

Youth Leadership Values Training

Helping the Youth of Today to Become the Leaders of Tomorrow ©

Choosing Mentor's to Nurture and Tutor Values



MENTOR'S GUIDE

A One-to-One Mentoring Program for Tutoring Leadership Values

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GUIDELINES

A mentor is someone who serves as a living example for another person.



You have been chosen by a youth to serve as a mentor because he or she looks up to you. You are asked to facilitate the Old Kia Kima Core Values Program so that this youth can recognize his or her talents for leadership. The Old Kia Kima Core Values Program attempts to do this by using the core values that have been identified by past staff members of Kia Kima. These values are *Integrity, Achievement, Responsibility, and Courage*. This guide is provided to help you in your mentoring process as you prepare youth to become leaders of tomorrow.

Some things to remember:

- ~ Provide proper adult supervision.
- ~ Never be alone privately with a young person.
- ~ Encourage discussion.
- ~ See your role more as a guide than as an answer giver.
- ~ Know that it is okay not to know all the answers.
- ~ Trust the process.

Meeting with the youth:

- ~ Remember that the camper has chosen you because he or she looks up to as a living example of something he or she admires.
- ~ Agree on the times and place that you will meet during your time at Old Kia Kima.
- ~ State clearly the requirements to the camper to complete the OKK Core Values Program.
 1. Will achieve a working knowledge of *Integrity, Achievement, Responsibility, and Courage* that serve as the core values for OKK
 2. Will utilize courage to practice servant leadership
 3. Will take responsibility to carry out a project that will enhance the OKK experience
 4. Will process the experience to affirm his or her leadership integrity
- ~ State clearly your expectations for the camper to meet the requirements of the Old Kia Kima Core Values Program during his or her stay at Old Kia Kima.
- ~ Present an “eagle feather replica” to the youth as a symbol of his or her commitment to be involved in the program. *Federal law prohibits the use of real eagle feathers*
- ~ Instruct the camper to hang the feather on his or her cabin as a sign that he or she is involved in Old Kia Kima Core Values Program on leadership.

SESSION ONE

The camper will experience **achievement** by knowing the content of the Old Kia Kima core values. They are Integrity, Achievement, Responsibility, and Courage.



This session can be done prior to arriving to Old Kia Kima

A. Make known to the camper the Core Values of Old Kia Kima. They are *Integrity, Achievement, Responsibility, and Courage.*

Integrity

1. Adherence to a code of values
2. Soundness of moral principle and character; uprightness; honesty; completeness

Words to describe *Integrity*

Honesty
Truthfulness
Honor
Sincerity
Reliability
Uprightness

Process by asking:

- ~ What is your understanding of *Integrity*?
- ~ What are some words you would use to describe a person of *Integrity*?
- ~ What words from *Integrity* do you claim to describe yourself?



Notes:

Achievement

1. The act of achieving
2. A thing achieved, especially by skill, work, or courage

Words to describe *Achievement*

Attainment
Accomplishment
Success
Feat
Triumph
Realization
Reaching
Getting

Process by asking:

- ~ What is your understanding of *Achievement*?
- ~ What are some words you would use to describe a person of *Achievement*?
- ~What words from *Achievement* do you claim to describe yourself?



Notes:

Responsibility

1. Condition, quality, fact or instance of being responsible; obligation, accountability, dependability
2. A thing or person that one is responsible for

Words to describe *Responsibility*

Job
Dependability
Accountability
Duty
Task

Process by asking:

- ~What is your understanding of *Responsibility*?
- ~ What are some words you would use to describe a person of *Responsibility*?
- ~What words from *Responsibility* do you claim to describe yourself?



Notes:

Courage

1. The attitude of facing and dealing with anything recognized as dangerous, difficult or painful instead of withdrawing from it
2. A quality of being fearless or brave, valor.

Words to describe *Courage*

Bravery
Guts
Nerve
Valor
Daring
Audacity

Process by asking:

- ~What is your understanding of *Courage*?
- ~ What are some words you would use to describe a person of *Courage*?
- ~What words from *Courage* do you claim to describe yourself?



Notes:

SESSION TWO

Help the camper to utilize **courage** to practice service leadership during his or her stay at Old Kia Kima.



1. Give the camper the following assignment:

- a. You will perform an act of service for someone at the camp.
- b. You are not to reveal your intentions to anyone, especially the person you are serving.
- c. When you are finished, you will make an appointment with your mentor to discuss your actions.

2. When the camper has completed the act of service, process by asking:

- a. What did you do?
- b. How did you feel while serving another person?
- c. What core values did you use to accomplish your task?
 1. *Integrity*
 2. *Achievement*
 3. *Responsibility*
 4. *Courage*
- d. What did you learn by doing this?
- e. What did you learn about yourself by doing this?



Notes:

SESSION THREE

Help the camper take **responsibility** to use his or her leadership skills to plan and carrying out a project that benefits the group's Old Kia Kima camping experience.



1. Give the camper the following assignment:

- a. You have a mission to plan a project that will help the group's experience during your time at Old Kia Kima.
- b. You are to put into practice your leadership in carrying out this project.

2. As a mentor counsel the camper by considering:

- ~ You may want to suggest something that is a challenge to the camper, something that he or she does not believe he or she is capable of doing as a way of learning to stretch his or her talents.
- ~ You may want to suggest something that the camper could complete that would leave him or her with a feeling of achievement.
- ~ You may want to suggest something that involves a group so that he or she would have to gain experience in leading others.
- ~ You may assess the needs of the camp and its program and decide on something that needs to be done and suggest it to the camper.
- ~ Keep in mind that the project is something that needs to be completed before the camper leaves Old Kia Kima.
- ~ You may want to consult with the Ranger on duty for ideas and resources from the Heritage collections.

3. Some suggestions might be:

- ~ Plan and lead a campfire.
- ~ Take responsibility for serving and cleaning up a meal.
- ~ Lead the group in completing a service project that benefits the camp.
- ~ Plan and lead vespers for the group.
- ~ Plan and lead the group in a heritage hike. (See Camp Ranger)

4 Some more suggestions might include:

- ~ Lead a song for the group to sing.
- ~ Lead a group of campers in completing a task that involves working together. (i.e. lashing projects from the pole barn, compass programs, water carnival, or adventure trail)
- ~ Lead a group in cleaning up the bath house.
- ~ Lead a planning session for the group
- ~ Plan and lead a worship service.
- ~ Get a group together to build a camp fire.

Notes:





SESSION FOUR

Help the camper affirm his or her **integrity** as a leader by processing his or her experience at Old Kia Kima.

1. After the camper has completed his or her project, process by asking:

- a. What did you do?
- b. What did you learn about yourself as a leader by doing it?
- c. What gifts of leadership did you use to complete your project?
- d. As you did your project, where did you experience **integrity**?
- e. As you did your project, where did you experience **achievement**?
- f. As you did your project, when where did you experience **responsibility**?
- g. As you did your project, when did you experience **courage**?
- h. Which core value do you think you experienced the most in completing your project?

1. **Integrity**
2. **Achievement**
3. **Responsibility**
4. **Courage**

2. Express to the youth the gifts and talents you see in him or her.

Notes:

