



For Venturers and
Older Boy Scouts



Course Syllabus



This is a DRAFT

For review only.

For courses, use the printed
Guide # 34193

Nature of Leadership-Kodiak

Forward to Trek Instructors:

Welcome! You are about to lead a new and unique teen leadership course for Venturers and older Boy Scouts while on a trek. The first course syllabus was written by Dr. Richards Miller, chairman of the Venturing Outdoor Committee and piloted at Philmont in summer 2000. Then, in April 2001, a national taskforce revised Dr. Miller's first syllabus into a second edition syllabus used for treks in 2001 and 2002. Then after several treks were run, a taskforce met in Denali, Alaska, in September 2002 to improve the syllabus into what you now hold in your hands.

The taskforce wanted a course that could be done in an exciting and challenging atmosphere while backpacking in the Rocky Mountains, rafting the Yukon River in Alaska, on a trip to New York City, or in your local area using whatever exciting resources you have available. They also wanted a course that taught leadership skills in a fun way that would be internalized by the Venturers and Boy Scouts who take the course. In other words, it should be a challenging trek while at the same time be a simple and fun leadership course. We believe we have accomplished these goals, but ask that you take copious notes with suggested changes and improvements as you deliver your course.

You are invited to share your trek's experiences and ideas by contributing to the Kodiak website at www.kodiak-bsa.org. You can also send your comments to Bill Evans, Associate Director, Venturing Division at 972-580-2427 or by email: bevans@netbsa.org.

www.kodiak-bsa.org



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Venturing Kodiak Syllabus

Venturing's Nature of Leadership Program (NOL) is designed to develop the Venturer's leadership skills using exciting and fun leadership learning experiences. Phase 1 of NOL is the Venturing Leadership Skills Course (VLSC), which covers four leadership skills. Phase 2 called Kodiak is a six day trek-oriented course providing five leadership skills called commissions. Phase 3 is the weekend long Kodiak X leadership challenge course which reinforces and tests the skills learned in Kodiak. Even though Kodiak and Kodiak X are offered and managed by Venturing, the course may be offered to older Boy Scouts.

This syllabus details the requirements and techniques used to deliver Phase 2 of NOL – *Kodiak*.

Kodiak is oriented around a high adventure trek or trip setting with leadership training built into the six-day program. The course **prepares the Venturer or older Boy Scout** to be a “servant leader” as they lead their crew or troop. Servant leadership as a philosophy teaches that the leader works with and through a team to accomplish the mission.

What the Trek

- (Course) Should be:**
1. Internalized by participants
 2. Based on nature
 3. Based on the servant leader concept.
 4. FUN!

Course Methods:

1. Team taught by two instructors (one adult and one youth if possible) called Instructor Teams.
2. Only five leadership skills taught called "commissions."
3. Based on symbolism of bear paw and claws.
4. Commissions introduced with a hands-on exercise followed by a short presentation (lecturette), then reinforced with one or more exercises.
5. Uses constant reinforcement.
6. Creating a leadership fraternity (commissions, bear paw = open hand, bear claw necklace, leadership bag for symbolic goodies.)

*“Climb the mountains and get their good tidings.
Nature’s peace will flow into you as sunshine flows into
trees. The winds blow their freshness into you and the
storms their energy; while cares will drop off like autumn
leaves.”*

John Muir

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Basic Course Requirements

- All Kodiak Treks (courses) must use and follow the official *Kodiak Syllabus*.
- Courses must be approved by the Council Scout Executive in advance of the course.
- Courses should be financially self-sustaining.
- There is no maximum course size, but each team should be no larger than eight and no smaller than five (6 to 8 is ideal size) for each two instructors. Fewer than five in a team is challenging and not enough to do exercises.
- At least six days is required to do the course. Either six straight days or two weekends (Friday-Sunday).
- If you choose to offer the two-weekend style course, no more than one weekend should divide the two weekends. (Too much time will cause lose of continuity.)
- **All commissions must be presented.**

Maintaining Standards

This course syllabus has been designed to achieve specific results in a determined time period. The syllabus should be followed as closely as possible. Please do not add exercises or teaching points. Also, please ensure that you follow all BSA rules and regulations in the running of this course (see the current issue of the Guide to Safe Scouting, No. 3416/also available at www.scouting.org).

Following the Script

Recently when this syllabus was taught to a group of youth and adults at Philmont, the facilitator (who had been involved in writing this syllabus) gave instructions for one of the exercises that demonstrates how a person can achieve more when his group gives him encouragement. However, that facilitator made one slight change to the instructions and as a result was not able to make the point that was intended. This experience taught us that following the script word for word when giving directions are **VERY** important. If you are not able to process the points you are trying to illustrate, you won't be successful and you could do more damage than good. Please be accurate with the instructions to your participants.

Who May Offer a Course

This course may be run at any level (crew, district, or council), but must be approved by the Council Scout Executive. Most courses will be offered at the council level to maximize participants, facilities, resources, support, etc. However, the course could be run by a crew going on a weeklong trip to the Amazon River. It works well on any outdoor trek that last at least six days where an hour or two a day would be available to teach the course.

Trek (course) Options

There are two trek options; a six-day course or a two-weekend course. See the **Scheduling Section** for suggested schedules.

Difficulty Warning

The course curriculum is basically the same for any trek, while individual treks will vary depending on the activity and location. A trek floating down the Yukon River would be an extreme trek requiring camping, boating, and survival skills. A relative newcomer to camping and the outdoors may find a trek like this too challenging and take away from the leadership learning portion of the trek. No matter what the trek is, you want to be sure that the participants are not too physically exhausted to have a good experience with the leadership commission's skill development. If you can not adequately present this course while on your trek, then don't do it!

Your council might choose to do a less ambitious trek for those who are less experienced in outdoor skills. You might even choose to offer different courses with different degrees of challenge and activities. The point is that when choosing your trek take the degree of challenge and your audience into consideration. Once you have established your trek, let your audience know about the level of challenge.

Trek Setting

One course characteristic that the designers of this course (including Venturers) felt very strongly about was that this course should be taught in an outdoor setting. Have your participants sitting on a log, on a sandbar or rock, or other outdoor setting.

Fight the temptation to teach the sessions in a dining hall, classroom, or even a camp pavilion.

Trek Planning

Your trek should be planned in accordance with the guidelines outlined in *Passport to High Adventure*, No. 4310. It should follow the principles of Leave No Trace applicable for the terrain and location of your trek (see <http://www.lnt.org/>).

Not Over-scheduling Commission Sessions

Once you review the teaching schedule, you will see that there is little time required to deliver the exercises and commissions. You certainly could teach all five commissions in one day with time left over. However, the approach used in this course is to introduce the commission through various exercises at least a day ahead of the commission delivery and then follow the commission delivery with several reinforcement exercises. By doing this, the participants are not overloaded with talking and delivery and as a result "internalize" the five commissions. Participant critiques from earlier treks said they liked the "slow delivery" approach to this course. So don't think that just because there are only five commissions you could do them in a

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weekend. In addition to the commissions, there are many, many exercises that either introduce the commissions or reinforce them. This is what sets Kodiak off from other courses.

Group Size

As mentioned in the course requirement section, small is better. Most exercises are designed for six to eight participants. If you have a large group of say ten participants, you might have participants watching as others participate in exercises. Obviously, this is not good. Likewise, too small of a group will not give enough participants to effectively do the exercises. The ideal size is eight participants with two instructors.

However, you may have one, two, or more teams of eight on a trek. You still need two instructors for each team of eight. You may choose to have teams travel, camp, and cook together. That is your option. Commission delivery and exercises should be done by teams of eight, not by the larger group.

Adult Leadership

Venturing regulations require adult (over 21), coed leadership for all trips and outings that are coed. If you offer a trek that has multiple teams, your coed leadership formula can be based on the whole participant count if the teams are generally traveling together and camping together. In other words, a coed team does not have to have a male and a female instructor (however, this is a good idea) if they are traveling and camping as part of a larger group that has adequate male and female adult leadership. You must assure that there are sufficient adult leaders with trek experience to safely lead the group.

Diversity

Even though diversity is not a commission, it is important to the leader. A good leader understands and appreciates diversity in the team. Diversity is covered as a discussion topic during one or more breaks. The goal of diversity is to use everyone's skills and ideas to the fullest extent possible.

Discussion Topics

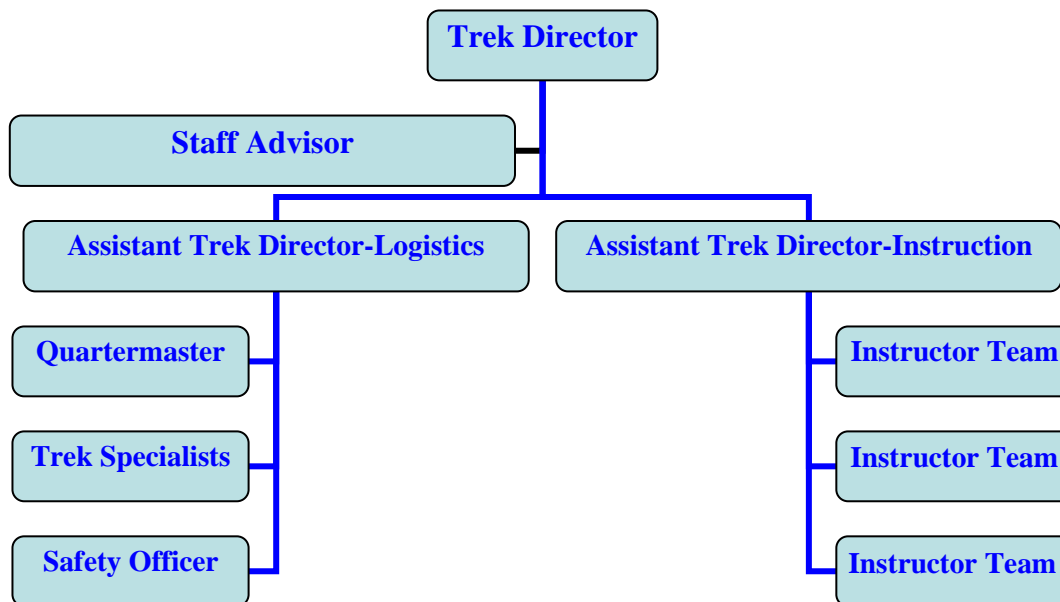
During some breaks, exercises are done to prepare for a commission delivery or to reinforce a commission delivery. During other breaks, the instructors will use the time to "throw out" a discussion topic. These are things that affect leadership. The purpose of discussion topics is to cause the leader to think about and recognize that many things influence leadership. A good leader is ready for anything. Everyone in the group should be encouraged to participate fully in these discussions.

Venturing Leadership Skills Course Relationship

Although Kodiak is required for Kodiak X, VLSC is not required for Kodiak although taking VLSC first is helpful and recommended.

As in any trek or training course, having a quality staff is the key to making everything run smoothly. A sufficient number of skilled staff should be recruited to safely run the trek, fulfill the leadership development training, and maintain BSA health and safety standards.

Sample Kodiak Trek Organizational Chart



Note: Your organizational chart will probably vary depending on the how many staff members you use to cover all the functions. The number of Instructor Teams will depend on the number of participants. Feel free to modify this chart to meet your needs.

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General Staff Guidelines

- The trek director should have experience as a trainer, organizer, and leader.
- Staff maybe adult or older youth. A good mix sends a message that the BSA believes in shared leadership teams comprised of youth and adults.
- For instructor teams, one adult and one older youth are suggested.
- Adequate coed leadership is required for coed treks.
- Youth instructors should have completed the *Venturing Leadership Skills Course* and preferably have been graduates of a previous Kodiak and Kodiak X course.
- All staff must be approved by the Scout Executive or course staff advisor.
- Size of support staff depends on size of course. See staff chart.
- Instructors should be chosen with great care, they determine the success or failure to make a difference in the lives of young people. Instructors have to walk the thin line of talking enough, but not too much. They should be good listeners. They should be good presenters. They should be motivators. They should be good examples of Venturing.
- Instructors should be very familiar with the syllabus and comfortable with commission delivery, facilitating of exercises, and good at facilitating reflection sessions. It helps to have studied leadership as a science.
- Staff **must** follow this syllabus.
- Staff **must** meet the physical requirements needed to lead a trek. This may vary depending on the challenge level and whether you are doing a six day, over six day, or weekend-style trek. An instructor who can not handle the physical activities of the trek can have a very negative impact on the course.
- Staff members and past staff members who have gone through or led all commissions and exercises may wear the Kodiak staff patch available through the BSA Supply Division, No. 14308.

Staff Functions

Trek Director

1. Should have a complete understanding of the content of this Kodiak syllabus and assure that the staff has a complete understanding of the course objective and methods.
2. Should have trainer experience, be an organizer, be able to work well with a staff, and be able to work with a backdating schedule.
3. Working with the professional staff advisor, is responsible for developing the trek budget and working within the approved budget.
4. Working with the professional staff advisor and appropriate council supervisory committees, develop and plan the basic trek program. What kind of trek will it be? Whitewater? Backpacking? Trip? Multiple high adventure experiences based from our camp or state park? Weeklong? Weekend?
5. Responsible for recruiting and training the staff.
6. Recruits any required technical experts to support this trek such as rock climbing instructor, kayaking instructor, or caving specialist.
7. Assigns staff positions and assignments.
8. Responsible for the success of the course.

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9. Maintains the policies, procedures, and standards of the BSA insuring that the trek runs as a “safe haven’ for teens and staff.
10. Develops the promotional plan.
11. Promotes attendance, prepares for, and runs the trek.
12. Ensures that the very best possible team instructors are recruited, trained, and maintained. (The Trek Director may serve as an instructor).
13. Manages the daily flow and functions of the trek. Basically serves as the trek leader.
14. Prepares and maintains schedules.
15. Secures approval from the Scout Executive to run a course.
16. Attends a regional or area Kodiak Course Directors’ Conference if possible (Highly recommended).
17. Prepares and submits a Kodiak Course Report to the scout executive (see Appendix page 103).

Assistant Trek Director-Logistics

Note: Additional staff may be recruited to be responsible for some of these functions such as a Trek Safety Officer, Quartermaster, or Trek Specialist could be added as a staff position.

1. Be thoroughly familiar with the contents of this syllabus and the course objectives and methods.
2. Secures, controls, and distributes necessary equipment and food.
3. Is responsible for safety and first aid, acting as trek safety officer. Also conducts safety briefing at the opening ceremony.
4. Responsible for physical site or sites. This includes site/s selection, campsite layout, Leave No Trace, permission for use, etc.
5. Responsible for transportation.
6. Responsible for check-in procedures. This includes medical reviews and re-checks.
7. Responsible for making and posting participant/staff duty rosters on a daily basis.
8. Responsible for developing and maintaining council Kodiak website.
9. May also serve as an instructor.
10. Maintains the policies, procedures, and standards of the BSA insuring that the trek runs as a “safe haven’ for teens and staff.

Assistant Trek Director-Instruction

Note: This individual may be an instructor as well.

1. Be thoroughly familiar with the contents of this syllabus, the course objectives and methods.
2. Recruits and supports instructor teams depending on number of teams.
3. Ensures that instructor teams are fully trained, understand the course objective and methods, and that instructors have read this syllabus.
4. Establishes and maintains a high standard for instruction.
5. Secures all instructional support items such as magic boards, recognition items (bear claw necklaces), reinforcement items (feather, wood chip), and distributes appropriately.
6. Coordinates instruction and exercise schedule.
7. Ensures instructors are doing their job.
8. May also serve as an instructor.
9. Helps instructors find and effectively use reinforcement opportunities.

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10. Acts as time keeper for instructional periods and exercises.
11. Regularly checks with participants to see if they are “getting it.” Acts as the quality control officer.
12. Maintains the policies, procedures, and standards of the BSA insuring that the trek runs as a “safe haven” for teens and staff.
13. At the end of the trek, consolidates the participant trek critiques and submits them and a summary to the Trek Director and staff advisor.

Instructor

1. Be thoroughly familiar with the contents of this syllabus and the course objectives and methods.
2. Be a good trainer and motivator.
3. Be a good listener.
4. Work well with teens and adults.
5. Be able to find leadership reinforcement opportunities in nature while on the trek.
6. Have outdoor skills necessary for type of trek your council is offering.
7. Develop and maintain instructional schedule.
8. Run exercises and give presentations (commissions and discussion topics).
9. Be able to team teach with a partner instructor whether youth or adult.
10. Ensure that the objectives of the course are met.
11. Use course methods as presented in this syllabus.
12. Maintains the policies, procedures, and standards of the BSA insuring that the trek runs as a “safe haven’ for teens and staff.

Professional Staff Advisor

1. Be thoroughly familiar with the contents of this syllabus and its objectives and methods.
2. Recruits the Trek Director if necessary.
3. Working with the Trek Director and appropriate council supervisory committees, develop and plan basic trek program. What kind of trek will it be? Whitewater? Backpacking? Trip? Multiple high adventure experiences based from our camp or state park? Weeklong? Weekend?
4. Works directly with the Trek Director in promotion and running of the trek.
5. Ensures that a quality staff is recruited and trained.
6. May serve in one of the trek staff positions including instructor.
7. Works with the Trek Director in planning and managing the budget.
8. Maintains the policies, procedures, and standards of the BSA insuring that the trek runs as a “safe haven’ for teens and staff.
9. Sends Kodiak Course Report to the National Venturing Division upon completion of the trek.
10. Working with the Trek Director, prepares and submits a trek after-action report to the Scout Executive.

Staff Development

The purpose of staff development is to form a team that will plan for and deliver a high quality leadership development course that will have a life-long impact on teens.

Staff development should start with a planning meeting of your core staff; trek leader, staff advisor, and assistant trek directors (logistics and instruction). At this meeting you will decide on the type of trek you plan to offer. Six-day? Weekend? Challenge level? Run locally? Run far off? Number of participants? When? You will also develop a list of potential Instructor Team members to start recruiting. You should also build yourself a backdating schedule and start following it. Once you have your trek particulars decided, start promoting the trek.

Staff development can be done in a couple of evenings or over a weekend. It's up to you. Just remember that planning is always the key to success.

There is no suggestion as to how much staff development you do. That will vary dependant on the type of course, challenge level, where it will take place, how many people are involved, and other factors. Our only recommendation is to not meet your staff to death.

Instructor Team Training

One aspect of staff development that can not be over-emphasized is to properly train your instructor teams. You might have a great trek to the Amazon River Basin that will be enjoyed and remembered for a lifetime, but if you don't deliver what is in this syllabus, it is not a Kodiak Trek. It is just a trek.

There are a few ways to handle the training of your Instructor Teams.

1. Have a qualified trainer (preferably one that has attended a National/Regional/Area Kodiak/Kodiak X Course Director Conference and has experience in leading Kodiak treks) in your council review the syllabus with the Instructor Teams and then have them present commissions and exercises to the trainer or the rest of your staff. The Trek Director must ensure that the Instructor Teams will deliver a quality program. By having your instructor teams practice present exercises and commissions, you will find areas that need improvement, feel more comfortable about their abilities, and in the long run be more effective.
2. Call your regional headquarters or Bill Evans in the national Venturing division at 972-580-2427 or email to bevans@netbsa.org to arrange to have an experienced Kodiak trainer come to your council to handle the training.
3. Attend a Kodiak course directors' conference held at the regional or area level.

In either case, Instructor Trainers will expect your Instructor Teams to demonstrate their teaching/delivery skills.

