



Resources for Leadership

Sourcebook for Managers of Learning



Fifth Edition
by Brian Phelps
January 2001

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For Bela, Joe, Fran, and Uncle Paul

Forward



The **White Stag** continues to leap on—upward and forward—in a never-ending journey that leads the joyous followers to the promised land. For us who wear the badge of the White Stag, the White Stag journey symbolizes the idea of becoming the best we can. It stands for the ideals of Scouting and for the never-ending process of learning and becoming ever more competent and effective leaders, followers, and stewards in our White Stag community, families, Scout units, schools, churches, home communities, and society.

Central to the White Stag program is the notion of continuous renewal, ever ongoing development and re-visioning. Rather than looking in the rear view mirror of our program history, we focus on the future and explore new vistas, capture new images, seek new opportunities, and create new designs that enrich the program and empower us so that we can make White Stag an ever more vibrant program in our lives and in the lives of others.

As we enter the fifth decade of White Stag, I challenge all of us to continue building and developing the White Stag program, to accept as a community of stewards responsibility for bringing to life the White Stag ideals and organizing our lives to serve the common good.

We should be—and we are—grateful to Brian Phelps who continues to create and present this most inspirational description of the White Stag program. Thank you Brian. All success to all who follow and blaze anew the path of our White Stag journey.

—Bela H. Banathy
September 1997



Part 1—About Leadership



The first part of this book lays the foundation for how we overtly pass on to others this oft-times loosely defined concept called leadership. We describe the underpinnings of what makes a group, how groups come about. We write about the special role of the manager of learning. We delve into some of the special skills a manager of learning may use to help develop the group, and skills used to transmit information to program participants.

This section also describes some special skills for communicating effectively with learners, how youth leadership staff are selected and developed, and includes information on developing learning activities, or hurdles.

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Introduction



Why This Book

When was the last time someone woke you as you were camping in the middle of the night, took your flashlight, told you not to talk, and to follow them to points unknown for reasons they would not explain? *And* you trusted them?

Most of our modern, civilized world is stripped of the shaping moments like that above which are found in the White Stag Leadership Development™ program. Even if an individual belongs to a Boy or Girl Scout troop, a church, synagogue, temple, or other social group, it is unlikely that they have had very many outdoor spiritual experiences during their teenage years.

Spiritual, you ask? Yes, that is the real impact of a well-designed youth leadership program. It implants in the youth a desire not just to lead, but to serve others with love, patience, compassion, and forgiveness.

A Model of Success

The White Stag program has enjoyed over 40 years of success. We hope that by sharing the lessons we've learned that you can utilize and benefit from the principles and practices we've developed.

During one week of summer camp, any program's impact on a youth's emotional or intellectual capabilities is necessarily limited. That is why the White Stag program's spirit and traditions along with its tiered, multi-phase structure, are so important. The spirit and traditions work to affect individuals emotionally, securing in their hearts and spirit a desire to become better people. The multi-phased program gives individuals an opportunity for multiple exposures to and opportunities to manager the learning of the leadership skills.

The program's spirit and traditions help us positively influence people spiritually and emotionally. It's that experience, in addition to the exposure to the leadership competencies, that causes individuals to return again and again to follow the White Stag. And with that repeated exposure individuals begin to integrate the leadership competencies into their personal lives.

The Challenge to Adventure and Growth



Lord Robert Baden-Powell. BP's favorite portrait, by David Jagers, in the collection of the World Organization, Geneva, Switzerland. Courtesy of Lew Orans and the Pine Tree Web (www.pinetreeweb.com).

At the 1933 Boy Scout World Jamboree, Scouting's founder Lord Robert Baden-Powell spoke of the pursuit of the White Stag:

Each one of you wears the badge of the White Stag...I want you to treasure that badge when you go from here and remember that it has its message and meaning for you.

Hunters of old pursued the miraculous stag, not because they expected to kill it, but because it led them on in the joy of the chase to new trials and fresh adventures, and to capture happiness. You may look on that White Stag as the true spirit of Scouting, springing forward and upward, ever leading you onward and upward to leap over difficulties, to face new adventures in your active pursuit of the higher aims of Scouting—aims which bring you happiness.

These aims are to do you duty to God, to your country, and to your fellow man by carrying out the Scout Law In that way, each of you will help to bring



about God's Kingdom upon earth—the reign of peace and good will.¹

When I first attended the White Stag summer camp in 1969 as a Patrol Member Development candidate, I unknowingly began collecting material for this book. I am only sure of a few authors: Bela Banathy, Fran Peterson, Alan Miyamoto, Bill Roberts, and Joe St. Clair. Bill was indirectly responsible for getting me started on this: I came into possession of the *Rationale* he had partially completed. Seeing the need for a complete reference on our program, I began to edit the materials I had collected.

I studied closely what Bela has written about leadership, both during and after his direct association with the program. Fran left a legacy of written program resources that was a strong foundation to build on. Alan similarly left a bequest of work he had done in spirit and traditions.

Resources for Leadership, this volume, and its companion volume, *Follow the White Stag*, have been written to establish a concise reference on how one program has succeeded in teaching leadership. Each book can stand alone or be used cooperatively. The first book focuses exclusively on the concepts of leadership we teach. The second volume is intended primarily as an example for individuals interested in gaining in-depth knowledge of a successful program.

The Future

These books are not meant to be an arbiter of what is or shall be in any one program. The White Stag program is itself very dynamic. This program and these books will change as the needs of our community dictate, and as research alters our concept of the function of the leader and of leadership.

The likelihood of change does not nullify the need for a clear statement of why and how a program functions. We must know from whence we come before we can set our

1. Lord Robert Baden Powell, at Gödöllő, Hungary, in his closing remarks at the 1933 Fourth World Jamboree of the World Scouting movement. From the Jamboree newspaper, *Magyar Czerkéz*, August 1933, Gödöllő, Hungary.

sights clearly on distant goals. We hope that what we have learned will benefit others with similar desires and goals.

What is contained within these pages has been written by nearly everyone who is or was a member, for they were the patrols, the teams, that make up White Stag. Like everything done in the program, these books are a group effort.

What This Book is About

This book is intended as a sourcebook comprising an essential body of knowledge about the competencies of leadership that can be applied anywhere, any time.

It began as a guide to the leadership development program implemented by Venture Crew 122 of the Boy Scouts of America, whose special interest is leadership development. Their team members learn about leadership experientially by preparing for and leading a week-long leadership summer camp for other youth called White Stag Leadership Development.

The book is one of a pair: this first one describes the theoretical foundations for the program and its leadership curriculum. The second volume describes the processes or methods that are specific to our youth leadership program.

Resources for Leadership

This book describes the fundamental concepts of leadership that are the foundation for a youth leadership development program. It describes:

- A solid, well-tried and tested theoretical foundation for teaching leadership.
- How groups come about, why leadership is necessary, and the sequence of leadership experiences necessary to acquiring competency in leadership.
- A specific set of leadership competencies or skills that comprise an integrated framework for acquiring leadership ability.

The core competencies are based upon investigation into leadership conducted by a number of our members over

thirty-nine years and includes research conducted by the U.S. Army in the 1950's and '60's. It represents our best thinking at this time, but it is not by any means complete. Others will subtract and add to this body of knowledge as needs require it.

Follow the White Stag

This companion volume describes how one successful program accomplishes its purposes. This book identifies:

- Program principles, aims, methods, and content.
- The program's organizational structure.
- The evaluation instruments used within the program.
- The program's rich lore of spirit and traditions.
- A history of the program.
- A calendar for program planning.
- An assessment of Scouting junior leadership training needs.

An appendix reproduces program founder Dr. Bela Banathy's white paper on leadership development published by the World Bureau of the Boy Scouts. A bibliography specifies the original materials which were relied upon to develop this book.

Especially effective youth programs, according to developmental psychologists, integrate techniques appropriate to personality change on all three axis: behavioral, developmental, and social. A successful youth leadership program operates on all of these levels. If you implement these principles and framework, you can expect that individuals will credit your program with life-changing experiences.

Who This Book is For

This book is intended for anyone with an interest in leadership, but especially for individuals with a desire to develop leadership in our youth. It may also be found useful by managers, ministers, educators, recreation leaders, camp directors, camp counselors, among others.



Readers should note that the approach described in this book is only one means of accomplishing the goal of infecting individuals with an enthusiasm for acquiring leadership skills. You can, if desired, apply your own principles, traditions, and lore that evoke a spirit unique to your program.

How this Book is Organized

This guide is organized into 18 chapters and two appendices as shown below.

1 Introduction	2 Principles of Leadership	3 Working in Small Groups	4 Youth Protection	5 Developing Staff Leadership
6 Developing Learning Hurdles	7 Leadership Development By Design	8 Getting and Giving Information	9 Understanding Group Needs and Characteristics	10 Knowing and Understanding Group Resources
11 Facilitating Group Behavior	12 Counseling	13 Setting the Example	14 Representing the Group	15 Problem-Solving
16 Evaluation	17 Sharing Leadership	18 Manager of Learning	A1 Teach/Learn Methods	A2 Key Words in Instructional Objectives



Principles of Leadership



This chapter describes why leaders exist and what knowledge, skills, and abilities are important to manage learning.

We know, to begin, that leaders exist because man is a social creature. The leader in our society is responsible for the essential tasks in the collections of groups that make up civilization.¹

In most traditional or conventional training events, because of a lack of systematic programming, most of the emphasis is focused on attempts to pass on knowledge and in turn influence people's perception. Little time is usually allocated for practice and even less to measure changes in performance during the training situation.

The White Stag method puts a strong emphasis on individual and group participation and practice long enough to ensure sufficient habit-formation during the training situation. We also systematically evaluate the participants, staff, and the overall program. We take a direct approach to leadership development.

1. Most of the theoretical foundation described in this chapter are entirely Bela Banathy's. He conceived of this plan for leadership development by design as evidenced in one of his early publications, reproduced in *Follow the White Stag*, Appendix A - "World Scouting Reference Paper No. 1 — Leadership Development". Originally published by the Boy Scouts World Bureau, Geneva, Switzerland. May 1969.



Leadership and Leaders: the Direct Approach

The leader is the central person who guides the group toward its goal. No single trait has been found which separates leaders from non-leaders; nonetheless, leaders usually have more drive and determination and probably a greater concentration of positive qualities than non-leaders.

Born Leaders are a Myth

Research over many years, some of which formed the basis for the original conceptual basis of the White Stag program, has revealed that leaders commonly share a definite set of skills, or competencies.² We do not believe in “born leaders;” we believe the leadership is a skill, ability, or competency that can be acquired. Our functional definition of competence is: *knowledge, understanding, way of thinking, skills and disposition*. A quality youth leadership development program is designed to affect all of these qualities.

The idea of born-leaders has become outdated. In his research for his Master’s thesis on leadership, Dr. Bela Banathy, the founder of White Stag, compiled a list of over 80 behaviors that authorities in the field described as “leadership.”³ The key notion here is that these behaviors are *skills* that can be *learned*.

For many years, leadership in traditional Boy Scouts of America junior leader training programs was referred to only indirectly, by example and inference.⁴

Leadership Skills are Directly Taught

A quality youth leadership program does not depend on happenstance or luck for leadership training to take place. The methods described in this book are a “direct approach”

2. “Competence: The state of quality of being capable; skill; ability.”
American Heritage Dictionary New College Edition, 1976.

3. Banathy, Bela. *A Design for Leadership Development in Scouting*. Monterey: 1963.

4. Larsen, John. *The White Stag Report*, December, 1967. p 3.



to teaching leadership. They challenge the typically “indirect” methods of leadership training by lecture, research, and classroom exercises. We not only specifically describe the skills of leadership, we suggest practical, overt methods for engaging learners in acquiring these skills.

Defining Leadership Objectively

The *direct* approach is oriented toward a specific leadership behavior which is clearly and objectively defined. The elements of leadership behavior are isolated as specific learnings which are systematically programmed into a long-term developmental process.

The direct approach ensures that appropriate and sufficient time is given the development of leadership skills, to bring about the desired change in behavior and to achieve leadership competence.

The **SECOND** concept is that, rather than being some nebulous characteristic which one has to be born with, **leadership can be defined as a set of competencies which can be learned.** Some eighty aspects of knowledge, skills, and attitudes have been taken into account in our research which have been clustered into competencies.

To sum it up, an understanding of the concepts described here has helped us to bring into focus that **the acquisition of leadership competencies should occur by plan and design, rather than by accident.** Although leaders may emerge—as they do today—as by-products of group processes, this is neither an economical nor an effective way of developing leadership.

Based on the concepts described above, in our experimental program:

1. Specific **competencies** of leadership—relevant to Scouting—have been **identified**...⁵



The Leadership Curriculum

Banathy condensed his 80 descriptors into eleven competencies that now comprise the curriculum described in this book. Much research has been done since then to supplement, amend, and above all, keep the knowledge base current.

*Eleven
Leadership
Competencies
Form the Core*

The eleven competencies are part of the overall leadership development design. The framework of competencies provides a consistent reference base for all members as they gain increased knowledge. Instead of learning greater and greater numbers of competencies, members reach higher “plateaus” of knowledge within the existing schema. The objectives within each competency will eventually be so discrete that selective groups of objectives may be chosen by the manager of learning that reflect exactly the needs of the learners.⁶

Knowledge of or the ability to manage the learning of any or several of these competencies does not a leader make. What makes a leader is the degree to which the competency is an integral characteristic of an individual and the degree to which it influences the individual's behavior (and by inference, his values).

