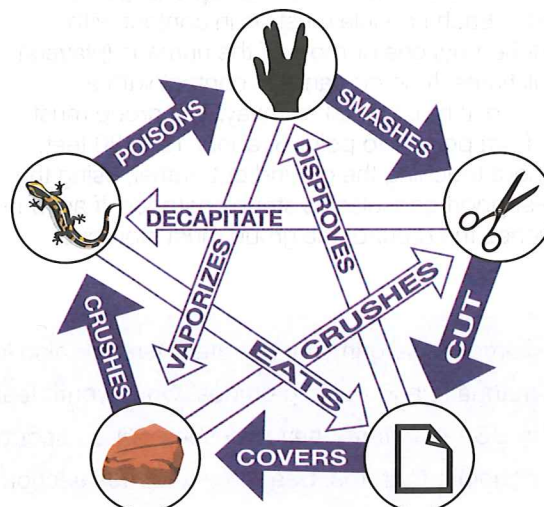
**Equipment:** Draw or list the rules on a whiteboard or poster or have a handout for each group.

**Method:** This game is played in groups of two to four players in a similar fashion to Rock Paper Scissors. The rules are as follows:

- Scissors cut paper.
- Paper covers rock.
- Rock crushes lizard.
- Lizard poisons Spock.
- Spock smashes scissors.
- Scissors decapitate lizard.
- Lizard eats paper.
- Paper disproves Spock.
- Spock vaporizes rock.
- Rock crushes scissors.

**Scoring:** Play as many rounds as possible in five to 10 minutes. Make note of who wins each round. The person with the greatest number of round wins is the winner of the game.

**Notes:** This game can be played simply or done as a tournament where winners move up into the higher brackets. The real goal is to evaluate the activity based on how well the players used the reflection technique of "what went well, what didn't go well, and what can be improved next time."







## INITIATIVE GAMES

Initiative games and cooperative games are played differently from most games that are familiar to us. These games require strategy and skill. Everyone has fun, and in that sense, everyone wins.

Initiative games are purposeful activities with specific goals and learning processes that are less competitive and less rule-oriented. They can best be described as “action and reflection” experiences.

These games:

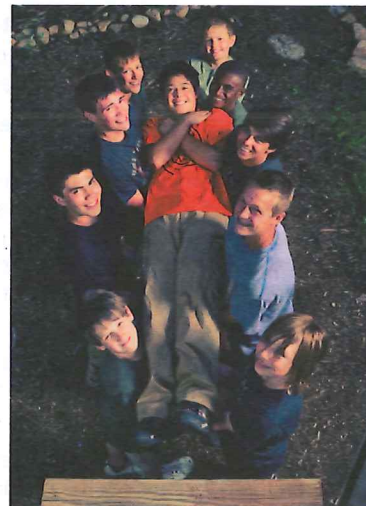
- Have specific objectives—such as cooperation, trust, or imagination—achieved through physical and verbal group activity
- Call for solving problems
- Must be talked about or reflected upon in order for participants to receive the maximum impact
- Are fun

### Everybody Up

This initiative exercise is a useful way to introduce the idea of group cooperation. Ask two youth of about the same size to sit on the floor facing each other with the soles of their feet touching, their knees bent, and tightly grasping each other's hands. From this position, they try to pull themselves into a standing position. If they succeed, ask another youth to join so they can try standing with three, then four, etc. As the group grows, each player must grasp the hands of another person while maintaining foot contact with the group. An expanding group will find that thinking is required to come up with a solution that allows large numbers (50 or more players) to get everybody up.

### Stepping Capsules

Give a “life-support capsule” (6-inch-square block of wood) to everyone in the group except the leader. Each capsule must be in contact with (touched by) one or more of the humans (players) at all times. If no human is in contact with a capsule, it must be taken away. The group must get from point A to point B, about 15 to 20 feet, without touching the ground but, rather, using the life-support capsules as steppingstones. If anyone touches the ground, the group must start over.



