



Session Length: 50-75 minutes

NEXT Conference Objectives:

1. Delegates should gain an understanding for how to recognize problems; determine innovative, alternative solutions; and implement those solutions in an effective manner.
2. Delegates will leave with tools and resources that will assist them in moving their respective lodges forward.
3. NEXT Staff members will solicit feedback on best practices that can be shared across the country.
4. NEXT Staff will identify areas within our organization that are/or could be potential threats and weaknesses.

Training Information:

Delegates will be organized into crews of 15 - 20 and assigned a Crew Guide. The Guide will stay with their crew all day and may be used to assist with and/or lead sessions. Guides will take time to review key concepts during the day with their delegates. Delegates will be introduced to the LeaderX concept on Innovation Day. All sessions should demonstrate/include the LeaderX model of *Explore, Dream, and Discover*.

Session Objectives:

At the end of this session, the delegate will be able to:

1. demonstrate the means by which a Lodge can perpetuate its own identity, its history, and the mission of the Order of the Arrow in every aspect of their activities, be it in the way it conducts elections and inductions, LEC's and service, and in the interactions between Arrowmen acting as mentors to younger Arrowmen.
2. Establish techniques, best practices, and identity for their lodge.

Session Needs:

1. Handout Materials
 - a. Two-three pieces of paper per Arrowman
 - b. Pens
 - c. LEC Agenda (to be sent)
2. Technology
 - a. Whiteboard/flipchart
 - b. Projector



SESSION OVERVIEW

I. Introduction 05 minutes

1. In the Order of the Arrow, how do we develop today's youth into tomorrow's leaders?
 - a. Ideally, it should be an ongoing process where every Arrowman grows with his involvement. Therefore, it is critical that we get these young men involved, engaged, and committed to the program.
 - b. Why is it that each of you became involved with OA and what has made you stick around? It's likely that these same reasons are going to encourage new Arrowman to get involved too.
 - c. **Discussion-** Take two minutes with each of your crews to discuss how we get Arrowmen to stay involved after their Ordeal, in a way that will develop them into tomorrow's leaders, and that will also keep older lodge members around.

Trainer Instructions: After two minutes of discussion, ask the room for several responses (five to seven) and write them on the provided flipchart or whiteboard.

II. Explore- Lodge Culture.....15-30 minutes

1. Comparison of similarities and differences in lodge culture
 - a. Every lodge has brotherhood in some way, but it may not come through **(cite example)**. One of the most important parts of being a new Arrowman is being able to identify with your lodge.
 - b. Having a strong lodge identity will improve everyone's OA experience as a lodge member, and when people, especially new members, can recognize that lodge presence, they instantly get an idea of the lodge's best features, history, and values.
2. What are some of your home lodge's most identifiable features? What makes your lodge run?
3. Take a few minutes to use this scenario: Your lodge will be merging by the end of the year, and you have been selected to serve on the merging committee. Discuss the best practices and "identity" of your lodge with your crew, and your crew guide will select three great responses to discuss with the room.

Trainer Instructions: After five minutes, allow each crew guide to explain three of the points their members brought up. Should not exceed five minutes.

4. Everyone has an important part in their lodge which helps define their identity of the lodge
 - a. For the more experienced Arrowman, Jack, who knows his way around and knows most of the faces and names, it really isn't too hard. He's the lodge chief, someone who has an answer for every question, and if he doesn't, he knows just who does.
 - b. However, it's a bit more of a challenge for the less experienced Arrowman, Johnny, still trying to find his place. He might not know who his chapter chief is, or what regalia is for, or even how to get involved. For him, everything is a new experience, and we have to ensure it's something he can not only understand, but appreciate and get involved in.

NEXT

5. **ACTIVITY-** Each of you should make a chart from the chapter level to the lodge level, showing how Johnny and Jack view different areas, from chapter spirit to lodge program and awards. Where Johnny will be asking “how does this work?” and “why do we do this?”. Jack should be asking “how can we innovate in this area?”, and “how can we improve year to year?”. This will really help us gain the perspective of those we are serving, and serving with, and explore how they react to different topics. Your crew guides will coach you through some possibilities. Be sure to discuss your charts with your crew and compare answers. You may want to adjust your charts after talking about it. Let’s take ten minutes to work on these and discuss with our groups.
(Sample Dialogue in Appendix)

Trainer Instructions: Allow ten minutes for individual work and team discussion. Go from table to table to ask questions about the charts.

6. After looking from the perspective of Jack and Johnny, we should have a better understanding of our membership. We have discussed how to get them engaged in OA, how we help them find their best fit, and how they view the lodge’s different aspects. Next, it’s time to look at our chief responsibility towards them- mentoring and developing our members.

