



2018 National Order of the Arrow Conference

## Motivating Youth: Coaching and Mentoring Youth

### Session Length: 45 Minutes

Through this session, you will:

**Explain** practices of mentoring/coaching of youth leaders

**Demonstrate** effective communication and motivation techniques

**Guide** advisers to understand how important good mentoring/coaching is to creating an atmosphere that fosters youth leadership and personal growth and in turn strengthen Lodge success

**Enable** advisers to implement effective mentoring/coaching strategies in order to inspire and mentor youth leaders to perform to the best of their abilities

### Learning Outcomes:

- Know the importance of youth leadership development in your lodge.
- Define and understand mentoring/coaching
- Discuss techniques, skills, and knowledge that will better one's ability to coach someone to success [SEP]
- Coaching involves teaching, helping, guiding, and motivating youth. It is entirely about the needs of the youth.
- Mentoring is a long-term relationship involving friendship, teaching, supporting and challenging youth.
- Open up an opportunity for the participant to become a mentor/coach to someone

### Theme Connection:

- How will you be remembered as an adviser? What legacy will you leave? Let your actions and positive influence decide your destiny.

This session will help the Lodge (Applicable to Chapter and Section) with the Journey to Excellence Requirement(s) by motivating and empowering youth leaders:

- #2: Membership Retention
- #3: Unit Elections
- #5: Lodge Event Participation
- #6: Brotherhood Completion
- #8: Section and National Event Attendance
- #16: Leadership Development



**Required Materials:**

- Flipchart or white board with markers
- TV/VCR or VCR/Projector/Movies: Happy Gilmore and Dead Poet’s Society
- OA Handbook
- PowerPoint presentation (optional)

**TRAINER PREPARATION**

The trainer can be either youth or adult but needs to be a well-experienced Arrowman. The trainer should also be highly energetic, enthusiastic and leverage his past training experiences in order to create enthusiasm and inspire the participants.

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

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 and work to develop their own style of delivery while maintaining the integrity of the content. Specific points are noted throughout the syllabus where you can deviate from the narrative while keeping the content intact.

Study this syllabus, Gather the required materials, Choose Audio/Visual delivery method and prepare accordingly, Prepare flipcharts/slides.

**Session Narrative**

**Introduction**

**3 minutes**

**Trainer Instructions:** Introduce yourself and give some background on your experience. Talk about the session goals and what the group should hope to accomplish from the discussion.

Session Goals:

What we will do:

- Explain practices of mentoring/coaching of youth leaders
- Demonstrate effective communication and motivation techniques



- Guide advisers to understand how important good mentoring/coaching is to creating an atmosphere that fosters youth leadership and personal growth and in turn strengthen Lodge success
- Enable advisers to implement effective mentoring/coaching strategies in order to inspire and mentor youth leaders to perform to the best of their abilities

What we hope to accomplish:

- Know the importance of youth leadership development in your lodge.
- Define and understand mentoring/coaching
- Discuss techniques, skills, and knowledge that will better one's ability to coach someone to success
- Coaching involves teaching, helping, guiding, and motivating youth. It is entirely about the needs of the youth.
- Mentoring is a long-term relationship involving friendship, teaching, supporting and challenging youth.
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The purpose of the Boy Scouts of America is to provide a program for community organizations that offers effective character, citizenship, and personal fitness training for youth. Specifically, the BSA endeavors to develop American citizens who are prepared to participate in and give leadership to

American society. Every Scout is introduced to leadership in their unit and patrol. This is where their foundation of their leadership in the Scouting program begins.

The Order of the Arrow aims to crystallize the Scout habit of helpfulness into a life purpose of leadership in cheerful service to others. The OA provides an opportunity for those Scouts to further their leadership development in the Scouting program. This should be the underlying focus of every adviser in each council and lodge.

The mission of the lodge is to achieve the purpose of the Order of the Arrow as an integral part of the Boy Scouts of America in the council through *positive youth leadership under the guidance of selected capable adults*.

The purpose of the BSA, the OA, and the mission of the lodge all focus around developing strong youth leaders with the help of qualified adults. Youth leadership is foundation of the Scouting program and the key to its success. That is why youth leadership development is vitally important to the program and should be the mission of every lodge.

### **Our Past Experiences**

**6 minutes**

Before we start discussing how we can improve our advising to help foster youth



leadership development, I would like everyone to think about a past experience, Scouting or non-Scouting related, when you were coached and/or mentored. You might consider someone who helped you uncover an aspect, ability or talent within yourself and how they helped you realize and utilize it. Now pair up with another adult, share your experience and consider these three points:

What did they do to make a difference? What was learned from the experience?  
How has this manifested itself in your life?

