

**PILOT ACADEMY | NOAC 2018**



**LESSON PLANS**



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## PREFACE

Arrowmen,

The following document contains the lesson plans developed for the PILOT Academy at the 2018 National Order of the Arrow Conference (NOAC). This program was developed to help lodge chiefs, lodge advisers, and upcoming lodge leaders understand their personal leadership abilities, and how they can improve their leadership to positively influence their lodge. The curriculum is based on *The Leadership Challenge*, a book by James Kouzes and Barry Posner first published in 1987. In 2012, the 25<sup>th</sup> anniversary of the original publication, the book's fifth edition was released. The book, founded soundly on the authors' many years of research, outlines their transformational leadership approach. They posit that all exemplary leaders exhibit five practices of leadership: *Model the Way, Inspire a Shared Vision, Challenge the Process, Enable Others to Act, and Encourage the Heart*.

These five practices guide the lessons that follow. The first session, "Preparing for Take-Off," explains the five practices and guides the learners through a reflection, called the *PILOT License*. From this point onwards each session, or Layover, is led for smaller groups of learners, called *flight crews*. This small group setting is key for the learners to participate in guided reflections, activities, and discussions to help them discover the leadership experiences that have shaped them so far, and reveal the areas they need the most improvement. You will notice that the curriculum has a strong focus on the learner's personal leadership abilities, rather than the specific operational aspects of leading a lodge. In doing so, the learner will be able to apply their newly found leadership abilities to a wide array of situations.

No Order of the Arrow training has ever been so founded in this philosophy. It is our belief that by focusing on the leader's themselves, and not the lodge's operations, they will be prepared to take their lodge to new heights. For a struggling lodge, this could mean meeting the minimum requirements of basic lodge programming. For a more competent lodge, this could mean achieving JTE Gold.

The OA provides a variety of opportunities for youth and service to Scouting and the community at large. Our organization depends on the local level, the lodge, to make this impact. So, thank you for helping to equip the lodge leaders of tomorrow to execute an impactful, meaningful program for our fellows. Your impact, through PILOT and otherwise, is a tremendous service to this organization and it's benefactors. As Goodman said, "For he who serves his fellows, is of all his fellows, greatest."

In gratitude,

Collin Metscher  
PILOT Program Lead

Rich Whitney  
PILOT Program Adviser

# PREPARING FOR TAKE-OFF

Session Length: 25 Minutes

## Learning Outcomes

By the end of this session, learners will be able to:

- Understand the basic differences between the 5 practices of exemplary leadership
- Define leadership
- Know which practices are their strongest

## Required Materials

- Flight Plan
- Pen or Pencil
- Slide clicker, projector, screen

## Introduction

<p>The Facilitator is presenting / doing this</p> <ul style="list-style-type: none"><li>● Welcome everyone. The PILOT Program is designed to help leaders in the OA understand their natural abilities. Practices are the foundation for creating success.</li><li>● Shakespeare said, "Our doubts are traitors and make us lose the good we oft might win by fearing to attempt," meaning by not attempting something you are considering, you may never know the "sweet smell of success." Keep this in mind as you work with your flight crew today.</li><li>● Today, we'll be using the FIVE PRACTICES OF EXEMPLARY LEADERSHIP, posited by Kouzes and Posner, to better understand our path to success based on our prior experiences.</li><li>● You will explore each of these practices and how you can apply them to your OA leadership roles.</li></ul>	<p>What are the Learners doing?</p> <ul style="list-style-type: none"><li>● All learners are present, sitting with their flight crew in the auditorium.</li></ul> <p>What is on PP?</p> <ul style="list-style-type: none"><li>● Welcome &amp; PILOT logo</li><li>● Shakespeare quote on</li></ul> <p>What is in the Flight Plan?</p> <ul style="list-style-type: none"><li>● "Preparing for Takeoff" Page</li><li>● Shakespeare quote</li><li>● 5 Practices on the back cover</li><li>●</li></ul>
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## Defining the 5 practices