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Health & Safety

Safety

- It is suggested that you treat this trek like you would treat a Philmont trek when it comes to physical fitness and physical safety. Having a staff member or participant who can not handle the physical demands of the trek can have a negative effect on everyone. Plus, if a person can not meet the physical demands, their own health and safety could be at risk.
- A BSA Class III Physical is required for both the weeklong and (three-day) weekend-style treks. Have your safety officer, a nurse, a physician, or other qualified person check physicals during your check-in session. Do medical re-checks as necessary.
- It is recommended that you have a trek safety officer on your staff. It is also recommended that this person be an MD, EMT, or nurse if possible. At the least, have an individual trained as a First Responder or has taken Wilderness First Aid Basics and CPR training.
- The trek must adhere to all BSA safety standards.
- Trek staff and participants should be covered under activity insurance.
- If possible, have staff and participants send you their Class III physical forms before the beginning of the trek so you will have knowledge of any physical limitations, food requirements, allergies, or special requirements.
- You should have a written emergency plan handling emergency situations (lost individual, injury, severe weather, being lost, etc.). The plan should be shared with staff, participants, and participants' parents.
- If at all possible, carry communications devices such as cell phones, VHF radios, etc. for emergency purposes.

The applicable BSA Health and Safety Standards and report forms for Kodiak Treks are:

- Guide to Safe Scouting, No. 34416C
- BSA Bike Safety Guidelines, No. 19-101
- Cave Exploring, No. 19-102
- The Sweet 16 of Safety, No. 19-130
- Policy on Use of Chemical Fuels (Liquid, gaseous, or jellied), No. 19-171
- Report of Fatal or Serious Injury or Illness, No. 19-147
- Camp Health and Safety, No. 19-308
- The Latest First Aid for Wounds and CPR, No. 19-311
- Regulations for Blood Pathogens, No. 19-317
- Safe Swim Defense Training Outline, No. 19-417
- Safe Swim Defense Commitment Card, No. 34243
- Request for Religious Exemption From Medical Care and Treatment (Adult), No. 19-452
- Climb On Safely, No. 20-099
- Climb On Safely Training Outline, No. 20-101
- Climb On Safely Commitment Card, No. 33774
- National Standards for Council Climbing/Rappelling, No. 20-102
- National Standards for Council High Adventure Bases and Special Adventure Programs, No. 20-110A
- Topping Out, A BSA Climbing/Rappelling Manual, No. 3207

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- Project COPE National Standards, No. 20-172B
- Project COPE - Clip Into Adventure, No. 34371A
- Safety Afloat Pocket Certificate, No. 34242A
- Safety Afloat Training Outline, No. 34159C
- Safety Afloat, No. 34368B
- Safe Swim Defense, No. 34370A
- Personal Health and Medical Record Form – Class 3, No. 34412A
- BSA Snorkeling Safety, No 19-176B
- SCUBA BSA, No 19-515
- Passport to High Adventure, No. 4310

A detailed emergency plan (See *Passport to High Adventure*, No 4310) for handling emergency situations must be developed. A briefing for the staff on the plan must be presented during the staff development weekend and a briefing of participants should be done during their orientation.

Participant Information

Participant Qualification

- Be at least 16 years old. For district and council run treks, participants do not have to be registered members of the BSA. Councils may determine if non-BSA members may participate in unit run treks. You may wish to offer this trek (course) to your high schools, religious organizations, etc. as a community service. **Note: If you offer a trek that offers little outdoor skills and challenge, you may consider lowering the age to 14 and completed the 8th grade.**
- Participants should have the outdoor skills necessary for the demand level of your trek. As an example, if you are offering the course to a high school where you will have a broad range of camping and outdoor skills, you might want to plan a simple trek with low level camping skills needed. However, if you are offering a course for your experienced Venturers and Boy Scouts, you might do a trek that requires advanced camping and outdoor skills. Don't take this requirement lightly. If you have unprepared and/or incapable participants, neither them nor you and the other participants will have a good experience.
- Be able to meet the demands of a BSA Class III physical.
- Have parent or guardian written approval. (See Appendix page 82 for parental approval form which also provides a media release.)

Participant Notification

As soon as a participant is accepted for your trek, send a letter of acceptance and other information and forms. You might want to do a trek fact sheet, frequently asked questions sheet, a travel advisory, when applicable, equipment list, personal information sheet, and BSA Class III medical form.

Promotion

There are several ways to promote your trek. Here are a few suggestions:

- Have a page on your website to promote the trek.
- Print a colorful promotional brochure/sheet highlighting what you will offer as high adventure opportunities, what they will learn (Kodiak), that they can do it with their friends, and that it is coed.
- Start marketing your trek at least a year in advance.
- Have staff make a presentation to each Venturing crew and troop.
- Have articles and notices each month in your council newsletters.
- Promote regularly at Venturing Leader Roundtables, Boy Scout Leader Roundtables, and Teen Leaders Council meetings.
- Put articles in your high school newsletters and local newspapers.
- Ask crews to identify potential participants and send them a personal invitation.

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Scheduling

The “course” should be accomplished in a minimum of six consecutive days or in two, three-day weekends. Longer periods work even better. As mentioned earlier, fight the urge to offer too many commissions in a day just to shorten the length of the trek. Participants on past treks have said they especially like the slow pace of leadership skills (commissions and exercise) delivery.

Keep in mind that you will be doing other activities in addition to the commissions and exercises. You will be doing check-in, an opening, a getting-to-know you session, trek activities, camp setup and take down, cooking and clean up, and probably movement from one place to another. All these activities require planning and scheduling so that one doesn't negatively affect another.

Scheduling Considerations

- When possible, schedule the trek so that weather does not become a negative factor in the participants' ability to concentrate.
- The entire trek is done in the outdoors, even the commissions and exercises.
- The trek itself could influence your schedule. As example: You are hiking in the Andes Mountains and a stream crossing is more difficult than expected. When you get to your evening's campsite two hours late, it could affect the rest of your schedule. Be ready to be flexible!
- When you choose a weeklong verses a two-weekend trek that will affect your schedule.
- The high adventure activities you plan will affect your schedule.
- The total length (days) of your trek will affect your schedule. A longer trek will give you the opportunity for more exercises and more team building activities.
- Where you go can affect the schedule. Example: Your council is in Virginia while the trek you plan is a seven-day canoeing trek in the Everglades National Park in south Florida. You expect the trip to take two days to get there plus two days to get back. You have a decision to make. Fly and cut two days off so your trek would be nine days in total length or go ahead and drive so your trek would be eleven days in total length.

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Teaching Sequence:

This is a look at the minimal teaching sequence and how it fits into the master schedule. There are five leadership commissions plus an opening and a closing session for a total of seven sessions you will need to schedule:

<u>Your Trek Day</u>	<u>Session #</u>	<u>Title</u>	<u>Instructor</u>
_____	1	Opening	_____
_____	2	Effective Team	_____
_____	3	Values/vision	_____
_____	4	Communications	_____
_____	5	Decision Making	_____
_____	6	Planning	_____
_____	7	Closing	_____

For scheduling purposes the estimated time requirements of the leadership instruction sessions are:

Opening Session	1 Hour
Effective Team – The First Commission	1 Hour
Effective Team – Reinforcement Exercise #1	20 Minutes
Effective Team – Reinforcement Exercise #2	15 Minutes
Values/Vision – The Second Commission	1 Hour
Communications- The Third Commission	1 Hour
Murder One Exercise	1 Hour
Communications Reinforcement Exercise #1	30 Minutes
Communications Reinforcement Exercise #2	20 Minutes
Communications Reinforcement Exercise #3	30 Minutes
Decision Making – The Fourth Commission	1 Hour
Decision Making Case Studies	45 Minutes
Decision Making Reinforcement Exercise #1	15 Minutes
Decision Making Reinforcement Exercise #2	30 Minutes
Planning – The Fifth Commission	1 Hour
Planning Reinforcement Exercise #1	30 Minutes
Closing Session	2 Hours

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You will need to schedule times to do the exercises that introduce commissions and then those exercises that reinforce the commissions. You might want to build yourself a master-planning schedule integrating it with your trek itinerary.

Example: After you do your trek equipment shakedown, you might choose to do your Kodiak opening session or you might decide to wait until you are on the trail to do it, maybe the first night on the trail (your second night together as a trek.)

The instructor teams meet once in the morning to go over progress and that day's trek and teaching schedule, and touch base at lunch time. After you get to your day's campsite, go over that night's commission delivery.

It is recommended you follow the teaching sequence shown above. However, it is not mandatory. You may find a need for a different teaching schedule based on your trek's itinerary.

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Kodiak Planning Schedule

(Annotate which exercises you will do when and which instructor will be responsible.)

Day	Morning	Afternoon	Evening	Notes
1	Exercises:	Exercises:	Commission:	
	Instructor:	Instructor:	Instructor:	
	Materials needed:	Materials needed:	Materials needed:	
2	Exercises:	Exercises:	Commission:	
	Instructor:	Instructor:	Instructor:	
	Materials needed:	Materials needed:	Materials needed:	
3	Exercises:	Exercises:	Commission:	
	Instructor:	Instructor:	Instructor:	
	Materials needed:	Materials needed:	Materials needed:	
4	Exercises:	Exercises:	Commission:	
	Instructor:	Instructor:	Instructor:	
	Materials needed:	Materials needed:	Materials needed:	
5	Exercises:	Exercises:	Commission:	
	Instructor:	Instructor:	Instructor:	
	Materials needed:	Materials needed:	Materials needed:	
6	Exercises:	Exercises:	Commission:	
	Instructor:	Instructor:	Instructor:	
	Materials needed:	Materials needed:	Materials needed:	
7	Exercises:	Exercises:	Commission:	
	Instructor:	Instructor:	Instructor:	
	Materials needed:	Materials needed:	Materials needed:	
8	Exercises:	Exercises:	Commission:	
	Instructor:	Instructor:	Instructor:	
	Materials needed:	Materials needed:	Materials needed:	

Remember to schedule introduction and reinforcement exercises and to verbally reinforce commissions regularly. Add discussion topics when an opportunity arises.

Sample Weeklong Trek Schedule

(Will vary depending on your high adventure activity. This sample gives you only 4 days of sample planning so hopefully you can get the idea for the other days.)

Day 1

8 am-10 am	Registration/check-in (offer cookies, donuts, hot cocoa ,etc.) Medical re-checks Greeted by Instructor Teams
10 am- noon	Travel to Trek departure point
12 am-1 pm	Lunch break
1 pm-3 pm	Get acquainted/team building games
3 pm	Equipment shake-down
4 pm	Safety briefing, trek rules, duty rosters, etc
5 pm	Set up camp
6pm	Dinner and clean up
8 pm	Opening campfire (Kodiak opening session presented)
10 pm	Taps

Day 2

7 am	Reveille
7:30 am	Breakfast prepared by crews
8 am	Clean up by crews
9 am	Hit the trail
12 am- 1 pm	Lunch break and clean up
1 pm	Hit the trail
3 pm	Break (Discussion Topic: When you are on a team like now, why is it good to know each other well?)
3:30 pm	Hit the trail
5 pm	Set up camp
5:30 pm- 6:30 pm	Dinner and clean up
7 pm	Campfire and Commission #1 presentation (Effective Team)
8:30 pm	Commission #1 ceremony
9 pm	Taps

Day 3

7 am	Reveille
7:30 am	Breakfast prepared by crews
8 am	Clean up by crews
9 am- 12 am	Hit the trail, do Effective Team Reinforcement Exercise #1 while hiking
12 am-1 pm	Lunch break and clean up
1 pm	Hit the trail
3 pm	Break to do Effective Team Reinforcement Exercise # 2
3:30 pm	Hit the trail

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5 pm	Set up camp
5:30 pm- 6:30 pm	Dinner and clean up
7 pm	Campfire and Commission #2 presentation (Values/Vision)
8:30 pm	Commission #2 ceremony
9 pm	Taps

Day 4

7 am	Reveille
7:30 am	Breakfast prepared by crews
8 am	Clean up by crews
9 am- 12 am	Hit the trail
12 am-1 pm	Lunch break and clean up
1 pm	Hit the trail
3 pm	Break, (Discussion topic: Diversity such as backgrounds, interests, religious beliefs, culture, etc. Why is it good for the team?)
3:30 pm	Hit the trail
5 pm	Set up camp (Set up camp and prepare dinner with no talking as part of Communications pre-commission exercise.)
5:30 pm- 6:30 pm	Dinner and clean up
7 pm	Campfire and Commission #3 presentation (Communications)
8:30 pm	Commission #3 ceremony
9 pm	Taps

Days five, six, or more would have similar schedule assignments. For instance, Commission four and its exercises could be done on day five and commission five along with the closing could be done on day six. Fit the commission presentations and their exercises where they make sense in your trek's daily schedule.

Trek Planning and Backdating

Due to the length of this course, whether offered as a weeklong or weekend course, advanced notification (promotion) will help participants schedule the time needed to attend. Early planning and scheduling will also give you plenty of time to promote attendance. Start early. **Start at least a year in advance.**

Trek Backdating Plan

<u>Action to Be Taken</u>	<u>Recommended Number of Days Before Trek</u>	<u>Completion Date</u>
1. Council agrees to host the Trek (course).	-480	_____
2. Trek director recruited	-450	_____
3. Trek basic design decided	-420	_____
4. Budget developed, fee set	-420	_____
5. Trek location set	-390	_____
6. Trek announced. Send invitations to neighbor councils	-360	_____
7. Promotion starts	-360	_____
8. Staff recruited	-330	_____
9. Presentations to all crew	-330	_____
10. Begin logistics preparation	-300	_____
11. Determine equipment needs	-270	_____
12. Continue promotion	-240	_____
13. Recruit staff	-180	_____
14. Send personal invitations	-180	_____
15. Begin staff development	-120	_____
16. Instructor Teams training	-60	_____
17. Secure KODIAK support materials	-60	_____

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18. <u>Trek</u>	0	_____
19. Send Press Releases to news media	+1	_____
20. Send training report to councils that sent participants	+3	_____
21. Send thank-you letters	+5	_____
22. Submit report to national Venturing division	+12	_____
23. Put pictures and report on your council website& newsletter and national Kodiak website	+12	_____
24. Close accounts and final report	+30	_____
25. Hold staff evaluation session to get ready for next trek	+30	_____

Commission Instruction

There are five commissions plus an opening and closing session. There are also several exercises. Some are done while you are presenting the session while several are presented ahead of the commission presentation or are done after the presentation to reinforce the commission. The ones that need to be done ahead of time are shown at the beginning of the particular commission in a blue outlined box.

Those exercises that are to be scheduled after the presentation as reinforcement are at the end of each commission section and are titled, Commission _____ Reinforcement Exercise #____. Please don't forget to schedule these exercises on your master planning schedule. Constant reinforcement is one of the course methods and the participants will have a lot of fun doing them.

Instructional text you need to say pretty much verbatim is in a maroon, italics font. Good trainers don't like to read to participants from the book, but in this case, practice until it sounds like you aren't reading it. If you leave out some key points, you've shortcut the course.

"Speak to the earth and it will teach you." -- Job 12:8 The Old Testament

We encourage you to use your judgment when you need to be flexible, but **ask that you do not deviate too much from this curriculum** so that there is a degree of consistency from course to course. We highly encourage you to take advantage of teaching opportunities that may present themselves.

Example: As you are hiking or paddling along, you see a family of beavers at work. Knowing that in The Effective Team Commission there is a time you talk about how beavers work, you decide to stop the trek to observe these beavers. You ask the participants to observe and take notes since you will discuss this later. Then, as you are presenting the commission, you say, "Remember those beavers we watched yesterday..."

You can also add reinforcement opportunities when they present themselves.

Example: You come to a fork in the trail or river and think, "This might be a good opportunity to reinforce what they learned about decision making."

Reinforcement: We also encourage you to constantly reinforce the basics like the five leadership commissions. While you are hiking or paddling, you could hold up your hand and ask the group to name the five commissions (or however many you have presented at the time.). We believe that by using symbolism that the commissions and their pieces and parts will be understood and retained.

Example: Give each participant a wood chip to remember the beaver.

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Have fun hiking, paddling, or whatever you are doing, just remember to reinforce every chance you get. By using this approach (Rote method), what you share will hopefully be internalized and used later. Wouldn't you be proud when one of your participants pulls from his or her memory the five leadership commissions the next time a leadership opportunity presents itself?

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Materials List

(Items instructors will need to support the course.)

<u>Item</u>	<u>Where to Get Supplies</u>
1. Magic Board (light weight, comes with stylus, at least one per instructor. One per participant if possible. Can be found at Wal-Mart, drug stores, and office supply stores. Very inexpensive.)	Host council
2. Pen and paper for participants, option to magic boards.	Host council
3. 5 bear claws for each instructor and participant No. 17034	Supply Division
4. Leather leadership bag for each participant No. 17030	Supply Division
5. 24 tooth picks per participant	Host council
6. 1 wood chip per participant	Host council
7. 1 feather per participant	Host council
8. 1 marble per participant	Host council
9. 1 pack of playing cards	Host council
10. 1 penny per participant	Host council
11. 1 acorn or pecan per participant	Host council
12. 1 blindfold per 4 participants (bandanas will work)	Host council
13. 1 Lego block per participant	Host council
14. 1 seed (like corn or beans) per participant	Host council
15. 1 ear plug per participant	Host council
16. 1 course certificate No. 33504 per participant	Supply Division
17. Colored plastic beads to separate bear claws You will need four per participant	Supply Division
18. One 2 ½ ft. leather cord (bear claw add-on to Leadership Bag) per participant	Supply Division
19. One small candle per person for closing	Host council
20. 1 Kodiak Course Syllabus per staff member	Host council
21. 1 Bag-tag, No. 33506 per participant	Supply Division
22. 1 Kodiak medal, No. 14221 per participant	Supply Division
23. 1 Kodiak patch, No. 14262 per participant	Supply Division
24. Small pieces of sandpaper to sand claws	Host council
25. 1 staff patch, No. 14308 per staff member	Supply Division

Notes:

Bear claws are hand cut wooden blanks. They have a hole pre-drilled so they can be added to the leather thong. Participants will be encouraged to carve the edges to make more realistic looking claws. One colored bead will be added between bear claws for separation. The leather cord and beads can be purchased at most craft stores or from the Supply Division. **Note:** Claws may be worn on the leather thong replacing the stock draw cord on the Leadership Bag (see picture below) or some other way of your invention. Staff is encouraged to pre-make a bear claw Leadership Bag and wear it on your belt as an example.

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(Note to design team: We need a drawing of the suggested bag. See Bill Evans.)

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Materials Use Schedule
 (When materials are passed out and/or used.)

<u>Item</u>	<u>Passed out</u>
1. Magic Board	Opening (and used through course)
2. Pen and paper for participants, option to magic boards	Opening (and used through course)
3. 5 bear claws for each instructor and participant No. 17034	Commissions 1-5
4. Leadership bag for each participant No. 17030	Opening
5. 24 tooth picks per participant	Commission 4, Exercise 1
6. 1 wood chip per participant	Commission 1
7. 1 feather per participant	Commission 1
8. 1 marble per participant	Commission 2
9. 1 playing card per participant	Commission 4
10. 1 penny per participant	Commission 1
11. 1 acorn or pecan per participant	Commission 1
12. 1 blindfold per 4 participants (bandanas will work)	Commission 1, Exercise 2
13. 1 Lego block per participant	Commission 2
14. 1 seed (like corn or beans) per participant	Commission 5
15. 1 earplug per participant	Commission 3
16. 20 ft. rope OR 8 ft. pole	Commission 5
17. 9 rocks	Commission 5 Intro; Commission 5
18. 1 course certificate No. 33504 per participant	Closing
19. Colored plastic beads to separate bear claws	see below
20. One 2 ½ ft. leather cord (for Leadership Bag) per participant	Opening
21. One small candle per person for closing	Closing
22. 1 Bag-tag, No. 33506 per participant	Commission 5
23. 1 Kodiak medal, No. 14221 per participant	Closing
24. 1 Kodiak patch, No. 14262 per participant	Closing
25. 1 Kodiak staff patch, No. 14308 per staff member	Closing (or anytime you decide)
26. What We Have in Common handout, per participant	Opening
27. Values List handout, per participant	Opening
28. Assessment of Current Leadership Qualities, 1 per participant	Opening & Closing
29. Case Study Exercises handout, 2 per group	Commission 4
30. Course Evaluation handout, per participant	Closing
31. Murder One sheets, per group	Commission 3

Colored plastic spacer beads may be handed out along with bear claws 2-5, OR all given out with bear claw 2.

