

National Youth Leadership Training

Schedule for Day Three (Tuesday)

Time	Activity	Notes	Responsible	Location
6:30 A.M.	<i>Arise, breakfast, and cleanup.</i>	Duty roster		Team site
7:45 A.M.	Course assembly	Flag ceremony	Course Leader and staff	Course assembly area
8:00 A.M.	Developing Your Team		Experienced youth staff presenter	Team site
9:30 A.M.	Solving Problems	Presentation on methods for problem solving	Team Guides	Large outdoor area
10:15 A.M.	Problem Solving Round-Robin	Perhaps outdoor skills-oriented challenges	Team Guides	
11:30 A.M.	Leadership Council meeting		Course Leader	Leadership Council site
12:15 P.M.	<i>Lunch and cleanup</i>		Duty roster	Team site
1:00 P.M.	Course meeting	Backpacking stoves/Leave No Trace	Assigned staff	Course site
2:30 P.M.	The Leading EDGE™		Staff	Course site
3:30 P.M.	Team games	Active event. Builds on team development, problem solving	Assigned staff	Large outdoor area
4:00 P.M.	<i>Team meeting</i>		Team leaders	Team site
4:45 P.M.	<i>Meal preparation</i>		Duty roster	Team site
6:00 P.M.	<i>Dinner and cleanup</i>		Duty roster	Team site
7:15 P.M.	Flag ceremony		Program team	
7:30 P.M.	Lego® Challenge/ Realistic First Aid		Assigned staff, Team Guides	Team sites
10:00 P.M.	<i>Lights out</i>			

Course events and activities

Team events and activities

Content sessions and their connecting activities

Day Three: Breakfast Questions

One or more staff members will join each team for breakfast. This is a good opportunity for participants and staff to get to know each other a little better. In addition, staff members can learn quite a bit about the team and can encourage team members to think about a few key issues as they begin the day.

To make the most of breakfast discussion opportunities, keep the following questions in mind for the Day Three breakfast:

- How did you sleep?
- Has anything unexpected happened since yesterday?
- Tell me about your team vision.
- What goals and planning steps have you identified that will help you reach your vision by the end of the NYLT course?
- How have you used *Troop Program Features* for planning home Troop meetings? Are you interested in giving them a try when you get back home?

COMPASS POINT

The breakfast questions are not meant to be a quiz or a list to be read. Instead, enjoy sharing breakfast with a team and drop the questions into the conversation as a natural part of the morning discussions. Additional questions that relate to the specifics of the course or the specifics of that team's learning curve are encouraged.

Day Three: Course Assembly

Time Allowed	30 minutes
Responsible	Course Leader and staff
Location	Course assembly area
Learning Objectives	<p>By the end of this session, participants will</p> <ul style="list-style-type: none">■ Have gathered for Day Three of the National Youth Leadership Training course.■ Feel welcomed and valued (staff too).■ Reaffirm that the NYLT course operates according to the Venturing and Scout Oaths and Scout Law.■ View or participate in a flag ceremony presented by the program team.■ View or participate in the installation ceremony for new team leaders and assistant team leaders.■ View youth staff as supporters, guides, and mentors to course participants.■ Be able to discuss key parts of a good assembly.■ Be able to recognize good communication skills.
Recommended Facility Layout	Before an NYLT course begins, staff members should designate the place that will serve as the course assembly area. In most cases, this will involve an outdoor setting, though indoor areas of sufficient size (a dining hall, for example) can be adapted to accommodate the course assembly. (Indoors, flags can be presented on staffs with floor stands or can be displayed on a wall.)
Presentation Procedure	<p><i>Opening</i></p> <p>The team leaders lead their teams to the assembly area and arrange them in an appropriate formation.</p> <p>The Course Leader takes charge of the meeting, using the Scout or Venturing sign to bring the assembly to order. He welcomes participants to Day Three of NYLT and expresses pleasure in having everyone there.</p> <p>Explain that Day Three symbolizes the second week of the month for a normal Boy Scout troop. There will be a variety of presentations and activities during the day, as well as a course meeting.</p> <p><i>Flag Ceremony</i></p> <p>Instruct NYLT course members to use the Scout or Venturing salute while the flag is being raised. Ask the program team of the day to present the colors and raise the American flag, then invite the program team to display the historic flag for the day and explain its significance.</p>

COMPASS POINT

The historic flags to be used for the NYLT course are the same as those presented during Wood Badge courses. Scripts for historic flag presentations, also the same as included in Wood Badge courses, can be found in the appendix for Day Two.

Instruct the program team color guard to raise the historic flag and the NYLT course flag.

Flag ceremonies should incorporate both Venturing and Boy Scout signs and oaths in a meaningful way. For example, the Scout sign may be raised and the Scout oath recited at one ceremony, and the Venturing sign and oath used at the next.

Dismiss the color guard.

Announcements

Offer any announcements important for conducting the day's sessions and events.

New Team Leader and Assistant Team Leader Installation

The Course Leader asks the Day Two team leaders to introduce the Day Three team leaders to the participants, then the Day Two assistant team leaders to introduce the Day Three assistant team leaders. Encourage those making the introductions to use effective communication skills.

COMPASS POINT

As introductions are being made, the Course Leader can provide positive reinforcement by commenting on one or two communication skills being used well—hand gestures, clear voice, eye contact with the group, etc.

COMPASS POINT

Team leader and assistant team leader assignments for each day of the NYLT course can be found in the Sample Team Duty Roster included in each copy of the NYLT Participant Notebook.

The Course leader begins the installation. They should

- Invite the new team leaders and assistant team leaders to come forward to be installed.
- Ask the new team leaders to gather around the course flagpole, placing their left hands on the pole. New assistant team leaders stand behind their team leaders, each placing their left hand on the patrol leader's right shoulder.
- Instruct them all to give the appropriate (Boy Scout or Venturing) sign and repeat, "I promise to do my best to be worthy of this office for the sake of my fellow Scouts in my team and course and in the world brotherhood of Scouting."
- Welcome them as the course's new team leaders and assistant team leaders.

Program and Service Team Emblem Exchange

National Youth Leadership Training

The assistant Course leader briefly reviews the duties of the program team and the service team.

COMPASS POINT

The duties of the teams may differ from other days of the course. Adjust the explanations to reflect the needs of this day of the NYLT program.

Program Team (sample assignments)

- Coordinate the course assembly and flag ceremony.
- Prepare the course meeting area.
- Complete other duties as assigned at the team leaders' council meeting.

Service Team (sample assignments)

- Put the course meeting area in order after meetings. (NYLT is a Leave No Trace program.)
- Maintain the participant latrines and showers.
- Complete other duties as assigned at the team leaders' council meeting.

Ask the leaders of the day's program team and service team to come forward to receive a symbol of their team responsibilities for the day. The emblem for the service team might be a broom or camp shovel, while that for the program team could be a flag.

COMPASS POINT

The exchange of symbols for the program team and service team should not overshadow the installation of the day's team leaders and assistant team leaders. Bestowing the emblems for the program and service teams can be done in good fun, but with the understanding that these team duties are secondary to the roles of team leadership.

STAFF SERVICE TEAM

Explain to participants that staff members have the responsibility of cleaning staff latrines and showers, staff campsites, and other staff-use areas. As fellow members of the course, staff members roll up their sleeves and take care of their own areas rather than expecting someone else to do it for them.

Baden-Powell Patrol Streamer Presentations

The Course leader presents the Baden-Powell Patrol streamer awards based on the previous day's campsite evaluation. Point out that the Boy Scouts of America encourages teams to compete against a standard that all can achieve (in this case the standard of the Daily Campsite Inspection Checklist) rather than against one another. When it comes to the Baden-Powell Patrol streamer awards, every team can be a winner.

COMPASS POINT

For guidelines on the daily campsite inspection and for presentations of the Baden-Powell streamers, see Day One—Registration, Orientation, and Camp Setup.

Using the Daily Campsite Inspection Checklist as their guide, the assistant Course leader in charge of the service team makes the evaluation of the team campsites. (This may occur while team members are at evening sessions of the NYLT course.) Team Guides can encourage the team to use the same form to check their campsites as they complete their cleanup after the evening meal. If a team is having difficulty following through with all the items on the checklist, its course guide can use the Teaching EDGE to help the team learn how to manage campsite cleanup in an efficient and orderly manner.

Each team can tie its Baden-Powell streamer for the day onto the pole used to display its team flag. Every team will have the opportunity to add another B-P streamer each day of the NYLT course.

Course Director's Minute

The Course Director presents the Course Director's Minute for Day Three:

“Here's a question for you. How many fingers are there in the Scout sign?”

“Many people say three—the three big fingers. But, of course, the thumb and little finger have roles to play, as well. In fact, it's the thumb and little finger that are out in front, representing the unity of Scouting worldwide. Without them, you can't really make the Scout sign.

“A diversity of fingers makes up the Scout sign. They are all different. We value them for the ways in which they are like one another, and also for the ways in which they differ. Five fingers, each of them unique, all of them working together toward the common goal of forming the Scout sign. And the same five diverse fingers can also be used to form the Venturing sign, a little bit similar and a little bit different.

“You'll spend much of today exploring team development and acting together as members of a team. A great strength of your team, and of all groups—our schools, our churches, even our nation—is the diversity that members bring.

“As you go through today's sessions, keep in mind the Scout and Venturing signs and the diversity that makes it possible.”

Conclusion

The Course leader thanks the Course Director and brings the course assembly to a close.

Day Three: Developing Your Team

Time Allowed	90 minutes
Format	Course presentation
Responsible	Assigned staff
Location	Course site
Learning Objectives	<p>At the end of this session, each participant should be able to</p> <ul style="list-style-type: none">■ See that a team is a group of people working toward the same goals and vision.■ Describe the phases that any team will experience as members move toward achieving a goal or learning new skill.■ Discuss how knowledge of the four phases can enhance the ability to lead a team.■ Understand the importance of celebrating success when a team reaches a point when it must disband or when its membership will change significantly.
Materials Needed	<ul style="list-style-type: none">■ National Youth Leadership Training DVD, DVD player or computer with DVD capability, projector, and screen■ Flip chart and markers■ A poster of the NYLT Leadership Compass■ Personal NYLT Leadership Compasses (Each participant will have been given the compass along with a Participant Notebook during registration and orientation on Day One.)
Presentation Procedure	<p><i>Opening Activity</i></p> <p>The presenter starts with a short activity/exercise/icebreaker game. In addition to having fun, an intention of this session's opening activity is to put teams in the <i>Forming</i> phase. The skills involved should be new to everyone. Enthusiasm will be high but skills will be low. With luck, some teams may also experience <i>Storming</i>, and perhaps even <i>Norming</i> and <i>Performing</i>. Two possible activities:</p> <p>All Aboard</p> <p>Objective: To have the entire team aboard a 2-foot square of cardboard for at least 10 seconds. No person may touch the ground around the square.</p> <p>Nitro Transport</p> <p>Objective: Each team must move a can of radioactive nitro (an orange juice can full of water) from point A to point B (a distance of about 25 to 30 feet) by lifting the can on a small board (12 inches square) with eight 6-foot ropes. (It will be similar in appearance to an octopus.)</p> <p>See initiative games in <i>Troop Program Resources</i> for additional games.</p>

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Opening Discussion

Show slide 3-1, Developing Your Team.

