



EXP
L O R
I N G

EXPLORING™

LEADERSHIP EXPERIENCE

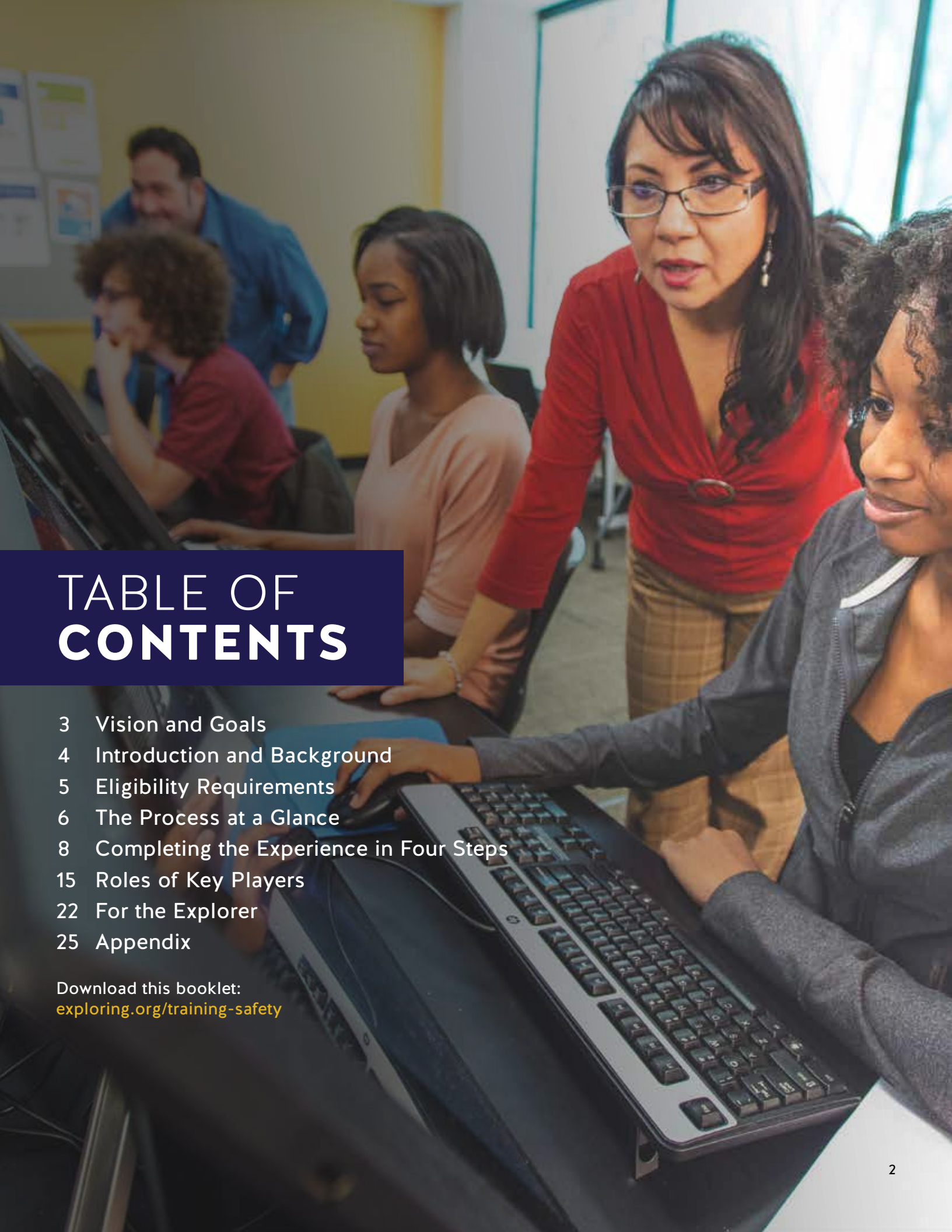


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Download this booklet:
exploring.org/training-safety



VISION

The Exploring Leadership Experience is a nationally recognized program that offers young men and women an opportunity to enhance their understanding of leadership in the workplace through interactive instruction, self-reflection, and practical application. The Exploring Leadership Experience is available to all Explorers registered in an Exploring post who meet the requirements.

GOALS

- Improve life skills by practicing written and oral communication by learning the elements of community service.
- Develop leadership skills in the areas of introspection, building trust, working with teams, planning, and problem solving.
- Provide a format for Explorers to fully develop their leadership skills and then explore how to apply them in a workplace of their choosing.
- Provide an opportunity for participating organizations to customize leadership training for their Explorers with a goal of increasing the immediately employable pool of Explorers.
- Recognize significant work achievement by young adults.
- Encourage personal growth through engagement within the five program areas of Exploring—career opportunities, character development, life skills, leadership experience, and citizenship.
- Increase membership and membership retention in the program by creating a positive image of Exploring among youth, parents, schools, employers, and other organizations.
- Challenge and motivate young adults over an extended period of time.
- Expand Explorers' perspective on the workforce outside their own Exploring post.