<p>The Facilitator is presenting / doing this</p> <ul style="list-style-type: none"><li>● (PP #3) So what are the five practices? Through 25 years of research, Kouzes and Posner could identify what people “most look for and admire in a leader, someone whose direction they would <i>willingly</i> follow.”</li><li>● These four are the most common: HONEST, FORWARD LOOKING, COMPETENT, INSPIRING.</li><li>● (PP #4) From these, Kouzes and Posner wrote the book <i>The Leadership Challenge</i>, which is the basis for our program today. They developed five practices that they found to be essential leader behaviors: Model the Way, Inspire a Shared Vision, Challenge the Process, Enable Others to Act, and Encourage the Heart</li><li>● (PP #5) They define the leadership challenge as, “how leaders mobilize others to want to make extraordinary things happen in organizations.”</li><li>● Let’s break this down; the emphasis here is extraordinary things. That’s our end result. Extraordinary things for you, as lodge leaders, is an impactful and meaningful OA program for Scouts in your council. In other words, a High Performing Lodge or HPL. This is our destination today.</li><li>● Let’s also keep the two laws of leadership Kouzes and Posner develop on our radar: 1: If you don’t believe in the messenger, you won’t believe the message. And, 2: You build a credible leadership foundation when you DO WHAT YOU SAY YOU WILL DO.</li></ul>	<p>What are the Learners doing?</p> <ul style="list-style-type: none"><li>● All learners are present, sitting with their flight crew in the auditorium.</li></ul> <p>What is on PP?</p> <ul style="list-style-type: none"><li>● Research question &amp; four common traits on PP #3</li><li>● 5 Practices on PP #4</li><li>● Definition and 2 laws on PP #5</li></ul> <p>What is in the Flight Plan?</p> <ul style="list-style-type: none"><li>● Four common traits</li><li>● Definition of leadership challenge</li><li>● Two laws</li></ul>
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## PILOT License

<p>The Facilitator is presenting / doing this</p> <ul style="list-style-type: none"><li>● PP #6 Now, before we can begin our flight to HPL, turn your flight plan to page three, titled "PILOT License." We need you all to complete your licenses; read the descriptions for each of the five practices, and then rank your practices. Number one should be the practice you utilize the most. Number five should be the practice you don't use often, or at all, and need to work on implementing. There should be no ties</li><li>● (PP #7) In a moment, your crew guides will lead you outside to discuss your results and begin your first session. You will explore each of these practices at five different layovers throughout today's flight. Remember, today is about YOU and how you can fly your lodge to success. Reflect and share your experiences. Be honest with yourself. And remember the two laws: 1, If you don't believe in the messenger, you won't believe the message, and, 2 You build a credible leadership foundation when you DO WHAT YOU SAY YOU WILL DO.</li></ul>	<p>What are the Learners doing?</p> <ul style="list-style-type: none"><li>● Sitting in auditorium</li><li>● Open flight plan to assessment, take and score assessment</li></ul> <p>What is on PP?</p> <ul style="list-style-type: none"><li>● 5 practices on PP #6</li><li>● 2 laws on PP #7</li></ul> <p>What is in the Flight Plan?</p> <ul style="list-style-type: none"><li>● PILOT License</li></ul>
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## LAYOVER 1: MODEL THE WAY

**Session Length: 25 Minutes**

### Learning Outcomes

By the end of this session, learners will be able to:

- Recall their own personal best leadership memory
- Discover something about their leader identity
- Determine how resilience is part of leadership process