After the games, the presenter asks: *How did it go? Did you succeed with the challenge? Could you have done it alone?*

Many would call that a team activity. We talk a lot in Scouting about teamwork.

WHAT IS A TEAM?

Ask the group for examples of teams (sports teams, academic teams, church teams, Scout patrols...). What makes them 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.

TEAM VISION—GOALS—PLANNING

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Show slide 3-2, What Is a Team.

Let's revisit a couple of very important ideas.

Ask: *What is a vision? Vision is what success looks like.* ("If you can see it, you can be it." A vision can be big, like an elephant.)

Ask: *What are goals? Goals are the steps leading to realizing a vision.* (The bites of the elephant.)

Ask: *What is planning? Planning is a means of efficiently reaching goals.* (Where we get the silverware to handle the bites to eat the elephant.)

A team is a group of people who share a common vision. Together they work toward goals that help them fulfill their vision. Together, they use planning to reach their goals.

A good team example is a Scout patrol.

TEAMS AND SCOUTING

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Show slide 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."

Baden-Powell's point was that it is imperative to teach team leadership by allowing the youth to learn to lead. Any Scouting unit is built on teams. A patrol is a team. A Venturing Crew is a team. Each has a vision. Its members work toward goals they all believe in.

Being in a NYLT team 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—for example, in your school, neighborhood, family, and place of worship.

Stages of Team Development

One of the most valuable things to know about teams is that they progress through stages. It's happening to your NYLT team 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.

COMPASS POINT

Introduce the NYLT Leadership Compass. Every participant should have an NYLT compass with him. The face of the card is divided into four quadrants, each representing one team development phase. Each quadrant is also marked with the identifying characteristics of that phase:

Forming: High enthusiasm/low skills

Storming: Low enthusiasm/low skills

Norming: Rising enthusiasm/growing skills

Performing: High enthusiasm/high skills

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

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Show slide 3-4, Team Stages, and continue through video clip 3-5, Developing Your Team (Part One), which discusses the stages of team development.

- Forming
- Storming
- Norming
- Performing

Let's look at these stages as a team experiences them.

FORMING

What was it like when you first arrived at NYLT and were put into a team? How did you feel? How did people respond to each other?

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Show slide 3-6, Forming.

Entertain answers and lead the discussion toward these ideas:

- You were 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 NYLT.
- Motivation in your team was probably high.
- Skills at being an NYLT team were probably low.

Offer a sports team and/or an orchestra example:

What about a high school sports team at the beginning of training for the season? Most of the starters from last year have graduated, so the team is pretty new. Everybody has high hopes for the season—motivation is high. Team members are still getting used to working together, though, and they've only had a couple of practices. So far, skills are low. That sports team is in the *Forming* stage.

National Youth Leadership Training

A school orchestra that is just forming will be somewhat disorganized. No one has learned the music yet and no one is accustomed to working with others in the orchestra. Everyone is excited about getting busy, but they have a long way to go before they are ready for a public performance.

Ask: *In the movie "Apollo 13," when was the team in the Forming stage?*

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

Have any teams here had any arguments? Maybe over who's going to do the dishes or how the dining fly is supposed to be set up? Is everybody getting along perfectly, or is there some friction? Tell me what's happened in your teams that has been a little stormy.

Briefly entertain some stories from the teams.

Being together as a team can get stormy sometimes. It's a normal part of team development. Perhaps your team is going through a stormy time right now.

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Show slide 3-7, Storming.

Storming is the second phase of team development. It's almost always going to happen. You've been together long enough to realize how much is left to do. Motivation in your team has probably dropped from when you first formed. Skills at being a team are probably still not what you need to function smoothly.

Offer a sports team and/or an orchestra example:

Take a look at our high school sports team. The first game is against a veteran team, and the home team loses. How are they going to feel in the locker room? (Discouraged, frustrated, upset, angry.) It could be pretty stormy in there, and at the practices the following week. Players might blame each other for the poor game they had. They could be disappointed in themselves. The enthusiasm they had when they were just forming is gone, and everybody knows there's lots of hard work ahead to get better.

The same is true with the orchestra. The pieces the orchestra hopes to play for the big concert are harder than anyone expected, and the musicians are becoming discouraged about learning the music. There is some grumbling among orchestra members, and some wonder if the group should choose different music.

Ask: *In the movie "Apollo 13," when was the team in the Storming stage? How do you know?*

Storming is part of the process of a team developing and getting better. Every newly formed team, after it has been together a while, 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

Do any of you feel as though your teams are getting pretty good at a skill? How about your experience with the pioneering projects yesterday?

Briefly entertain some team stories, keeping them on the subject of how they worked together to succeed.

You started out the first day by *Forming*. You may have hit rocky times when your team was *Storming*, and maybe you still are doing some of that. But you're probably also beginning to experience the *Norming* phase of team development. It comes from the word *normal*—everybody working together, your skills a match for the work to be done. You know there are lots of challenges still to be overcome, and there is more to learn. Skills are high, but team members can be somewhat discouraged by how much they know is left to accomplish.

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Show slide 3-8, Norming.

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

You've been together as a NYLT team 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.

Offer a sports team and/or orchestra example:

Let's look at our high school team again. They formed, they went through some rough times, and they did a lot of storming. They kept at it, though, with lots of support and direction from their coach. They got better in practice, and they managed to beat an opponent in a game. How are they going to feel in the locker room after the game? And how will they feel about themselves at practice the following week?

Their enthusiasm and motivation are going to be higher, but they still know there are tough games ahead. They still have skills to learn—new plays, better execution—and lots of hard work left to do. They are getting used to the ways they will practice and prepare for games, and they know what they have to do in order to move forward.

The same is true with the orchestra. As their skill rises, so does their enthusiasm. They are coming to understand the music they are learning and are starting to play together as small ensembles within the orchestra. Their trust in the director is growing, and they all have bought into the director's way of doing things.

Ask: *In the movie "Apollo 13," when is a team in the Norming stage? How do you know?*

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.

As teams develop, they can go back and forth between *Storming* and *Norming*. Team members who are beginning to work well together may run into difficulties that send them back to the *Storming* stage, at least for a while. That's all part of the process of team building. When you know it can happen, you can work through it and keep moving ahead.

PERFORMING

Do any of you belong to really successful teams in your home units? What is it about them that makes them run so smoothly and achieve so much?

Briefly entertain several team success stories.

Those teams you are describing have reached the stage called *Performing*. Team members are resolving difficulties and finding effective ways to get things done. They are confident in their ability to perform tasks and to overcome obstacles. They have a sense of pride in belonging to a successful team, and they enjoy working together. The trust and respect they have for one another is high. They are *Performing*.

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Show slide 3-9, Performing.

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.

Offer a sports team and/or an orchestra example:

Our high school sports team is deep into the season. They are winning some games and losing some, but they are playing at a high level of skill. They have learned their positions well and enjoy the weekly challenge of taking on another team. Their enthusiasm is high, and they are excited about their ability to play up to their potential.

How are they going to feel in the locker room after a game? And how will they feel about themselves at practice the following week?

For the orchestra, the big performance shows that the musicians have mastered the music and are enthused about the concert. The director knows everyone is able to do his part with minimal guidance. Not only will the concert go well, members of the orchestra are looking forward to begin preparing new music for the next concert.

Ask: *In the movie "Apollo 13," when is a team in the Performing stage? How do you know?*

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.

Note that when a team in the *Performing* phase starts down the trail toward a fresh goal, sets out to learn a new skill, or has significant changes in its membership, that team will no longer be in the *Performing* phase. For that new goal, skill, or membership, the team will begin again with *Forming*, then progress through *Storming* and *Norming* phases, even if briefly, before finding themselves back at *Performing*.

When a Team Breaks Up

There may come a time when a team is disbanded or dramatically reorganized. A number of Scouts in a regular patrol may become old enough to leave the patrol and take other troop leadership roles. Venturing Crew members may go off to college. New members might join the unit, and that will change the team.

If you are part of a team that is ending or becoming something else, be sure to celebrate the many successes that all of you have enjoyed during your time together. Then be ready for whatever new team you have joined to begin with the *Forming* stage and progress from there.

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Show slide 3-10, and lead participants through the multiple-choice scenarios of *Forming, Storming, Norming, Performing* and the summary, illustrated by the Scouts hiking.

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Show video clip 3-11, *Developing Your Team (Part Two)*.

Give each patrol a large NYLT Leadership Compass like the one used in front of the group during the presentation. Ask the teams to display the large compass in their team sites and use it as a reminder of the stages of team development.

Ask teams which stage of team development they were experiencing during the orientation of the NYLT course, while they were setting up camp, and during the Team Lunch Planning Challenge. (Continue with other selected moments during the course.)

Stress the value of recognizing a team's development stage as a tool for understanding why people are acting as they are and how they can move forward effectively.

Summary

Show slide 3-12, Summary.

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Scout patrols, Venturing Crews, youth 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 team's levels of skill, motivation, and enthusiasm are clues that can be used to identify its 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 NYLT compass is a strong reminder of the stages. As we continue through this NYLT course, use the compass and what you have learned in this session to identify the development stages of your team. You can use that knowledge to help your team progress.

Day Three: Solving Problems

Time Allowed	45 minutes
Format	Team presentations in team sites or other areas where one team will not interfere with the activities of another
Responsible	Team Guides
Location	Large outdoor area
Learning Objectives	<p>At the end of this session, each participant should be able to</p> <ul style="list-style-type: none">■ Discuss the similarities between planning and problem solving.■ Apply the What, How, When, Who Planning Tool to solving a problem.
Materials Needed	<ul style="list-style-type: none">■ Flip chart and pens■ Blindfolds and a tent for the opening group activity■ Printouts of slides for this session (one set for each team)
Presentation Procedure	<p>Opening Group Activity</p> <p>Divide the group into teams. Explain the problem-solving challenge of the Blind Tent Pitch.</p> <p>While blindfolded, members of the team will properly pitch a tent. Each team is provided with a tent complete with poles and stakes. Each team member is provided with a blindfold.</p> <p>Encourage team s to think about the challenge in terms of Vision—Goals—Planning:</p> <ul style="list-style-type: none">■ The vision of the challenge—the picture of future success—is the tent properly pitched.■ Each team can take a minute or two to figure out the goals that will fulfill that vision—getting the poles ready, stretching out the tent, placing the stakes, etc.■ Each team can then make plans to complete the goals. What needs to be done, how will it be accomplished, when will the steps be completed, and who will take responsibility for each step? <p>Team Guides can help blindfold members of their teams. At the starting signal, all team members do their best to solve the problem of pitching a tent without being able to see what they are doing.</p>

COMPASS POINT

Plan ahead so that there is plenty of unobstructed space for the Blind Tent Pitch. Monitor the activity closely to ensure the safety of all participants.

DEBRIEF THE OPENING PROBLEM-SOLVING CHALLENGE

DVD

Show slide 3-13, Solving Problems.

At the end of the Blind Tent Pitch, ask each team to evaluate its problem-solving skills by applying the SSC evaluation tool—Start, Stop, Continue. (In order to improve their performance, what should they start doing? What should they stop doing? If they were to do the challenge again, what should they continue to do?)