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Printed Handouts

Photocopy ready handouts for all of the commission instruction sessions and supporting exercises may be found in the Appendix of this syllabus

What We Have In Common	84
Values List.....	85
Assessment of Current Leadership Qualities	87
Case Study Exercises	88
Course Evaluation	90
Murder One Instruction Sheet	91
Murder One Suspect Data Sheet	92
Murder One Solution Sheet	93
Murder One Briefing Sheet (set of five)	94

How to Read the Following Instruction Sheets

There are seven sections; the opening session, each of five commissions, and a closing session. They are all formatted the same.

There is a title for each of the seven sessions such as **Opening Session** or **Effective Team-Commission 1**. If there is an introductory exercise that must be done before the commission presentation, then those instructions will be immediately under the title in a shaded box. If you are viewing on a computer or have printed your syllabus in color, the border on that box is dark blue with the box shading a light blue. This is followed by a time requirement, learning objective/s, recommended setting, and materials needed sections. After that you find a **Skill Delivery** section where you will get the actual “what you say and do instructions.” You will find things that need to be said verbatim are found in a *maroon colored italic font* when viewed on the computer or color printed page. If printed in black ink, that text shows as an italics-style font. You may want to highlight those things you need to be very accurate on or as some instructors do, transfer (cut and paste) that script to large index cards. Most black/non-italic text is basic instructions to support your script.

Basically you will have a 30 to 90 minute presentation, making learning points or lessons based on exercises or examples, with most based on nature or real life experience. While doing your presentations, ask for questions and feedback to make sure your participants “are getting it.”

Then there is a summary session to wrap it all up and finally (for the five commissions) a commission service. Following the commission service sub-section you will find one or more reinforcement exercise instructions. They will be titled like the following: **The Effective Team Reinforcement Exercise #2**.

**Things you need to say are in
maroon, italic text while
instructions are in black text.**

It is really important when giving directions for exercises that you follow the script. As pointed out earlier, if you miss something, you might not be able to properly convey the message. If you can't read a script without making it look like you aren't reading, then memorize the script and have your partner follow along with the syllabus to ensure you say everything that needs saying.

Opening Session

Time Required: 1 hour

Learning Objective:

1. To get participants and instructors to know each other.
2. Explain what will happen in the course and the expected results.

Recommended Setting:

This can be done when the group first forms or can wait till you are on the trail or river. If you wait, you might want to do the getting-to-know-you exercises when the group first gets together. The preferred setting would be around a campfire or campsite.

Materials Needed:

- 1 leather cord per participant
- 1 What We Have In Common sheet per participant
- 1 Magic Board or paper per participant
- 1 Values List per participant
- 1 Assessment of Current Leadership Qualities sheet per participant
- 1 Leadership bag (leather bag) per participant
- 1 pen or pencil per participant (you can ask them to bring this as part of their personal equipment.)

Getting To Know You:

**Ice Breaker No. 1
Who Are You?**

Find a partner and get comfortable. You might need to take notes. Here's what we are going to do. One partner will interview the other. You will have two minutes to write down as many things about the other partner as you can. After 2 minutes I'll give you a signal to switch roles. Keep count of the number of things you find out about your partner. Then each person will introduce their partner and after everyone is introduced, you will ask each person to say one thing they remember about each person and no note taking for this phase. It must be memorized. Then have each partner introduce their partner by telling what they learned about them. Ask each person after they reported how many different things they learned. After everyone has reported, start over and ask each person one thing they remember about each other person. Instructors participate too.

**Ice Breaker No. 2
So Much in Common**

Distribute a copy of the "What We Have In Common" sheet (page 84) to each participant. *Quickly find a partner when I give you a signal and list as many things as you can that the two of you have in common. I'll give you only two minutes total to accomplish this. Then I'll give the signal to change partners. At that point find a new partner and repeat the process one more time. We'll do this enough times for everyone to meet everyone else.*

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After you have given everyone a chance to meeting each other, process this learning experience by asking the following questions:

- Questions:**
- 1. How many of you found more than 15 things in common with someone else?*
 - 2. What were some of the unusual things you found?*
 - 3. How did you uncover these areas of commonality?*
 - 4. Is it possible that in most situations we may find similar results, that we have much more in common than we might think?*
 - 5. What implications does this have for us? Or in other words, what can we learn from this exercise?*

Ice Breaker No. 3 I Like Me Because

When I give you the signal, find a partner, then partners face each other while sitting. Decide who will go first. Make good eye contact with each other, maintain open body position, don't cross arms, and get comfortable. Speak to your partner for 2 minutes about "What do I like about myself?" The passive partner, that's the one listening, cannot say a word, but through body language should express keen interest in the other person. The passive partner can take notes on paper or your magic board. After 2 minutes, I'll ask you to switch roles and do it over.

Give each participant an opportunity to introduce their partner and what they liked.

- Questions:**
- 1. What was the most common thing that people liked about themselves?*
 - 2. What kind of things were noticeably not very frequently mentioned?*
 - 3. Why are we reluctant to express a positive self-image to others?*
 - 4. What ways can we help someone build self-esteem?*

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Getting to Know Your Instructors:

We two instructors were selected from over a million Venturing volunteers who applied to lead this trek and instruct the Kodiak Course. We are special. We have ESP, Extra Sensory Perception. We can read minds. Now I see a few of you don't believe me so I will do a little demonstration.

I need a volunteer to assist me. Get a volunteer. I am going to foretell the results of an arithmetic exercise by the virtue of ESP. Position yourself any place where you cannot see what the person is going to write. Mr./Miss volunteer, write on the flipchart (or Magic Board, piece of paper, etc., any 3-digit number. Note: The number must not be a mirror image, e.g., 323. Now reverse the number and put the lower number below the higher number. Now subtract the lower number from the higher one. Now I know this is getting complicated, but hang in there, we're almost finished. Now reverse that number and write it under the last number. Now add those two numbers together.

For example:

$$\begin{array}{r} 821 \\ -128 \\ \hline \end{array}$$

Now reverse this number and
add it to the preceding
product to obtain:

$$\begin{array}{r} 693 \\ +396 \\ \hline 1089 \end{array}$$

As the volunteer completes the calculation, hold up a prepared card on which you had previously written the number 1089. Note: This exercise will always result in the number 1089. On occasion, the initial subtraction will yield a 2-digit number. For example:

$$\begin{array}{r} 786 \\ -687 \\ \hline 99 \end{array}$$

In such a case, simply direct the volunteer to add a zero in front (99 changes to 099). Proceed as earlier indicated;

$$\begin{array}{r} 099 \\ +990 \\ \hline 1089 \end{array}$$

Reverse it to 990 and the
result again is 1089

Now that you have their attention, tell them a little about each of you and your leadership philosophy.

Give them a brief overview of what will happen on the trek and with the course. The first Kodiak was run as a pilot in 2000 at Philmont Scout Ranch in New Mexico. Then a national taskforce met in Dallas in the spring of 2001 to review how the trek went and to revise and improve the syllabus. Venturers, one of which was the National Venturing President at the time, Kate Knuth were on the taskforce and had a major impact on creating this course.

Here is what the taskforce thought...

**The Course
Should be:**

1. **FUN!** *I think you will have plenty of fun while on this trek. We'll do several course exercises, some when you least expect it, and they will be fun too. Fun will be our top priority!*
2. **Relevant to the participant's life.** *That's you! If this course has no personal meaning for you and can't be used by you, it wouldn't have any value for you and we don't want that. We want this to be something you can use when you go back home, whether you use it in your crew, your church group, your sports team, or whatever.*
3. **Internalized by participants.** *We hope that what we present to you will be presented in such a way, that it will stay in your head. That you won't have to pull out a book to look up what you learned on the trek. A good leader knows things and can use them when needed.*
4. **Based on nature.** *It is amazing what you can learn from just looking around. You don't have to read a \$25 How-to book by some famous author. So this week, we hope you will learn a little from nature.*
5. **Based on the servant leader concept.** *Now this might be the hardest concept to grasp. Many people think that there are "born leaders" and who knows, there may be. Some people think that those who have the loudest mouth or who are the biggest or oldest are leaders. Who knows, they may be. However, we believe that leadership is a heavy responsibility. First of all, if there is just one person in a group, can there be a leader? No, so there must be a group to even have an opportunity for leadership. If everyone tries to lead and no one is willing to follow, what happens? There is no real group it is just a group of individuals operating together and probably not effectively. **So maybe the goal of leadership is an effective team.** We'll talk more about this later, but back to that group. If a leader is going to emerge, doesn't the group have to agree that that person is the leader? That means that leadership is bestowed by the group. That means the leader owes his or her power as a leader to the group. Then he or she actually serves the group as leader. Kind of like the president of the United States or even the president of a crew. A leader serves, therefore the concept of servant leadership.*

All during this trek you will be presented leadership learning opportunities. Some of those opportunities might be in our campsite after dinner, during our lunch break, or even along the trail (river). You never know. During many of these learning opportunities, you will receive "things" for your leadership bag. How many of you brought a leadership bag? Of course none did. Well I just happen to have some. Give one to each participant. Keep it with you at all times so you can collect things to put into it. You can take it home with you to help you remember this trek and the leadership commissions you will have learned. You might want to write your name on the back or inside so we don't get them mixed up.

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I also give each of you a leather cord and ask that you wear it all the time. You will understand the significance of this leather cord later, but I assure you it is very important and I don't have any additional ones. Please don't lose them!

Let me introduce you to your new friend, Mr. Magic Board (hand out a magic board to each participant.) Throughout the week, I will ask you to write something, make a list, draw a picture, or something else involving writing or drawing. To make that a little easier for you, we have Mr. Magic Board for you. Try to keep him handy all the time and especially after dinner when we will have special sessions.

Give each participant a **Values List** (page 85) and a pen or pencil then ask them to complete it. It is your choice whether you collect them or have the participants hold-on to them. You will need them when you present the commission, *Values/Vision*.

Values List Questionnaire Instructions:

Now here is your first task and it doesn't even include Mr. Magic Board except as a hard surface to write on. Here are your instructions: In each box, place a (1) beside each value that is very important to you. Place a (2) beside anything that is somewhat important. Make sure you have at least one (1) in every box. It is OK to have items with no number. Number only those items that are "very important" or "somewhat important."

When everyone is finished, collect the forms or ask the participants to store them for later.

Assessment of Current Leadership Qualities Questionnaire Instructions:

Give each participant an **Assessment of Current Leadership Qualities Questionnaire** (page 87). *Please put your name on this Assessment of Current Leadership Qualities Questionnaire and date it.* They will do another one at the end of the course, but don't tell them that. It is your choice whether you collect them or have the participants hold on to them.

Here are you instructions for this sheet. First, please be honest. No one except you will look at your questionnaire. After answering all questions, you should add up your total score. The scoring system is 90-100=Great leader, 80-89=Good leader, 70-79=Emerging leader, 60-69=Bursting with potential, and below 60=Needs growth. What you have just done is called a baseline. On this trek, you will learn many things that will help you improve as a leader and by-the-way, all leaders can improve, no matter how great they are.

Questions:

Does anyone have any questions about this course or the trek?

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The Effective Team-Commission 1

Time Required: 1 hour

Learning Objective:

1. Understand that a team can usually make better decisions than can be made by individuals.
2. Understand the value of doing a job and that each job is important to the team.
3. Understand that each member of the team can share leadership without being the designated leader.
4. Know that it is important to cheer the small victories as well as the major accomplishments.

Recommended Setting:

The preferred setting would be around a campfire after dinner.

Materials Needed:

One penny per participant.
One acorn or pecan per participant.
One wood chip per participant.
One feather per participant.
One bear claw per participant.
Magic board or pencil and paper for each participant.
A small piece of sand paper per participant

Skill Delivery:

Give each person a penny.

Please list on your magic board as many things as you can about a penny including as much detail as possible. Things about a penny! No talking allowed. You have 3 minutes. When finished, ask how many each person listed.

Divide into teams of 3 or 4.

Draw a line under your last item you listed. Now as a team, list as many additional things as you can about pennies. When finished ask how many each team found.

Why is it that teams were able to list more items about those pennies than individuals?

Possible responses:

- We were able to share experiences.
- Somebody said something that made me think something new.
- Different people remembered different penny characteristics.
- Discussion helped us remember things.

"He who runs alone, runs faster. He who runs with others, runs far."

An old Zambian Proverb

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Learning Point: *Here is what we can learn from this little exercise: As a team, we can make better decisions than we can as individuals.*

Keep your penny for your leadership bag. Does anyone have questions or comments about team building?

Has anyone ever watched squirrels gathering nuts? What are some observations you could make about squirrels gathering nuts? Why do they work so hard? Answer: If they don't they will starve and die.

What is the worst job you ever had to do in your crew? Allow participants to tell about their worst jobs. Why was that job important? Pick out one worst job and process it. Say the job was washing dishes on a campout. Why was washing dishes important? If the dishes hadn't been cleaned properly, all the crew could have gotten sick and ended up in the hospital.

Learning Point: *Each job is important to the well being of the team. Each of us must do our job and consider it important. We need to do the best job we can at whatever we are assigned.*

To help you remember how important your contributions are to the team and the team's mission, I would like to give you an acorn (or pecan) for your leadership bag. The next time you have a not-so-fun job to do or have to assign jobs to others, remember the spirit of the squirrel.

Have you ever seen beavers working to build a lodge or a dam? Who is the "Boss Beaver?" Response: There is no boss beaver. Who tells all the beavers what to do, when to do it, and how to do it? Response: They learn easily at a young age how to do their jobs. Each beaver knows the desired outcome, whether a dam, a lodge, a dam repair, storing food, or whatever. They know what they must do to achieve this outcome and don't need a boss to tell them.

Learning Point: *The vision is shared by each beaver, therefore the leadership is shared by all. A team is most effective and successful when everyone has a clear understanding of what the final outcome should be and they share in the decision-making. Here is a wood chip for your leadership bag to help you remember the way of the beaver, sharing leadership.*

Pause

Have you ever heard a lot of honking and looked up to see a flock of geese? Ever wonder what all that honking is about? Let them respond.

Let me tell you what is going on.

- 1. As each bird flaps its wings, it creates an updraft for the bird following. By flying in a V formation, the whole flock adds a 71% longer flying range than if each bird flew alone.*

Lesson: *Here's the lesson: people who share a common direction and sense of community can go where they are going quicker and easier when they travel on the thrust of one another.*

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2. *Whenever a goose falls out of formation, it suddenly feels the drag & resistance of trying to fly alone & quickly gets back into formation to take advantage of the lifting power of the bird immediately in front.*

Lesson: *Here's another lesson we can learn from geese: if we have as much sense as a goose, we will stay in formation with those who are headed where we want to go.*

3. *When the lead goose tires, it rotates back into formation and another goose takes over at the point position.*

Lesson: *Another lesson: it pays to take turns doing the hard tasks & sharing leadership because people, like geese, are interdependent upon each other.*

4. *The geese in formation honk from behind to encourage those up front to keep up their speed.*

Lesson: *Geese lesson four: we need to make sure our honking from behind is encouraging --- not something less.*

5. *When a goose gets sick or wounded or shot down, two geese drop out of formation & follow him down to help & protect him. They stay with him until he is either able to fly again or dies. They launch out on their own, either with another formation or to catch up with the original flock.*

Lesson: *And a final goose lesson: if we have as much sense as geese do, we should stand by each other like they do.*

*Let's elaborate one important aspect of what those geese are doing, the honking. If we are in a team that has a challenge, do we honk encouragement? We would probably call it cheering or encouraging. Think about a football or soccer game. When do people cheer? **Answers:** When their team makes a score. When there is a good play. When they want to motivate their team.*

Learning Point: *Here's what we can learn from this: When would it be appropriate to cheer our team? **Answers:** Upon the completion of a project or activity. When someone on the team does something great or has success. When we are behind or down.*

Now to help you remember how important it is to cheer each other on and how it is related to the effective team, I would like to give each of you a feather for your leadership bag. Support each other, be an effective team!

Summary:

We have found some leadership lessons in nature. Remember the spirit of the squirrel that taught us that every job and task is important to the team? Remember the beaver that showed us that every member works best when every team member understands what the final results are and we are allowed to do our jobs the best way we know how? Remember the gift the geese gave us by reminding us to cheer our team and especially when our team members make small even accomplishments?

Nature of Leadership-Kodiak

Commission Service:

In addition to having a great trek, you are here to learn to become a better leader. You are part of a Kodiak course just for Venturers and older Boy Scouts. During this trek, you will learn many things. They will be presented to you in the form of five Leadership Commissions. Because we believe that leadership is a role and an honor that is given to us by the other members of the team, we are in essence “commissioned” by the team as leader.

You have just completed Leadership Commission No. 1, “The Effective Team.” Isn’t that what it is all about when we serve as leader, leading a team to be an effective team? If a team works well together, it can actually accomplish more than those same people could working as individuals. Remember the penny exercise we did? Remember the spirit of the squirrel, the beaver, and the geese? Work well together. To help you always remember the five commissions you will receive, and by the way, we will ask you from time to time to repeat what the commissions are, we would like to present each of you a symbol of leadership.

Throughout our early history, the bear has been a symbol of physical and spiritual power. Hold up your hand like it was a bear paw. If my hand were a bear paw, you would notice that it has five claws just like you will have five leadership commissions on this trek. Tonight you will receive your first bear claw to represent your first commission. Please place this on your Leadership Bag leather cord (or necklace) that we gave you earlier and wear it to remind you of the power and responsibility you will have with your team. You might notice that the claws are unfinished, kind of like you related to leadership skills development. As you become the more complete leader this week, I would like you in your spare time to finish your bear claws. Take your knife and this piece of sand paper Hand out bear claws and pieces of sand paper and round the edges. I think I can let you in on a little secret; this course uses a lot of symbolism. Do you see any symbolism here? When you have received all five commissions and bear claws, here is what your necklace (or Leadership Bag) will look like. Show them the Leadership Bag with claws you have made.

Effective Team Reinforcement Exercise #1

(To be done sometime after the commission is presented.)

Name: Oxymorons

Learning Objective: To demonstrate how we work together as a team better than we do as individuals.

Time Needed: That's up to you in how long you let the exercise go.

Suggested Location: This exercise works extremely well while you are on the move, but can also be done while on a break. It will also help break the monotony of paddling or hiking.

Materials Needed: None unless someone wants to write the list that will be developed done on a magic board or paper.

Procedure: This can be done as a whole group or can be applied to sub-divided groups like the group in a raft. *Hey guys, I've got something for you to do as we go along. I want you to call out oxymorons that you think of, like, "liquid gas."* If you at taking a break and can write the responses down and use competition between sub-groups, you could offer a prize to the group with the longest list at the campsite later. See attached list of oxymorons. Feel free to add your own.

