

2011 SC District TLT

- Presenter's Notes -

Opening – SPL

Welcome – “Good Evening!!!”

- Explain that each Scout is here because the adult leaders in your Troops see great leadership potential in you.
- During this TLT, you will learn lots of new acronyms, phrases, and techniques to help you become a better leader. It is important to note that few people are born leaders. The good news is that most people can learn to be one.
- This is an experimental District-wide TLT – you are guinea pigs!! The goal is to make the TLT fun yet educational. At the end of tomorrow's session, we will conduct a Start-Stop-Continue survey so that we can improve for future events.
- Everybody is expected to participate – we will try to make sure we do not pick the same few Scouts for every question.
- We encourage all of you to consider attending NYLT in June, as we will have time to go over less than 1/3 of what you would learn attending the week-long NYLT.
- Housekeeping issues: toilets; drinking cups; off-limits areas; how the sessions will work; doing things & sitting as Patrols; no cell phones/Ipods/etc. allowed; other.

Introduce Adult Leaders

Establish Patrols – Scouts will go to their assigned breakout tables

Importance of Leadership

- Play video
- Make list of good leader traits on a flip chart
- Reflection & discussion

Teaching EDGE slides

The Teaching EDGE

4-1

At the end of this session, each participant should be able to:

- List and describe the four steps of The Teaching EDGE (*Explain, Demonstrate, Guide, Enable*)

The Teaching EDGE

- Explain
- Demonstrate
- Guide
- Enable

This is how we train or teach one-on-one.

4-3

Explaining is important because ... (It clarifies the subject for the learner AND for the instructor. That's why I began teaching compass use by explaining the process of taking a bearing.)

Demonstrating is important because... (It allows learners to see as well as hear how something is done. They can follow the process from beginning to end. That's why I showed you the steps in taking a bearing.)

Guiding is important because... (It allows learners to learn by doing. It allows the instructor to see how well learners are grasping the skill. That's why I had you take compass bearings while I coached you through the process.)

Enabling is important because... (It allows learners to use the skills themselves. It also encourages repetition—an important part of mastering a skill. That's why I encouraged you to continue taking bearings even though I had stepped into the background. I wanted you to keep practicing until you really owned the skill.)

Summary

- The Teaching EDGE

- Explaining
- Demonstrating
- Guiding
- Enabling

4-6

Explain that the Teaching EDGE will be used at the (3) upcoming round robin Scout skills training stations. Patrols will be paired up by the SPL.

Each skill will be *Explained*, *Demonstrated*, then you will be *Guided* through them. *Enabling* occurs with continued practice.

Close by emphasizing that whenever participants are in teaching and leadership situations, The Teaching EDGE will get them through.

(From the main Agenda)

Breakout to the Scout Skills Training Areas

- The SPL will dismiss pairs of Patrols to one of the (3) skills training areas, then rotate them every 20 minutes.

Re-convene as a Troop, say grace, get pizza, return to Patrol areas.

- The SPL will dismiss Patrols to get pizza one at a time. Make sure he tells them that the PL and APL always eat last. Patrols will eat at their assigned tables.

Conduct Sample PLC

- SPL will lead a sample PLC during the snack.

Leader Induction Ceremony

- The new PL's and APL's will be inducted into the Troop.

Team Building Game – Tennis ball toss

- Patrols move to their breakout tables.
- ASM's lead Patrols in the game.
- The Troop will re-convene for reflection and discussion

Free Time

- Explain where they will get breakfast tomorrow morning.
- Scouts can retrieve their gear and move it to the gym. Leave one end clear to play sports.
- If they want to play board games or cards, they can return to the TLT training room and use the tables.
- Lights out time TBD

Reveille, Grace, Breakfast

- Eat in the TLT room with their Patrols

Warm up Games – groups of 2 Patrols

- Yurt Circle; Everybody up; (weather permitting) moon ball

Video Sessions begin:

Setting Your Goals

2-1

Learning Objectives:

- Explain what a goal is.
- Describe and use the SMART Goals tool
- Write personal and team goals that pass the SMART Goals test.
- Help their patrol determine the goals that will allow members to fulfill the vision of success they have developed for their JLT patrol.

Eating an Elephant

How can you eat an elephant?

One bite at a time!

How can you fulfill a vision?

One goal at a time!

2-3

Here's an old Boy's Life Think and Grin joke:

Question: How can you eat an elephant?

Answer: One bite at a time!

How can you fulfill a vision? One goal at a time.

If vision is the elephant, goals are the bites that allow you to eat the elephant.

Goals



- Goals are the steps toward your vision.
- For example, to climb Mount Everest, a team may have goals of establishing four camps as way stations.

2-4

Goals are the steps you complete to fulfill a vision. They are the bite-sized pieces of the vision you can accomplish one at a time. Fulfilling a vision might require just a few goals or it might take many.

To climb Mt. Everest, a mountaineering team might have as goals establishing four intermediate camps on the mountain. Climbers going to the summit can then spend a night at each camp on the way up. By breaking up the ascent into four segments, they will have a much greater chance of success than if they tried to climb the entire mountain all at once.

Goals

Goals are like:

- The rungs of a ladder
- The footsteps of a journey
- The bites of a...very large meal

2-5

Sum it up:

There are many ways to think of goals -- as the rungs on a ladder, as small footsteps of a long journey, as the bites of an elephant. There are short-term goals -- things you can accomplish right away.

Setting goals -- and then reaching them -- is the pathway to fulfilling a vision. That's the way to eat an elephant -- one bite at a time.

Setting Your Goals

Part One

Play

2-6

Setting Your Goals

Vision is what success looks like.

How do you realize a vision?

One goal at a time.

2-7

Summarize the video:

Vision is what success looks like. It's the dream of the astronaut standing on the moon. It's the vision of mountain climbers reaching the top of Everest. Vision is the elephant. How do you eat an elephant? One bite at a time. How do you realize a vision? One goal at a time.

Introduce SMART Goals:

You don't want to waste time chasing after goals that won't get you any closer to fulfilling your vision. Goals that are *SMART* will lead you in the direction you want to go.

Personal Goals

Vision: becoming an Eagle Scout

What are some goals that
would lead to achieving
this vision?

2-11

In that video we saw some impressive examples of visions of success. Many of you have had a vision of success that includes becoming an Eagle Scout. As you know, that's a mighty big elephant. You're not going to earn the Eagle rank overnight.

What are some of the goals that would lead a Second Class Scout toward fulfilling that vision of achieving the most out of Scouting?

Organizing Goals

- Some goals can be achieved in a short amount of time.
- Others are long-term goals that might require a number of smaller steps.
- Organizing goals is part of *planning*.

