THE KODIAK CHALLENGE



BOY SCOUTS OF AMERICA®



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THE KODIAK GUIDE'S HANDBOOK—AN INTRODUCTION

Congratulations for having been selected as a Kodiak guide for a Kodiak trek. Your role is critical in the life of the troop, team, ship, or crew undertaking this adventure.

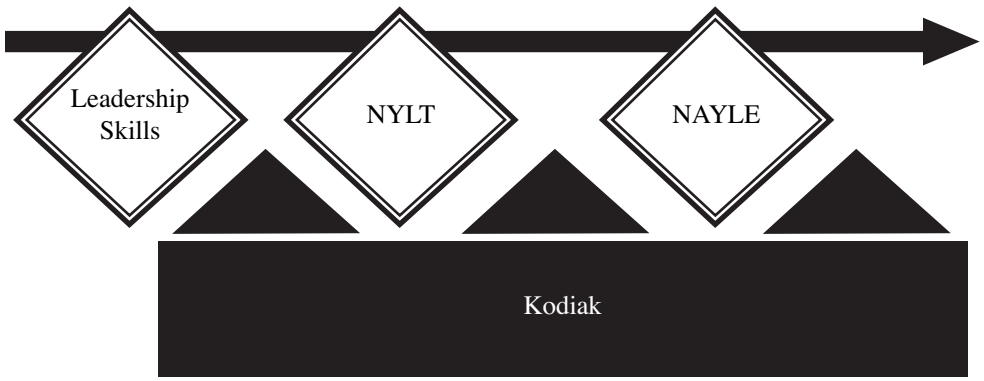
Our vision of success for Kodiak is to see ***every member of every troop, crew, ship, or team in the nation practicing and improving his or her leadership skills in a challenging adventure setting.*** By seeing how the leadership skills come into play as the week unfolds, each person will internalize these skills and see how these skills equip them to handle life's challenges and become a better leader.

What Is Kodiak?

Kodiak is designed to be an adventure that pushes the boundaries of every participant—one that will encourage you to try new things that may be out of your comfort zone. It is an experience—but one that has its underpinnings in the application of the leadership skills they learned in the Introduction to Leadership Skills for Troops or Crews, NYLT, and/or NAYLE. It is, as is all of Scouting, an adventure with a purpose.

Where Does Kodiak Fit Within the BSA's Youth Leadership Continuum?

Because Kodiak is grounded in experiential education, participants learn the skills of leadership as they take part in the various experiences that make up the Kodiak trek. As such, a Kodiak adventure can take place after experiencing the Introduction to Leadership Skills for Troops or Crews, after taking part in NYLT, or after NAYLE. The growth in leadership depends on what the participant brings to the adventure. More skilled leaders will grow as well as younger Scouts and Venturers; they will simply have a different but equally rewarding experience. Indeed, Kodiak and the process of developing and implementing a vision can be done more than once.



The Kodiak Guide

At the heart of the Kodiak experience is **you**—the Kodiak guide. The purpose of the guide is to help the participants with their adventure. The guide is not the leader for the experience, but a thoughtful youth or adult who will take the time to help the participants make sense of their experience. The guide is present but not hovering. The guide has wisdom and experience, and works best by asking questions to help the group find their way through their adventure. We describe the role of the Kodiak guide more fully in the "Staffing the Kodiak Challenge" section of this syllabus.

What Does a Kodiak Trek Look Like?

A Kodiak trek is an expedition, a road trip, an adventure, a visit to another country, a whitewater rafting trip, a cross-state bicycle adventure, running a sports week for special-needs youth—anything that helps push the participants out of their personal comfort zone for the sake of adventure and learning.

A trek is an adventure that pushes boundaries. Not all troops or crews go on high-adventure outings, and Kodiak need not be a high adventure to be a great experience. Of course a natural setting is always a plus, but the key is ADVENTURE. For some units, it may be more challenging to do a weeklong city tour than a backpacking trip similar to other trips in the past. Do what works for your unit, but do something that is truly a challenge to each participant. Treks should be a minimum of five days. We give further examples of possible trek types throughout this syllabus.

However, ***remember that Kodiak is <u>not</u> about the trek; it is about leadership skills*.** During the Kodiak trek, BSA leadership skills will become a framework for you to help the participants live out their adventure—and grow from this. Each day there is an activity to showcase one or more of the BSA leadership skills previously taught in the unit Introduction to Leadership Skills course and at NYLT and NAYLE. In addition, each trek will have numerous times where leadership skills are essential for success. For example, all treks begin with planning, and all groups must communicate effectively about expectations and shared tasks.

The Key to a Successful Trek—Developing Leadership Skills During Kodiak

Kodiak is not classroom delivery of leadership skills. The Kodiak experience is to allow participants to grow in their abilities as leaders during an adventure that tests them mentally and physically. There are three ways to ensure learning occurs on the trek:

1. Each day, you will present at least one activity designed to reinforce the concept of one of the leadership skills.
2. During the trek, all staff will be watching for and noting when something occurs that reinforces a particular leadership skill. This may or may not be something that happened well, but something that can be learned from. These may be called out as they happen, or written down for later discussion at a more appropriate time (e.g., on a later day after that topic is discussed in the trek).
3. Each day ends with a discussion of what happened that day. You will lead the group in an evening reflection session to discuss situations where leadership skills have come into play on the trek experience so the real-life experience of the adventure becomes reinforcement of the leadership lessons.

There are optional reinforcement exercises to use as needed for any of the leadership skills. These reinforcement activities are typically in the form of initiative games, which allow the Kodiak guide to help further develop the team's awareness and application of the leadership skills.

We have given examples in the instructional modules of situations likely to occur in a trek of any nature. Use these as examples of "teachable moments," but remember that YOU must be on a constant lookout for opportunities to explain, to expand on, and to enhance the leadership lessons taught in Introduction to Leadership Skills and NYLT. Similarly, we provide daily after-hours activities and discussions, which are used to reinforce lessons and skills.

Working in the context of the adventure provides additional challenges for the Kodiak guides. The guide must watch for opportunities to help the team make sense of their experience. It also requires that the guide know the leadership skills in great depth, for the better the skills are understood, the more opportunities the guide will find to recognize when and how to help the participants grow from the experience.

It is often beneficial to call out leadership opportunities during the day, rather than only at the evening activity session. Besides knowing "what" to do, it is important to know "how" to approach making sense of the challenges. The focus needs to be on the *incident* that triggers the discussion and learning opportunity, not on the individual. The focus needs to be on identifying what actions challenged the group—or what experiences helped the group succeed. As some of the learning opportunities may come in response to an obstacle, the guide can help the group process how a better and more insightful application of a leadership skill would help them better accomplish their goals.

Remember: The Kodiak trek is the adventure, but the leadership skills learned and practiced on the trek pave the road for the journey of life.

Implementing Learning Sessions

The greatest learning of this course will occur when leadership skills are tied to the real experience. When trouble arrives due to a lapse in communication, that is the time to address the application of the skill. Experiences encountered during the adventure provide the avenues for learning. Your role as a Kodiak guide is to remain vigilant and look for opportunities to help the Kodiak participants make sense of what they have experienced and how the use (or non-use) of a skill provides fodder for discussion, learning, and personal growth. By doing this, the participants are not overloaded with talking and delivery and, as a result, internalize the leadership skills by recognizing their role in the successful delivery of the Kodiak adventure.

The teaching sequence for the leadership skills has been designed to build upon the skills from the preceding day. You may find it advantageous to change the order, depending on the exact nature of your trek. For example, you may only be able to do your service project on Day 3, and so you may need to move this discussion to this day. Do try to keep to the order in this syllabus if possible, however. It is particularly important that planning and vision be done BEFORE the trek, although these skills can of course be practiced again throughout the trek itself.

In addition to suggestions for capitalizing on the teachable moments during the course, there is also an appendix of initiative games that can be used to reinforce the use of leadership skills during the course. These activities will emphasize the use of the skill and how it relates to developing one's capacity as a leader.

Leadership Tools and Models Covered

Kodiak uses the same leadership skills as our other Scouting programs. The Kodiak trek provides the participants a guided model of how they can identity, hone, and practice leadership skills on any outing or project. With time, you will help them recognize and use these skills innately in every activity and challenge they are involved with. The first two skills—Creating a Vision for Success and Planning—are delivered before the start of the actual Kodiak adventure. Developing a vision for the success of the team and planning how to implement the project need to take place before the actual Kodiak trek, no matter what sort of trek is designed and implemented. The remaining five skills are presented during the week, and are practiced and evaluated as they occur during trek activities. Whether the Kodiak experience finds the participants walking along city sidewalks or barely marked trails in the backcountry, the opportunities encountered by the participants will provide the means through which to identify and develop understanding and greater mastery of leadership skills.

Taking part in a Kodiak adventure will give the participants an opportunity to practice the following skills on their trek:

- Creating a Shared Vision of Success—done before the trek occurs
- Planning—done before the trek occurs
- Communication—Day 1 activity and review
- The Stages of Team Development—Day 2 activity and review
- Inclusiveness—Day 3 activity and review
- Values and Ethical Decision Making—Day 4 activity and review
- Servant Leadership (Includes Leadership Styles)—Day 5 activity and review

These are the skills Scouts learn and practice in their units. These skills are introduced at the unit level in the Introduction to Leadership Skills. This unit course is required for Kodiak, as it provides the bare minimum framework for an effective Kodiak trek. Completion of NYLT and even NAYLE is highly encouraged as a precursor to Kodiak.

Pre-Trek Meetings

The trek starts well before hitting the trail. The participants in the adventure have a critical role in planning the Kodiak Challenge. One or more planning sessions are also required. Planning is a critical leadership skill, and each participant needs to play a role in planning for the success of the trek. They will learn far more if they have ownership of the trek process from beginning to end. Each trek group should plan to meet at least once and possibly several times in the weeks and months before the trek itself. It is important for experiencing the stages of team development as well as team formation. These sessions don't have to be long—most of a morning would cover the basics—but are required for the youth to play an active role in the trek process.

If the crew, ship, team, or troop members on the trek have not yet experienced the 2011 version of the Introduction to Leadership, this course should be the first in the pre-trek sessions.

Pre-Trek—Vision and Planning

The first two skills—Creating a Vision for Success and Planning—are delivered before the start of the actual Kodiak adventure. Developing a vision for the success of the team and planning how to reach that vision need to take place in advance of the actual Kodiak trek, no matter what sort of trek is designed and implemented.

The pre-trek activities start with creating a vision—one based on the values of Scouting. Use the appropriate Venturing or Boy Scout support material as references for these sessions—and don't forget the Oath and Law.

Vision is followed by goals and plans. The Boy Scouts of America has considerable resources available to support planning adventures. Among them are 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. Depending on the nature of the adventure, either frontcountry or backcountry guidelines may be appropriate. See as a reference www.lnt.org.

Depending on the nature of the trek, a single planning session may be sufficient, but several sessions with follow-up at each gathering will help the participants internalize the planning skill and allow the participants to fully "own" the trek. Other skills, such as Teaching EDGE and Communication, are embedded in planning. Thus, the more the participants can have a hand in substantially planning the trek, the better they will learn all the leadership skills.

During the Trek

The remaining five skills are practiced during the trek itself, both in the targeted learning session of the day and as trek experiences unfold. Each trek has ample opportunity to focus on the core leadership skills, and all treks share some common features along with the aforementioned vision and planning. For example, everyone has to eat, which requires communication on several levels. We provide some sample treks in some detail, and highlight times that are likely to be "commonly experienced teachable moments" as a guideline for your trek. We also counsel you on how to watch for and capitalize on those "magic moments" that lend themselves perfectly to reinforcing a particular leadership lesson. Attending a course director conference will help you learn how to build these into your specific trek itinerary.

Day 1—Communication

Communication is key to successful leadership in any setting. Thus this is the first skill reinforced on the trek experience. The first activity is done with the crew during the day's adventure (at a suitable break point), and the first of the optional leadership tokens may be given out if desired.

Every evening, the crews discuss the skill of the day as well as anything that ties in learning presented on previous days. On Day 1, the participants are asked to reflect on the day, with a view to how well communication occurred.

Day 2—Team Development

Teams go through stages of development. We remind the participants of the four stages of team development, and have them reflect on where they are at this point of the trek. The activity of the day reinforces this leadership lesson as well as the shared strength in a team vs. individual effort.

Day 3—Inclusiveness

All teams are more successful when each member of the team is fully engaged and contributing to the fullest extent possible. Today's lesson reminds the participants to recognize and capitalize on the strengths of each team member.

Day 4—Values

Values are the bedrock of all we do in Scouting and in life. The activity of the day serves to remind and reinforce the importance of values and making ethical choices.

Day 5—Servant Leadership and Leaving a Legacy

All members of a team should strive for "others first," or servant leadership, as a leader. The goal is for the team, and all members of the team, to succeed. It is through servant leadership that a leader truly influences the future. The activity of the day, coupled with a trek service project, brings this concept to life.

Remember that each day has a themed activity presented by the Kodiak guides, as well as an evening discussion that ties the day's events to leadership skills.

Optional Reinforcement Activities

No skill is perfect the first time it is learned, and the crew will have multiple opportunities to see both success and failure with each skill. It is important to stress that failures are in fact learning opportunities, and that any skill is stronger with practice. We provide several additional activities to use during the trek as desired.

> **Note:** There are optional tokens that symbolize these skills that may be presented at the end of the activity if you wish.