III. Dream- What is our possibility?.....15-30 minutes

1. Examine the OA Mission-“fulfill its purpose as an integral part of the Boy Scouts of America through positive youth leadership under the guidance of selected capable adults.”
 - a. Johnny Arrowman is just learning about the mission of the Order. How does he feel about this? Does he see this as an empowering opportunity to succeed as a youth leader? He’s probably starting off with the questions like “what’s a mentor, and where do I get one?”, “who can lead me to excellence in the lodge?”, and “what if I don’t want to lead out on the front lines of the LEC? Can I still serve?”
 - b. Jack’s thoughts are like “How do I get the right people to serve as Elangomat? After all, it’s the first mentor anyone has as an Arrowman.” “How do I use my mentors, the older Arrowmen, to still effectively reach youth?”, and “how can I present myself as an active mentor to the youth?”. How do each of you think we can answer Johnny and Jack’s questions at the same time?

Trainer Instructions: Take five-seven responses on how Johnny and Jack can answer each other’s questions, and discuss lightly these responses. Then grab a volunteer Johnny and Jack from group

2. My proposed solution would be a “sincere invitation”.
 - a. What is a sincere invitation? It’s an opportunity given to people believed to be capable of learning what is expected of them, and can lead to further positions of responsibility, letting them grow along the way.
 - b. **Example-** Jack asks Johnny to serve as an Elangomat at the upcoming lodge ordeal. Johnny has seen the job performed before at his own Ordeal, and has a basis of performance for this. Jack gives Johnny clear expectations for the job, asks him if he has any questions, and then tells him that if he needs anything, just to let Jack know. In turn, Johnny will ask questions he may have, and begin to take ownership and possession of the Elangomat role. Meanwhile, Jack has become a mentor to Johnny, and is giving him responsibilities of his own so he may soon mentor new members. Jack can similarly give sincere invitations to older Arrowmen for positions of higher responsibility.
 - c. **Roleplay-** Johnny and Jack roleplay the Elangomat conversation, making sure to give a sincere invitation, and take ownership in the new role. **(Sample Dialogue in Appendix)**



3. Creating a Win-Win Scenario

- a. For Johnny, who is just starting out, this is a great early opportunity for responsibility, and for Jack, he now has a new member who is more interested and committed to the Order, while also getting part of the service of his job taken care of. However, what if this is the case of an older Arrowman. How do we utilize our established youth and older adults as resources? Take five minutes to discuss with your crews. **(Sample Dialogue in Appendix)**

Trainer Instructions: Take five minutes to discuss the roles of older Arrowmen as crews

- b. An excellent way to utilize our older Arrowmen as resources is to simply let them continue in the service positions they're best at. Are they established as being great at running Lodgemaster? Are they always there, setting up ceremonies rings before a single headdress gets put on? These established personalities often work behind the scenes to make sure the lodge runs smoothly.
- c. It's important to remember that they can coach younger and new Arrowmen on how to do their jobs, so that they may also become established and find their place. These are the people who can serve as mentors, taking new members under their wing and helping them reach new horizons. In doing this, experienced Arrowmen take on a few young men as students, teaching them the trade of their position. It also allows for youth to actively seek mentorship in different aspects of the lodge, so they can find what they want to do in OA.

4. Let's now do a crew activity where we discuss best fit, and then provide opportunities for Arrowmen to succeed. **(Sample Dialogue in Appendix)**

Trainer Instructions: Each crew must select their best candidate for three jobs. List off the jobs of Service Project Chairman, Conclave Contingent leader, and Summer Camp Chief. Have each candidate speak a bit about themselves and have Arrowmen vote on each candidate, and explain why. Ten Minutes.

5. We have all just experienced managing resources, and the importance of knowing, meeting, and searching for Arrowmen who can fulfill these responsibilities. For Jack Arrowman, this means getting to know your team, and inviting new members in regularly to learn from experienced Arrowmen and fill gaps in responsibility. We have to look at every Arrowman as an investment in our lodge, so it is critical to get to know them, foster their abilities, and allow them the chance to grow.

IV. Discover- LEC Meeting.....10-25 minutes

- 1. So, now that we have looked at getting Arrowmen involved, helping them find their place, and assisting them in growth through mentorship, it is now time for a hands-on crew activity. Each table has a series of LEC agendas on it.
 - a. Your crew guide will act as Lodge Chief and coach you through a twenty minute LEC meeting, so that we may see how all of this comes into play.

Trainer Instructions: 20 Minute LEC Meeting. Crew guide assigns roles.

NEXT

V. Wrap-up/Feedback.....05 minutes

1. I hope that today's Developing Leadership session has proven fruitful for each of you. As we return home to our lodges and chapters, we must remember the importance of the topics covered in this session.
2. Every Arrowman should not only identify with the culture of his lodge, but he should be able to develop an identity within that lodge.
3. As leadership, we should never stand in the way of a youth's success, but instead, provide him every opportunity to grow and succeed. It is critical that we act as mentors to those around us, offering a sincere invitation to responsibility and opportunity to others so that they may establish themselves as a part of the lodge.
4. For the next few minutes, until the session closes, discuss with your crews some of the things that you will take away from this session, and ways that you can mentor young leaders in your own lodges.