INTRODUCTION AND BACKGROUND

The Exploring Leadership Experience is available to all Exploring post members who meet the eligibility requirements. Explorers who complete the experience are recognized nationally. Explorers should have the opportunity to work toward tangible, challenging goals, and to be recognized for their efforts. The Exploring Leadership Experience has been developed by a committee of leadership development professionals, youth development researchers, youth leaders, and Exploring leaders to recognize significant accomplishments in a young person's life. The program requires outstanding performance in a broad spectrum of activities related to Exploring's five areas of emphasis—career opportunities, character development, life skills, leadership experience, and citizenship. The process is intentionally designed to challenge and motivate young people over an extended period of time.





ELIGIBILITY REQUIREMENTS

Explorers must first meet the following basic qualifications:

1. Currently registered in an Exploring post with at least three months of tenure as an active, registered Explorer.
2. Plans to complete the Exploring Leadership Experience requirements before his or her 21st birthday.
3. Has earned the Exploring Career Achievement Award within any career field OR has held a leadership role either within or outside the post in the past 12 months.

exploring.org/wp-content/uploads/2017/06/Career-Achievement-Award-May2017.pdf

Examples of leadership roles are shown below.

LEADERSHIP ROLES WITHIN THE POST

- The designated lead on any project or initiative within the post
- Post officer (president, vice president, treasurer, secretary, etc.)
- Explorer Officers Association member or committee member
- Activity coordinator for one of the post's activities

LEADERSHIP ROLES OUTSIDE THE POST

- An elected youth officer of a church or school club
- An elected or appointed team leader
- The designated lead on any project or initiative for any organization
- Captain or manager of a sports team
- Completion of an Eagle Scout project or equivalent
- Leading a service project in the community

THE PROCESS AT A GLANCE

1. Council/district Advancement or Exploring Committee promotes ELE and educates post advisor.
2. Advisor and Explorer review eligibility.
3. Advisor and Explorer adjust and finalize Explorer's proposal. In the Exploring Award section in Scoutbook Plus, advisor enters that Explorer is initiating his or her intent to achieve ELE recognition. Post keeps a copy of the proposal and provides the council's Exploring or advancement chair a copy of the proposal.
4. Explorer submits finalized ELE proposal, timeline, and mentor selection to advisor.
5. Explorer begins online training at exploring.org/exploring-leadership-experience.
6. Explorer progresses through online ELE training modules, reflecting with mentor.
7. Upon completion of online ELE training and leadership portfolio, advisor marks Explorer "complete" in the Award and Recognition section under the Roster tab of post's [Scoutbook Plus](#).
8. Advisor validates completed training and forwards request to council's Exploring leadership mentor.
9. Council ELERC interviews Explorer, approves ELE recognition, and notifies advisor.
10. Once the ELE is completed, the advisor marks that the Explorer has achieved ELE recognition in the Exploring award section in [Scoutbook Plus](#).





11. Advisor notifies the post and sends a notification to exploringmarketing@scouting.org with the following information:

- Explorer's first and last name
- Career field
- Post number
- Council name
- [Publicity waiver and release](#)

The waiver and release permits the above information to be added to the National Exploring Leadership Experience Recognition Registry.

12. National Exploring homepage webmaster posts the Explorer's name, "Exploring Career" post and number, council, and date of recognition to the National Exploring Leadership Experience Recognition Registry on the ELE page, accessible from the Exploring Leadership Experience homepage. exploring.org/exploring-leadership-experience

13. Upon completion, the "fillable" ELE Recognition Completion Certificate can be downloaded from the Exploring Leadership

Experience link on the Exploring homepage and filled out to present to the Explorer. exploring.org/training-safety

14. Post advisor coordinates an appropriate ELE recognition presentation for the Explorer.

Note: If the local council doesn't have an Exploring office or a dedicated Exploring professional, the Exploring resource associate advisor (ERAA) for the council's service territory can be contacted for help. The ERAA can also serve as a member of the ELERC, as long as the other members are from the local council. A list of ERAAs, their contact information, and their assigned council service territories can be found at exploring.org/about-us/resource-associate-advisors.

COMPLETING THE EXPERIENCE IN FOUR STEPS

STEP ONE: GET STARTED

After meeting the basic eligibility requirements, the Explorer must complete the following. Remember, this is a self-paced, youth-led process.

