

Day Three: The Leading EDGE™

Time Allowed 60 minutes

Format Troop presentation and patrol activities/discussions

Responsible Assigned staff

Location Troop site

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

- Discuss ways the Scout Oath and Law provide an ethical foundation for leadership.
- Explain what is meant by servant leadership, and talk about the benefits of that idea of leading.
- 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

- Duties of a Patrol Leader (from the *Patrol Leader Handbook*). 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:
 - Duties of a Patrol Leader
 - Scout Oath
 - Scout Law
- Leadership Compass with quadrants marked Forming, Storming, Norming, Performing

Presentation Procedure

Opening Exercise

Lead the group in a game of Simon Says (three to five minutes).

Opening Discussion

Ask: *What do the letters NYLT stand for?* (National Youth Leadership Training)

The word in the center of NYLT is also at the heart of this course—Leadership.

Ask: *In the game Simon Says, do you believe that Simon is a leader?* (show of hands)

Do you think Simon is a GOOD leader? (show of hands—hopefully very few)

Have you ever seen a person in a leadership position act like Simon?

In your troop or patrol, what's it like when the leader acts like Simon?

(Accept several answers from the group.)



Show slide 3-27,
The Leading EDGE™.



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

Have each patrol turn to the Duties of a Patrol Leader as described in the *Patrol Leader Handbook*. (Each Scout can find a copy of the duties in his 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 patrols to take two minutes to discuss among themselves which of the duties of a patrol leader encourage patrol leaders to act like Simon in the Simon Says game.

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.

Ask: *How many of the duties did you find that encouraged the Simon Says type of leadership?* (Some patrols 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 patrol leader only and not the patrol 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 patrol leader who attends NYLT and who continues to learn Scouting skills through his own advancement is going to be better equipped to serve the needs of those in his patrol. If someone suggests that "Live by the Scout Oath and Law" is a duty with more benefit for the leader than for members of his patrol, 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 11 duties, and perhaps every one of them, puts the patrol members first and the leader second.



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.

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

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

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

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

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

The leader is serving the needs of those he leads.

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 patrol 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

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

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



Show slide 3-30, Servant Leadership.



Show slide 3-31, Leadership and Character.



Show slide 3-32,
Scout Oath.

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

Explain: I believe that the Scout Oath and 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 and Law. Let's take a look at what that really means.

Ask: *What part of the Scout Oath is a benefit only for the Scout 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 is 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.



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

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 and 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 and 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*.



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.



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.



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."



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.



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

TEAM STAGE: FORMING (HIGH ENTHUSIASM, LOW SKILLS)

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 troop 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. His choice of leadership was the right one for that stage of the patrol'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*)

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

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

Your troop guide is in the campsite while meal preparation is taking place, but he is busy with other duties and allows you to proceed on your own. Now and then he 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* patrol members to make decisions on their own and to keep moving ahead. A leader can help the patrol evaluate future progress by using SSC—Start, Stop, Continue.

Example: Perhaps you've been in a patrol in your home troop that had been together a while and become a team where everyone knew what to do and how to make the patrol'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 he stayed out of your way and let you and the rest of your patrol perform with a high level of skill and organization. He 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.



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 patrol that has become skilled at backpacking—the *Performing* stage—discovers they don't have enough fuel to cook their meals the last two days of a trip. Angry with one another and frustrated, patrol members can slip back to the *Storming* stage.

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

Demonstrating the Leading EDGE™



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

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 and Law.



EXPLAINING STYLE OF LEADERSHIP

"Jim, you 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 Tenderfoot Scout? (Yes.) With a Star Scout? (No, though someone might suggest it's a good style if the Scout were new to the troop 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 troop. 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 Scout behind me." (Optional— younger Scout: "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 Tenderfoot Scout? (Yes.) With a Star Scout? (Yes, especially if the Star Scout is new to hiking.)

GUIDING STYLE OF LEADERSHIP

"Jack, the patrol set 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 his assistance if called upon.) Would this be a good style to use with a Tenderfoot Scout? (Yes, assuming they are doing well in this skill area.) With a Star Scout? (Yes, if the Star Scout is still learning this skill, but not if he is highly skilled in this area.)

ENABLING STYLE OF LEADERSHIP

"Mike, you've really got your first-aid skills down. I'd like to have you go through the first-aid class with Ted and Juan and give them some pointers on tying band-aids and splints."