Reflection After the exercise:

Question: *When someone else said an oxymoron, did it help you to think of one? Remember the geese?*

Was competition a factor that influenced you to think of oxymorons or did you just catch the spirit of contributing to the list?

Some Possible Answers

Acute dullness	Almost perfect	Bad health	Vaguely familiar
Bittersweet	Blameless culprit	Unsung hero	War games
Clearly confused	Conservative liberal	Constant variable	Working vacation
Deafening silence	Definite maybe	Deliberately thoughtless	Uncrowned king
Even odds	Exact estimate	Express mail	
Extensive briefing	Freezer burn	Friendly takeover	
Genuine imitation	Good grief	Vaguely aware	
Holy war	Home office	Idiot savant	
Instant classic	Jumbo shrimp	Justifiably paranoid	
Larger half	Least favorite	Linear curve	
Liquid gas	Mild interest	Minor miracle	
Modern history	Nonalcoholic beer	Nondairy creamer	
Normal deviation	Old news	Only choice	
Open secret	Original copies	Passively aggressive	
Player coach	Pretty ugly	Qualified success	
Randomly organized	Real potential	Rock opera	
Rolling stop	Same difference	Silent scream	
Simply superb	Sweet sorrow	Taped live	
Terribly enjoyable	Tragic comedy	Unbiased opinion	

Effective Team Reinforcement Exercise #2

(To be done sometime after the commission is presented.)

Name: Trust Me

Learning Objective: To demonstrate teamwork, team member support, and team effectiveness.

Time Needed: 15 minutes

Suggested Location: Works well while on a break. It can also be done in a campsite.

Materials Needed: One blindfold per sub-group.

Procedure: *All right. Divide into sub-groups of 4. I'd like one person in each group to be blindfolded and one person to be the group leader. None of the 3 non-blindfolded team members may touch the blindfolded team member. I encourage you non-blindfolded team members to avoid letting your blindfolded team member hit anything.* Set an objective course that the blindfolded team members must follow. The course will be determined by your location. Don't make it too complicated, but do have some obstacles like trees or rocks. If time allows, let the team members switch roles and try it again with a different route.

Reflection

Questions:

For those of you who were blindfolded, how did you feel when you were blindfolded? Possible responses: Uncertain, frightened, dumb, lost.

Did you trust your non-blindfolded team members? Why? Or why not?

Did you trust your leader? Why? Or Why not?

What did you need when you were blindfolded? Possible responses: Support, assurance, advice.

For the non-blindfolded team members, what did you feel for the blindfolded team member? Possible responses: Responsibility, pride, need to help.

How does this exercise apply to the effective team?

Values/Vision-Commission 2

To do early: Have the participants complete the *Values Inventory* on day one during their orientation before they hit the trail or river.

Time Required: 1 hour

Learning Objective: Participants should understand the importance of having a solid values base. Values help us navigate through life and decisions. They should also understand what leadership vision is and how to share it with others.

Recommended Setting: After dinner around a campfire.

Materials Needed:

1. Magic boards if used.
2. Pen and paper for each participant if magic boards are not used.
3. One Lego block per person.
4. One marble per person.
5. One bear claw per person.
6. Values Inventory sheets done on day one.

Skill Delivery:

Please list on your magic board some of the attributes you would like to see in a leader such as your crew president or student body president. Give them a couple of minutes. Now let's list some of your ideas on my magic board. Wow, what a good list. We'll come back to this in a minute.

Let's say you have been given the task of putting together a 1,000 piece puzzle. You dump out all the pieces and turn to the box cover to see the picture so you can have an idea of where to start. But there is no picture, the box is blank. How can you start?

Think of yourself as a 1,000 piece puzzle that is being put together. Do you have a picture of what you will look like when you are finished?

Exercise: *Clean your magic boards because I would like for you to write a testimonial about yourself that would be written by a friend or family member on your 75th birthday. You can have 15 minutes to do this project.*

Could I get a volunteer to read your testimonial first? Then go around the group so that everyone can read his or hers.

We started off by listing what we would like to see in our leaders (point to the list on your magic board), then we wrote how we hoped others would see us far into the future.

Nature of Leadership-Kodiak

Do you see any similarities? Let them respond.

Possible responses: *Kind to others*
Caring
Makes things happen
Works well with others
Successful
Religious/spiritual
Loves and is loved
Has integrity
Has emotional maturity
Optimistic
Enjoys challenge

What are these things on this list? Some we would call values. They are the building blocks or foundation for what we are. They are the way we see ourselves and how others see us.

Now, pull out the Values List that you completed on our first day. Show them what it looks like. Would anyone like to volunteer to read what you think are your 10 most important values? Let a few volunteers read their list. After each volunteer reads his/her list, ask if any of their top ten values were in the testimonials they wrote.

In addition to leaders having a strong values foundation, they must also have a vision of the future. Remember the 1,000 piece puzzle? How can we accomplish something if we can't see it successfully completed in our minds?

By the way, we do this all the time. We begin with the end in mind. Don't we draw up blue prints before we build a house? Don't we look at a recipe before we bake a cake? When you make a speech, don't you start with an outline? Don't you envision everyone giving you a standing ovation after your great speech?

You wrote your 75th birthday testimonial. That is a vision of how you hope to see yourself so you will know which way to go as you are given cross-roads type choices in your life.

Can you do the same thing for a project or a task? If you were a crew activity manager responsible for planning and leading a crew scuba diving trip to Honduras, is it important that you have a vision of what that trip will look like?

How important is it to share that vision with others? Why?

Answers:

- 1. So your crew members will get excited about the successful outcome.*
- 2. So others will buy into working with you on this project.*
- 3. So you and others can see the many things that must happen in a timely manner to make it all happen successfully.*

Here's an example: As a leader you say, "Follow Me," which by the way is the Army Infantry motto. However, as a follower, I say, "Why would I want to follow you, I don't even know where you are going, plus I have lots of homework." Now using the Honduras scuba trip as an

Nature of Leadership-Kodiak

example, you as a leader might say, "Picture yourself and 20 of your closest crew buddies on a small palm tree covered island in the warm, deep blue waters of the Honduran gulf. You awaken each morning to the lapping of gentle waves at the foot of your bungalow. You dive as many times each day as you can along the 3000-foot deep shelf, just off the beach. The crystal clear waters are alive with sea creatures and colorful coral."

Now isn't that a clearer picture than just saying, "Do you want to go on a diving trip to Honduras?"

In addition to painting a clear picture of what a successful crew trip might look like, it then gives us the chance to ask, "If we are going to do this trip, how will we get there?" Let's say that the vision includes us getting there by airplane. Then we have to ask questions related to that piece of the pie. Do planes fly to where we are going? How much will it cost? Does it fit our schedule? Is anybody in our crew afraid of flying? Anyhow, you should be getting the picture.

Because being able to create a vision is so important, let me elaborate some.

Vision is a doable dream. A distant goal that's worth pursuing because it involves growth, success, and provides the binding energy to bring a team together to accomplish great things. This dream is based on the realities of the group's strengths and resources.

A vision should be both simple and straightforward. To turn a vision into reality requires leadership, the willingness to embrace the responsibility for getting the job done.

A vision, if it is powerful enough, can chart the course, inspire the commitment, and create the momentum needed to make that dream a reality.

A vision is generally a lofty, inspiring statement of the ultimate destination.

A vision has the following characteristics

- 1. Inspires action*
- 2. Is realistic (doable)*
- 3. Creates & maintains momentum*
- 4. Is positive*
- 5. Presents a clear picture*
- 6. Is open to the contributions of many of the group (If a group or team vision)*
- 7. Is dynamic rather than static*
- 8. Is not a short-term outlook*

A vision statement starts as a group of ideas. Most ideas come from knowledge, experience, or imagination.

A mission statement when included with a vision statement has more immediacy. It often captures important intermediate goals. It tends to be easier to measure and includes more nuts and bolts factors.

When there is only a mission statement it serves the same purpose as a vision statement.

A vision & mission statement represents the very best of what an organization or individual wants to be or accomplish in this world.

Nature of Leadership-Kodiak

Learning Point: *Now that's some pretty heavy stuff, so let me simplify it as the basic lesson here; as a leader you must be able to envision the future, whether it is long-term or short-term. Plus you must be able to share that vision with others so they will join you. Let me say that one more time. You must be able to envision the future and You must be able to share that vision with others so they will join you. Isn't that what leadership is all about?*

Questions: Does anyone have any questions or comments about what we've have just covered? Can anyone think of any good examples of someone in history or in a book or movie who are good examples of someone who had a vision that caused others to follow them? (Examples: Joan of Arc, Christ, Mohammed, Buddha, Alexander the Great, President John Kennedy, Bill Gates (Microsoft), Columbus.)

Take breath, pause.

We have just discussed two of the most important attributes a leader must have, values and vision. Hopefully you noticed that the two are related. Values are your base, guidelines for building the future. Vision is the future as you see it. It becomes the guiding light always head toward.

I'm giving you a Lego block to remind you about values and how they are the foundation for all you do. Here is a marble to represent a crystal ball. A leader must be able to see the future, have a vision, and be able to share it with others. If necessary remind them that these items are for their leadership bag.

Commission Service:

Please stand as you receive the second leadership commission, Values/Vision. I commission each of you as leaders to always use your values when making decisions, creating visions, and planning. Raise your hand in the bear paw symbol. Do you remember what commission No. 1 is? That's right, Effective Team and what is the second commission? That's right too, Values and Vision.

Here is your second bear claw. Please work on this claw and add it to your necklace. As you give each person their claw, raise your hand with your fingers open to symbolize the bear paw. Hopefully that will get them use to that as a symbol for the five leadership commissions.

Communications-Commission 3

Exercise to be done the day before the commission being presented.

Name: Shut Up

Time Required: Varies

Suggested Location: While setting up evening camp or cooking evening meal.

Materials Needed: None

Procedure: *As you set up your campsite and/or cook your evening meal, you must set up your campsite and cook your meal without anyone talking. Any questions?* Other forms of communications are permissible, but do not tell this to the participants. If they don't figure this out, you can use it when you process this exercise. You will process tomorrow when you present the session on communications.

The Commission

Time Required: 1 hour

Learning Objective: Participants should understand the importance of clear communications between team members to accomplish a task or goal and for individual and group satisfaction.

Recommended Setting: After dinner around a campfire.

Materials Needed:

1. Magic boards.
2. Murder One briefing sheets if exercise used.
3. One ear plug per participant
4. One bear claw per person.

Skill Delivery:

Do you remember yesterday when you had to set up camp (or cook your meal) as a team, but no one could talk? Was it harder to do the task when no one could talk? Did anybody get frustrated? Did it take longer? Even though you had been told that you couldn't talk, did anybody try to use alternate forms of communication such as writing or sign language? How important is it to the team to be able to communicate?

Nature of Leadership-Kodiak

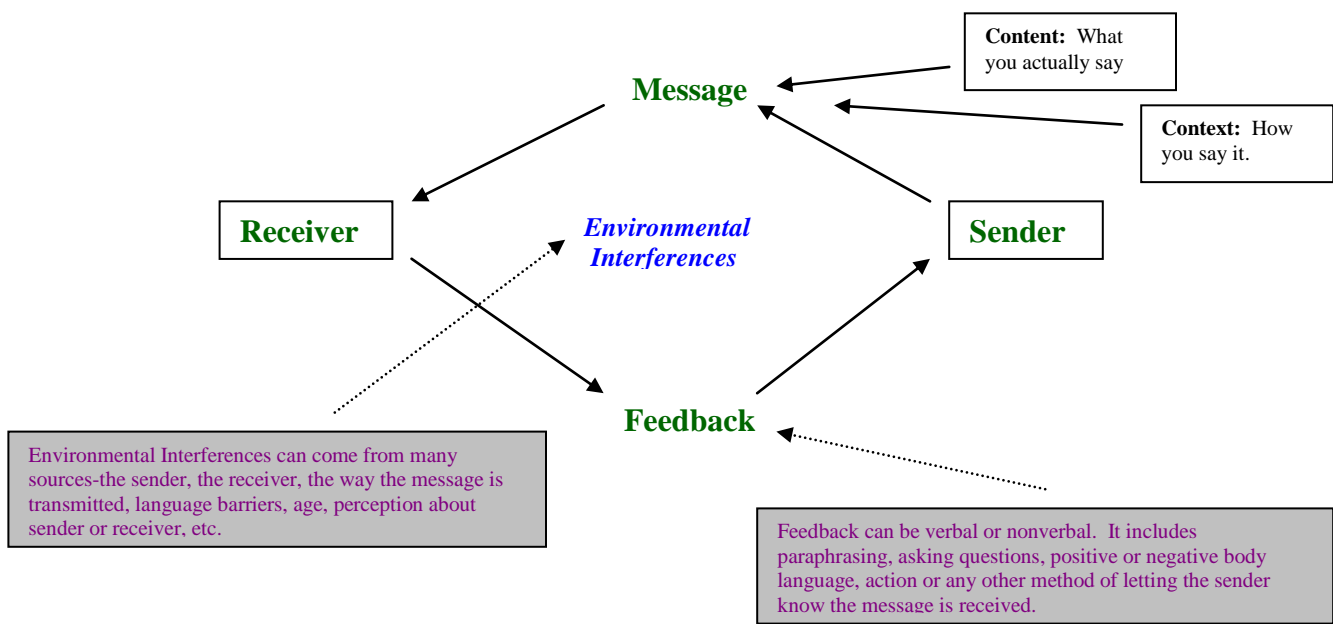
Good communications is the life-blood of an organization. It takes many forms. The word communications actually means shared information.

*Why do we communicate? Answer: to convey a message. Even though I already told you that values were the foundation of all leadership skills, **communications is probably the most important commission.** Why? From a leader's point of view, without effective communications, confusion results. Most problems are caused by a lack of communications.*

Do any of you remember seeing a communications model? That's right; there is one in the Venturer Handbook.

Draw it on your magic board. Ask questions as you build it.

Two-way Communications Model



What does it take for **Effective** communications? Here are some key points...

1. *Make sure your message is accurate and complete. Does anyone have an example?*
2. *Target the information to the people who need it. Does anyone have an example?*
3. *Choose the right method for sending the message. Does anyone have an example?*
4. *Get the message there on time and in a timely fashion. Does anyone have an example?*
5. *Don't send mixed messages. (Clear) Does anyone have an example?*
6. *Keep your communication user-friendly. Does anyone have an example?*
7. **Be a good listener. Emphasize this as the most important aspect of good communications and a skill a good leader needs.**
8. *Welcome and solicit feedback. Does anyone have an example?*

Here are “Three Simple Rules for Effective Communications.”

1. *Be sure in your own mind what you want to communicate.*
2. *Deliver the message clearly and concisely.*
3. *Make sure the message is correctly understood. (Listening and feedback.)*

Now I warn you...later I will be asking you what these three simple rules are so try to remember them. I'll repeat them one more time.

1. *Be sure in your own mind what you want to communicate.*
2. *Deliver the message clearly and concisely.*
3. *Make sure the message is correctly understood. (Listening and feedback.)*

Constant reinforcement: As you are hiking or paddling in the next several days, ask the group to recite what the three communications rules are. Note: Each participant will get these three rules on the Leadership Card (Bag-tag) they will receive in the final commission, planning.

MURDER ONE EXERCISE (45 minutes to 1 hour)

Note: This exercise works for groups of 5 or more. Substitute another exercise if you have a smaller group or you can't make groups of 5 or more.

There has been a murder!! Your job is to work with your team to solve it!!!!

Pass out the "Murder One" instruction sheet and suspect data sheet. *I can't stress enough how important it is that you solve this crime!* Split into groups of five to eight and pass out a SET of briefing sheets, pages 94-103, to each group. It is vital that the groups get a set because although they LOOK the same, they're not. Each sheet in the set has a little different info that, if shared, will allow the group to solve the mystery. The way to tell the difference is to look at the number of periods at the end of each sheet - they'll range from one to five.

Note: The Murder One participant hand-out sheets may be found in the Appendix starting on page 94. You want to white out the page numbers at the bottom right hand so it won't give it away that there are different information sheets.

I will give you about 30 minutes to solve the mystery. When the time is up, call on each group to name their suspect and why they picked them. Pass out the solution sheets and cover. The true killer is "Blue Eyes" - everyone else had an alibi!

Process the exercise by asking:

Now let's process this exercise. What did you find out about what others knew? What does this mean? Were some people quieter than others? Who tried to take over? When and how did you notice that people had different information? What does this mean to us in our everyday life at school, work or wherever?

Nature of Leadership-Kodiak

Learning Point: *The learning point is that everyone has useful information - one person doesn't know it all, even though they may think they do. We have to listen to the entire group, especially the shy quiet one. They're usually listening and learning while the rest are talking! The more information we get, the better decisions we can make.*

We should listen twice as much as we speak, since we were given two ears, but only one mouth!

Summary:

Now let's summarize. What are the three simple communications rules for leaders?

- 1. Be sure in your own mind what you want to communicate.*
- 2. Deliver the message clearly and concisely.*
- 3. Make sure the message is correctly understood. (Listening and feedback.)*

What are the four elements of the communications model? That's right, the sender, the receiver, the message, and the ever important feedback. If we don't get that feedback, how can we be sure the correct message was received?

*By now you have probably figured out that we like to give you something to help you remember each leadership commission. Your leadership bag should contain at least a penny, a feather, a Lego block, a nut, a wood chip, and a marble. Would anybody like to guess what we might give you to help you remember how important effective communications is to a leader? **Let them make a few guesses.** Let me give you a hint. What did I say was the most important element of communications for a good leader? That's right-listening. A good leader listens more than he or she talks. To help you remember this simple principle, we have an ear plug for each of you. When you look into your leadership bag, always remember to **un**-plug your ears. Remember this too-the "L" in leader stands for listening. A good leader listens more than they talk.*

Commission Service:

Hold up your hand in the bear paw. *You have now completed your third leadership commission. To celebrate this, we will give each of you your third bear claw. Please note that this particular claw will be the middle claw. There is significance in that. The middle claw is the one that connect the outside two. Communications is like that too. It connects of us in a team and communications is two way, not just one way, from the leader. Can up now hold up your hand with me and repeat the three commissions.*

*I encourage you to remember those three simple communications rules if you want to be a good leader. Know what you want to communicate. Keep your message clear and concise. And, make sure your message is understood. **HOW DO YOU DO THAT?** They should respond "By listening."*

Communication Reinforcement Exercise #1

(To be done sometime after the commission is presented.)

Name: Take This Job and ...

Learning Objective: To demonstrate how lack of communication affects teamwork.

Time Needed: 20-30 minutes

Suggested Location: Works well while on a break. It can also be done in a campsite.

Materials Needed: None

Procedure: Divide the group into triads, which can be identified as “A,” “B,” and “C.” Separate each group so that they can not hear each other and then visit each group to give them their instructions..

Group A, I would like for you to think of a topic that is controversial and is trek or job related (like cook crew clean up or some controversial world issue.) that all members will talk about when the group reunites with the other two groups. Give groups B and C the same instructions. Give these additional instructions only to Group A. Group A, I would also like each of you appear to be bored, distracted, or totally uninterested in B’s problem when we get back together. I would even like for you to disagree with their point of view if possible. You will do this ONLY to group B members.

Have the groups reconvene and form new triads, with one member of A, B, and C in each new sub-group.

Bs I want you to start speaking first while A listens and C observes. I will give you 3 minutes to make your presentation. When B finishes, I would like the A to report what was heard and C, I want you to confirm, contradict, or restate what A supposedly heard. You can have three minutes for this process. Next, A speaks, C listens, and B observes. Finally, C speaks, and A listens and B observes.