1. Submit a written proposal to his or her post advisor that includes the following:
 - a. A brief description of the Explorer's leadership experiences thus far.
 - b. A detailed description of their personal growth goals in each of the five Exploring program areas (career opportunities, character development, life skills, leadership experience, and citizenship), including how their work will be measured. See a sample in the appendix. *For tips on writing impactful goals, review the [Setting SMART Goals activity](https://exploring.org/activity/setting-smart-goals-activity) in the Exploring Activity Library.*
 - c. An explanation of how meeting each of the goals will result in personal growth for the Explorer and his or her expectations for completing the experience. *These written goals should be saved for inclusion in the Explorer's leadership portfolio at a later time.*
2. Draft what he or she believes to be a sensible timeline with important benchmarks for completion. There aren't strict deadlines for completion, but it's reasonable to expect that the process could take four months to a year. See a sample in the appendix.
3. Select a mentor who will serve as a coach during the entire learning process. The mentor could be an advisor for any post or a professional in the community while ensuring Safeguarding Youth policy is followed for all mentor interactions. Read more about the role of the mentor in the "Role of Key Players" section. Ensure [Safeguarding Youth policy](https://training.scouting.org/home) is followed for all mentor interactions. training.scouting.org/home
4. Discuss the proposal, timeline, and mentor selection with his or her post advisor and refine as needed. Explorers are expected to check in with their advisors on the progress of their plan to complete the Exploring Leadership Experience. When both the advisor and Explorer feel confident in the Explorer's plan to complete the training, the Explorer can move on to Step 2 on page 9. *The advisor should keep a copy of the Explorer's personal growth goals, timeline, and biography of their mentor on file with the participating organization.*

STEP TWO: THE LEARNING PROCESS

PART 1

ONLINE LEARNING MODULES

The Exploring Leadership Experience is designed to be a self-paced, experiential learning process for each Explorer who commits to completing the program. A critical component of this learning process is a series of self-paced, online leadership development modules that Explorers must complete on their journey to improved leadership skills. Explorers are required to complete each series of leadership skills modules in the order listed below. However, the modules within each series can be completed in any order. Go to training.scouting.org/learning-plans/1178 using keywords “Youth Exploring Leadership Experience” to begin the online modules.

SERIES 1 BASICS OF LEADERSHIP

- Introduction to Leadership*
- Planning
- Time Management
- Self-Regulation and Goal Setting

SERIES 2 VALUES, MORALS, AND BELIEFS

- Beliefs, Values, and Diversity
- Ethics
- Character of Leadership
- Motivation

SERIES 3 COMMUNICATION AND GROUP MANAGEMENT

- Communication
- Meeting Management
- Group Management
- Managing Through Others
- Decision Making

** This module MUST be the first one each Explorer completes.*





PART 2

PERSONAL LEADERSHIP PORTFOLIO

An equally important part of the learning process is personal reflection. The journey of completing the Exploring Leadership Experience is documented in the reflections of each Explorer. The Explorer will ultimately answer these introspective questions about the experience:

- What did I expect to learn?
- What did I actually learn?
- How have I changed as an individual?
- How have I changed as a leader?
- What do I plan to do differently after completing the experience?

This will be captured in the leadership portfolio the Explorer will create (see pages 11 and 12) while working through each of the online learning modules; however, the Explorer can also use the portfolio template offered in the [ELE learning modules](https://training.scouting.org/catalog) (training.scouting.org/catalog). Through the completion of these modules and their associated experiences, the Explorer will gain a broader and more personal understanding of leadership.

The Explorer, post advisors, parents, and participating organization will play an important role in the reflection process.



LEADERSHIP PORTFOLIO MANDATORY SECTIONS

- 1. Personal Growth Goals.** The Explorer's written proposal to his or her post advisor should include an outline of their plan to meet the personal growth goals in each of the five Exploring program areas (career opportunities, character development, life skills, leadership experience, and citizenship). See sample in the appendix.
- 2. Timeline.** The Explorer should include a detailed timeline for completing the leadership experience. See an example in the appendix.
- 3. Mentor Bio.** The Explorer should include a bio of the selected Exploring Leadership Experience mentor.
- 4. Reflections.** The Explorer will receive specific instructions on a variety of reflections in each of the online learning modules. This is an opportunity to reflect on learning from mistakes, identifying areas for improvement, and recognizing strengths.
- 5. Letters of Recommendation.** Before the Explorer's Exploring Leadership Experience review, they'll need to obtain three letters of recommendation to be included with their application. Find specific information related to these letters on page 13, "Step Three: The Review."
- 6. Final Thoughts.** This final review of the five original personal growth goals should align with the five Exploring program areas—career opportunities, character development, life skills, leadership experience, and citizenship. Answer these questions:
 - What did I actually learn?
 - How have I changed as an individual?
 - How have I changed as a leader?
 - What do I plan to do differently after completing the experience?