Ask: What style was used here? (Enable) How can you tell? (Expressed confidence in Mike's skill, gave him an opportunity to share his skills and deepen them through teaching others.) Would this be a good style to use with a Tenderfoot Scout? (Yes, if Mike was really good. But chances are that Mike is still learning and not fully skilled.) With a Star Scout? (Yes.)

Leadership Hints



Show slide 3-39,
Leadership Hints.

GENERAL

Discuss the following ideas with session participants. Draw on their experience as patrol members and as leaders of patrols 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 troop's annual program plan is a blueprint for exciting activities and outdoor adventures. Use it to focus Scouts' energies and enthusiasm. The Scout Law and Oath 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 Scouts to the advantage of the entire troop. Help each Scout feel that he has something important to contribute to the success of his patrol and troop. He does.

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 patrol leaders' council, develop an exciting program plan, then carry it out.

Overcoming Disappointments


Show slide 3-40,
Overcoming
Disappointments.

Now and then a patrol or troop may become discouraged. Perhaps Scouts are discovering the reality of the challenges facing them. A campout or other planned activity that didn't go very well may cause some Scouts to become frustrated. 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 patrol or troop members are down. When that happens, draw upon your abilities to communicate clearly, listen actively, and encourage open discussions.

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

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

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

Celebrating Success


Show slide 3-41,
Celebrating Success.

Explain that patrols in your troop will achieve significant milestones, or even complete their time together as a tight-knit group. Members of some patrols may be moving on to form a Venture crew, for example, and members of a new-Scout patrol may have reached a level of experience and advancement to be ready to join the regular patrols of the troop. What do you do in your troop when significant milestones are reached? (Allow discussion, then give the following advice.)

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



Show slide 3-42,
Summary.

Summary

Important aspects of leadership to remember are these:

- Effective leadership is based on the Scout Oath and Law.
- An effective leader is an others-first leader, putting others ahead of himself.
- Everyone has his own style of leadership. Proven tools of leadership can help you improve your style.
- Among the most powerful leadership tools is the Leading EDGE™. That stands for *Explain, Demonstrate, Guide, and Enable*. Each approach is useful for a certain stage in the development of a patrol or any team.

Day Three: Team Games

Time Allowed 30 minutes

Format Troop 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 patrol unity.

Presentation Procedure

Dragon Tails

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

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 troop when they are gathered around for the game.)

Patrols 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 patrols can move some distance from one another to ensure some privacy, then will work together to write down a patrol list of all the items they can remember.

T-shirt Relay Game

Patrols line up in single file. The first person in each patrol 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 him. They grasp each other's hands and hang on tightly. Other members of the patrol then maneuver the T-shirt off the first person, down his 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, he releases his grasp of the hands of the first person, then turns to a third patrol member and tightly grasps

both of his hands. The patrol 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.

The game continues until the T-shirt has transferred to every patrol member and the last person in the patrol is wearing the shirt.



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

Day Five: Valuing People

Time Allowed	50 minutes
Format	Troop presentation
Responsible	Assigned staff (preferably the senior patrol leader backed up by an adult leader to provide diversity in knowledge, viewpoints, experience, and age)
Location	Patrol sites
Learning Objectives	<p>As a result of this session, participants will be able to</p> <ul style="list-style-type: none"> ■ Understand that the Scout Oath and Law guide us in valuing other people. ■ Recognize that both the similarities we share with others and our differences can help groups be stronger. ■ See that we have a responsibility to act in an ethical manner in our dealings with people whose core values differ from our own. ■ Use ROPE principles to strengthen their patrol/troop programs.
Materials Needed	<ul style="list-style-type: none"> ■ 4-foot lengths of rope, one for each participant, presenter, and troop guide. They should be of differing colors, diameters, and types. Each rope should be appropriate for learning knot-tying (that is, no bailing twine or string). ■ Posters presenting the Scout Oath, Law, and the World Crest emblem (at left). Display the posters at the front of the presentation area in view of all participants. ■ Checklist for Ethical Decision Making (appendix, Participant Notebooks) ■ Flip chart and markers



Presentation Procedure

Opening Exercise

Provide each participant with a 4-foot length of knot-tying rope.

Tell participants that there are lots of great trick knots. A challenging one is the *toss knot*. It's tied by spinning a loop into a rope, then tossing through one end as if it were a dart.