*The Skills Are
Taught in Special
Order*

A competency of primary significance is communication, or “Getting and Giving Information.” Nothing else can happen until communication, on one or more levels, has been established. Identification of and with group norms and group goals leads to the maintenance of group membership; the ability to call on group members' knowledge, skills and abilities insures that the task can be tackled. “Knowing the

5. Banathy, Bela. *Report on a Leadership Development Experiment*. August, 1964. [Original emphasis]

6. The number and content of the eleven competencies has not been arbitrarily chosen. It is only after considerable research and reflection that Bela originally named these key skills of leadership. Although the content reflected in this Sourcebook is not necessarily complete, new knowledge or content ought not to arbitrarily defined as a new competency. Rather, means ought to be sought to integrate the new information into the current knowledge schema.



Needs and Characteristics of the Group,” and “Knowing and Using Group Resources” are the next most important.

The need among program participants for them to learn more about these competencies is made plain to them in a number of ways. Specific learning activities are conceived and executed that draw their attention to the group dynamic and the role of leadership among them.

Key Qualities of a Leader

One of the most important talents a leader needs is empathy; that is, an appreciation for and understanding of others' needs. (Empathy includes both the ability to uncover needs and sensitivity to those needs.) The empathic leader is one with the group, is helpful; he is willing to face problems, and has at his disposal a variety of problem-solving tools.

Some other behaviors that indicate positive qualities of leadership are cheerfulness, enthusiasm, alertness, integrated character, deliberate will control, risk-taking, and absence of suspicious anxiety.

Competencies of Leadership

Leadership can be developed by acquiring the competencies described below.

Competency	Description
Getting and Giving Information	To communicate, verbally and non-verbally.
Understanding the Needs and Characteristics of the Group	To be sensitive to one's self and to others.
Knowing and Using the Resources of the Group	To be aware of the many traditional and non-traditional resources available.
Controlling Group Performance	To guide the group in getting the job done and keep the group together.



Competency	Description
Counseling	To help others solve their own problems.
Setting the Example	To show others a better way.
Representing the Group	To represent the interests of the group to others.
Problem-Solving	To prepare a course of action and to reach goals.
Evaluation	To observe what takes place in a situation, observe people's reactions and understand them, and to make recommendations for improvement.
Sharing Leadership	To use the style of leadership most appropriate to the context, encouraging varying levels of group participation.
Manager of Learning	To create learning situations.

Leadership Can be Learned

Leadership competencies cannot be acquired in a few training sessions or in a single training course, but only as the result of a long-range development process over a number of years. Leadership development must begin during the formative years of youth, and is a life-long process that never ends.

Learning Occurs by Plan and Design

The acquisition of leadership competencies occurs by plan and design.

[It is a] process with a purpose. It is a process of the learner moving from a state wherein he cannot yet

perform as the described purpose of the training to a state where he can demonstrate such performance. This move is what training is about. Training is the making of specific arrangements in the environment of the learner which provide him with experiences by which he can confront and master the learning task, by which he can be transformed to the state where he can perform as desired.⁷

Leadership development cannot be perceived as a single training course or as a one-shot event, but must be a *continuous sequence* of closely chained and systematically organized learning and experience-building opportunities.⁸

Program Levels Match Youth Needs

Developmental psychologists postulate that each child passes through a series of specific stages; a quality youth leadership program addresses each youth in terms appropriate to his particular stage of development and level of need. Typical programs are a one-shot experience. The participant attends the program, gets infused with ideas and enthusiasm, goes home, and more than likely loses heart.

The White Stag program answers this challenge by structuring its program in three tiers, or “phases,” each designed to meet the needs of developing adolescents. (Refer to *Follow the White Stag*, Chapter 4 - “Organizational Structure” for more information.)

A companion method to a tiered program is offering some method of “continuing education.” We have implemented a Leadership Growth Agreement (LGA) in which participants write down a plan for applying at home what they’ve learned during the program. The LGA is fully explained in Chapter 16 - “Evaluation”.)

7. Banathy, Bela. *The Design and Management of Training. A Systems Approach*. Boy Scout World Bureau, Geneva: 1969. 47pp.

8. Banathy, Bela. *A Design for Leadership Development in Scouting*. Salinas: Monterey Bay Area Council, BSA. 1963. 116pp. Bibliography. [Original emphasis]



Your challenge is to structure your program so that individuals are offered continued opportunities for learning. When you choose a multi-tiered program or some other organizational structure, your participants will benefit more and your program will be more self-sustaining.

Participation Helps Individuals Build Self-esteem

If your program is well-designed and implemented, participants will grow to feel that it helps them realize their full potential, assists them in developing positive concepts of self esteem, self evaluation, and enhances their ability to get along with others in a wide variety of situations.

Not all will go on to be Chief Executive Officer of their own corporation. But we believe the framework outlined in these pages will help you to plant a seed in individuals. Your challenge then is to continue to foster that growth and offer them a chance to return and partake again and again of a distinctive spirit that nurtures growth. This has been the marrow of the bone of White Stag Leadership Development program.

Ongoing Opportunities to Practice are Important

We understand that organized learning opportunities like those found in a week-long participative experience are not for everybody, and that many youth grow into fine, mature members of their communities without participating in organized youth groups.

More often, however, if you look in the background of today's leaders, you will find a pattern early in life of participation in and leadership of a variety of groups. An individual's growth in leadership capacity does not happen in isolation. It happens in practice.

The support and understanding of peers and adults in the youths' home environment is critically important. The opportunity to apply what he has learned, to experiment, is essential if the leadership competencies are to be transferred out of the White Stag program. It is at home, in the school, in their church or temple, in the community, and at work while

helping others grow, that the youth applies the leadership competencies and captures the White Stag Spirit.

The Focus is on the Learner

Traditional approaches to teaching put the emphasis on the instructor, the one with the wisdom to impart. We have shifted our attention from instruction to learning. This does not mean that we minimize the importance of instruction or the role of the instructor.

The significance of instruction is not questioned here at all. The point that is made here is that the *learning task* is the nucleus around which to design instruction. The role and function of instruction should be viewed in its proper relationship to learning. It should be planned for and provided for accordingly. Instruction is a means to an end and not an end in itself. Its function is to facilitate learning.⁹

The effectiveness of the program is not measured by the effort made by the instructor but by the amount of learning achieved by the learner.

Leadership is a Property of the Group

Leadership is a combination of three dynamic factors: the group, the environment, and the task. More than one member of the group will perform leadership functions. Several members may contribute to goal achievements, depending on the requirements of the situation and the resources it offers, including the people, time, and material available. The task in which the group is engaged also affects the type of leadership needed. Leadership, therefore, may be looked upon as the property of the group.

What is a Group?

The *group* is “an assemblage of persons or objects gathered or located together; an aggregation.”¹⁰ We believe that when

9. Banathy, Bela. *The Design and Management of Training. A Systems Approach*. Boy Scout World Bureau, Geneva: 1969. 47pp. Original emphasis.



two or more people gather for the purpose of accomplishing a task, leadership emerges. This is the concept of leadership with which we concern ourselves in this book. It is vital in all cultures that groups are able to work together to achieve the maximum benefit for society.

How do Groups Come About?

The most basic and obvious group is our family.

Leaders are needed in all circumstances, even for the most routine tasks, in the most common affairs of every day...In the family the leadership function of a parent is most basic. There is scarcely any leadership role in society which would be of greater significance than parenthood.¹¹

With the many challenges facing society today, it is abundantly clear that many families lack leadership.

Beyond the family, people band themselves together for numerous reasons. Some involve simple interpersonal relations such as neighbors organized to form a neighborhood association. Others may involve quite complex interrelationships, such as a large integrated manufacturing enterprise. In each case the group has been organized to meet a need that is recognized by or is common to all the members of the group.

About Leaders

What constitutes leadership? How can a leader be recognized? *Leadership* in most dictionaries is simply the “capacity or ability to lead.”¹² We believe that it is not quite so simple or that obvious.

10. *The American Heritage Dictionary of the English Language*, Third Edition. Houghton Mifflin Company, © 1992.

11. Banathy, Bela H. *A Design for Leadership Development in Scouting*. Salinas: Monterey Bay Area Council, BSA. 1963. 116pp. Bibliography.

12. *The American Heritage Dictionary of the English Language*, op. cit.

The Leader's Function

Some groups persist and prosper and some blow up or wither away. Those that prosper are characterized by having a *leader*; someone who functions in two ways.

Help the Group Meet Individual Needs

The leader helps the group meet the needs of the individuals.

No two members join for exactly the same reason. The leader helps knit the individuals into a cooperating group. The leader helps them all to see a common reason, a common goal that is mutually desired, and he delegates responsibilities among the individuals so they can see how their efforts will lead toward reaching the goal.

Help the Group Achieve Its Goals

The leader helps the group realize the purpose for which it was created. The leader helps the group:

- Define the purposes for which it exists.
- Keep its activity within the defined purposes and goals.
- Find alternative ways of attaining their goal.
- Grow to a more progressive organization in its own eyes.
- Clarify the responsibilities of its officers and members to carry out the program.
- Evaluate itself—why it exists, where it is headed, how much progress it is making.

Simply put, leadership is...

...influencing the group to accomplish a mutually agreed-upon task while advancing the group's integrity and morale.

In the language of an eleven-year old, it's "getting the job done and keeping the group together."



The group remains in existence only as long as these two needs are being fulfilled. The leader is *not* the same as the boss. The following poem says it well.

The Leader

The boss drives group members; the leader coaches them.

The boss depends upon authority; the leader on good will.

The boss inspires fear; the leader inspires enthusiasm. The boss says “I”; the leader says “we.”

The boss assigns the task, the leader sets the pace.

The boss says, “Get there on time”; the leader gets there ahead of time.

The boss fixes the blame for the breakdown; the leader fixes the breakdown.

The boss knows how it is done; the leader shows how.

The boss makes work a drudgery; the leader makes it a game.

The boss says, “Go”; the leader says, “Let’s go.”

—Author unknown

A Leader’s Key Functions

The leader accepts three key functions in his role:

- **Authority:** the right to make decisions.
- **Responsibility:** assignment for achieving a goal.
- **Accountability:** acceptance of success or failure.

You may at times be asked to accept a leadership position but are granted only two of these three responsibilities. If this happens, watch out. When you do not possess any one of the three functions, just imagine you are sitting on a three-legged stool—and you’ve just had one of the legs broken off from under you. You know what’s going to happen next.

What the Leader Must Know

What must you, as the leader, know to be able to help the group? You must know:

- The members and be interested in their welfare.
- Their hopes, ambitions, abilities, limitations and prejudices.
- The things the members want to learn, or at least where and how to get the knowledge, such as woodcraft skills.
- How to motivate members to want to learn new skills and gain new attitudes. Without motivation no learning takes place and without learning the member stagnates and consequently finds no satisfaction from being a part of the group.
- How to establish communication between the members of the group.
- How to conduct or supervise meetings, discussions, and informal activities. Within a summer camp program, these include campfires, singing, Sunday services, team leader councils, work parties and so forth. Common experiences that the group enjoys or that they are proud of help weld the group together.
- How to assess his own effectiveness, how to get the group to evaluate itself, its goals and its progress toward them. This in turn becomes a powerful motivating force for further learning.

Can a Group Have Several Leaders?

This leadership capability is usually assumed by the world at large to rest in a designated individual. He or she, in modern democratic social structures, typically governs with the consent of the governed for a specified period of weeks, months or years.

The Leader Has the Resources Required

We implicitly include as a leader any member of the group who possesses the knowledge, skill, and ability needed by group members to help the group achieve cooperative results. While there is usually a designated leader—someone



appointed or elected to that role—for our purposes a leader is someone who is exerting more influence on the group than anyone else *at that moment*.

At any specific moment, one person is exercising more influence than anyone else on the group and therefore by definition is the leader. This functional take on leadership assumes that different leaders exercise different roles in keeping the group moving towards its purpose. The leader of the moment does not automatically usurp the responsibility and authority of any designated leader, although in certain crisis situations this may in fact take place.

The leader of the moment is usually fulfilling only one of the many functions necessary to the group's continued success. The *leadership control* of the group continues to rest with the person selected to function in most of the required roles. Some leaders excel in several leadership functions and neglect others. Those women and men who are recognized and acclaimed as outstanding leaders have cultivated excellent skill in many areas, are in effect multi-disciplinary leaders.

A Practical Example

To give you a practical example, take a group of individuals on a hike. Perhaps you are the designated individual in charge. But perhaps one of the members had just been hiking in the same area last week. That person then might assume temporary leadership in guiding the group towards its campsite over the next ridge. If, during the hike, an individual falls and sprains his ankle, yet someone else with superior skills in first aid may assume leadership in treating and managing the care of the injured person. Everyone, including the designated leader, willingly takes direction from another member of the group who demonstrates the leadership skills necessary in the moment.