HOW TO START YOUR LEADERSHIP PORTFOLIO

1. Select an overall format. You will need to compile all mandatory and additional sections in one format or a variety of formats that are connected to each other. Consider digital and printed formats, or maybe a combination of both. Think about audio and visual formats, or a combination of both. Your leadership portfolio should be a reflection of your own creative style. Here are a couple of ideas to get your gears turning.

- a. A bound journal accompanied by a series of testimonial videos
- b. Your personal website: Compile all of the mandatory sections and your reflection pieces in one place; plenty of free and easy web builders like Wix, Weebly, WordPress, and Doodlekit are available.
- c. A written document or blog: Consider a binder, notebook, or journal—on paper or online
- d. Can use the portfolio template offered in the ELE learning modules

2. In each online learning module, you'll be directed to prepare at least one reflection piece. Include ALL of your reflections in your portfolio. Consider the format for each reflection piece. Remember, you're encouraged to use a variety of formats.

You'll be asked to share your full leadership portfolio with the ELERC. Keep this in mind, as you'll need to have the correct tools for presenting each format you utilize. Consider these options:

- a. StoryCorps—best for documenting a conversation or interview with another person
- b. YouTube—instead of writing a reflection, speak to the camera
- c. PowerPoint—a digital presentation tool, a compilation of slides
- d. Prezi—a web-based presentation tool similar to PowerPoint
- e. Dream board—best for communicating your goals
- f. A piece of art—drawing, painting, poetry, skit, music, etc.

3. Be creative!

4. Be professional. Use correct grammar, both oral and written. Don't use derogatory or crude references and avoid too much slang. Remain positive in your reflections.

5. Be safe. Businesses are using more and more online, web-based technology. So we encourage you to do the same. However, it's important to be safe when working online. We highly recommend reviewing the **Online Presence activity** from the Exploring Activity Library before getting started.

STEP THREE: **THE REVIEW**

After the Explorer has completed the online training modules and leadership portfolio, he or she must complete the following tasks:

1. Obtain three letters of recommendation from adults other than Exploring leaders or parents in their own post. Examples might include school or church leaders, employers, or community leaders. Their letters should be presented to the review committee during the interview. The letters may or may not be incorporated in the leadership portfolio. The letters of recommendation should speak to the Explorer's leadership ability and character.
2. Prepare his or her leadership portfolio (in any or all of its formats—i.e., online, paper, oral, visual, etc.) to be shared with the review committee. The Explorer should be prepared to present highlights from all five mandatory sections in the portfolio.





STEP FOUR: **RECOGNITION**

When an Explorer has been approved by the council, a “fillable” **ELE Recognition Completion Certificate** can be downloaded from the Exploring Leadership Experience link on the Exploring homepage and filled out to present to the Explorer. exploring.org/exploring-leadership-experience

A formal presentation of the certificate and additional recognition items should be scheduled. This might take place at a council awards banquet, board meeting, Exploring committee meeting, or an individual recognition ceremony. At the very least, the Exploring Leadership Experience certificate should be presented to the Explorer.

The certificate can be printed from exploring.org/awards-recognitions.

The **Exploring Lapel Pin** can be ordered through the National Distribution Center at scoutshop.org.

You can also celebrate achievement in Scouting with the **Exploring Leadership Experience Award**, a distinguished crystal award designed to recognize leadership and accomplishment through Scouting America’s Exploring program. This 8” Sapphire Florence Crystal Award features polished clear crystal with a striking sapphire-blue accent and etched personalization. Designed for Scouting America Exploring recognition, this professional award honors individuals who have demonstrated leadership, commitment, and achievement through the Exploring Leadership Experience.

Personalize this Scouting America award with the Exploring Post number and/or committee name, the recipient’s name, and the achievement date to create a lasting keepsake recognizing their accomplishments in Scouting. You can order the award here: **Exploring Leadership Experience Award**, Scouting America SKU 666555.



ROLES OF KEY PLAYERS

EXPLORERS

The Exploring Leadership Experience was designed to be a self-paced leadership training process. For this reason, it's the responsibility of the Explorer to initiate the proposal process, maintain momentum (with guidance from their post advisor or mentor), and complete the learning process.

Above all, Explorers are encouraged to ask questions when unsure about any part of the process. Explorers are not expected to know anything about leadership before beginning this learning journey, nor are they expected to know everything after completing the journey. Each Explorer is responsible for what he or she learns.

This learning journey is designed to expand the Explorer's horizons. This means they'll be asked to do and think about things outside of and bigger than their Exploring post. Each Explorer should take advantage of these opportunities and always discuss them with his or her mentor. Please remember always to follow Safeguarding Youth Policy and Procedures.