COMPASS POINT

Take down the tent so it will be ready for the team to repeat the problem-solving challenge later in the session. If staff members other than the Team Guide are in attendance, they can be asked ahead of time to strike and repack the tent. If there are no extra people available to help out, ask team members to take a few moments to take down the tent and repack it. Do not tell them that they will be pitching it again.

How Things Get Done

Engage participants in a brief review of the progression of Finding Your Vision, Setting Your Goals, and Preparing Your Plans. (Each of these concepts has been addressed in a session earlier in the NYLT course.)

Ask: *What is vision? Vision is what future success looks like.* (The elephant. The tent completely pitched.)

Ask: *What are goals? Goals are the steps leading toward fulfilling a vision.* (The bites of the elephant. The steps to be completed to pitch the tent.)

Ask: *What is planning? Planning is a means of efficiently reaching goals.* (Finding the fork, knife, and ketchup to eat the bites of the elephant. Deciding how to complete the steps of pitching the tent.)

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Show slide 3-14, How Things Get Done.

Ask participants to talk briefly about the planning tool they used for the Team Lunch Planning Challenge and the Pioneering Project Challenge. They had divided a piece of paper into four columns, one for each part of developing a plan. What were the steps?

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Show slide 3-15, Planning Tool.

- Decide WHAT has to be done.
- Decide HOW to do it.
- Decide WHEN to do it.
- Decide WHO will do it.
- And then DO it.

Introduce the Idea of Problem Solving

What happens when things don't go according to the plan? What does an individual or a group do when roadblocks slow progress toward a goal? Lead the group to this answer:

Show slide 3-16, Problem Solving.

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Problem solving is what you must do when your plan no longer works.

EXAMINE THE WHAT, HOW, WHEN, WHO OF PROBLEM SOLVING

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Show slide 3-17, Problem Solving: You can use. . . .

What you need is a fresh plan that takes into account the new reality of your situation. But it is a plan, all the same. You can use the same planning tool for planning a solution to a problem as you use for developing any plan.

1. Figure out WHAT is causing the problem.

What is the problem? Describe it as accurately and completely as possible. The better you understand the problem, the more quickly and efficiently you can solve it.

2. Figure out HOW to solve the problem.

Consider all the ways your team might be able to solve the problem, and then choose the best. Give careful thought to materials you will need and additional information you might require.

3. Figure out WHEN to solve the problem.

Determine the order of the steps that must be taken to reach a solution. Some steps might need to be completed before others can be started. Sequence usually is very important. Sometimes doing the most important steps first will solve the problem and allow a team to move ahead quickly.

4. Figure out WHO will take responsibility.

There may be many steps in solving a problem. Who will own each step? Even if there are only a few steps, having someone taking responsibility for each one will ensure it gets done.

PIONEERING EXAMPLE

Ask teams to think back to their efforts to construct a pioneering project the previous day. They had set out with a goal in mind (constructing the project) and then had developed a plan to reach that goal. Did anything not go according to plan? If so, what did they do about it?

Entertain answers. They might be ideal for exploring the idea of problem solving.

What would team members have done if, partway through the construction of the project, they discovered they didn't have enough rope to complete the project as they had planned it?

Entertain answers. There may be some good ones. Add these solutions:

- Redesign the project so it requires less rope.
- Borrow rope from another patrol.
- Take down the patrol dining fly and use that rope for the project.
- Use belts, shoestrings, strips of T-shirts, and anything else the patrol could improvise to take the place of the rope.

Highlight similarities between planning and problem solving.

DVD

Show slide 3-18, Planning and Problem Solving.

One way to think of problem solving is that it involves planning when the facts have changed. You have new information that no longer fits the original plan.

Getting things done, whether with an original plan or when problems are arising quickly, always involves What, How, When, and Who.

Revisit the Opening Group Activity

Repeat the **team** challenge of pitching a tent while blindfolded. This time, include the following steps:

- **Three minutes**—Use the What, How, When, Who Planning Tool to solve the problem of setting up the tent even though no one will be able to see.
- **Five minutes**—Put the solution in action as blindfolded team members pitch the tent.

Finding Solutions

The What, How, When, and Who we use for planning can also be very effective tools to use for problem solving, especially if you have a good idea of the actions you need to take.

What the problem is will often be obvious. Not enough rope. We forgot to get bread for our lunch. We're lost.

How to solve the problem may not be so obvious. What if you don't know how to solve a problem? What do you do then?

DVD

Show slide 3-19, Decision-Making Tools.

There are many ways that teams can make decisions. Among the many useful decision-making tools are:

- Brainstorming
- Consensus
- Multivoting
- Parking lot

BRAINSTORMING

Brainstorming allows for the free flow of ideas. A team can get lots of ideas out on the table before evaluating any of them. As team members bounce thoughts off one another, the combined result can be greater than any of the individual contributions.

DVD

Show slide 3-20, Brainstorming.

- Encourage everyone to participate. Their ideas are valuable.
- Think in unconventional ways—that is, consider solutions beyond the obvious. Encourage this kind of input by agreeing at the outset not to be critical of the ideas of others.
- Piggyback ideas. One person's thoughts can build on the ideas of others.
- Write down everyone's suggestions. Don't make a judgment on them—simply record them where they can be seen and can spark other ideas.

- Consider how similar problems have been solved in the past, both by the team and by others. There is no need to reinvent the wheel every time.
- Encourage everyone to participate.

CONSENSUS

DVD

Show slide 3-21, Consensus.

Consensus occurs when a discussion leads to agreement without resorting to a vote. The team discusses different solutions to see if they fit the vision of what success looks like. Team members trust each other and agree to support the group decisions.

MULTIVOTING

DVD

Show slide 3-22, Multivoting.

When presented with many options, team members can use multivoting to cut down a list to a manageable size.

Each team member has a number of votes equal to one-third of the number of choices. (For example, if you are deciding among nine options, each team member gets three votes.) Each person can place all his votes on one choice or spread his votes among two or more choices. Based on the vote tally, the team can reduce the number of choices to several or even a single one.

PARKING LOT

DVD

Show slide 3-23, Parking Lot.

Team discussions can lead to lots of good ideas that aren't directly related to solving the problem that needs to be solved right now. The person leading the discussion can make a note of each good suggestion, then put that idea in the parking lot. Team members feel as though all of their suggestions are being considered, just not right now. It also helps a team hold onto fresh ideas whose time has not yet arrived.

Team Problem-Solving Practice

Give each team three minutes to consider the following problem. Ask them to write down their solution using the What, How, When, Who tool. When they report their solution to the rest of the course, members of each team should also explain the methods they used to come up with a solution—brainstorming, consensus, multivoting, parking lot, etc.

Debrief the team problem-solving practice by asking the leader of each team to use good communication skills as they report to the course the results of their team's efforts to solve the problem.

PROBLEM NO. 1

You and your team get disoriented on cross-country a hike and aren't sure where you are. You've got a compass and a map. What do you do?

PROBLEM NO. 2

Just as you reach your Outpost Camp, it starts to rain. Everyone is hungry and it's going to get dark soon. What do you do?

COMPASS POINT

During the debriefings of the problem-solving practice, focus on the use of the What, How, When, Who tool rather than Start, Stop, Continue. That will keep the emphasis of this session on a step-by-step method for solving problems.

Emergency Problem Solving

Emergency problem solving can occur when a team must come up with a plan very quickly. For example: You are on a mountain trail hiking with your team. Your plan is to reach the lake and camp overnight. It is late afternoon and you are 5 miles from the nearest road when a member of your team trips over a rock and takes a bad fall. You examine him and find he has injured his ankle, perhaps has even broken it. What do you do?

The person who fell and broke his ankle is lying in a cold stream. The team leader may need to make a quick call. Even though there is little or no time for discussion, the problem-solving process is the same.

DVD

Show slide 3-24, Emergency Problem Solving.

The team leader (or the person with the best first-aid skills) directs the rest of the team, telling them:

- **What** the problem is. (The injured person must be moved out of the stream. To prevent further injury, the team must stabilize his ankle during the move.)
- **How** the problem will be solved. (Some team members will stabilize the ankle while others lift the victim to safety.)
- **When** each step be done. (First, prepare the place to put the victim. Second, stabilize the ankle. Third, get ready to move him. Fourth, move the victim to safety. Fifth, begin first-aid treatment.)
- **Who** is responsible for each step. (“Bill, you get your foam pad out of your pack and spread it on the ground right there. Terry and Michele, you support his leg and foot so that his ankle doesn’t move. The rest of you space yourselves along either side of his body and get a firm grip on his clothing. Tell me when you are ready. When I count to three, everybody lift together and move him to the foam pad. I want everybody to lift with their legs, not their backs. Any questions?”)

Leader Responsibilities

DVD

Show slide 3-25, Leader Responsibilities.

In emergency problem solving, a leader directing a team toward a solution should try to stay a step back from the action. The leader needs to maintain an understanding of the big picture. If the leader gets involved in one step—for instance stabilizing the injured person’s ankle—they are no longer free to view and direct everything else that is happening.

Advanced first-aid training reminds team leaders to “Don’t just do something . . . Stand there!” That will allow a leader in an emergency situation to stay focused on providing the leadership the situation requires.

PROBLEM-SOLVING ROUND-ROBIN

DVD

Show slide 3-26, Summary.

Conclude this session by describing the Problem-Solving Round-Robin that is about to begin. Whatever the challenge (or series of challenges), it should involve participation by everyone in a team to come up with a solution and then to make it happen. Teams should be encouraged to use the What, How, When, Who tool to guide them through the problem-solving process.

Day Three: Problem-Solving Round-Robin

Time Allowed	75 minutes
Responsible	<ul style="list-style-type: none">■ Youth staff (presenting the problem-solving challenges)■ Team leaders (providing leadership as their teams tackle the challenges)
Location	To be determined
Learning Objectives	<p>By the end of this session, participants will be able to</p> <ul style="list-style-type: none">■ Put into action the principles they have learned about planning and problem solving.■ Practice teamwork, including identifying their teams' stage of development.■ Have fun, especially as a team.
Materials Needed	Every activity in the round-robin has its own requirements for materials. See the descriptions below.
Recommended Facility Layout	<p>Each event of the round-robin requires enough space for participants to engage in the activities without feeling cramped, though the sites should be close enough to one another for teams to move quickly from one event to the next.</p> <p>Staff members will take responsibility for setting up the events well in advance of the round-robin and for ensuring that all the materials are on hand. They should have the assistance of the quartermaster and the assistant Course Director assigned to this duty.</p>
Delivery Method	<p>The round-robin is made up of the same number of events as there are teams in the course. Teams rotate through the events, spending 10 minutes at each station. A youth staff member at each station will use effective communication skills to explain the problem-solving situation and provide team members with the materials they need. When appropriate, they will offer additional guidance to allow teams to complete an event. They also will monitor activities to ensure that activities are conducted in a safe manner. Staff members should use Start, Stop, Continue to manage the safety and appropriateness of each team's progress. NYLT staff members have the authority to stop any activity they feel is unsafe or inappropriate.</p> <p>Wherever needed, NYLT staff will serve as spotters.</p> <p>A staff member acts as timekeeper, sounding an alert at the end of each 10-minute segment that patrols should move on to the next events.</p>
Presentation Procedure	<p>At each station, a staff member presents a team with a problem to be solved. Team members will use a systematic problem-solving process to come up with a solution, and then will test their plan by putting it in action.</p> <p>Each event of the Problem-Solving Round-Robin has its own presentation procedure. See the descriptions below for details.</p>

COMPASS POINT

Each NYLT staff member involved in overseeing the round-robin events should have a good understanding of the material presented during the problem-solving presentation that precedes the round-robin. As teams take part in the events, staff can offer guidance in the form of problem-solving techniques drawn from the earlier presentation.

