



Advising 101: Working Effectively with Youth Analyzing Situations and Youth

Session Length: 45 Minutes

Through this session, you will:

Explain to the participants how to analyze the time and structure characteristics of an advising situation and three of their advisee's key leadership characteristics.

Demonstrate to the participants how to construct an Advising Situation Matrix.

Guide the participants in adapting their levels of coaching and mentoring to their advisee's leadership characteristics and position.

Enable the participants to strengthen the leadership abilities of the youth they advise.

Learning Outcomes: After completing this session, learners will:

- Be able to effectively analyze advising situations and determine the necessary levels of coaching and mentoring.
- Be able to analyze youth by examining their leadership characteristics and apply the necessary level of coaching and mentoring.
- Commit to developing youth leadership in their lodge.

Theme Connection:

The theme of NOAC 2018 is "Decide Your Destiny," emphasizing the message that today's decisions shape tomorrow's reality. This session will relay this theme in the following ways:

- By deciding to thoughtfully consider our advisee's leadership characteristics and those of the position in which they serve, and by adapting the levels of coaching and mentoring we use in advising them, we can help our advisee's become stronger leaders and better people.

This session is not directly focused on improving a chapter's, lodge's, or section's score in any of its specific JTE requirements, but rather improving the abilities of an adviser to coach and mentor his advisee, thereby strengthening the advisee's leadership abilities.

Required Materials:

- Laptop and projector
- Flipchart or white board with markers
- Copies of handout *Commitment to Developing Youth Leadership*



TRAINER PREPARATION

Type of Trainer: The trainer can be either youth or adult but needs to be a well experienced Arrowman and will require at least one assistant. The trainer should also be highly energetic, enthusiastic and leverage his past training experiences in order to create enthusiasm and inspire the participants.

Audience: This session is focused entirely on an adult audience. All advisers—young, experienced, new or old—will all appreciate the content from this session, and will walk away with an improved understanding of how to develop youth leaders.

Follow the Syllabus: It is vitally important that the syllabus be closely followed. Although this session narrative is written in the first person, trainers should not read directly from the syllabus, but should develop their own style of delivery while maintaining the integrity of the content. Specific points are noted throughout the syllabus where the trainer can deviate from the narrative while keeping the content intact.

Trainer Preparation Checklist:

1. Study this syllabus
2. Gather required materials
3. Choose audio/visual delivery method and prepare accordingly
4. Prepare flipcharts
5. Recruit a training assistant
6. Prepare copies of the Commitment to Developing Youth Leadership (one per participant)

Session Narrative

Introduction

5 Minutes

Trainer Instructions: The session trainer should introduce himself, tell what lodge and city he is from, provide brief information on his Order of the Arrow experience, and any other relevant items of interest. Although this session narrative is written in the first person, trainers should not read directly from the syllabus, but should develop their own style of delivery while maintaining the integrity of the content.

In this cell, we talk about the traits needed to be an effective adviser, and how to coach, mentor, and communicate with youth. Now we will discuss how we can become a “model adviser.” The concept of the model adviser is really simple but I will need three volunteers for the explanation.



Trainer Instructions: Line up the three volunteers shoulder to shoulder. From the view of the class, volunteer #1 on the left, volunteer #2 on the right, and volunteer #3 in the middle.

[Volunteer #1's name] is the adviser who does way too much! He does all of the planning for an event, organizes everything himself, has his hands on every aspect, and either makes, or influences all of the decisions, talks during all of the meetings, calls the youth every day and talks with them for hours on end. I think we all know an adviser or two in our lodge like this.

[Volunteer #2's name] is the adviser who does way too little! He sits back and lets the youth run every aspect by themselves, and doesn't offer help, assistance, advice, teaching, support, or coaching of any sort. He just shows up at meetings or events with his coffee in hand and never really does his job. Usually, this type of adviser will talk big or talk about change but will never actually step up and do any of it. Advisers like this are usually a little harder to find, but I think we can all name at least one in our lodge.

[Volunteer #3's name] is the adviser who falls in between [volunteer #1's name] and [volunteer #2's name] and is just right. He offers coaching and assistance when needed, constantly supports his youth, and ensures they are doing their job and doing it well. This is our model adviser. He is both a coach and a mentor and strives to help develop youth leadership in any situation he is presented with. [Trainer, look at the three volunteers and say:] Thanks for your assistance, you three may sit down now.

The question that we will be focusing our discussions around in this session is how much coaching and mentoring would the model adviser utilize? The answer depends on two variables: the situation and the youth you are working with.

Analyzing the Situation—Advising Situation Matrix

18 Minutes

The first step in determining the level of coaching and mentoring needed is analyzing the situation, and the Advising Situation Matrix is a very helpful and effective tool that you can use as a quick reference.

Trainer Instructions: Show the Advising Situation Matrix (see next page) to the class, either by cutting and pasting it onto a PowerPoint slide, copying it onto an overhead transparency and displaying it using an overhead projector, or neatly writing it onto a flip chart or white board. Making and passing out handouts isn't recommended due to time constraints.