Explorers also select their own mentor before beginning this learning journey. Explorers should give special consideration to who this mentor will be. The mentor may or may not be an adult leader already registered in the Explorer's post, may or may not live in the same community, and may or may not be a professional in the same career field that the Explorer is pursuing. A mentor is an adult who is capable of building a professional and supportive relationship with the Explorer while guiding them through the Exploring Leadership Experience learning journey. Examples of possible mentors include:

- Council board member
- Local council Exploring committee member
- Church pastor or other leader
- Local LFL or Exploring volunteer
- Business leader in the community
- Business leader in the industry, from any part of the country
- Member of the local Chamber of Commerce

See the "For the Explorer" section on page 22.

ADVISORS AND PARTICIPATING ORGANIZATIONS

The post advisor plays an integral role in Explorers completing the Exploring Leadership Experience. While the individual Explorer is responsible for his or her own leadership journey, the post advisor is responsible for guiding the Explorer through the process as well as maintaining the records. More importantly, the post advisor should help the Explorer set challenging yet attainable goals. It's also the responsibility of the post advisor to set high standards for Explorers. The post advisor should develop his or her own process for the following responsibilities:

- Promoting the Exploring Leadership Experience to all Explorers
- Assisting Explorers in meeting the eligibility requirements
- Coaching Explorers in creating meaningful and measurable personal growth goals
- Assisting each Explorer in selecting a mentor, or serving as the mentor
- Accepting and retaining copies of Explorers' personal growth goals, timelines, and mentor biographies
- Identifying opportunities for Explorers to complete reflections and other tasks (as noted in the online modules) within post activities or participating organization operations
- Coordinating formal recognition of Explorers who have completed the Exploring Leadership Experience
- Writing congratulatory letters to approved Explorers
- Please remember to always follow Safeguarding Youth Policy and Procedures.



MENTORS

Mentoring is a process focused on relationship building through consistent, supportive communication. Specific to the Exploring Leadership Experience learning journey, the mentor will focus on leadership development and a connection to the mentor's career industry.

Each Explorer selects a mentor with guidance from their post advisor. The post advisor may also serve as a mentor.

Who can serve as a mentor?

- The Explorer's post advisor
- Any adult leader already registered in any Exploring post or club
- Any community or business leader in any industry with or without Exploring experience
- Council board member
- A teacher or counselor from the Explorer's school
- Local council Exploring committee member
- Church pastor or other leader
- Local LFL or Exploring volunteer
- A member of the local Chamber of Commerce
- The mentor may or may not live in the same community as the Explorer. NOTE: If the mentor is not the Explorer's post advisor, the post advisor must approve the mentor and ensure the mentor completes all three requirements listed in the next column.

Mentors are expected to:

- Engage in regular communication with the Explorer
- Participate in reflections on each of the Exploring Leadership Experience training modules
- Brainstorm ideas for the Explorer's leadership portfolio
- Answer questions the Explorer might have
- Make a connection between leadership theories and the mentor's career industry
- Obtain the approval of the Explorer's post advisor

Mentors are required to:

- Follow two-deep leadership policy for all calls and meetings (both online and in-person) and complete Safeguarding Youth Training for Exploring leaders before beginning work with the Explorer. Access training at exploring.org/training-safety.
- If not already registered in the Exploring program, agree to a criminal background check by submitting an Exploring adult application to the local Exploring office within the local Scouting America Council Service Center.
- Attend the Explorer's interview with the review committee at the end of the Exploring Leadership Experience learning process.

POSTS

Awareness

The local post's overall role is to ensure all registered Explorers have an opportunity to complete the Exploring Leadership Experience. This is accomplished through regular promotion of the opportunity and through educating Exploring leaders at the unit, district, and council levels. You can find this booklet at exploring.org/training-safety.

Review Committee

Local posts may also coordinate the recruitment and orientation of an ELERC. Members of this committee should be members of the Exploring program and/or community members who are familiar with youth development, education, or leadership development. If needed, the ELERC may include the Exploring resource associate advisor (ERAA) assigned to the council's service territory. Find a list of ERAAs at exploring.org/about-us/resource-associate-advisors.

Designate a Post Contact

The post will designate a post staff member (advisor or committee member) to serve as the Exploring Leadership Experience post contact. This person will receive notification from the Exploring Leadership Experience national tracking system (Scoutbook Plus) when an Explorer has completed steps 1 and 2 of the overall process. The post contact will have log-in credentials and will be responsible for:

- Scheduling the interview with the committee and the Explorer
- Entering the interview date in [Scoutbook Plus](#)
- Marking the Explorer "approved" in Scoutbook Plus upon direction from the review committee
- Printing the Exploring Leadership Experience certificate (exploring.org/exploring-leadership-experience) and presenting to the Explorer
- Coordinating the order of additional recognition items from the National Supply Group

Recognition

Posts are also asked to recognize Explorers who complete the Exploring Leadership Experience in a formal setting. When an Explorer is marked as "approved" in Scoutbook Plus, the post may print the ELE completion certificate from the Exploring Leadership Experience homepage (exploring.org/exploring-leadership-experience) to present to the Explorer.