Some might say that map reading and first aid are practical skills and not a demonstration of leadership. True for only a moment. For the person familiar with the terrain, or the knowledgeable first aider, what must each be able to do to persuade the others that he really knows what he's talking about? If either is non-communicative, uncertain, cannot articulate a plan, does not demonstrate resourcefulness, fails

to be sensitive to group members' needs—then they fail as leaders. To implement the practical skill in a group setting requires something more, which we conceive of as a specific set of leadership skills.

The real measure of leadership excellence is evident when members of the group talk in terms of “we” instead of “I”. They are identifying their personal goals as the group's goals and feel they belong to the very best group.

Of the best rulers,
The people only know that they exist;
The next best they love and praise
The next they fear;
And the next they revile.
When they do not command the people's faith,
Some will lose faith in them,
And then they resort to oaths!
But of the best when their task is accomplished,
their work done,
The people all remark, “We have done it ourselves.”

—Lao-Tzu (6th century B.C.), Chinese philosopher.¹

1. *The Wisdom of Laotse*, ch. 17 (ed. and tr. by Lin Yutang, 1948). In *The Columbia Dictionary of Quotations*. Copyright © 1993 by Columbia University Press.

A group is successful when group members believe preserving the integrity of the group has an overriding importance to each of them and they desire to stay and work together. They may not hold strong affection for every member in the group, in fact they might dislike a member or two, but the group is more important than any individual differences.



Working in Small Groups



There is a method to the groups of groups that make up successful organizations. Think for a moment about the more effective teams you have belonged to, whether in school, church, work or elsewhere. Consider the size of those groups. More than likely, they each had from 6-9 members.

Lord Robert Baden-Powell, the founder of the Boy Scouts, conceived of a practice he called the Patrol Method. His principle of small groups and leadership has gone on to indirectly receive great acclaim from those who study social behavior and leadership.

Baden Powell's Insight

In 1888, Baden-Powell wrote,

The formation of the boys into Patrols of from six to eight and training them as separate units each under its own responsible leader is the key to a good Troop.

The Patrol is the unit of Scouting always, whether for work or for play, for discipline or for duty.

An invaluable step in character training is to put responsibility on to the individual. This is immediately gained in appointing a Patrol Leader to responsible command of his Patrol. It is up to him to take hold of and to develop the qualities of each boy



in his Patrol. It sounds a big order, but in practice it works.

Then, through emulation and competition between Patrols, you produce a Patrol spirit which is eminently satisfactory, since it raises the tone among the boys and develops a higher standard of efficiency all round. Each boy in the Patrol realizes that he is in himself a responsible unit and that the honour of his group depends in some degree on his own ability in playing the game.¹

This, he felt, was Scouting's most essential contribution to education.

Twenty years later, commenting on the successful use of the patrol method, he says, "The sum of the whole thing amounts to this—every individual in the patrol is made responsible, both in den and in camp, for his definite share in the successful working of the whole."²

The values a White Stag participant acquires have a lot to do with the quality of his experience as a member of a small team. We use the patrol method deliberately—not just because of the program's roots in Scouting. The origins and basis for the patrol concept are grounded in society at large. No one individual could run an organization of several hundred members; there must be subgroups.

The Natural Sized Group

Social research has confirmed the fact (many years after Baden-Powell intuited it) that the best size group, the one that functions most effectively, has from 6-9 members. Why? And what does this contribute to the youth leadership program and to an individual's experience?

1. Baden-Powell, Robert. *A Guide to Scoutmastership. A Guidebook for Scoutmasters on the Theory of Scout Training*. 1888. Also found in selections from *The Scouter*, edited by Lord Somers, *Baden-Powell's Outlook*. London: C. Arthur Pearson Ltd., 1941.

2. Baden-Powell, Robert. *Scouting for Boys*. London: C. Arthur Pearson Ltd., a Facsimile Edition of the Original, 1908/1951.

- The team is a natural sized group. Most boys and girls naturally run around in groups of 6-9.
- There is a job for everyone in a team of 6-9. In a larger group, one person can get lost and go unnoticed. In a team, every member's participation is essential. Each has responsibility whether it be for collecting dues, taking notes, or managing a project. Furthermore, every person has a place, a degree of responsibility, and the opportunity to exert influence over others as a leader.
- The team concept is more efficient; more can be accomplished in a shorter time. Teams of teams can plan and do more than one big amorphous group. What otherwise is an overwhelming task of planning, teaching, directing, supervising, and controlling the learning experience is delegated to learners. The task, without the team method, may be insurmountable. In smaller groups (of less than 6), there is not enough people to develop good spirit and to do the job.
- Citizenship training happens in a team-sized group. Nearly everyone operates in a team sized group (excepting the few writers, forest fire lookouts—but even they relate to others in significant social ways). As a Scout, a steel furnace operator, a fireman, an insurance salesman, we must cooperate in order to get the job done. A very large group cannot pay adequate attention to individual concerns.
- The program belongs to its members. They are responsible for it, how well it works. They are committed, they want it to work, because they feel valued and appreciated as a member of a team.

Forming Teams

The process of bringing a group of strangers together for a week and expecting them to get along under stressful circumstances requires special care. As the manager of learning, you have an opportunity to have a terrifically positive impact on someone's self esteem if you manage the group right.



Teams go through three stages after the members are gathered together:

- They are *formed* into a real team (the members know they are members, and so on).
- They *develop* their capabilities to act as a team.
- They actually *function* or operate as a team.

The leader is the one who helps them apply the competencies of leadership.

Certain competencies are particularly useful during these three stages. As the teams in this training troop go through these stages, we have the ideal setting and reasons for studying those competencies.

This is why the first few days of the week-long summer camp experience are loaded with the competency studies, to correspond to the situation most teams are in at that time. After they are operating pretty well as teams, then they can learn some refinements or special techniques leaders ought to have.

The necessary process of creating teams is coincident with the process of exposing the participants to the leadership development curriculum. In the White Stag program, they are not separable. They are symbiotic, if you will, as each complements the other.

Identifying Leadership Skills

In White Stag, we believe that we can learn about leadership by studying the right things a leader does. So in forming a team—and selecting a leader—we must employ and teach these right things, the skills of leadership, or “competencies.”

Competency means, “The state or quality of being adequately or well qualified; ability,” or “A specific range of skill, knowledge, or ability.”³ Thus, to possess and exemplify a collection of competencies is to be endowed with the qualities of leadership.

3. *The American Heritage Dictionary of the English Language*. op. cit.

In White Stag, we have standardized on eleven major competency groups that we believe a leader ought to know. Some people may assert that there should be more, or perhaps even less, but we have chosen the eleven competencies we name with deliberate care. Each of these competencies are treated in detail in individual chapters later in this book, as noted.

- Chapter 8 - “Getting and Giving Information”
- Chapter 9 - “Understanding Group Needs and Characteristics”
- Chapter 10 - “Knowing and Understanding Group Resources”
- Chapter 11 - “Facilitating Group Behavior”
- Chapter 12 - “Counseling”
- Chapter 13 - “Setting the Example”
- Chapter 14 - “Representing the Group”
- Chapter 15 - “Problem-Solving”
- Chapter 16 - “Evaluation”
- Chapter 17 - “Sharing Leadership”
- Chapter 18 - “Manager of Learning”

Youth are accustomed to being organized into groups and teams by adults, or naturally fall into groups of their own making. It is sometimes hard for them to realize that it is helpful to put some thought into *how* teams are formed.

For this reason, the order in which the competencies are studied is important. See Chapter 7 - “Leadership Development By Design” for more information on the process of creating groups and teaching leadership competencies.

Developing Team Spirit

It is difficult to see inside people—so we usually estimate “what’s going on” within by external signs. These are often culturally biased conventions or stereotypes and can be dead wrong if not offensive to the individual being judged. But in tight knit organizations like Scouting, groups that are really welded together often show this by taking pains to create



symbols of their group spirit. One can't create team spirit by devising a special T-shirt or flag or composing a song or yell—even if it's great. But a team that adopts even a not-so-great song with real enthusiasm has something going for it.

The team hat, T-shirt, and the like are only important in this experience because, if they don't happen here, they very likely will not happen back home. The desire to create these must come from *within* the team members. They must not be told outright that they *must* have these items, but they should know that it's important. Some teams may create very few of these symbols, but keep your eye on them—more than likely they are not working as a group.

It is your job as a manager of learning, as a leader, to help members develop pride in their team. You want to help participants identify with their team. You want to stimulate group loyalty.

You can:

- Encourage pride in their appearance. The smartness of their appearance and surroundings contribute to the pride of belonging.
- Use informal guided group discussions to develop common understanding on subjects of mutual interest. For example, you can pose leadership problems at odd moments, such as at meals.
- Use case histories of outstanding members and invoke their pride in belonging to the same group.
- Lead a guided discussion to help members to broaden their understanding of their own job and their relationship and contribution to other members and leaders in the group.

As a leader, you help each of your team members grow in their understanding of the functions of a leader. You help participants improve their understanding of and ability to practice overt skills of leadership.

If the learner isn't able to sense his own progress, he will become discouraged and lose “heart.” The very act of talking about group issues tends to bring people together,

strengthening the bonds between them and heightening their experience.

To develop pride in belonging, the manager of learning must:

- Get closely acquainted with group members, their hopes, prejudices, and needs.
- Recognize those needs that are common to all members and help the group focus on activities that meet those needs.
- Help them to recognize that they are learning new things and improving their knowledge in former areas of knowledge.
- Help them discover their role as a leader here and at home and to evaluate their progress in becoming more competent.

Developing Morale

The leader clearly sets the tone for morale. How he behaves and what he expects from staff members is the key example in the group. Whatever the leader expects from staff members, staff members also expect from their leaders. This includes:

- Honest, fair, and just treatment.
- Personal interest taken in them as individuals.
- Loyalty.
- The best in leadership.
- When members cannot be self-sufficient, that the leader attempts to anticipate and provide for members' needs.
- All the comforts and privileges practicable.
- To be kept informed and told "reasons why".
- A well-thought out program of training, work, and recreation.
- Clear-cut and positive decisions and directives which are not constantly change.
- Demands on them commensurate with their abilities—not too small nor too great.



- That their good work will be recognized—and publicized—where appropriate.

Raising Learners to Your Expectations

Each group member wants to know what is expected of him or her. People often rise or sink to the level of expectation others give them. So talk and act affirmatively about what you believe each individual and the group is capable of.

You need to:

- Get to know group members quickly—nothing tickles a person's self-esteem more than to be called by his name—quickly. Develop a genuine interest in each member of your staff.
- Be enthusiastic and cheerful. These attributes are contagious.
- Serve the group humbly. Sure, you're in charge. But nobody likes it when they're constantly reminded of it or made to feel small and less important. And remember—your authority and respect is granted you by the group and can just as easily be withdrawn.
- Do everything possible to increase personal pride among the staff. Cleanliness, neatness, and orderliness are evidence of personal pride. A sharp-looking staff is usually one with good morale.
- Be quick to praise and slow to discipline. Discipline only when you have all the facts, and do it privately.
- Support staff members who take initiative; give credit where credit is due.
- Be morally honest. Follow your organization's code, for example, the Boy and Girl Scout oaths and law.
- Be loyal—it cuts both ways.
- Be in the trenches when problems are apparent—support your people with your presence. Don't ask anyone to do anything you aren't willing to do yourself.
- First and last, set a positive example.

Youth Protection



About Youth Protection

Youth protection is a set of policies and practices designed to protect your program, the adults, and especially the youth. This chapter describes youth protection, child abuse, how to recognize signs of abuse, and you and your organization's responsibility for responding to suspected abuse.

Youth Protection Guidelines

Youth protection policies and procedures typically specifically address issues of child abuse. Child abuse occurs when children are entrapped by an adult who abuses his or her position of trust and hurts the child emotionally, physically, or sexually. You may also wish to extend your youth protection guidelines to address use of drugs, alcohol, and tobacco products by adults and youth.

If your organization offers youth protection training for adults, you should require all adults to attend. If you do not offer youth protection training, you should start a program immediately.

These guidelines are intended for general information. They are not a substitute for your own organization's standards. If your organization does not have any youth protection guidelines in place, you should with the utmost urgency encourage your leadership to put them immediately in

writing. In these times of heightened sensitivity to issues around abuse, these policies protect not only the youth but your adult leaders and your entire organization.

Sometimes youth themselves may unintentionally or purposefully violate your guidelines. It is your responsibility to make sure all adult leaders, youth participants and their parents are aware of your policies. You should also make clear the consequences if an adult or youth participant chooses to violate your established guidelines.

What is Child Abuse?

Generally speaking, child abuse is injury of a child by an adult or older child that might not be intentional, but is not accidental. It is usually classified as emotional, physical or sexual abuse. Harm caused by withholding life's necessities—food, clothing, shelter, medical care, education—is called *neglect*.

Standards for Protecting Youth

At the minimum, all adults in your organization should be taught and adhere to the following standards. In situations where older teens may serve as coach counselors to younger teens, similar precautions may also be appropriate.¹

- **Two-deep leadership.** Two adult leaders or one registered leader and a parent of a participant, one of whom must be 21 years of age or older, are required on all trips and outings. You must be responsible for providing sufficient leadership for all activities. You may choose if your state law permits it to run a background check on all adult leaders.
- **No one-on-one meetings.** One-on-one meetings between adults and youth members are not permitted. In situations that require personal conferences, such as an individual growth conference, the meeting must be conducted in view of other adults and/or youths.