2-12

We can't complete every goal at the same time. There has to be some order in how we address them. Furthermore:

- Some goals can be achieved in a short amount of time.
- Others are long-term goals that may require a number of smaller steps to complete.

Vision–Goals–Planning

- Vision: What success looks like
- Goals: The steps to the vision
- Planning: How to achieve each goal

2-13

Organizing goals and figuring out how to achieve them in the most effective way requires a little something called *planning*. We'll cover some effective ways to do just that in the JLT session on Planning, and then we'll have all the pieces of Vision-Goals-Planning:

Vision—What success looks like. (It's the whole elephant.)

Goals—The accomplishments leading to fulfilling the vision. (The bites we can take to eat the elephant.)

Planning—How we will achieve each goal. (Where we'll get the forks, how much catsup we'll need...)

Summary

- Goals are the steps that lead toward fulfilling a vision.
- Having goals makes accomplishment more likely.

You can choose to be adrift on a boat with no rudder, or you can build the rudder and get where you want to go.

2-14

Preparing Your Plans

2-15

At the end of this session, each participant should be able to:

- Understand the value of planning as a step in reaching goals and fulfilling visions
- Plan an event or activity using the *What/How/When/Who Planning Tool*
- Set priorities by categorizing tasks into categories
- Use planning to help manage time
- Determine a next step when a plan does not deliver the desired outcome

Vision–Goals–Planning

- Vision is what future success looks like.
- Goals are the means of fulfilling a vision.
- Planning is a means of efficiently fulfilling goals.

2-16

Review these concepts:

- Vision is what future success looks like. “If you can see it, you can be it.”
- Goals are the means of fulfilling a vision. “Vision is the elephant. Goals are the elephant’s bite-sized pieces.”

Add one more:

- *Planning* is a means of efficiently reaching goals.

Planning



- Vision: to reach the summit of Mount Everest
- Goal: Four camps
- Planning: What to do to establish the first camp

2-17

We've been talking about the team of mountain climbers wanting to reach the summit of Mt. Everest. That is their vision. They can see themselves standing on the top.

Among the goals they've established to realize their vision is the establishment of four camps at ever higher points on the mountain. Those are goals that will get the climbers a long way toward fulfilling their vision.

Planning Tool

What	How	When	Who

2-18

Big goals can require that lots of things get done. Planning helps you make sure you haven't forgotten anything and that everything is completed in an efficient way.

We're going to look at a very good planning tool you can use to organize your planning. You'll want to pay attention, because we're going to challenge each patrol to plan your own lunch. If you plan it well, you'll have a terrific meal. If your plans aren't very good, well, good luck.

A simple but very effective planning tool is the *What/ How/ When/ Who Planning Tool*.

Perhaps you have a vision of achieving *Honor Patrol* status. One of the needed goals is to perform a Patrol service project. Think about some other visions for your Patrol when you go back to your units.

Start–Stop–Continue Tool

- Start—What should we start doing that will make things better?
- Stop—What should we stop doing because it isn't helping?
- Continue—What should we continue doing because it is working well?

2-19

Let's look at the three parts of SSC—

Start “What should we be doing that will make things better?”

Stop “What should we stop doing because it isn't helping?”

Continue “What is working well that we want to continue doing?”

SSC is a tool to be used to provide constructive ways to improve. It is two positives with a negative sandwiched in between.

Summary

- Planning is a means of efficiently reaching goals.
- Goals are the steps leading toward fulfilling a vision.
- Vision is what future success looks like.
- The Planning Tool organizes reaching a goal into four parts:
 - What has to be done
 - How to do it
 - When to do it
 - Who will do it
- Start–Stop–Continue is a effective tool for testing the effectiveness of your plans.

2-20

- Why plan? Planning is essential for reaching your goals. Goals are steps to fulfilling your vision.

Planning is a means of efficiently reaching goals.

Goals are the steps leading toward fulfilling a vision.

Vision is what future success looks like.

- To accomplish goals, you must have good planning.
- The Planning Tool organizes reaching a goal into four parts:

WHAT has to be done.

HOW to do it.

WHEN to do it.

WHO will do it.

- *Start/Stop/Continue* is an effective tool for testing the effectiveness of your plans. It can be used whenever evaluation is appropriate.

Tools for planning work only if you use them. The success of the patrol lunches and the pioneering projects will be largely determined by the effectiveness of the planning that went on ahead of time.

Developing Your Team

3-1

At the end of this session, each participant should be able to:

- See that a team is a group of people working toward the same goals and vision.
- Describe the phases that a patrol or other team will experience as members move toward achieving a goal or learning new skill. (*Forming, Storming, Norming, Performing*).
- Discuss how knowledge of the four phases can enhance the ability to lead a patrol or other team.
- Understand the importance of celebrating success when a patrol or other team reaches a point when it must disband or when its membership will change significantly.

What Is a Team?

- A team is a group of people who share a common vision.
- They work together to complete goals that will help them realize their common vision.
- They support and depend on one another.

3-2

What is a Team?

Ask the group for examples of teams. (Sports teams, academic teams, church teams, Scout patrols...)

What makes those teams rather than just groups of people?

Entertain answers, leading the group to the idea that:

“A team is a group of people who share a common vision. They work together to complete goals that will help them realize their shared vision. They support and depend on one another.”

Teams and Scouting

“The patrol method is not a way to operate a Boy Scout troop, it is the only way. Unless the patrol method is in operation, you don’t really have a Boy Scout troop”

-- Robert S. S. Baden-Powell

3-3

Teams and Scouting

When Baden-Powell started Scouting, he was thinking teamwork all the way. Here’s what he had to say:

“The patrol method is not a way to operate a Boy Scout troop, it is the only way. Unless the patrol method is in operation you don’t really have a Boy Scout troop.”

The BSA is built on the patrol method. A patrol is a team. It has a vision. Its members work toward goals they all believe in.

Being in a patrol is a good way to learn how a team operates and how it can succeed. You can also use what you learn here in any team setting—in school, for example, and in your neighborhood, family, and church.

Team Stages

Teams progress through four stages:

- Forming
- Storming
- Norming
- Performing

3-4

PHASES OF TEAM DEVELOPMENT

One of the most valuable things to know about teams is that they progress through stages. It's happening to your JLT patrol right now.

Recognize which stage a team is in—whether it's a patrol or some other team—and you will have a much better idea of how to move it forward. You can be a far more effective member of the team.