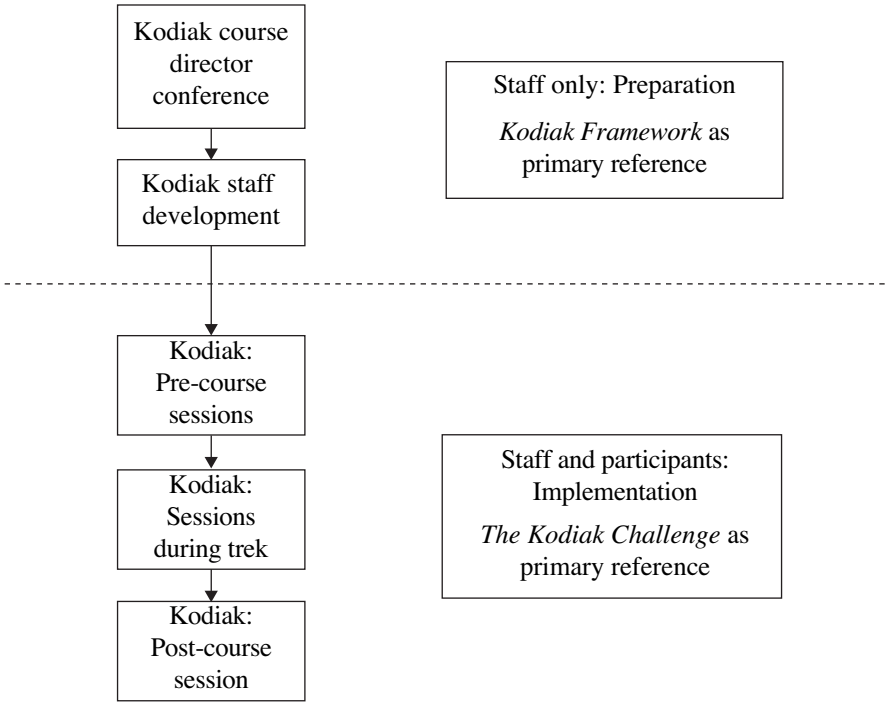
After the Trek

After the completion of the trek, the group gathers once again. This is a critical part of the course as it models the assessment portion of planning and gives valuable feedback that is used to improve future treks and activities for this unit. In order to learn from any success—or failure—an **after-trek debrief** is critical. What worked and why? What could we have done differently? Do we want to do this again? We will practice the "start-stop-continue" method of feedback and learning as part of helping the participants make sense of their experiences and how the leadership skills are present in the success or challenges they experienced during their Kodiak trek.

It is also a time of celebration and the sharing of memories. You may want to have a "feast," a slide show, give out additional awards—make it a good time!

After-action forms are also turned in by the course director to the area training chair so best practices and lessons learned may be shared with other units.

Kodiak Challenge: Sequence of Activities



Who May Offer a Course?

This course may be run at any level (unit, district, or council) but must be approved by the council training chair or his or her designee. Many courses will be offered at the council level to maximize participants, facilities, resources, support, and so on. However, the course is designed so it could be run by a crew going on a weeklong trip to the Amazon River or taking in a series of Broadway shows in New York City. It works well with any challenging adventure that lasts at least five days, with time set aside daily to explore the use of leadership skills as their application becomes evident.

Basic Course Requirements

- All Kodiak treks must use and follow the current official Kodiak syllabus.
- The council training chair must approve courses at least three months prior to the trek.
- Courses must be financially self-sustaining.
- There is no maximum course size, but each team should be no larger than eight and no smaller than five for each pair of Kodiak guides. Fewer than five in a team is challenging and not enough to do exercises.
- The time in advance of the course is critical. Depending on the need to secure wilderness area permits, the lead time for delivering a course may be as great as six to 10 months for some delivery models. This time before the trek itself will provide the participants time to develop their vision of success and plan for the implementation of their trek.

- At least five days is required to do the course. The course may be delivered either during a single five-day span or over two three-day weekends. If you choose to offer the two-weekend style course, no more than two weekends should separate the two weekends, as time away from the process will cause a loss of continuity.

Maintaining Standards

This course syllabus has been designed to achieve specific results in a determined time period, using the adventure of a trek as a means to develop leadership skills. Kodiak guides must ensure that all BSA guidelines and safe outing requirements are followed. Please refer to current versions of the *Guide to Safe Scouting,* No. 34416, to help organize and implement the Kodiak Challenge.

Participant Requirements

Participants must be at least 14 years old and have completed the eighth grade. In addition, they must have completed the Introduction to Leadership Skills course for their unit type. NYLT is highly recommended, and NAYLE experience is a plus, as a better understanding of the leadership skills before the trek enhances the experiential learning process during the trek itself.

Group Size

As mentioned in the course requirement section, small is better. Most exercises are designed for six to eight participants. Larger groups might leave some participants serving as spectators, which is to be avoided. An optimal size is eight participants with two guides.

However, you may have one, two, or more teams of eight on a trek. You still need two guides for each team of eight. You may choose to have teams travel, camp, and cook together. That is your option, and should be figured into the planning by the participants in the pre-trek phase of the Kodiak course. Delivery of leadership skills should generally take place with the small teams of eight, rather than in a larger group of 12 to 18.



WHAT IS A TREK?

The trek needs to have a vision and goals, requires planning, and requires true teamwork to accomplish the goal and reach the group vision of success. Leadership skills such as communication, problem solving, planning, inclusiveness, and more are inherent to a planned adventure. The challenge associated with the trek should be significant enough to not be "easy" but to allow each participant the opportunity to look inside him or herself and internalize the leadership skills they have learned to date.

Each trek should be designed to be no less than five days—both to be a proper adventure and to allow enough time to run the required activities and cover the basic skills. It may be a weeklong trip or experienced over two weekends, although the intensity of the learning experience is usually greater with the weeklong format.

Four possible trek styles are described below. They are not to exclude any other ideas for a trek, but rather to illustrate the type of adventure that may be used to support the Kodiak approach to developing leadership skills. We will discuss a few sample treks in detail to illustrate the times when a specific leadership skill is likely to be required. This will be more fully discussed and practiced, with an emphasis on YOUR trek, at the Kodiak course director conference in your area. In the spirit of making the trek an adventure, it is assumed that participants not sleep at home in their own beds during the trek. Living and working together for the good of the team is essential to form the opportunities for learning leadership that are a part of Kodiak.

Trek Difficulty Warning

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 application portion of the trek. An arts-based Venturing crew might wish to visit major museums or theaters in a new city over a two-week period, or a Sea Scout ship might elect to sail for a week in the Florida Keys. No matter what the trek is, you want to be sure the participants are not too physically exhausted to have a good experience with the leadership skill development. Planning carefully in advance will ensure that an appropriate balance between adventure and leadership skills development takes place.

Health and Safety

Regardless of the nature of the trek, whether it is a backcountry event or a community-based project, it is important to understand the level of physical fitness of the crew members. For backcountry adventures, 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 cannot handle the physical demands of the trek can have a negative effect on everyone. Plus, if a person cannot meet the physical demands, their own health and safety could be at risk.

- A BSA Health and Medical Record, No. 34605, 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 a physician, EMT, or nurse if possible. At the least, have an individual trained as a first responder or who has taken Wilderness First Aid Basics and CPR training.
- The trek must adhere to all BSA safety guidelines and standards as outlined in the current *Guide to Safe Scouting,* No. 34416.
- Trek staff and participants must be covered under BSA activity insurance.
- If possible, have staff and participants submit their BSA Health and Medical Record forms before the beginning of the trek so appropriate staff will have knowledge of any physical limitations, food requirements, allergies, or special requirements.
- A written emergency plan handling emergency situations (lost individual, injury, severe weather, being lost, etc.) should be shared with staff, participants, and participants' parents.
- If at all possible, carry communications devices such as cell phones, VHF radios, etc., for emergencies.

Four Sample Treks

Backcountry Adventure

A Venturing crew with an interest in backpacking organizes an adventure to hike a 40-mile section of the Appalachian Trail. In addition to securing permits for this adventure, the crew identified fitness goals that participants in the trek need to reach in order to be successful with the trek. As the crew has members who are of limited financial means, a significant money-earning experience was part of the experience leading up to the trek itself. The trailhead is some 300 miles from where the crew meets, and transportation to the trailhead and at the end of the week on the trail needs to be arranged. As many groups use this section of the trail, the members of the crew have elected to help the National Park Service with a Leave No Trace–themed service project during their trek.

This trek requires vision (what does success look like?) and substantial planning. During the trek, many opportunities to practice communication (what do we eat tonight?), team development (how can we get our tents set up before the rain hits?), and inclusiveness (who may know a lot about birds or plants we see along the way?) will occur (see examples under each session in the instructional modules). Ethical choices may crop up in deciding where to pitch the tents. Service and legacy occur with the service project.

Other Kodiak adventures that are similar in execution: Any adventure that requires moving people and materials from one place to another and requires specialized skills fits into this sort of Kodiak adventure. A long-distance bicycling trip, a canoe trip along a stretch of river, canoeing in the boundary waters, spelunking in a series of caves, and the like are all adventures that share this common thread.

Community-Based Adventure

A community church has a large and active Varsity team associated with its denomination's youth group. They have decided to embark upon a service mission to help repair structures in a coastal community that were damaged by a recent storm. This will require defining the service project, working with other relief agencies, travel to the area, lodging, and the actual work itself. Opportunities to learn leadership skills include inclusiveness (e.g., who knows how to prepare a wall for painting?), the Teaching EDGE (learning how to carry out tasks such as measuring, cutting, and installing drywall), and team development (many aspects of building or repairing a structure can be best accomplished with many individuals lending a hand).

Other Kodiak adventures that are community based: Visits to several governmental agencies to learn firsthand how these agencies work to shape our nation, an "art or science" tour where multiple museums, workshops, or educational facilities are visited, an Indian "pow wow" visit to experience our first nation's cultures and traditions.

National BSA-Based Trek Opportunities Such as a High-Adventure Base

Eight Sea Scouts and four Boy Scouts from a ship and troop sponsored by a local community service agency are planning on a trip to the Florida Seabase. They have decided to take part in the Out Island Adventure. While the program at the Seabase is relatively structured, the members of the crew took the lead in selecting and planning transportation to the Florida Keys. They also arranged for a side trip along the way to camp with another Venturing crew they met at the National Venturing Event in 2012.

Other Kodiak adventures that are similar in execution: Expeditions to any of the other BSA high-adventure bases; trips sponsored by a professional outfitter; a trip to a local council-sponsored high-adventure base; a trip to an organized Scouting event such as a world Scout jamboree, national Venturing event, or World Scout Moot.

Note: You must use care if choosing a Kodiak trek that incorporates a national base or any event that has much of its program designed by others. This can work, but you must be sure the trek participants have the opportunity to plan, experience, and perhaps even fail at some point (and learn from this!) on their own. Pre-programmed events are often very full, with little time to incorporate Kodiak into the program. Control of the Kodiak program needs to remain with the trek participants for it to have value. Any national or professionally run trips must include all the pre-trek planning, the ability to discuss all the skills within the trek timeframe, and the debrief portions of the Kodiak Challenge.

Local Council Camp Kodiak Week

The Venturing Officers' Association in a local scout council sponsors a Kodiak week at the end of the camping season at the local council's Boy Scout resident camp. They are expecting some 20 participants, who will take part in a set of structured activities each morning and afternoon at the camp. Based on a survey of participants, the camp leadership will offer activities such as shooting, COPE, whitewater rafting, horseback riding, climbing, and mountain biking. The first part of the morning will offer instruction in skills needed to take part in the activity, and then the rest of the day will be spent enjoying the action. Eight different activities are available, and Scouts will select five of the activities to take part in during their time at Kodiak camp as part of the pre-trek planning exercise. Evenings will feature social activities, swimming, and other fun events for the youth taking part in the course.

Special Instructions for Council Camp Settings

These are the most difficult types of Kodiak treks to successfully implement. A critical piece of a Kodiak trek is to push the boundaries of the participants' comfort zone and not just be "summer camp." It is necessary for each trek's participants to ACTIVELY plan and control their own experience. Remember that there are many ways for groups to communicate and plan, even if geographically apart. Skype conference calls (free if all have Skype accounts), Facebook, and other new forms of communication are readily available.

You will need to work closely with the council camping committee to ensure there is enough flexibility in the camp program to properly constitute a trek as we describe Kodiak. In addition, time must be taken before the activities start for the pre-trek portion of the syllabus. As with national program-based treks, you must be sure the trek participants have the opportunity to plan, experience, and perhaps even fail at some point (and learn from this!) on their own. The week must also include a meaningful service project in the schedule. Control of the Kodiak program needs to remain with the trek participants for it to have value. Any camp-based treks must include all the pre-trek planning, the ability to discuss all the skills within the trek timeframe, and the debrief portions of the Kodiak Challenge.



STAFFING THE KODIAK CHALLENGE

All staff members are selected for excellence, experience as trainers, and for their desire to help Kodiak participants along their journey. The term "Kodiak guide" was selected with considerable thought and deliberation, as one of the initial roles of the staff is to help the participants use their vision of success to plan an adventure of their choosing and to guide them along the discovery of their strengths as leaders. Your experience is critical, but your goal as a servant leader is to help build the leadership skills of the participants in the Kodiak trek.