See Completing the Experience—Step 4 on page 14.

EXPLORING LEADERSHIP EXPERIENCE REVIEW COMMITTEE (ELERC)

The review committee plays a direct role in the impact of the Exploring Leadership Experience. As with the post advisor, it's also the responsibility of the review committee to set high standards for Explorers. People naturally tend to meet the expectations that are set for them. If we start with high standards, we will see outstanding results.

Each post determines its own ELERC structure within the following parameters:

- Whether conducted with an Exploring advisor or post-level, at least one Exploring advisor must serve as a member.
- There should be a minimum of three members and a maximum of five members, all at least 21 years old. They don't need to be members of the post committee or registered with the Exploring program; instead, they can be community members familiar with youth development, education, or leadership development. The Post should approve two adult registered leaders.
- If needed, the council's territory Exploring resource associate advisor (ERAA) can be a member of the committee. The list of ERAAs for all council service territories can be found at exploring.org/about-us/resource-associate-advisors.
- The Explorer's advisor and/or mentor should attend the review but won't be considered a member of the review committee.
- Explorers should be interviewed within six months of receiving notification that the Explorer has completed the online training modules and leadership portfolio, and before the Explorer's 21st birthday.

Specifically, the ELERC review committee is responsible for the following:

- Scheduling Explorer interviews
- Conducting meaningful interviews with Explorers and reviews with fellow review committee members
- Reporting approved Explorers to their Scouting America home council and their post advisor, who will notify the National Exploring homepage's webmaster (exploringmarketing@scouting.org) to add the Explorer's entry to the National Exploring Leadership Experience Recognition Registry.



Tips

- Consider reaching outside your current volunteer structure to engage professionals from the career field the Explorer is studying to serve.
- Facilitate the review as a discussion between the Explorer and the committee instead of a rigorous interview.
- Be sure the review committee is familiar with the online training module titles and topics on page 9 before they conduct an interview.
- Get creative, yet remain impactful with the questions the Explorer is asked. See sample list below.

“Let us be about setting high standards for life, love, creativity, and wisdom. If our expectations in these areas are low, we are not likely to experience wellness. Setting high standards makes every day and every decade worth looking forward to.”

–GREG ANDERSON
TRAINER

Sample Questions

- What was your most challenging experience during the time you spent studying leadership?
- What will you do differently if tasked with leading a team of people in the future?
- In your own words, how do you define leadership?
- In your own words, how do you define a follower?
- How would you improve this leadership training experience?
- What would you tell your best friend about this leadership training experience?
Would you tell your parents something different?
- If you were to work *for* someone with poor leadership skills, what would you do?



NATIONAL LEARNING FOR LIFE AND EXPLORING SERVICE CENTER

The National Exploring Program Committee consulted with a committee of Exploring volunteers, leadership development experts, Explorers, and researchers to develop the Exploring Leadership Experience training curriculum and overall program design. Our goal is to offer Explorers registered in posts throughout the country the opportunity to enhance their understanding of leadership in the workplace through interactive instruction, self-reflection, and practical application. We understand this cannot happen without the support and involvement of local councils and Exploring leaders. With this in mind, we aimed to make this process—from start to finish—as streamlined and simple as possible for all parties involved. In an effort to support all those involved, the National Exploring Team will continue to:

- Maintain promotional materials, including this booklet, a fact sheet, and other information on exploring.org/exploring-leadership-experience
- Offer orientation and support for local councils
- In collaboration with ScoutingU, maintain the functionality of the online modules
- Maintain a National Exploring Leadership Experience Recognition Registry on the national Exploring homepage to record approved Explorers

If you have any questions, comments, or suggestions, please reach out to us at exploring@lflmail.org.

FOR THE EXPLORER

Congratulations on your decision to start your leadership journey! Our hope is that you take advantage of the opportunity to inject your personal beliefs and creativity into this learning process. The Exploring Leadership Experience program is designed to be a self-paced, experiential learning process for each Explorer who commits to completing the experience. The content has been provided for you, but the experience is all yours.

Make it fun, make it big, make it truthful, make it worthwhile—it's up to you.

WHY SHOULD I DO THIS?

This learning journey is designed to expand your horizons. This means you'll be asked to complete tasks and think about greater opportunities outside your Exploring post. Take advantage of these opportunities and always discuss them with your mentor.