The development of a team occurs in a series of four clear stages:

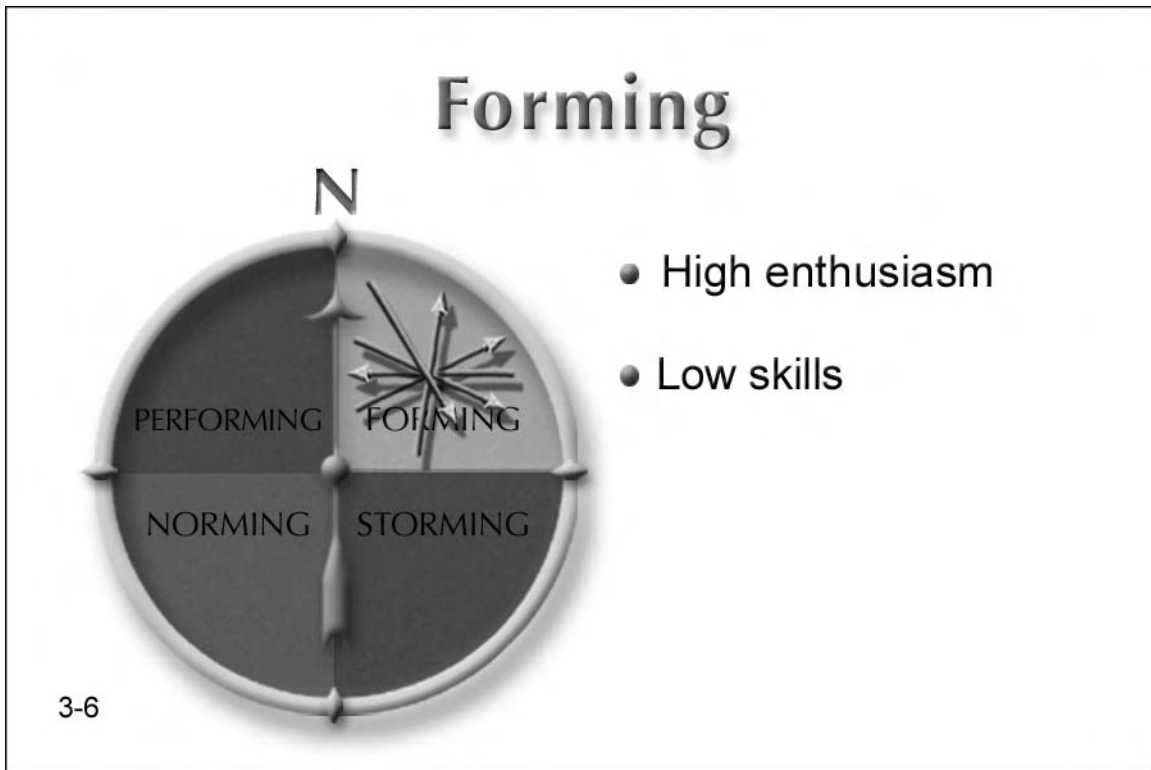
- Forming
- Storming
- Norming
- Performing

Developing Your Team

Part One

Play

3-5



Forming Stage:

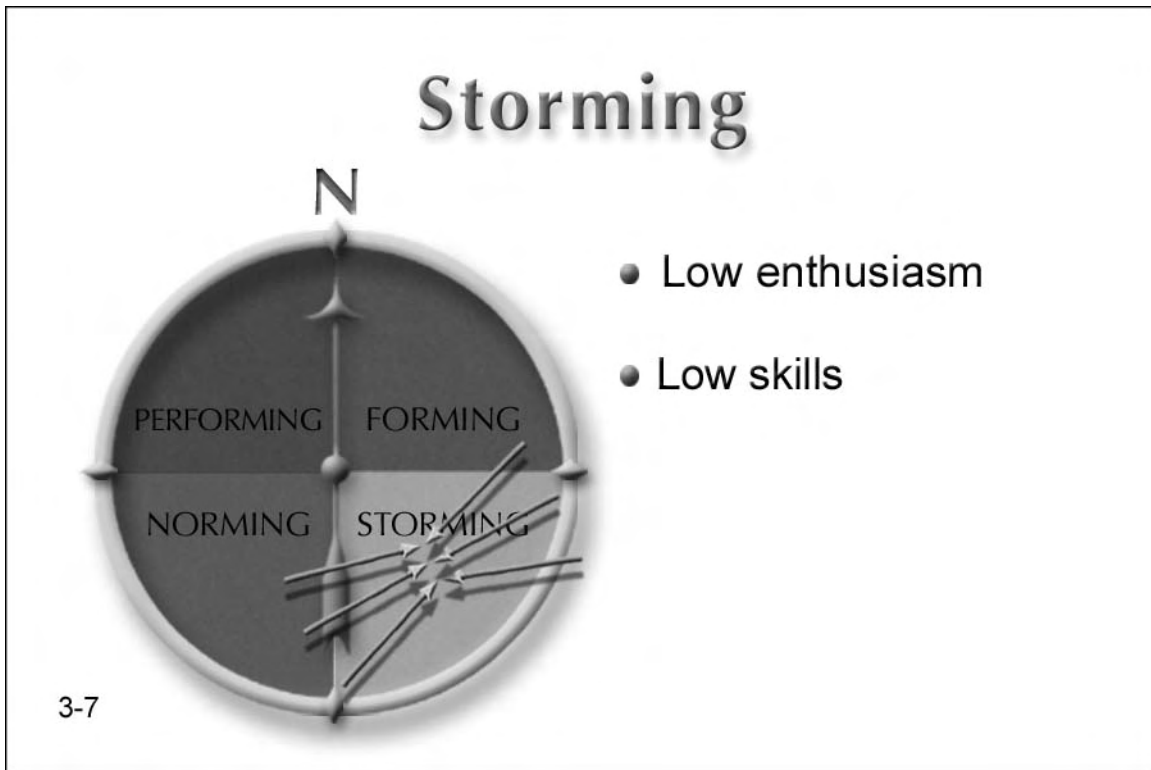
You are just starting out. You were probably eager to be a part of the group, but weren't sure yet what was expected of you. You had just gotten here and didn't have time yet to master many of the skills of JLT.

Motivation in your patrol was probably high.

Skills at being a JLT patrol were probably low.

Every newly-formed team goes through the Forming stage.

Every team, even one that has been together a long time, goes through Forming when its members set off to learn a new skill or reach a new goal.



Storming is the second phase of team development. It's almost always going to happen.

You've been together as a JLT patrol long enough to realize how much is left to do.