### Nitro Transport

A can of radioactive nitroglycerin (an orange juice can full of water) sits on a 12-inch-square board suspended above the ground by eight 6-inch ropes, which are held by the group. Group members must keep the can lifted and move it from point A to point B, a distance of about 25 to 30 feet. Together, they will look a lot like an octopus. All the youth must pick up the can, transport it, and set it down without spilling the nitroglycerin.

### Triangle Tag

Divide into groups of four to play. To start, three players in each group hold hands in a triangle, facing each other; one of these three participants is the target. The fourth player stands outside the triangle as the chaser. The object of the game is simple—the chaser tries to tag the target. However, the dynamics are unique because all the players in the triangle cooperate to protect the target by moving and shifting, and the target cannot be tagged on the hands or arms or from across the triangle.

Some of the games presented here are also included in other Scouting handbooks, leader manuals, and training guides. Once youth leaders become comfortable with games they find in BSA literature, they may seek out additional, tested initiative games for their unit, district, or council programs. See the references section of this module for some suggested resources.





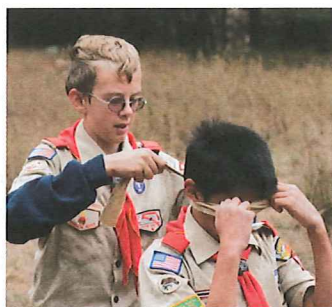
## LEADERSHIP TASKS

Leadership tasks are very similar to initiative games, with one key difference—group members rotate being the leader, who then directs the task. All participants can provide strategy and skill, but the leader decides how they will work on the task. Like initiative games, leadership tasks are purposeful activities with learning processes and specific goals. Make sure to include a reflection time focused on the performance of the leader, and consider the following:

- Not everyone is comfortable leading an activity, so it is important that all participants demonstrate courtesy and respect.
- The leader may not always be able to direct the team to complete the task. This is not a problem, because the real purpose of the activity is the process—not the task itself.
- As in initiative games, participants should spend some time afterward reflecting on the task and, specifically, on the performance of the leader.
  - Be careful not to be too critical; feedback is a gift, but it can also be hurtful if not offered in the proper spirit.
  - Determine whether the leader used more of a coaching or a mentoring approach.
- Always end leadership tasks on a fun and positive note.

### Night Crossing

This task is designed to assess the verbal communication skills of the leader and the listening skills of the participants. It focuses on the attributes of availability and support in a mentor. Provide blindfolds for everyone except the leader and about a dozen cardboard cylinders, 4 inches in diameter and 18 to 24 inches long (such as the tubes that come inside rolls of carpet or in PVC pipe).



- Start by blindfolding the participants but not the leader. Set the cylinders upright at regular stations along the course.
- The leader should coach the participants across the course without knocking over any cylinders. The leader must stand outside the course, not entering it at any time.
- If a participant hits and knocks over a cylinder, he or she must start over. Once participants have successfully navigated the course, allow them to take off their blindfolds.
- All participants can be on the course together, or one at a time at the discretion of the leader. Make sure to time the task for comparison with other groups.

- Once the task is completed, have participants evaluate how the leader did. Determine whether the leader used a coaching or mentoring style. Share what the leader did well, what could have been improved, and what should be done differently next time.
- Then rearrange the course and rotate the role of leader. Repeat the process until all have had an opportunity to lead.

### Chenille Stem Art

This leadership task focuses on the mentoring attributes of patience, listening, and honesty. In groups of three, give each person a chenille stem and have them shape it into a representation of what they feel the last week was like. Each group member will take a turn playing the role of participant, leader, and observer.

- The participant describes his or her chenille stem and then tells about the experiences that week that led them to choose that shape.
- The leader provides feedback by rephrasing what the participant has just described.
- The observer then evaluates how well the leader has listened and provided feedback.
- Once this process is finished, rotate positions and cycle back so that everyone has the opportunity to serve in all three roles.
- Upon completion, have everyone evaluate what went well, what did not go well, and what can be improved.





## E.D.G.E. Ideas

**Explain** how it is done—Tell them.

**Demonstrate** the steps—Show them.

**Guide** learners as they practice—Watch them do it.

**Enable** them to succeed on their own—Have them practice/teach it.

### EXPLAIN

- Discuss how we are all different.
- Explain the importance of listening.
- Define what is a reflection.
- Explain the learning continuum.
- Discuss the difference between coaching and mentoring.