Discussion Questions:

- 1. Cs, how do you feel about this exercise? Comments?*
- 2. How about you Bs? Comments?*
- 3. Bs, did you feel somewhat left out and why?*
- 4. Bs and Cs, what did you think of the way the As acted? Why do you think they acted that way? In this case it was because I had asked them to do that. Don’t blame them.*
- 5. Have you seen other times where people have seemingly quit listening to controversial topics? What are their reasons?*
- 6. How does lack of communication like this affect the effective team?*

Communication Team Reinforcement Exercise #2

(To be done sometime after the commission is presented.)

Name: Charades

Learning Objective: To demonstrate that there are several forms of communication.

Time Needed: 20 minutes, but you can do as long as you want.

Suggested Location: Works well while on a break. It can also be done in a campsite. Great for a late evening around a campfire circle.

Materials Needed: None

Procedure: Simple charade rules. If you have enough participants, you can divide the group into any size teams you want. This allow for competition. Figure out which team goes first then ask for a volunteer from that team to go first. Give that person a word to describe using no verbal or written words. In other words, they must act it out. Give a point to the team who figures the word out first. Then get a member from the next team and so on.

Discussion

Questions:

- 1. When you were giving the clues by acting, did you get frustrated when you couldn't talk? Or that your word was so simple, why can't they get it?*
- 2. Was it harder giving the clues or trying to figure them out? Why?*
- 3. Did anybody use body language?*
- 4. When you were getting a little frustrated giving clues, did anyone find themselves zeroing in on someone that they thought might be understanding them a little more? Why?*
- 5. Was it hard or frustrating that you couldn't talk, but that the others could?*

Communication Reinforcement Exercise #3

(To be done sometime after the commission is presented.)

Name: What's This?

Learning Objective: To demonstrate the potential problems that may result from using one-way communications. It demonstrates the frustrations of trying to complete a project without adequate information and how specific information helps the effective team.

Time Needed: 30 minutes

Suggested Location: Works well while on a break. It can also be done in a campsite.

Materials Needed: Diagram 1 and diagram 2
At least one magic board, more is better or paper and pens can be used.

Procedure:

1. Select a participant to act as the communicator. Seat him or her facing away from the group.
2. Give the communicator diagram 1.
3. Read this statement to the group, *The communicator is about to describe a diagram. The rest of you need to recreate the diagram on your magic board (or paper). Do not ask questions and please make no noise at all.*
4. *Communicator, you may describe the diagram this piece of paper in any words he or she feels will get the job done. You cannot turn around and face the group and they cannot talk to you.*
5. *You will have 5 minutes to complete this task. Start now.*
6. The communicator may then begin describing diagram 1 to the group. Simultaneously the group attempts to recreate the diagram. Remind them no noise please.
7. When the communicator is finished, show the group diagram 1 to compare to their own diagram. There will probably be much talk and laughter when they see the original diagram.

Discussion

Questions:

1. *Communicator, how did you feel during this exercise?*

Possible answers:

May have felt-confident or ill at ease.

May not have felt the message was getting across.

Probably felt that they had done a pretty good job of describing diagram 1 from start to finish and in a logical way.

2. *How did your other group members feel during the exercise? Why was the group's diagram vastly different from the communicator's?*

3. *In your crew or teen leaders council back home, what communications are one way only?* Possible answers: Newsletters, memos, letters, videos, web pages.

4. *What are the dangers of one-way communications?*

Nature of Leadership-Kodiak

Another try?

Choose another communicator. Give them diagram 2. *Communicator, please sit in front of the group, but facing away. Do like _____ (first communicator) did the first time, but this time the rest of you may ask questions as appropriate. Communicator, you may answer, but you may not gesture or draw a diagram for the group. You may use only verbal communications. You have 5 minutes.*

Show the group diagram 2 and see if it is similar to communicator's diagram 2

Discussion Questions:

1. *Group, how do you compare and contrast how well the second Communicator did to the first?*
2. *How did the group feel during the second exercise as compared to the first one?*
3. *Was the second attempt more accurate than the first? Why?*
4. *What are some examples of two-way communication in your crew or teen leaders' council?* Possible answers: Meetings, workshops, crew officers' seminar, planning conferences, board meetings, and counseling sessions.
5. *What are the advantages and disadvantages of two-way communications?* Answers: Two-way communications can become time consuming, but can reduce errors and misunderstanding, build morale, and increase team commitment.

Diagram #1

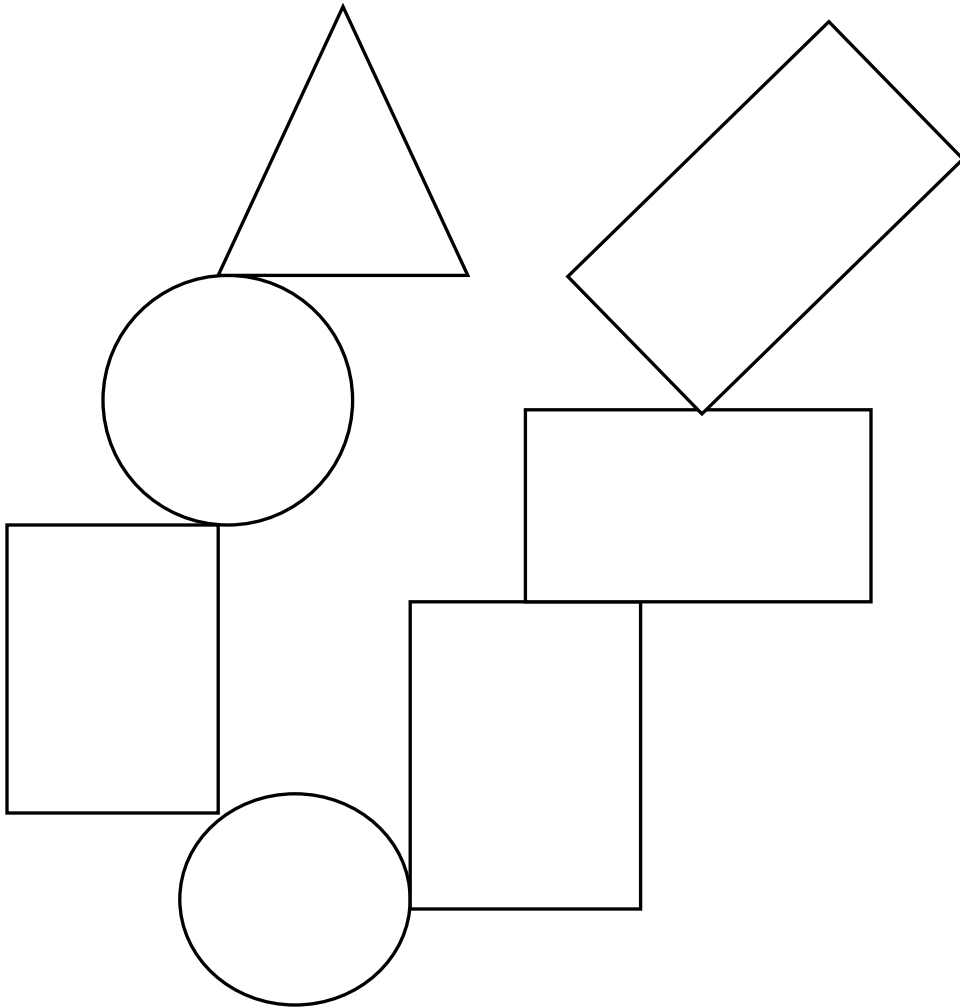
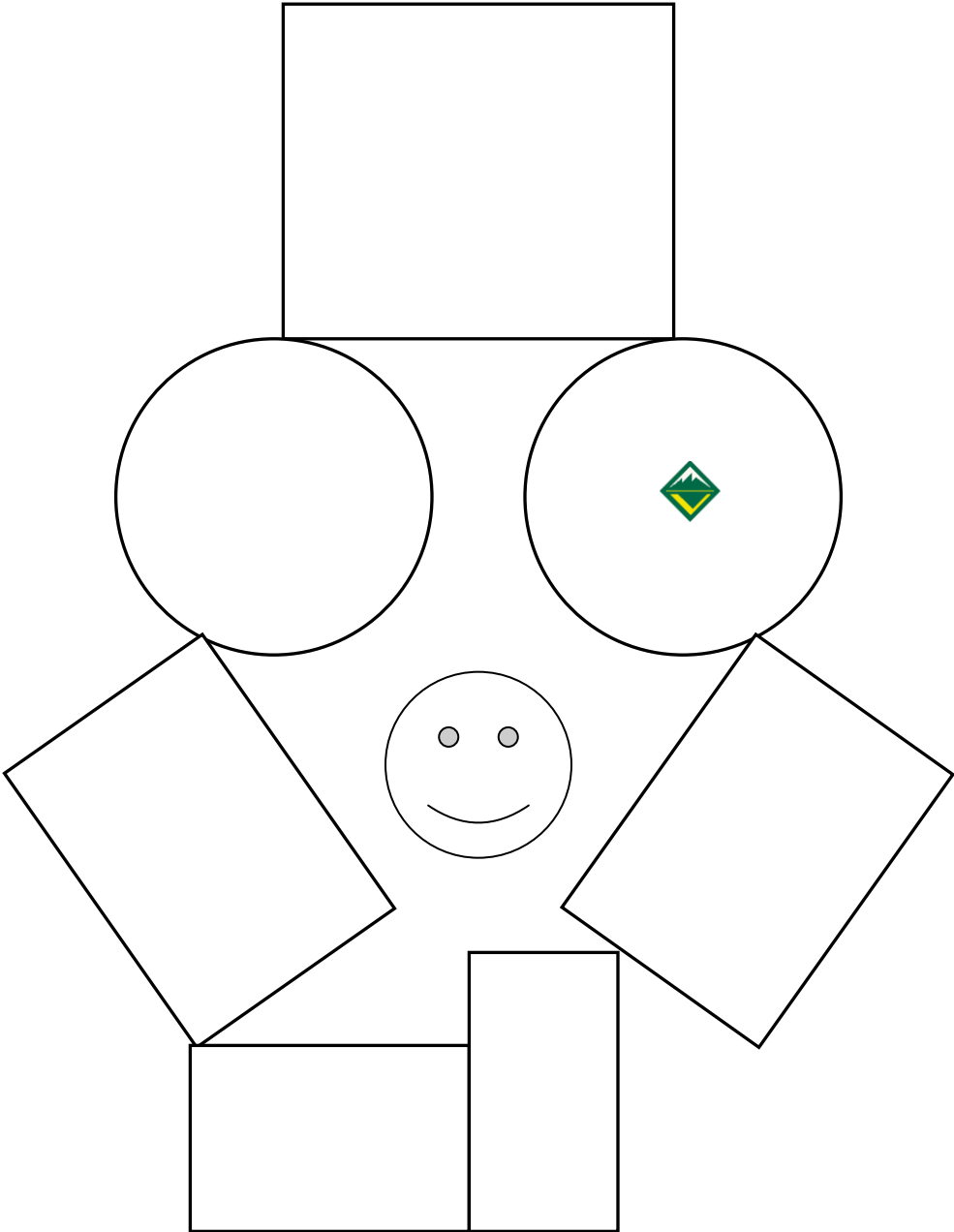


Diagram #2



Decision-Making-Commission 4

Exercise to be done sometime prior to the commission being presented.

Name: Don't Push Me

Time Required: 5 minutes

Suggested Location: Great for a break during the day.

Materials Needed: None

Procedure: *Please pair up. One partner will be an A and the other a B. Position yourselves standing about 3 feet apart facing each other, but close enough so that each person may place his/her hands against the hands of the partner. Hands should be at shoulder height with palms open and forward, like this (demonstrate). Press your hands against your partners with a firm and equal pressure. Everyone, do this now. After a few seconds, say, As, I will give you a signal to remove hands quickly, without warning within a few moments of the signal. That way, the Bs will expect it, but won't know exactly when you will do it. OK As, start now. (Give the partners a minute to accomplish this.) Then repeat the process with partners "B: pulling back at their discretion.*

The Commission

Time Required: 1 hour

Learning Objective: Participants should be able to make decisions based on the seven-step problem solving/decision-making model.

Materials Needed:

1. 24 toothpicks per group of 3 or 4
2. 1 bear claw per participant
3. Magic board
4. Pack of playing cards
5. Case Study #1 and #2

Recommended Setting:

After dinner around a campfire.

Skill Delivery:

Daily throughout our lives, we all have to make decisions. Some decisions are big and might have a great impact on our lives, while some are not so challenging. The process you use to decide whether to go to college or to work is different from the process you use to decide what movie to see on Friday night. Hey, y'all do remember movies don't you? You know that air-conditioned place that's dark with a big moving picture on a screen and you eat pop corn and drink a coke with lots of ice. You do remember ice don't you? It's.....heck I don't even remember ice.

Nature of Leadership-Kodiak

Too many times though we don't give really important decisions the time and effort we should. We jump on the first possible solution that comes to mind without knowing whether it is the best solution.

I want to give you a way to look at problems and decisions from all angles, so that when you make important decisions, you make them well.

How do you make decisions? Responses. What process do you use? Responses. Do you even have a process? Responses.

Before we talk about how to make decisions, let's talk about the resistance we sometimes have to making decisions. Remember the other day when we did the exercise where we pushed our hands against each other, then one partner pulled their hands back without warning?

- Questions:**
- 1. What was your reaction when your partner pulled back?*
 - 2. What was your feeling when you no longer felt resistance?*
 - 3. How many of you seemed to "fall" into your partner's space when they stopped resisting?*
 - 4. Are there times when we should push and times when we should give in?*

What this exercise demonstrated is what is called, "passive resistance." Do you ever find yourself passively resisting the need to make a decision? When someone asks you what movie you want to go see, do you respond, "I don't know?" Or when your parents ask what you want for dinner, do you say, "I don't know?" When given an opportunity to make a decision in your crew, do you make the decision or do you say, "I don't know?" As a leader, do you think you will encounter others who have passive resistance to doing something? How can you help them with decision-making? Responses.

Now let's talk about decision-making as a process:

Step one: *What is the first thing you should do when you are faced with a decision? Responses. Answer: Work towards **identifying the problem**. Write: Step 1: Identify the problem on your magic board. This is always step one.*

Do you look at the REAL problem? Did you know that after an U.S. Air Force air mission, they do a formal debriefing to identify what the real problems were so they can fix them and not repeat failure? Can we learn from this?

Here's an example you might identify with. Ever been broke a week before payday? What is the problem? Is it being out of money? Or is it that maybe you don't budget well? Maybe you don't make enough. Are you identifying a symptom or the problem? It is like a doctor who gives you something for the pain of a sore throat rather than finding what has caused the sore throat. Don't just treat the symptoms.

Learning Point: *OK, here's the lesson here; too many times we look only at the symptoms. We have to be sure to identify the true problem. Ask for examples from the group.*

Nature of Leadership-Kodiak

Step two: *Once we know the problem, we have to come up with as many possible solutions as we can. This is called **brainstorming and is step two.*** Write: Step 2: Brainstorming on your magic board.

There are four basic rules for brainstorming:

- 1. No critical judgment is allowed-all ideas, no matter how good or bad are accepted equally.*
- 2. Free wheeling and creativity (remember it's OK to color outside the lines now) is welcomed.*
- 3. Quantity not quality-the more solutions the better. You'll evaluate them later.*
- 4. Combination and improvement of ideas are sought. In brainstorming, don't be afraid to combine other's ideas into one or to improve on them.*

Step three: *The **third** decision-making step is to **evaluate** all those possible solutions you just listed in brainstorming.* Write: Step 3: Evaluate on your magic board. *In this step, you separate the good from the not so good, the sensible from the goofy and the workable from the unworkable. You might try a + or - system, then rate the pluses with a 1, 2, 3 or A, B, C system.*

After you evaluate solutions, pick the best one plus a "solution B" and make a decision to put it in practice.

Step four: ***Make a decision** using the best possible solution.* Write: Step 4: Make a decision on your magic board. *Don't hesitate, just do it! Don't be afraid to make a decision. That's what leaders get paid to do.*

Step five: *After you choose the best solution, **make a plan.*** Write: Step 5: Make a plan on your magic board. *The old cliché says, "people never plan to fail, they fail to plan." Make a good detailed plan based using the model we gave you earlier.*

Step six: *Now that your plan is in place, put it into motion-**implement** it.* Write: Step 6: Implement on your magic board. *This is where most people get lost. They have developed a plan, but are afraid it might fail so they shelve it in favor of something easier, but not as good. A good leader isn't afraid. Just do it!*

Step seven: *The last step is to gather **feedback** on how things are going and make adjustments as necessary.* Write: Step 7: Gather feedback on your magic board. *If things aren't working, don't give up. Fix it! Be flexible. Remember those Air Force folks and their debriefing sessions? You can do the same.*

Exercise: *Now I am going to give you a chance to use your new knowledge.* Divide the group into two equal or close to equal groups and hand one case study #1 to one group and case study #2 to the other (page 88). *Each sub-group has a problem to solve. (Instructor note: you will need to select a day and time within the next 2-4 days for the time you want the groups to present their work.)* On day _____, _____ days from now, I will ask each sub-group to make a presentation on their decision. *Do decision-making steps 1 thru 5. Make your solution workable. I will review these five steps incase you need to write them down.*

Step one, identifying the problem.

Step two, brainstorm solutions.

Step three, evaluate possible solutions.

Step four, make a decision.

Nature of Leadership-Kodiak

Step five, make a plan.

Step six, implement your plan.

Step seven, gather feed back or as the Air Force says, debrief.

Any questions?

Summary:

If we make the right decisions in our lives, we will find more and more things that go our way. The wrong decision can have a lifelong impact. Start learning now to make the very best decision you can. Don't cheat yourself. Being able to make good decisions and to lead others into making good, well thought out decisions is a trait of the effective leader. Be one!

By now your leadership bag should be growing as your leadership knowledge grows. I would like to give you a simple playing card to remind you how important decision-making can be to the leader. The card reminds us of numbers and a system. You now have a system, actually a 7-step system to making good decisions. Also, if I turned a card face down and asked you to tell me what the number is, would you tell me or just say I don't know? Or would you ask me questions like is it red or is it black, or is it a face card. If I refused to answer, would you still guess? This is to remind you to "just do it." Sometimes making no decision at all can be worse than making the wrong decision.

Commission Service:

Hold up your hand in the bear paw sign. You have now experienced the fourth leadership commission, Decision-Making. It is sometimes hard to have to make decisions, but that is what leaders do. Along this trek, you will be tested by having to make decisions. Make them well. Remember the power of the bear claw and the good leader. Here is another bear claw for your necklace. May you be a powerful leader. Give each participant a bear claw. Can you repeat with me the four commissions?

After a couple of days...

Processing Case Studies: Remember the sub-groups should have a couple of days to work on these. Remind them each day to work on them.

Day _____ Time _____

Please pull out the case study I asked you to do a couple of days ago. Could I get one group to go first to present their solution to their case study? Here's what we will do. I'll ask you to please read your case to the other group, review your decision-making process, and then give your solution to the challenge. The other group will listen and evaluate the "workability" of the presented decision-making process and the solution. You might want to write some notes down on your magic board so you won't forget. You can have about 15 minutes for the presentation. Then we'll let the second group present their case study, process, and solution while the first group evaluates their work and solution. Got it?

Manage the process of the two groups making presentations.