### Who's Driving the Car?

**3 Minutes**

As advisers, we must be and do a lot of things. From worrying about budgets, numbers, and transporting youth from meeting to meeting, you already have a lot on your plate. But one of the most important tasks you have is developing the youth of your lodge into strong leaders.

Now I want everyone to imagine your lodge as a car. Some of your lodges might be an H2 while others might be a Geo Metro. As you are picturing this car, who is driving? The lodge chief? The lodge adviser? Or is the lodge chief in the driver's seat with the adviser holding the wheel?

According to the purpose of the OA and the mission of the lodge, what would the ideal situation be? [Solicit answers from the group.] Ideally, the lodge chief should be driving the car, with the adviser in the passenger seat. The youth leadership of the lodge should be in control, driving and steering the car, with the advisers coaching, supporting, guiding, and mentoring them along their journey. Advisers will be on the side, ensuring the youth sure they don't crash, while helping them drive the car into new directions.

### Coaching Youth

**12 Minutes**

Webster's dictionary defines a coach as "one who instructs or trains a performer or a team of performers." The only problem is that definition doesn't come close to capturing everything that a good coach should be doing. Coaching involves so much that it would be impossible for me to teach you every aspect. So as a group, I want us to work together and brainstorm the many attributes that a good coach should possess by finishing this sentence: "Coaching is " Remember, this is simply a brainstorming activity, so there are no wrong answers.

**Trainer Instructions:** If possible, have an assistant write the responses on the board/flip chart so the trainer can focus on leading the discussion. Stress that there is no such thing as a wrong answer. Possible answers can include: teaching, guiding, helping, supporting, improving, not letting your team fail, from the sidelines, fun, reminding, time consuming, frustrating, important.

Now that we have a fairly large list on the board, is there any times that you might feel should be removed from our list of things that coaching is or a coach should do? [Solicit answers from the class.]

Before we decide to remove any attributes, let's think about one more item: the relationship between the coach and those being coached. [You can solicit answers as you proceed.] Whose ideas are more important? Whose feelings are more important? Cares? Needs? We can answer all of those questions with one answer: "coaching is not about you!"

Coaching is all about the person being coached and what matters to them. It is 100% their concerns and 0% your concerns. Therefore, everything on the board, plus anything else that your youth needs, all contribute to describing what coaching is. A good coach will do everything within reason to fulfill his team's needs in order to ensure their success.

To help illustrate this point, we have a short video clip from the movie Happy Gilmore starring Adam Sandler. Sandler plays the role of Happy, who is a hockey player turned professional golfer. In this clip, he is seeking advice from his coach Chubs. Watch for how Chubs handles the situation.

Roll Video Happy Gilmore: "Getting Down to Business" Time: 4:00

**Trainer Instructions:** Quickly debrief this clip. Relate answers from your questions back to the video and the material discussed above. Possible questions are below but feel free to deviate from those in order to facilitate better discussion and relation to the topic. Focus on Chubs patience, commitment, support, trying different methods to help Happy succeed, and guiding Happy through the whole process. (The clip takes place from 1:03:09—with Happy in Chubs' office—and continues until 1:07:23—when Happy makes the putt)

What did Chubs do well as a coach? What were his coaching methods? How did he handle Happy's frustration?

As you saw, Chubs was patient with Happy and supported him throughout the whole process. He tried many different methods until he found the one that worked with Happy. As an adviser and a good coach, you should be doing just that with your youth.

## Mentoring Youth

**12 Minutes**

The term mentor dates back to Greek mythology. Webster's defines it as "a wise and trusted counselor or teacher." Mentors offer knowledge, insight, perspective, and wisdom that are especially useful for the person being mentored. As advisers, without even trying, you are often



seen as mentors in the eyes of the youth you oversee. You are older, have served in Scouting for much longer and are regularly consulted for advice. Coaching youth has observable, short-term results so it is often more of the focus of an adviser. Mentoring, on the other hand, can be a significant, longer-term beneficial effect on the life or style of another person. While it is important, for example, to have the teacher who will help you improve your paper, it is the teacher who works with you, helps you improve not only as a writer, but as a student who has is remembered for having a greater, more positive impact. If you think back to the person who you discussed earlier, most likely it was someone who was a mentor in your life.

Mentoring involves many aspects, but we are going to focus our discussion around four steps: friendship, supporting, teaching and challenging. These will often occur in chronological order but like any situation, it is subject to variations. This simply provides an easy model to help display the different aspects of mentoring.