Staff should continue to role-model good communication techniques from both Communicating Well presentations.

Trolley

The Trolley is a traditional Scouting challenge course problem that requires the utmost in teamwork for a team to succeed.

EQUIPMENT

- Two 2-by-6-inch boards, each 10 to 12 feet long and each having 2½- to 3-foot lengths of rope attached to it at 1-foot intervals

PREPARATIONS BY THE INSTRUCTOR

1. Mark the start and finish points of the trolley course.
2. Inspect the condition of boards and ropes.
3. Place the trolley at the starting point.

THE PROBLEM AND OBJECTIVES

While standing with one foot on each of the two boards that make up the trolley, team members grasp ropes attached to each board and then synchronize their movements to propel the trolley the length of a prescribed course. Teams must follow these rules:

1. Once the trolley begins to move, participants may not touch the ground.
2. A time penalty will be assessed whenever a participant steps off the trolley.
3. Trolley sections may not be placed end-to-end or on top of each other.

TASKS OF THE INSTRUCTOR

1. Explain the problem and objectives to each team. Clarify the rules before the patrol begins its problem solving.
2. Monitor the activities of each team.
3. After a team completes this task, encourage them to use SSC (Start, Stop, Continue) to discuss the strengths and weaknesses of their problem-solving methods and to consider other ways they might have achieved their goal. Stress using the What, How, When, Who Planning Tool and the problem-solving techniques of brainstorming, multivoting, and consensus.

SAFETY PRECAUTIONS TO CONSIDER

Use a smooth, level area for this problem.

VARIATIONS ON THE ORIGINAL PROBLEM

Challenge teams to traverse the trolley course backwards.

Stepping Domes

EQUIPMENT

- A set of 24 to 48 hard plastic domes, about 8 inches in diameter and 3¹/₂ inches high (Provide about six domes for every three participants.)

PREPARATIONS BY THE INSTRUCTOR

Place the domes on level ground and position them a comfortable stepping distance apart.

THE PROBLEM AND OBJECTIVES

Each participant steps across a series of hard plastic domes without touching the ground or floor. The idea is to teach participants how to balance and to learn some of the basic moves for climbing. This is a great indoor activity for a rainy day.

Start by having each participant in turn step across a series of five to seven domes. When participants have demonstrated success, space the domes a little farther apart. Next, lay the domes out in a zigzag pattern, causing participants to shift their weight from one foot to the other. Then place a tennis ball or other easily grasped object near one of the domes so that participants must squat down while maintaining balance on the domes. Finally, place a more difficult item to grasp a little farther away from the domes so that participants must reach for it while maintaining balance on the domes.

TASKS OF THE INSTRUCTOR

1. Inspect each dome to make sure it is not cracked. Stand on each one to ensure that it will hold up under full weight.
2. After a team completes this task, encourage them to use SSC (Start, Stop, Continue) to discuss the strengths and weaknesses of their problem-solving methods and to consider other ways they might have achieved their goal. Stress using the What, How, When, Who Planning Tool and the problem-solving techniques of brainstorming, multivoting, and consensus.

SAFETY PRECAUTIONS TO CONSIDER

1. Clear the area of obstructions.
2. Have participants test to see that their footwear will not easily slip while stepping on the domes.
3. Use spotters as needed.

National Youth Leadership Training

4. Avoid muddy or damp areas that could cause players to slip and fall.

VARIATIONS ON THE ORIGINAL PROBLEM

1. Have participants begin from opposite directions and cross in the middle of the domes series.
2. Allow participants to help one another across the domes.
3. Set up several series of domes with varying difficulty, and let the group choose its challenge.

Brownsea Island Turnaround

A team on Brownsea Island is asked to help conserve the area by rotating its campsite. Because of the small size of Brownsea, the most appropriate solution is to flip over the entire island.

EQUIPMENT

- A durable tarp, retired tent fly, drop cloth, or sheet of plastic approximately 5 by 5 feet in size.

PREPARATIONS BY THE INSTRUCTOR

Spread Brownsea Island (the tarp) flat on the ground in an area free of obstructions.

THE PROBLEM AND OBJECTIVES

The entire team stands on Brownsea Island. Without stepping into the “water” surrounding the island, team members must figure out a way to flip over the island and spread it out again so that they can stand comfortably on the other side. Teams must follow these rules:

1. All team members must remain on Brownsea Island for the duration of the challenge.
2. No participant may be lifted above shoulder height.

TASKS OF THE INSTRUCTOR

1. Explain the problem and objectives to each team. Clarify the rules before the team begins its problem solving.
2. Monitor the activities of each team.
3. After a team completes this task, encourage them to use SSC (Start, Stop, Continue) to discuss the strengths and weaknesses of their problem-solving methods and to consider other ways they might have achieved their goal. Stress using the What, How, When, Who Planning Tool and the problem-solving techniques of brainstorming, multivoting, and consensus.

SAFETY PRECAUTIONS TO CONSIDER

“Brownsea Island” should be placed on smooth ground in an area free of obstructions.

Wiggle Woggle

EQUIPMENT

- Metal ring, approximately 1¹/₂ inches in diameter (Large key rings work well.)
- Eight lengths of parachute cord or other light line, approximately 10 feet each
- Balls of assorted sizes (golf ball, tennis ball, baseball, softball, soccer ball)
- Bucket or large metal can

PREPARATIONS BY THE INSTRUCTOR

Prepare the Wiggle Woggle by using bowline knots to tie the ends of the cords to the metal ring (one cord for each member of the team). Lay the ring in the center of the activity area and arrange the cords on the ground as if they were the spokes of a wheel.

Place one of the balls on top of the Wiggle Woggle. (Some experimentation by staff ahead of time should make it clear which size ball will provide teams with the most appropriate degree of challenge. Larger balls probably will be more difficult to manage than those that are smaller.)

Determine the course over which teams must carry the ball, and set out the bucket or can that will serve as the goal.

THE PROBLEM AND THE OBJECTIVES

The task for each team is to use the Wiggle Woggle to move the ball from the starting point to a prescribed destination, then drop the ball into the bucket or can. The following rules must be followed:

1. Each team member must maintain a grasp on the end of one of the Wiggle Woggle cords.
2. Other than their hold on the ends of the cords, team members can have no other contact with the cords, the woggle, or the ball.

TASKS OF THE INSTRUCTOR

1. Explain the problem and objectives to each team. Clarify the rules before the team begins its problem solving.
2. Monitor the activities of each team.
3. After a team completes this task, encourage them to use SSC (Start, Stop, Continue) to discuss the strengths and weaknesses of their problem-solving methods and to consider other ways they might have achieved their goal. Stress using the What, How, When, Who Planning Tool and the problem-solving techniques of brainstorming, multivoting, and consensus.

SAFETY PRECAUTIONS TO CONSIDER

None

VARIATIONS ON THE ORIGINAL PROBLEM

Changes in the size of the ball and in the placement of the goal can dramatically alter the difficulty of this problem. Consider having teams move the ball uphill, between two trees, or to a goal that is placed against a wall.

Mafeking Message Machine

EQUIPMENT

- 10 to 12 “message tubes” (Form the tubes by cutting PVC tubing into lengths of 18 to 24 inches. The tubing should have a diameter of at least 2 inches—large enough for golf balls to roll easily through it. Add variety by attaching PVC elbow joints to one or both ends of several of the message tubes.)
- Golf balls

PREPARATIONS BY THE INSTRUCTOR

1. Determine the starting point and destination of the message.
2. Pile the message tubes near the starting point.

THE PROBLEM AND THE OBJECTIVES

The team members are serving under the command of Baden-Powell during the siege of Mafeking. In his usual clever way, B-P has concealed a highly sensitive message inside of a golf ball and has asked the team to deliver it to a certain location. Using the message tubes, the team members are challenged to form a Mafeking Message Machine to convey the message to its destination.

The instructor starts the message (the golf ball) on its way by placing it in the end of the message tube held by one of the participants. Team members must then arrange themselves in such a way that they can roll the message from one tube to the next until it arrives at its goal. They do so according to the following rules:

1. Team members cannot touch the ball. (That would leave telltale fingerprints.)
2. A team member who has the ball inside a message tube cannot move his feet until the ball has passed into another message tube.
3. The ball must remain hidden in the message tubes. (The Boers are watching with their binoculars.)
4. At no time can the ball touch the ground. (Nobody but Baden-Powell knows why—it’s just a rule.)

TASKS OF THE INSTRUCTOR

1. Explain the problem and objectives to each team. Clarify the rules before the team begins its problem solving.
2. Monitor the activities of each team.

3. After a team completes this task, encourage them to use SSC (Start, Stop, Continue) to discuss the strengths and weaknesses of their problem-solving methods and to consider other ways they might have achieved their goal. Stress using the What, How, When, Who Planning Tool and the problem-solving techniques of brainstorming, multivoting, and consensus.

SAFETY PRECAUTIONS TO CONSIDER

None

VARIATIONS ON THE ORIGINAL PROBLEM

The problem can be made more difficult by placing the destination of the message uphill from its spot of origin. Teams also will find the problem more difficult if they must solve it in silence.

Nail Biter's Nightmare

EQUIPMENT

- Two dozen large nails
- A piece of wood, about 4 by 6 inches, with a large nail set upright in the center

PREPARATIONS BY THE INSTRUCTOR

On a level, roomy workspace, set out the wood with the upright nail and, beside it, the pile of large nails. A sturdy picnic table is an ideal location for this activity.

THE PROBLEM AND THE OBJECTIVES

The problem is very simple—arrange as many large nails as possible on the head of the upright nail. In doing so, participants must follow these rules:

1. The large nails can touch only the upright nail and/or one another.
2. The large nails may not touch the board.

TASKS OF THE INSTRUCTOR

1. Explain the problem and objectives to each team. Clarify the rules before the team begins its problem-solving.
2. Monitor the activities of each team.
3. After a team completes this task, encourage them to use SSC (Start, Stop, Continue) to discuss the strengths and weaknesses of their problem-solving methods and to consider other ways they might have achieved their goal. Stress using the What, How, When, Who Planning Tool and the problem-solving techniques of brainstorming, multivoting, and consensus.

SAFETY PRECAUTIONS TO CONSIDER

None

VARIATIONS ON THE ORIGINAL PROBLEM

The original problem is sufficiently difficult. There are, however, a surprising number of variations in workable solutions.