Show participants how to tie the toss knot. (These instructions are for a right-handed person. Participants who are left-handed should reverse the hand orientation.)

- Step 1** — While standing, grasp the rope with one end in each hand. Hold the end in your right hand as if it were a dart. There should be about 2 inches of the end of the rope pointing away from you—the point of the dart. The body of the rope should be hanging down in front of you.
- Step 2** — With your right hand, flip the body of the rope to the left and over itself to form a loop. The loop will be rotating counterclockwise as you look down at it.
- Step 3** — Keeping a tight grip on the rope with your left hand, toss the end in your right hand (the dart) through the loop. Since the loop is in motion, the challenge is to toss the dart at just the right time.
- Step 4** — If the dart goes through the loop as it is first forming, it will create an overhand knot. If the loop has spun further before the dart goes through, the knot will be a figure-eight knot.

Troop guides can help members of their patrols practice the toss knot, explaining that a lot can be done with a single rope. It's the same with people. One person alone can accomplish a great deal.

Ask participants: *When you joined the Boy Scouts of America, you learned to tie the joining knot. Remember? It's a square knot.*

Have participants tie a square knot with their rope as you describe the architecture of the square knot—that is, what makes it a good knot for joining together two rope ends.

The square knot is actually two bends, one in each rope end, that are intertwined.

Each end of the rope brings strength to the knot. When they work together, the contributions of the two ends makes possible a knot that could not exist if there were but one end.

Tell participants: Now I'd like each of you to tie one end of your rope to the end of the rope of another member of your patrol. Use a square knot. If everyone ties the knot one time, all the ropes should be linked into a circle.

(Troop guides can *Guide* participants if they need help tying the knots or sorting out which ends should be joined to make the circle.)

Look at the strength formed by all these different kinds of rope joined together. When you learned to tie the joining knot, it didn't just symbolize you as one person joining a troop. It also symbolized all the members of a troop joining together to make the strongest possible team.

Just as these ropes are both the same and different from one another, members of patrols and other teams draw strength from the ways they are similar and ways they are different.

One of the ways all of us here are similar is that we can all tie a square knot. That shared ability allows us to join together in ways that wouldn't be possible if we shared nothing in common.

The Scout Oath and Law

Ask: *Why did you become members of the Boy Scouts of America? Probably for more reasons than just to tie a square knot.*

Entertain some answers. Among them might be “Because my friends had joined,” or “My parents wanted me to.”

Lead participants toward this answer: “People in my troop are interested in doing the same kinds of things I like to do.”

All of us here are part of Scouting because we share a common belief in taking part in outdoor adventures. We all share something else, too—a belief in the Scout Oath and Law.



The session leader may ask participants to recite with him the Scout Oath and Law or can simply point out the Oath and Law on the posters at the front of the presentation area.

Since the beginning of the BSA, the Oath and Law have expressed the values of the Scouting movement.

Being with others who have the same values we do can provide a strong sense of belonging and understanding. We don't have to explain ourselves to one another. We like to do the same things together. We all have the same foundation in our lives.

Being with people who are a lot like us is often easier than getting to know those who aren't. But, think about what it would be like if everyone around us was just like you.

It's also clear that there is a strength in having common values and common interests. Values are the glue that holds a group together and helps give the group its identity.

But if everyone in a group were exactly alike, fresh ideas would be rare. Nobody would be asking the sorts of questions that lead to better programs and more interesting adventures. There would be little to learn from one another.

While common values are essential for successful teams, diversity fuels change, growth, and progress. Let's talk about some of the strengths that come to a team through diversity of its members.

What Is Diversity?



Help participants begin exploring their understanding of diversity and the role it has played in enriching their lives. Encourage them to take part in the discussion but don't put people on the spot in front of the group. Help them to work their way into the subject at their own pace.

Ask participants: The first night of NYLT, you all took part in the Getting to Know Me game. You probably came up with lots of ways that you are similar to others in your patrol, and some ways that you are unique. I'm sure you found lots of similarities with others in your patrol. What are some of those similarities?

(Invite answers and write them on a flip chart.)

The Getting to Know Me game probably brought out some differences that patrol members have, too. What are some of those differences? (Some differences may be simple—"We live in different towns." "I like to play soccer and everybody else is into football." Some may be more complicated—"My religious beliefs are different than the rest of the group." "I was born in a different nation than everybody else.")