Trainer Instructions: Crew discussion until close.



Appendix: Practice Perspective Dialogues

To better help participants practice the items covered in this training, it can be useful to create a sample situation and have them talk it out between peers. Most conversations in this training can be broken down into two different perspectives: Johnny Arrowman and Jack Arrowman. Below are sample set ups for practice perspective dialogues. Feel free to use all or some of them to help the participants not only discuss the two different perspectives, but give them a role playing experience. *Option to divide participants in two groups and role play.*

Johnny Arrowman: A New Arrowman who just started seeing the ways the Lodge works. He went through his ordeal 2 months ago and just attended his first section conclave. He is a life scout and his troop's senior patrol leader. He has high enthusiasm and eager to learn more about the Order of the Arrow.

Jack Arrowman: A seasoned Arrowman and the current Lodge Chief. He has been in the Order of the Arrow for over 4 years now and is a strong leader. He is a freshman in college and also an eagle scout. He also has high enthusiasm and is very passionate about the Order of the Arrow and his Lodge. His goal during his term is to engage and talk to more Arrowman.

Lodge Spirit & Culture (II, 5):

Johnny went to his District's Chapter meeting after attending his Section's Conclave. Lodge Chief Jack is also in attendance and is visiting this chapter this month. Johnny is very curious about what makes a successful lodge and would like possibly get more involved. However, before he gets involved he wants to get learn what programs the lodge does and the history of it. Jack bumps into Johnny while leaving the meeting and the eager Arrowman strikes up a conversation with Jack. During the conversation Johnny should be asking questions such as: *"What are all the regalia and pow-wows? What awards has the Lodge earned? When was the Lodge Founded? How is the Lodge structured? Etc."* Jack should bring up conversation items such as: *"How do we create new ideas and innovate (Getting a younger Arrowman's perspective)? Describe what the mission of the Order of the Arrow is, how to prepare a good lodge program, and how to get how he wants to get more people involved. Etc."*

Mentorship and the Delivery of the OA's Mission – Sincere Invitations (III, 2, c):

Johnny and Jack cross paths again at the Lodge Fellowship in the next month and Johnny decides to sit next to Jack during lunch to learn even more about the inter-workings of the Lodge. Johnny is particularly interested in learning more about the Mission of the Order of the Arrow and how Jack interprets it. Jack is particularly interested in revamping his Lodge's Elangomat program and wants to learn if Jack might be interested in becoming one, but first he needs to invite Jonny to the Ordeal. Johnny should be asking questions such as: *"If I don't want to be active in the lodge leadership, how can I serve? Who has been a mentor for you in the Lodge? Who are some good people who are valuable resources in the lodge? Etc."* Jack should bring conversation items such as: *"Who was a mentor for him in the Order of the Arrow, how he first got involved in the lodge, describe what an Elangomat does, and make sure to ask Johnny if he would be able to be an Elangomat at the next Ordeal. Etc."*

Mentorship and the Delivery of the OA's – Chapter Committees (III, 3, a):

Johnny had a fantastic time being an Elangomat at the Lodge's last Ordeal. He did such a good job in fact that Jack suggested to Johnny's Chapter Chief that he appoint him to be the Chapter Elangomat Chairman. This position would involve Johnny recruiting and training new Elangomats for his chapter. Johnny is very excited but also nervous about accepting the office and calls Jack (one of his mentors) for advice on the situation. Johnny should be asking questions such as: *"When I'm just starting out, what is the best way to get early leadership experience to continue building up to more responsibly? Am I qualified for the position? What should I focus on? Etc."* Jack should bring conversation items such as: *"Being a chapter committee chairman is a great way to get involved slowly and have a manageable project, how to focus on action items and give some examples, and make sure to instill confidence in Johnny. Etc."*



Mentorship and the Delivery of the OA's – Effective/Supportive Recruiting (III, 4):

Johnny has been doing a great job as his Chapter's Elangomat Chairman and has recruited the most new Arrowman to serve as Elangomats. Johnny was even asked to come to an LEC meeting and be recognized for his success with a special certificate. On his certificate was printed, "One of the Lodge's Greatest Assets". He was confused what that meant because he didn't think of himself as a huge asset to the lodge. Johnny thought that the Lodge and Chapter Officers were the most valuable and important. He decided to ask Jack what is meant and who he thought was the "Greatest Asset of the Lodge". During the conversation Jack also poses the same question to Johnny. Johnny should explain why he thinks the LEC, Chapter Chiefs, and Committee Chairman, etc. are huge assets to the Lodge. Jack should cite examples of why the "Has-Been's", Vigil Honor Recipients, and capable adults are valuable to the lodge because they have immense knowledge of how to run a successful lodge.