General Staff Guidelines

All staff members must have a servant leader ethic, with the goal to help the participants succeed. All staff should be good listeners. They should be effective presenters. They should be motivators. They should be good examples of Scouting. In addition:

- Staff may be adult or older youth. A good mix sends a message that the BSA believes in shared leadership teams composed of youth and adults.
- Adequate coed leadership is required for coed treks.
- Youth instructors must have completed the Introduction to Leadership Skills course, and either NYLT or the NYLT to NAYLE bridge course. Adult staff members should be Wood Badge trained.
- Preferably, all staff will be graduates of a previous Kodiak course.
- The size of the support staff depends on the size and nature of the course. See the Staff Organization 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.
- Instructors should be very familiar with the syllabus and comfortable with leadership skill delivery and facilitation of exercises, and should be accomplished at facilitating reflection sessions. It helps to have studied leadership as a science.
- Staff members **must** follow this syllabus. They do not, however, need to read it word for word.
- 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 cannot handle the physical activities of the trek can have a very negative impact on the course.
- Staff must maintain the policies, procedures, and standards of the BSA, ensuring that the trek runs as a secure environment for teens and staff.

Adult Leadership

Youth Protection requirements of the Boy Scouts of America require two-deep leadership on all activities, including Kodiak. Coed leadership is required for all coed trips and outings. If you offer a trek that has multiple teams, your coed leadership requirements can be based on the whole participant count if the teams are generally traveling and camping together. That is, a coed Kodiak 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. In addition, you must ensure there are sufficient adult leaders with trek experience to safely lead the group. Adult staff members would ideally have experience drawn from staffing either Wood Badge or NYLT.

Youth Staff

Qualified youth staff members lead the bulk of the Kodiak trek activities. It is imperative that the youth and adults work ***as a team!*** Adults do not "call all the shots," but neither do the youth staff. Youth staff should have NYLT experience, as they need to fully understand each of the leadership skills to a level beyond that of the Introduction to Leadership Skills. As NYLT is just opening to Venturing, the NYLT to NAYLE bridge course may be used for Venturing staff members and can be downloaded from the Scouting.org website.

Position Descriptions for Staff

Senior Kodiak Guide (Course Director) (Adult Position)

- Should have a complete understanding of the content of this Kodiak syllabus and ensure that the staff has a complete understanding of the course objective and methods.
- Should have trainer experience, be an organizer, be able to work well with a staff, and be able to work with a backdating schedule.
- Secures approval from the council training chair to run a course.
- Working with the professional staff adviser, is responsible for developing the trek budget and working within the approved budget.
- Helps the youth participants in the Kodiak course develop and plan the basic trek program.
- Responsible for recruiting and training the staff.
- Recruits any required technical experts to support this trek, such as a rock-climbing instructor, kayaking instructor, or caving specialist.
- Assigns staff positions and assignments.
- Responsible for the success of the course.
- Maintains the policies, procedures, and standards of the BSA, ensuring that the trek runs as a secure environment for teens and staff.
- Develops and implements the promotional plan.
- Ensures that the very best possible staff team is recruited, trained, and maintained.
- Manages the daily operations of the trek in consultation with Kodiak staff and in consultation with youth leadership in the crew.
- Attends a national, regional, area, or local council Kodiak course directors' conference.

- Prepares and submits a trek after-action report to the council training chair (see the Appendix for a submission form).

Associate Kodiak Guide—Logistics (Usually Adult)

Note: Additional staff may be recruited to be responsible for some of these functions. For example, a trek safety officer, quartermaster, or trek specialist could be added as a staff position.

- Be thoroughly familiar with the contents of this syllabus and the course objectives and methods.
- May also serve as an instructor. Secures, controls, and distributes necessary equipment and food.
- Responsible for physical site or sites. This includes site selection, campsite layout, Leave No Trace, permission for use, etc.
- Responsible for transportation and transportation planning.
- Makes and posts staff duty rosters.
- Responsible for developing and maintaining council Kodiak website, blog, or other communications.
- Health and safety tasks (may be delegated to a course health and safety officer, should that position be part of the course):
  - Responsible for check-in procedures. This includes medical reviews and re-checks.
  - Is responsible for safety and first aid, acting as trek safety officer (unless the trek warrants having a full-time safety officer).

Associate Kodiak Guide—Instruction (Adult or Youth)

- Be thoroughly familiar with the contents of this syllabus, the course objectives and methods.
- Recruits and supports instructor teams depending on the number of teams.
- Ensures that instructor teams are fully trained, understand the course objective and methods, and that instructors have read and understand the course syllabus.
- Establishes and maintains a high standard for instruction.
- Secures all instructional support items, such as notepads and recognition items, and distributes them appropriately.
- Ensures instructors are doing their job.
- Helps instructors find and effectively use teachable moments and appropriate initiative games.
- Acts as timekeeper for instructional periods and exercises.
- Regularly checks with participants to see if they are “getting it.” Acts as the quality control officer.

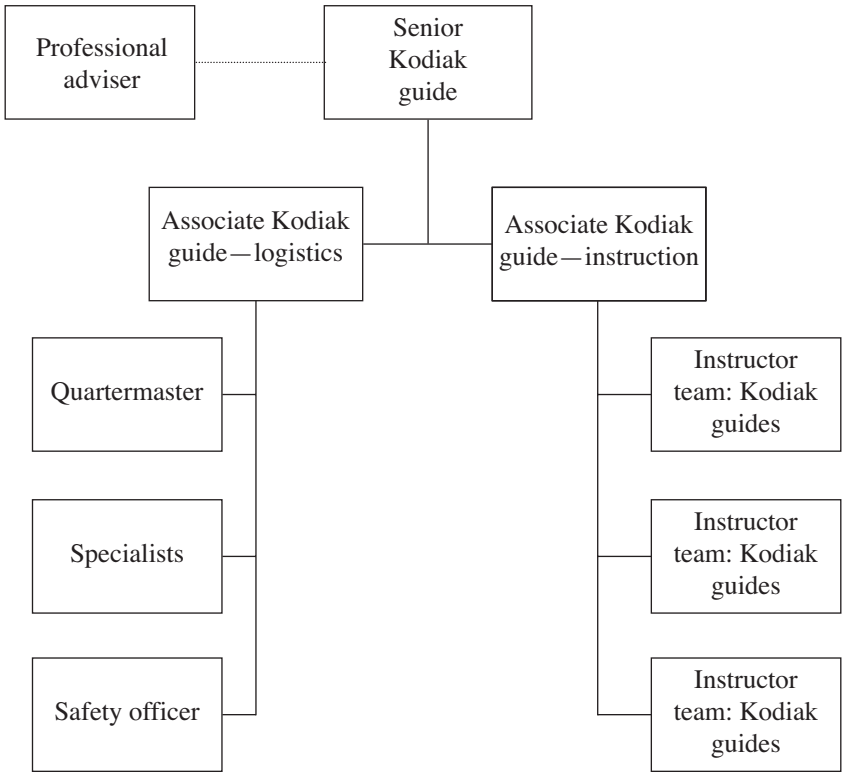
Kodiak Guide (Youth)

- Be thoroughly familiar with the contents of this syllabus and the course objectives and methods.
- Be an accomplished trainer and motivator.
- Take training relevant to success in the role as an instructor and guide.
- Be a good listener.
- Work well with teens and adults.
- Be able to find leadership reinforcement opportunities in nature while on the trek.
- Have outdoor/appropriate skills necessary for the type of trek being delivered.
- Run exercises and give presentations.
- Be able to team teach with a partner instructor, whether youth or adult.

Professional Staff Adviser (Required for a District- or Council-Level Course)

- Be thoroughly familiar with the contents of this syllabus and its objectives and methods.
- Working with council volunteer leadership, supports/recruits the senior Kodiak guide.
- Works directly with the senior Kodiak guide in promotion and running of the trek.
- Works with the senior Kodiak guide in planning and managing the budget.
- Maintains the policies, procedures, and standards of the BSA, ensuring that the trek runs as a secure environment for teens and staff.

Staff Organization Chart





INSTRUCTIONAL MODULES

How to Use This Syllabus

This portion of the Kodiak syllabus is divided into three main sections: pre-trek activities, the trek itself, and the post-trek debrief. Each phase is critical to the successful internalization of all the leadership skills. Optional experiential games and activities designed around the leadership skills are included in the Appendix if you wish to use them to reinforce any lesson.

The staff members are key to the success of the Kodiak trek. Remember that your role is to guide the participants in their discovery of how they can and should use these leadership skills in everyday life. Each day has a planned activity designed to showcase one of the leadership skills. These are often simple game, but games with big lessons. You will be running the daily activity and facilitating their discovery, but not lecturing to them. The reflection after the activity is critical, so be sure to plan the timing of these activities such that there is enough time for processing the concepts and how they relate to the trek. Also be sure the participants are not too tired from the trek to enjoy and learn from the leadership activity.

Remember that the true learning of Kodiak goes beyond the games. Kodiak will develop the ability to recognize when and how leadership skills apply in real life. This may often include pointing out situations and behavioral responses of an individual or the group to situations that occur each day. The Kodiak guide must be tactful and thoughtful with respect to how the incident is processed. Sometimes, the best teachable moments will occur when tempers are high or participants feel vulnerable to some action they may—or may *not*—have taken. The best advice in the world may be useless if delivered in a harsh or condescending way. It is the responsibility of the Kodiak guide to model the attributes of a servant leader, focusing on what is needed for the team to grow. To lead in this manner with a smile on one's face and with a cheerful spirit forms an essential part of the Kodiak guide's job description.

We designed the syllabus so you may take selected portions of the material with you on the trek. Be sure to look carefully at the materials section so you have any needed items with you on the trek. For example each participant needs a small notepad, and you may decide to pass out a symbolic token representing the leadership lesson each day.

Above all, remember that as a Kodiak guide, servant leadership is paramount. Your role is to ensure the success of the participants in mastering the BSA leadership skills in a real-life setting. You are there for them.



BEFORE THE TREK

Before the trek even begins, the team must decide what it is they want to do—what sort of adventure will excite them? Each trek should begin with setting a group vision for the trek, as well as the team taking responsibility for planning the details of the event. This pre-trek session should be scheduled far enough ahead of the trek to ensure that all of the details can be taken care of—this is often several months ahead of the first trek day. Plan on at least one session for setting the trek vision and planning the trek logistics. While the team may not be able to plan every detail, give them as much ownership as possible, even if their role is to assign an adult to do a task (and then follow up to be sure it is done!).

This first Kodiak session is critical for the success of the adventure. Even if the group is meeting for the first time at a council camp, take the time in the beginning to allow the group to form a team vision and plan for the success of that vision. In a crew-based trek, it is recommended that an entire morning or evening or even a weekend be spent on team vision, values, and planning. Depending on the nature of the trek, additional planning weekends should be scheduled as needed (see the administration guide for additional material).

At the beginning of the first pre-trek meeting, hand out a blank copy of the Teamwork Survey (see the Appendix for the form). Take a few minutes for them to answer the questions, and then gather them up. We will be discussing these on Day 2 of the actual trek so keep them safe, and don't forget to bring them on the trek. In the time between the pre-trek planning and Day 2 of the trek, go through these and score them so this material is ready when needed.

Creating a Shared Vision of Success

Overview

Just as understanding the power of a shared vision is a critical leadership skill, having a picture of future success is key to a successful trek. After learning about the fundamentals of the vision process, the group works together to define what their vision of success looks like.

Materials Needed

- White board or flip chart
- Small notebook for each participant (will be used on the trek)
- Markers
- Pens or pencils
- Optional small leather pouch and symbolic tokens (one for each participant): marble, LEGO block

How to Run the Session

Welcome everyone to the first session for the Kodiak Challenge—Creating a Shared Vision of Success.

> **Note to Kodiak Guide:** If the participants are not acquainted with each other, you will want to begin the session with a get-acquainted game. This would be in addition to the game used to start the course earlier in the day. In the Appendix are some suggestions for games associated with vision/values that will serve to help the group get to know each other. If the participants are already acquainted with each other, you may wish to move right into the presentation below.

At this point, invite the Kodiak guide forward who will lead the first session: "Creating a Shared Vision of Success." Place the participants under the leadership of the guide.

The guide should use questions to lead a discussion about why we need a vision.

> **Note:** This does NOT have to be read verbatim. Capture the essence of the questions, here, and throughout the syllabus activities.

Ask the group about adventures they have shared with their unit. Take a minute or two to field answers from the group. Ask how the group acted for it to work. Did they have a common purpose and goals? Remind the participants that any adventure starts with that first step.

Tell them we will take a few minutes to talk about vision, as we want to start by creating a shared vision of success for the trek.

Ask the following: How can we accomplish something if we can't see it successfully completed in our minds? We begin with the end in mind. Ask for some other examples. You may use the following examples if needed:

- Don't we draw up blueprints 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?
- How can you do the same thing for a project or a task?

Ask: 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?

Possible answers to these questions include:

1. So your crewmembers 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.

Describe a possible adventure such as a scuba trip using an example like this: “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 3,000-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?”

Discuss the following points: Because being able to create a vision is so important, let me elaborate. Vision is a doable dream, a distant goal that’s worth pursuing because it involves growth and 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 (write on a flip chart):

1. Presents a clear picture of success
2. Inspires action
3. Is realistic (doable)
4. Creates and maintains momentum
5. Is positive
6. Is dynamic rather than static

Learning Point: Explain to them that as a leader you must be able to envision the future, whether it is long-term or short-term, and be able to share that vision with others so they will join you. Vision is the future as you see it.

Now lets begin to focus on OUR adventure. Ask the participants to brainstorm what “success” will look like for them as they take part in the Kodiak Challenge. Take a few minutes for the group to do this. Answers like this are likely:

- Complete the trek.
- Have fun.
- Meet new people.
- Have fun.
- Trying something new.
- Get a tan.
- Get out and have an adventure.
- Not go to the hospital.

Record their responses on a flip chart so you may reference them during the remainder of the learning module. Work with the group to create a shared vision for their trek.

Tying Vision to Values

Tell the group it's time for some action, and play a game.

