

LEADERSHIP REACTION COURSE

Pioneer Theme Adaptation

Preface:

Welcome to the Leadership Reaction Course (LRC). This course was developed by psychologists before World War II and has been used to train military leaders ever since.

In the past few years it has been learned that the same decision-making skills, leadership, and team-building that takes place while using this course is extremely helpful to leadership of every level.

The LRC mission briefs have been adapted to fit Mormon Pioneer situations. This intent is twofold. First it is to capitalize on everything that the LRC was designed for and secondly, to help the youth of the church experience a little of the challenges that faced the early leaders of the church as they came to Salt Lake.

To maximize the learning experience it is critical that the adult leaders of the youth (facilitators) are very proactive in helping the youth (student) find ways to solve these situations. Please be sure to motivate, encourage, offer suggestions, and answer questions, but do not tell them how to solve the problems found in the scenarios.

Help them understand that some are harder than others, so it's important that we focus on **the process** rather than the end result. The goal is to work as a team, learn to effectively use everyone in your group, and help them identify and use the strengths of everyone. Each time you rotate to a different station, assign a different young man or young woman to be the leader of the group. It is important that everyone knows that they will be a leader at some time. We want everyone to experience the different roles within a team.

Positive stress is an important part of the learning process. That is why the time restrictions must be followed very closely. There will be 15 minutes allotted for each station.

- 2 min Facilitator identifies the new youth leader and gives him/her the mission brief. The new youth leader immediately makes his/her plan.
- 10 min Teams work together to solve the problem. At the end of the 10 minutes "Cease Work" should be called and all equipment returned to the starting point.
- 2 min Use this time to quickly review with the youth what they did right and wrong, how they worked or did not work together. This is a very important time to help the youth understand the concepts of teamwork and leadership.
- 1 min Rotate to the next station

The facilitators should feel free to add variables to each situation as they see fit (assign

someone to be blind or have a broken arm). This should only be done to get the youth thinking about how plans always have to be adapted to new situations.

We are very excited to have you attend the LRC. Please feel free to ask questions anytime. Our goal is to create a learning experience that is very fun and challenging for the youth of the church. As leaders it is very important that we are enthusiastic and always have a “problem solving” attitude. We welcome you and hope you enjoy this as much as we do.

Facilitator Narrative for the LRC Briefing

Good (Morning/Afternoon). Welcome to the Leaders' Reaction Course. I am (Name, and Title). I will brief you on the purpose, methodology, and operation of the Leaders' Reaction Course in order to answer any of your questions and provide an overview of the training exercises before we observe your abilities.

The primary purposes of the course are:

- 1) (1) To improve the student's leadership ability by affording the student an opportunity to apply the lessons learned in this formal leadership instruction.
- 2) (2) To assess the student by measuring the degree to which certain leadership traits and behaviors are possessed by the students.
- 3) (3) To provide the student with a means of making a self-evaluation to determine more accurately his or her leadership ability.
- 4) (4) To provide students the opportunity to observe the effects of strengths and weaknesses of others during a team operation.
- 5) (5) To develop individuals as leaders.

The course can be run in a number of different ways to include:

- 1) (1) Focus primarily on individual leader development and assessment.
- 2) (2) To develop team cohesion.
- 3) (3) To enhance/strengthen a chain of command.
- 4) (4) To measure the organizational effectiveness of a small unit during squad completion.

We are using the course to (purpose). As such, the group was broken down before running the course into:

- 1) (1) Random groups of 5 to 7 –or—
- 2) (2) Existing squad/cohesive groups (i.e. scouts divided by age)
- 3) (NOTE: Choose one as per the using unit).

The course operation is designed so that each individual will be a leader for a task one time and serve as a team member the remainder of the time. For each task there is a working team. The working team is responsible for completing the mission while the observing facilitators act as safety personnel. At all times they should be observing the working team to see what behaviors are effective and ineffective.

No task is run twice so the leaders' skills in planning, organizing, decision making, supervising, and communicating can be evaluated as they pertain to that leader. The leader will be evaluated on how well he or she does; not, how well someone else has done or what he or she has learned about the task through observation.

Stress plays an important part in the evaluation of each leader as it is through stress that the critical leader processes and skills will be observed by the facilitator. To produce a stressful environment for the working team, certain limitations are placed on them. The team cannot touch anything painted red, the walls, the catwalk or the water. They work under specific time constraints; two minutes for the leaders' analysis and ten minutes to complete the task. The only equipment the team can use is that which is provided. The

facilitators can help create stress through vocal harassment. This is an attempt to distract the working team and create confusion.

