

Summer Leadership Seminars



presented by NYLT staff

Seminar #7 Notes

If your Unit Leader or Scoutmaster asks...

These seminars provide Scouts opportunities to continue their leadership development despite the cancellation of summer NYLT. The fast-paced, 50 minute presentations are not a substitute for a NYLT course but allow Scouts to examine important leadership topics

Summer Leadership Seminar #7:

SPL Squaretable

Survey

If you didn't have a chance to take our exit survey it will be open a little while longer.

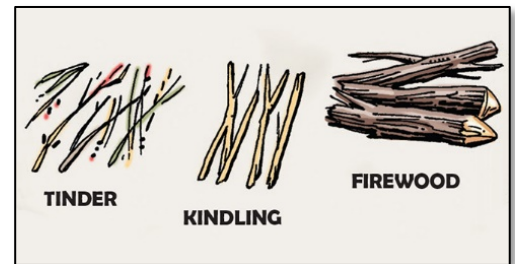
[Take the Survey here](#)

What can you bring back to your Unit?

Hopefully you were able to discuss the frustrations and successes you've experienced during covid with peers in a small group setting.

Inclusion vs. Engagement

As leaders in your Unit it's imperative you create not only an *inclusive* atmosphere but also one that promotes *engagement*.



Growing Scout Engagement Like A Fire

Start with things that are "easy" for Scouts to do, like answering simple Polls. Move on to questions to get them thinking. If you have time and resources, split Scouts into Breakout Rooms to have real discussions.

If you do all this, you will have developed the **gold standard** for any Scouting Event. You will have delivered a **Shared Experience**.

Facilitated Discussions

Getting into smaller groups to discuss meaningful topics allows people to have their say and express their truths. Good leaders know how to listen and ask *the right questions*. In smaller groups your goal isn't to get *someone* talking, it's to get *everyone* talking. It's best to ask **open question** that can not be easily answered with a "yes" or "no." See the attached list.

How is Facilitation different from Training?

Trainers are Subject Matter Expert who transfer information and skills to learners.

Facilitators provide participants a more relaxed and individually focused learning environment, moderate discussions, build upon the individuals background, and help the participants learn. Modern instructional techniques are moving away from lectures, and toward a more engaging learning opportunity.

While facilitating a learning session, everyone is encouraged to do their best thinking. The facilitator creates an environment where everyone is encouraged to participate, understand the perspectives of their fellow participants, and to build long-lasting solutions and relationships.

Whereas a trainer focuses on specific learning objectives, a facilitator works to bring the group together and create a sense of ownership. A trainer pays attention to the end result, while a facilitator is more interested in the process, everyone's participation, and the dynamics of the group.

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The Facilitation of Training should be the next developmental step for all volunteers interested in expanding the knowledge and understanding of their fellow Scouts.

As a facilitator, the spotlight shifts from you to the participants. The facilitator acts as a 'guiding hand' to direct the conversation towards an increased understanding of important topics utilizing the experiences of the group.

Perhaps the most important skill for a facilitator is the ability to create an environment where every learner feels comfortable making important contributions to the learning process. As the facilitator, it is your job to harness the personal experiences and knowledge of everyone, and the collective insights of the entire group, to achieve the desired outcomes.

APPENDIX B

FACILITATOR QUESTIONS

Use these questions to **Facil!tate** Discussion

Exploratory Questions—Probe basic knowledge

- What do you think about _____?
- How does _____ make you feel?
- What bothers/concerns/confuses you the most about _____?
- What are some ways we might respond to _____?

Open-ended Questions—that don't require a detailed or specific kind of response

- What is your understanding of _____?
- What do you want to know about _____?
- What is the first thing you think about in relation to _____?
- What are some questions you have about _____?
- State one image/scene/event/moment from your experience that relates to _____?

Challenge Questions—Examine assumptions, conclusions, and interpretations

- What can we infer/conclude from _____?
- Does _____ remind you of anything?
- What principle do you see operating here?
- What does this help you explain?
- How does this relate to other experiences or things you already knew?

Relational Questions—Ask for comparisons of themes, ideas, or issues

- Do you see a pattern here?
- How do you account for _____?
- What was significant about _____?
- What connections do you see?
- What does _____ suggest to you?
- Is there a connection between what you've just said and what _____ was saying earlier?

Cause and Effect Questions—Ask for causal relationships between ideas, actions, or events

- How do you think _____ relates to or causes _____?
- What are some consequences of _____?
- Where does _____ lead?
- What are some pros and cons of _____?
- What is likely to be the effect of _____?

Extension Questions—Expand the discussion

- What do the rest of you think?
- How do others feel?
- What did you find noteworthy about this comment?

- How can we move forward?
- Can you give some specific examples of _____?
- How would you put that another way?

Hypothetical Questions—Pose a change in the facts or issues

- What if _____ were from a different _____, how would that change things?
- Would it make a difference if we were in a _____ society/culture?
- How might this dialogue be different if _____?
- What might happen if we were to _____?
- How might your life be different if _____?

Diagnostic Questions—Probe motives or causes

- What brings you to say that?
- What do you mean?
- What led you to that conclusion?

Priority Questions—Seek to identify the most important issue

- From all that we've talked about, what is the most important concept you see?
- Considering the different ideas in the room, what do you see as the most critical issue?
- What do you find yourself resonating with the most?
- If you had to pick just one topic to continue talking about, what would it be?

Process Questions—Elicits satisfaction/buy-in/interest levels

- Is this where we should be going?
- How are people feeling about the direction of this dialogue?
- What perspectives are missing from this dialogue?
- Everyone has been _____ for awhile, why?
- How would you summarize this dialogue so far?
- How might splitting into groups/pairs affect our discussion?

Analytical Questions—Seek to apply concepts or principles to new or different situations

- What are the main arguments for _____?
- What are the assumptions underlying _____?
- What questions arise for you as you think about _____?
- What implications does _____ have? (for _____?)
- Does this idea challenge or support what we've been talking about?
- How does this idea/contribution add to what has already been said?

Summary Questions—Elicit syntheses, what themes or lessons have emerged?

- Where are we?
- If you had to pick two themes from this dialogue, what would they be?
- What did you learn?
- What benefits did we gain today?
- What remains unresolved? How can we better process this?
- Based on our dialogue, what will you be thinking about after you leave?
- Let me see if I understand what we've talked about so far... What have I missed?
- Ok, this is what I've heard so far... Does anyone have anything to correct or add?

Action Questions—Call for a conclusion or action

- How can we use that information?
- What does this new information say about our own actions/lives?
- How can you adapt this information to make it applicable to you?
- How will you do things differently as a result of this training?
- What are our next steps?
- What kind of support do we need as we move forward?
- How does this dialogue fit into our bigger plans?

Evaluative Questions—Gauge emotions, anxiety levels, what is going well or not

- Is there anything else you would like to talk about?
- How are you feeling about this now?
- What was a high point for you? A low point?
- Where were you engaged? Disengaged?
- What excited you? Disappointed you?