Trust Circle

The group forms a tight circle with six to 10 people standing shoulder to shoulder with arms out and palms up. One person stands in the middle with arms folded over their chest and eyes closed. This person then falls in any direction, keeping the body stiff. The group's responsibility is to catch the falling person and push the person gently upright.

There should always be more than one person catching. After a few tries, the center person can direct the group to take a step backward and try again. The process should be repeated until everyone in the crew has had an opportunity to be in the center of the trust circle.

After the game, have them be seated again and ask the group: What do you think that game was about? Guide the discussion so they reach the conclusion that it was about trust. Explain that trust is a key value to most of us and one that is critical to a leader. Tell them we will discuss values in more detail on the trek, but we need to mention it now as well, as values are an integral part of vision.

Why should we talk about values when discussing vision? How do YOU define values?

Discuss the Following. *Values are those things that really matter to us.* They are the ideas and beliefs that we hold as special. For example, democracy is a value; so too is caring for others. We may value certain traditions such as the Sunday family dinner or certain ideas such as that all people are equal, regardless of race, gender, and age or social class. Many of these values were expressed during our first game, when you took care to ensure that the person at the center of the trust circle was kept safe during the game.

Remind them about *vision*. A concrete example may help us see the relationship between vision and values. We are all gathered here as Scouts. Here is the vision of the BSA.

Example: Vision of the Boy Scouts of America.

The Boy Scouts of America will prepare every eligible youth in America to become a responsible, participating citizen and leader who is guided by the Scout Oath and Scout Law.

Comments about Scouting's vision statement:

A vision orients the organization toward future success. Scouting's vision statement meets these criteria; it is a picture of future success.

A vision is built upon values. The values are encapsulated in the Boy Scout and Venturing oaths and the Scout Law and Venturing Code. These provide the basis for the organization's goal of "preparing to make ethical and moral choices."

Think back to the discussion about vision.

- How do our values influence our vision for larger and more significant projects?
- How does this translate into developing the Kodiak Challenge?

Share this example that an outdoor crew might use for its trek (write on flip chart):

Vision	To climb a mountain
Goal	To plant a flag at the summit Steps needed to make it happen: • Become physically fit. • Obtain the proper equipment. • Obtain the skills needed to climb the mountain. • Plan the experience. • Etc.
Values	Values that inform the mission, goal, and vision: • Interest in adventure • Trust in others to accomplish a goal • Exploring the world • Sharing experiences with friends • Seeking and acting on new challenges • Etc.

Go back to the flip chart page with the vision of the Kodiak trek that was developed by the team. Share that our vision of success for Kodiak is to see ***every member of every troop and crew in the nation practicing and improving his or her leadership skills in a challenging adventure setting.*** By seeing how the leadership skills come into play as the week unfolds, each person will internalize these skills and see how these skills equip them to handle life's challenges and become a better leader.

Read the following quote: "Leadership is the capacity to translate vision into reality." (Warren G. Bennis, a scholar in organizational and leadership studies)

We have taken a first step in that direction. You have created a vision for what you wish to accomplish through the Kodiak Challenge. As we move forward, together, our goal is to bring your vision to life.

As you end this session, ask each participant to write down his or her own personal vision of success for the Kodiak trek. Ask them to bring them along with them on the trek.

If you like, you may hand out the leather pouch and a marble to represent a crystal ball to symbolize vision and looking ahead, and a small LEGO block to symbolize values as the foundation upon which all other leadership skills are built.

Break

Allow 15 minutes for participants to take care of personal needs, stretch, and get ready for the final part of the day's session.

Planning

Overview

Without a plan, a successful Kodiak is impossible. To give the participants full ownership of their trek experience, as well as to internalize this leadership skill, we allow them to plan as much of their trek as possible. We go through the steps of proper planning and provide resources such as a sample trek-planning sheet.

Materials Needed

- Rope or pole
- Trek Planning Sheet from the Appendix
- Optional symbolic tokens (one for each participant): Dried seed (e.g., a bean)

How to Run the Session

Share one of the following quotes about planning:

- "When planning for a year, plant corn. When planning for a decade, plant trees. When planning for life, train and educate people." (Chinese proverb)
- "It pays to plan ahead. It wasn't raining when Noah built the ark." (Proverb)
- "Unless commitment is made, there are only promises and hopes, but no plans." (Peter Drucker)

Use a selected quote to challenge the members of the team to use the time set aside for planning to bring their vision to life. You can search the Internet to find quotes that are appropriate for your particular trek.

Play the following game: 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-foot or longer rope. The rope can be replaced by a pole about eight feet long. Also feel free to modify this depending on your resources.

Read the following scenario to the group: "You are stranded on the Yukon River in remote Alaska 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 Arctic 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. Give them five to 10 minutes.

The guide should carry out a reflection at the end of the game to introduce the process of reflection and to reinforce the lesson of planning. See the notes on how to lead a reflection in the game portion of the appendix. Ask the following (use open-ended questions, and let them answer, not you).

- How did the game work out the first time you tried it?
- Were you successful? Ask why or why not?
- What might you do differently now that you have had some time to practice?

At the close of the game, deliver the session on "Planning." Congratulate them on the game, and tell them that now its time to start the planning for THEIR trek.

As a Kodiak guide, you will be involved with supporting the Kodiak participants with the planning of the adventure. The goal is to have the participants "own" the plan, whether the trek be completely crew designed and implemented, an adventure that will take place at a BSA national high-adventure base, or a local council Kodiak weekend camp. In the case of using a facility such as a BSA high-adventure base or a local council camp, the planning might focus mainly on how to get to the site, how to pay for it, and how to ensure the physical fitness required to take part in the event. In other cases, they may design and implement their own adventure, in which case they will need to plan the entire experience. As a Kodiak guide, your responsibility is to help support whatever type of planning takes place, and help the participants understand *how* to plan an adventure.

Why Plan?

Share the following: 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 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.

Remember the discussion we just had about vision. All successful accomplishments begin with a vision of future success. What does success look like for your Kodiak trek? It was important that the group work together to define this common vision of success before they go any further. This is why we spent some time in deliberation earlier today to come up with a meaningful plan for success for your Kodiak trek.

Perhaps some of you recall this from the Introduction to Leadership or from NYLT. The vision you crafted for your leadership role in your Venturing crew or Boy Scout troop helped you see the success of the group and lead them to that success. In a similar fashion, having a vision for the success of your Kodiak adventure provided the first step in the process of planning your adventure. To put that vision into action, we will now focus on planning the experience you will take part in.

If a team does not have a common goal, it is not a team. Rather, it is a gathering of individuals with differing agendas. Hidden goal conflicts often result in personal conflicts between individuals on the team. The goal (or goals) of the team are the measurable results of team effort—the WHAT they're going to do.

Planning Your Kodiak Adventure

Read the following quote: "Those that fail to plan, plan to fail."

- What is the element of truth in that statement?
- How does it influence what we want to accomplish in Scouting?

Another quote about planning comes from Abraham Lincoln: "If I had eight hours to cut down a tree, I'd spend the first six sharpening my ax."

- What can we learn from Lincoln's quote?
- What does it imply about the importance of preparation for any initiative?

What connections can we draw from these quotes about planning and the two games we just took part in; that is, what messages can we take from those games about preparation and planning? Ask a few of the following questions:

- 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 the leader restate the mission so everyone understood and was very clear about what the objective was? Remember vision?
- 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?
- Did you have a schedule? You only had 10 minutes.
- Did you take any time to plan or did you just start attacking the problem?
- Did you have any checkpoints to measure on your progress?

Look for answers that suggest the following:

- Planning helps get the job done.
- Planning helps us be more efficient with time and resources.
- Plans may need to be adjusted as circumstances evolve.
- Sometimes we have to prioritize tasks to get the job done.

We noted further that the values of Scouting informed each of the elements of the vision and goals. What we will talk about now is the core leadership skill of planning—and in particular, you will be planning your trek. *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*.

Planning Your Trek

A Sample Trek Plan

Introduce this part of the module by noting that as a crew, they may have planned adventures themselves and applied some of the steps. By going over the high-level steps to planning that are associated with this Kodiak trek, participants will see the planning that has taken place to date, and note where they need to add input to the adventure and carry out some of the additional planning as well.

Use one of the examples that the group has shared about a previous unit trek and show how it addresses the needs identified below. Under each of the points below, elaborate on the bullet points as they pertain to the sample trek. Your goal is to help the participants understand what planning took place. Use the questions below—as well as questions from the participants themselves—to help them understand the decision-making process used as the trek was organized.

Nature of the Trek

- Describe the nature of the challenges associated with the trek.
- How much did it cost?
- Why was an experience of this sort judged to be appropriate to deliver a Kodiak adventure?

Where to Go

- How did the choice of the activities influence the selection of the location, or how did the location selected influence the choice of activities?
- What else influenced the choice of where to deliver the trek? Access to transportation hubs? Distance from the participants' meeting place?

How Long

- What influenced the duration of the trek? Was it the nature of the activity? Was it the travel time before and after the trek itself? Was it limited by resources?

Planning Alternatives

- What alternatives were considered during the initial planning?
- What alternatives are in place in case of obstacles experienced during the trek itself?

Gear and Food Needed

- What equipment is needed to take part in the Kodiak trek? How much is provided by the outfitter or other resource? How much—and what—is provided by the participants?
- Is special training needed to use the gear?
- Is special training needed to participate in the trek itself?
- What sort of food is needed? Or, if the trek takes place in a community, how do we work to minimize the cost of eating meals in restaurants?
- How will the food and gear be gathered or purchased in advance of the trek?

How to Get There

- Discuss what arrangements need to be made to get all the members of the trek to the trailhead or to the start of the trek.
- What alternatives were considered to minimize the transportation cost?

Filling in the Details

At this point, pass out a hard copy of the Trek Planning Sheet to help the Kodiak participants organize their plans for their trek.

Direct the participants to use their team's vision and the model trip plan just discussed to complete an initial draft of their proposed plan. You will need to let them know about elements of the trek that may have already been established, if this information is not already understood. The goal is to have the participants plan as much of their adventure as possible.

After you are certain they are off to a productive start, step away from the group, letting them know you will return in 20 minutes or so to assess their progress.

Based on the group's progress at this point, you may find it necessary to remain present and help them with aspects of the planning. Or, if progress is good and they are functioning well without your input, agree on how much time they need to complete the task and then return at the appointed time to assess their progress.

Debrief the initial draft the participants created. Affirm their good progress. For areas that require more elaboration, note that the group may need to reconvene in a few weeks to move ahead with a more detailed plan of action for the Kodiak trek. Confirm that one of the participants will put the plan into writing and will distribute copies to everyone in the team before the next Kodiak session. **Ensure that you receive a copy of the plan as well.**

As a way of closure, debrief with participants what has been covered today and note what remains to be done. Pass out the dried beans or other seeds and explain how they symbolize what planning represents. It leads to the future.

Transition into the closing for this session of the Kodiak Challenge and direct participants' attention to a poster of the Kodiak bear paw logo.

Share this story with the participants:

> *The Kodiak course has its roots in a Yukon River rafting trip a number of years ago. That experience challenged and exhilarated the participants and the guides. During that adventure, it was well appreciated that challenge and adventure provided a vehicle to understand the core elements of effective and successful leadership.*
>
> *Eventually, the name Kodiak was selected as the name for this course. The Kodiak—or Alaskan grizzly bear—is notable for its intelligence and its adaptability. While few human visitors see the bear, all are aware of its sign: the bear's paw mark.*
>
> *In much the same way, we have adopted the bear's paw mark as our symbol for Kodiak. Our "intelligence" is our ability to learn from circumstances and to become better leaders. Not all will take the Kodiak course, but like the bear, all who pass by will know of our influence by the good we do. The Kodiak's paw mark is our commitment to leaving a positive impression behind us.*
>
> *To symbolize this, we will be creating wooden claws on our trek. We will use a pocketknife and sandpaper to smooth down the manufactured edges so the claw more closely resembles a real claw. Your guide will collect these from you on the final day of the trek, so spend a few moments during each day of the trek finishing the claw and using those moments to reflect upon how you, like the claw, are changing during your time with Kodiak.*

Pass out a copy of the Assessment of Current Leadership Qualities (in the appendix). Have them take a few minutes to fill this out. They don't share this with the group, but do ask them to take it home and keep it so they can reflect on this again after the trek.

This concludes the pre-trek material, although you may want to spend additional sessions with the participants if they will be involved in more of the detailed trek planning.

Note: We recommend that each trek has a service project on Day 5 (it could be later if a longer trek) as this brings many of the skills together while also reinforcing servant leadership. The staff may prepare for and plan this part of the trek, or you may ask the participants for input.



DURING THE TREK

For each of the learning modules, we provide a description of the skill of the day. During the trek, the leadership skills were reinforced in two different ways: by a daily activity designed around a particular skill, and in discussions about times during the trek when a leadership skill is practiced. Your task is to both present the overview of the skill during the game or activity of the day, and to be on the lookout for experiences that take place during the trek that will help the participants make sense of the challenges they overcame—or obstacles that temporarily frustrated them—to see how the leadership skills were elemental in their success or failure. It is this ability to see how the games and the lessons they teach relate to real life that is the core of the Kodiak experience.

That is, when the opportunity arises to help the participants learn more about how they are using a leadership skill, this is when the Kodiak guide addresses the skill. At the end of each day and after the activity session, have the group reflect on the skill being discussed and ask them for examples that have occurred during the trek to date. You may often be discussing skills that were learned early on—which is fine! For example, if on Day 4 you observe an instance where two-way communication did not quite occur, discuss this as well as the current day's lesson of values. The guide should be taking notes during the trek so she or he has examples to share if the participants don't come up with any, but if possible let the ideas and reinforcement of the leadership lessons come from the participants themselves.