Friendship is the first and most critical step of becoming a mentor. It involves a mutual relationship of like and trust between the youth and adviser. Good mentors will:

Offer friendship and wise counsel; Listen to personal problems; Confront negative attitudes or behaviors

Supporting is the second step of mentoring. It involves strengthening your youth's abilities by helping them succeed and avoid failure. Good Mentors will:

Help build self-confidence; Provide growth experiences; Provide a reminder of steps need for success; Offer encouragement; Help and stand by their youth in critical or tough situations

Teaching is the third step of mentoring. This involves sharing prior knowledge and experience to help your youth manage the situation. It will usually involve some overlapping coaching aspects as well. Good Mentors will:

Explain how the organization works Teach by example; Offer motivational guidance; Share critical knowledge

Challenging is the fourth step of becoming a mentor. This involves motivating your youth to test and bring his abilities to the next level. Good mentors will:

Set high, but reachable expectations of performance Offer challenging ideas; Inspire

Remember, these are four steps that build upon all of the previous steps. First, you must be a friend to your youth and then you can support them in their duties. Now you can teach them new skills to help them in their tasks and challenge them to reach new levels of greatness.



Each can only be successful if supported by the previous aspects of mentoring. You might see some overlaps from the coaching exercise we did earlier but they are different. Coaching focuses on the short-term task at hand, while these mentoring aspects focus on the long-term positive growth of the youth.

Again, we have another video clip to help display a good example of mentoring. This one is from the Dead Poet’s Society starring Robin Williams. In this scene, Williams plays John Keating, a poetry teacher who assigned his students to write and present a poem in front of the class. Pay attention to how Williams interacts with Todd Anderson, played by a young Ethan Hawke.

Roll Video Dead Poet’s Society: “Todd’s Poem Presentation” Time: 4:30

How did Robin Williams move beyond a teacher and become a mentor in this clip?

**Trainer Instructions:** Seek answers and guide the discussion, relating items brought up in the video back to the information that you just presented. Please ask more questions, going further in depth, focusing around how Williams taught him the skills needed, supporting him every step of the way, and challenged Todd to achieve what he never thought possible. Only spend a couple of minutes debriefing. (The clip takes place from 53:16—with Todd in his room—and continues until 58:00—when Todd finishes his reading)

As you saw, having a good mentor can truly impact us in our lives, helping us accomplish things we never thought possible.

**Key Difference Between Coaching and Mentoring**

**2 Minutes**

	<b>Coaching</b>	<b>Mentoring</b>
<b>Goals</b>	To correct inappropriate behavior, improve performance, and impart skills as an individual accents a new responsibility	To support and guide the personal growth of the mentee
<b>Initiative</b>	The coach directs the learning and opportunities	The mentee is in charge of his learning
<b>Focus</b>	Immediate problem and learning opportunities	Long-term personal development
<b>Roles</b>	Heavy on telling with appropriate feedback	Heavy on listening, providing a role model and make



		suggestions and connections
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**Advising Situational Matrix**

**2 Minutes**

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

Remember: Coaching increases as you go around the matrix clockwise. Mentoring increases as you go around the matrix counterclockwise.

**Wrap-up**

**2 Minutes**

The purpose of Scouting and the Order of the Arrow both outline a strong emphasis on youth leadership development. This is also reflected in the mission of the lodge—each lodge operates through youth leadership, under the advisement of selected adults. The youth drive the lodge, while the adults help guide and navigate them down the road.

This process can only succeed through the coaching and mentoring of the drivers. It is your duty to help them through the busy and complicated intersections, teach them how to change lanes and merge into oncoming traffic, be patient and supporting through their frustrations, motivate them to get behind the wheel again, and inspire a desire within them to achieve even more. In doing this, you can buckle up in the passenger’s seat and hang on for the ride of their life.

**Takeaway Challenge**

**3 minutes**

One of the most important responsibilities that we have is coaching and mentoring the youth that have been entrusted to us. We must be willing and able to change when it is necessary for the



success of the lodge. Will you be able to handle the responsibility and use the tools/skills necessary to meet the challenge?

Considering your current and upcoming youth leaders, how can you best coach and mentor them to succeed? Write down three key ideas related to this session that could help. During your break time later today, share these with other advisers in your chapter or lodge.

### Appendix: Resources and Source Material

- 2016 Guide to Unit Elections, available online at <http://www.oa-bsa.org/pages/content/guide-to-unit-elections>
- 2012 Guide for Officers and Advisers, available online at <http://www.oa-bsa.org/pages/content/publications#goa>
- 2008 Lodge Finance Manual, available online at <http://www.oa-bsa.org/pages/content/publications#lfm>
- Chapter Journey to Excellence Workbook, available online at <http://www.oa-bsa.org/pages/content/printable-forms>