### DEMONSTRATE

- Give examples of how youth change as they mature.
- Do an activity that demonstrates what we have in common.
- Show how to give feedback.
- Show how to do a reflection.
- Demonstrate the attributes of a good mentor.

### GUIDE

- Guide Scouts through a standardized personality test.
- Lead a discussion about listening.
- Guide Scouts as they practice proper communication skills.
- Provide resources where Scouts can learn about individual personality traits.
- Guide Scouts through a practice reflection.
- Have Scouts role-play how to mentor.

### ENABLE

- Recognize Scouts who demonstrate acceptance of others as they are.
- Create space in your meeting plans where Scouts can practice listening to each other.
- Encourage use of reflection in all activities.
- Create mentoring relationships in your unit.

## MAIN EVENT SUMMARIES

● ESSENTIAL	■ CHALLENGING	◆ ADVANCED
Day Activity	Overnight Activity	Overnight Activity
Troop, team or crew leadership training—As a group, attend and complete Introduction to Leadership Skills for Troops or Introduction to Leadership Skills for Crews (ILST or ILSC). Those who have taken the course should participate as staff members.	District or council leadership training—As a group, attend and complete Trainer's EDGE or Kodiak X. Those who have already taken the course could participate as staff members.	Advanced leadership training—As a group, attend and complete a weeklong training course such as National Youth Leadership Training (NYLT), National Advanced Youth Leadership Experience (NAYLE), Kodiak, or Wood Badge. Those who have already been trained may be able to participate as staff members.





# MENTORING

## Meeting Plan: Understanding Each Other



Week 1 Date \_\_\_\_\_

ACTIVITY	DESCRIPTION	RUN BY	TIME*
<b>Preopening</b> 15 minutes before meeting	As participants arrive, have them write down their favorite color, favorite food, and which states they have lived in and draw a picture of their family. (These will be used in the group breakouts.)		6:45 p.m.
<b>Opening Ceremony</b> 10 minutes	Flag presentation Oath and Law Uniform inspection		7 p.m.
<b>Group Instruction</b> 15 minutes	Have an expert lead a discussion about how youths change and develop over time. A good resource is the ages and stages information in the <i>Troop Leader Guidebook</i> , volume 1.		7:10 p.m.
<b>Skills Instruction</b> 30 minutes	Explore judging people by how they dress. Look at photos of different people in magazines and discuss what we think of them based on appearance. Discuss how we make such judgments and whether that's right or wrong.		7:25 p.m.
	<ul style="list-style-type: none"><li>• Discuss prejudice.</li><li>• Discuss how people react to others regarding race, age, gender, sexual orientation, religion, and nationality.</li><li>• Discuss whether and how being in these different groups changes one's perspective.</li></ul>		
	<ul style="list-style-type: none"><li>• Take a standardized test to discover your own traits. This could range from a "What Cartoon Character Are You?" quiz to a more formal assessment like the Myers-Briggs Type Indicator personality assessment.</li><li>• Compare results among group members and discuss areas of similarity and difference.</li></ul>		
<b>Breakout Groups</b> 15 minutes	<ul style="list-style-type: none"><li>• Share the list done in the preopening. Look for similarities and differences.</li><li>• Work on group advancement needs.</li></ul>		7:55 p.m.
<b>Game</b> 15 minutes	Play "What We Have in Common" (described earlier).		8:10 p.m.
<b>Closing</b> 5 minutes	Announcements Leader's minute Closing		8:25 p.m.
<b>Total 90 minutes of meeting</b>			
<b>After the Meeting</b> 15 minutes	Leadership team reviews plans for the next meeting and for the main event.		

\*All times are suggested.