### Required Materials

- Flight Plan
- Pen or Pencil

## Introduction

The Navigator is presenting / doing this

- This PILOT License is an important place to start because we are starting with our own values and our own understanding about how we got to this point in our leadership autobiography.
- Did you ever stop to think about your own story of leadership? What are some of the things that have made you the leader you are today?
  - *Ask for a few comments about what they think helped get them this point today*
- You just put the FIVE PRACTICES OF EXEMPLARY LEADERSHIP in a rank order for yourselves. This ranking will help you prioritize your own practices and your strengths. Keep these in mind with the TOP 4 ADMIRED CHARACTERISTICS of leaders
  - HONEST
  - FORWARD-LOOKING
  - COMPETENT
  - INSPIRING
- What values do we hold in common with the members of our lodges, other Arrowmen in general?
  - *Wait for them to offer the Scout Oath and Law, the Obligation, the Admonition, WWW*
- All of these guide our attitudes/values/beliefs. No matter where we are when we realize the others we are working with, or on a team with other Boy Scouts (and Arrowmen) we automatically understand and connect with this understanding of how to work together.

What are the Learners doing?

- Sitting or standing in a circle with their crew

What is in the Flight Plan?

- Learning Outcomes
- Research question

<ul style="list-style-type: none"> <li>● Part of MODELING THE WAY is showing our attitudes, values, and beliefs; showing who we are just by our actions, what we say, and how we behave toward others.</li> </ul>	
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## Personal Best

<p>The Navigator is presenting / doing this</p> <ul style="list-style-type: none"> <li>● Kouzes and Posner studied leaders by asking one simple question: <i>“What did you do when you were at your personal best as a leader?”</i></li> <li>● We asked you to make some notes about YOUR personal best as a leader when we invited you to participate in PILOT Program.</li> <li>● What was it that YOU did? Would you say that your personal best was that point when you DECIDED you were a leader? Maybe it was because you had tried something like this before and this PERSONAL BEST time was a chance for a “Do Over” or you were able to use the same things you did before? Maybe it is a “Do Better” but now you felt like you knew what you were doing.</li> <li>● <i>While you are talking to them about this ask them to turn to page 5 in their flight plan and answer the questions about their personal best</i></li> <li>● When you think about your personal best time what was more important?       <ul style="list-style-type: none"> <li>○ The activity itself? Or the idea you had about the activity?</li> </ul> </li> <li>● Was it more “fun” to see how it made sense to you or simply doing it?</li> </ul>	<p>What are the Learners doing?</p> <ul style="list-style-type: none"> <li>● Sitting or standing in a circle with their crew</li> </ul> <p>What is in the Flight Plan?</p> <ul style="list-style-type: none"> <li>● Reflection questions</li> </ul>
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## Road Not Taken

The Navigator is presenting / doing this

- Read the poem in your Flight Plan.
- This author talks about 2 roads — the one we took and the one we chose not to take.
- The only thing we can truly control is our decisions. Everything we do is a choice.
- *Ask the following question and ask them to make notes in their Flight Plan*
- What do we use to guide the choices we make?
  - *The answer is the Scout Oath and Law, the Obligation, the Admonition, WWW*
- How might your leadership and your personal best be different if you went down that other path?
- *The answers can vary. Optimally the participants should come to the realization that RESILIENCE, their values, how they they model the way is what is the most important part.*
- We can't really know if the other path was truly a bad choice or not. Think about the time BEFORE your personal best...was that just a practice path that helped you accomplish your personal best?
- Tweet 2 things about this activity: Use the #OAPILOT18
  - Was your PB was the deciding point about you being a leader or if it was after you decided?
  - Are you a leader due to your activity, what you think about being a leader, what you do as a leader, or what it means to be a leader?

What are the Learners doing?

- Sitting or standing in a circle with their crew
- Writing in their Flight plans
- Tweeting

What is in the Flight Plan?

- *Road Not Taken Poem*
- What can we truly control?
  - the decisions/choices we make
- Resilience: *The capacity to recover quickly, toughness, ability to spring back into shape, elasticity.*
- Tweeting activity instructions
- The two laws

## Final Remarks

<p>The Navigator is presenting / doing this</p> <ul style="list-style-type: none"> <li>● Resilience is about toughness, recovering, and springing back. Apply our 2 leadership Rules to yourself. Believe in yourself. Do what you say you will do.</li> <li>● Believe in yourself, and do what you say you will do, and you will MODEL THE WAY.</li> </ul>	<p>What are the Learners doing?</p> <ul style="list-style-type: none"> <li>● Sitting or standing in a circle with their crew</li> </ul>
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## LAYOVER 2: INSPIRE A SHARED VISION

Session Length: 25 Minutes

### Learning Outcomes

By the end of this session, learners will be able to:

- Identify various aspects about their leadership, strengths, and roles
- Understand how inspiration is about connections and appealing to the commonalities we share.