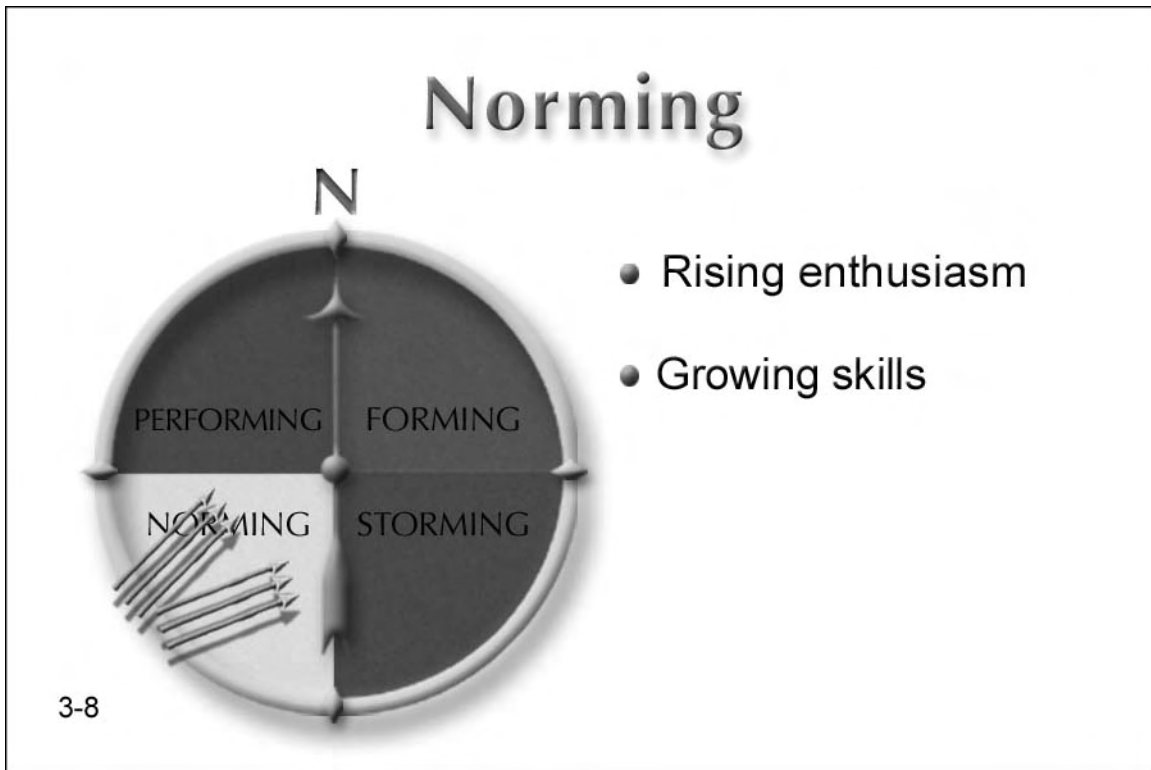
Motivation in your patrol has probably dropped from when you first formed.

Skills at being a JLT patrol are probably still not what you need to function smoothly.

Storming is part of the process of a team developing and getting better.

Every newly-formed team, after it has been together awhile, goes through Storming.

Every team, even one that has been together a long time, goes through Storming as they are learning a new skill or working to reach a new goal.



Norming is the third phase of team development. It's almost always going to happen.

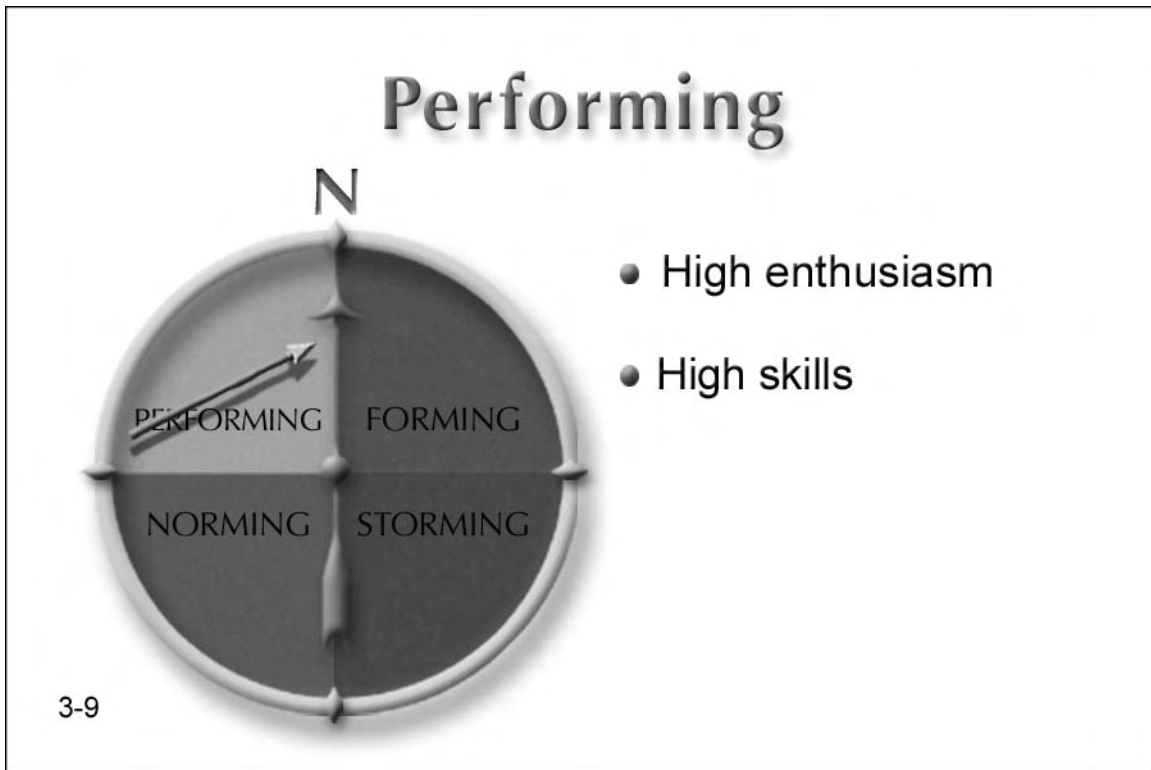
You've been together as a JLT patrol long enough that your skills are growing and you are becoming better at working together.

Motivation and enthusiasm are growing, but you still look ahead and see there is much to do and much to learn.

Norming is part of the process of a team developing and getting better.

Every newly-formed team that is progressing will reach the Norming phase.

Every team, even one that has been together a long time, goes through Norming as they are learning a new skill or working to reach a new goal.



Performing is the fourth phase of team development.

A team has developed the skills they need to achieve the goals that challenge them. They are working together well.

Motivation and enthusiasm are high. The team is eager to push ahead and achieve all they can.

Performing is part of the process of a team developing and getting better.

Every newly-formed team that is progressing should strive to reach the Performing phase.

Every team, even one that has been together a long time, strives toward the Performing phase as they are learning a new skill or working to reach a new goal.