Advising Situation Matrix

Time Length	<i>Long</i>	Long Term / Informal Structure Example: Being a friend <ul style="list-style-type: none"> ■ High level of mentoring ■ Low to moderate level of coaching 	Long Term / Formal Structure Example: Ceremonies Team Adviser <ul style="list-style-type: none"> ■ High level of mentoring ■ High level of coaching 	
	<i>Short</i>	Short Term / Informal Structure Example: Serving as an Elangomat <ul style="list-style-type: none"> ■ Low level of mentoring ■ Low level of coaching 	Short Term / Formal Structure Example: Fellowship Adviser <ul style="list-style-type: none"> ■ Low to moderate level of mentoring ■ High level of coaching 	
		<i>Informal</i>	Structure	<i>Formal</i>

The Advising Situation Matrix involves two variables: time length and situation structure. Time length is amount of time over which the advising situation occurs. Situation Structure refers to complexity and involvement of the advising situation.

Short Term / Informal Structure: This advising situation lasts only a short time and doesn't have strict nor many duty specifications. An example of such a situation is advising a youth who is serving as an Elangomat at an Ordeal. This is a relatively simple and short-term commitment, so it involves low levels of both coaching and mentoring.

Long Term / Informal Structure: This advising situation is still fairly informal, without specific, outlined duties or tasks that must be completed, but it lasts over a longer time. Examples are being a friend or an OA lodge brother. In this situation, the longer amount of time provides you with the opportunity to develop a mentoring relationship with the youth you are advising. Even though it is still a very informal situation, your coaching level can vary from low to moderate. Because this advising situation takes place over a long period of time, coaching may be necessary part of the time. However, mentoring should be your primary focus.

Long Term / Formal Structure: This advising situation has formal duty specifications and tasks that occur over a long period of time. A good example of this is a Ceremonies Team Adviser. In this situation, the adviser works with the same four youth over a long time, during which the youth need a large amount of teaching, coaching, and support to develop properly. The adviser should be their friend, someone they can look up to, and inspire them to become great ceremonialists. Other examples include serving as an adviser to a chapter or lodge chief. Generally, this advising situation requires high levels of coaching to achieve the chapter or lodge's goals and high levels of mentoring over a long period of time.



Short Term / Formal Structure: This advising situation takes place for a shorter time but maintains the same formality as the last situation. Examples of this include being an ordeal, fellowship or banquet adviser. The adviser will need to do a lot of coaching to help his advisee through various tasks, but because the advisee's position is short term, this situation requires only a low to moderate level of mentoring.

Analyzing an advising situation's length of time and the formality of its structure, allows the adviser to construct the Advising Situation Matrix, and realize the levels of coaching and mentoring required by each type of situation. The respective levels of coaching and mentoring required by each type of situation is easy to remember if you always start with the short term/informal structure situation. From there in the matrix, you'll see that the level of coaching required increases clockwise around the matrix, while the level of mentoring required increases counterclockwise around the matrix Coaching—Clockwise, Mentoring— Counterclockwise.

Analyzing the advising situation is the first step to becoming a model adviser. Follow the matrix, apply the needed amount of coaching and mentoring, and you will be on your way to helping develop strong youth leaders.

Analyzing the Youth—"The Three C's"

10 Minutes

Once you have considered the basic advising situation, you can further determine the right amount of coaching and mentoring needed by analyzing some of your advisee's personal characteristics. Not all youth can be advised the same way. Some youth will be go getters, some will need constant reminders and encouragement, while others will fall somewhere in between. To help determine the level of coaching and mentoring that should be used, analyze a few of your advisee's personal characteristics using "The Three C's Method". In this method, you'll assess your advisee's levels of consciousness, commitment, and confidence, and use them to help guide your advising towards developing him as a stronger leader.

Consciousness: A youth's consciousness is his knowledge in a certain situation, and it will change with every different situation he encounters. For example, if a summer camp shooting sports staff member was moved to serve as a waterfront lifeguard, he would have a high level of consciousness at the rifle range, but most likely a low level of consciousness at the waterfront. Youth with low consciousness will require a lot of teaching and coaching from their adviser. As their consciousness develops, it allows the adviser to switch from coaching to mentoring them.

Commitment: A youth's commitment can involve many different aspects, and your evaluation of this leadership trait must involve all of those aspects. You should consider his commitment to the organization, purpose, lodge or chapter, the task at hand, and his commitment to developing himself as a leader. Basically, it is a measure of his reliability, dependability, responsibility, persistence and commitment towards his job. This is usually the trait that is lacking in most of the youth you will advise. Youth with low commitment will need an adviser to motivate and guide them



through the task at hand. As their adviser, you should remain in constant communication with them, reminding and encouraging them to complete their duties.