# MENTORING

## Meeting Plan: Listening— What Makes a Great Mentor



Week 2 Date \_\_\_\_\_

ACTIVITY	DESCRIPTION	RUN BY	TIME*
<b>Preopening</b> 15 minutes before meeting	Play Rock Paper Scissors Lizard Spock (described earlier) as Scouts arrive.		6:45 p.m.
<b>Opening Ceremony</b> 10 minutes	Flag presentation Oath and Law		7 p.m.
<b>Group Instruction</b> 10 minutes	Have a speaker discuss the importance of listening. Key points: <ul style="list-style-type: none"> <li>• Since we have two ears and one mouth, we should listen twice as much as we talk.</li> <li>• Honest listening is at the heart of building a trusting relationship.</li> </ul>		7:10 p.m.
<b>Skills Instruction</b> 40 minutes	<p><b>NOTE:</b> The skills portion of this meeting consists of three listening activities. While these activities do increase in complexity, Essential, Challenging, and Advanced skills are most likely displayed in the content given.</p> <p><b>The Story You Heard</b> Read a short story, and have the members paraphrase it. Notice how members choose to interpret and prioritize certain information over the rest.</p> <p><b>Ignore This</b> Pair up youth, and have one person discuss a hobby or passion he or she has, while the other person is instructed to ignore the speaker. Discuss the frustration that can come with not feeling heard or acknowledged, and review the body language and verbal remarks that a good listener should practice.</p> <p><b>Where I Want to Go</b> In pairs, one member discusses a type of location he or she would like to visit, giving only subtle hints as to the specific place. The listener will have to pick up on these subtleties and at the end, recommend somewhere suitable for the speaker based on the explanation. The original speaker will confirm or deny the usefulness of the suggestion. The two will then discuss ways that people can remain alert as listeners, picking up on the appropriate cues to help them play a more vital role in discussions.</p>		7:20 p.m.
<b>Breakout Groups</b> 15 minutes	<ul style="list-style-type: none"> <li>• Begin planning participation in the main event.</li> <li>• Work on advancement requirements as needed.</li> </ul>		8 p.m.
<b>Game</b> 10 minutes	Play Telephone (described earlier).		8:15 p.m.
<b>Closing</b> 5 minutes	Announcements Leader's minute Closing		8:25 p.m.
<b>Total 90 minutes of meeting</b>			
<b>After the Meeting</b> 15 minutes	Leadership team reviews plans for the next meeting and for the main event.		

\*All times are suggested.






# MENTORING

## Meeting Plan: What Went Well, What Didn't Go Well, and What Can Be Improved



Week 3 Date \_\_\_\_\_

ACTIVITY	DESCRIPTION	RUN BY	TIME*
<b>Preopening</b> 15 minutes before meeting	Play "Human Knot": Have the group stand in a circle. Each player grabs the hands of two different people who are not next to him or her. The goal is to disentangle the human knot without letting go of grasped hands.		6:45 p.m.
<b>Opening Ceremony</b> 10 minutes	Flag presentation Oath and Law		7 p.m.
<b>Group Instruction</b> 25 minutes	Discuss reflection techniques. Explain that when attempting a challenge, a high-performing group will always ask these questions: <ul style="list-style-type: none"><li>• What went well?</li><li>• What didn't go well?</li><li>• What can be improved next time?</li></ul> Discuss how this technique can be used to improve group performance.		7:10 p.m.
<b>Skills Instruction</b> 20 minutes	 <p>The skills portion of this meeting consists of various initiative games.</p> <p>The Initiative Games section of this module lists four activities that can be done at almost any skill level. Try one or more of these options (or substitute another game, provided the process of reflection can be used to evaluate performance):</p> <ul style="list-style-type: none"><li>• Everybody Up</li><li>• Stepping Capsules</li><li>• Nitro Transport</li><li>• Triangle Tag</li></ul> <p>After each initiative game, evaluate what went well, what did not go well, and what could be improved.</p>		7:35 p.m.
<b>Breakout Groups</b> 15 minutes	<ul style="list-style-type: none"><li>• Reflect in each group about your last main event. What went well, what didn't go well, and what can be improved?</li><li>• Work on group tasks and advancement.</li></ul>		7:55 p.m.
<b>Game</b> 15 minutes	Play Popcorn (described earlier). Then evaluate what went well, what didn't go well, and what can be improved.		8:10 p.m.
<b>Closing</b> 5 minutes	Announcements Leader's minute Closing		8:25 p.m.
<b>Total 90 minutes of meeting</b>			
<b>After the Meeting</b> 15 minutes	Leadership team reviews plans for the next meeting and for the main event.		