### Required Materials

- Flight Plan
- Pen or pencil, markers
- Tarp, masking tape

### Introduction

<p>The Navigator is presenting / doing this</p> <ul style="list-style-type: none"> <li>● Leadership is about working with other people. Let's revisit for a minute our definition of leadership.</li> <li>● <i>The Leadership Challenge is about how leaders MOBILIZE others to want to make extraordinary things happen in organizations.</i></li> <li>● MOBILIZE – that's a key word here. This is how we MOVE on our plans, or</li> </ul>	<p>What are the Learners doing?</p> <ul style="list-style-type: none"> <li>● Sitting or standing in a circle</li> </ul> <p>What is in the Flight Plan?</p> <ul style="list-style-type: none"> <li>● Learning Outcomes</li> </ul>
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<p>activities, and make extraordinary things happen.</p> <ul style="list-style-type: none"> <li>● Think back over just this last year. As a leader what did YOU move? Did you start something or get something completed?</li> <li>● There is a level of comfort with our members because we share common values and rules of the road. That is authentic leadership.</li> <li>● From this combined approach to values and ethics we can approach our goals through the common purpose of our group. If we all have a common goal it is easier to build the momentum for the whole group. This momentum helps us build the commitment with of our team members.</li> <li>● As a leader we have to remember that Inspiring a Shared vision is easier if we all can get behind our common purpose and we are committed to the goals.</li> <li>● If inspiring a shared vision is one of your stronger practices then working with others to create an engaging future is probably easy for you.</li> </ul>	
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**Laying the Groundwork**

<p>The Navigator is presenting / doing this</p> <ul style="list-style-type: none"> <li>● As you can see, we have this tarp in the middle of our group. We also have masking tape and pens for everyone.</li> <li>● This tarp is our shared space as a learning group.</li> <li>● Each of you should have a pen.</li> <li>● As we identify various aspects about our leadership, strengths, and roles we will write them on the tape and affix them to our leadership base.</li> </ul>	<p>What are the Learners doing?</p> <ul style="list-style-type: none"> <li>● Standing in a circle around the tarp</li> <li>● Discussing with crew members near them</li> </ul> <p>What is in the Flight Plan?</p> <ul style="list-style-type: none"> <li>● Target shape, with SELF, OTHERS, TEAM</li> </ul>
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<ul style="list-style-type: none"> <li>● Does anyone have any questions?</li> <li>● <i>Give everyone a long piece of masking tape. They can use as much of it as needed to write their answers. Give more tape as needed.</i></li> <li>● Notice the target shape on our groundwork. The center is SELF. The next is OTHERS, and the outer circle is TEAM.</li> <li>● Q1: Our first task is to write our highest of the 5 Practices of Exemplary Leadership. Put your tape in the innermost circle. Chat with the person next to you about why you think this is your highest practice.</li> <li>● Q2: What would others say your greatest strength as a leader is? Put this tape in the second circle, but closest to the innermost circle line. Let's go around and share what others would say about you as a leader.</li> <li>● Q3: Write your 3 greatest strengths as a leader. Put this in the inner circle. Form a group of 3 to share one of your strengths.</li> <li>● What words describe a perfect team. Put this in the outer circle.</li> <li>● What is the greatest secret to inspiring others toward their goals OR the goals of the group? Put this in the second circle.</li> <li>● What types of people do you most enjoy working with? Put this crossing the line from the second to the third circles.</li> </ul>	
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### Reflect on the Groundwork Target