Spider Web

EQUIPMENT

- A grid-shaped web made of parachute cord stretched between two trees, posts, or other stationary standards. The web can be of any width (10 feet is a good size) and must be no more than 5 feet high. The openings in the grid are of various sizes; each of them must be large enough for a person to pass through. Openings should be of varying sizes.

PREPARATIONS BY THE INSTRUCTOR

Set up the web. This is the most complicated preparation of any of the stations that will be used during the Problem-Solving Round-Robin. All of the station instructors can cooperate to build the web before the session and to test it for durability and the appropriateness of the challenge.

THE PROBLEM AND THE OBJECTIVES

On a hike, the team finds its way blocked by the spider web. Team members must cooperate to get all of the team to the other side of the web. While doing so, participants must follow these rules:

1. No one can touch the web.
2. Each opening in the web can be used only once for passage. After a participant has gone through an opening, no one else can use the same opening.
3. If any participant is lifted off the ground by other team members, that participant must be protected from falling.

TASKS OF THE INSTRUCTOR

1. Explain the problem and objectives to each team. Clarify the rules before the team begins its problem solving.
2. Monitor the activities of each team. Act as a spotter to help protect any participant lifted off the ground.
3. After a team completes this task, encourage them to use SSC (Start, Stop, Continue) to discuss the strengths and weaknesses of their problem-solving methods and to consider other ways they might have achieved their goal. Stress using the What, How, When, Who Planning Tool and the problem-solving techniques of brainstorming, multivoting, and consensus.

SAFETY PRECAUTIONS TO CONSIDER

Team members must plan their moves through the web so that any participants who are lifted to pass through openings higher on the web can do so safely.

VARIATIONS ON THE ORIGINAL PROBLEM

Invite teams to remain silent while addressing the problem.

Human Knot

EQUIPMENT

None

PREPARATIONS BY THE INSTRUCTOR

Select a flat area free of obstructions.

THE PROBLEM AND THE OBJECTIVES

Team members stand in a tight circle. They reach into the center of the circle with both hands and, with each hand, grasp the hand of another team member, thus forming a human knot.

Maintaining their grasps, participants untie the knot by moving over, under, and around one another. The utmost of cooperation will be required for participants to visualize the moves that must occur and then to carry them out.

TASKS OF THE INSTRUCTOR

1. Explain the problem and objectives to each team. Clarify the rules before the team begins its problem solving.
2. Monitor the activities of each team.
3. A team sometimes forms a knot that cannot be fully untied or reaches a point where it is physically impossible to continue a particular solution. In either case, the instructor may change the grasp of one or several participants or may restart the challenge by having the team form a new human knot.
4. After a team completes this task, encourage them to use SSC (Start, Stop, Continue) to discuss the strengths and weaknesses of their problem-solving methods and to consider other ways they might have achieved their goal. Stress using the What, How, When, Who Planning Tool and the problem-solving techniques of brainstorming, multivoting, and consensus.

SAFETY PRECAUTIONS TO CONSIDER

Participants must move deliberately to minimize possibility of injury.

VARIATIONS ON THE ORIGINAL PROBLEM

The original problem is sufficiently difficult.

Day Three: Leadership Council Meeting

Time Allowed 45 minutes

Responsible **Course Leader**

Location PLC site

Learning Objectives By the end of this session, participants will

- Be able to discuss how to run an efficient, well-planned meeting.
- Be empowered with the resources and guidance to help them lead their teams.
- Report on team progress on their presentation for the Quest for the Meaning of Leadership.
- Experience representational leadership as leaders representing their teams.
- Know what teams are responsible for upcoming course assignments.
- Use Start, Stop, Continue to evaluate team performance.
- Practice good communication skills.

Materials Needed Participant Notebooks. Each NYLT participant and staff member will have a notebook containing core information that will be useful throughout the course—blank duty rosters, equipment lists, daily schedules, meeting agendas, etc. Blank pages in the notebooks provide space for team leaders to write down ideas from meetings.

Delivery Method Unlike the Day Two Leadership Council meeting (which occurred in the round with all participants and staff either taking part or observing), the Leadership Council meetings that occur throughout the remainder of the course involve only the members of the Leadership Council: the **Course Leader**, Assistant Course Directors (program/service), the team leaders of the day, and the Course Director.

The Leadership Council meeting is conducted by the Course Leader, who will model appropriate leadership behavior within the setting of the meeting.

Leadership Council Meeting Agenda

Day Three

- Welcome and introductions
- Purpose of the meeting—what we need to accomplish
- Reports on the progress being made by each team
- Assignments for the upcoming course meeting (leading team planning for the Outpost Camp)
- Program team and service team assignments
- Announcements
- Closing

Welcome and Introductions

The Course Leader takes charge of the meeting, introduces those persons attending the Leadership Council meeting, and welcomes everyone.

Purpose of the Meeting

Direct the attention of the Leadership Council to the written agenda. Note that the purpose of this meeting will be to:

- Hear reports on the progress being made by each team.
- Make assignments for the upcoming course meeting (leading team planning for the Outpost Camp).
- Make program team and service team assignments

Throughout the meeting, participants will use good communication skills to share ideas.

Reports on the Progress of Each Team

The Course Leader asks each team leader to report on their team's progress so far. Encourage team leaders to make their reports as constructive evaluations using SSC:

Start—What can they begin doing to improve their teams?

Stop—What can they stop doing that is not working well?

Continue—What can they continue doing that is a strength and is working well?

Encourage each team leader to use their Leadership Compass to determine the current stage of development of their team (*Forming, Storming, Norming, Performing*).

Remind team leaders that each team should be thinking about its presentation of the Quest for the Meaning of Leadership. Briefly review the challenge (offered by the Course Director at the campfire on Day One), and stress the importance of continuing to work on the presentation throughout the course.

Assignments for the Upcoming Course Meeting

The team meetings that take place during the Day Three course meeting will focus on planning for the Outpost Camp.

The Course leader will give each team leader a checklist of things to be done before the teams set out for the Outpost Camp.

During the team meetings, each team leader will lead his team in using the What, How, When, Who Planning Tool to determine how the team will reach the goal of being ready for the Outpost Camp.

COMPASS POINT

The checklist will vary, depending on the nature of the Outpost Camp. (On Day Three, teams will plan their Outpost Camp menus. On Day Four they will plan the group and personal gear for the Outpost Camp.)

In general, the checklist can include these items to be planned:

National Youth Leadership Training

- Menu planning—Knowing what provisions are available, the team can decide what meals to prepare, how to fix them, and what ingredients are required. Planning should include how ingredients will be repackaged, carried, and stored.
- Personal equipment—A list of what each person will need.
- Group equipment—A list of gear the team will carry.

Teams will have Day Three and Day Four to get everything planned and done before setting out for the Outpost Camp. The process also will reinforce the use of the skills covered in the sessions on planning and problem solving.

Program Team and Service Team Assignments

The Course Leader asks the Assistant Course Director program/service to take the floor.

The Assistant Course Director program (or service) reminds the leaders of the Day Three service and program teams that they should review what they will be doing and use their planning skills to figure out an effective way to fulfill their responsibilities. Use Start, Stop, Continue for any evaluations.

Program Team (sample assignments)

- Course assembly—Conduct the flag ceremony for the next day.
- Course meeting—Prepare the meeting area.
- Course meeting—Conduct the preopening activity. (The team should be provided with a printed sheet of instructions for organizing and conducting the activity. If materials are needed, the quartermaster should make those available.)

Service Team (sample assignments)

- Police the course meeting area. (NYLT is a Leave No Trace program.)
- Maintain participant latrines and showers.

STAFF SERVICE TEAM

The Assistant Course Director service will again make it clear to the LC that staff members have the responsibility of cleaning staff latrines/showers, staff campsites, and other areas for staff use. Staff members set a good example by rolling up their sleeves and taking care of their own areas rather than expecting someone else to do it for them.

Announcements

The Course Leader makes any announcements relevant to the group.

Explain that team leaders have a responsibility to convey to their teams information from the meetings of the team leaders' council.

He notes the time and location for the next meeting of the team leaders' council.

Summary

The Course Leader summarizes the key points covered during the meeting, addresses any questions the team leaders might have, and stresses the

National Youth Leadership Training

importance of performing at the highest levels, using the Scout and Venturing Oaths and Scout Law as their guides.

Course Director's Observations

The Course Director thanks all present for their participation and encourages them to continue performing at the highest levels.

The Course leader adjourns the meeting, but invites the group to stay a moment to observe the post-meeting debrief with the Course Director.

After the Meeting

The Course Director and Course Leader meet for a couple of minutes to review the meeting. Using Start, Stop, Continue, they discuss what went well during the meeting and what can be improved the next time the LC gathers.

Day Three: Course Meeting

Time Allowed

90 minutes

Format

The NYLT syllabus is structured to represent the experience of a Scout unit moving through a month of meetings and activities. The meetings that occur during the first three days are similar to those a unit would schedule over a time period of three weeks. The final week of a unit's month correlates to the big event that participants embark upon during the final days of the NYLT course—an exciting activity that is an outgrowth of the learning and planning that occurred during the first three meetings.

Learning Objectives

By the end of this session, participants will

- Be able to conduct a well-prepared course meeting built on the seven-step troop meeting plan.
- Build and/or practice skills needed for the upcoming Outpost Camp.
- Continue preparations, as a team, for the Outpost Camp.
- Practice good communication skills.
- Practice Leave No Trace skills needed for Outpost Camp.
- Practice SSC as part of the seven-step Unit meeting plan (LC only).
- Have fun.

Presentation Procedure

Preopening

COMPASS POINT

During the preopening, the Course Director and Course Leader will discuss the upcoming meeting to ensure that everything is in order. The Course Director should model good coaching and mentoring skills.

Conduct this visit in full view and hearing of the NYLT participants so that they understand that this is a regular and important part of every unit meeting.

The Course Leader reminds course members that there are seven steps to a good Unit meeting:

Seven-Step Unit Meeting Plan

1. Preopening
2. Opening
3. Skills instruction
4. Team meetings
5. Interteam activity
6. Closing—"Course Director's Minute"
7. After the meeting

**Day Three
COURSE MEETING PLAN**

ACTIVITY	DESCRIPTION	RUN BY	TIME	TOTAL TIME
Preopening		Leadership Council	5 min.	5 min.
Opening ceremony	Scout and Venturing Oaths and Scout Law	Program team	5 min.	10 min.
Skills instruction	Backpacking stoves	Team Guides	25 min.	35 min.
Patrol meetings	Menu planning for Outpost Camp	Team leaders	20 min.	55 min.
Interpatrol activity	Backpacking stove challenge	Team Guides	25 min.	80 min.
Closing	Scoutmaster's Minute	Course Director	5 min.	85 min.
After the meeting	Debrief, planning ahead	Leadership Council and Course Leader		

Ask the team leaders, Team Guides, Course Director, and Assistant Course Directors (program and service) to join you for the preopening.

Check in with the team leaders and Team Guides to see who has responsibility for the main parts of the upcoming course meeting—the opening, the skills instruction, the team meetings, and the interteam activity.

Ask if everyone has the resources needed to carry out their portion of the meeting.

Ask the Course Director if there is anything else requiring attention before the opening of the course meeting.

Opening Ceremony

Note – this is another variation to highlight both the Scout Oath and the Venturing Oath within the week.