Leadership is more than a word or a single character trait. It's a multifaceted concept and, for some people, a lifelong goal. It's a journey that never ends, one that we all strive to improve in year after year. Throughout this process, you'll begin to connect lessons learned from each module to other modules and in real life.

READY TO BEGIN?

1. Be sure you meet the eligibility requirements.
2. Review this entire booklet.
3. Visit with your advisor about Completing the Experience—Step 1 on page 8.



BEFORE YOU BEGIN THE ONLINE MODULES—YOUR LEADERSHIP PORTFOLIO

The most important part of this experience is the reflection—a summary of your personal thoughts and perspectives, and an evaluation of how you'll apply your new knowledge in future leadership experiences.

What does a “portfolio” mean to you? Is it digital or hard copy? Simple or elaborate? A portfolio is an organized presentation of an individual's assets, education, work samples, skills, etc. In this instance, it's an opportunity for you to reflect on learning from your mistakes, identifying areas for improvement, and recognizing your strengths.

You are required to compile a leadership portfolio as you progress through your leadership journey. You must present this portfolio to the ELERC as a final requirement before completing the Exploring Leadership Experience. Step 2, The Learning Process, can be found on page 9.

ARE YOU READY TO MEET WITH THE COMMITTEE?

So you've completed Steps 1 and 2 of the Exploring Leadership Experience. Your next step is to submit your ELE proposal to your Exploring leadership mentor.

Now, the fun begins! It's time to prepare for your interview with the review committee. Review Completing the Experience—Step 3 on page 13 of this booklet. Here's a little inspiration: Check out this short video on crafting a fun and impactful presentation.



Playlist (9 talks)

Before public speaking...

If you've got a presentation to give at work or school — or are perhaps getting ready to speak at a TEDx event? — we recommend these talks to help get you pumped up.