<p>The Navigator is presenting / doing this</p> <ul style="list-style-type: none"> <li>● So what do you think of what we have diagrammed here?</li> <li>● <i>Allow them to chat about why the circles and the meaning of SELF, OTHERS, TEAM.</i></li> </ul>	<p>What are the Learners doing?</p> <ul style="list-style-type: none"> <li>● Standing in a circle around the tarp</li> </ul> <p>What is in the Flight Plan?</p> <ul style="list-style-type: none"> <li>● Target shape, with SELF, OTHERS, TEAM</li> </ul>
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<ul style="list-style-type: none"> <li>● Why do you think we didn't build the target from the inside out in a more linear way? Working on innermost, next, then outer?</li> <li>● The answer is that we don't live in a linear path or world. We go back and forth between what we are worried about ourselves, what we see in others and how we can use all of our information to make a great team.</li> <li>● Take a moment to make some notes on the diagram in your flight plan.</li> <li>● What types of followers do you like to work with? You probably wrote similar words to what describes leaders and you as a leader.</li> <li>● What is the perfect team? Collaboration? Working together? Listening? Respect? Look at these words we are using.</li> <li>● How about the words you used to describe yourself and the words others use to describe you. Do they seem to magically connect to the teamwork, and the qualities of followers?</li> <li>● <i>Ask them to write these things in their flight plan</i></li> <li>● The more realize that we all need to work together to accomplish great things...extraordinary things... the easier it will become. Notice how your descriptors of you, and about you, connect to the whole picture too.</li> </ul>	<ul style="list-style-type: none"> <li>● Reflection questions</li> </ul>
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**Final Remarks**

<p>The Navigator is presenting / doing this</p> <ul style="list-style-type: none"> <li>● As we wrap up this section we can see that inspiration is about connections and appealing to the commonalities we share.</li> <li>● We are all in for the same, or similar</li> </ul>	<p>What are the Learners doing?</p> <ul style="list-style-type: none"> <li>● Standing in a circle around the tarp</li> </ul> <p>What is in the Flight Plan?</p> <ul style="list-style-type: none"> <li>● Target shape, with SELF, OTHERS, TEAM</li> </ul>
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<p>purpose...it is common to the members of our team.</p> <ul style="list-style-type: none"> <li>● Unite your team behind the common purpose, behind extraordinary things; and so, INSPIRE A SHARED VISION.</li> </ul>	<ul style="list-style-type: none"> <li>● Reflection questions</li> </ul>
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## LAYOVER 3: CHALLENGE THE PROCESS

**Session Length: 25 Minutes**

### Learning Outcomes

By the end of this session, learners will be able to:

- Understand how challenging the process produces positive outcomes
- Understand groupthink
- Apply challenging the process in an OA context

### Required Materials

- Flight Plan
- Pen or Pencil
- Koosh ball

### Introduction

<p>The Navigator is presenting / doing this</p> <ul style="list-style-type: none"> <li>● Most innovations do not come from leaders—they come from the people closest to the work.</li> <li>● Leaders are people who search out opportunities and step into the unknown.</li> <li>● They are willing to take risks.</li> <li>● Mistakes are seen as learning opportunities and can occur with innovation and experimentation.</li> <li>● Leaders are prepared –physically, mentally, and emotionally – ready to meet challenges</li> <li>● Leaders not only meet challenges, but they CHALLENGE THE PROCESS</li> <li>● It's important to search for opportunities by taking initiative, and looking outward for new ways to improve.</li> </ul>	<p>What are the Learners doing?</p> <ul style="list-style-type: none"> <li>● Sitting or standing in a circle</li> </ul> <p>What is in the Flight Plan?</p> <ul style="list-style-type: none"> <li>● Learning Outcomes</li> <li>● “Leaders are people who”</li> </ul>
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<ul style="list-style-type: none"> <li>● Leaders encourage and reward initiative in others, challenge with a purpose, and look outside their own experience.</li> <li>● It's important to experiment and take risks by constantly generating small wins and learning from experience.</li> <li>● Leaders celebrate small wins, be active learners, and create a climate for learning</li> <li>● Think back on your experiences this year: did you reward initiative? Did you look outside your own experience? Did you experiment and take risks? What risks did you take? Did you celebrate small wins? Did you enable others to learn, and learn yourself?</li> </ul>	
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## GROUPTHINK