1. Adapted in part from *Youth Protection Guidelines*, Boy Scouts of America.



- **Limit physical contact.** While physical contact between an adult and a youth is not absolutely prohibited, as in congratulating a youth for an accomplishment, adults must be very alert to the appropriateness of any physical contact. It is possible that it may be experienced by the youth or seen by others as inappropriate. For example, as in most social situations, you should avoid bear hugs and limit yourself to “shoulder-to-shoulder” hugs, maintaining space between your bodies.
- **Respect privacy.** All youth are entitled to personal privacy from adults, and when necessary or appropriate, from other youth as well. This includes, for example, changing clothes or taking showers. A health and safety concern is the only exception. Adults must protect their own privacy in similar situations.
- **Separate accommodations.** No youth may sleep in the tent of an adult other than his or her own parent or guardian. No youth should sleep in the tent with or directly alongside another youth of the opposite sex. You should provide and clearly label separate shower and latrine facilities for each sex. If separate shower facilities are not available, schedule and post separate times for male and female use.
- **Proper preparation.** Never engage in potentially risky high-adventure activities without proper preparation, equipment, clothing, supervision, and safety measures. Youth who are accustomed to urban life are likely to be completely unfamiliar with, for example, the dangers of crossing rapidly moving streams, of diving in unknown waters, or the potentially dangerous movement of dislodged objects, like logs and rocks.
- **No secret organizations.** Your organization should not allow any kind of secret group as part of its program. All aspects of your program are open to observation by parents and leaders.
- **Appropriate attire.** Proper clothing for activities is required. For example, skimpy, revealing attire at an activity is distracting and inappropriate. Skinny-dipping should not be permitted.



- **Constructive discipline.** Discipline used in youth programs should be constructive and reflect high values. Corporal punishment is never permitted.
- **Hazing prohibited.** Physical hazing, initiations, ridicule, or inappropriate teasing are prohibited and may not be included as part of any youth activity.
- **Junior leader training and supervision.** Adult leaders must monitor and guide the leadership techniques used by junior leaders and ensure that your organization’s policies are followed.

Signs of Abuse

Each child reacts to abuse differently. In physical abuse, injuries to the child might be evident, but with any kind of abuse, children often give only behavioral clues. You should be alert to changes in the child’s behavior.

Any abrupt change in behavior that is maintained for a week or longer is a sign that the child is experiencing stress that could stem from a variety of causes—including family disruption, illness, death of a pet, a move to a new neighborhood, or child abuse. If you notice a lasting change in behavior for the worse, you should consider seeking help for the child. Some of the specific signs for each kind of abuse are listed below.

Physical Abuse

A child who has been physically abused might exhibit suspicious injuries. These injuries are different from those normally associated with childhood “wear and tear.”

- **Burns.** Burns that might indicate a child has been abused include cigarette or cigar burns on the soles of the feet, the palms of the hands, the back, or the genital areas. Other burns associated with abuse are friction or tether burns on the wrists, ankles, or around the neck caused by ropes used to tie the child. Wet burns on the hands and feet that appear to be glove-like or sock-like are caused by forcing the child to bathe in water that is too hot. Dry

burns leave distinctive marks in the shape of the instrument used to inflict them. Commonly, in child abuse cases, these include electric irons, radiator grates, and stove burners.

- **Bruises.** Bruises of different colors, indicating infliction at different times and in different stages of healing, often indicate abuse. This is particularly true if the bruises are on the abdomen, back, or face. Bruises, like burns, also might have distinctive shapes indicating the weapon used to inflict them.
- **Lacerations and abrasions.** Children often have scraped knees, shins, palms, or elbows—these are predictable injuries. When children have lacerations and abrasions in soft tissue areas, such as on the abdomen, back, backs of arms and legs, or external genitalia, it is a strong indicator of physical abuse. Human bite marks especially if they are recurrent and appear to be adult-sized, are also strongly indicative of abuse.
- **Fractures.** Unexplained fractures are cause for concern. A child with repeated fractures is almost certain to be a victim of abuse. Other signs include swollen or tender limbs and spiral fractures caused by jerking of the arms. Children who have been physically abused also are likely to show signs of childhood stress.

Childhood stress can result from any upsetting situation in the child's environment such as family disruption, illness, death of a pet, or even a move to a new neighborhood. It can also be a result of child abuse. If a child abruptly changes his behavior for more than a few days in a manner that you feel is inappropriate, you might want to ask the child if something is wrong or if you can help. Do not immediately jump to the conclusion that the child has been abused.

Emotional Abuse

The indicators of emotional abuse are usually hard to detect. Victims of chronic emotional abuse show behaviors like emotional abuse of others, extreme sensitivity to criticism, continuous unwillingness or inability to form trusting relationships, chronic rebellion against authority, constant



socially disruptive behavior, lagging physical development, and in severe cases habit disorders such as thumb sucking or rocking.

You will undoubtedly find youth like these a challenge to work with. They will require a disproportionate amount of your staff members' time. Yet they are the individuals who need the benefits of your program and your individual love and attention most. Do your best to not reject the youth. This is the dominant experience in their lives. It is the ultimate challenge to love and care for someone who acts like he does not want to be loved.

Within the boundaries of your program, get to know the individual. Counsel with them and take time to find out what motivates the individual. Challenge him with opportunities that stretch his talents. Talk frankly and honestly with the individual about his behavior. Hold him accountable and let him experience the consequences of his actions, both positive and negative.

Encourage and support him in their personal growth. Take time to offer praise whenever the youth does *anything* praiseworthy. Focus on the positive and encourage him to succeed. Many peoples' lives have been changed by a single person who cared, who showed compassion, and encouraged them on.

If the youth shows any evidence of self-destructive behavior or is a danger to others, you must act. If you believe the youth's behavior may justify intervention, see "Your Responsibility" on page 42.

Neglect

As with emotional abuse, the signs of neglect are usually very subtle and hard to detect. A neglected child might consistently show up at meetings inappropriately or poorly dressed, show obvious need of medical care, lack personal hygiene, repeatedly borrow money for basic necessities, and be consistently hungry.

You will probably find that the parent(s) are unavailable if you attempt to contact them. If you are able to talk with the

parent(s), they may be indifferent, exhibit little interest in their children's welfare, or appear even inappropriately defensive when your attempt to talk about their child's behavior and participation in your program. Do not mistake a single instance of a busy parent unable to talk with you for neglect. You should look for a sustained pattern and multiple examples.

If asked, the child will likely make excuses for his or her parent(s). You may decide to ask his or her peers, in confidence, if they are aware of problems the youth might be having at home. This should be done with the utmost love, respect, care and concern for the welfare of the youth.

You should be alert for signs of neglect and do your best to support and show love for youths who might be affected. Legal authorities will rarely become involved in a situation involving neglect unless the circumstances materially affect the child's health and welfare, keep him or her out of school, or endanger the youth in some fashion. If you believe neglect may justify intervention, see "Your Responsibility" on page 42.

Sexual Abuse

Given the extreme seriousness of sexual abuse, the best evidence of sexual abuse is a witness. You must treat the child's own report of sexual abuse equally seriously. Reports of abuse do not usually come from the individual but from a peer.

Physical evidence of sexual abuse, if present at all, tends to be temporary. When present, these signs include difficulty in walking; torn, stained, or bloody underwear; pain or itching in the genital area; bruises or bleeding of the external genitalia; and sexually transmitted diseases.

The behavioral signs of sexual abuse are likely to be more conspicuous and present longer. Specific behaviors related to child sexual abuse are an age-inappropriate understanding of sex; reluctance to be left alone with a particular person; persistent and inappropriate sex play with peers or toys; prostitution; wearing lots of clothing, especially to bed;



drawings of genitalia; fear of touch; abuse of animals; masturbation in public; nightmares or night terrors; apprehension when the subject of sexual abuse is brought up; and cross-dressing. The presence of any of these behaviors indicates a possibility that sexual abuse has occurred. They are not, in and of themselves, conclusive evidence that the child has been abused.

Your Responsibility

If you notice any of these signs previously described, do not jump to any conclusions.

Talk With the Child's Parents

The signs of child abuse are often ambiguous; they can mean something other than child abuse. Consider stating your observations to the child's parents. For example, you could say, "For the past two weeks, Johnny has been very disruptive at meetings. He is very aggressive with the other boys and uses foul language. This behavior is very unlike him. I hope that everything is okay." Use your discernment as you evaluate their response. Observe the behavior, demeanor, and well-being of the child at the next opportunity.

You may want to validate your feelings by speaking confidentially with other adult leaders who have contact with the child. The law requires only that you have a reasonable suspicion that a child is being abused. Once you make a report, the appropriate agency will investigate and determine if abuse can be substantiated. Unless you make a report, the child might remain in grave danger.

You should not make any accusations to the parents that the child is being abused. Even if you suspect abuse and file a report with your organization's executive or the authorities, do not accuse the suspected abuser or state your suspicions to others who are not responsible for determining if abuse is occurring.

Contact Your Organizational Leader

If you suspect that a child is being abused, you should contact your organization's leader. Your organization should already have established policies and procedures for responding to this situation. They should also have contacts with the child protective services and law enforcement agencies in your area.

Note In some states or jurisdictions, when an adult believes a child is being abused, he or she is required to report suspected abuse. Failure to do so may make the adult liable to civil or criminal penalties. Most jurisdiction's laws also include "good faith" clauses that protect the adult if he or she files a report based on reasonable suspicion. Adult leaders of youth must be familiar with the applicable statutes in their area.

Youth under 18 who suspect or believe another youth is experiencing abuse should not keep this secret but act to protect their peers. They should immediately bring their concerns to the attention of their adult leader.

Your program leader or executive should be able to tell you what you should do. He will also tell you that he must contact the appropriate authorities and report your suspicions to them.

Failing other action, you should contact your local child abuse hot line, if existent. Generally the telephone number to report child abuse is listed in the white pages under "child abuse."



Developing Staff Leadership



While the overt focus of our leadership development efforts are the participants in the week-long summer camp program, in reality the greatest growth occurs among the staff. This is because they not only prepare to present the competencies to others but experience continued opportunities to put the leadership competencies to work in their ongoing lives.

Identifying Youth for Staff Leadership

Most of your youth staff will work directly with a group, either as a group leader for younger members or as a Coach Counselor in the older groups. The influence of the youth counselor upon individual learners cannot be overemphasized. For this reason alone, the adult staff must take great care as they select and develop the talents of the youth staff. The youth staff are the models that course members will learn from. The power of this association is immensely important. These youth staff are key staff members.

The Role of the Coach Counselor

You must seek individuals as Coach Counselors with a variety of characteristics:

- Identify individuals with maturity and poise. Their actual age is immaterial, but their physical appearance and bearing should inspire confidence.
- Look for individuals with experience in the program who exemplify optimal behavior and ideals. The more experience he has had in leadership development the better. He should be familiar with and have previous chances to practice his skills as manager of learning. He must use these methodologies consistently and effectively.
- He must know the responsibilities of a counselor and accept them without reservation. He does not lead the group, and avoids accepting any responsibility that is properly that of the elected leader.

The counselor is a resource to the team. He helps the leader and the group members in any way short of making their decisions about anything. It is a passive role, very difficult for some young people to play, as he serves the team. He helps each group grow into what it can best become. He must be willing to allow the group he advises to fail so that they might succeed.

The Coach Counselor may, in a delicate balancing act, retain some authority over the team, but this is usually only exercised in critical situations affecting the health and safety of group members.

- He is sensitive to how a group develops and remains detached from the team's life. He seeks to strengthen intra-group confidence and self-reliance. This takes skill and a determination not to prolong the “adolescence” of the group, while not detaching prematurely.
- He attends group meetings but as the week progresses, gradually backs off to avoid inhibiting the growth of the team. Again, this calls for mature judgment and an



ability to read the progress of the group members' development.

- As manager of learning, the counselor is alert to any opportunities for learning besides those scheduled, and helps learning to happen whenever the need is apparent. He is aware of the strategy for learning in the course, however, and follows proper procedures. This calls for good judgment in taking initiative but maintaining good communication with his leaders and adult advisors.
- He studies each learner as an individual and as a member of the team. His interest is objective but not impersonal—he is friendly, but not too involved in a learner's personal trials or challenges. He is mature enough not to kill with kindness. He reports progress or lack of it coolly and accurately.
- The coach counselor may serve as a manager of learning for not only a single team but for a group of teams. He will excel, probably, in some competency or others, but should be able to manage the learning of any one. Individual counselors should be prepared as a back-up for any other staff member in this respect.
- He serves as a communicator between the staff and the group leader, giving the information needed to help the team meet their goals. The communication takes place in group meetings where possible.
- As a counselor for members of his assigned group, he helps others rely on their own coach counselors. He doesn't allow personal friendships or presumptions on the part of learners to distract him from his duty to the group. He also recognizes a loyalty to and respect for fellow staff members which forbids his interference with their responsibilities. If necessary he will inform the adult advisor of situations where he thinks assistance is required.
- The counselor will grow in this job with each new experience; even so, the coach counselor will always need loving supervision. If he is the right person for the job, he will want leadership and expect counseling from his adult leader.