The sequence of events for the students is issued by the facilitator. After the students are placed in squads, and secure their valuables; they move to their starting point and face away so they cannot observe the task or begin planning. A leader is then selected by the facilitator and the first command is given.

“Facilitators, you have two minutes to brief the leader of the working team!”

- 1) - The leader receives the mission briefing and conducts his analysis.
- 2) - The facilitators are placed as safety personnel.
- 3) - The facilitators hear the mission briefing so they can determine what is effective and why, and what is ineffective and why.

The next command given is:

“Leaders, you have ten minutes to complete your task. Begin work!”

- The leader organizes his/her team and briefs them on the plan he/she has developed to negotiate the obstacle and complete the mission.

Additionally, the leaders are advised of the time remaining at 5 minutes and 2 minutes.

At cease work, all equipment is returned to the starting point and the facilitator debriefs the working team (the leader is debriefed/counseled separately). The teams then rotate to the next task and a new leader from the team is selected as the process begins again.

What are your questions on the purposes, usage, methodology and operation of the Leaders' Reaction Course?

“Tarred and Feathered”

TASK 1

NOTES TO THE FACILITATOR:

- Brief leader inside guarded cabin.

MISSION BRIEFING:

- You are located in a guarded cabin. You and your team must escape or face being tarred and feathered. The only escape route is to cross the moat and go over the wall. If you touch the water or anything red, the guard will become aware of your attempt to escape. You must be quiet and careful.

- The guards have left a ladder and two lengths of rope. These will aid in your escape. Use any other loose equipment found in the area.

You should begin now making your plan.

SAFETY REQUIREMENTS:

- Do not climb ladder while tilted. Climb only when supported by students.
- The small pipe should be inserted securely in the large pipe before using it to aid in escape.
- Do not walk across pipe.

TEACHING POINTS:

- As per evaluation sheet plus:
 - 1) ___ Noise discipline
 - 2) ___ Commitment to escape

EQUIPMENT NUMBER DIMENSIONS

Ladder 1 9'3" Long

Rope 1 15' - 20' Long

Rope 1 2' - 4' Long

Pipe 1 2.5" Dia., 3.5' Long

“Cliff Hanger”

TASK 2

NOTES TO THE FACILITATOR:

- Short board is a distracter.
- The leader can accomplish a Visual reconnaissance by using the ammo box as a ladder.

MISSION BRIEFING:

A box of urgently needed food has been air dropped at the base of the cliff and is needed at the base camp.

- You and your team must scale the cliff, cross the river, and deliver the food.
- The river is high and fast. Anything touching it will be swept away by the force of the current
- This board has been discovered during your reconnaissance. Use it if necessary.
- Your unit needs this food now. You should begin your plans immediately.

SAFETY REQUIREMENTS:

- Students must be lowered feet first.
- No jumping from the top of the cliff.
- Two safety personnel/spotters should be positioned between the cliff and the bridge.
- Ensure any one on top of wall is sitting or kneeling No Standing

TEACHING POINTS:

- Stress the importance of reconnaissance for proper planning.

EQUIPMENT NUMBER DIMENSIONS

Plank 1 2' – 3' Long x 6 "

Ammo Box 1 50 Lbs.

“Crossing the Broken Bridge”

TASK 3

NOTES TO THE FACILITATOR:

Ensure personnel stay on working side and do not drift while observing and supervising.

MISSION BRIEFING:

Several in your friends and family have become deathly ill. This box contains important medicine. Your team must cross the river and take the box to back to camp. Both sides of the bridge have been destroyed by poor engineering. All that remains are these two columns supporting the steel rail over the river.

Use this rope to help your team cross the river. Take it with your for future use.

Begin your reconnaissance.

SAFETY REQUIREMENTS:

- Do not allow students to tie rope around any part of their body.
- Do not allow students to swing across the obstacle.
- Brief all students to relax, if falling into the water, and let the water break their fall.
- Do not slide down pole and jump/push off from it on the dismount.
- Position one safety personnel/spotter on the far side while students are dismounting.

TEACHING POINTS:

- Physical location of leader/supervisor.
- Complete planning to include:
 - > Anyone that may be afraid of heights.
 - > How the last team member will climb to the top.
 - > Dismount of first person across.

