

PATHFINDER LEADERSHIP AWARD Curriculum

I. Pre-Requisite

A. Be a Master Guide.

THE ROLE AND FUNCTION OF A MASTER GUIDE

Master Guides are called upon to be role models for the junior and teenage youth in the church. They must demonstrate unusual commitment in lifestyle.

BASIC EXPECTATIONS OF MASTER GUIDES

1. To enrich the quality of church life because of their training
2. To become involved in the church youth ministry, especially with the juniors and teens in their organization (e.g., Adventurers, Junior and Teen Pathfinder Clubs, AY Societies, Master Guide Clubs, Youth Clubs)
3. To take an active part in the Pathfinder and AY special services and ceremonies (induction ceremonies, investitures, Pathfinder day, etc.)
4. To initial a trainee's course record card upon request when it is determined that the requirement has been completed satisfactorily
5. To be prepared to organize and participate in evangelistic Pathfinder outreach (Junior/Teen Voice of Youth series, etc.)
6. To cooperate with the church Pathfinder Club Director and AY leader for harmonious youth ministry in the church.
7. To be ready to participate in church community outreach programs.
8. To remain an integral part of the church youth ministry and church family, not to become an isolated group in the church.
9. Where practical, to organize a Master Guide Club, the parent organization of the Pathfinder Club.

MASTER GUIDES IN CHURCH ORGANIZATION

1. **Leadership Role**—Leadership training prepares Master Guides to serve in many church leadership roles. They are frequently called upon to serve as deacons, deaconesses, elders, department leaders, instructors, Sabbath School teachers, etc.
2. **Pathfinder Club**—Master Guides are trained more specifically to assist and lead out in Pathfinder Clubs as counselors, instructors, and directors.
3. **Master Guide Club**—A Master Guide Club should not compete with or take the place of the AY Society or its program. Often there is an overlap of leadership which makes joint function easy; however, where separate organizations are duly elected by the church, frequent counsel and joint cooperation is essential.
4. **Adventurers**—The Adventurer Club is lead by a person appointed by the church, preferably a Master Guide and a specialist in Children's Ministry.

B. Have a Pathfinder Basic Staff Training Course Certificate.

Attend or have completed ten hours of seminar training on the Fundamentals of the Pathfinder Club Ministries. The seminar will cover the following areas:

- History, Philosophy, and Purpose of the Pathfinder Club
- Understanding Pathfinders
- Club Leadership
- Club Organization
- Club Programming and Planning
- Outreach Ministry
- Teaching the Pathfinder Curriculum
- Camping and Outdoor Education
- Drill and Ceremonies
- Teen Leadership Training
- Adventurer Club

C. Be an active Pathfinder staff member.

D. Be an active AY Class Curriculum instructor.

Club Name _____

Staff Position _____ Year _____

Sponsoring Church _____

Describe your role and function to the Pathfinder Club:

II. New Skills Development

Requirement #1

Participants should develop new skills in Pathfinding by attending the scheduled minimum hours of these seminars conducted by the conference Pathfinder Ministries personnel:

A. Administration and Human Relations 8 hours

One of the most important skills for Pathfinder leaders is the ability to efficiently manage the club. This eight-hour section on Administration and Human Relations is designed to enable Pathfinder leaders to perfect their skills of organizing, planning, and managing a local club. The seminar is also designed to encourage leaders to learn the art of communication and discipleship, so that they can minister to Pathfinders in ways that will create a sense of belonging, identity, and commitment.

1. TEAM-BUILDING SKILLS 3 hours

a. GOAL-SETTING

1. Goal-setting helps leaders to uncover their wants, needs, and desires for their future personal or business accomplishments. They may want to learn a foreign language so they can travel to different parts of the world and experience new cultures. Possible goal “seeds” would be to learn the French language, travel to France and experience the French culture, or to see the Eiffel Tower. This type of goal is *innovative*—nice to do. The basic objective would be self-improvement.