The Tasks of a Coach Counselor

5

The Boy Scouts of America adapted the White Stag program's leadership competencies and have used them since the early 1970s in their youth Junior Leader Training and adult Wood Badge programs.

Near the end of the first pilot of the National BSA experimental leadership development course for junior leaders in 1968, the staff of young men who were pioneering the methods now used in the Scouting's National Troop Leadership Training Conference program got into a deep discussion that lasted into the night. From them came a summary statement¹ on the tasks of the coach counselor that has not really been topped. The Coach Counselor's job is to:

- Help members learn how to think for themselves.
- Help members solve individual and group problems.
- Guide members into learning their own potential as leaders through the use of the leadership competencies.
- Help individuals and the entire team to develop self-confidence.
- Create a situation or atmosphere in which a learner will feel secure and will realize his real self.
- Help individuals realize the value of these experiences as they will apply in their own troops and in their daily lives.
- Help individuals see, by example, how counseling can bring out answers to problems from within the individual concerned.

Knowing Your Team Members

Most people who are highly successful in their chosen field are not the ones who have an inborn aptitude for their business, but they are people who were persistent at their work and mastered it. They came to enjoy their work more

1. Boy Scouts of America. *Experiment on Maxwell Mesa*. Scouting Magazine. 1972.



than wanting to play; they enjoy their work so much because it *is* play. They are outstanding because they are motivated by the sheer thrill of accomplishment.

It is their attitude, not their aptitude, that makes them leaders in their field. Aptitude is often wasted; attitude expresses itself irresistibly.

We cannot alter a candidate's inborn aptitude, but we can contribute toward shaping his attitude by inspiring, motivating, and influencing his desire to grow. We can also encourage the more effective use of his natural aptitudes. This is *our* opportunity for achievement! We have one week in which to give the candidate some direction on the path to self-fulfillment.

Getting Acquainted with Team Members

You can only be successful with people in so far as you understand them and see their point of view. This comes from knowing something about their background, such as the adversities and challenges they have overcome and their attitudes toward these situations.

Helping the staff form into a cohesive group who can plan and put on a successful summer program (or manage any project) is an essential part of the staff development process. Helping them understand each other and, later, the program participants, enables them to build group identity more quickly.

When you know an individual's strengths and weaknesses, you know where he needs help and where you can best supervise, build, coach, train and encourage.

The only way you can really understand a person is by asking him questions about himself. This doesn't require great skill or above-average intelligence, but it does require reasonable judgment, a sincere interest in people, and a capacity to put another person at ease and gain their confidence. You need to learn to ask the right questions, to seek critical information, and to logically interpret what you learn.

You can serve individuals more effectively as a manager of learning when you discretely, sensitively gather information about the following 12 areas in someone's life.

Family Life

Psychological research has shown the overwhelming negative impact on the lives of delinquents and criminals caused by ruptured homes, alcoholism or family conflict. A person's entire future—whether he challenges the laws and lives for his own selfish interests, or lives a constructive, positive life—are often set by such family experiences.

What kind of people are his father and mother? When asked, does he talk easily and pridefully about them, or reluctantly, if at all? How many brothers and sisters does he have? How close in age are they. Do they get along? What kind of a neighborhood does he live in? What kind of a school does he attend?

Attitudes

Does he tend toward being positive or negative? Does he think the world owes him something or is he more interested in an opportunity to prove by his efforts an ability to assume responsibility?

Motivation

Is he ambitious to get himself ahead? Is he willing to make personal sacrifices to back up his dreams with hard work? Is he aggressive and resourceful? Does he take the initiative and apply himself once committed to an undertaking?

Stability

Does he stick to a job until it's done? Is he erratic and changeable or does he show persistence in the things he tackles?

Maturity

Does he show self control? Can he manage money well? Is the self centered or neglectful of others for whom he is responsible? Can he make sound decisions? Does he think logically and intuitively or respond emotionally, “shooting from the hip?” Can he see his own weaknesses, admit them and then improve? Is he pleasure minded? Can he face adversity and make sacrifices to get results?

Aptitudes

Does he have an outgoing personality? Does he have the confidence of his associates? Is he mechanically inclined? Is

he musical, artistic, or good in history, math or English?
What is his general intellectual ability?

In summary, no single area of a person's life provides adequate information for making a total assessment of his personality but data from the above eight areas will reveal a pattern of basic behavior and provide a critical understanding of his abilities and needs.

The counselor's effectiveness and success is manifested in his ability to quietly and unobtrusively get this type of information, draw valid conclusions about the attitudes, motivations, stability, maturity and aptitudes of the group members, capitalizing on their strengths and building on their weaknesses.

Education

It is possible to learn a great deal about a person from the interest he takes in learning and particularly by the motivation he shows in educating himself, inside and outside of formal schooling.

Many great men of the past had no college degree and some had very little formal education. This does not mean that they were uneducated. It means they educated themselves.

Anything which will help you get a feel for the candidate's attitude toward education, his motivation in pursuing it, and his steadfastness in obtaining it, will be valuable in understanding his as an individual.

Hobbies

A person's hobby reveals what he likes to do at the pace he sets for himself. If you can determine the amount of effort he devotes to his hobby, you will learn a great deal about his temperament. If he shows a strong drive, great enthusiasm and a desire to excel, it's a good bet these characteristics will carry over into his or his other activities.

Social Life

Does he contribute time and effort to the organizations to which he belongs (school clubs, church, Scouting, etc.) or does he join only to gain personal advantage?

A person's ability to get along in groups and to take responsibility, his capacity for leadership and teamwork are quickly revealed in this area.



Economic

Does he have a part-time job? Doing what? How did he get the job? What does he do with the money? If you know how a person handles his money, you know a lot about his basic personality, temperament, and character. If he buys what he wants when he wants and obligates himself beyond his income, he is probably lacking in self-control, judgment and foresight.

Mental and Physical Health

A person's attitude often contributes if not controls their health as well as his ability to do many things. Serious attitude problems—self-doubt, criticism, complaining—may leave some people with a lack of concern for others. He may often be unable to get along with others.

Religious Faith

Knowing what church someone belongs to is not as important as knowing how he puts his faith into practice. Does he attend church regularly? Does he participate in his church youth groups? Does he attend Seminary or Sunday School? Does he believe in a higher power and show by his humble behavior that he just might not have all the answers?

If he's not a regular church attendee, how does he observe his spiritual beliefs? What is his attitude towards faith, religion, and a higher power?

Information of this nature reveals a candidate's belief in something bigger than himself, his willingness to serve others, to contribute time and effort to a worthwhile cause, and his sense of values and his controlling ideals.

In short, when you take the time to ask personal questions, people appreciate your interest. Understanding them better, you can help the group grow and achieve results more effectively.

There are other skills a leader may possess that also help the group grow together. These include leading songs and games.

Leading Songs

Singing can set the entire tone for a camp and its members. You can whip a group into a state of tremendous enthusiasm and introduce an atmosphere of quiet retrospection by effectively using music.

Singing has always been a medium for emotional expression, and by the same token has greatly influenced the course of human events. High morale and good feeling are essential to the success of any camping operation.

Singing began when people began. We sing for fun, we sing because the song fits the mood, or we influence the mood by the song. Singing can be a tremendous force by which the counselor can influence the attitude and temperament of his group. Songs of fellowship enrich the enjoyment of being with new friends; some songs heighten religious, spiritual or patriotic fervor; inspirational songs open a world more beautiful and satisfying.

Wes Klusmann, who was one of America's greatest and most distinguished campfire directors, and a man who had the delightful knack of inspiring his audience to spontaneous song, pointed out that one need not be an expert to lead singing. His tips are as follows:

- The first song should be a well known one. The crowd can't go wrong and the success of the first song will establish your success as the leader. (All you have to do is keep up with it.)
- Announce each song clearly and name the tune if it isn't an original song.
- Sing a few notes to give pitch and tempo.
- Start everyone at the same time—shout, “Let's go!” in rhythm with time or clap your hands or stamp your foot and start the next beat.
- Use simple hand motions to indicate the tempo.
- Choose songs that fit the crowd and the occasion.
- Formal leadership isn't always necessary. While natural and spontaneous singing is possible, encourage it.



- Stunt songs and crazy titles have a place in recreational singing but don't overdo it for the most enduring satisfaction.
- Know the songs you are leading.
- Get the group's attention and briefly introduce the song. Tell some interesting bit about it or ask the group to listen for something special, such as:
 - a. What are the people in the story that this song tells?
 - b. What kind of place does the song describe?
 - c. Guess what country the song comes from.
- While the group listens, sing the song through as well as you can and then give them time to ask questions.
- Sing one line at a time and ask the group to listen and echo softly.
- Still softly, until they are sure of the melody, have them sing the whole song through with you.
- Repeat it once or twice if interest prevails or go onto some other activity and come back to the song later.

Leading Games

Games are very effective as learning tools. Sometimes they are an excellent way to help members get acquainted. They can be a fun way to teach, review, or practice skills. They strengthen the feeling of teamwork and fair play.

Games contribute to mental, emotional, and social growth. They provide opportunities to develop leadership, fellowship, initiative, self-expression, sportsmanship, citizenship, teamwork, and positive feelings toward others.

They are a means to change pace during a long activity and allow individuals to "blow off steam." And sometimes they are just pure fun.

The spontaneity with which a group can be enlisted in a game or a song instead of waiting idly does much to keep a group's morale high. The Coach Counselor who anticipates

such a need and has alternate possibilities available will be pleased with the results. The game may be a low organization, quiet game, like “Cahoots,” or a boisterous, active game, like “Crab Soccer,” depending on circumstances.

Many games can be created with just a little thought. They can help you teach a skill, reinforce a point taught earlier, or to utilize a common interest in the group.

Simple games requiring little or no equipment and very minimum rules ought to be accumulated in the repertoire of every leader.

Selecting Games

There are several factors you can consider when selecting games.

Participants' Age Level

Since candidates' age levels vary from 11 to 16 and older, their ability to play certain kinds of games varies widely. Be aware of the attention spans and other characteristics of the various age levels. Choose games that compensate for individuals' lack of ability in one area with opportunities to apply different skills in another.

Location

Choose games relevant to the outdoor, woodsy setting typical of the summer camp program. Plan games that take advantage of the terrain and the physical resources available to the group.

Group Size

Select games that are appropriate to the number of participants. Playing Capture the Flag is not nearly as much fun with a single team as it is with an entire troop—even two troops. On the other hand, Steal the Bacon with more than a group is too unwieldy.

Complexity

Games can be active or quiet, simple or complex. Quiet games are usually more suitable for developing individual's thinking abilities, while active games help burn off energy. Simple games are quickly learned and easy to play, while complex games with more rules take more time to pick up on and require a higher degree of organization.



Relevance

Select games in which the activity is relevant to learning leadership. Steal the Bacon, mentioned above, is fun, but how does it relate to leadership? Capture the Flag, previously mentioned, can require an advanced degree of leadership, and in fact has been used within the program for that very purpose. On the other hand, Steal the Bacon is not relevant to most leadership situations.

Teaching Games

- Get the group's attention. Enthusiastically and *briefly* describe the name and object of the game to the participants. If the rules are complicated or there are several possible ways to play it, hold back on the complex parts until the game has started, then introduce the details.
- If the game is new to you, practice it beforehand. You don't want to be in the middle of your explanation—or worse, in the middle of the game—and get stuck on some fine point you don't understand.
- Don't use notes to explain the game. Participants will figure out that you don't know the game and will be less enthusiastic than if they believe you know the game well and have already had a lot of fun playing it.
- Explain how the game is played and how the winner, if any, is determined. If it's at all complicated, demonstrate how it's played.
- Make sure the rules are understood and then stick with them. If you are not firm about the rules, it is easy for you to lose control and for the purpose of the game to get mangled if not lost.

Developing Learning Hurdles



This chapter provides managers-of-learning resources to develop meaningful, experiential, challenging, and engaging learning opportunities.

About Hurdles

A *hurdle* is a structured learning activity. It is an unexpected problem presented to a group. It requires that group members cooperate and apply their leadership competencies. The unexpected task demands efficient organization of the team to find a solution to the problem presented.

For example, a hurdle might be:

“By 5pm today, using the physical resources available to you through the troop quartermaster, transport the entire troop across the Little Sur River at least three feet above it without getting your feet wet.”

or

“Within 1 hour, build a fire a minimum of eight feet above the ground and serve the Coach Counselor a cup of hot chocolate heated on that fire.”

Once interpreted, the troop understands it must build a bridge to solve the first hurdle and a tower to solve the second.



We use hurdles in White Stag because of the participatory nature of the activity, causing the learners to stretch their minds and apply problem-solving skills and other traits of leadership.

Hurdles are heuristic, “Designating the educational method in which the student is allowed or encouraged to learn independently through his own investigation.”¹

Steps for Creating Hurdles

6

The hurdle is a method for learning and applying new skills. In short, the manager of learning:

1. *Confronts the learning group* with a planned situation in which the use of the competence to be learned is required, to help the learner:
 - Realize the need for increased competence.
 - Develop an assessment for the learner and manager of learning of the learner's current attitude, skills and knowledge.
 - Create an increased desire to learn.
2. *Introduces the learning program* in a workshop or an intensive seminar situation where the competence is demonstrated and practiced.
3. *Applies the learned skill* in situations similar to, or identical with, the original situation (see #1 above) so that the group can readily recognize the new way of doing things and acquisition of increased competence.
4. *Confronts the group unexpectedly* with novel situations in which the competence is to be used, and required the group to evaluate the application of the competence.
5. *Asks individuals to write* measurable and realistic objectives for the application of the newly-acquired competence in and out of White Stag.