There are lots of differences even in an NYLT Scout troop with members who have much in common. Those differences are the *diversity* we share.

Keep the discussion lively and moving along by asking participants to suggest kinds of diversity they witness in their schools, communities, and nation. Write down their answers on the flip chart.

Encourage participants to think about some of these areas of diversity and to give examples from their own experience of the differences:

- | | |
|-----------------------|-----------------------|
| ■ Gender | ■ Geographic location |
| ■ Race | ■ Occupation |
| ■ Age | ■ Language |
| ■ Physical appearance | ■ Heritage |
| ■ Health | ■ Belief systems |
| ■ Education | ■ Religion |
| ■ Family structure | ■ Traditions |
| ■ Friendships | |

Other questions that can help participants think about the nature of diversity:

- At some time, each of us has felt different from other people. What are some of your experiences of times when you realized you were different from other people?
- What were the consequences of being different? What were your feelings about it?

Shared values are the glue that holds a group together. For the Boy Scouts of America, those shared values are found in the Scout Oath and Law.

Each of us also has characteristics that make us unique. We all have knowledge and experiences that set us apart from other people. We can each contribute something special to the teams to which we belong.

Throughout life, experiencing different cultures and ways of doing things helps us learn about the world around us. Often the more we explore differences, the more we discover we have in common with other people.

Ask participants:

- How can diversity strengthen a team? (Among the possible answers: “Each of us has traits that make us unique and each of us has knowledge that we can use to add to our experiences and the experiences of others.”)
- Can diversity ever be a problem for a team? (Among the possible answers: “We can never agree on what we want to do.” “Some of our guys have religious responsibilities on days we want to go camping.” “We have a guy in our home troop with dietary restrictions, and that makes it hard for us to plan the menus the rest of us want.”)

Diversity brings opportunities and challenges to a team. Differences can be good—bringing fresh ideas to a group, challenging everyone to find new solutions.

Groups work best when everyone in the group shares the same basic values. In Scouting those shared values are best expressed in the Scout Oath and the Scout Law. A big challenge for Scouts is knowing how to respond to people who do not share those same basic values.

How Do We Respond to People Whose Values Are Not the Same as Ours?

Valuing others and embracing diversity helps us make the most of the talents of everyone in a group.

Everyone is different. All of us share some common values. However, there are many people who do not share all of our values.

There may be many things about each one of them that we can appreciate, value, and respect.

Ask participants: But how should we treat people who do not share all of our core values? What do the Scout Oath and Law tell us about how we should act toward other people? They remind us that we should respect each individual, for each one of us is a special person.

Each of us can enrich the life experience of ourselves and others by helping each other appreciate the fun times and get through the tough times.

The answer can be found in the Scout Law: *A Scout is Friendly. A Scout is Courteous. A Scout is Cheerful. A Scout is Kind.*

By abiding by the Scout Law, we can value others and, at the same time, continue to serve as examples of the core values we cherish.

You can also use the tools for making ethical decisions. At its heart, the way we respond to people whose values are not the same as ours is an ethical decision. You can use the Checklist for Ethical Decision Making.

Of all of the checks in the checklist, perhaps the clearest when deciding how to respond to others is the Golden Rule: Treat others as you would have them treat you.

How Can You Use Diversity to Strengthen the Scouting Program?

Point out the poster with the World Crest logo.

Tell participants: We've talked about diversity and valuing people as an important part of building strong teams. Now let's talk about ways to put those ideas into action.

A good place to practice these ideas is with our home Scout troops.

An effective approach to increasing the diversity of a team is *ROPE*:

- *Reach*
- *Organize*
- *Practice*
- *Experience*

REACH

Many people who aren't Scouts would like to join if someone would just tell them about all the great activities of a troop. You can be the ones to invite them to join.

Look to those who are not like you in terms of religion, race, ability, culture, and traditions. Keep asking. One by one, one member at a time, you can help build a stronger troop.

ORGANIZE

Once people have joined your troop, do all you can to help deliver the promise of the Scouting program. Help new members feel they are welcome and that they can make real contributions. There is strength in differences. Make diversity work for your patrol.

PRACTICE

Practice using the skills of NYLT to build on the diversity in your patrol and troop. A shared vision of what you want to achieve is a powerful way to bring people together. The Leading EDGE™ and the Teaching EDGE™ go a long way to helping everyone feel involved.