Be sure to read this syllabus carefully so you are prepared with everything you need. Once you are on the trek, it may be difficult if not impossible to get replacement items. Each staff member needs to be thoroughly familiar with the entire syllabus. Items that you need for multiple days include:

- Small white board and markers for the guide presenting a session
- Small notebook and pencil or pen for each participant (From pre-trek session—remind them to bring these but be sure to have spares in case they forget.)
- Bear claw for the end of each day (if desired)
- Optional token for each lesson (Remind participants to bring their leather bags if these are used.)



DAY 1

Start the trek with a simple exercise to get to know each other a bit better. Even if the group members have all been friends for years, there are still new things to be learned. Staff may also participate in this exercise.

Pass out the "What We Have in Common" worksheet (template in the Appendix) to each person. Give them five to 10 minutes to gather the answers. Then begin the trek! At the appropriate time, either on a break, at lunch, or in the evening, begin the first leadership skill of the trek.

Effective Communication

Overview

We present communication on the first day for a reason—for without effective communication, none of the other leadership skills are possible. We begin with an activity to underscore how important communication is, which will also show how there are many different ways to communicate. We reinforce earlier lessons on MaSeR and effective communication styles.

Materials Needed

- Small white board and erasable marker
- Notepads for each participant (used throughout the trek)
- Pens/pencils
- Optional symbolic tokens (one for each participant): inexpensive earbuds (as for an iPod)

How to Run the Session

Sometime early in the first day of the trek, find an activity that is part of "normal business"—but add the following constraint—no one can talk! Gather the group and give simple instructions they need to complete the task but may not speak to each other. Don't elaborate any further other than to give them a timeframe within which the task must be accomplished and to tell them everyone is expected to participate.

We use the example of cooking a meal—but other activities may work as well depending on the nature of your trek. The point is that the team members may not talk to each other. For example, tell them "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 communication 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.

When the task is finished, tell them they may talk now. You may either debrief the activity now or wait until later, depending on the needs of your trek. After this exercise (it can be several hours later if desired), debrief the activity. Ask the following questions:

- Do you remember 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? Why?
- How did it affect the amount of time it took to complete the task?
- Even though you had been told you couldn't talk, what forms of communication, such as writing or sign language, arose?
- Based on your experiences today, why do you believe communication is the first skill we introduce on the trek?

Explain the following: Good communication is the life blood of an organization. It takes many forms. The word communication actually means shared information. Why do we communicate? Answer: to convey a message. Even though we have discussed how values were the foundation of all leadership skills, communication is probably the most important leadership skill. Why? From a leader's point of view, without effective communication, confusion results. Most problems are caused by a lack of communication.

Effective communication is all about passing your messages on to other people clearly and unambiguously. It's also about receiving information that others are sending to you, with as little distortion as possible. Doing this involves effort from both the sender of the message and the receiver. And it is a skill that when badly employed leaves messages muddled by the sender or misinterpreted by the receiver. When this error is not detected, it can cause tremendous confusion, wasted effort, and missed opportunity. Communication is only effective when both the sender and the receiver understand the same information as a result of the communication.

Essential elements of effective communication include the following:

- MaSeR (the relationship among the message, the sender, and the receiver)
- Elements of effective listening (receiving)
- Elements of effective speaking (sending)

Do any of you remember seeing this communication model in the Introduction to Leadership? Draw it on your white board or notebook page to share. Ask questions as you build it.

MaSeR

Message = What you actually say (note that the context can create interference from the environment.)

Sender = How you say it

Receiver = What is heard

Explain: Environmental interferences can come from many sources: the sender, the receiver, the way the message is transmitted, language barriers, age, perception about the sender or receiver, etc.

What does it take for effective communication? 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 communication and a skill a good leader needs.
8. Welcome and solicit feedback. Does anyone have an example?

Here are three simple rules for effective communication:

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)

Discuss where to look for evidence of the skill and possible pitfalls to effective communication.

Note: These are things to watch for later in the trek. Should they occur, either discuss this on the spot or jot it down to discuss in the evening recap of the day:

- Parts of an event are not coordinated.
- Missed messages
- Use of jargon or terms unfamiliar to some parties
- More than one person taking care of a task
- No one taking care of a task
- An argument between two participants
- Message interference (noises, lack of clarity)
- Feedback from message not understood
- Body language inconsistent with message itself
- Showing up at the wrong location or at the wrong time for an activity
- A task left unfinished (e.g., cleanup from a meal)
- Bringing the wrong equipment to an outing
- People are not where they were supposed to be at a scheduled time.
- Message not sensitive to the context where it was delivered
- Too much information sent too quickly
- Lack of evidence that information was received

Summarize by asking the group: What are the essential elements of effective communication?

- MaSeR (the relationship among the message, the sender, and the receiver)
- Elements of effective listening (receiving)
- Elements of effective speaking (sending)

Provide the participants with the token that symbolizes communication: earbuds.

At the end of the day, be sure to have a **start-stop-continue** reflection on the day. Remember this method of delivering feedback and assessing performance from NYLT—begin by asking what you should start doing that was not currently being done, what should be stopped, and end with those things that are going really well and should continue. This is a daily event and will help defuse issues before they grow, as well as reflect on the good times of the day. But we also want to take this time to review the leadership skills learned on the trek. Use this time to refocus the group on effective communication. Remember, we don't need to focus only on the negative examples. Ask them to think back to the day and list several times when they did well with communicating. Then ask if there were any times when they did not communicate as well as they would have liked. Refer to the notes you have if they don't come up with examples themselves, but as much as possible let the discussion come from them. See if they can deconstruct each situation to figure out what went wrong and come up with steps to make communication better in the future.

DAY 2

The Stages of Team Development

Overview

We want to underscore the value of teamwork on the Kodiak trek. First we emphasize why teams are important. Then we discuss the stages of team development. All teams go through stages of team development, beginning with forming, when all members are enthusiastic but perhaps a bit naïve as to what they need to do to be successful. They often "storm" when things begin to go a bit wrong, or when the realization hits that progress may be harder than expected. The team begins to form and pull together, and finally becomes a true "performing" group enabled meet the challenge. The Kodiak participants will go through these same stages.

Materials Needed

- One penny per participant
- Blank Teamwork Survey for each participant
- Tip Card from NYLT for each participant
- Small version of the NYLT "Stages of Team Development" compass (you can make your own)
- Optional symbolic tokens (one for each participant): feather

How to Run the Session

Today's activity works well while on a break and can also be done in a campsite. Begin by playing the following game.

Penny for Your Thoughts

Give each person a penny. Tell them to list as many things as they can about a penny, including as much detail as possible. No talking is allowed. After three minutes, ask how many each person listed. Divide into teams of three or four. Have them draw a line under the last item they listed. Now as a team, have them list as many additional things as they can about pennies. When finished, ask how many each team found.

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

Possible responses include:

- 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.

Tell them: 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 why teams are effective?

After the game, hand out a new copy of the Teamwork Survey questionnaire and have each participant answer the questions again. When they are done, collect them and tally the answers. Compare these with the answers they gave at the first planning session. Have they changed? Why or why not?

Show them your NYLT compass with the stages of team development. Remind them of the four stages Discuss the following information: The team's levels of skill, motivation, and enthusiasm are clues that can be used to identify its current stage of development. By recognizing the stage of a team's development, you can be more effective as a member of that team and as a force in helping it move to the next stage.

The NYLT compass is a strong reminder of the stages. As we continue through this Kodiak course, use the compass and what you have learned in this session to identify the development stages of your patrol. You can use that knowledge to help your team progress.

Our Scouting model for the stages of team development recognizes a connection between how well we are prepared to accomplish a task and our collective attitude toward accomplishing that task:

- **Forming:** High enthusiasm, low skills
- **Storming:** Low enthusiasm, low skills
- **Norming:** Rising enthusiasm, growing skills
- **Performing:** High enthusiasm, high skills

Where to Look for Evidence of the Skill

- Carrying out a reflection on levels of team development should take place at several points during the Kodiak trek; it will allow the team to assess its ability to form and grow as a team.
- When the team struggles to accomplish a task.
- Conflict arises among members of the team.
- Team experiences success at completing a task.
- A reflection on this topic might take place each evening as a way of helping the team to track its leadership growth.

This evening, reflect again on the day's activity. Ask where they think they are in team development and why. At the closing of the reflection session, share with them the "Facts About Geese" story. After the story, give them each a small feather for their token bag, if desired.

Facts About Geese

Here are some facts about geese:

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 percent 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.

2. Whenever a goose falls out of formation, it suddenly feels the drag and resistance of trying to fly alone and 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 and 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 4: 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 and follow him down to help and 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.

Think about the skill of communication that we learned yesterday. 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. Remember that feedback in the form of encouragement and cheers for success can be a powerful motivator for a team.



DAY 3

Inclusiveness

Overview

We need to teach how to be sure EVERY member of a team has a chance to contribute his or her strengths to reach the team's vision of success.

Materials Needed

Optional symbolic tokens (one for each participant): a small length of chain, to symbolize the role that all the participants have in a team (Refer to the maxim, "A chain is as strong as its weakest length.")

How to Run the Session

Distribute a copy of the What We Have in Common sheet (see the Appendix) to each participant. Tell the team to quickly find a partner. Tell them to find out as many things about the other person as they can in two minutes.

Give them only two minutes total to accomplish this. Then give the signal to change partners. At that point have them find a new partner and repeat the process. Do this enough times for everyone to share ideas with everyone else.

After you have given everyone a chance to meet each other, have them share some commonalities among group members. Discuss how many of these will point to strengths they may not know existed. For example, two scuba divers share a sense of adventure, planning ability, safety information, and knowledge of the importance of the buddy system. Discuss the strengths of each person to the group. One of the staff members should capture the strengths of each person as they are listed. Expand on this learning experience by asking the following questions.

Questions

- Did you uncover ideas or skills in someone that you didn't know they had before this exercise?
- How many of you found out more about what another team member could do than you had known before?
- If we all had exactly the same set of skills and strengths, could we be as successful in our trek?
- Did you find that your own ideas changed with a new partner? Why might that be?
- Have any of you ever wanted to do a job or contribute in some way to a team but were not asked to help? How did that make you feel?
- What implications do our findings in this game have for us on our trek? Back home?

Take a few minutes to discuss the following:

Diversity describes one element of inclusiveness: the extent to which a team has people from a variety of backgrounds or communities involved as participants, crew leaders, and advisers.

Ask: what are some of the elements of diversity? Be sure the answers include a variety of aspects of diversity such as age (including adults), education, gender, etc. Also touch on some of the internal strengths that were just uncovered, such as creativity, organized, good planner, etc.

Inclusive teams not only have diverse individuals involved, but more important, they value the perspectives and contributions of all people. They seek to incorporate the needs, assets, and perspectives of all participants into the design and implementation of any plan or project. Inclusive groups seek to expand their inclusiveness and diversity to better meet the needs of the team as it seeks to accomplish its goals.

Essential elements of inclusiveness include the following:

- Seeking multiple perspectives when solving problems or designing activities
- Using all of these multiple perspectives when solving problems or designing activities
- Resolving conflict or disagreements by discussing the value of the ideas
- Democratic or representative decision making in evidence

Tell the participants they can look at the list of team strengths during the trek, and encourage them to be sure to use the strengths of all the team members to make the trek a success.

Provide participants with short lengths of chain—seven or eight links—to symbolize the role they all play as members of a team to save in their token bags.

Where to Look for Evidence of the Skill on the Trek

Inclusion is as much a disposition as it is a skill. You will need to look for *how* the participants work together and how the outcomes of the activities they planned either benefitted from—or suffered from a lack of—functioning as a team that demonstrates inclusive characteristics:

- The same people making decisions each time
- Ignoring or devaluing contributions of a team member
- Social cues that some team member's input is not valued
- Decisions made based on stereotypes
- Task assignments based on stereotypes
- Responsibility shared among only a few team members versus responsibility shared among numerous team members
- Multiple perspectives considered during decision making
- Approaches to problem solving remain the same
- A positive working relationship exists among all members of the team.
- Team leaders activity solicit input from all participants versus team leaders consulting only the same individuals for ideas
- Use of reflective practice to ensure all voices are considered versus a lack of reflective practice to ensure all perspectives are considered



DAY 4

Values and Making Ethical Decisions

Overview

Values are the core of what Scouting is about. How do we learn to follow our internal compass for the good of others? This session emphasizes values and the importance of trust to the success of the team. It includes the challenge of doing the right thing rather than an action that is wrong, even when no one would know which decision they made.

Materials Needed

- Blindfolds, one per group
- Values puzzle (Cut apart into pieces.)
- Optional symbolic tokens (one for each participant): a small wooden disk with one side painted white and the other side painted black, to symbolize the role that values play in decision making (i.e., not all decisions are "black or white"). Another option is a puzzle piece from a children's puzzle to help recall the puzzle metaphor from the discussion in this module.

How to Run the Session

Play the following game:

Trust Me

Divide the group into subteams of four. Blindfold one person in each group and ask one person to be the group leader, who will direct the other members of the team in helping the blindfolded person. None of the three non-blindfolded team members may touch the blindfolded team member. Encourage the non-blindfolded team members to avoid letting the blindfolded team member hit anything.

Set an obstacle 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. Let the team members switch roles and try it again with a different route so each of them gets to experience being blindfolded.

After the game, ask the following questions:

- For those of you who were blindfolded, how did you feel when you were blindfolded?
- 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?