Nature of Leadership-Kodiak

The other day we learned how to make decisions and the importance of actually making decisions and just now we practiced decision-making. We've placed a lot of importance of the various leadership commissions such as the effective team, values/vision, and communication skills, but like those being able to make decisions and make them well is the key to being a good leader. We've given you a process that gives you an orderly way to look at those big challenges that you will face from time to time whether as individuals or as a group like your crew. If you do this exercise after commission #5, reinforce the use of the 7-Step Decision-Making card.

Can you tell me again the seven steps of the decision-making process?

Answer:

Step one, identifying the problem.

Step two, brainstorm solutions.

Step three, evaluate possible solutions.

Step four, make a decision.

Step five, make a plan.

Step six, implement your plan.

Step seven, gather feed back or as the Air Force says, debrief.

Can you think of decisions that a crew would make in which this process could be helpful?

Exercises to reinforce the skill: Can be delivered at the instructor's convenience. They work well during breaks during the day.

Nature of Leadership-Kodiak
Decision-Making Reinforcement Exercise 1

Name: Square With-in a Square

Objective: To legitimize the process of asking for help and assistance and reinforcing others for their learning and progress.

Time Required: 15 minutes

Suggested Location: Good for a break along the trail or river, but can also be done at lunch or at your campsite.

Materials Needed: 24 toothpicks per participant.

Procedure: Give each participant exactly 24 toothpicks. *You now have 24 toothpicks each. I want each of you to arrange them in a pattern like this.* Draw the pattern on your magic board for them to see. Three rows of squares in three columns resulting in nine adjacent squares. *You will use all 24 toothpicks.*

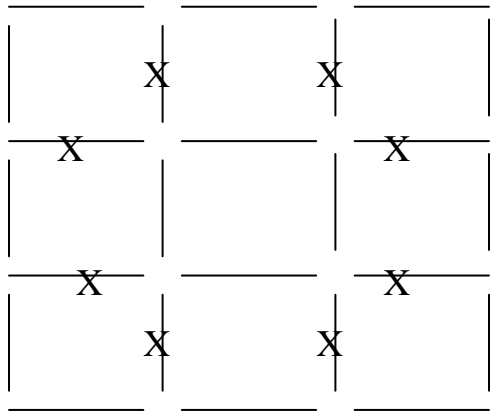
Now remove exactly eight toothpicks so that the results will be the formation of only two squares which may be of different sizes.

If you have difficulty solving the task, you may non-verbally signal a request for corroboration or in other words, you can ask for help from one of us instructors. You may do no talking. The way to ask if you are making a potentially correct move is to raise your hand while making the move. If they are proposing a correct move, respond with a loud and enthusiastic “Yes!” or several quick hand-claps. Otherwise, simply give a quiet “No” or silently shake your head.

Once you have completed the entire task successfully, you may also become “consultants,” providing feedback and reinforcement to those still working. Remember the rules though. The person accomplishing the challenge may not talk and the consultants may only answer yes or no. Consequently, by the end of the process, a large number of people may be available to clap for the successful moves of the last participant.

Nature of Leadership-Kodiak

Solution: Remove the eight toothpicks that surround the smallest square in the center. This leaves a 4-toothpick square and the exterior 12-toothpick square, or a “square within a square.”



Square Within a Square

Processing the Exercise:

How many of you asked for help? How did you feel when you had to ask for assistance? How comfortable are you in doing so in other contexts? What prevents or inhibits you from doing so?

How did you feel when you made the right move and received a round of applause (clapping) for doing so? How did you feel when you were successful and became a consultant with the opportunity to assist others?

Becoming a “consultant” is what Venturing is all about. To advance, Venturers must become proficient at certain skills and then teach those skills to younger or less experienced individuals. Those Venturers are consultants. Leadership skills will be important to you as you become consultants.

Nature of Leadership-Kodiak

Decision-Making Reinforcement Exercise #2

(To be done sometime after the commission is presented.)

Name: Joe Duttlebug

Learning Objective: To demonstrate teamwork, team member support, and team effectiveness.

Time Needed: 30 minutes

Suggested Location: Works well while on a break. It can also be done in a campsite.

Materials Needed: Something to take notes on is good, but should not be suggested. There can be a learning experience if they don't take notes.

Procedure: Divide the group into small teams of 2-4. *Now listen close, this is a tough one. You might even want to get your magic boards out and make some notes. Joe Doodlebug is an imaginary and somewhat strange bug. These are his capabilities and limitations in his world;*

- 1. His world is flat.*
- 2. He can only jump (not crawl, fly, walk, roll, or otherwise move across or under the surface of his world).*
- 3. He cannot turn around.*
- 4. He can jump very large distances or very small distances, but not less than one inch per jump, nor more than 500 feet per jump.*
- 5. He can jump in only four perfectly true directions- north, south, east, and west. He cannot jump diagonally (e.g., southeast, northwest).*
- 6. He likes to average 15 feet per jump on a good day.*
- 7. There are no other doodlebugs or other creatures to help him.*
- 8. Once he starts in any direction, he must jump four times in that same direction before he can switch to another direction.*
- 9. Joe is totally dependent on his owner to provide his food source.*

The Problem: *Here's the problem. Joe has been out jumping all over the place while getting some much-needed exercise. As a matter of fact, Joe has worked up a voracious appetite. Much to his pleasure, his owner appears and places a large pile of delectable food 3 feet, 7 inches directly west of him. Joe wants the food, and he wants it fast. As soon as Joe sees all this wonderful food, he stops dead in his tracks (he is facing north). After all his exercise he is very hungry and even weak. Therefore, he wants to get to the food as quickly as he possibly can, minimizing especially the number of jumps he makes (it's the starting of a jump—the spring required in his legs—that takes the most energy). After briefly surveying the situation, he realizes that he cannot-at this point-jump due west. Suddenly he exclaims, "I've got it. I'll only have to jump four times to get to the food."*

Nature of Leadership-Kodiak

Your Task:

Here's your task. First accept the fact that Joe was a smart bug and dead right in his conclusions. Why did Joe Doodlebug have to take precisely four jumps in order to reach the food with a minimum expenditure of energy? Describe the circumstances that Joe must have been in to reach this conclusion. I'll give you 10 minutes to figure this out. Then I will ask for your conclusions.

Discussion Questions:

1. Ask each group to make a presentation on their solution and conclusions.
2. *What prevented your group from solving the problem?*
3. *What helped you to figure it out?*
4. *What does this exercise tell you about framing a problem; about making assumptions and their implications?*
5. *Did I give you any extraneous or useless information? Response. When solving a problem, how can we clean out extraneous information?*
6. *Did it help working in a group or would you have preferred to worked on this alone? Why?*

Solution:

First you must realize that Joe does not necessarily have to face the direction he is jumping. Joe could be at any stage of a series of jumps—he might have jumped 1, 2 or 3 times. Joe appears to have just finished the first in a series of jumps. It is true that he is facing north, but is jumping sideways, moving toward the east. Therefore, he must continue to make three more sideways jumps to the east and then one large sideways jump back to the west to reach the food.

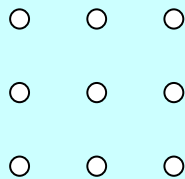
Nature of Leadership-Kodiak

Planning-Commission 5

Introducing the Commission: To be done at some point prior to teaching the commission.

Find some clean, smooth dirt or sand where participants can draw in the dirt or sand. If this can't be found, you can use sticks as connectors.

You will need nine rocks or small objects. Lay them as follows:



I'd like for each of you to collect 9 small rocks (or some objects to replace rocks). Now spread out so no one can see what you are doing and lay your rocks out three rows of three rocks in a line equal distance apart. Like this (either lay out some rocks yourself or draw the pattern on your magic board). Now, with a small stick draw a line in the soil connecting all the rocks with only 4 lines never picking up your stick (drawing instrument). (If you are using sticks instead of drawing, have at least four sticks they can lay over rocks. You can also use paper or your magic boards, but this is a great exercise to do on a sandbar, beach, or on a dusty trail.) If you figure it out, keep the solution to yourself please. You have 5 minutes to work on this.

Most likely your participants won't be able to figure this one out. **Don't worry if you didn't complete this task, just think about it and we'll try again later.** Note: The solution will be given later.

The Commission

Time Required: 1 hour

Materials Needed:

1. One Bag-tag card for each participant.
2. Nine rocks to redo the 9-dot exercise or your magic board to draw on.
3. One seed (corn is good, but a bean works too.) per person.
4. 20 feet of rope or 8 foot pole.
5. One bear claw per participant.

Recommended Setting:

After dinner around a campfire.

Skill Delivery:

Raise your hand in the bear paw symbol. *What is the first Leadership Commission?* Answer: The Effective Team. *The Second Leadership Commission?* Answer: Values/vision. *The third?* Answer: Communications. *The fourth?* Answer: Decision-Making

Nature of Leadership-Kodiak

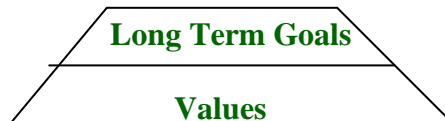
Now we are about to learn the fifth and final leadership commission.

Do you remember what the foundation for decision-making, planning, and really everything we do is based on? That's right. Everything is based on a solid foundation of values. Values are our guidelines for making decisions. Remember we talked about values helping us to decide which way to go when we came to life's crossroads. They can also be used for all decision-making and planning.

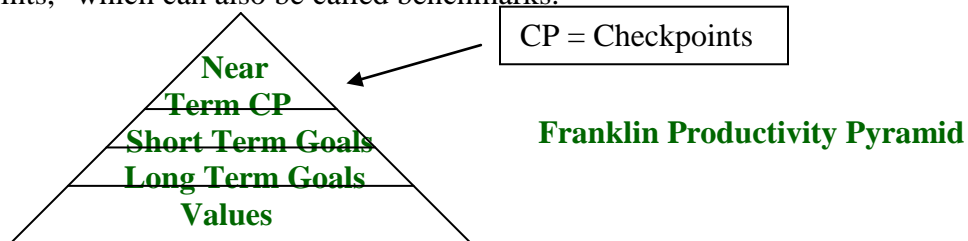
Draw the base of a pyramid on your magic board and write the word VALUES in it.



Now draw the second level of the Franklin Productivity Pyramid with the words "long term goals."



Now add the next level with the words, "short term goals," and then the top one that says, "near term checkpoints," which can also be called benchmarks.



By the way, this is the Franklin Productivity Pyramid. Impressed? You will notice that the three levels above the solid base of "values," all have to do with goals and plans.

Now here's a real hard question. What is planning based on and this can't be hard because I already gave you the answer?

Answer: Values and Vision.

The base of the pyramid holds everything up. If the pyramid was built on a shaky foundation like sand, what would happen to the pyramid? Planning whether long term, short term, or immediate, is based on sound values and vision, not on the situation or technique. You might want to repeat this one.

Since we are talking about goals, I would like to try a little exercise. Could I get a volunteer please? Hold up a pole at least 8 feet tall held vertically. Now volunteer, come stand by this pole. Now I don't want your feet to leave the ground, but I do want you to extend your arm as high, I mean really high, as you can reach. Have someone with another stick or whatever to mark the height that the volunteer reached. _____, I really think you can do better than that. How about the rest of you? Don't you think _____ can reach higher? Ok _____ try again and this time really stretch yourself, go as high as you possibly can.

Nature of Leadership-Kodiak

Come on group let's cheer _____ on, show him/her we believe in them. Note this time how far the person stretched. It will be considerably farther.

Questions: *Let's process what we just saw.*

- 1. Why was _____ able to reach higher the second try?*
- 2. Do we sometimes hold ourselves in reserve?*
- 3. Can we always do better?*

What did you do to plan for this trek? Let them respond.

Here are some questions you might have to ask to bring them out.

1. Did you have to get your parents to agree?
2. Did you have to find any money?
3. Did you have to consider equipment?
4. Did you plan travel?
5. Did you have to arrange for time off of work or re-arrange a family vacation?

Have any of you been involved or will you be involved in planning some activity your crew has done or will do?

Here are some key points on planning:

- 1. As I already pointed out several times, planning must be driven by values and your vision/mission.*
- 2. "How do you eat an elephant?" "One bite at a time." This means that when you have a task or objective, break it down into smaller doable tasks.*
- 3. Also break your crew down into smaller more cohesive teams.*
- 4. Along the way, you as a leader will have to re-focus your teams. Remind everybody of the vision. You might even have to do some re-forming of the team if you introduce new team members. Keep focused on the vision.*
- 5. Ask for volunteers. Choice causes commitment and ownership.*
- 6. Be open. Nobody likes operating in the dark. The group needs to know what's happening with decisions and especially the progress. Can you imagine a football game where they didn't show the score until the end of the game?*
- 7. Be prepared to have to sell the benefits of change. Some people like the way things are and don't want change. Sell don't tell.*
- 8. Constantly recognize people for their contributions and their successes.*
- 9. Evaluate. The process, the people, yourself, etc. Do this often. Don't be afraid of getting feed back from someone else on how you are doing.*
- 10. It helps to have a planning model. Hand out Kodiak bag-tag leadership cards that have planning model on them. So I have one for you and I'll talk about it a little later.*

Let's say you are a leader that is given a task to accomplish. Don't just rush out to do. Abraham Lincoln once said that if he had to cut a tree down in four hours, he would use three to sharpen the ax and one to actually cut the tree. In other words, he would use 75% of his time in preparation for the execution of a task. Good advice!

I would like to give each of you a seed for your leadership bag. Use this to remind yourselves of what planning represents. It leads to the future. What you do now impacts what you get later. Remember Abraham Lincoln sharpening his ax. Plan as thoroughly as possible before doing.

Nature of Leadership-Kodiak

Now let's go over this new leadership tool, this card or bag-tag as we like to call it. There are three things on this card that you can use for quick reference. You will find the three simple communications rules, remember commission #3? And there are steps for decision-making, remember Commission #4? And now the Planning Model. Don't be afraid to pull them out and use them when you get back to the real world plus you will need to carry this with you when you do Kodiak X. I'll tell you more about Kodiak X later.

Exercise: *Using this new tool (bag-tag) let's apply this to a simple mission I will give.*

Here is the scenario and your mission. Instructor note: Draw two parallel lines about 10 feet long and about six feet across for river boundaries. You can also lay down two ropes or stick lines. You will also need a 20 ft. or longer rope. The rope can be replaced by a pole about 8 ft. long. Also feel free to modify this depending on your resources.

You are stranded on the Yukon River in remote Alaska (HA! Some of you actually are, not stranded of course) and the flood waters are rising. You have a stream to cross and must do it within the next 10 minutes or you won't get out. The stream is only six feet wide, but extremely deep and cold. Plus there are man-eating Artic char, that's a fish in the stream. Your team cannot get into the water. However, everyone must get over. You can't leave anyone behind. All you have is what you have on and what is laying here. Show them the rope or pole that is not the river boundaries.

_____ (assign one of the participants), *you are now the leader. You have 10 minutes. GO!*

Observe the team and the assigned leader. Make notes related to the planning model card. Stop the exercise when ten minutes are up.

OK everyone, sit down and let's talk about what just happened.

How did you do?

How did _____ do as a leader?

Did _____ use the planning model card?

Let's take a look at the cards now and see how it relates to the mission we just had.

1. Situation.

- *Did you stop to review what your actual situation was?*
- *Did you determine what your people assets were?*
- *Did you inventory your resources?*
- *Did you check to see if there was any history that might affect you? Such as did you ask, "has anyone ever done this before?"*
- *Did you understand your environment?*
- *Did you inventory where everyone stood on the issues?*

By the way, when I say "you", I don't mean just the leader, I mean everyone on the team.

2. Mission (or task).

- *Did the leader restate the mission so that everyone understood and was very clear about what the objective was? Remember vision?*

Nature of Leadership-Kodiak

3. Execution.

- *Did everyone have a clear idea of HOW we were going to cross the river?*
- *Did everyone understand their individual roles?*
- *Did anyone ever voice a concern about safety?*

4. Command.

- *Was there a clear chain-of-command? Who was in charge? Who was second in command if something happened to _____?*
- *Did you have a schedule? You only had ten minutes? Did you take any time to plan or did you just start attacking the problem?*
- *Did _____ involve all team members? Use individual's strengths?*
- *Did you have any check points to measure on your progress?*
- *Did you cheer those small victories? Remember the geese?*

5. Logistics.

- *Did you inventory what your physical assets were?*
- *Other logistical concerns you might consider when you are planning back in your crew include transportation, food, costs, appropriate equipment for the activity, needed training, and lodging.*

Summary:

Now let me finish this up. The key items on the (hold up your bear paw hand) Fifth Leadership Commission-Planning to remember are:

1. *Planning is based on a solid foundation of values and vision.*
2. *Break the mission into smaller, doable tasks.*
3. *Work in small, cohesive, effective teams.*
4. *Keep focused on the vision and mission.*
5. *Involve others. Ask for volunteers to get commitment and ownership.*
6. *Operate in the open. Post the score.*
7. *Sell the benefits of change, don't force it.*
8. *Recognize your people.*
9. *Evaluate constantly.*
10. *Use the planning model all the time. Don't hide it in a drawer.*

Can you say the five parts of the model without looking at the card? If they can't let them do it a couple of times using the card, then try it a couple of times without the card.

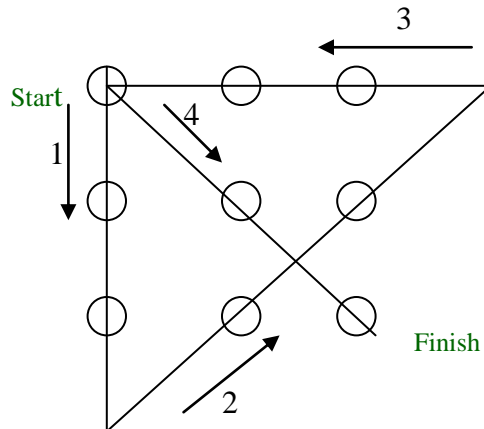
1. *Situation*
2. *Mission (task)*
3. *Execution*
4. *Command*
5. *Logistics*

Nature of Leadership-Kodiak

Wrapping up:

Do you all remember when we did the game with the 9 rocks? I asked you to connect all nine rocks with only four lines, never lifting your drawing instrument. Does anybody want to try it again?

If they don't figure it out, show them the solution:



Anybody want to guess what this represents? Remember we are learning about leadership and planning.

Answer: *Sometimes you have to get out of the box. We talked about several aspects of planning and gave you a 5-step planning process card. As an effective leader, sometimes you need to be creative, get out of the box, color outside the lines. In other words, you don't always have to do something just because it has always been done that way. This keeps us fresh, challenged, and motivated.*

Commission Service:

*Now I would like to present you with the Fifth Leadership Commission, PLANNING. I encourage you to keep and use your planning process card. You may even want to use it before this trek is over. Also remember that planning covers a long period, like a lifetime. Planning whether long-term, short-term, or even immediate is based on a solid foundation of values. Then we build long-term goals, then short-term goals to support long term goals, and then near term benchmarks to keep us on track. Now to help you always remember how important the Fifth Leadership Commission is, we give you your fifth and final leadership commission. **Hand out final bear claws.** Your bear paw is complete. It has all five claws. You have learned and hopefully internalized all five leadership commissions. Knowledge makes you powerful. For knowledge to have any real benefit, you must use it. So, use your newly gained leadership skills knowledge to make you a powerful and successful leader. Keep and use it a lifetime!*

Planning-Reinforcement Exercise #1

(To be done sometime after the commission is presented.)

Name: Surprise

Learning Objective: To provide an opportunity to practice what they learned when you presented the leadership commission-Planning.