Developing Your Team

Part Two

Play

3-11

Summary

- All teams go through four stages of development.
- The skill level and enthusiasm of a group are clues to the group's current stage of development.
- By recognizing the stage of a team, you can be a more effective leader.
- The leadership compass is a strong reminder of the stages.

3-12

Scout patrols, church groups, athletic teams, orchestras, school groups—in fact, all teams—go through four stages of development. Whenever people set out to reach goals and realize a vision, they will experience the phases of team development.

The level of skill of a group and their level of motivation and enthusiasm are clues that can be used to identify a team's current stage of development.

By recognizing the stage of a team's development, you can be more effective as a member of that team and as a force in helping it move to the next stage.

The JLT compass is a strong reminder of the phases. As we continue through this JLT course, use the compass and what you have learned in this session to identify the development stages of your patrol. You can use that knowledge to help your team progress.

The Leading EDGE

3-27

At the end of this session, each participant should be able to:

- Discuss ways the Scout Oath and Law provide an ethical foundation for leadership
- Explain what is meant by servant-leadership, and talk about the benefits of that idea of leading.
- List the four leadership approaches included in The Leading EDGE (*Explaining, Demonstrating, Guiding, Enabling*) and tell which approach is most appropriate for each phase of team development.

Patrol Leader Duties

- Represent your patrol.
- Keep patrol members informed.
- Take a key role in planning, leading, and encouraging.
- Help the patrol prepare to participate in all troop activities.
- Learn about the abilities of other patrol members. Fully involve them in patrol and troop activities.

3-28

All of these duties seem reasonable. They will all make a patrol function better. How many of them are for the good of the patrol leader and not the patrol members?

Patrol Leader Duties

- Attend training.
- Encourage patrol members to complete advancement requirements.
- Set a good example for your patrol.
- Devote the time necessary to be an effective leader.
- Work with others in the troop to make the troop go. Live by the Scout Oath and Law.

3-29

As a patrol leader you will:

- Represent your patrol...
- Help patrol members...
- Learn about...other patrol members...
- Encourage patrol members...
- Set a good example for your patrol...
- Work with others...

Look at those key words:

Represent. Help. Learn about. Encourage. Set a good example. Work with.

Servant Leadership

- The most effective leaders put those whom they are leading first.
- A good leader sees himself as serving those he leads, enabling their success.
- This is servant leadership.

3-30

The most effective leaders put those they are leading first.

Instead of thinking of himself as “the boss,” a really good leader sees himself as serving those he leads. He is always looking for ways to make their experience better, to help them learn new skills and succeed in reaching goals, and to take on as much responsibility as they are able.

Some people call this “servant-leadership”—The leader is serving the needs of those he leads.

Leadership and Character

Successful leadership is based
on the values defined by the
Scout Oath and Law.

3-31

Where does caring leadership come from? Where's the roadmap to show you the way to become that kind of effective leader?

The answer is in the last of those patrol leader duties listed in the *Patrol Leader Handbook*. Remember what it was?

Live by the Scout Oath and Law.

Scout Oath

*On my honor I will do my best
to do my duty to God and my country
and to obey the Scout Law;
to help other people at all times;
to keep myself physically strong;
mentally awake, and
morally straight.*

3-32

do my duty to God and my country...

Leadership that helps people achieve all they can strengthens our nation and encourages us to fulfill the responsibilities of our beliefs

to help other people at all times...

Leaders who put others before themselves are practicing the kind of servant-leadership that encourages all persons to achieve at their highest levels

to keep myself physically fit, mentally awake, and morally straight...

A good leader needs to be ready to take advantage of leadership situations. He stays in shape so he can keep up with his patrol on the trail. He learns all he can so he has skills to help his patrol achieve its goals. He tells the truth, respects others, and can be trusted...qualities that are essential to effective leadership.

Scout Law

A Scout is:

*Trustworthy, Loyal, Helpful, Friendly,
Courteous, Kind, Obedient, Cheerful,
Thrifty, Brave, Clean, and Reverent.*

3-33

Much BSA literature proclaims that leadership should be ethically based, and the Scout Oath and Law provides that ethical foundation. By examining the Oath and Law from the point of view of leadership, participants can see the degree to which that is true, and the importance of keeping the Oath and Law in mind as they make leadership decisions.

Leadership is the use of your knowledge and your character to bring others closer to achieving a shared vision.”

We make personal choices about the values we hold. We have the Scout Oath and Law to guide us, and we have many examples of people we know whose character we admire and whose qualities we want to have in our own lives. That is our foundation for effective leadership.

On top of that foundation we build tools of leadership that help us make the most of our values when we are in positions of leading others.

The Leading EDGE

- Explaining
- Demonstrating
- Guiding
- Enabling

3-34

Effective leaders nearly always have more than one leadership style. A key to good leadership is to match the style of leadership to the situation.

We've discussed that already in terms of teaching skills to individuals. The phrase we used for deciding which kind of teaching style to use was *The Teaching EDGE*. The letters of the word EDGE stood for *Explaining, Demonstrating, Guiding, Enabling*).

The same approaches can be used when leading a patrol or any other team. We'll call this *The Leading EDGE*. Again, the letters of the word EDGE stand for *Explaining, Demonstrating, Guiding, Enabling*.

The Leading EDGE

Part One

Play

3-35

The Leading EDGE

Team Development Stage	Best Leadership Approach
Forming	Explaining
Storming	Demonstrating
Norming	Guiding
Performing	Enabling

3-36

Team Stage: *Forming*... (high enthusiasm, low skills) – Leadership: *Explaining*

- Enthusiasm and motivation for doing something new are high, skills are low.
- An effective leader will do lots of careful explaining to help a patrol understand exactly what to do and how to do it.

Team Stage: *Storming* (low enthusiasm, low skills) Leadership: *Demonstrating*

- A patrol has been at it long enough to realize that the tasks ahead are not easy. They understand there is still plenty of work to do. As a result, enthusiasm and motivation are low. Skills are still low, too.
- An effective leader will continue to make things clear by showing the team how to succeed.

Team Stage: *Norming* (growing enthusiasm, growing skills) Leadership: *Guiding*

As a patrol keeps at it, their skill level will rise. They still realize the goal is some distance away, and so their motivation and enthusiasm can still be somewhat low. A leader will need to guide the patrol—giving members more freedom to figure out things on their own, supporting them with encouragement, and providing support when they need it.

Team Stage: *Performing* (high enthusiasm, high skills) Leadership: *Enabling*

A patrol has reached the point where they can act independently and be very productive. Skills are high and so is enthusiasm and motivation. A leader offers patrol members plenty of freedom to make decisions on their own and to keep moving ahead. A leader can help the patrol evaluate future progress by using SSC—Start, Stop, Continue.