Motivation and encouragement are the keys to success and they can come through many different methods. Whether it's paying for their conclave fee if they recruit 20 youth or taking them out for pizza because they conducted camp promotions in 75% of your chapter's units, you can always find some way to motivate and encourage a youth to accomplish his duties.

Confidence: This is the hardest trait to assess because it's hard to observe. A youth's confidence is his self-esteem and his belief in his abilities as a leader. Confident youth will be more open to expressing their ideas, leading meetings, and planning activities or events. They will operate fairly independently. Youth with low confidence will need affirmation, encouragement, support, and maybe some coaching. As their coach and mentor, encouraging them to believe in themselves will have the greatest impact on their development as a leader.

A youth that is highly committed, conscientious, and confident will be an energetic achiever, and won't need much advising at all. Youth needing constant encouragement and reminders lack all three. Most of the youth you will work with will be in between those two extremes. For maximum effectiveness, you should change your style of advising, and your level of coaching and mentoring to best fit the needs of the youth and their development as a leader. But keep in mind that no matter what your advisee's leadership abilities are, you yourself must still model what you expect of him, and you cannot expect any more from your advisee than you yourself are willing to give in order to support him.

Summary

3 Minutes

In this cell Advising 101, we've explored how you can focus your advising around youth leadership development. We presented to you the traits of effective and high-performing advisers, and discussed coaching, mentoring, and communicating with youth. You learned that coaching is teaching, guiding, improving, and helping your youth succeed at the short-term task at hand, and that mentoring involves four steps—friendship, supporting, teaching, and challenging.

Mentoring is a long-term process that can have huge, life-long positive effects on the youth with whom you are working. Coaches help us achieve a certain goal or complete a task while mentors help us grow as a leader, as an Arrowman, and as an individual.

Even when faced with a difficult situation, and even under the worst of conditions, we as advisers don't need to jump in and take control of a situation. We can coach, support, and guide even the most inexperienced youth through such times, and if we do it right, they will improve as a leader because of it.

Finally, we discussed how our levels of coaching and mentoring change with different situations and with the characteristics of the youth we are advising. Coaching increases as the formality of the



situation increases, and mentoring increases as the length of time increases. Furthermore, you can analyze three of your advisee's traits — their consciousness, their commitment, and their confidence—and apply various levels of coaching, motivation, support, and mentoring accordingly to help them be successful.

Takeaway Challenge: Commitment to Developing Youth Leaders **9 Minutes**

The purpose of this entire session was to show you how to improve your advising in order to develop strong youth leadership in your lodge. But everything that you learned today will go to waste unless you put it into action back home. To help you with that process, I'd like for you to think about a youth in your lodge that might need some coaching or mentoring. It can be the current youth you are advising, an up-and-comer, or any other youth you'd like to help. Then take a couple of minutes to fill out this "Commitment to Developing Youth Leadership" sheet. No one will see what you write but you. But please take it home with you, post it somewhere as a reminder, and make a personal commitment to helping your youth mature and grow as a leader.

Trainer Instructions: Quickly distribute handout "*Commitment to Developing Youth Leadership*"
Time: 5:00min

As you will see, one side of it is your commitment to develop a youth leader in your lodge. The other side is a short summary of the items you learned today. Please use that as a guide and reference to strengthening the leadership abilities of the youth in your lodge.

The "Advising Situation Analysis" and "Youth Analysis" are there to help you determine how much coaching and mentoring you should apply. The "Plan of Action" is the steps that you will take to begin and facilitate his leadership development. The "Goal/Expected Outcome" is a measurable level of growth that you'd like to see. Please be specific so you can measure your effectiveness down the road. The last section allows you to check on your effectiveness as an adviser. Select a date by which you would like to assess the youth's accomplishments, write it on your sheet, and when that day comes, you can check to see if you have achieved your goals.

None of what you learned in this cell will matter unless you make a personal commitment to developing the leadership abilities of the youth in your lodge. Please take your commitment to heart and follow through with it. Think about someone who has impacted your life as a coach or mentor. Think about how things might be different if they were never a part of your life. [pause shortly].

Don't let that happen to the youth of your lodge. When you go home, you will have the opportunity to be a positive influence in the life of another. I urge you to take that opportunity to give back what your mentor gave to you those many years ago.



Appendix: Resources and Source Material

Below are the recommended flip chart pages or PowerPoint slides to be used for visual presentation:

**Advising 101:
Working Effectively
With Youth**

“Analyzing Situations
and Youth”

Trainer’s Name

**Advising Situation
Matrix
(Fill in as depicted
above)**

The Three C’s

- *Consciousness*: Youth with low consciousness need a lot of coaching and teaching from their adviser
- *Commitment*: Youth with low commitment will need their adviser to motivate and guide them through the task at hand.
- *Confidence*: Youth with low confidence will need encouragement, support, and maybe some coaching.

Trainer Information

- Name
- Lodge
- Position
- Phone
- Email Address