EXPERIENCE

Experience is a terrific teacher. The experiences you have as you include others in your troop can make your Scouting experience richer and can help you learn ways to invite even more people into the BSA.

ROPE

Reach, Organize, Practice, Experience . . . The first letters spell the word ROPE. Valuing others helps us tie together a team, making it strong and lively. Diversity gives energy to our culture and our nation.

Break into patrols and brainstorm ideas for using these steps to build stronger, more interesting, and fun programs. After seven minutes, have each patrol share their results with the rest of the group.

GROUP ACTIVITY

Ask NYLT participants to join with everyone in the troop and to tie their ropes together to form a troopwide circle.

Explain that there has been a lot of talk about vision this week. Baden-Powell, the founder of the Scouting movement, had a vision of a world brotherhood of Scouting. He believed that the shared values of Scouting could help young people around the world see beyond their differences and build upon the strength of their diversity.

Show the poster featuring the World Crest.

We can see lots of diversity within Scouting. In many nations, it is a coed program—both boys and girls sharing Scouting adventures. The age requirements differ from one nation to another, and so do uniforms, literature, and activities.

Scouting worldwide is for everyone. It has something to offer all people who join, regardless of the diversity they bring with them.

The power of Scouting's values and our willingness to build on the power of diversity helps make the Scouting movement a success. Our rope circle symbolizes that. It is a circle that expands worldwide to encompass all who build their lives on the foundation of the Scout Oath and law.

Summary

The Scout Oath and Law define our common values.

People are different. Everyone is an individual who brings something special to a team. We value these differences and seek the best from each other.

Diversity is a strength for building a group, holding its interest, getting things done, and having fun and adventure.

Lastly, challenge each Scout to use the materials learned in this session to help build stronger troops and make Scouting available to more of the youth in their communities.



If questions about the policies of the Boy Scouts of America concerning atheism and homosexuality arise during this session, they should be addressed by the adult leader supporting this presentation.

The leader needs to be prepared to explain the following:

As an organization, we have decided that there are certain lifestyles and beliefs that are inconsistent with the values that form the basis of our movement. When people choose to follow those lifestyles or hold those beliefs, we do not feel that those people provide the example we wish to set for our members. Remember that the example we set as leaders is one of the most powerful leadership tools we have.

There are many life choices an individual can make. Many are compatible with our values. Others are not. People who do not share our values are not eligible to serve as leaders in our movement.

Day Six: Patrol Presentations—The Quest for the Meaning of Leadership

Time Allowed 60 minutes

Format With the entire troop as an audience, each patrol makes its presentation of The Quest for the Meaning of Leadership.

Responsible Senior patrol leader

Location Troop site

Learning Objectives By the end of this session, each participant will have

- Played a role in presenting his patrol's Quest for the Meaning of Leadership.
- Used good communication skills.
- Experienced the satisfaction of envisioning, planning, and completing a presentation with his patrol.
- Given thought to his own meaning of leadership.

Presentation Procedure

Serving as master of ceremonies, the senior patrol leader can introduce each patrol and then offer support, encouragement, and a debriefing of the patrol's presentation. If necessary, he can manage the behavior of those observing the presentations to create an atmosphere appropriate to this session.

As part of the debriefing, the senior patrol leader may wish to ask the patrol to explain how its presentation illustrates certain key messages of the NYLT course.

The debriefing can also serve as a means of highlighting and reviewing some of the most important elements of leadership.

The patrol presentations can be a session full of good fun, high spirits, and valuable learning experiences. Staff involved must remember that this session is for and about the participants, and they should do all they can to encourage and promote the efforts of each patrol.



While the senior patrol leader facilitates this session, the Scoutmaster should stand by to offer coaching and guidance. Where appropriate during the debriefings, he can also help the senior patrol leader draw out the important messages of leadership presented by the patrols.

Day Six: Camp Breakdown/Feast Preparation

Time Allowed 120 minutes

Format During the Day Six patrol leaders' council meeting and the Day Six patrol meetings, the patrols were encouraged to use the What, How, When, Who Planning Tool to organize campsite breakdown and feast preparations.

This block of time can be used by patrols to continue carrying out the plans they formulated during those meetings. Ideally, they should use the skills of leadership they have learned during the NYLT course and, as a patrol, should be experiencing the *Norming* and even *Performing* stages of team development.