The Leading EDGE

- When a team starts to learn a new skill or work toward a new goal, it will go back to the Forming stage.
- A team can slip back to a previous stage if it runs into barriers or has failures, or if it loses or adds members.
- A leader should adjust his approach to match the current stage of team development.

3-37

Add that leaders should be aware that when an experienced patrol starts to learn a new skill or sets out toward a new goal, the team will be back in the Forming stage.

A team that runs into roadblocks along the way may slip backwards one or two stages. A patrol that has become skilled at backpacking—the Performing stage—discovers they don't have enough fuel to cook their meals the last two days of a trip. Members slip back to the Storming stage—they are angry with one another, frustrated, and at odds.

A good leader will adjust his leadership style to match the current development phase. The leader of a patrol that is storming will *Demonstrate* problem-solving ways to move forward to the Norming stage. He will also demonstrate appropriate behavior for team members to model, even though the situation they are in might be tough.

The Leading EDGE

Interactive

Play

3-38

Leadership Hints

- Shared values are a foundation of any team.
- Offer a vision of success.
- Recognize achievement differences.
- Model ideal behavior.
- Acknowledge differences.
- Respect and value others.
- Make meetings count.

3-39

Shared values are a foundation of any team.

The Scout Law and Oath are expressions of the BSA's values. Rely on them as you are making ethical choices in troop leadership.

Offer a vision of success.

The troop's annual program plan is a blueprint for exciting activities and outdoor adventures. Use it to focus Scouts' energies and enthusiasm.

Recognize achievement differences.

Some Scouts move through skills learning and advancement faster than others. Give additional assistance to Scouts taking more time to learn skills and to gain Scouting experience. Offer advanced Scouts added responsibilities and leadership positions.

Model ideal behavior.

The kind of behavior and achievement you expect from everyone in your troop. Be what you want them to be. Have high expectations for yourself, and expect the best in others.

Acknowledge differences.

Look for ways to draw on individual strengths of Scouts to the advantage of the entire troop. Develop trust by keeping the interests of troop members in mind.

Respect and value others.

Help each Scout feel that he has something important to contribute to the success of his patrol and troop. He does.

Make meetings count.

Get outdoors and have adventures. Working through the Patrol Leaders' Council, develop an exciting program plan, then carry it out.

Overcoming Disappointments

- Communicate clearly, listen actively, and encourage open discussion.
- Recognize accomplishments and offer encouragement and reassurance.
- Use the stages of team development to determine which style of leadership to use.
- Use Stop–Start–Continue to help find solutions.

3-40

Now and then a patrol or troop may become discouraged. Perhaps Scouts are discovering the reality of the challenges facing them. A campout or other planned activity that didn't go very well may cause some Scouts to become frustrated.

You will be tested as a leader when the spirits of patrol or troop members are down.

When that happens, draw upon your abilities to communicate clearly, listen actively, and encourage open discussions.

Recognize accomplishments and offer encouragement and reassurance to those Scouts who are making efforts to achieve.

Try to identify the stages of team development of patrols and of the entire troop, and use that information as a guide for determining which styles of leadership to use.

SSC—*Stop/ Start/ Continue*—can be an effective tool for you to discover what is at the root of troop members' discontent, and for helping Scouts find their own solutions to a discouraging situation.

Celebrating Success

- Celebrate milestones, accomplishments, and achievements.
- Document patrol and troop histories with scrapbooks or photo albums.

3-41

Patrols in your troop achieve significant milestones, or even complete their time together as a tight-knit group. Members of some patrols may be moving on to form a Venture crew, for example, and members of a new Scout patrol may have reached a level of experience and advancement to be ready to join the regular patrols of the troop.

Whatever the case, celebrate the many accomplishments that troop members have enjoyed during their time together. Documenting patrol and troop histories with a scrapbook or photo album can be an enjoyable way to create an overview of all that the Scouts have accomplished.

Summary

- Effective leadership is built on a foundation of the Scout Oath and Law.
- An effective leader is a servant leader, putting others ahead of himself.
- The Leading EDGE—Explaining, Demonstrating, Guiding, Enabling—defines approaches useful for different stages in team development.

3-42

Important aspects of leadership to remember are these:

- Effective leadership is built on a foundation of the Scout Oath and Law.
- An effective leader is a *servant-leader*, putting others ahead of himself.
- Everyone has his own style of leadership. Proven tools of leadership can help you improve your style.
- Among the most powerful leadership tools is *The Leading EDGE*. That stands for *Explaining, Directing, Guiding, and Enabling*. Each approach is useful for a certain stage in the development of a patrol or any team.

Resolving Conflict

4-7

At the end of this session, each participant should be able to:

- Discuss several ways that good leadership can minimize conflict
- Describe how to use EAR as a tool for resolving conflicts. (*Express, Address, Resolve*)
- List several communications skills important for resolving conflicts
- Explain when it is appropriate to involve adult Scout leaders in conflict resolution

What Is Conflict?

- Conflicts occur when people disagree and seem unable to find a solution.
- As a leader, you sometimes will need to resolve conflicts.
- Conflicts can be minor or so large that they can damage troop spirit.

4-8

Conflicts can occur when people disagreeing with each other seem unable to find a reasonable compromise. The roots of these disagreements can arise from many sources including differences in personality, values, and perceptions.

As a patrol and troop leader, you will occasionally need to handle the differences that arise between members of your troop. Conflicts may be minor or they may fester into something that can damage troop spirit and the ability of the Scouts to work together effectively.

Resolving Conflict

Steps to resolve a conflict:

- Be aware of yourself.
- Be aware of others.
- Listen.
- Use your EAR.

4-9

Even with the best leadership, there are bound to be occasional difficulties between two people, between groups of people, or between one person and a number of others. The signs of trouble brewing may be small—someone becoming withdrawn and quiet, for example. Or the signs may be obvious—shouting, high levels of emotion, etc.

If you are a patrol leader or senior patrol leader, you may be in an official role in which you are expected to step in to resolve a conflict. Or you may simply want to help a couple of your friends work through a disagreement.

Whatever the case, there is a proven set of steps to follow to resolve a conflict:

1. Be aware of yourself
2. Be aware of others
3. Listen
4. Use your EAR

Be Aware of Yourself

- If you are upset or angry, it affects how you relate to others.
- Be aware of your own emotions.
- You may need to call a time-out to let your emotions cool down.

4-10

How do we respond when we are hearing something we don't want to hear?
When a speaker is angry? When we are tired or hungry?