EQUIPMENT NUMBER DIMENSIONS

1 Rope - 15' Long

1 Box w/carrying strap - large enough to hold

24 Blocks (To simulate Medicine) - 2" x 2" x 12" Long

“Don’t Make the Donner Party”

TASK 4

NOTES TO THE FACILITATOR:

- 1) - Teaching is participating.

MISSION BRIEFING:

You are in charge of a supply train delivering food to a stranded pioneer party. They are in desperate need of this food. You and your team must cross the river at the bridge. Six boards have been discovered by your team in the area around the bridge and may be used to help you cross the river.

The river is deep and fast and anyone falling in will surely drown.

- Begin your reconnaissance.

SAFETY REQUIREMENTS:

- Do not allow students to walk directly on the rails.
- Do not jump to dismount. Sit, and push-off.

TEACHING POINTS:

- Stress visual reconnaissance.

EQUIPMENT NUMBER DIMENSIONS

1 Plank 2” x 6” x 5’1” Long

1 Plank 2” x 6” x 5’3” Long

1 Plank 2” x 6” x 5’4” Long

1 Plank 2” x 6” x 5’5” Long

1 Plank 2” x 6” x 5’6” Long

1 Plank 2” x 6” x 5’7” Long

2 Ammo Boxes 50 lbs

“Flash Flood”

TASK 5

NOTES TO THE FACILITATOR:

All work must be done from on top of the platform.

MISSION BRIEFING:

Your team has been sent back to get a barrel of lantern oil you observed in the area during your advance. When you crossed the stream earlier, the bridge was intact. However, since then a flash flood has destroyed the center span. - The only salvageable parts of the center span are these two boards.

- One of your team members also has a rope, which may be used.
- You and your team must get across the stream with the lantern oil and proceed toward your group. Recover all equipment and leave it on the far side in case you are forced to use the bridge again.
- Begin your reconnaissance.

SAFETY REQUIREMENTS:

- Roll the barrel over the boards rather than carry it.
- Do not stand boards on end and drop them in an attempt to cross the stream.

TEACHING POINTS:

- 1) ___ Use the barrel to help recover boards (use of available resources).
- 2) ___ Time is wasted insuring boards stretch from platform top to platform top (use the cross beam or far platform to support boards).

EQUIPMENT NUMBER DIMENSIONS

- 1 Rope 10' Long
- 2 Planks (Nailed together) 2" x 6" x 10' Long
- 2 Planks (Nailed together) 2" x 6" x 6'9" Long
- 1 Gasoline Drum 55 Gallon drum

“Ancient Pillar Puzzle”

TASK 6

NOTES TO THE FACILITATOR:

- 1) Now is a good time to tell a joke or review the progress that your group has made. Keep them motivated!

MISSION BRIEFING:

You are in charge of a supply detail delivering medicine to advance party. En route to your destination you encounter this ancient pillar abutment.

You and your team must move through the culverts and deliver the medicine to your party.

- Members of your team have discovered two boards. Use them if necessary.
- You should begin your reconnaissance immediately.

SAFETY REQUIREMENTS:

- Do not allow students to jump across the obstacle.
- Ensure students are sitting and slide down the board when dismounting.
- One safety personnel/spotter should be located on the far side to observe the dismount.

TEACHING POINTS:

- 1) __ Stress the importance of reconnaissance for prior planning.
- 2) __ Location of leader to be an effective supervisor.
- 3) __ Youth groups may use 3rd board

EQUIPMENT NUMBER DIMENSIONS

Plank 1 2” x 8” x 8’8” Long

Plank 1 2” x 8” x 5’ Long

Ammo Box 1 50 lbs.

“Sick People Across the Water”

TASK 7

NOTES TO THE FACILITATOR:

- 1) - Stay Motivated.

MISSION BRIEFING:

You and your team must deliver this box of medicine to your group on the far side of the stream.

- One of your team members brought a rope with him from the rear and you found this board in the immediate vicinity.
- To protect against thieves, all equipment must be recovered and left on the far side.
- Your group is depending on you to deliver the medicine, begin your reconnaissance immediately.

SAFETY REQUIREMENTS:

- Do not allow students to tie rope around any part of their body.
- Do not allow students to swing across the obstacle.
- Brief all students to relax, if falling into the water, and let the water break their fall.
- No jumping from the crossbar or board.

TEACHING POINTS:

- 1) ___ The planning should include equipment recovery.

EQUIPMENT NUMBER DIMENSIONS

1 Rope 20-30' Long

1 Plank 2" x 12" x 12' Long

1 Ammo Box 50 lbs