Tell the participants that we will do another brief exercise, and ask them to get out their notebooks. Ask them to make a list of all of the attributes they would like to see in a leader. This is not just the trek leader but any leader, from their student body president or unit leader (SPL, crew president, etc), to business leaders and those who govern our country.

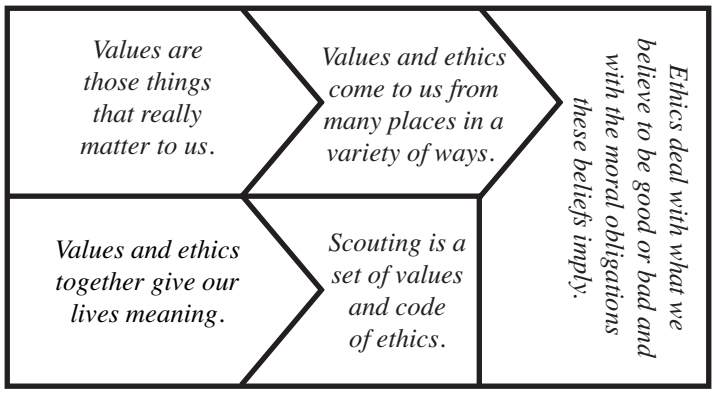
After three to five minutes, ask them to share their lists with the group.

Tell them to think about what it would be like if they are given a 1,000-piece puzzle to put together. All the pieces are dumped out of the box, and they turn the box over to look at the picture so they could have an idea of where to start. But the cover is blank. How can they start?

Tell them to think of themselves as a 1,000-piece puzzle that is being put together. Do they have a picture of what they will look like? What things will be important in becoming a person they are proud to be?

Ask if they know anyone who has downloaded copyright-protected music or movies for free from the Internet. Tell them you don't want names, but do they know about this occurring? What if they were given back a $20 bill for change instead of a $10 bill? Would they keep it or give it back? Values are often the hardest when no one but you will know if you made the right decision.

While leading the final part of the presentation, bring out each of the pieces of the values puzzle. Example:



Ethics deal with what we believe to be good or bad and with the moral obligations these beliefs imply. Ethics involve the rules for deciding right and wrong and the code of conduct that is based on our decisions. While there are some things that not everybody sees eye to eye with in this area, there are a whole lot more that we do agree about. For example, to steal is wrong, for most of us. So too is physical assault. Most of us don't think it is right to cheat in school; many of us think it is injustice to punish someone who didn't do anything wrong. As an idea, ethics are simple, but the consequences are profound!

Values and ethics together give our lives meaning. They are the criteria we use to decide what matters to us in our everyday lives. Our uniqueness as individuals lies in part in our ethics and how we live out our values. These are the criteria we use to judge other people and decide whether we want them as friends or consider them to be enemies. Values and ethics really matter.

Values and ethics come to us from many places in a variety of ways. Sometimes directly, and sometimes indirectly, parents teach us their values and ethical rules. Schools expose us to the values and ethical codes of others beyond our own families. Our religious training helps us master values and ethics based on ancient traditions. We learn from our friends and neighbors, even from our enemies. We cannot forget the media—books, newspapers, films, television, the Internet, etc.—as other important sources of values. So are the clubs, teams, and groups to which we belong. Among these, of course, is Scouting.

Scouting is a set of values and a code of ethics. It is not the uniform or ranks or badges; it is what these things stand for that matter about being a Scout. What matters is that Scouts stand for something—they stand for a set of values about living with people, animals, and things. Scouting as we find it in the Scout and Venturing oaths, the Scout Law and Venturing Code, is about the quality of our relationships to the world.

Scout Oath or Promise

On my honor I will do my best to do my duty to God and my country and to obey the Scout Law; to help other people at all times; to keep myself physically strong, mentally awake, and morally straight.

Venturing Oath

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

Scout Law

A Scout is trustworthy, loyal, helpful, friendly, courteous, kind, obedient, cheerful, thrifty, brave, clean, and reverent.

Venturing Code

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

How do those statements of values inform the decisions we make? The things that we do?

As our society has become increasingly diverse, both in its peoples and in its technologies, maintaining the things that matter to us has become increasingly complex. Who is responsible for teaching values and ethical choices? WE are. We cannot be content with assigning responsibility to parents, or "the community" for failure to educate us to be the kinds of good people we want and need. Nor can we sit back and blame the television we watch for our "loss of values." Our values say the development of our generation must become everybody's concern, and Scouting can continue to have an important part in enhancing value and ethical development. It is not enough to react when things go wrong. We must take an active role in standing up for the right thing to do, even when this is hard, or no one will know.

As you draw the discussion to a close, ask participants to share responses to the following:

A Scouting maxim is that "Character is not so much what you do when everyone is watching; it is more about what you do when no one else is watching." What can we learn from this statement, and how do you know when you are making decisions that are aligned with your own values?

At the close of the session, provide participants with a token for their token bag.

Where to Look for Evidence of the Skill on the Trek

Vision and values, like inclusion, are as much a disposition as they are a skill. You will need to look for *how* the participants work together and how the outcomes of the activities they planned either benefitted from—or suffered from a lack of—functioning as a team that demonstrates decisions based on values.

- The same people making decisions each time
- Ignoring or devaluing the contributions of a team member
- Social cues that some team member's input is not valued
- Decisions made based on stereotypes
- Task assignments based on stereotypes
- Unethical decisions: evidence of cheating, stealing, dishonesty
- Multiple perspectives considered during decision making
- A positive working relationship exists among all members of the team.
- Team leaders actively solicit input from all participants versus team leaders consulting only the same individuals for ideas
- Participants recognize and act on decisions that are right/wrong in a manner consistent with their values.
- Participants consider multiple options when dealing with right/right decisions.



DAY 5

Servant Leadership

Overview

The trek service project is a big part of the lesson for today. All the leadership skills will be used, but the primary emphasis is on servant leadership, also referred to as "others first" leadership.

Materials Needed

- Service project tools, depending on the nature of the project
- Optional symbolic tokens (one for each participant): a leaf (plastic or a real one, laminated) to remind of the man who framed the concept in the terms we use, Robert Greenleaf

How to Run the Session

During the day, make time for a worthy service project. This has been planned before the trek by staff (may have input from participants). After the project is completed, discuss the following material.

Description of the Leadership Skill

Explain that the concept of servant leadership is centuries old and is found in many cultures and religions. In the mid 1970s, a man named Robert Greenleaf summarized the concept of servant leadership as follows: "The servant-leader is servant first. . . . It begins with the natural feeling that one wants to serve, to serve first. Then conscious choice brings one to aspire to lead. That person is sharply different from one who is a leader first, perhaps because of the need to assuage an unusual power drive or to acquire material possessions. . . . The leader-first and the servant-first are two extreme types. Between them there are shadings and blends that are part of the infinite variety of human nature." (Robert Greenleaf)

Essential elements of servant leadership include the following:

- *Self-awareness.* Taking time to reflect, knowing one's emotional responses and remembering that moods are contagious.
- *Listening.* Identify needs of the group.
- *Changing the pyramid.* Broaden the top of the traditional organizational pyramid so more people have leadership opportunities and the leaders are "first among equals" and not the sole actors.
- *Developing colleagues.* As Robert Greenleaf wrote, "Do those served grow as persons? Do they, while being served, become healthier, wiser, freer, more autonomous, more likely themselves to become servants?" This improves the capacity of the organization to perform the mission.

- *Coaching, not controlling.* Control to achieve compliance does not create passion. Seek to work with your colleagues, rather than to direct their behavior.
- *Unleashing the energy and intelligence of others.* Use the diversity of the group to achieve greater things.
- *Foresight.* This is the "lead that the servant leader has" by reflecting and achieving insight about how the past and present connect to the positive future envisioned.

Ask the participants how these characteristics of servant leadership relate to the other leadership skills we have been practicing all week. Remind them of vision and values: How does servant leadership fit here?

Have them think back over the week and describe some instances when servant leadership came into play. Ask them to offer suggestions of when they were most functioning as servant leaders—and when they were least functioning as servant leaders.

Provide participants with tokens to preserve in their token bag.

Where to Look for Evidence of the Skill

- During the planning, execution, and completion of the Kodiak service project
- Humility in meeting the stated goals of the team
- How team members work with each other
- How the youth leaders in the trek involve others in the decision-making process

Closing Ceremony

The closing ceremony is to take place after dark on the final evening of the course. In advance of the ceremony, identify a secluded place, preferably outdoors, to conduct the closing ceremony.

Also in advance of the ceremony, gather the wooden claws the participants and staff members have been finishing. Place them in a small bag to take to the ceremony site.

Invite the participants to follow you to a final gathering. Lead them to a secluded place. A candle or lantern in the middle of a clearing would be ideal. The most important element is to impart a sense of solitude. Have the participants circle the source of illumination.

Return the sealed envelopes containing their personal vision statements to the participants. Ask them to open and silently read them. Ask if anyone would be willing to read what they have written, and how they know in their heart that they have lived according to their vision. As they read from their note, hand them a candle and invite them to light the candle.

As each participant reads their vision, provide them with a candle and have each participant light one another's candle, until all participants (even those who elected not to read their vision) have a candle and a soft light illuminates the entire group.

Direct the participants to place all the candles together at the center of the circle to create a single source of light.

Kodiak Symbolism

In your own words, share the following thoughts with the participants.

As with the collection of candles before us, leadership and service is not a win-lose proposition. All who step forward to lead, just as all who lend service to others, add value on top of value. A single candle can light a multitude of others . . . and lose nothing of itself. May it ever be so with your commitment to leadership and service.

We noted early in the course that the name *Kodiak* was selected as our name and to inform our identity as participants. The Kodiak—or Alaskan grizzly bear—we noted was recognized for its intelligence and its adaptability. While few human visitors see the bear, all are aware of its sign: the bear's paw mark. Throughout our history, the bear has been a symbol of physical and spiritual power. Tonight, we wish to leave you with a two physical reminders of the change and growth you have encountered during your time together.

Each of you has invested time crafting a pair of wooden claws, changing them from identical wooden forms to something that more closely resembles the claw of a real Kodiak bear. (Hand the bag to one of the participants standing in the circle, and ask him or her to remove two claws. Present them also a leather thong upon which to string the claws. Pass the sack around so each participant is able to withdraw two claws. After the participants have withdrawn two claws, pass the bag to the staff so they may also retrieve two claws from the bag). Note that it is unlikely that you received your own claw back—this is good. The staff has also contributed their claws as well. As with our goal of servant leadership, it is not so important what we do for ourselves, but what we do for others. Let these claws crafted by one of your fellows always serve as a reminder of what is most important in life: that which we freely do for others. Wear them with pride as you carry out your adventure of Scouting.

The Kodiak medallion is a further reminder of what you have accomplished. The metal form is durable and reflects light. In a similar way, your commitment to leadership and service is hoped also to be durable and to reflect back all the good that comes upon it. (Step forward and attach the medallion to each crew member's shirt pocket. If participants are not wearing a BSA field uniform with a pocket button, putting the medallions on a piece of ribbon will allow you to bestow them.)

Prepare now for the final element of the closing. Begin by telling the following 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.

Ask them how this relates to their Kodiak trek. Are they going to walk when they get back home to their units?

Go around the circle and allow anyone who is willing to share how they might take the lessons of the trek back home with them. This is optional for each person. Staff may start the process to break the ice.

When finished, have them blow out their candles. Tell them that although the trek may be finished, and the candlelight extinguished, the power of the leadership skills they learned on the trek will continue into the future.



AFTER THE TREK

Overview

The after-trek meeting is an important capstone experience for the Kodiak trek. Delayed a week or two after the conclusion of the trek, it will allow participants a chance to reflect back upon what they did, what they learned, and how they grew during the experience.

How to Run the Session

The outline presented above allows for the debriefing to take place in approximately two hours. An alternative structure could include a dinner as part of the event, inviting family members and sharing a slide show of the trek and the adventures associated with it. This may provide a final opportunity for the trek participants to demonstrate their mastery of the leadership skills.

Be prepared by arriving well in advance of the participants for the Kodiak Challenge. Based on staff planning since the previous pre-trek gathering, ensure that all arrangements have been made in terms of assignments, moving resources into place, and the like. A slide show is a recommended feature of this gathering. Besides enlivening the experience, photographs of crew experiences will help in the debriefing process to follow.

A simple snack (fruit, doughnuts, breakfast rolls) and drink (juice) will help people feel welcome and taken care of.

Welcome the participants. An opening to officially set the final course meeting under way is appropriate. The following quotes are offered as options:

- "A leader is one who knows the way, goes the way, and shows the way." (John Calvin Maxwell is a leadership author.)
- "A great leader's courage to fulfill his vision comes from passion, not position." (John C. Maxwell)
- "A leader leads by example, whether he intends to or not." (Attribution unknown)
- "If your actions inspire others to dream more, learn more, do more, and become more, you are a leader." (John Quincy Adams)
- "A leader is best when people barely know he exists. When his work is done, his aim fulfilled, they will say: We did it ourselves." (Lao Tzu was an ancient Chinese mystic philosopher.)
- "A good leader inspires people to have confidence in the leader; a great leader inspires people to have confidence in themselves." (Attribution unknown)

Seek to connect one of the quotes from above to what you observed as some of the significant growth experiences of the participants during the Kodiak course.

Pass out a new copy of the Assessment of Current Leadership Qualities sheet (in the Appendix). Have them take a few minutes to fill this out. They don't share this with the group, but do ask them to take it home and compare it with the version they filled out before the trek started.