- A key to resolving conflict is being aware of ourselves. If we are upset or angry about something, it may affect how we relate to others.
- Be aware of your own emotions. Take a deep breath. Count to ten. If you need to, count to a hundred.
- It may require calling a time-out to let emotions cool down.

Be Aware of Others

Being aware of others helps you adjust the situation for a good outcome.

- Be aware of their physical comfort and other factors that might be affecting their emotions. Consider taking a break if necessary.
- Consider the location. Meet away from the rest of the group if possible.

4-11

Being aware of yourself will help you remain as calm as you can and stay focused on finding a solution. Being aware of others will help you adjust the situation to increase the possibility of a good outcome.

- Be aware of their physical comfort, hunger levels, and other factors that could be affecting their emotions. You might want others to take a break before discussing the problem.
- Consider the location of a discussion, too. Ideally, you will want to meet out of the hearing of the rest of your group. That will give everyone a chance to air concerns without an audience.

Listen

The better the information you have, the greater your chances of finding a solution.

- Listen carefully to what others are saying, not judging until you hear everyone's story. Be aware of tone of voice, body language, and other clues.
- Understand what each person is expressing—what **he** wants and what **he** is willing to do to get there. Then clarify that the solution lies with *all* parties.

4-12

The better the information you have, the greater your chances of finding a workable solution to a conflict.

- Listen carefully to what others are saying, withholding judgment until you've gotten everyone's side of the story. (In addition to hearing the words, be aware of tone of voice, body language, and any other clues to what a person really means.)
- Understand what each person is expressing—what *he* wants and what *he* is willing to do to get there. Then clarify that the solution lies with *both* parties.

E A R

EAR is a tool for resolving conflict. Ask the people involved to:

- Express—What you want and what you are doing to get it
- Address—Why it is working or not working
- Resolve—What ways there are to solve the situation

4-13

EAR represents three steps in resolving conflicts:

1. **Express**...What you want and what are you doing to get it.
2. **Address**...Why is that working or why that is not working.
3. **Resolve**...What ways there are to solve the situation.

Discuss with the group why these questions, asked in this order, can help resolve conflicts. What is the intent of each question? What is the power of each question?

All of the questions are focused on the person/persons experiencing a conflict. You as the person asking the questions are keeping yourself out of the debate as much as possible. You are offering others a sounding board, a fresh way of thinking about the situation, a chance to figure out answers for themselves.

Communication Skills

Good communication skills are important in resolving conflicts:

- Neutral Position
- Feet
- Hands
- Mouth
- Eyes
- Ears

4-14

Communication Skills

Listening is the most important communication skill for conflict resolution:

- Use your ears more than your mouth.
- Encourage others to talk but offer no judgments.
- Make sure you hear the message, and put it in your own words.
- Use *EAR—Express, Address, Resolve*—to find answers to conflicts that work for everyone.

4-15

Of all communications skills, the most important for conflict resolution is listening.

- Use your ears much more than your mouth. Let each party express what their concerns are.
- Encourage others to talk but offer no judgments. “I got it,” is an appropriate response.
- Make sure you hear the message. Put it in your own words. “This is what I hear you saying....”
- Use *EAR—Express, Address, Resolve*—to find answers to conflicts that work for everyone.

Look Out for the Little Guys

- A healthy Scout troop will have youth members of different ages.
- Age differences can be a source of conflict.
- Leaders need to be aware of the experience of younger Scouts.
- Speak up any time you become aware of older Scouts picking on younger boys.

4-16

A healthy Scout troop will have youth members of a variety of ages—from eleven to eighteen. The youngest members are essential to bringing new energy into the troop. Older Scouts have experience and skills they can share with younger members, and can serve in roles of increasing leadership.

- Age differences can sometimes be a source of conflict.
- As patrol leaders and senior patrol leaders, JLT participants need to be aware of the experience of younger Scouts. Encourage them to do their best. Make it your business to help them get the most out of Scouting.
- Speak up any time you become aware of older Scouts picking on younger boys. The maturity you show as senior patrol leader can make it clear that yours is a troop where harassment or hazing will not be tolerated.

Bringing Others In

When your best efforts cannot resolve a conflict, discuss it with the patrol leaders' council and with adult Scout leaders.

Serious problems involving drugs, alcohol, hazing, or harassment should be reported immediately to the adult leaders of your troop.

4-17

Discuss strategies of what to do when your best efforts cannot resolve a conflict.

- Problems that continue too long or that seem not to respond to your efforts at resolution should also be discussed with the patrol leaders' council and with adult Scout leaders in order to draw on their suggestions and involvement.
- Serious problems such as those involving drugs, alcohol, hazing, or harassment should be reported immediately to the adult leaders of your troop. In some cases, finding a satisfactory solution may require the involvement of adult leaders and the families of the Scouts in conflict.

Summary

- Even with the best leadership, there are bound to be conflicts among people.
- Storming is an expected stage of team development.

4-18

Even with the best leadership, there are bound to be occasional difficulties between two people, between groups of people, or between one person and a number of others.

In considering the causes of conflicts, recognize the *Storming* stage of team development (low skills, low enthusiasm and motivation). *Storming* is an expected phase in a team's progress that, if recognized, can be managed to minimize the conflict it brings with it.

Summary

- Steps in conflict resolution:
 - Be aware of yourself.
 - Be aware of others.
 - Listen.
 - Use EAR—Express, Address, Resolve.

4-19

When people are in disagreement with one another, you can often find a workable solution by using many of the same skills that are effective when the actions of a single person are unacceptable.

- Be aware of yourself. Stay calm and use your best communications skills.
- Be aware of others. Notice body language, tone of voice, comfort levels, and other clues to what they are saying.
- Listen. Hear what each person wants and what he is willing to do to get there. Then clarify that the solution lies with *all* of the parties involved.
- Use the conflict resolution *EAR*—Express, Address, Resolve.

Summary

- Encourage each person to see the situation from other points of view, then have all work together to find an acceptable solution for everyone.

4-20

Finally, encourage each person to see the situation from other points of view, then enlist the aid of all parties working together to find a solution that is acceptable to everyone.

Leading Yourself

5-1

At the end of this session, each participant should be able to:

- Discuss the importance of having a personal vision.
- Recognize at least one new way of thinking about himself.
- Describe the phases a person experiences as he or she moves toward a goal or learns a new skill. (*Forming, Storming, Norming, Performing*)
- Recognize the phases you are in as you progress through learning/achieving experiences.

Be, Know, Do

- Be—who you are
- Know—understanding something about yourself
- Do—using personal strengths to improve your ability to lead

5-2

“Understanding as much as we can about who we are is a basic part of leadership.

Who we are is the **BE** of *Be, Know, Do*.