<p>The Navigator is presenting / doing this</p> <ul style="list-style-type: none"> <li>● We've talked about the need to inspire together, but now we talk about challenging. Are these opposites? Yes, if not done with care, compassion, and empathy. They aren't opposite if we use them to make extraordinary things happen.</li> <li>● Share with the person next to you: how can challenging the process help rather than hurt? What are some examples?</li> <li>● Challenging the process combats GROUPTHINK.</li> <li>● What is GROUPTHINK?</li> <li>● GROUPTHINK is the practice of thinking or making decisions as a group in a way that discourages creativity or individual responsibility.</li> <li>● What are some examples of times you've been caught in GROUPTHINK?</li> </ul>	<p>What are the Learners doing?</p> <ul style="list-style-type: none"> <li>● Standing in a circle</li> <li>● Sharing examples with neighbor</li> </ul> <p>What is in the Flight Plan?</p> <ul style="list-style-type: none"> <li>● GROUPTHINK definition</li> </ul>
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## Activity: Koosh Ball

The Navigator is presenting / doing this

### Step One:

Explain the rules of the Koosh Ball activity.

1. Sit in groups of 3-4
2. Everyone in the group must touch the Koosh ball once and only once
3. You can't pass the Koosh ball to someone seated in your group

\*Once the Koosh ball has passed completely around the group for the first time and the group has established a pattern, it's now time to see how much faster the group can go to complete the activity.

### Step Two:

Instruct the group to begin passing the Koosh ball around again—adhering to the same set of rules. Note the time it took the group to complete the activity. Share the time, ask “Can you do it faster?”

### Step Three:

Continue the activity until the group completes it in seconds. This may take a few rounds.

### Debrief:

Phantom Rules. The group continued to pass the Koosh ball around in the same order, even though that is not one of the rules. Call the group's attention to this pattern. Make the point that organization's processes typically are not challenged because “it's always been done that way”.

Ask “why” five times to get to the root of the question: “If a change is not considered, is it really against organizational policy, procedure, or rules? Or has it just become the way the organization behaves?”

What are the Learners doing?

- Sitting or standing in groups of 3-4
- Participating in Koosh Ball activity

What is in the Flight Plan?

- Koosh ball rules
- Reflection prompt

## Final Remarks

<p>The Navigator is presenting / doing this</p> <ul style="list-style-type: none"><li>● How do we test different things along our leadership course?</li><li>● How do we try new things?</li><li>● Write a start, stop, continue in your flight plan</li><li>● Remember:</li><li>● Most innovations do not come from leaders—they come from the people closest to the work.</li><li>● Leaders are people who search out opportunities and step into unknown.</li><li>● They are willing to take risks.</li><li>● Mistakes are seen as learning opportunities and can occur with innovation and experimentation.</li><li>● Leaders are prepared –physically, mentally, and emotionally – ready to meet challenges</li><li>● As a leader, you must not only <i>meet</i> challenges; you must CHALLENGE THE PROCESS.</li></ul>	<p>What are the Learners doing?</p> <ul style="list-style-type: none"><li>● Sitting or standing in a circle</li><li>● Writing in flight plan</li></ul> <p>What is in the Flight Plan?</p> <ul style="list-style-type: none"><li>● Start, Stop, Continue for challenging the process</li></ul>
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## LAYOVER 4: ENABLE OTHERS TO ACT

Session Length: 25 Minutes

### Learning Outcomes

By the end of this session, learners will be able to:

- Understand how trust and collaboration work together
- Discover how to realize others strengths and competencies
- Create a plan to accomplish a difficult task