\*All times are suggested.






# MENTORING

## Meeting Plan: Attributes of a Good Mentor



Week 4 Date \_\_\_\_\_

ACTIVITY	DESCRIPTION	RUN BY	TIME*
<b>Preopening</b> 15 minutes before meeting	Play Popcorn (described earlier). This preopening reinforces the game from the previous week. Evaluate what went well, what didn't go well, and what can be improved.		6:45 p.m.
<b>Opening Ceremony</b> 10 minutes	Flag presentation Oath and Law		7 p.m.
<b>Group Instruction</b> 20 minutes	Discuss the learning continuum: <b>Level One.</b> You read about it. <b>Level Two.</b> Someone teaches you about it. <b>Level Three.</b> You learn from hands-on experiences. <b>Level Four.</b> You become proficient by practicing the skill. <b>Level Five.</b> You teach the skill to others. Discuss the difference between coaching and mentoring. Discuss the attributes of a good mentor, such as open-mindedness, patience, listening ability, availability, communication skills, honesty, and support.		7:10 p.m.
<b>Skills Instruction</b> 20 minutes	 <p>The skills portion of this meeting consists of various leadership tasks. Like initiative games, leadership tasks are purposeful activities with specific goals and learning processes that also include a reflection. The major difference is that here, the reflection is focused specifically on the performance of the leader. <b>NOTE: Due to the sensitive nature of this type of reflection, make sure to review the list of things to consider in the Leadership Tasks section of this module.</b> That section lists three activities that can be done at almost any skill level. Try one or more of these options:</p> <ul style="list-style-type: none"> <li>• Chenille Stem Art</li> <li>• Night Crossing</li> </ul> <p>After each activity, evaluate what went well, what did not go well, and what could be improved.</p>		7:30 p.m.
<b>Breakout Groups</b> 15 minutes	Work on group tasks and advancement.		7:55 p.m.
<b>Game</b> 15 minutes	Play Rock Paper Scissors Lizard Spock (described earlier). Do an elimination tournament. Then evaluate what went well, what didn't go well, and what can be improved.		8:10 p.m.
<b>Closing</b> 5 minutes	Announcements Leader's minute Closing		8:25 p.m.
<b>Total 90 minutes of meeting</b>			
<b>After the Meeting</b> 15 minutes	Leadership team reviews plans for the next meeting and for the main event.		

\*All times are suggested.





# MENTORING

Main Event: Troop, Team, or Crew  
Leadership Training



Date \_\_\_\_\_

## Logistics

Location: \_\_\_\_\_

Departure time: \_\_\_\_\_

Return time: \_\_\_\_\_

Duration of activity: \_\_\_\_\_

Budget: Completed \_\_\_\_\_ Approved \_\_\_\_\_

Camping: Duty roster \_\_\_\_\_ Menu \_\_\_\_\_

Transportation: Group \_\_\_\_\_ Self \_\_\_\_\_

Tour and activity plan: Completed \_\_\_\_\_ Submitted \_\_\_\_\_



## Essential (Tier I)

As a group, attend and complete Introduction to Leadership Skill for Troop or Crews (ILST or ILSC). Those who have taken the course should participate as staff.

## Equipment List

- Uniform
- Lunch (if not provided)
- Pen and paper for notes
- Other items as assigned

## Activity

- Learning leadership skills is the first step to learning how to be a mentor.
- This training is done at the unit level. Those who have been through this training should participate as instructors.

## Safety

## Notes





# MENTORING

Main Event: District or  
Council Leadership Training



Date(s) \_\_\_\_\_

## Logistics

Location: \_\_\_\_\_

Departure time: \_\_\_\_\_

Return time: \_\_\_\_\_

Duration of activity: \_\_\_\_\_

Budget: Completed \_\_\_\_\_ Approved \_\_\_\_\_

Camping: Duty roster \_\_\_\_\_ Menu \_\_\_\_\_

Transportation: Group \_\_\_\_\_ Self \_\_\_\_\_

Tour and activity plan: Completed \_\_\_\_\_ Submitted \_\_\_\_\_

## Challenging (Tier II)

As a group, attend and complete Trainer's EDGE or Kodiak X. Those who have already taken the course should participate as staff.