Watch now



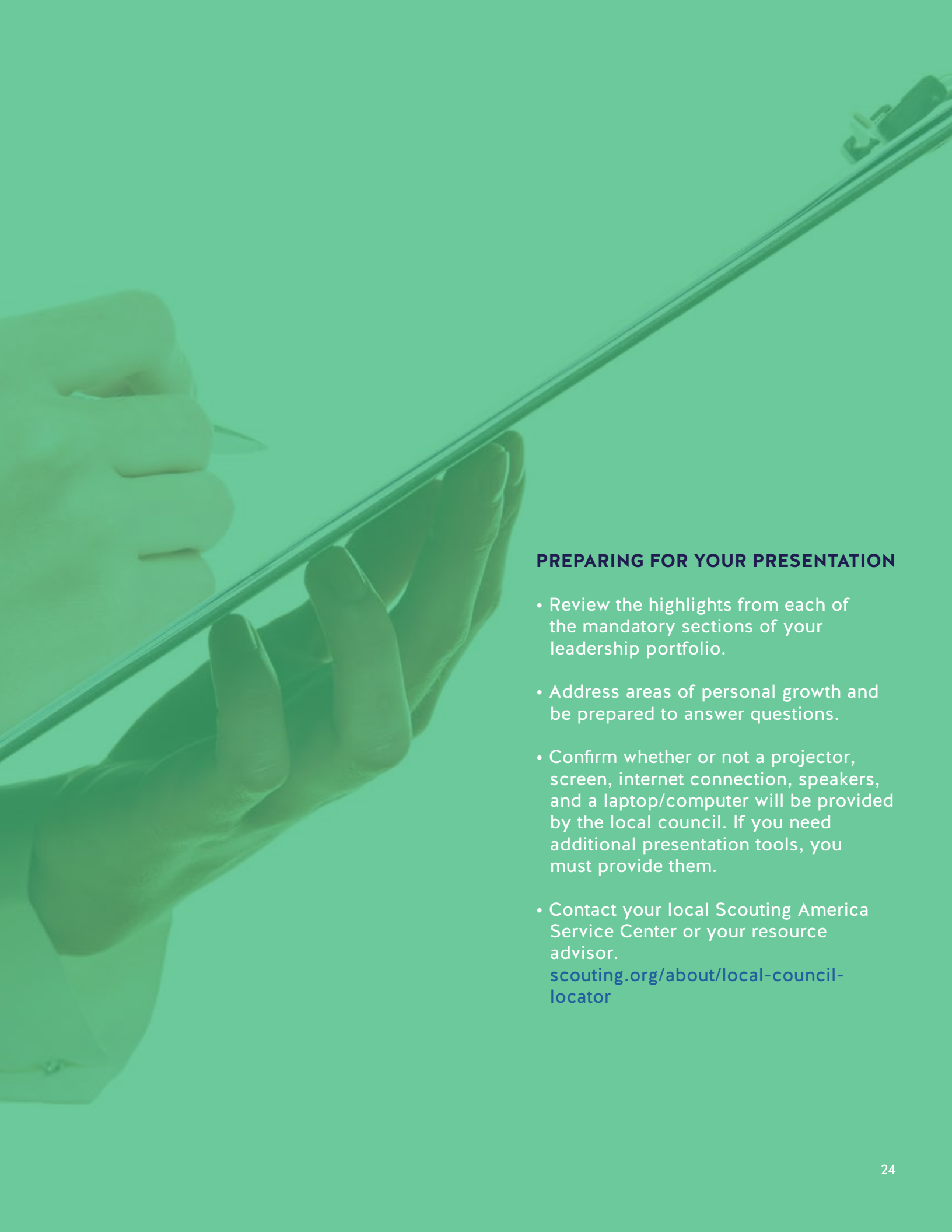
Add to list



Favorite

ted.com/playlists/226/before_public_speaking





PREPARING FOR YOUR PRESENTATION

- Review the highlights from each of the mandatory sections of your leadership portfolio.
- Address areas of personal growth and be prepared to answer questions.
- Confirm whether or not a projector, screen, internet connection, speakers, and a laptop/computer will be provided by the local council. If you need additional presentation tools, you must provide them.
- Contact your local Scouting America Service Center or your resource advisor.
scouting.org/about/local-council-locator

APPENDIX

[Sample Personal Growth Goals >](#)

[Sample Timeline >](#)

[Sample Agenda >](#)

SAMPLE PERSONAL GROWTH GOALS

Your five personal growth goals should align with the five areas of Exploring program emphasis:

- Career Opportunities
- Character Development
- Life Skills
- Leadership Experience
- Citizenship

Tip: Review the Setting SMART Goals activity in the [Exploring Activity Library](#) for tips on writing impactful goals. To help develop goals, use the Smart Goals Worksheet. exploring.org/wp-content/uploads/2025/12/ELE-SMART-Goals-Worksheet.docx

EXAMPLE

LIFE SKILLS GOAL (FOCUS ON PRESENTATION SKILLS)

I will make an impactful and entertaining presentation to the ELERC through the use of visual aids (*list them*) and an organized flow of content. I will know I have reached this goal because the review committee will be engaged (smiling and asking questions) and will approve the completion of this learning journey.

EXAMPLE

CHARACTER DEVELOPMENT (FOCUS ON HONESTY OR ANY OTHER CHARACTER TRAIT)

I will become a more introspective person through the completion of all of the reflection activities in the Exploring Leadership Experience online modules. At the end of the experience, I will have a better understanding of how my actions affect the people around me because I will have had open and honest conversations with them about my actions. I will know I have reached this goal when I am able to predict how my actions will affect another person before I act and before they react.

SAMPLE TIMELINE

These samples are only suggestions on how much time to spend in each phase. Give yourself the time you need to produce meaningful work. TIP: Enter your own “by dates” and add as many benchmarks as you like.

1 day	Advisor validates completed training and helps organize and convene the ELERC for ELE for your completion interview.
1 week	Write personal growth goals.
1 month	Secure a mentor and obtain his or her biography.
1 day	Review, adjust, and approve your personal growth goals, timeline, and mentor selection with your advisor.
4-6 months	Begin ELE learning online modules. (13 modules × 2 weeks each = 26 weeks, or 6 months)
4-6 months	Begin compiling your leadership portfolio based on reflections in the online ELE learning modules.
1 day	Advisor validates completed training and forwards request to council’s Exploring or advancement chair to convene a council ELERC for your ELE completion interview.
2 weeks	Prepare for review committee presentation and interview.
10-20 minutes	Actual presentation
For the rest of your life	Celebrate!

SAMPLE AGENDA

Exploring Leadership Experience Portfolio Presentation

- I. Exploring Leadership Experience Review Committee (ELERC) Introduction and Exploring Leadership Experience (ELE) Overview (5 min)
- II. Explorer ELE Portfolio Presentation (30 min)
- III. Mentor Feedback (5 min)
- IV. ELERC Feedback and Q&A (20 min)

Sample Questions for the Explorer

1. Why did you choose to go through the Exploring Leadership Experience process?
2. In your own words, how do you define leadership?
3. In your own words, how do you define a follower?
4. What was your most challenging experience during the time you spent studying leadership?
5. Which module did you learn from the most, and why?
6. Why is a portfolio important, and why was it important in the Exploring Leadership Experience?
7. What was the process in selecting your mentor, and what stood out that made you make that choice?
8. If asked, what would you do differently with leading a team of people in the future?
9. How will this Exploring Leadership Experience help you with school or your career?
10. What would you tell your best friend about this leadership training experience? Would you tell your parents something different?
11. If you were to work for someone with poor leadership skills, what would you do? What if this person were not a manager but a coworker?
12. How would you improve this leadership training experience?