### Required Materials

- Flight Plan
- Pen or Pencil
- Tarp with tape still on it

## Introduction

The Navigator is presenting / doing this

- A grand dream doesn't become a significant reality through the actions of a single person. (2012, p. 21)
- Leaders gain the support and assistance of those involved in the project.
- They stress cooperation and build relationships.
- Leaders make others feel included, important, and influential.
- Foster collaboration by building trust and facilitating relationships.
- Invest in trust, be the first to trust, show concern for others, share information and knowledge, develop cooperative goals and roles, support norms of reciprocity, structure projects to promote joint effort, support face-to-face interactions.
- Why is trustworthiness the first point of the Scout law? Why is trust so important?
- Think back to a leadership relationship you have at home. What elements contribute to trust?
- Strengthen others by increasing self-determination and developing competence.
- Provide choices, structure roles to offer latitude, foster accountability, educate and share information, organize work to build competence and ownership, foster self-confidence, and coach.
- How do you help others build competence? Are they owners? How do you coach them?

What are the Learners doing?

- Standing or sitting in a circle

What is in the Flight Plan?

- Learning outcomes
- Quote
- "Leaders are people who"

## Activity: Magic Carpet

The Navigator is presenting / doing this Magic Carpet

SAY: All of our inspiring and ways to make something happen are hidden from us. Isn't this how we truly move through leadership and life? We can't see everything. Some things we know, but forget. Sometimes we aren't aware of our own abilities because of situational context. When it comes to others, we can't see everything. Sometimes we don't know them well. Sometimes we worry if they can pull it off. Sometime we don't want to let them shine.

### Step 1

Have everyone stand on the tarp while you talk about the above. Mission: As a team, you have to flip that tarp over to expose and realize all of your great inspirations.

### Rules:

- No one can step off the tarp
- Must flip tarp over without 'sacrificing' anyone.

### Debrief:

- What were you thinking when we 'hid' your abilities and then stepped on them?
- How did you accomplish the task?
- Did everyone have to play along?
- If someone wasn't paying attention, how did you get them engaged?
- What roles did you personally take on?
- How did you equate this to some other event or leadership activity from your past?
- Did those help determine what the catalyst for you deciding to be a

What are the Learners doing?

- Standing on tarp, participating in activity

What is in the Flight Plan?

- Magic carpet activity instructions

<p>leader was?</p> <ul style="list-style-type: none"> <li>● How did you decide to get involved and work with others?</li> <li>● <i>Ask them to write these things in their flight plan</i></li> </ul>	
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### Final Remarks

<p>The Navigator is presenting / doing this</p> <ul style="list-style-type: none"> <li>● Remember,</li> <li>● Leaders are people who stress cooperation and build relationships.</li> <li>● They make others feel included, important, and influential.</li> <li>● They foster accountability, educate and share information.</li> <li>● Organize work to build competence and ownership.</li> <li>● Foster trust, facilitate relationships, and strengthen others; and so, ENABLE OTHERS TO ACT.</li> </ul>	<p>What are the Learners doing?</p> <ul style="list-style-type: none"> <li>● Sitting or standing in a circle</li> </ul> <p>What is in the Flight Plan?</p> <ul style="list-style-type: none"> <li>● Reflection questions</li> </ul>
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## LAYOVER 5: ENCOURAGE THE HEART

**Session Length: 25 Minutes**

### Learning Outcomes

By the end of this session, learners will be able to:

- Identify how their talents and strengths contribute to leadership.
- Distinguish the talents and strengths of others.
- Explain how all five practices are exemplified in connecting with others at a deeper level.

### Required Materials

- Flight Plan
- Pen or Pencil
- Labyrinth

### Introduction

<p>The Navigator is presenting / doing this</p> <ul style="list-style-type: none"> <li>● Leadership is about <i>connecting</i> with other people to get things done. This is different than managing, delegating, and directing.</li> <li>● It is important to see the leadership aspects of BROTHERHOOD. We are more than a club, or a team. Brotherhood puts us in a different realm.</li> <li>● Our admonition deepens our work even more. “Love” within our brotherhood is about weighty responsibilities for our <i>Order</i>. We must exemplify our modeling of leadership.</li> <li>● This is how we MOBILIZE and how we make extraordinary things happen.</li> <li>● We have spent time Modeling, Inspiring, Challenging, Enabling this morning.</li> <li>● We have tackled some obstacles and made things happen to accomplish tasks. How do we sustain this activity?</li> <li>● ENCOURAGING the Heart. This is where we tap into how to connect with other leaders to make things happen.</li> <li>● We have to recognize and value the talents, strengths, and contributions of those we work with.</li> <li>● Before we can think of “all of them” we need to understand ourselves better.</li> </ul>	<p>What are the Learners doing?</p> <ul style="list-style-type: none"> <li>● Standing or sitting in a circle</li> </ul> <p>What is in the Flight Plan?</p> <ul style="list-style-type: none"> <li>● Learning outcomes</li> <li>● Admonition’s meaning</li> <li>● “Leaders are people who”</li> </ul>
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**Activity: Labyrinth**

<p>The Navigator is presenting / doing this</p> <ul style="list-style-type: none"> <li>● We are going to use an old meditative walking method to look within our own hearts first.</li> <li>● A labyrinth is a single path that starts</li> </ul>	<p>What are the Learners doing?</p> <ul style="list-style-type: none"> <li>● Standing at the entrance of the labyrinth</li> </ul> <p>What is in the Flight Plan?</p>
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<p>at the entrance with a complex and circuitous path that leads to the center. There are many meanings. Some are for fun and can be maze-like. Some are to symbolize a pilgrimage, and a discovery process.</p> <ul style="list-style-type: none"> <li>● We have a NOAC Labyrinth. It is similar to our NOAC patch and logo. It is HOW we can Determine our destiny.</li> <li>● Within each of these layovers, we have been looking within. Use this final layover to concentrate on your greatest leadership endeavors.</li> <li>● We will also look outside of ourselves to realize how leadership is collaboration, connections, and mobilizing together. Concentrate on your fellow leader's contributions.</li> <li>● As you walk from IN, from the start towards the center focus on yourself, your strengths, and your next greatest leadership experience.</li> <li>● On your way OUT think about those you work with. Take it back home. Who is your biggest ally? Why? How do you connect? Who is your biggest obstacle or "opposite"? Why? What do you see in them that is a reflection of the parts of you that you don't particularly care for?</li> </ul>	<ul style="list-style-type: none"> <li>● Diagram of the labyrinth Arrow IN – Reflect on yourself as Arrow OUT – think about other leaders.</li> <li>● Reflection questions</li> </ul>
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**Final Remarks**

<p>The Navigator is presenting / doing this After their walk ASK:</p> <ul style="list-style-type: none"> <li>● Did you have any realizations about the Five Practices of Exemplary Leadership?</li> <li>● What are your greatest strengths as a leader?</li> <li>● What is your next leadership</li> </ul>	<p>What are the Learners doing?</p> <ul style="list-style-type: none"> <li>● Writing in flight plan</li> </ul> <p>What is on PP and Flight Plan?</p> <ul style="list-style-type: none"> <li>● Reflection questions</li> </ul>
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<p>endeavor?</p> <ul style="list-style-type: none"><li>● What did you realize about the OTHER LEADERS you work with? How will you approach leadership? Yourself? And Other people?</li><li>● <i>Ask them to write these things in their flight plan</i></li><li>● Remember to MODEL THE WAY, INSPIRE A SHARED VISION, CHALLENGE THE PROCESS, and ENABLE OTHERS TO ACT.</li><li>● Recognize and value other's strengths, values, and contributions; ENCOURAGE THE HEART.</li><li>● Are YOU ready for takeoff on your own?</li></ul>	
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**SOURCE:**

Kouzes, J. M. & Posner, B. Z. (2012) *The Leadership Challenge*. (5<sup>th</sup> ed.) San Francisco, CA: Wiley