## Equipment List

- Registration form
- Uniform lunch (if not provided)
- Pen and paper for notes
- Other items as assigned

## Activity

- Participate in a district- or council-run Trainer's EDGE or Kodiak X course.
- Challenge your skills in teamwork, brainstorming, and thinking outside of the box.

## Safety

Some activities in Kodiak X may be physically demanding. Be aware of personal limitations.

## Notes



# MENTORING

## Main Event: Advanced Leadership Training



Date(s) \_\_\_\_\_

### Logistics

Location: \_\_\_\_\_

Departure time: \_\_\_\_\_

Return time: \_\_\_\_\_

Duration of activity: \_\_\_\_\_

Budget: Completed \_\_\_\_\_ Approved \_\_\_\_\_

Camping: Duty roster \_\_\_\_\_ Menu \_\_\_\_\_

Transportation: Group \_\_\_\_\_ Self \_\_\_\_\_

Tour and activity plan: Completed \_\_\_\_\_ Submitted \_\_\_\_\_



### Advanced (Tier III)

As a group, attend and complete a week-long training course such as National Youth Leadership Training (NYLT), National Advanced Youth Leadership Experience (NAYLE), Kodiak, or Wood Badge. Those who have already been trained may be able to participate as staff.

### Equipment List

- Registration form
- Appropriate medical form
- Uniform
- Camping equipment as needed (see participant list)
- Pen and paper for notes
- Other items as assigned

### Activity

- Check prerequisite requirements for these courses to ensure eligibility. For example, NYLT is a prerequisite for NAYLE.
- Register for NYLT, NAYLE, Kodiak, or Wood Badge.
- If already trained, apply for staff and participate in pre-course work.

### Safety

- Be aware of special medical or dietary needs.
- Always follow Youth Protection guidelines.

### Notes

Wood Badge is considered adult training. However, Venturers and Sea Scouts over the age of 18 can attend.





## REFERENCES

### Books

Brounstein, Marty. *Coaching and Mentoring for Dummies*. For Dummies, 2000.

Maxwell, John C. *Mentoring 101: What Every Leader Needs to Know*. Thomas Nelson, 2008.

Megginson, David and David Clutterbuck. *Mentoring In Action: A Practical Guide for Managers*, 3rd ed. Kogan Page, 2006.

Probst, Kristie. *Mentoring for Meaningful Results: Asset-Building Tips, Tools, and Activities for Youth and Adults*. Search Institute Press, 2006.

Whitmore, John. *Coaching for Performance: GROWing Human Potential and Purpose—The Principles and Practice of Coaching and Leadership*, 4th ed. Nicholas Brealey Publishing, 2009.

### Initiative Game Resources

Newstrom, John, and Edward Scannell. *The Big Book of Team Building Games: Trust-Building Activities, Team Spirit Exercises, and Other Fun Things to Do*. McGraw-Hill, 1997.

Rohnke, Karl, and Steve Butler. *Quicksilver: Adventure Games, Initiative Problems, Trust Activities and a Guide to Effective Leadership*. Kendall Hunt Publishing, 1995.

Snow, Harrison. *Indoor/Outdoor Team Building Games For Trainers: Powerful Activities From the World of Adventure-Based Team Building & Ropes Courses*. McGraw-Hill, 1997.

### Websites

#### The Trainer's EDGE

Website: <http://www.scouting.org/filestore/pdf/26-242.pdf>

#### National Mentoring Month

Website: <http://www.nationalmentoringmonth.org>

#### Scouting Games

Website: <http://www.scouting.org/filestore/pdf/games.pdf>

#### Small Group Games

Website: <http://www.toolsformentoring.com/small-group/relationship-builders.html>

### Related Program Features

Communication, Ethics, Project Planning

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