The Course Leader invites Venturers to stand respectfully while Boy Scouts make the Scout sign and recite the Scout Oath. The Course Leader invites Boy Scouts to stand respectfully while Venturers make the Venturing sign and recite the Venturing Oath. The Course Leader invites all participants to make their program's sign and recite the Scout Law.

Ask if there are announcements or other contributions from participants and staff.

Skills Instruction

COMPASS POINT

Unit meetings at home may have different levels of instruction for members who are at different levels of learning.

The Course Leader asks the Team Guides and/or other skills instructors to conduct the skills instruction portion of the troop meeting.

Skills instruction for the Day Three troop meeting will involve correctly handling and using backpacking stoves and fuel.

COMPASS POINT

The skills instruction on backpacking stoves is built on the BSA's Second Class and Venturing Ranger requirements:

Second Class 2e—Discuss when it is appropriate to use a cooking fire and a lightweight stove. Discuss the safety procedures for using both.

Second Class 2f—Demonstrate how to light a fire and a lightweight stove.

See the *Boy Scout Handbook*, *Venturer/Ranger Handbook*, *Scoutmaster Handbook*, and *Guide to Safe Scouting* for the BSA's stance on the use of backpacking stoves. Propane stoves are *not* encouraged or appropriate.

PREPARATIONS

Each Team Guide will need the following:

- A backpacking stove of the sort to be used on the Outpost Camp
- Fuel in an appropriate container
- A means of lighting the stove

COMPASS POINT

Team Guides should practice together ahead of time to be sure that:

- Stoves are in good working order.
- All Team Guides can teach others about stove use in ways that model effective teaching methods.
- Everyone understands and can teach the safety issues associated with using camping stoves (keeping the stoves on the ground, using only pots of the correct size for the stove, etc.).
- Each stove will have one staff member to monitor its use.

PROCEDURE

Using the Teaching EDGE, the Team Guide *Explains* how to handle, pack, and use a backpacking stove, then *Demonstrates* those skills. Next, he *Guides* team members in handling and using the backpacking stove themselves. The goal is that every team will be *Enabled* to use stoves safely during their Outpost Camp.

Team Meetings

The Course Leader asks the team leaders to take charge of their teams. The team meeting should cover planning menus for the Outpost Camp.

Menu planning can draw on the skills developed during the Day Two Preparing Your Plans session and the Day Two Team Lunch Planning Challenge.

The course quartermaster can prepare a menu-planning work sheet that explains what is available for Outpost Camp menus. With the work sheet for guidance, teams can develop their menus, recipes, and ingredient lists for the Outpost Camp. The quartermaster also can clarify where and how teams can draw provisions for the Outpost Camp, and the means teams can use to repack menu ingredients for carrying on the trail and securing in camp.

Note: At the Day Three and Day Four LC meetings, team leaders are given checklists to guide their planning for the Outpost Camp and are directed to use the checklists and the What, How, When, Who Planning Tool to lead their teams in making their Outpost Camp plans.

Checklists will vary from one NYLT course to another, depending upon the nature of the Outpost Camp. Sample checklists will include:

- Personal equipment
- Group equipment
- Menu planning
- Food procurement and repackaging

If the checklists are detailed in what must be accomplished, teams will have Day Three to plan menus and Day Four to plan their personal and group equipment and to get everything ready for the Outpost Camp. The exercise also will reinforce the use of the skills covered in the Preparing Your Plans and Solving Problems sessions.

COMPASS POINT

The Team Guide stays on the sidelines of the team meeting. The Team Guide is ready to support and coach the team leader if needed, but otherwise is not involved in the meeting.

Interteam Activity

The Course Leader explains and conducts the inter team activity: Fire and Water.

The challenge: Transport 1 quart of water over a distance and then correctly use a backpacking stove to bring the water to a boil.

Materials for each team:

- One backpacking stove
- One 2-quart cook pot
- Water source (stream, lake, hose, buckets filled with water, etc.) some distance from the starting point
- A variety of nontraditional water-carrying devices, such as measuring cups, balloons, newspapers (can be rolled into cones), large coffee cans with numerous holes punched in them

Procedure: Before starting, all teams are given four minutes to plan the best approach to the following problem. They must choose only one of the water-carrying devices to transport a quart of water from the water source to the cook pot. (The cook pot and stove must stay in the start area for each team.) The team must then bring the pot of water to a boil.

A team can be awarded extra credit for clearly using the What, How, When, Who Planning Tool.

A team can lose credit for any action deemed unsafe regarding stove handling and use.

The challenge should encourage teams to use their planning skills to devise the most efficient solution. They may divide up responsibilities, having several people light and manage the stove while others transport the water. They'll need to come to agreement on what water-carrying device to use and how to conduct the transporting.

The Team Guide will monitor the stove use of his team, using Start, Stop, Continue to ensure that the stove is always used in a safe manner.

Closing—Course Director's Minute

The Course Director offers a Leader's Minute.

“For members of the Boy Scouts of America, Leave No Trace is all about *Be, Know, Do*.

“Some Scouts were on a long backpacking trip in a national park. Their permit to be in the park allowed them to camp only in designated sites that the park

National Youth Leadership Training

rangers had determined would minimize environmental damage caused by backcountry travelers.

“Late one afternoon the Scouts came to a beautiful mountain meadow a mile from the campsite that had been assigned to them for the night. They were tired and for a moment they were tempted to set up their tents in the meadow. After all, nobody would know that’s where they had camped. The damage they caused would probably be only some trampled plants and compacted soil that most people wouldn’t even notice.

“But the Scouts decided to hike on to their designated campsite, leaving the meadow untouched.

“Many of our choices in life are like that. We think nobody is watching us, but in fact we are looking right into a mirror whenever we make a decision. We are watching ourselves. We will know the kind of people we are, the people we will *Be*. We *Know* what the right decision is. What we *Do*—the third part of *Be, Know, Do*—will make all the difference.”

After the Meeting

At the conclusion of the Course Director’s Minute, the Course Director reminds the participants that the seventh step of a successful course meeting is after the meeting.

The Course Director then invites the members of the Leadership Council to join him for the stand-up Leadership Council meeting. In this case, the LC will comprise the Course Leader, Assistant Course Directors program/service, the course’s team leaders, and the Team Guides assigned to the teams.

The Course Leader leads the LC in reviewing the just-concluded meeting, using Start, Stop, Continue to evaluate the proceedings.

Go over any assignments for the next day’s course meeting.

Thank the group for a job well-done, and adjourn.

Day Three: The Leading EDGE

Time Allowed	60 minutes
Format	Course presentation and team activities/discussions
Responsible	Assigned staff
Location	Course site
Learning Objectives	<p>At the end of this session, each participant should be able to</p> <ul style="list-style-type: none">■ Discuss ways the Scout and Venturing Oaths and Scout Law provide an ethical foundation for leadership.■ Explain what is meant by servant leadership, and talk about the benefits of that idea of leading.■ Describe the four leadership approaches included in the Leading EDGE™, and tell which approach is most appropriate for each phase of team development.
Materials Needed	<ul style="list-style-type: none">■ Duties of a Patrol Leader (from the <i>Patrol Leader Handbook</i>). A copy for each participant is included in the NYLT Participant Notebooks.■ Responsibilities of a Venturing Officer (from the <i>Venturer Handbook</i>). A copy for each participant is included in the NYLT Participant Notebooks.■ Posters or flip chart pages clearly in view at the front of the session area:<ul style="list-style-type: none">—Duties of a Patrol Leader and Venturing Officer—Scout Oath- Venturing Oath—Scout Law■ Leadership Compass with quadrants marked Forming, Storming, Norming, Performing
Presentation Procedure	<p><i>Opening Exercise</i></p> <p>Lead the group in a game of Simon Says (three to five minutes).</p> <p><i>Opening Discussion</i></p> <p>Show slide 3-27, The Leading EDGE.</p> <p>Ask: <i>What do the letters NYLT stand for?</i> (National Youth Leadership Training)</p> <p>The word in the center of NYLT is also at the heart of this course—Leadership.</p> <p>Ask: <i>In the game Simon Says, do you believe that Simon is a leader?</i> (show of hands) <i>Do you think Simon is a GOOD leader?</i> (show of hands—hopefully very few) <i>Have you ever seen a person in a leadership position act like Simon?</i></p> <p><i>In your Crew, troop or patrol, what's it like when the leader acts like Simon?</i> (Accept several answers from the group.)</p>

DVD

DVD

Show slide 3-28, Patrol Leader Duties: Represent . . .; and 3-29, Patrol Leader Duties: Attend

Have each team turn to the Duties of a Patrol Leader as described in the *Patrol Leader Handbook* and Responsibilities of a Venturing Officer *as described in the Venturer Handbook* . (Each Participant can find a copy of the duties in their Participant Notebook. At the front of the assembly area where everyone can see it, the session leader can also reveal a poster with the duties listed.)

Ask the teams to take two minutes to discuss among themselves which of the duties of a patrol leader or Crew officer encourage the leaders to act like Simon in the Simon Says game.

COMPASS POINT

Duties of a Patrol Leader

—From the *Patrol Leader Handbook*

- Represent your patrol at all patrol leaders' council meetings and the annual program planning conference.
- Keep patrol members informed of decisions made by the patrol leaders' council.
- Take a key role in planning, leading, and encouraging patrol meetings and activities.
- 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 by assigning them specific tasks and responsibilities.
- Attend youth leader training and continue to work on advancement.
- Encourage patrol members to complete their own advancement requirements.
- Set a good example to your patrol by having a positive attitude, wearing the Scout uniform, showing patrol spirit, and expecting the best from yourself and others.
- 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.

Also discuss the Responsibilities of a Venturing Officer *as described in the Venturer Handbook*

Ask: *How many of the duties did you find that encouraged the Simon Says type of leadership?* (Some teams might find one or two that they think are like Simon Says. Listen, but don't respond positively or negatively.)

Now go back over the list and tell me how many of the duties are for the good of the leader only and not the team members. (Entertain answers. A case might be made that "Attend youth leader training and continue to work on advancement" is leader-centered, though the session instructor can point out that a leader who attends NYLT and who continues to learn Scouting skills through their own advancement is going to be better equipped to serve the needs of those in their unit. If someone suggests that "Live by the Scout or Venturing Oath and Scout Law" is a duty with more benefit for the leader than for members, note that on

the flip chart but put it off to the side—in the parking lot. Explain that you'll get back to that discussion in just a moment.)

Make this key point: Almost all of these duties, and perhaps every one of them, puts the members first and the leader second.

COMPASS POINT

As you discuss the language, emphasize the importance of the words by underlining or otherwise highlighting the following italicized words on the Duties of a Patrol Leader poster. **AND THE NEW POSTER**

Support the key point this way: Look at the language in the list of duties. As a leader you will:

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

Stir discussion with these misleading questions: “But isn’t a leader supposed to be the boss? Doesn’t a leader just tell people what to do and then expect them to do it? If people aren’t doing what the leader wants, can’t the leader just yell at them?” (Expect some interesting answers, perhaps even some agreement. You might point out that it can be simple to just demand that people do it your way, and it might even be satisfying to yell at them now and then. The problem is, that kind of leadership doesn’t get you very far.)