Understanding something about ourselves is the **KNOW** of *Be, Know, Do*.

Using our personal strengths to improve our abilities to lead is the **DO** of *Be, Know, Do*.

Leading Yourself

- Before leading others, you need to lead yourself.
- Begin by asking three questions:
 - Where am I now?
 - Where do I want to be?
 - How do I close the gap?

5-3

What does it mean to lead yourself?

- We often think of a leader as the person out front. The senior patrol leader. The guide. The crew chief showing people the way.
- In leading others, we have a greater responsibility than just to ourselves.
- But before we can lead others well, we need to be able to lead ourselves.
- For now, let's boil down leading ourselves to answering three questions:
 - 1. Where am I now?***
 - 2. Where do I want to be?***
 - 3. How do I close the gap between where I am now and where I want to be?***

Leading Yourself



5-4

- I'm at the base of the mountain.
- I want to be at the top of the mountain.
- To close the gap, I need to organize my group, plan the itinerary, get provisions ready, load packs, etc.

Give a simple example:

1. I'm a person at the base of a mountain (*where I am now*).
2. I want to be a person standing at the top of the mountain (*where I want to be*).
- 3 .In order to close that gap between the trailhead and the top of the peak, what do I need to do? (*How do I close the gap?*) Well, I need to organize my group, plan an itinerary, get the food ready, load my pack...

Vision–Goals–Planning

- Vision is what success looks like.
- Goals are the steps to fulfilling that vision.
- Planning is the way to figure out how to reach your goals.

5-5

Transition to Vision:

Where I am now is pretty easy to figure out. But how do you figure out where you want to go? Does that sound familiar to anything we've discussed so far?

Vision. That's what future success looks like. That's where we want to go. We've seen some examples of personal vision. Can you tell me what Lance Armstrong's vision was? Stephen Faucett's?

- *Vision* is what success looks like. Vision is the elephant.
- *Goals* are the steps to fulfilling that vision. Goals are the bites of the elephant.
- *Planning* is the way to figure out how to reach your goals. Planning is figuring out where you'll get the fork, the cook pot, and the elephant recipe book.

The Vision Challenge

- Later in the course you will develop a personal vision.
- Begin thinking now about:
 - Where you are
 - Where you want to be

5-6

Later in this JLT course, we'll guide each of you through the process of developing a personal vision. For now, start thinking about where you are and where you want to be. Think big. Where do you want to be in ten years? In twenty-five? Dream a little. What profession most appeals to you? What kind of adult life? Think about that for the next couple of days.

Leading Yourself

You are:

- The person you lead most
- The person over whom you have the greatest influence

5-7

Summarize this section:

- When it comes to leadership, the person you lead the most and the person over whom you can have the greatest influence is yourself.

Leading Yourself

To lead yourself, you must ask:

- Where am I?
- Where do I want to be? *Vision*
- How do I close the gap?
Goals and Planning

5-8

- To lead ourselves, we need to figure out where we are, where we want to be, and how to close the gap in between. That means having a vision, setting goals to fulfill that vision, and then planning ways to reach those goals.

Leading Yourself

- You need to be responsible to close the gap.
- There are many people who can support and help you.

5-9

- Each of us also needs to be responsible for himself—doing what we need to do to close the gap between where we are and where we want to be.
- There are lots of people to whom we can turn to for support and whom we can draw upon for help.

Knowing Yourself

- Knowing yourself is not just:
 - How tall you are
 - The color of your eyes
 - What kind of music you like
- Knowing yourself is also about:
 - How you make decisions with other people
 - How you make decisions by yourself

5-10

Emphasize the fact that to lead yourself well, you need to know as much about yourself as you can.

Who you are is not just whether you are a coyote, an eagle, or a snake. Who you are is not just how tall you are or the color of your eyes or what kind of music you like, but also how you make decisions when you are with other people and how you make decisions when you are alone.

The Self-Leadership Compass



- When moving toward a goal or learning a skill, we all go through stages:

- Forming
- Storming
- Norming
- Performing

5-11

While we are all unique in many ways, something most of us have in common is the path we take as we are moving toward a goal or learning a new skill. They happen to be the same stages that teams experience as they are working toward a goal or learning new skills:

- *Forming*
- *Storming*
- *Norming*
- *Performing*

Add two notes:

- Whenever we begin to learn a new skill or begin making our way toward a new goal, we have lots of enthusiasm but we probably also have lots to learn before we can get very far. Any new skill or goal, we will always be back at Forming.
- The same is true when using a real compass. If you want to head out in a new direction, you need to point your Direction of Travel arrow toward your destination and begin working your way through the phases again.

Leading Yourself

Part One

Play

5-12

Leading Yourself

Part Two

Play

5-14

Summary

Be, Know, Do of Leadership

- Be—Who you are and how you use your strengths
- Know—Teaching and helping others reach their goals
- Do—Communicating, solving problems, and resolving conflicts.

To lead yourself you must ask:

- Where am I?
- Where do I want to be? *Vision*
- How do I close the gap? *Goals and Planning*

5-15

The foundation of leadership is Be, Know, Do:

- The **BE** of leadership—Who you are and how you use your strengths.
 - The **KNOW** of leadership—The skills of teaching and helping others achieve their goals.
 - The **DO** of leadership—Tools for communicating, solving problems, and resolving conflicts.
-
- We each have responsibility for figuring out where we are, where we want TO be, and how to close the gap in between—in other words, to develop a personal vision, determine the goals to fulfill that vision, and make plans for reaching our goals
 - .Knowing about ourselves will help us understand why we are where we are now, where we want to be, and how to close the gap between our present situation and what success looks like.

Summary

- The stages in working toward a goal or learning a skill:
 - Forming
 - Storming
 - Norming
 - Performing

5-16

- Understanding the stages we go through as we learn a new skill or work toward a goal can help us better understand the process and get through difficult times more efficiently.

Concluding Activities

Team Building games

- Willow in the wind
- T-shirt relay

Review the Following Slides for Reinforcement of Key Points:

- 2-13 – Vision-Goals-Planning
- 2-18 – What-How-When-Who Planning Tool
- 2-19 – Start-Stop-Continue
- 3-36 – Leading EDGE – Forming-Storming-Norming-Performing
- 4-3 – Teaching EDGE
- 4-13 – Conflict Resolution – EAR

Conduct TLT Start-Stop-Continue

- Use the flip chart to list items or use post-it notes and have each Scout give one of each.

Knowledge Enhancers

- NYLT date and flyer
- Your adult leaders will be given your certificate and trained patches to give you at your own Troop meetings.

Cleanup

- Patrols must clean the areas assigned to them at the PLC before leaving.

Goodbye and hope you got something very valuable from this session!!