1. *The American Heritage Dictionary of the English Language*. William Morris, Ed. American Heritage Publishing Co. and Houghton Mifflin Company. New York. 1969.

Putting Hurdles into Practice

For instance, suppose we want to introduce new learners who are together for the first time to the concept of leadership and leaders. Participants in your program are gathered just after registration has been finished. A staff member approaches and asks for “representative from the group.”

Whoever steps forward is requested to confer with the Coach Counselor out of ear shot of his team members. The youth is handed instructions for a day-long hike. Certain objectives are set forth, but no other information is given. The representative returns to the group and the day begins.

The Coach Counselor accompanies the group and at various moments the PC finds appropriate, the counselor provides more hurdles that *require leadership* of the group. Later, the group is debriefed and instructed in the content of the competencies introduced during the initial learning activity, an intentional leaderless experience. Learning has begun.

The hurdle provides valuable, realistic and experiential (hands-on) learning. We use hands-on activities because we know that learning is exponentially more effective when people *do* instead of *talk*. As said more eloquently by someone a little older,

Learning

I hear and I forget.
I see and I believe.
I do and I understand.

—Confucius

The hurdle concept is an realization of the challenge powerfully evoked by Lord Robert Baden-Powell in 1933 at the Boy Scout World Jamboree in Gödöllő, Hungary:

You may look at that White Stag as the pure spirit of Scouting, springing forward and upward, ever leading you onward and upward to leap over difficulties, to face new adventures...²



The hurdle concept also utilizes Baden-Powell's theory of small groups, now called the *patrol method*. In brief, people, learn, work and play—they are more happy and successful—when they are a member of a small group (6-9 members). The hurdle method uses small group interaction as a principle ingredient of its process.

Recycling Old Hurdles

6

It is *not* a good idea to assume that because a hurdle was used previously, it is appropriate in the current context. A hurdle loses its effectiveness if not matched to current needs. The manager-of-learning needs to be constantly alert to novel, challenging ideas for hurdles. Furthermore, hurdles from past years may become known among participating youth.

Types of Hurdles

All the learning activities we develop are designed to be *heuristic*. The learner is encouraged to learn independently through his own and the groups investigation.

Situational

Makes use of the environment and naturally occurring situations (e.g., a ravine). It might also be a situation that can be created in the environment, but is essentially related to the environment (e.g., the development of a morning ceremony site).

Simulated

Creating a situation that would not be found in the existing environment, but might be found elsewhere (e.g., simulation of a committee that has responsibility to plan a high school dance). These are particularly important in White Stag to promote transfer to the home unit the attitudes, skills and knowledge acquired in Venture Crew 122.

Abstract

A purely mental, often contrived, sometimes rigidly controlled situation designed to stimulate abstract or creative responses (e.g., the NASA “Moon Survival Exercise” that requires group consensus on the ranking of 16 survival items, left after crash-landing on the moon 200 miles from the

2. Magyar Czerkéz, August 1933, Gödöllő, Hungary.

mother ship). These may be especially useful in groups that are somewhat advanced in skill level.

Designing Hurdles

The purpose of a hurdle is to provide:

- Learners an opportunity to see the need for the competency they had not previously been exposed to.
- Learners a chance to apply the leadership competencies they have been exposed to.
- Elements of adventure, fun and accomplishment to the program.
- Structured opportunities for the Coach Counselor to evaluate the groups' use of the leadership competencies.
- The staff with opportunities to evaluate the learners and determine their learning needs.

6

Hurdle Planning

A hurdle requires careful thought, planning and study during preparation. As a hurdle is being developed, these criteria ought to be considered:

- Resources of the group.
- Environmental resources and constraints.
- Skills desired to be included as part of the task.

Group Resources

The development of the hurdle must begin with consideration of the group's *resources*. The hurdle must proceed from the “known to the unknown.” In general it would not be good practice, for example, to present a hurdle requiring lashing to a group of eleven year old White Stag learners. They undoubtedly barely know basic knots. The learners need to be able to see the connection between current skills and those introduced. This can be especially effective if a few of the group members have some or most of the skills being introduced.

In summary, the manager-of-learning must know the group's resources and exploit and challenge those resources. He must strive to expand members' limits.

Environmental Influences

The second item to consider in development of the hurdle, though not necessarily in order of importance, is the *environment*: the terrain or area where the hurdle will be situated (if it is of that type). The area may suggest potential hurdles, such as bridges, rafts, towers and ceremonial areas. Available resources (e.g., downed trees) may suggest other ideas. Sometimes still other resources may be imported to contribute to the environment.

Don't hesitate to include a certain amount of risk. Baden-Powell wrote:

I deplore the modern tendency to place "safety first" beyond all else. A certain amount of risk is necessary to life, a certain amount of practice in taking risks is necessary to the prolongation of life. Scouts have to be prepared to encounter difficulties and dangers in life.

Recent studies have shown that a certain amount of risk-taking is a healthy and natural part of life.

Do be careful. Urban youth are not aware of the dangers in wilderness situations, particularly when they disturb fixed objects. The reaction of some downed logs to dislodgment can result in explosive counter-movements. The youth staff and adult staff must observe and know when to caution learners, especially regarding position to such objects. "Risk" does not mean foolish and naive actions which open the manager-of-learning and the program to liability. Hurdles must not be created in defiance of common sense and good judgment.

Skills to be Taught

The third item to consider as a hurdle is developed are the *skills* required for the task. Outdoor skills (e.g., knife and ax, fire building, lashing); the deductive and reasoning powers relative to the known or predicted capabilities of the group, and the leadership competencies desired for exposure or application. Whatever the solution, it *must* require real and useful application of skills.

Once these three items have been given consideration and the hurdle is considered realistic and practical, then the hurdle itself must be written. This is one area that can be quite “dangerous.” The hurdle must be written with great care. Review what is written carefully with all possible interpretations of what is put down. It must not be open ended nor capable of a solution with a meaningless and unchallenging performance. If a hurdle is written for use in one locale, evaluate it for applicability when considering it for use in another.

Remember that a hurdle can vary from a short and simple one (“Build a device using the spars and rope provided that will support an American flag.”) to the extremely complicated and exacting of many hours duration (“The group must design and construct a permanent means of access to the far side of the river. Build it at site “X” using materials “Y” by “Z” o'clock today.”)

Outcomes Desired

The hurdle as written must be so designed as to produce the outcome(s) desired. For your own reference, your copy of the written hurdle ought to contain the advocated solution or response, and perhaps a rationale for that solution (why this one over any other). Staff must know what outcomes, aside from any physical solution or response, are desired (e.g., “follow-on discussion should elicit comments regarding group Communication and Sharing Leadership.”)

It is a good idea for the staff during staff development to try out a new hurdle themselves. This evaluation will turn up “bugs” in the hurdle and allow the staff to modify their design and sharpen their expectations of the candidate learners.

Keep in mind that although the hurdle will be planned with your preconceived solution in mind, it is not impossible, is in fact possible and *desirable*, that the group will devise another solution that is equally acceptable, and yet different in all aspects from that expected. Independent, creative thought could be considered another objective of a hurdle.



A hurdle can be considered successful even if it is not “finished”. This “success” will be apparent if in the approach to its “solution” the group successfully uses the processes (competencies of leadership) in their step by step efforts to achieve a solution.

This does not mean we should create hurdles that cannot be solved or accomplished. Hurdles must be planned to allow a successful solution if the group utilizes all the resources available. If the approach (or process) is that which is desired, but the result is not, the manager of learning must help the group realize its success and lessen any misplaced sense of failure.

The heuristic hurdle ought to be used judiciously in White Stag. Our learners typically have two muscles to sit on and 1000 to wiggle with, and a wiggling learner is not receptive.

An Instructional Strategy

The strategy described here, also known as The Behavior Game³, is used to help participants identify leadership behaviors.

Goal and Objectives

The goal of the game is to enable the participants to evaluate the learning of specific competencies by increasing their awareness of behaviors which indicate the presence of the competencies. The game has two objectives:

- During the game, the participants will collectively list at least five words or phrases that describe behavior which demonstrates evidence of the given competence in the specific situation.
- After playing the game, each participant will be able to observe other, non-game situations and list five words or phrases that describe a given competence in that situation.

3. Developed and written by Bill Roberts, Troop Leadership Development Scoutmaster, 1975.

Although not a stated objective of the game, the participants ought to be able to create a pool of indicators for each competence which can be used to evaluate the competencies in various situations. Some of these indicators may even lend themselves to being stated in behavioral terms.

The Game

The Behavior Game is played by two teams of equal or near-equal size. It is best to have at least six players on a team, although the game can be played with as few as four on a team. The game leader (who will not play) gives the participants the following information either orally or in writing:

The object of the game is for each team to generate as many different words or phrases as it can which describe observable learner behavior for a given competence in a specific situation.

Game Example

An example objective, for example, could be:

Learners display the ability to Get and Give Information at a team meeting.

The descriptors for that objective might then include the following:

- The team leader uses his notes to read instructions to the group which the leader received at a team leaders' meeting.
- team members asks questions which seek to clarify the given instructions.
- The team leader requests one of the group members to repeat back the instructions, correcting his inaccuracies.
- Team members take notes while instructions are given.

Instructions

The game is played like charades, with two differences: 1) half of your team act together, and 2) the actors may speak while they are acting.

Then the game leader gives each participant a piece of paper with the following instructions written on it:



Half of your team, the **Actors**, will be given a specific situation and a competence that is being displayed in that situation. They have five minutes to plan a kit or series of skits that will show this competence being used in that specific situation. They will then have two minutes to act out these skits to the other half of the team, the **Observers**.

The **Actors** ought to try to show as many observable behaviors as possible in the given amount of time. The **Observers** are to write down descriptive words or phrases for what they observe during the skit. When the skit ends, the observers have two minutes to get together and combine their lists into one which includes as many different descriptive words or phrases as possible. The team scores a point for each different descriptive word or phrase. The actors may speak during the skits but may not mention the competence by name. They must state the situation before the skit starts.

When all participants have read the instruction, the game leader answers any questions they may have about the rules. When there are no more questions the game leader asks each team to split into two groups. He then gives each group a 3"x5" card which states a competence and a specific situation.

Each group has five minutes to discuss the situation and determine how it will use its allotted two minutes to display the competence to the other half of its team.

When the five minutes are up, the game leader asks one group to make its presentation to the other half of its team. When the group is finished, the half that observed compiles its list of descriptors and reports back to the leader. Team members may guess which competence was being displayed, but no points are scored. Each group presents its skit in this manner. The winning team is the one with the highest score when the points for each of its two groups' skits are added together.

Scoring

In scoring, the opposing team may challenge whether a listed descriptor is evidence of the competence in question. In such

cases the game leader must make the decision whether to score that descriptor.

The opposing team may also challenge whether a word or phrase is a descriptor at all. In these cases, the decision can be made on this basis: a word or phrase is a descriptor if it can be used to complete one of these two sentences: “I saw the learner (blank),” or, “I heard the learner (blank).”

The game leader ought to be a person (usually an adult) who has had experience in the leadership development program and has had some exposure to behavioral objectives. Robert Mager’s books are recommended to a potential game leader who may not have any previous exposure to behavioral objectives. (See “Bibliography” for more information.)

Variations

One important variation to the above procedure is for the game leader to lead a discussion about the competence and its descriptors after each round of the game. This has been found to be an excellent way to generate more participant understanding of behavior and evaluation. Some of the questions a game leader might use are:

- What are some other descriptors for this competence in this situation?
- How can we use this information to evaluate our learners this summer?
- In general, what kinds of behavior can we look for as evidence of this competence?
- The game leader ought to encourage participation in the discussion but not let the discussion drag on. Before going to the next round, the game leader ought to summarize the discussion.

Game Rationale

The philosophical and theoretical foundations for this instructional strategy can be found in the writings of the proponents of the discovery approach to learning: John Dewey and Jerome Bruner are two who stand out. Basically, the discovery approach confronts the learner with a problem,



and requires his active participation in the solution of the problem.

The discovery approach seeks to go beyond the level of memorization of information by affording the learner the opportunity to understand relationships in a situation and reflect on those relationships to develop a greater insight than the learner would through memorization.

The Behavior Game achieves these ends. The learners are confronted with the problem of preparing a skit to display behaviors related to a competence. They are stimulated to think about the competence, the situation, and the relationships between the two. The solution of the problem, that is, creating and presenting the skit, requires the active participation of the learners. They demonstrate for their teammates what this competence is all about in a particular situation. In a sense, the actors fulfill a teaching role as much as they fulfill a learning role.

Through the Behavior Game participants can internalize an understanding for the competencies in question. When the time comes for them to serve as an evaluator, they will watch closely and, as behaviors appear, relate them to the skits which were observed or acted in.

The Behavior Game works for many reasons. Learning is an active endeavor and the game requires the learner's active participation. The game is fun; it may not even occur to the participant that learning is taking place while the game is played.