Others-First Leadership

DVD

Show slide 3-30, Servant Leadership.

Make this point: The most effective leaders put those they are leading first.

Instead of thinking of themselves as the bosses, a really good leader sees him or her self as serving those they leads. They are 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.

The leader is serving the needs of those they lead.

Ask: *What are the advantages for a leader who uses others-first leadership?* (Likely answers: “I can share responsibilities.” “I won’t have to work as hard.” “I can see others succeed.” “I won’t have to yell.”)

Ask: *As a team member, what would it be like to have a leader who uses others-first leadership?* (Entertain answers. Expect “I have more freedom.” “I would get to do more.” “I would have more responsibilities.” “No yelling.”)

Leadership and Character

DVD

Show slide 3-31, Leadership and Character.

Show a flip chart page or poster with the following statement and the Scout Oath and Venturing Oath and Scout Law. Read the statement aloud.

“Successful leadership is based on the values defined by the Scout Oath, Venturing Oath, and Scout Law.”

COMPASS POINT

For this discussion, there should be a poster with the Scout Oath, another poster with the Venturing Oath, and another poster with the Scout Law clearly visible to the session participants.

DVD

Show slide 3-32, Scout Oath.

Explain: I believe that the Scout Oath, Venturing Oath, and Scout Law encourage each of us to be others-first leaders. We hear all the time in Scouting that leadership in our organization is based on the values of the Scout Oath, Venturing Oath, and Scout Law. Let’s take a look at what that really means.

Ask: *What part of the Scout Oath or Venturing Oath is a benefit only for the person who takes the Oath?* Accept several responses. Some might say that keeping physically fit and mentally awake only benefits the Scout. You might point out that 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.

Explain that the Scout Oath and Venturing Oath are totally consistent with the concept of others-first leadership.

Ask each participant to write down the Scout Law.

Show slide 3-33, Scout Law.

Now examine each point of the Scout Law. Does the point encourage you to help others? If so, write “*HO*” beside the characteristic. (Write “*HO*” by each word.)

Now look at each point of the Scout Law again. Does each point also benefit you? If so, write “*ME*” by the characteristic.

Explain: Most points of the Scout Law, if not ALL of them, benefit both you and others. Good leadership works that way, too. Everyone benefits. It’s a win-win situation.

COMPASS POINT

Much BSA literature proclaims that leadership should be ethically based. The Scout Oath, Venturing Oath, and Scout Law provide that ethical foundation. By examining the Oaths 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 Oaths and Law in mind as they make leadership decisions.

Good leadership is using your knowledge and your character—your *Be, Know, Do*—to bring others closer to achieving a shared vision. Good leadership is others-first leadership.

As leaders, we have to make choices. We have the Scout Oath or Venturing Oath and Scout Law to guide us, as well as the example of many 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 choices.

If our model of leadership is the others-first model and our leadership choices are guided by the Scout Oath, Venturing Oath, and Scout Law, and the example of exemplary people, we still need a few tools to be effective leaders. One such tool is the Leading EDGE.

Leadership Tools: The Leading EDGE

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

A powerful tool for choosing the right leadership style is the Leading EDGE. The letters EDGE stand for *Explain, Demonstrate, Guide, Enable*.

COMPASS POINT

The Leading EDGE acronym describes the behavior of a leader as the team moves through the model. The EDGE acronym is used to describe a process for skills transfer.

DVD

Show slide 3-34, The Leading EDGE.

This morning during the discussion on Developing Your Team, we talked about the four stages teams go through—*Forming, Storming, Norming, Performing*.

A team responds best to leadership tailored to the stage the team is experiencing at the moment.

Let's take a quick review of the phases of development for teams and see what kind of leadership works best for each stage.

DVD

Show video clip 3-35, The Leading Edge (Part One), which begins, "*There is a big difference between being the leader and being the boss.*"

COMPASS POINT

Use the large Leadership Compass at the front of the room as a visual aid, pointing out the quadrants representing the stages of team development.

DVD

TEAM STAGE: FORMING (HIGH ENTHUSIASM, LOW SKILLS)

Show slide 3-36, The Leading EDGE: Team Development Stage—Best Leadership Approach.

If the team is in the *Forming* stage, the members will likely exhibit high enthusiasm and motivation for doing something new, though their skills are low.

What style of leadership would you use for a group that is *Forming*? (Answer: *Explain*)

An effective leader of a group that is *Forming* will do lots of careful *Explaining* to help a patrol understand exactly what the leader expects them to do and how to do it.

Example: Ask participants to think back to the first day of the NYLT course. As one of their leaders, the Team Guide did lots of clear, careful explaining to help them learn how to set up their camp and to get through the first day's activities. Their choice of leadership was the right one for that stage of the team's development.

TEAM STAGE: STORMING (LOW ENTHUSIASM, LOW SKILLS)

A team that is in the *Storming* stage will likely exhibit less enthusiasm and motivation for doing something new. Their skills are still low.

What style of leadership would you use for a group that is *Storming*? (Answer: *Demonstrate*)

National Youth Leadership Training

An effective leader will continue to make things clear by *Demonstrating* to the team how to succeed.

Example: Did team members have any disagreements yesterday during the Team Lunch Planning Challenge or the building the pioneering projects? Have any teams had arguments about doing dishes and cleaning up their campsites? Those could be indications your team is in the *Storming* stage. Your Team Guide and team leader find success by *Demonstrating*—showing how something is to be done and also modeling the kind of behavior expected of all team members.

TEAM STAGE: NORMING (RISING ENTHUSIASM, GROWING SKILLS)

If the team is in the *Norming* stage, the members will likely exhibit growing enthusiasm and motivation for doing something new. Their skills are growing, too.

So which leading style would you use? (Answer: *Guide*)

Leaders of teams in the *Norming* stage can find success with a *Guiding* style of leadership—giving team members lots of freedom to act on their own, but being ready to coach and guide when a little help is needed.

Example: In many ways your team is working together smoothly. Perhaps you've figured out food preparations and are enjoying great meals that are fun to prepare. Those could be indications your team is reaching the *Norming* stage.

Your course guide is in the campsite while meal preparation is taking place, but is busy with other duties and allows you to proceed on your own. Now and then your guide checks in to give encouragement to the cooks and, if they need it, to offer some helpful hints that will *Guide* them toward success.

TEAM STAGE: PERFORMING (HIGH ENTHUSIASM, HIGH SKILLS)

If the team is in the *Performing* stage, the members will likely exhibit high enthusiasm and motivation for doing something new, and their skills are high as well.

Which leading style would you use? (Answer: *Enable*)

A leader *Enables* team members to make decisions on their own and to keep moving ahead. A leader can help the team evaluate future progress by using SSC—Start, Stop, Continue.

Example: Perhaps you've been in a team in your home unit that had been together a while and become a team where everyone knew what to do and how to make the team's plans sure successes. Your leader gave you lots of encouragement and made sure you had all the materials and resources you required, but mostly stayed out of your way and let you and the rest of your team perform with a high level of skill and organization. Your leader was *Enabling* you to make the most of opportunities.

GOING BACKWARD

As it develops, a team does not always move smoothly from one stage to the next. It also does not always move forward, and will sometimes find itself back at an earlier stage of development.

DVD

Show slide 3-37, The Leading EDGE: When a team starts to learn a new skill

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 also may slip backward one or two stages. A team 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. Angry with one another and frustrated, team members can slip back to the *Storming* stage.

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

Demonstrating the Leading EDGE

DVD

Show video clip 3-38, The Leading Edge, an interactive exercise that begins with "Let's put what we've learned into practice"

COMPASS POINT

In courses where the video can be shown, the scenarios presented on the DVD will provide plenty of material for a lively discussion of the Leading EDGE.

If video support is not available, staff members can role-play some or all of the following scenarios to illustrate various styles of leadership and to stimulate discussion of the effectiveness of different leadership approaches. The group can also discuss how character-based leadership was used, as reflected in the Scout Oath, Venturing Oath, and Scout Law.

EXPLAINING STYLE OF LEADERSHIP

"Jim, you, Sue, and Brad will need to go to the dining hall at exactly 4 P.M. to pick up our food for dinner. Are you good with that?"

Ask: What style was used here? (Explain) How can you tell? (Very exact directions with lots of detail.) Would this be a good style to use with a newer member? (Yes.) With an older member? (No, though someone might point out that age does not matter if someone is inexperienced or new to the group and its culture.)

DEMONSTRATING STYLE OF LEADERSHIP

"Let's hold up on our hike for a minute. I'd recommend we all take a moment to drink some water. No one wants to get dehydrated. (Take a drink yourself.) I noticed a while back that some of you were pulling the leaves off the branches as you pushed the branch out of your way on the path. We're a Leave No Trace kind of group. That means no one should be able to tell we'd been by here. I've been taught to push the branches down, gently, so the branch doesn't break, but also so it doesn't bounce back into the face of the person behind me."
(Optional— younger member: "Yeah! I saw you doing that. Now I understand why you were doing it that way. Cool!")

Ask: What style was used here? (Demonstrate) How can you tell? (Described what he does and role models the behavior.) Would this be a good style to use

with a newer member? (Yes.) With an older member? (Yes, especially if the older member is new to hiking.)

GUIDING STYLE OF LEADERSHIP

“Jack, we up camp as a group on our last trip. I noticed you did a nice job. I think you can set up your tent by yourself this time. Pick out a good site and pitch your tent. If you need some help, I’ll be over here with the new guys.”

Ask: What style was used here? (Guide) How can you tell? (Indicates confidence in Jack’s growing skill, gives him a few reminders, and offers assistance if called upon.) Would this be a good style to use with a newer member? (Yes, assuming they are doing well in this skill area.) With an older member? (Yes, if the person is still learning this skill, but not if they are highly skilled in this area.)

ENABLING STYLE OF LEADERSHIP

“Mary, you’ve really got your first-aid skills down. I’d like to have you go through the first-aid class with Ted and Joan and give them some pointers on tying bandages and splints.”

Ask: What style was used here? (Enable) How can you tell? (Expressed confidence in Mary’s skill, gave her an opportunity to share her skills and deepen them through teaching others.) Would this be a good style to use with a newer member? (Yes, if Mary were really good. But chances are that Mary is still learning and not fully skilled.) With an older member? (Yes.)

Leadership Hints

GENERAL

DVD

Show slide 3-39, Leadership Hints.

Discuss the following ideas with session participants. Draw on their experience as team members and as leaders to illustrate the importance of each of these points.

Avoid creating an us-versus-them environment. Seek out areas on which you can agree and build from there. Explore ways that everyone succeeds.

Offer a vision of success based on the team’s shared values. The unit’s annual program plan is a blueprint for exciting activities and outdoor adventures. Use it to focus members’ energies and enthusiasm. The Scout Law and Scout and Venturing Oaths are expressions of the BSA’s values. Rely on them to help the entire team pull together to do what they all believe in.

Acknowledge differences; respect and value others. Look for ways to draw on individual strengths of members to the advantage of the entire unit. Help each person feel that they have something important to contribute to the success of the group. They do.