Time Needed: 30 minutes

Suggested Location: Works well while on a break. It can also be done in a campsite.

Materials Needed: Magic board or paper and pen to write a plan on.

Procedure: *Please divide into sub-teams of 4. This exercise will give you a chance to use your newly acquired planning skills. Each group will be writing a complete plan for a surprise 25th wedding anniversary for your parents. The date of the party is Saturday, October 1 in Dallas, TX where your parents live. You have a \$350 budget. I'll give you about 20 minutes to complete the plan. Then your group will present your plan to the other group. Then we'll compare approaches*

Discussion: *Did you use the 5-step planning model card I gave you the other day? Let's use the card to see how it fits with your plan. You can use the ideas in the planning model as examples as you process your way through the 5 steps. If they don't have their cards out, ask them to get them out. Here is an example of a possible plan.*

1. Situation:

- *It is just over 60 days till the event*
- *We have a \$350 budget.*
- *There are 3 people I can count on to help with the planning.*
- *This will be their first anniversary party.*
- *It should be a surprise, need to keep it a secret.*
- *I live in Dallas too, that will help.*
- *We have a large convenient airport.*
- *Our house isn't large enough for the party.*
- *I am an only child.*
- *I think my parents would enjoy a party.*
- *My parents' parents are still alive except for my dad's dad.*
- *My mom and dad are active in church.*
- *My mom and dad both work and have friends at work.*

Nature of Leadership-Kodiak

2. **Mission (task):** *To have a surprise party for my parents' 25th wedding anniversary on October 1 in Dallas, TX that both my mom and dad and the guests will enjoy and will cost less than \$350.*
3. **Execution:**
 - *Will write a job description for my helpers.*
 - *Will have an organizational planning meeting with Sue, Bob, and Debbie to make sure they know what we are doing, what I need them to do, when to do it, and to see if they can think of anything I have forgotten.*
4. **Command:**
 - *I will be in charge.*
 - *I will get my cousin Sue to assist me, kind of like VP.*
 - *I will get my friend Bob to handle logistics and my friend Debbie to handle invitations and all personnel issues. Bob can report to me and Debbie can report to Sue.*
 - *We will meet every other Tuesday to check on our progress. (See detailed planning schedule and party schedule.)*
 - *When it is all over, I will take Sue, Bob, and Debbie out for our own celebration.*
5. **Logistics:**
 - *Will use our house.*
 - *Will arrange for out of town guests to stay at the Marriott.*
 - *Will send out a map and hotel information with the invitations.*
 - *See detailed budget.*
 - *Will have neighbor, Mr. and Mrs. Drake take mom and dad out before party and return for the big surprise.*

Would using this planning model in a case like this party be helpful? Where else could you use this tool? How could you use this in your crew? Let them respond.

Closing Session

Time Required: 1-2 hours, depending on group size

Learning Objective: To provide an opportunity to put what was delivered into perspective for future use and to give a final motivation.

Materials Needed: 1 course evaluation sheet per participant
1 Assessment of Current Leadership Qualities sheet per participant
1 course completion certificate per participant
1 Kodiak patch and medal per participant
1 small candle per participant and staff member and something to light the first candle.
Magic boards or paper to write on for each participant.

Recommended Setting: Campsite

Skill Delivery: Do following exercise first:

Closing Session Exercise

Name: Give Me a Hand

Procedure: *I want you to close your eyes, relax, and picture this. When you got home from this Kodiak trek, you were elected crew president. Now it is one year later and you are at your crew's annual recognition banquet. You have just been presented the Outstanding Crew Officer Award. Here's a project I need you to do. First visualize your acceptance speech. Then prepare to give your speech. Now you can open your eyes. Your speech should be at least one minute long, but not longer than two minutes. Feel free to may make notes if you desire.*

Could I get a volunteer to be first giving your acceptance speech? Now group, I want us to applaud and cheer loudly for each acceptance speech.

Discussion:

1. After a few speeches (or all of them if you choose) ask...
Could you identify any themes or topics you heard in this/these speeches? Possible answers: Communicated better, lead an "effective team," made decisions in an organized manner, developed a set of values, had a clear vision for the crew to follow, ...
2. *How do you plan to use the information you learned this week during the next year? In your crew? At home? At school? At church? What other ways?*

Nature of Leadership-Kodiak

Give each participant a blank **Assessment of Current Leadership Qualities Questionnaire** (page 87). *Now let's see if we learned anything on this trek/trip. Do you remember on your first day that you completed an **Assessment of Current Leadership Qualities Questionnaire** like this blank one? We'll use that one as a baseline. Now take this new blank one and complete it again. Doing that, we'll see if you feel any differently now that you've completed this Kodiak course. After they have completed the questionnaire. Would anyone like to share if you thought you have improved and how?*

Course Evaluation: *Before we do the closing ceremony, does anyone have any questions? Hand out course evaluation forms (page 90). We have a little housekeeping to do. Earlier in the week we talked about good leaders needing to evaluate. We want to be good leaders like you so we need you to complete the evaluation form on this course and turn it in. Then we can know how we did and hopefully get better. Thanks for taking a few minutes and doing this service for us.*

Kodiak X Promotion:

I want to encourage you to attend Kodiak's advanced training Kodiak X as soon as possible. Kodiak X is a weekend-long leadership challenge course that will test the skills you have learned here in this Kodiak course. I guarantee you that you will have a ball and will round yourself out even more as a leader. Explain how they will learn about your future X course. Be sure to take your bag-tag leadership card to Kodiak X, you'll need it. If you have it, give them the exact Kodiak X course dates and location and we hope you will. You could even give out a promotional flyer or application.

Closing Ceremony: Have the group form a circle (around the campfire if you have one). Stand or sit, it's up to you.

It is hard to believe our trek is almost over. Just a few days ago we came together as individuals and formed this new group you have around you. We enjoyed the many highs and the many lessons that nature has to offer. We trekked and learned what the beaver, the goose, the ant, the squirrel, and other animals had to teach us about leadership. We learned that nature has leadership lessons all around us. We had some fun exercises and challenges and we accomplished many feats. You earned your five powerful bear claws as you learned the five leadership commissions, which are... (hold up your hand and let the participants respond.) A few minutes ago we did an exercise where you received your crew's Officer of the Year Award and had to make an acceptance speech. In your speeches, you talked about many of the commissions and things you learned here on the trek. Listening, leading an effective team, making decisions based on a process you learned, values and how they are the foundation of a good leader, how important your vision is to your crew, and how to plan. What's it all worth? Let me read you a story...

A TURKEY EXPERIENCE

A flock of turkeys heard that the head turkey was coming to conduct a training meeting. All the turkeys went because the head turkey was going to show them how to fly.

The head turkey explained the principles of flight and showed diagrams with handouts and laminated cards. At first they were taught how to make short flights off the fence to the ground. This was certainly new to them, and it was fun.

Next they learned to glide to the ground from the top of the shed. Wow, this was exciting and so easy.

Eventually, they learned how to take off from a running start, glide, flap their wings, and slowly lift into the air. They learned how to catch thermal wind currents, soar up and fly high in the sky. They even learned some fancy aerobatics...

Today was graduation day, their first long-distance flight by themselves. Yes, no instructors. As they soared into the blue sky they could look down and see everything in great detail. The farm with its tiny turkey pen seemed so small. They could look down and see what was on the other side of the hills and woods that had previously blocked their view. They could see the vast horizons that they had never known.

It was a wonderful and exciting experience to fly into the town where they had never been. As they landed to look around, they discussed their wonderful flying experience. As a matter of fact it was all they could talk about as they walked back home to the farm.

What do you think this means? Participants respond.

If you don't use what you learn, it is wasted. Your crew needs you to deliver the promise of exciting Venturing programs. I hope you got to enjoy one on this trek. Do you think your crew members would enjoy high adventure like this? If your crew offers things like this, do you think it will take vision, communications, good decision-making, planning, and above all else, working with an effective team? When you go home, wear your Kodiak medal to remind yourself of the responsibility you have as a servant leader and the power you have if you use your new knowledge effectively. Remember the turkey story. Soar, don't walk home.

Nature of Leadership-Kodiak

We also encourage you to remember that the opportunity to lead is given by those led. You have a responsibility to them. Use your skills effectively and keep honing and learning new skills. Leadership cannot be taught, but leadership skills can. Also, teach others the skills you have learned. Develop leaders around you. Serve. When another crew member, a troop member, or even a Cub Scout asks you about your necklace or medal, explain the five leadership commissions to them and explain about the concept of the servant leader. Help develop other leaders.

Now I would like for each of us to say one to three words about leadership that reflects what you think is the most important aspect of being a leader. I'll start and _____ (other instructor will finish).

Go around the circle and let each person respond. Then hand out to each participant a course certificate, Kodiak medal, and Kodiak patch.

Final Closing Statement: Give each person a candle. Light yours. *This candle represents the skills you have learned here this week-Leadership.* Light the candle of the person next to you and ask them to light the candle of the person next to them. When all candles are lit hold the candle near your face and see that the participants do the same. *See how brightly you shine, the new you that is a skilled leader. Look at each other. Do you see the shining faces? The fire of a leader now burns within you. (Pause) Look deeply into the flame. Look at the fire. Look at the wick. Look at the wax. Now blow out your candle. The flame you easily blew out might have temporarily been extinguished, but isn't the potential for burning still there? The leadership skills, commissions you learned this week are the same, they are in you. They give you the potential to rekindle your leadership flame. Let the light burn within you. Raise your hand as you have as you have reinforced the five commissions in the sign of the bear. Now may the power of the bear claw guide you as you lead.*

Nature of Leadership-Kodiak

These forms and handouts are to be reproduced locally – one copy for each participant.

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Nature of Leadership-Kodiak
KODIAK COURSE PERMISSION SLIP

THIS SLIP MUST BE SIGNED FOR BOY SCOUT/VENTURER TO PARTICIPATE IN NOL-Kodiak

I, _____, the parent/legal guardian of _____, give my permission for him/her to attend and participate fully in the Nature of Leadership – Kodiak Trek at <location>, from <month> <date>, <year> through <month> <date>, <year> which will include the following activities:

<planned trek description> _____

I further certify that the above named participant has my permission to travel with _____ <NOL – Kodiak Director _____>, across and beyond the border of the United States.

Waiver of Responsibility

In consideration of the benefits to be derived, and given that the Boy Scouts of America is a voluntary educational organization, I hereby agree to my son's (sons') participation and expressly waive and release any and all claims against adult leaders of <troop or crew>, and all officers, agents, and representatives of the Boy Scouts of America arising out of or in connection with the above-referenced event or activity.

I understand adult leaders will be transporting participants to and during the trek activities. I understand also that if, in the sole opinion or discretion of the adult leaders, my son/daughter/ward fails to participate in planned activities or assigned duties, does not abide by rules of good safety, disrupts the conduct of the activity, or continually shows disrespect for the leaders, adults, or fellow Scouts/Venturers, HIS/HER PARENT / GUARDIAN WILL BE REQUIRED TO MAKE ARRANGEMENTS TO TRANSPORT HIM HOME.

Medical Release

In the event of illness or injury occurring to my son or daughter while involved in this activity, I consent to X-ray examination, anesthesia, and or medical or surgical diagnostic procedures or treatment considered necessary in the best judgment of the attending physician and performed by or under the supervision of the medical staff of the hospital furnishing medical services. It is understood that in the event of a serious illness or injury, reasonable efforts to reach me will be attempted.

Medical Insurance Company	Personal Physician
Policy Number	() Physician Telephone Number

(over)

Nature of Leadership-Kodiak

Media Release

For value received, I hereby consent to the use of my (or my daughter's or son's if participant is under 18) name, voice and/or pictures by the Boy Scouts of America, and/or any movie, news, or broadcasting companies or their licensees for broadcasting, direct exhibition, publication and subsidiary purposes. Such uses will not be made which would constitute a direct endorsement by said participant or adult of any product or service.

Signature

Parent/Guardian Name: _____ Phone: _____

Parent/Guardian Name: _____ Phone: _____

Address: _____

Parent/Guardian Contact Number during Trek () - _____

For Use by Notary Public if Required

In an effort to provide better child protection, certain states and foreign countries now require all releases covering minors to be notarized.

Subscribed and sworn to before me on this the _____ day of _____,

My commission expires _____, _____

Signature of notary public _____

Nature of Leadership-Kodiak
What We have In Common

List the things you find in common with three other trek members.

Name _____	Name _____	Name _____
1. _____	1. _____	1. _____
2. _____	2. _____	2. _____
3. _____	3. _____	3. _____
4. _____	4. _____	4. _____
5. _____	5. _____	5. _____
6. _____	6. _____	6. _____
7. _____	7. _____	7. _____
8. _____	8. _____	8. _____
9. _____	9. _____	9. _____
10. _____	10. _____	10. _____
11. _____	11. _____	11. _____
12. _____	12. _____	12. _____
13. _____	13. _____	13. _____
14. _____	14. _____	14. _____
15. _____	15. _____	15. _____

Nature of Leadership-Kodiak

VALUES LIST

Name _____

Adventure

risk taking the unknown thrill seeking
 danger the endeavor the quest
 experimenting the venture the rush
 something new exhilaration

Beauty

grace refinement elegance
 attractiveness loveliness radiance
 magnificence taste style

Integrity

honesty truth-telling seeking truth
 do what's right candor

Having an impact

moving forward coaching spark
 encourage others altering influence
 energize others to excite
 stimulate others hard work

Helping

serving improving augmenting
 endowing strengthening facilitating
 fostering assisting ministering
 granting providing

Humor

laughter telling jokes wit
 fun jollity

Creativity

designing inventing synthesizing
 imagination ingenuity originality
 conceiving planning building
 perfecting assembling inspiring

Learning

growing detecting perceiving
 realizing uncovering discerning
 distinguishing observing learning
 studying

To feel

to experience to sense to emote
 to feel good to glow being with
 being in touch the energy flow

Leadership

guiding inspiring influencing
 arousing enrolling reigning
 governing ruling persuading
 coaching

Mastery

being an expert domination superiority
 Preeminence greatness out-doing
 setting standards excellence self-control
 justice fulfillment trust

Financial

independence money reserves investing
 reliable income net worth active
 growth management

over

Nature of Leadership-Kodiak

Pleasure

__sports __playing games
__sensual bliss __being entertained
__movies / TV __sex
__being amused __physical workout __eating

Relating

__being connected __community __family ties
__to unite __involvement __nurturing
__being linked __bonding __socializing

Sensitivity

__tenderness __to support __wisdom
__to empathize __to see (vision)
__being present
__responding __perceiving __in touch
__compassion

Spirituality

__being aware __accepting __holiness
__relating with God __being devoted
__meditation __being religious __rituals
__gratitude __pure love __righteous
__service to God __at peace with others,
__honoring God ourselves & God

Teaching

__educating others __instructing __informing
__preparing __edifying others
__uplifting others __explaining __to enlighten

Winning

__prevailing __accomplishing __attaining
__scoring __acquiring __triumph
__domination __attracting __persistence
__competition __cooperation __win-win
attitude

Nature of Leadership - Kodiak

Nature of Leadership-Kodiak
Assessment of Current Leadership Qualities

Name _____

Date _____

	Scale				
	0 = Never	1 = Seldom	2 = Sometimes	3 = Usually	4 = Always
1. You communicate well with others.	0	1	2	3	4
2. You solve problems well.	0	1	2	3	4
3. You enjoy serving others.	0	1	2	3	4
4. You feel you understand others.	0	1	2	3	4
5. You care about how well your group works.	0	1	2	3	4
6. You have integrity.	0	1	2	3	4
7. You are able to handle stress well.	0	1	2	3	4
8. You have a can-do, positive attitude.	0	1	2	3	4
9. When you look at a situation, you see it as a part of a bigger whole.	0	1	2	3	4
10. You have self-discipline.	0	1	2	3	4
11. You are able to influence others.	0	1	2	3	4
12. You are flexible.	0	1	2	3	4
13. You are confident you can be an effective leader.	0	1	2	3	4
14. When you start a project, you finish it.	0	1	2	3	4
15. You use all the tools available to you, such as adults & peers.	0	1	2	3	4
16. You are able to make decisions.	0	1	2	3	4
17. You take responsibility for your decisions.	0	1	2	3	4
18. Others accept you as a leader.	0	1	2	3	4
19. You enjoy learning.	0	1	2	3	4
20. People are drawn to you.	0	1	2	3	4
21. You let others know your opinions in a positive way.	0	1	2	3	4
22. You take initiative and start things without being told.	0	1	2	3	4
23. You have a good self-image.	0	1	2	3	4
24. You work to solve problems as soon as they come up.	0	1	2	3	4
25. Others trust you.	0	1	2	3	4
26. You like to work with others.	0	1	2	3	4
27. When leadership assignments are made, you are chosen.	0	1	2	3	4
28. You are able to formulate visions of what you want to do.	0	1	2	3	4
29. You share your visions with others.	0	1	2	3	4
30. Overall rating of how you feel you are prepared as a leader.	0	1	2	3	4

Case Studies

Decision-Making Case Study #1

You are a member of Venturing crew 322, a very active group of 40 members. As a group you have a wide variety of interests. It is time to plan your annual superactivity. About 12 of your members are avid scuba divers and want to go to Costa Rica to dive, sail, and explore the jungles. Another dozen want to go backpacking in the mountains. The rest are uncommitted, a few even to the point of apathy. They want to go anywhere air-conditioned, comfortable, with cooked, served food. Each group has threatened to quit and form their own crew if they don't get their way.

You are the crew officers charged with planning the superactivity and you are among the "anything is fine group." Cost is not a factor. In the past, your crew has gone snow skiing, whitewater rafting, caving, and to Disney World.

Your challenge: Plan the superactivity without destroying your crew.

Decision Making Case Study #2

You are a senior in high school and have been accepted by a very prestigious, private, out-of-state university. It will be a stretch financially, but with scholarships, the cost is down to about \$20,000 per year.

It is May and you graduate in just two weeks! Without warning, your parent who is the primary breadwinner (mom or dad) in your family becomes ill and is unable to work. Their disability insurance will provide only 25% of your family's regular income. Your family has \$20,000 saved for your education. Money is tight, real tight! You could lose your house. Every penny counts now.

Your challenge: Decide what will you do about this fall?

Nature of Leadership-Kodiak
Leadership Card (Bag-Tag)

Kodiak

Five-Step Planning Model

Step 1. Situation

- People assets?
- Environment?
- Resources?
- History?
- Where does everybody stand?

Step 2. Mission

- Restated?
- Clear?

Step 3. Execution

- Does everybody know how?
- Does each person know his role?
- Safety considerations?


Step 4. Command

- Change of command
- Schedule
- Use everybody's strengths
- Check points
- Cheer victories

Step 5. Logistics

- Physical assets?
- Housing, food, transportation, training, costs, etc?

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Kodiak

Decision-Making Process

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

The Five Leadership Commissions

1. Effective team
2. Values/vision
3. Communications
4. Decision making
5. Planning

Three Simple Rules for Effective Communications

1. Be sure in your own mind what you want to communicate.
2. Deliver the message clearly and concisely.
3. Make sure the message is correctly understood (listening and feedback).

Nature of Leadership-Kodiak
MURDER ONE INSTRUCTION SHEET

Instructions:

1. The threat of violence between various factions of organized crime over the control of narcotics, imperils the tranquility of your community. To combat this threat, the police commissioner has directed a step-up in the activity against criminal organizations within your community.
2. You are a group of top detectives who have been assigned to the Organized Crime Bureau within your department.
3. Charly "Poppa" Hasson's gang has been singled out for particular attention by your team.
4. Your task becomes complicated when murder occurs during your investigation.
5. Your task, as a team is to single out one suspect from members of the Hasson gang. Circumstantial evidence may be used to identify and arrest one member of the gang. The remaining six suspects must be cleared for a specific reason, which you as a team must declare at the termination of the activity. Data has been supplied regarding the suspects (give each participant a Briefing Sheet.). Your team has all the information necessary for the solution of the case.