2. Writing Goal Statements

A well-defined goal statement is the foundation of goal achievement. The goal is only as good as its statement of intention on how to:

- Fulfill responsibilities
- Solve a problem
- Be creative and innovative
- Have a better Pathfinder ministry or personal life

A goal statement formalizes

- *What* is to be accomplished
- *Who* will be involved
- *When* the activity will be completed
- *How much* cost and resources will be used

Deadlines for goals must leave no room for interpretation.

The SMART way to ensure that all elements of a well-defined goal are included in each goal statement. The SMART goal statement is Specific, Measurable, Action-Oriented, Realistic, Time- and Resource-Constrained. A goal statement that contains each of these elements will provide an excellent basis for setting and monitoring progress and reaching the goal.

SMART GOALS ARE SPECIFIC

Specific means “detailed, particular, or focused.” A goal is specific when everyone knows exactly what is to be achieved and accomplished. Being specific means spelling out the details of the goal. For example:

“Increase Pathfinder membership” is too general for a goal statement because it does not provide any specific information about what is to be accomplished or how to reach the goal.

To be more specific, a goal statement should say something like:

“Increase Pathfinder Club membership by 30 percent this Pathfinder year with a membership drive once per calendar quarter.”

This last statement specifies the desired improvement and leave no doubt about what is to be accomplished or how you plan to reach that goal. Specifying the expected end result is the first step toward creating a SMART goal.

Exercise:	Rate the following statements. Are they specific enough to spell out the details of the desired goals?			
		Too general	Not specific enough	More specific
	1. Wash and clean the car	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	2. Wash and clean the car each week.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	3. Wash and clean the car inside and out each week.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	4. Get more points in the monthly Pathfinder report.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	5. Get more parents involved in the Pathfinder Club.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	6. Get 50% of club members invested in advanced AY classes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	7. Pray more often.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	8. Learn a Memory Gem each month.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	9. Study my Sabbath School lesson one hour every day.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
See answers on page 8.				

Write examples of five specific Pathfinder statements:

1. _____
2. _____
3. _____
4. _____
5. _____

SMART GOALS ARE *MEASURABLE*

Measurable goals are quantifiable. A measurable goal provides a standard for comparison, a means to an end, a specific result; it is limiting. Each goal must be measurable—it must have a method for comparison that indicates when the goal is reached. Doing something *better, more accurately, or precisely* does not provide the quantifiable measurement necessary to determine goal achievement; these words are too ambiguous to measure outcome. For example, “Increase Pathfinder membership” is a specific statement, but to be *measurable*, it needs the addition of “30 percent this Pathfinder year.” This addition provides a standard for comparison and progress measurement. Counting membership each calendar year will indicate when progress is made and will determine when the 30 percent increase is reached.

Exercise: Check “Yes” or “No” to indicate whether each of the following is a measurable outcome.

- | | | |
|--|---------|--------|
| A. Provide better programming to all my Pathfinders. | ___ Yes | ___ No |
| B. Answer every letter received within five work days. | ___ Yes | ___ No |
| C. Significantly reduce the number of Pathfinder complaints. | ___ Yes | ___ No |
| D. Lower the number of complaints by 50% of current levels. | ___ Yes | ___ No |
| E. Add only very committed individuals to the staff. | ___ Yes | ___ No |

See answers on page 8.

Remember, *measurable* statements must be quantifiable, a standard for comparison, and limiting.

Write a measurable statement here: _____

SMART GOALS ARE *ACTION-ORIENTED*

Action-oriented means that the goal statements indicate an activity, a performance, an operation, or something that produces results. Action-oriented goal statements tell what is to be done to reach the goal. This action is indicated by use of an action verb, which will describe the type of activity to be performed. Here are some examples of action verbs:

evaluate investigate appraise influence inform restrict

For example, in the statement “Increase Pathfinder membership,” the verb “increase” indicates that the expected result is to raise the membership from the existing level to a more desirable level.

What are some more action-oriented verbs that indicate expected performance?