Recognize that there are many different ways to get things done. Most problems have many solutions. Once the team agrees upon one, provided it is an ethical choice, go along with the group choice, even if it is different from the choice you personally would have made. As a leader, it’s your responsibility to help focus the full energy of a group on making that solution work.

Make meetings count. Get outdoors and have adventures. Working through the Leadership Council, develop an exciting program plan, then carry it out.

DVD

Overcoming Disappointments

Show slide 3-40, Overcoming Disappointments.

Now and then a patrol, troop, or Crew may become discouraged. Perhaps members are discovering the reality of the challenges facing them. A campout or other planned activity that didn't go very well may cause some members to become frustrated. Has this ever happened to any of you? (Allow discussion, then give the following advice.)

You will be tested as a leader when the spirits of your 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 who are making efforts to achieve.

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

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

DVD

Celebrating Success

Show slide 3-41, Celebrating Success.

Explain that patrols in your troop and members of your Crew will achieve significant milestones, or even complete their time together as a tight-knit group. Members of the Crew may be moving on to college, 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. What do you do in your unit when significant milestones are reached? (Allow discussion, then give the following advice.)

Whatever the case, celebrate the many accomplishments that members have enjoyed during their time together. Documenting patrol, troop, or Crew histories with a scrapbook or photo album can be an enjoyable way to create an overview of all that the members have accomplished. It's important and satisfying to know we've accomplished something. We get a sense of closure that helps us have confidence when we face the next challenge.

Summary

DVD

Show slide 3-42, Summary.

Important aspects of leadership to remember are these:

- Effective leadership is based on the Scout Oath, Venturing Oath, and Scout Law.
- An effective leader is an others-first leader, putting others ahead of themselves.

National Youth Leadership Training

- Everyone has their 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 *Explain, Demonstrate, Guide, and Enable*. Each approach is useful for a certain stage in the development of any team.

Day Three: Team Games

Time Allowed 30 minutes

Format Course activity

Responsible Assigned staff

Learning Objectives By the end of this session, participants will

- Have fun.
- Use the skills of problem-solving, leadership, and team development.
- Create greater team unity.

Presentation Procedure

Dragon Tails

Members of each patrol line up in single file. Each puts their hands on the shoulders of the person in front of them. The last team member hangs a bandana or other flag from their belt. The object of the game is for the first person in each team (the one whose hands are free) to grab the bandanas from the belts of the last persons in the other teams.

Kim's Game

In this classic Scouting game, youth staff will have prepared a number of items, arranged them on a board that can be displayed upright, and covered the board with a cloth. (The items, 15 to 20 in number, might be camping oriented—a pocketknife, a tent stake, a camp mug, a piece of firewood, etc. All items should be large enough to be seen by anyone in the course when they are gathered around for the game.)

Teams seat themselves in front of the covered board. At a signal, the cloth is removed and everyone has 60 seconds to study the items. They may not speak or make any notes.

At the end of the minute, the items are again covered. The teams can move some distance from one another to ensure some privacy, then will work together to write down a team list of all the items they can remember.

T-shirt Relay Game – note: this is not a good game for coed groups

Teams line up in single file. The first person in each team puts on an extra-large T-shirt. At a signal to start the game, the person in the T-shirt turns to the person behind them. They grasp each other's hands and hang on tightly. Other members of the team then maneuver the T-shirt off the first person, down their arms, and over the joined hands to the arms of the second person, and then pull the T-shirt onto the second person.

When the T-shirt is completely on the second person, they release their grasp of the hands of the first person, then turn to a third team member and tightly grasps both of their hands. The team transfers the T-shirt from the second person to the third person, the second and third persons maintaining their grasp of each other's hands throughout the transfer process.

National Youth Leadership Training

The game continues until the T-shirt has transferred to every team member and the last person in the team is wearing the shirt. Team games can be expanded if time allows.

COMPASS POINT

NYLT staff may have other games they want to offer during this session. Any game included in the Team Games session should meet certain criteria. It should:

- Challenge teams to use the skills of problem-solving, leadership, and team development.
- Offer every team member the opportunity to participate fully.
- Give all teams equal opportunities to succeed.

Day Three: Team Meeting

Time Allowed	45 minutes
Responsible	Team leader
Location	Team site or some other location where the session of one team will not interfere with the activities of other patrols.
Learning Objectives	By the end of this session, participants should be able to <ul style="list-style-type: none">■ Describe the purpose of the team meeting.■ Describe how a team meeting should be run.■ Know what the team leader is responsible for doing and what team members are responsible for doing.■ Use the Start, Stop, Continue tool to evaluate team performance.

COMPASS POINT

As with meetings of the NYLT course and the Leadership Council, every team meeting during an NYLT course should be organized in a manner that provides an ideal example of such a session. Participants should be able to take the models of the team meetings they see at NYLT and use them to organize effective meetings in their home units.

Materials Needed	Team meeting agenda. Each team meeting should follow a written agenda. Building on the following model, the agenda for today’s team meeting can be adjusted by the team leader prior to the meeting to fulfill the needs of his team.
Recommended Facility Layout	The Team Guide will determine the location of the first team meeting. The team will decide where subsequent team meetings will occur. In most cases, team meetings will take place in or near the team’s campsite.
Delivery Method	The team leaders are the facilitators of the meetings of their teams. The leadership style each team leader uses is up to that person; the hands-on experience of leading is every bit as valuable as the progress made by a team during any particular meeting.
Presentation Procedure	

Model Team Meeting Agenda

Day Three

- Welcome—Team leader
- Meeting agenda— Team leader
- Evaluate team progress using Start, Stop, Continue
 - 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 a strength and is working well that we want to continue doing?”

(Include evaluation of the team's progress with the Daily Campsite Inspection Checklist and the duty roster.)

- Using the NYLT Leadership Compass, determine the team's current stage of development (*Forming, Storming, Norming, Performing*). Discuss ways the team can move ahead toward the next development stage.
- Continue work on the team's Quest for the Meaning of Leadership presentation.
- Adjourn.

COMPASS POINT

Team Guides may attend team meetings, but ideally will not take part in any significant way.

Day Three: Lego[®] Challenge/Realistic First Aid

Time Allowed

120 minutes

Format

Course activity with team breakouts.

1. The session begins with the Lego[®] Challenge conducted by the teams.
2. As the debrief of the challenge is coming to an end, NYLT youth staff hurry into the meeting area with an “injured” person, made up with realistic first-aid techniques to appear convincing. They follow correct first-aid procedures to stabilize the “victim” and to summon medical help.
3. The debrief that follows highlights the importance of the risk management planning that will take place on Day Four in preparation for the hike to the Outpost Camp.
4. The remainder of the session will be devoted to Team Guides using the Teaching EDGE to help participants learn and practice using realistic first-aid methods—a skill they can use with their home units.

Responsible

Assigned staff, Team Guides

Learning Objectives

The purpose of this session is to

- Reinforce learning the skills of communicating, planning, problem solving, and team building.
- Establish an awareness of the importance of risk management as a preparation for the Outpost Camp.
- Teach a skill that participants can share with their home units.

Materials Needed

- Plastic construction block toys
- Realistic first-aid materials

Preparations

Youth staff facilitating the Lego[®] Challenge will have made the two models that will be used for the team exercise, taking care to keep them out of sight. Each model should be made of no more than a dozen Lego[®] pieces. Each team should have at least the same number and kind of Lego[®] pieces as are present in each of the models.

Youth staff involved in the mock emergency will have made up the “victim” with realistic first-aid wounds and will have rehearsed their presentation of the emergency and the correct first-aid responses to demonstrate. (Response to the emergency should conform with methods described in the *Boy Scout Handbook*, *Venturer/Ranger Handbook*, and *First Aid* merit badge pamphlet.)

Team Guides will have practiced making realistic first-aid wounds, will be able to teach the skill effectively, and will have in mind a number of possible injuries to suggest to their teams.

Youth staff also should be aware that during the mock emergency they will be modeling teamwork and leadership as well as emergency response.

Lego® Challenge

The session leader asks each team leader to come to a nearby location out of sight of the rest of the participants and study an object constructed of no more than a dozen Legos®. Tell the team leaders they will be giving verbal instructions to their patrols to build replicas of the Lego® model. They may look at the model but are not allowed to touch it. They are not to draw or write anything down.

Reassemble the group and give each team a bag containing Lego® pieces. Ask the team leaders to lead their teams in reproducing the Lego® model. Team leaders may offer verbal instructions only. They may not touch the Legos® or in any way assist except with verbal comments.

Repeat the process with another different Lego® model. This time invite a different member of the team to see the original model and to lead the team in reproducing the Lego® model. Again, those leading their teams may offer only verbal instructions. Encourage teams to use their experience building the first Lego® model to improve upon both the describing of the model to be reproduced and the listening required to use that information efficiently.

CHALLENGE DISCUSSION

Debrief the participants on their experience with the Lego® activity.

What made their efforts a success? What role did good communication play? If there were difficulties communicating, why did that occur and what solutions might have been used?

First-Aid Emergency Interruption

COMPASS POINT

The emergency will appear more realistic if no adult is present.

At the very end of the Lego® Challenge debriefing, NYLT youth staff interrupt the session to announce that someone has been injured near the course gathering area, or (depending on the chosen injuries) someone is needed to assist an “injured” person into the gathering area or carry them in on a litter. The “victim” has been made up using realistic first aid to have one or more specific “injuries.” The injuries should be of the sort that can be treated using the level of first-aid training expected of First Class Scouts.

Modeling good leadership and teamwork, the youth staff play out the scenario of stabilizing the “victim,” treating their wounds, and summing medical help.

At the end of the exercise, the NYLT staff involved debriefs the role-play. Through discussion with NYLT participants, they should explain the emergency situation and describe the appropriate first-aid response to that emergency. They should also point out how the youth staff worked as a team and ways in which leadership was provided during the emergency.

Realistic First Aid

Team Guides lead the teams through the process of developing realistic-looking first-aid wounds for use in first-aid training scenarios.

Throughout this activity, use the Teaching EDGE™ as your guide.

Note: To facilitate this activity efficiently, the Course leader should set a time limit for each team to finish developing and applying realistic injuries—perhaps 45 minutes. Leave time at the end of the session for everyone to see all of the realistic first-aid wounds and for a good debriefing of the activity.

Explain: Tell your team how the NYLT youth staff developed the realistic injuries exhibited by the “victim” in the mock emergency.

Demonstrate: The realistic injuries displayed during the mock emergency serve as a demonstration of completed realistic wounds.

As you explain the process and materials for making realistic wounds, demonstrate by developing a simple wound that utilizes the basic techniques involved in making a realistic wound.

Guide: Guide the entire team (or as groups of two or three team members, depending on the resources available and size of the team) in selecting wounds to replicate and then applying those injuries to one or more NYLT participants.

Enable: Encourage team members to return to their home units with these skills and use them for setting up mock emergencies that will enhance the first-aid training of other members.

Debrief

When all teams have had sufficient time to learn and practice the skills of making realistic first-aid injuries, the session leader asks each team to present their “victim,” describe the methods used to develop the “injuries,” and discuss the appropriate first-aid responses to those injuries.

Thank everyone for their cooperation and involvement, and encourage them to do all they can to make sure their first-aid injuries are all of the fake kind rather than real.