Assumptions:

1. Assume that there is one solution.
2. Assume that all data are correct.
3. You have thirty minutes in which to determine a suspect.
4. Assume that today's date is July 7, 1977, and that all primary actions are taking place on this date.
5. There must be substantial agreement in your group that the problem is solved.
6. You must work the problem as a group.

MURDER ONE SUSPECT DATA SHEET

Viron, Benjamin ("Benjie")

Height: 5'4" Weight: 220 lbs.

Blood Type: B Shoe: 7½D

Vehicle: 1973 Mercedes Dark Blue Sedan

Record: 17 arrests--Charges: Gambling, Loan-sharking, Extortion, Assault, Narcotics, Robbery, Sexual Offense

M-W-49

Hair: Gray/Brown Eyes: Brown

Tattoos: Right arm, "Mother"

Enopac, Alphonse ("Jumbo")

Height: 5'7" Weight: 245 lbs.

Blood Type: A Shoe: 8D

Vehicle: 1974 Lincoln Black Sedan

Record: 26 arrests--Charges: Gambling, Narcotics, Extortion, Assault, Sexual Offense, Homicide

M-W-52

Hair: Black/Gray Eyes: Brown

Tattoos: Left arm, "Al & Eloise"

Ollag, Joseph ("Chills")

Height: 5'7½" Weight: 180 lbs.

Blood Type: A Shoe: 8D

Vehicle: 1972 Cadillac Black Sedan

Record: 20 arrests--Charges: Gambling, Narcotics, Assault, Extortion, Homicide

M-W-52

Hair: Brown Eyes: Brown

Tattoos: None

Phelps, James ("Digger")

Height: 5'7" Weight: 210 lbs.

Blood Type: B Shoe: 7½D

Vehicle: 1973 Cadillac Dark Green Sedan

Record: 30 arrests--Charges: Gambling, Narcotics, Assault, Robbery, Loan-sharking, Homicide

M-W-52

Hair: Black/Brown Eyes: Blue

Tattoos: Chest, "Blue Birds"

Sutter, Edward ("Blue Eyes")

Height: 5'7" Weight: 240 lbs.

Blood Type: B Shoe: 7½D

Vehicle: 1974 Chrysler Black Sedan

Record: 12 arrests--Charges: Gambling, Loan-sharking, Assault, Sexual Offense, Extortion

M-W-51

Hair: Black/Gray Eyes: Brown

Tattoos: Right Arm, "For God & Country"

Lagas, Franklin ("Hot Dog")

Height: 5'7" Weight: 235 lbs.

Blood Type: B Shoe: 8D

Vehicle: 1973 Cadillac Black Sedan

Record: 19 arrests--Charges: Homicide, Robbery, Assault, Extortion, Narcotics, Gambling, Impairing Morals of a Minor

M-W-50

Hair: Black/Gray Eyes: Brown

Tattoos: None

Aifam, George ("Gypsy")

Height: 5'7½" Weight: 245 lbs.

Blood Type: B Shoe: 8D

Vehicle: 1973 Lincoln Black Sedan

Record: 23 arrests--Charges: Gambling, Loan-sharking, Assault, Extortion, Homicide

M-W-39

Hair: Black Eyes: Brown

Tattoos: Left arm, "To Mother With Love"

MURDER ONE SOLUTION SHEET

(Note: Items printed in boldface and underlined indicate why the suspect could not have committed the crime.) Everyone is eliminated except...

Name	Height	Weight	Age	Blood Type	Occupation at 7p.m. (free to make phone call)	Occupation at 10 p.m. (free to commit murder)
Viron, Benjamin ("Benjie")	<u>5'4"</u>	220	49	B	unknown	unknown
Enopac, Alphonse ("Jumbo")	5'7"	245	52	<u>A</u>	unknown	unknown
Ollag, Joseph ("Chills")	5'7½"	<u>180</u>	52	<u>A</u>	near social club	unknown
Phelps, James ("Digger")	5'7"	210	52	B	<u>conducting union meeting</u>	unknown
Sutter, Edward ("Blue Eyes")	5'7"	240	51	B	near social club	unknown
Lagas, Franklin ("Hot Dog")	5'7"	235	50	B	near off-track betting office	<u>in custody of Joint Task Force</u>
Aifam, George ("Gypsy")	5'7½"	245	<u>39</u>	B	near off-track betting office	unknown

MURDER ONE BRIEFING SHEET

Charly "Poppa" Hasson has been linked to organized crime by both Federal and state Organized Crime Task Forces. Information has been received that Poppa Hasson has formed a gang of his own and is engaged in heavyweight narcotics traffic. Recent investigations by your department have disclosed the identity of seven members of the Hasson gang. Further investigations and surveillance have revealed that the members of the gang are actively engaged in narcotics distribution despite severe pressure from the Joint Organized Task Force. Confidential information has disclosed a widening rift between gang members and Charly Hasson; members of the gang have accused him of "skimming off the top." Threats have been made by gang members to blow Charly away if he doesn't shape up.

As a result of the threats, Poppa has been making himself scarce and rarely meets more than one gang member at a time. He has secluded himself in an apartment in a remote part of town, a relatively safe location unknown to the gang members. An informant has told your department about Hasson's hideout, and a legal wiretap has been installed on his telephone. Several days have gone by, and no action has been indicated by the tap. On July 7, at 7:03 p.m., Charly made a call to an undetermined public phone booth, and a tape conversation was recorded as follows:

Unknown Person: "Yeah?"

Poppa (Charly): "Eh, I got a big one; meet me at the club at 10:30."

Unknown Person: "O.K." (Clicks off)

Past information indicates the club to be the Starlight Hunting & Fishing Club at 197 Kenmore Street, a secluded place used in the past for gang meetings. Other persons have divulged that some heavyweight drugs have come into town. Thus it appears Poppa may be getting a slice of the action. With this in mind, your squad C.O. decides to cover the club and put a close surveillance on all suspects at the location.

The Joint Task Force, having information confirming a big shipment

to the city, swings into action at 9:00 p.m. this date and simultaneously rounds up suspects who might be involved. The sweep nets twenty suspects, including Johnny Blue Eyes, Harry Hinge, Bruce Comma, Benny Carato, Sam Perez, John Smith, Mike Crupa, Danny Skidmore, Frankie Todd, Sidney Hall, Jackie Leod, and Cary Crooke. All are known by the department to be actively engaged in illegal narcotics traffic. The stakeout at Poppa's house reports that he leaves at 9:30 p.m., but he loses the tail at about 10:00 p.m. on the other side of town. Other tails report in, and information about the members of Poppa's gang is compiled by the team. At 7:00 p.m., surveillance had disclosed that Jumbo and Benjie's whereabouts were unknown; Hot Dog and Gypsy were near an off-track betting office, Digger was at some meeting, and Chills and Blue Eyes were in the vicinity of a social club. Armed with this information, the team moves to 197 Kenmore Street.

At 10:15 p.m., the first unit of the team arrives and observes that the club door is ajar and Hasson's car is parked outside. The area seems deserted, and only one light flickers through the open door. It appears from the outside that someone is lying on the floor. A decision is made to move in for a better look. Closer scrutiny reveals Charly's body lying face down on the floor. He is bleeding profusely from head wounds--apparently gunshot wounds from a weapon found lying near an open window at the rear of the premises. The area is immediately sealed off, and the forensic unit is called to the scene. While awaiting the results of the lab unit, the team makes a door-to-door canvas in an attempt to locate a witness or persons who might have seen Charly "Poppa" with someone at the location. The search is apparently fruitless until one middle-aged man is found who observed two men entering the abandoned club while he was walking his dog. The frightened witness, who resides three blocks from the club, says he saw the two enter the building and then heard a loud argument, during which someone shouted "No! No!" At that time he heard two shots, and the door of the club opened but no one came out. Then he saw a man fleeing from behind the building. The man was middle-aged, wore a white shirt and black trousers, was about average in height, and was heavy. The man fled in a dark sedan parked on the next block. The witness, fearful for his life, ran home, and when a detective doing door-to-door interviews came to his house, the witness gave him the above information.

Nature of Leadership-Kodiak

The forensic unit thoroughly searches the premises and comes up with prints belonging to Poppa; other prints are not distinguishable and cannot be classified. The weapon located at the scene is a .44 magnum of undetermined origin--no prints are obtained from the gun. Blood stains seem to indicate a fierce struggle, and apparently Charly had almost made it to the door. The blood stains on the floor fall into two groupings: A and B. Charly had bled profusely; he has blood type A. Beneath his fingernails are tufts of hair. Further investigation reveals a footprint in the tomato patch below the window at the rear of the club. The print seems to be anywhere from a size 7D to a size 8D; it is somewhat distorted and was made by a man of greater-than-average weight. (This is determined by a mold made at the scene and a measurement of the height of the drop from the window to the ground.) Pressure from the hierarchy of the department demands a quick solution to this case, especially in view of the recent mass arrests made by the Joint Task Force. On the basis of the facts herein, your team is directed to make a prompt arrest.

The most likely suspects are the members of Charly "Poppa" Hasson's gang. It would seem likely that Charley called a member of the gang and made an appointment with his killer. All the information available to your team can be culled from the Briefing Sheet. Your task is to identify the killer by using the facts available.

MURDER ONE BRIEFING SHEET

Charly "Poppa" Hasson has been linked to organized crime by both Federal and state Organized Crime Task Forces. Information has been received that Poppa Hasson has formed a gang of his own and is engaged in heavyweight narcotics traffic. Recent investigations by your department have disclosed the identity of seven members of the Hasson gang. Further investigations and surveillance have revealed that the members of the gang are actively engaged in narcotics distribution despite severe pressure from the Joint Organized Task Force. Confidential information has disclosed a widening rift between gang members and Charly Hasson; members of the gang have accused him of "skimming off the top." Threats have been made by gang members to blow Charly away if he doesn't shape up.

As a result of the threats, Poppa has been making himself scarce and rarely meets more than one gang member at a time. He has secluded himself in an apartment in a remote part of town, a relatively safe location unknown to the gang members. An informant has told your department about Hasson's hideout, and a legal wiretap has been installed on his telephone. Several days have gone by, and no action has been indicated by the tap. On July 7, at 7:03 p.m., Charly made a call to an undetermined public phone booth, and a tape conversation was recorded as follows:

Unknown Person: "Yeah?"

Poppa (Charly): "Eh, I got a big one; meet me at the club at 10:30."

Unknown Person: "O.K." (Clicks off)

Past information indicates the club to be the Starlight Hunting & Fishing Club at 197 Kenmore Street, a secluded place used in the past for gang meetings. Other information has divulged that some heavyweight drugs have come into town. Thus it appears Poppa may be getting a slice of the action. With this in mind, your squad C.O. decides to cover the club and put a close surveillance on all suspects at the location.

The Joint Task Force, having information confirming a big shipment to the city, swings into action at 9:00 p.m. this date and simultaneously rounds up suspects who might be involved. The sweep nets twenty suspects, including Johnny Blue Eyes, Harry Hinge, Bruce Comma, Benny Carato, Sam Perez, John Smith, Mike Crupa, Danny Skidmore, Frankie Todd, Sidney Hall, Jackie Leod, and Cary Crooke. All are known by the department to be actively engaged in illegal narcotics traffic. The stakeout at Poppa's house reports that he leaves at 9:30 p.m., but he loses the tail at about 10:00 p.m. on the other side of town. Other tails report in, and information about the members of Poppa's gang is compiled by the team. At 7:00 p.m., surveillance had disclosed that Jumbo and Benjie's whereabouts were unknown; Hot Dog and Gypsy were near an off-track betting office, Digger was at some meeting, and Chills and Blue Eyes were in the vicinity of a social club. Armed with this information, the team moves to 197 Kenmore Street.

At 10:15 p.m., the first unit of the team arrives and observes that the club door is ajar and Hasson's car is parked outside. The area seems deserted, and only one light flickers through the open door. It appears from the outside that someone is lying on the floor. A decision is made to move in for a better look. Closer scrutiny reveals Charly's body lying face down on the floor. He is bleeding profusely from head wounds--apparently gunshot wounds from a weapon found lying near an open window at the rear of the premises. The area is immediately sealed off, and the forensic unit is called to the scene. While awaiting the results of the lab unit, the team makes a door-to-door canvas in an attempt to locate a witness or persons who might have seen Charly "Poppa" with someone at the location. The search is apparently fruitless until one middle-aged man is found who observed two men entering the abandoned club while he was walking his dog. The frightened witness, who resides three blocks from the club, says he saw the two enter the building and then heard a loud argument, during which someone shouted "No! No!" At that time he heard two shots, and the door of the club opened but no one came out. Then he saw a man fleeing from behind the building. The man was about fifty, wore a white shirt and black trousers, was about average in height, and was heavy. The man fled in a dark sedan parked on the next block. The witness, fearful for his life, ran home, and when a detective doing door-to-door interviews came to his

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house, the witness gave him the above information.

The forensic unit thoroughly searches the premises and comes up with prints belonging to Poppa; other prints are not distinguishable and cannot be classified. The weapon located at the scene is a .44 magnum of undetermined origin--no prints are obtained from the gun. Blood stains seem to indicate a fierce struggle, and apparently Charly had almost made it to the door. The blood stains on the floor fall into two groupings: A and B. Charly had bled profusely and beneath his fingernails are tufts of hair. Further investigation reveals a footprint in the tomato patch below the window at the rear of the club. The print seems to be anywhere from a size 7D to a size 8D; it is somewhat distorted and was made by a man of over two hundred pounds in weight. (This is determined by a mold made at the scene and a measurement of the height of the drop from the window to the ground.) Pressure from the hierarchy of the department demands a quick solution to this case, especially in view of the recent mass arrests made by the Joint Task Force. On the basis of the facts herein, your team is directed to make a prompt arrest.

The most likely suspects are the members of Charly "Poppa" Hasson's gang. It would seem likely that Charly called a member of the gang and made an appointment with his killer. All the information available to your team can be culled from the Briefing Sheet. Your task is to identify the killer by using the facts available. .

MURDER ONE BRIEFING SHEET

Charly "Poppa" Hasson has been linked to organized crime by both Federal and state Organized Crime Task Forces. Information has been received that Poppa Hasson has formed a gang of his own and is engaged in heavyweight narcotics traffic. Recent investigations by your department have disclosed the identity of seven members of the Hasson gang. Further investigations and surveillance have revealed that the members of the gang are actively engaged in narcotics distribution despite severe pressure from the Joint Organized Task Force. Confidential information has disclosed a widening rift between gang members and Charly Hasson; members of the gang have accused him of "skimming off the top." Threats have been made by gang members to blow Charly away if he doesn't shape up.

As a result of the threats, Poppa has been making himself scarce and rarely meets more than one gang member at a time. He has secluded himself in an apartment in a remote part of town, a relatively safe location unknown to the gang members. An informant has told your department about Hasson's hideout, and a legal wiretap has been installed on his telephone. Several days have gone by, and no action has been indicated by the tap. On July 7, at 7:03 p.m., Charly made a call to an undetermined public phone booth, and a tape conversation was recorded as follows:

Unknown Person: "Yeah?"

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Past information indicates the club to be the Starlight Hunting & Fishing Club at 197 Kenmore Street, a secluded place used in the past for gang meetings. Other persons have divulged that some heavyweight drugs have come into town. Thus it appears Poppa may be getting a slice of the action. With this in mind, your squad C.O. decides to cover the club and put a close surveillance on all suspects at the location.

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sedan parked on the next block. The witness, fearful for his life, ran home, and when a detective doing door-to-door interviews came to his house, the witness gave him the above information.

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NATURE OF LEADERSHIP – KODIAK COURSE REPORT

REGION	COUNCIL		CREW NO.					COURSE DATE(S)			
	GENDER		ETHNIC					ORIGIN			
	# MALES	# FEMALES	WHITE	HISPANIC	BLACK	ASIAN	OTHER	IN COUNCIL	OUT OF COUNCIL	BOY SCOUTS	VENTURING
PARTICIPANT TOTAL											
STAFF TOTALS											
DESCRIBE TREK (Use additional sheets if needed)											
COMMENTS ON LEADERSHIP INSTRUCTION (Use additional sheets if needed)											
SUMMARIZE COMMENTS FROM PARTICIPANT EVALUATIONS (Use additional sheets if needed)											

Attach a list of participants and staff and send to office of the Scout Executive, local council. Local council please send a copy to Venturing Division, S211, PO Box 152079, Irving, TX 75015.

Nature of Leadership-Kodiak

**UNIT REQUEST FOR AUTHORIZATION TO CONDUCT A
KODIAK COURSE**

Date: _____

From: _____ Crew/troop No. _____ District: _____

Address: _____ City: _____ ZIP: _____

Phone: _____ Email: _____

Return this form to: Council Scout Executive

Type of course: Weeklong (at least six days) Weekend (two weekend totaling at least six days)

Course Location (s) _____

Course Dates _____

Expected Number of participants _____

Expected Number of Staff _____

I agree that all equipment and facilities will be provided at the highest level to maintain the health and safety standards of the Boy Scouts of America and course’s program standards defined in the *Kodiak Syllabus*. As course director, I promise to fully follow the Kodiak syllabus and will provide an after action report and course report to the Scout Executive within 30 days of the completion of our course.

Signature of Course Director

Date

List of Trainers:

<u>Name</u>	<u>Age</u>
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

COUNCIL APPROVAL: _____
Scout Executive Signature Date

Please list other units that will be involved in this course:

Reason for non-approval:

Unit keeps one copy
Place one copy in the unit’s file
Council keeps one copy in the training course file

VENTURING



KODIAK

P.O. Order # _____	Date: _____
Ship To: _____ (Council Name)	Council # _____
Address: _____	
City: _____	State: _____ Zip: _____

Date Material Needed _____ **Account No.** _____

Catalog Number	Quantity	Item Name or Description	Price	Total Cost	
				Dollars	Cents
14221		Kodiak Medal (per participant)	2.99		
14262		Kodiak Participant Patch	1.99		
14308		Kodiak Staff Patch	1.49		
17030		Kodiak Leadership Bag	3.79		
17034		Bear Claws (5 for each instructor & 5 for each participant)	.59		
33504		Kodiak Course Certificate (per participant)	.99		
33506		Kodiak Bag-tag (per staff member)	2.49		
34193		Kodiak Syllabus	9.99		
17774		25-yard roll – Leather Lacing	20.99		
		Pony Beads, 100-Count Bags- Package of 100	1.19		
7001BB	Baby Blue Beads		7001BL	Black Beads	
7001RE	Red Beads		7001HL	Glow in the Dark Beads	
7001KE	Kelly Green Beads		7001RO	Royal Blue Beads	
7001YE	Yellow Beads		7001TU	Turquoise Beads	
7001WH	White Beads		7001OR	Orange Beads	
7001TA	Tan Beads		7001PI	Pink Beads	
TOTAL					

BOY SCOUTS OF AMERICA, SUPPLY GROUP NATIONAL DISTRIBUTION CENTER

**ORDERS ARE TO BE MAILED TO
THE DISTRIBUTION CENTER**



**2109 Westinghouse Blvd
P.O. Box 7143
Charlotte, NC 28241-7143
1-800-323-0732
Fax: 1-704-588-5822**