Prepare for a transition into the final debriefing by making these points:

- As a team, the participants have come a long way together.
- It is appropriate now on our life journey to spend a few minutes looking back to see what our experiences have taught us, to see where our experience together has brought us—and most important, where they will take us in the future.

The trek guides will now take charge of the Kodiak participants for a final reflection.

The essential piece of the after-trek meeting is a start-stop-continue assessment of their experience. The participants need an opportunity to process their experiences in the context of the leadership skills used during the course. While basic questions of "what should we start/stop/continue" serve as the core of the questioning, the trek guides leading the debriefing may find it helpful to keep in mind that it is desirable for the participants to see how they may continue to use the skills in the future. Staying vigilant for those opportunities will ensure that the start-stop-continue debriefing is of the greatest value.

After the reflection has come to a close, return to the entire group for closing remarks. Transition the participants and staff into the closing for this session of the Kodiak Challenge. Direct the participants' attention to a poster of the two statements on a poster: "Look Wide" and "Service." Challenge the participants with these thoughts:

Share the following thoughts in your own words:

Scouting around the world has many things in common, including both adventure and values. Cub Scouts and Boy Scouts in the United States share the same motto with Cub Scouts and Scouts around the world: "Do Your Best" and "Be Prepared." Other national Scout organizations have two additional mottos for their older Scouts. Scouts in other countries use the motto "Look Wide," and the oldest scouts, the Rovers, use the simple motto of "Service."

Our experience here in Kodiak has helped you live those mottos as well. You looked wide, considering options for your trek, how to implement it, and how to work together, and you sought a challenge by looking wide and into the unknown as you worked together to complete your journey. During the trek, you paused and lent a hand to others through your service project. You sought to live the ethic of a servant leader by working as a team of equals to provide service to others.

Many opportunities lie ahead of you as you move further into young adulthood. It is our hope that your experiences during Kodiak—that grew from your interest, your initiative, and your abilities—remind you always that acting for the good of all is always a choice you make. As you leave this gathering and our shared Kodiak experience comes to a close, may what you created together be with you always, and always guide you in the choices that you make. Do your best . . . to be prepared . . . to look wide . . . and to render service. Commit to—and act on these simple rules for life—and you will lead a rich one.

Bid the participants farewell and a happy life. The course is now closed.

After-Action Report

The staff should gather after the trek to complete the after-action meeting on what has taken place. This needs to be turned in to the council training chair within 30 days of the trek. This report is needed to help us continue to improve the quality of future Kodiak Challenge courses across the nation.

- Carry out a start-stop-continue assessment of the meeting from the perspective of staff members. For any action that needs to be taken based on this assessment, the senior guide needs to assign a staff member to address this.
- Thank the staff members for their generous donation of time, energy, and talent.
- Prepare the after-action report for submission to the local council youth development committee.



APPENDIX

Materials List

Items instructors will need to support the course:

Item	Where to Get Supplies
One Kodiak course syllabus per staff	Host council
Magic slate or small notebook	Host council
Pen and paper for participants	Host council
Small whiteboard and marker	Host council
One penny per participant	Host council
One blindfold per four participants	Host council
One candle per person	Host council
One Kodiak medal per participant	National Distribution Center; No. 14221
One Kodiak patch per participant	National Distribution Center; No. 14222
One course certificate per participant	National Distribution Center; No. 33504
Memory Tip Cards from NYLT or NAYLE	National Distribution Center
*Five bear claws for each person	National Distribution Center; No. 17034
*One leather bag for each person	National Distribution Center; No. 17030
*One leaf per participant	Host council
One short length of chain per person	Host council
*One small disc colored on each side	Host council
*One feather per participant	Host council
*One marble per participant	Host council
*One LEGO block per participant	Host council
*One seed per participant	Host council
*One earbud per participant	Host council
*One 2½-ft. leather cord per participant	National Distribution Center
*Small pieces of sandpaper	Host council
Values puzzle pieces	Host council
*One staff patch per staff member	National Distribution Center; No. 14308

**Bear claws are optional for the course, as are the other token items. Course recognition items (patch and medal) are recommended but not required.*

Teaching EDGE

All staff should use the Teaching EDGE throughout the trek. There will be many examples of new tasks to be learned, and each one can be an opportunity to not only teach the skill but to point out the effective use of teaching EDGE while doing so. You may want to use this exercise for staff in staff development.

Description of the Leadership Skill

The Teaching EDGE helps us accomplish two things:

- It provides a framework for organizing information to teach more effectively.
- It provides a framework for identifying a teaching strategy to support the needs of a team at various points in their development.

Essential elements of the Teaching EDGE include the following:

Teaching Approach	Stages of Skill Development
Explaining (Giving Directions/Telling)	Forming
Demonstrating (Showing How It's Done)	Storming
Guiding (Coaching and Confirming)	Norming
Enabling (Supporting Doing It On Their Own)	Performing

Where to Look for Evidence of the Skill

- When a skill needs to be taught before or during the Kodiak trek.
- When a skill needs to be re-taught during the Kodiak trek
- When the team is struggling with a new task or skill during the trek

Important Note: It may be necessary to coach the team's resident expert on a particular skill how to organize skill instruction along the lines of the Teaching EDGE. This will maximize the likelihood the skill will be learned by the entire crew, as well as provide the foundation for a discussion during the trek itself.

Ask: What are the essential elements of the Teaching EDGE? Explaining, demonstrating, guiding, and enabling.

Reflection questions:

- How was the teaching you experienced effective?
- How do the various approaches used in the Teaching EDGE (explaining, demonstrating, guiding, enabling) help our team function more effectively?
- When during the trek do you envision this skill being especially relevant?
- How will you know when you are using this skill more effectively in the future?

Trek Planning Sheet

Where

- Destination:
- Route:

When

- Departure date/time:
- Return date/time:

Who

- Participants:

Why

- Purpose of the trip:

What

(Expand upon these ideas on the SMART Goal Planning Sheet.)

1. Permits required:
2. Gear needed:
3. Special equipment:
4. Special clothing:
5. Special training:
6. Food:
7. _____
8. _____
9. _____
10. _____

How

- LNT considerations:

SMART Goal Planning Sheet

Goal 1

Who

What

When

Where

Why

How

How verified

SMART Goals

- **Specific**
- **Measurable**
- **Attainable**
- **Relevant**
- **Timely**

Teamwork Survey

Objective

To identify the present stage of the teamwork model your team is operating in

Directions

This questionnaire contains statements about teamwork. Next to each question, indicate how often your team displays each behavior by using the following scoring system:

Almost never—1

Seldom—2

Occasionally—3

Frequently—4

Almost always—5

Questionnaire

1. _____ We try to have set procedures or protocols to ensure things are orderly and run smoothly (e.g., minimize interruptions, everyone gets a chance to have their say).
2. _____ We are quick to get on with the task at hand and do not spend too much time in the planning stage.
3. _____ Our team feels we are all in it together and shares responsibility for the team's success or failure.
4. _____ We have thorough procedures for agreeing on our objectives and planning the way we will perform our tasks.
5. _____ Team members are afraid or do not like to ask others for help.
6. _____ We take our team's goals and objectives literally, and assume a shared understanding.
7. _____ The team leader tries to keep order and contributes to the task at hand.
8. _____ We do not have fixed procedures. We make them up as the task or project progresses.
9. _____ We generate lots of ideas, but we do not use many because we fail to listen to them and reject them without fully understanding them.
10. _____ Team members do not fully trust the other team members and closely monitor others who are working on a specific task.
11. _____ The team leader ensures that we follow the procedures, do not argue, do not interrupt, and keep to the point.
12. _____ We enjoy working together. We have a fun and productive time.
13. _____ We have accepted each other as members of the team.
14. _____ The team leader is democratic and collaborative.
15. _____ We try to define the goal and what tasks need to be accomplished.

16. _____ Many team members have their own ideas about the process, and personal agendas are rampant.
17. _____ We fully accept each other's strengths and weakness.
18. _____ We assign specific roles to team members (team leader, facilitator, timekeeper, note taker, etc.).
19. _____ We try to achieve harmony by avoiding conflict.
20. _____ The tasks are very different from what we imagined and seem very difficult to accomplish.
21. _____ There are many abstract discussions of the concepts and issues, which make some members impatient with these discussions.
22. _____ We are able to work through group problems.
23. _____ We argue a lot even though we agree on the real issues.
24. _____ The team is often tempted to go above the original scope of the project.
25. _____ We express criticism of others constructively.
26. _____ There is a close attachment to the team.
27. _____ It seems as if little is being accomplished with the project's goals.
28. _____ The goals we have established seem unrealistic.
29. _____ Although we are not fully sure of the project's goals and issues, we are excited and proud to be on the team.
30. _____ We often share personal problems with each other.
31. _____ There is a lot of resistance to the tasks at hand and quality-improvement approaches.
32. _____ We get a lot of work done.

Part 2—Scoring

Next to each survey item number below, transfer the score you give that item on the questionnaire. For example, if you scored item 1 with a 3 (Occasionally), then enter a 3 next to item 1 below. When you have entered all the scores for each question, total each of the four columns.

Item	**Score**	**Item**	**Score**	**Item**	**Score**	**Item**	**Score**
1.	_____	2.	_____	4.	_____	3.	_____
5.	_____	7.	_____	6.	_____	8.	_____
10.	_____	9.	_____	11.	_____	12.	_____
15.	_____	16.	_____	13.	_____	14.	_____
18.	_____	20.	_____	19.	_____	17.	_____
21.	_____	23.	_____	24.	_____	22.	_____
27.	_____	28.	_____	25.	_____	26.	_____
29.	_____	31.	_____	30.	_____	32.	_____
Total	_____	Total	_____	Total	_____	Total	_____
Forming Stage		*Storming Stage*		*Norming Stage*		*Performing Stage*	

What We Have in Common

List the things you find in common with 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. _____

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 and 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

Total _____

Additional Activities

"Scouting is a game with a purpose."—BP

The games in this Appendix are available to you as a Kodiak guide to help provide the members of your Kodiak trek with opportunities to explore leadership skills.

The games collected here were selected to provide fun ways to explore Scouting's leadership skills. You may find it helpful to have the participants play games related to a leadership skill that they may be struggling with during the trek. While the goal is to have the experiences of the trek provide the foundation for the learning to take place, games such as those collected here can reinforce and amplify deeper appreciation for the significance and utility of the leadership skill.

Be Prepared!

Familiarize yourself with the activity you have chosen. Know how the game is played, what the objectives are, and how its parts lead to the learning objective.

Plan a strategy ahead of time so you can help your Scouts if they get into trouble with the game. Figure out space and equipment requirements.

Think about some questions you can use in reflecting following the activity. You may want to jot down some notes, but organize the questions around the *purpose* that underlies the game to help the participants make sense of the game, its purpose, and the leadership skill it supports.

Present the Game

Make the rules clear. Be sure the Scouts understand the problem they must solve or the skill to be learned before they begin. Emphasize that there should be no putdowns or harassment during the activity.

Stand back. Let the Scouts solve the problem themselves. Even though you may know a better solution, let them figure it out for themselves. They will learn the most from an experience they've worked through on their own.

Lead the Reflection

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

Facilitate the discussion. As a leader, avoid the temptation to talk about your own experiences. Reserve judgment about what the Scouts say to avoid criticizing them. Help the discussion get going, then let the Scouts take over with limited guidance from you. If you describe what you saw, be sure your comments don't stop the participants from adding their own thoughts. Above all, be positive. Have fun with the activity and with the processing session!

Use thought-provoking questions. The following types of questions are useful in reflecting:

- *Open-ended questions* avoid yes and no answers. "What was the purpose of the game?" and "What did you learn about yourself?"
- *Feeling questions* require participants to reflect on how they feel about what they did. "How did it feel when you started to pull together?"

- *Judgment questions* ask the participants to make decisions about things. "What was the best part?" or "Was it a good idea?"
- *Guiding questions* steer your Scouts toward the purpose of the activity and keep the discussion focused. "What got you all going in the right direction?"
- *Closing questions* help members of the Kodiak Challenge draw conclusions and wrap up the discussion. "What did you learn?" "What would you do differently?" "How might you use this skill in other settings?"

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

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

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

Implementation Note

When using this guide for organizing questions, remember that your job is to facilitate the discussion rather than to search for the "right answers." Keep in mind that a reflective discussion is a process, and the needs and experiences of a team at a given time might lead to unanticipated—but equally valid—outcomes.

As you prepare to use the games, it is very helpful to try out as many of them as possible during staff development. Some of the games make considerable use of materials, so as Kodiak guide, you will want to consider which games make sense to use on a high-adventure trek as opposed to a frontcountry experience. Many of the games can be made more portable (such as using craft foam rather than pieces of plywood). Consider your trek and what you have learned about the participants as you select games for use during the trek.

Icebreaker Games

So Much in Common

Ask participants to quickly find a partner at a stated signal. Have them list as many things as they can that the two of them have in common. Participants will be limited to two minutes to accomplish this.

At the next signal, they are to change partners and repeat the process again. Continue until everyone has had a chance to meet everyone else.

Hot Potato

Ask the teams to form circles. Ask one individual to take off one shoe (that will be a prop). Tell them that when you give the signal, they are to toss the shoe from one team member to the next. You cannot pass to members on either side of you. Tell them to say the name of the individual they throw the shoe to before throwing it. Explain that once they start, you want them to continue until you tell them to stop. Start them, let them go for about a minute, and then ask them to speed up. After another minute, stop them and ask that a second shoe be added to the process. Let them start and remind them to speed up.

You may add additional shoes if you like.

Catch the Balloon

A handy name game. Stand in a circle. Toss a balloon in the air and call someone's name. That person must catch the balloon before it touches the ground. If the person succeeds, he/she then tosses the balloon up and calls the next name.