The Behavior Game places its subject matter in a functional, realistic context. This real-life exposure to the content makes learning much more relevant than exposure through a text or program that creates unbelievable or abstract situations. Finally, the game works because the learner can draw upon the ideas of the others instead of trying to understand something by himself; many heads are better than one.

Leadership Development By Design



This section describes the process that an individual goes through as he becomes a member of a group.¹ First we describe the “generic” process, one that happens in every group. This first process is usually informal and the results, depending on group dynamics, are unpredictable. Then we describe the process a member of the White Stag Leadership Development Program might take part in.

The second process originates in the White Stag leadership development program and curriculum. It is deliberately created to help the individual progress in his leadership knowledge and ability.

This chapter describes how the leadership competencies affect social and group dynamics and provides a rationale for the order the competencies are presented during the leadership development experience.

This process described here is cyclical. An individual may as a candidate, youth staff, and adult staff member take part in the same part of the program, but at different levels of competence. This approach, allowing participants to continually expand their horizons of knowledge, is called the Infinity Principle. (See *Follow the White Stag*, Chapter 2 - “Program Principles” for a description of these concepts.)

1. Banathy, Bela. *A Design for Leadership Development in Scouting*, 1969.

Group Dynamics and the Leadership Curriculum

In developing the White Stag program, a particular sequence of leadership development experiences has evolved. It is important that the staff member recognize the significance of this sequence so he can better evaluate the groups with which he is working. He will be able to then determine whether or not certain growth is in fact taking place.

Establishing the Group

7

When a group of people who will work together meets for the first time, what's the first thing that happens? People cast about for clues to one another's identities: values, social standing, friends in common, hobbies, and later in life, jobs or professions.

People often attempt to establish dominance; they may assert their knowledge, skills or social standing, their occupation, the school they attended, the community they live in, and so forth.

Getting to Know the Learners

When a group is formed at the beginning of the leadership development experience, the individual members are usually coming together for the first time. They too strive to find out about one another: where they live, what school they attend, what grade they're in, do they have a job, if a Scout, what rank they are, and so forth.

These people are obviously trying to find what they have in common. Perhaps a couple of members know one another already. These people will usually get together first. Nonetheless, all members are new to this particular group. If the group is to be successful and complete its task, it must begin to establish itself. Someone becomes apparent as a potential leader if one has not been designated. How does this happen?

In the world at large, if a leader is not picked by an outside authority figure, then the loudest, most assertive person may



become leader; or the group may intelligently choose a member with the greatest apparent expertise in the subject at hand; or it may fall by default to someone who, after a long interval, finally says, “Oh, I’ll be chairman!”

Identifying Group Purpose

However it happens, the group gradually establishes its purpose. Roles become explicit by definition or inference. As a manager of learning, you should not leave this important process to chance. We usually initiate a “leaderless experience.” The group of learners, once gathered, are almost immediately given a task by a counselor, who then steps back—way back.

7

The Leaderless Experience

For example, the manager of learning may challenge the group to complete a hike over unfamiliar terrain and to rendezvous “at 12:15” with other teams at a distant location. He then probably steps back to the cool shade of a tree to see what develop.

The manager of learning or coach counselor watches and evaluates. How is the leader selected? Why? Who? When? Perhaps the coach counselor suddenly interrupts the group on its hike, testing them on their ability to respond to a simulated first aid emergency. How do they pull together?

Later the coach counselor sits down with the group and guides them in a discussion of what they have experienced thus far. He helps them identify how and why they selected the leader they did—or why they didn’t select one—and what happened as a result. He points out the process of getting to know one another they initiated, and continues it with a session on “Knowing Group Needs and Characteristics.” He helps them define what they will do; how each feels when they are not successful, or when they are; why it is important to work together.

They continue the hike. At lunch time, he tells them he is about to give three members of the group, separately, a set of instructions for setting up camp. One person gets it verbally,



once; the second is asked to repeat it back; and the third is instructed to take notes. Each in turn is then asked to relate what he can remember to the entire group. The importance of communication within the group is established.

Later in the day, they have to cook their first meal together. The team leader learns from the senior group leader the time of the food pick-up. Somehow the group has to figure out who will cook, who will build the fire, and so forth.

One fellow burns the stew. He yells at the fire tender, "I told you not to build the fire up so high!" "It wasn't my fault you started it so soon," the fire tender yells back "Why didn't you ask me—I've made stew before!" a third chimes in. "Well, why didn't you tell me!" replies the cook. The coach counselor takes a few notes from beneath his tree on the edge of the campsite, and after dinner there's a session on "Knowing and Using Group Resources."

This process is a microcosm of the entire leadership development experience. A practical experience is usually used to first establish the learners' "need to know" w1. Group members are asked leading questions drawing from them first what they already know about the subject. Then the coach counselor adds what they have not been able to discover for themselves.

Thus, because they have a common purpose—to eat, to survive as a team for a week, to meet the challenges set before them—it becomes important to these people that they work well together. To do this they need an understanding of one another, a common identity, so that members feel some loyalty and commitment to one another. They must become a working, cohesive unit. In the course of the planned outdoor program, the coach counselors insert at scheduled intervals new information about the knowledge, skills, and abilities that comprise this thing called leadership.

Presenting the Leadership Competencies

The structure of competency exposure used in White Stag has been developed over 35 years. A leader may need any



one or number of these competencies to meet any given situation. But they can't all be studied at once, and just as in college when you take English 101 before English Literature, we cover certain fundamentals—Getting and Giving Information, for example—before tackling more complex subjects—like Manager of Learning. Specific events are scheduled that facilitate the learner's readiness to learn each competency in turn.

The eleven competencies described in the remaining pages of this guide are not covered exhaustively in this book. To adequately treat the subject matter, each competency would require a book of its own. The content rendered here is what we generally present to our youthful learners.

About the Eleven Competencies

We believe that these eleven competencies cover the entire range of leadership skills. If our curriculum does not explicitly include a specific bit of leadership knowledge, there is room for it to be added to the existing body of knowledge. This preserves a hierarchy or knowledge schema that users can plug into from one year to the next, making it easy for new and returning participants and leaders to make sense of the learning they add to what they already know each and every year.

While the structure is important, the exact schedule and experiences presented is not rigid. Each Phase Advisor devises the experiences to meet the needs for a sequential exposure to the leadership competencies. The Phase Advisor has responsibility for the overall quality of the phase program. The learning objectives for each competency do not vary greatly from one year to the next, but each Phase Advisor each year chooses those he emphasizes or plays down.

Developing a Competency Plan

Each competency lesson plan should contain a *description* of the intent—what the learners are supposed to know about the competency. This is followed by the *objectives*—which are what the learners are expected to demonstrate at the

conclusion of a learning experience. Finally each competency plan describes in some detail the content or information the manager of learning “transmits” to the learner.

The competency plan does not necessarily tell *how* to manage the learning, but *what* is taught. The how can vary from time to time and location to location. It is up the Manager of Learning to select an hurdle or learning activity appropriate to the group and the situation.

This content is part of the manager of learning methodology, the Teach/Learn portion. The method used to communicate the content can vary widely. See Appendix A – “Teach/Learn Methods” for information on these methods.

The leadership competencies are presented in a specific order as part of the White Stag method. As we will show, the order parallels the process individuals typically undergo when creating a new group.

Bringing the Group Together

The first three competencies a learner is exposed to, or that a staff member begins his developmental sequence with, are designed to bring the group together:

- Getting and Giving Information
- Knowing and Using Group Resources
- Knowing Group Needs and Characteristics

When these three competencies have been presented to the patrol, the group members will know something of one another: their interpersonal styles, how they communicate, their talents, and so forth. This formal process takes perhaps two meetings during staff development, or one or two days during summer camp, although maintaining individual commitment to the group will continue as long as the group exists.

The results of the exposure to the three primary competencies will not be one hundred percent, that is, not all members will suddenly have the feeling that they are part of a group and feel strong identification with it, but at least the process will have begun. This process must be at least



partially repeated if new members join the group at any time, because that new member will alter interpersonal dynamics and relationships.

Also part of establishing the group is helping the members gain a knowledge of organizational concepts, norms, and so forth. This would include an orientation to the group's structure, its procedures, the nitty-gritty of “how we do things here.”

Once the group is established, the next step is to develop the capability of the group to get a job done.

Developing Group Capability

7

After the first three competencies have assisted in establishing the group, the group is put through a series of learning experiences designed to enhance their ability to get a job done. A specific set of experiences, purposefully designed, is implemented to create a need within group members to know more about leadership.

The competencies that follow, in approximate order of appearance, are:

- Representing the Group
- Problem-solving
- Evaluation
- Control
- Setting an Example

This order is not ironclad, but the approximate groups need to be respected if the leadership development experience is to be successful. This formal process of building group members' skills to do a job will take about three staff development meetings. This process is obviously compressed during the brief summer camp experience for candidates.

Once the learners have had a chance to gain new knowledge and practice the competencies above, then it is time to move on to how to the twin tasks of any leader anywhere: to do the job and keep the group together.

To Do the Job and Keep the Group Together

Our definition of leadership says that it is the property of the group, dependent on task, group, and situation, rather than a quality possessed by one individual. Nonetheless, one person is almost always the designated leader. People need this consistency; efficiency falls off sharply in groups that change leaders often. The leader has overall responsibility for the group and everything it does, either formally or informally, by authority or by implication.

Since keeping the group together is such an important skill, special attention is given the competencies required. These “people” skills are more complex, require more practice and maturity, more deliberate will control, and greater willingness to take risks. The need for these competencies is probably present throughout the group’s experience.

Managing Groups Successfully

When sufficient trust, unity and commitment has been built within the group, then they are ready to learn more about the last three competencies.

- Sharing Leadership
- Counseling
- Manager of Learning

These are usually not presented to younger participants who are of insufficient maturity and who do not yet hold positions of responsibility within their organization.

These three competencies are presented to and practiced by learners many times, but because of the high degree of sensitivity to nuances of behavior all three require, few adolescents will quickly demonstrate a high degree of skill in them. Furthermore, all of these must be practiced in groups. This is not true of the previously presented competencies, which can be applied by oneself.

Sharing Leadership is about five “styles” of leadership, from telling to consensus, reflecting a shift in orientation and values from task to group.



Counseling is one of the most complex competencies, requiring probably the greatest degree of personal integration, practice, and experience. It is entirely people-oriented, except to the degree an individual might need counseling to resolve a task-oriented problem.

Manager of Learning is also a competency that requires a large degree of experience and integration; for instance, learners need to be able to make a distinction between MOL as a concept and method for leadership and MOL as a leadership competency, including the specific techniques that may be applied.

The leader's ability to utilize these last three competencies can make a critical degree of difference in those situations when human relations are the paramount element in the task/people/environment trichotomy. Key to the group and the leader's success is the ability to be other-oriented, empathic and altruistic, to look at situations and people from a perspective other than his own.

The last three competencies may make the difference between being the leader who's only successful in getting the job done against the leader who both helps the group both feel good about themselves and gets the job done right.

It is conceivable that not all of the competencies above will be part of a staff development program, depending on the individual experience and the phase objectives for staff development. It is not essential, unless it contributes to total staff development, that all staff members repeat the complete experience of candidate learners, only that they are aware of what it is.



Part 2—The Direct Approach



The second part of this book describes in detail the knowledge, skills, and abilities—the *competencies*—that White Stag conceives of as comprising leadership.

Chapter 8 - “Getting and Giving Information” 81

Chapter 9 - “Understanding Group Needs and Characteristics”
105

Chapter 10 - “Knowing and Understanding Group Resources”
111

Chapter 11 - “Facilitating Group Behavior” 117

Chapter 12 - “Counseling” 127

Chapter 13 - “Setting the Example” 135

Chapter 14 - “Representing the Group” 141

Chapter 15 - “Problem-Solving” 147

Chapter 16 - “Evaluation” 159

Chapter 17 - “Sharing Leadership” 193

Chapter 18 - “Manager of Learning” 215



Getting and Giving Information



This competency enables a learner to:

- Develop an understanding of the types of communication—verbal, written and nonverbal.
- Identify Getting and Giving Information as one of the major techniques of establishing a group.
- Acquire knowledge of receiving, retrieving, and giving information and the problems of interpreting.
- Gain experience at communicating within the group to accomplish a task.
- Develop an attitude of evaluating the ability of the group in terms of getting and giving information to both accomplish a task and maintain the group.
- Identify effective techniques for communicating with learners.
- Describe why note-taking is important and key principles of note-taking.

About Getting and Giving Information

Getting and Giving Information, or communication, is essential to group success. Nothing can happen until communication, on one or more levels, has been established.

As group members join a team, they need to learn about the nature of the group and the task at hand. Each member makes a decision, consciously and unconsciously, about the quality of their membership in the group.

As they grow to understand what the group is about, they identify with group norms and group goals. This helps maintain group membership. Individuals are able to call on other members' knowledge, skills and abilities, increasing the likelihood that the task at hand can be completed.

All of this happens through communication in one form or another. From the point of view of a single individual joining a group, he receives some information, tries to make sense of it—hopefully recording it in some fashion—and at some point is probably called on to give it to someone else, as shown in Figure 8-1 below. These are the essential parts of Getting and Giving Information.