Variation. This game is an extension of Catch the Balloon. Now the balloon is not caught, but kept in the air. As well as calling out someone's name, also call out a body part which that person has to use to keep the balloon in the air until he/she calls another person's name and body part.

(The game Catch the Balloon is from www.Wilderdom.com.)

Games That Facilitate a Shared Vision of Success

Escape From the Sinking Ship (String Maze)

Goal. To escape from a "sinking ship." Players are blindfolded and then led to different starting points around the maze, well away from each other. The game is completed when all players have escaped (have found the exit). Players who escape may not give instructions to others still moving through the maze. Players feel their way along the string toward the exit; however, they may only change direction at the point where one piece of string crosses another. This may require them to move around another player.

When constructing the maze, use trees, shrubs, fences, furniture, door knobs, etc., to provide points of attachment for the string. Tie a marker (such as a bell or a ribbon) to the string to mark the exit. Set a time limit.

Variations. Play as a team event where the team must gather together first and together find the exit. Ban talking as a means of finding each other, but allow the members of the team to develop their own alternative means of communication.

After the game has run its course, gather the participants in a circle, get comfortable, and begin the reflection. Remind participants of the rules of engagement for reflective discussions.

Games That Facilitate Planning

Giant Pods

The Story. Your team is in the mystic Amazon trying to find a cure for cancer. You must get your group across a strange pond to a village that might have information leading to the cure. This pond is not deep or too wide, but it is filled with the rare feet-eating piranhas. One false step into the pond with a foot will cause a feeding frenzy attacking the whole team. Fortunately, you have brought with you some special floating pods that you can use to cross the pond. Unfortunately, you have lost all but two. Because this is an extremely dangerous area, the group must stay together at all times. The entire group must cross together using only the pods. For some strange reason, these piranhas don't eat hands, so hands can go into the water without injury. If a foot touches the water, I will ask the team to start over. The only resources you have are the two pods, nothing else.

You have 25 minutes to complete this task. I encourage you to be safe, and if you do something I think is unsafe, I will stop you. Remember that an effective leader asks: "What went well, what didn't go well, and what can we do differently next time?"

"_____, you are the leader, take over."

Kodiak Guide Notes. Teams are usually pretty packed on the pods so you will need to watch for feet going overboard. If they do, make them start over.

Materials and Construction Notes. Staff will need to provide two round disks three feet in diameter. The disk can be either metal or wood (plywood works well). You might need to put something on the bottom to keep the disks from sliding if your area warrants it. If you paint your disks, they will last longer. You will also need something to define the beginning edge of the pond as well as the completion point. You can use lengths of rope or mark a line with lime. The distance between edges of the pond should be approximately 40 feet. You can extend the distance if you find the teams are doing this challenge too easily.

Variations.

- Blindfold the whole group or a portion of the group.
- Tell half the group they can use only their right hand while the other half may use only their left hand.
- Say one person in the group has had an accident and cannot walk. The rest of the group must carry that injured member.
- Require the team to hold a length of safety rope. The rope should be approximately eight feet long.
- Make the pond course change directions. This way, it won't always be the same people in the same places. (Recommended)

The Laser Wall

A laser grid approximately five feet high blocks your path, and the members of the team cannot go around it. The goal of the team is to get the entire group over the "laser grid" (a rope held horizontally) without touching it and becoming "vaporized." The group may only use themselves and an eight-foot beam as a tool.

The activity may take place anywhere that has a soft landing area for members of the group. The top of the laser beam can be a length of rope tied off between two trees or posts or held by two people at a height of five feet from the ground. Participants may not cross back under the laser grid to assist directly, once they have reached the other side, but they may be allowed back in order to serve as spotters to break a fall.

The game may be attempted again with adjustments made to the playing conditions. Examples:

- Blindfolding one or more of the team members
- Asking the group to maintain silence
- Removing the use of the eight-foot two-by-four from the group
- "Disabling" a member of the team by tying a bandana around a limb and forbidding the use of the marked limb

Games That Facilitate Communication

Charades

If you have enough participants, you can divide the group into any size teams you want. This allows competition. Assign a team to go first, and 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 that figures the word out first. Continue until all participants have had a chance to present.

Animal Lineup

Have the participants line up shoulder to shoulder. Address the group: "From this point forward, you've lost the power of speech. I want you to think of your favorite animal. Once you've thought of it, place your hand on your head." Once they're ready, issue the challenge. "Line yourselves up in order from smallest animal to largest animal. The only sound you can make is the sound your favorite animal makes."

(Animal Lineup is from Team-Building Games by Jamie Bennett at www.facilitutor.com.)

Birthday Lineup

Tell the teams that when you give the signal, you want them to line up according to birth date (month and day). However, there is one little challenge: no talking or writing.

Coded Communications

Equipment: A pen/pencil and paper for each team member

Background on the game:

- This game can be played by one group or between two or more teams competitively.
- The activity is more dynamic if played in competitive teams with a minimum of three players per team, and ideally five to 10 per team.
- This game can be played by very large groups, in teams, for example at conferences.
- The exercise involves devising and using a simple coded nonverbal (unspoken) communication system.
- The game may be played just once as a quick activity or icebreaker, or in several rounds, optionally enabling the group/teams to review and refine their coding systems, at the discretion of the facilitator.
- These instructions are for a single group. Adapt it accordingly for competitive teams playing the game.

Instruction to teams:

- Devise a secret coded (nonspoken, non-written) communication system for your team that enables a very simple piece of information—a single-digit number between zero and nine—to be passed throughout the entire team so everyone knows the number.
- The game is over when all members of the group have received the secret message. (If playing across multiple teams, the winning team is the first to successfully convey the number to all team members.)
- The number must be conveyed using nonverbal and secret signals. It cannot be spoken, mouthed, written, signaled by holding up a number of fingers, or "tapped" using fingers or feet, etc.
- Touching another participant to pass on the message likewise is not allowed.
- No speaking is allowed while the game is in progress.
- Facial expressions and eye contact are likely to be significant in nonverbal code systems developed, although teams will devise other methods, which is part of the fun.
- When receiving the number, each player must privately record the number on a piece of paper as proof of successful communication. Alternatively, to avoid the risk of cheating or accidentally revealing numbers, instruct people to write down the number after all teams have completed the round.
- The team leader must raise his/her hand to signal to the facilitator when the group/team members have received the number correctly. (For multiple teams in competition with each other, this potentially requires another team coded signal to confirm successful understanding, which is a matter for the teams to decide.)

- Teams can be given between five and 10 minutes to devise and test their codes. Large teams may require longer.
- The facilitator begins each round of the game by showing the number (a single-digit number between zero and nine) to the team leaders.
- The team leaders then take their seats or starting positions and await the facilitator's signal to start the game, at which point the number must be communicated to all team members using the nonverbal secret code—and ideally person to person (which introduces greater risk of error and is a sterner test of the code system devised, and also of teamwork).
- For groups playing against another team, the secret code aspect is important if the game is played competitively and teams are given the same number to convey, or awarded bonus points for identifying an opposing team's number.
- Standing and mingling makes the activity more dynamic and energizing, and increases the need for competing teams to devise a clever code to avoid it being "cracked" or interpreted by members of competing teams.

(Coded Communications comes from Team-Building Ideas by Alan Chapman at www.businessballs.com.)

Games That Facilitate Understanding Stages of Team Development

Balloon Help

Start off with everyone in a circle, facing inward, with hands behind their backs. The objective is for everyone to be in the center keeping all the balloons afloat. Put from zero to three balloons in people's hands behind their backs. Participants should not let on to others how many they have. The leader starts by trying to keep three balloons afloat in the center. When it becomes difficult, the leader calls somebody's name and says "X, I need your help!" That person comes in with all their balloons and helps until it becomes difficult and then they call "Y, I need your help!" If a balloon falls on the ground, it must be picked up by someone in the center and kept afloat.

Trust Me

Divide the team into subgroups of four. One person in each group is to be blindfolded and one person will serve as the group leader. None of the team members without blindfolds may touch the blindfolded team member. Set an obstacle 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.

Monster

The group must move as a monster from point A to B. Each team member must be connected to the monster. As a team, they are only allowed half the number of hands and feet touching the ground (a 12-person group would be allowed 12 hands and 12 feet touching the ground). You can make it more challenging by decreasing the number of allowed limbs on the ground. Making it an odd number makes things even more challenging.

Over and Out

The group forms a circle and holds hands. A 12-foot length of webbing tied into a loop is placed in the center of the circle. The size of the loop can vary with group size. When the facilitator says "Go!" the group must lift the webbing loop over their heads, without using their fingers, and drop it on the ground. Once the loop lands on the ground outside the circle the timer is stopped.

Variation. Run this in reverse, having the group start by standing inside the webbing circle.

Toxic Waste

The challenge is to move the toxic waste contents to the "neutralization" container using minimal equipment and maintaining a safe distance within a time limit. This game works best toward the end of a program and/or after the group has come together and dealt with basic teamwork issues. The game may be carried out either indoors or outdoors. Outdoors is more dramatic because water can be used as the "toxic waste" instead of balls.

Materials:

- Two toxic waste receptacles (one small, one large bucket)
- One rope to create a circle for the radiation zone
- One bungee cord loop
- Eight cords
- Eight balls, or use water (to represent toxic waste)
- Blindfolds (optional)

Implementation comments:

- Use the rope to create a circle at least eight feet across on the ground to represent the toxic waste radiation zone. The larger the radiation zone, the more difficult the activity.
- Place the small bucket in the center of the radiation zone and fill it with water or balls to represent the toxic waste.
- Place the large neutralization bucket approximately 30 to 50 feet away. The greater the distance, the more difficult the activity.
- Put all other equipment (i.e., bungee cords, and red-herring objects (optional)) in a pile near the rope circle.

Operation of game:

- The challenge is for the group to work out how to transfer the toxic waste from the small bucket into the large bucket where it will be "neutralized," using only the equipment provided and within a timeframe. The waste will blow up and destroy the world after 20 minutes if it is not neutralized.
- Anyone who ventures into the radiation zone will suffer injury and possibly even death, and spillage will create partial death and destruction. Therefore, the group should aim to save the world and do so without injury to any group members.
- The rope circle represents the radiation zone emanating from the toxic waste in the bucket. Emphasize that everyone must maintain a distance (circle radius) from the toxic waste wherever it goes, otherwise they will suffer severe injury, such as loss of a limb or even death.

- Give the group some planning time with no action, e.g., five minutes. Then start the clock and indicate it is time for action, e.g., 15 or 20 minutes.

Games That Facilitate Understanding Servant Leadership (Includes Leadership Styles)

Radioactive Isotope

The game requires a three-inch metal ring with eight to 10 strings tied around the ring—one string for each participant. Two PVC tubes are inserted into the ground 30 to 50 feet from each other. The game begins by placing the ring around one of the PVC pipes and allowing it to rest on the ground.

The team is asked, with each member of the team holding on to the end of a different string, to lift the ring up and transfer the ring to the other upright PVC tubes. It is anticipated that this will be done with little difficulty.

With the ring on the ground and encircling one of the PVC tubes, place the tennis ball on top of the tube and challenge the group to move the tennis ball to the other PVC pipe without dropping it.

When the group accomplishes this successfully, add additional challenges such as blindfolding one or more members of the team or using bandanas to tie the legs of team members together.

After several trials with various disabling conditions employed, bring the group together for a reflection.

Games That Facilitate Understanding Inclusiveness

Who Are You?

Direct participants to select a partner and make themselves comfortable. Suggest that they might need to take notes as part of this activity. 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 two minutes, give the participants a signal to switch roles. Tell them to keep count of the number of things they find out about their partner. Each person will introduce their partner, and after everyone is introduced, each participant will then ask each person to say one thing they remember about each person.

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.

Unit Request for Authorization to Conduct a Kodiak Challenge

Date: _____

From: _____ Unit No. _____ District: _____

Name of proposed course director: _____

Address: _____ City: _____ Zip: _____

Phone: _____ E-mail: _____

Return this form to the council training chair.

Type of course: Weeklong (at least five days) Weekend (two weekends totaling at least five 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 Challenge* syllabus. As course director, I promise to fully follow the *Kodiak Challenge* syllabus and will provide an after-action report and course report to the council training chair within 30 days of the completion of our course.

_____ _____

Signature of course director Date

List of Trainers/Facilitators

Name	Age
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Council approval: _____ _____
Council training chair signature Date

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

_____

_____

Reason for non-approval: _____

_____

_____

Parent/Guardian Permission Slip

This slip must be signed for a Boy Scout, Varsity Scout, Venturer, or Sea Scout to participate in the Kodiak Challenge.

I, _____, the parent/legal guardian of _____, give my permission for him/her to attend and participate fully in the Kodiak Challenge trek at _____, from _____ (date) through _____, which will include the following activities: (planned trek description) _____ _____.

I further certify that the above-named participant has my permission to travel with _____ (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') and/or daughter's (daughters') participation and expressly waive and release any and all claims against adult leaders of _____ (troop, crew, ship, or team) 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 activity 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 OR GUARDIAN WILL BE REQUIRED TO MAKE ARRANGEMENTS TO TRANSPORT HIM/HER HOME.

Note: All persons must have valid BSA health forms on the trek.

Kodiak Challenge Evaluation

Name and location of trek: _____

1. What did you like about this leadership course?

2. What did you not like about this course?

3. What would you change about the course, and how?

4. Do you feel you will be able to use the five leadership skills in the future? If so, how?

5. Would you be interested in serving on staff at a future Kodiak Challenge?

6. Other comments?

Thank you!