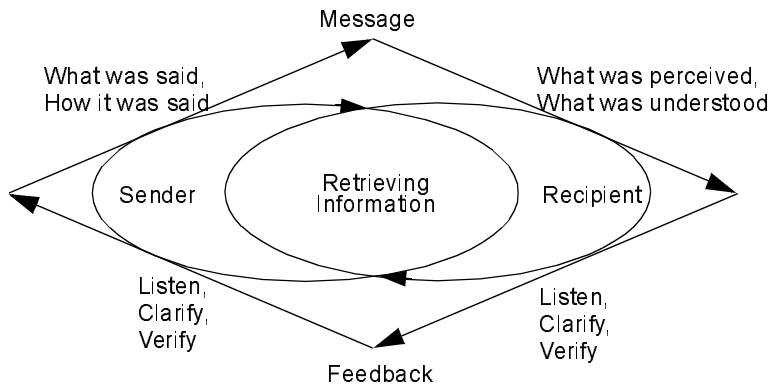


Figure 8-1 Communication process model.

Getting Information

Receiving information can be done in many ways. It is usually passed to us in one of two fashions: our ears, orally

from another person; or our eyes, through the use of writing and illustrations.

The information can vary in complexity. It might be very simple, for example: “Meet me at the Scout Hut at 7:00 sharp Wednesday night.” Or it might be extremely complex: “Go due north 122 feet to the maple tree. Back up 10 feet the way you came. Go 145 degrees at 3 miles per hour for 2 minutes. Stop at the red cedar tree. Turn 25 degrees south...”

If you are not careful, two things will happen:

- Facts will be forgotten.
- Facts will be distorted.

This is because both the individual sending and the person receiving the information may obscure the message.

Avoiding Forgetfulness and Distortion

There are two ways you can insure that the information you receive will not be forgotten or distorted:

- Take notes. Always write down the information received.
 - Always carry a notebook and pen. This is a must for you as a leader.
 - Write or print clearly so you can read it and make sense of it later on.
 - Abbreviate and use key words. Don't try to write everything down.
 - Draw a sketch, map, or diagram when appropriate.
- Repeat back what you think you heard the person say.
 - Read back from you notes to make sure that you have correctly written the information you were given.
 - Even when you can't take notes, at least report back to the individual giving you the information. This reduces the chances you will distort the meaning of what you heard and helps you remember the



information as you repeat it back, out loud, to someone else.

Repeat information back any time you receive the information. While you may think you understand what you think you heard, you may in fact have gotten it totally wrong. Clarify and verify!

Who Controls What

The sender controls:

- What is said. The content of the message.
- How it is said. This refers to the verbal and non-verbal cues to the content, including the tone, method, body language, and so forth.

The recipient controls:

- What is heard. The actual message received may be affected the verbal and non-verbal cues, and the recipients ability to understand the cues. These may or may not be what the sender intended.
- The feedback given. The message, reflected in some fashion, verbally or non-verbally, back to the sender.

Creating a Positive Atmosphere

To minimize the likelihood the recipient will confuse your message, take a moment to think about the type of communication you like to receive that encourages you to express yourself freely. Certain circumstances facilitate open communication more than others.

- Others think my statements are worthwhile. They show interest by leaning forward, paying attention, nodding in agreement, taking notes, and so forth.
- Others respect my ideas. They may not agree with them, but they respect the source. New ideas are greeted with interest and not made fun of.

As a leader, there are a number of things you can do to encourage others to talk with you.

- Give the individual your undivided attention. Stop whatever you are doing. Invite the person to sit down. If appropriate, find a location where you can talk privately.
- Maintain eye contact. Don't stare him down, but look directly at him and show your interest.
- Use the individual's name. People feel important and appreciated when you use their name.
- Smile, relax, and be friendly. Make him feel that you are eager to hear what he has to say.

Using Our Senses When Communicating

8

Much of the time we receive information using just our eyes: "It's a nice day. The sun is bright. The sky is blue and clear."

We also use our *hearing* extensively to receive information. "The creek is gurgling. The wind is whispering through the trees."

How about messages received by *feeling*? "The sun is hot on my back. The log under me is smooth and flat."

To vividly demonstrate this use of our senses, the manager of learning (MOL) might, for instance, have the learners smell the envelopes of two letters. One is from Laverne and is scented with perfume. The other is from Sally and is scented with disinfectant. (Or, for the girls, the first letter would be scented with aftershave.) Which girl or boy would you want to date when you get home?

Taste the contents of these two paper cups (soft drink and cold tea)—which do you prefer?

The session began with the statement, "It's a nice day." Information was only on the basis of "hearing." Now I will give the same message using all the senses. "It's a nice day. The sun is shining (point to sun), the wind is blowing (hand to ear), I'm sitting comfortably (sit), drinking a soft drink (drink), dreaming of Laverne (smell perfume)."



Now you have a better idea of what I mean by “a nice day.” So it’s effective to use as many senses as possible when communicating to others.

As we receive information—obviously the first step required before we can pass it on to someone else—there are some things we can pay attention to that will improve our chances of accurately recalling what we were told.

Retrieving Information

Information received may have to be recalled at a later time. For example, how many of you can remember the names of the director and assistant advisors of this course? (Ask for show of hands.) How many can remember the name of another coach counselor from your program? (Ask for show of hands again.)

Pick a learner to describe the “model camp” (or other item) on the orientation trail as they arrived in camp, if used. Or put ten items on a table and give one individual 30 seconds to memorize the contents without using notes. Review what he described; he will not remember everything, which will help demonstrate the value of having a retrieval system.

Ask the participants, “What are some retrieval systems?” Write their answers on the flip chart. They should include at least the following: note-taking; repeat back; memorization; mnemonic devices.

Memorizing

How many have done this? (Show of hands.) Does it work? (Probably.) What are some of the problems with this method?

- Too much to remember.
- Time lag; a couple of days later some of the details are forgotten.

Mnemonic devices

What are these? (“Ways to remember.”)

- String around finger.
- Associations. (“He has the same name as my uncle;” “Left for Port—both have four letters and end in 't'.) Or, the Scout badge to remember the three parts of the Scout oath, and so forth.

Does it work? (Probably.) What are some of the problems with this method?

“Mnemonic device *is* a mnemonic device!” (You can tie only so many knots around your finger...)

Repeat

By repeating the information received, you check your understanding and attentiveness. You are actively listening, which may help you retrieve. But it still has the weaknesses of remembering a lot of information over a long period of time.

Note-taking

Note-taking is one the most effective retrieval system for helping individuals retain information. Tape-recording is the most accurate, of course, but if an individual wants to *retain* what they are hearing, note-taking is still the best tool.

Note-taking overcomes the problems of trying to remember a lot of things—a permanent record. However—it can be of little value if not done in a way that's useful to you. See “How To Keep Notes” on page 102 for complete information.

Giving Information

When giving information, use the five senses, as previously described. You can't always use all of them, but if you recognize their value, you might find ways to use as many as possible. In addition, try the following techniques.

Speak clearly.

Can everyone hear you? Remember that while the information is probably very familiar to you, the listener may be hearing it for the very first time. Also, speak to the group as if you are talking to the last person in the last row.



Use language that everyone understands.

Avoid jargon and acronyms that some may not be familiar with.

Vary your tone and pace.

Keep your voice and not just your words interesting.

Move from the general to the specific.

Provide examples of generalizations that the learner can relate to.

Use visuals—charts, maps, and diagrams.

Remember that people vary in how they best absorb information. Some are more oriented towards verbal language, some towards the written word, and some learn a lot through graphics.

Eyeball—look at the listener.

If you are speaking to a group, can you see everyone?
Are they looking at you?

Encourage two-way flow.

Ask questions and get them asking questions of you.
Answer questions helpfully and in a friendly manner.
Don't pass judgement on the question or the questioner.

Keep your verbal and non-verbal communication in sync.

It's possible that despite all your efforts at getting and giving information, communication may not happen. Somewhere in the process, as shown in Figure 8-1 below, the message was lost. Additional feedback from both the sender and recipient is required to clarify where the communication problem is occurring.

Feedback

Feedback¹ is a way of helping another person or group consider changing behavior. It is communication which gives information about how others are affected. Feedback helps people keep behavior “on target” and more in line with current goals.

Here are some criteria for useful feedback.

The feedback is descriptive rather than evaluative.

By describing one's reaction, it leaves the individual free to use it as he sees fit. By avoiding evaluation language, it reduces the need for people to react defensively.

The feedback is specific rather than general.

To be told that one is “dominating” will probably not be as useful as to be told that “just now when we were deciding the issue you did not listen to what others said and I felt forced to accept your arguments or be attacked by you.”

The feedback takes into account the needs of both the receiver and giver of feedback.

Feedback can be destructive when it serves only our own needs and fails to consider the needs of the person on the receiving end.

The feedback is directed towards behavior which the receiver can do something about.

Frustration is only increase when a person is reminded of some shortcoming over which he has no control (a lisp, for example).

1. Adapted from Dean, Mary and Carolyn Frank. “Interpersonal Communication”, DeAnza College, California. 1980.



The feedback is solicited, rather than imposed.

Feedback is most useful at the earliest opportunity after the given behavior, depending, of course, on the person's readiness to hear it, support available from others, and so forth

The feedback is checked to insure clear communication.

One way of doing this is to have the receiver repeat back what was said to see if it corresponds to what the sender had in mind.

The feedback is checked for accuracy.

When feedback is given within a training group, both giver and receiver have an opportunity to check with others in the group the accuracy of the feedback. Is this one person's impression or an impression shared by others?

Feedback then, is a way of giving help; it is a corrective mechanism for people who want to match behavior to intentions; and it is a means for establishing one's identity.

Assertiveness

Assertiveness is responding under otherwise stressful circumstances to another's offensive behavior in neither a submissive nor aggressive manner so that the content of your message is clearly communicated.

Typically, in a situation that an individual finds annoying (or worse), we respond in one of three ways:

We angrily denounce them.

“Do you always have to pick your teeth with a toothpick at the table?! It's terribly gross!” We will probably get an immediate reaction, either discontinuance or defiance, in either case certainly tainted with a degree of hostility.

We minimize the problem.

“It's really such a minor complaint. I don't want to make a big deal over such a little thing.” Subsequently, depending on the real value of the “minor” issue, we may build up some resentment over the imposition of this annoyance; furthermore, we almost certainly forget the source of the annoyance, and only remember our displeasure and negative feelings toward the individual.

We forgive them and uplift them.

“John, I did something like that once. I found out I really hurt other people’s feelings. I’m sure you didn’t mean to do that here.” We strive to identify what part, however small, we played in the problem. We correct what we can within ourselves first. We know we are not perfect, that we have our own weaknesses and areas in need of improvement. We have compassion on others for their imperfections. We know that harboring a resentment will only cause us to have ill feelings and damage our own sense of self. We love them anyway and move on.

How to avoid the first two negative responses? We practice.

Expressing Ourselves Politely and Directly

Assertiveness is the key to getting our message across and being heard. In Bo’s ear, out of anyone else’s hearing: “Bo, I’m sure you did not mean to do this, but when you were late for the campout, everyone over an hour for you.”

The advantages of the last form or response are many:

- Our meaning is clear and polite.
- Our feelings are evident, yet under control.
- The individual probably won't feel like he's being attacked and become automatically defensive.
- Our objection or concern is much more likely to be favorably and quickly resolved.

Using Reflective Listening

Reflecting Feelings Back

A reflective response lets the individual know that you accurately heard what they said.

Reflecting feelings means the listener reflects the speaker's statements about the speaker's condition or being. Reflecting helps people understand their thoughts and emotions, assisting them in moving towards a solution for their own problem. You're checking with the sender for confirmation of your understanding. To be effective, reflecting is:

Concise

You restate and summarize what you heard the person say. You use the individual's language as much as possible. If you hear emotion in their voice, you may reflect that back too by describing the nature of the emotion. Now the individual knows that you both have an objective perception of what he is saying and feeling.

Non-judgemental

Your feedback does not evaluate the individual's statements or emotions. This simply lets him know that he has been heard and helps build his trust that he won't feel wrong for how he feels.

Accurate

It's correctly reflects the content of what the speaker's said.

When we respond to the speaker's meaning—the feelings that hinder or motivate, and the content with which the feelings are associated—our listening is most effective.

Attending Behavior

Pay attention to the individual giving you information to encourage him or her to continue speaking feelings. Guidelines for attending behavior include:

- Establish eye contact through looking at the sender when he talks.

- Maintain a natural relaxed posture, usually leaning to the sender.
- Use natural gestures which communicate your intended messages.
- Use verbal statements which relate to his statements without interruptions, questions or new topics. the receiver doesn't ask questions, taking the topic in a new direction nor add to the senders meaning.

Interpreting What Was Said

There are probably many reasons for interpretation, or people's "filtering system."

Motivation

The importance of the communication. Do both giver and receiver consider it important? If one of them doesn't, then either the giver does a sloppy job or the receiver isn't listening.

Conflict

Two messages that conflict. How can a leader talk about good uniforming if he doesn't do the same—or good grooming when it isn't demonstrated?

Experience

Likes and dislikes between people. Associations which were agreeable or disagreeable will affect the flow of information. If you dislike someone, you may screen out most of what is said.

Distractions

The receiver isn't listening because other things are on his or her mind, such as, physical discomfort, personal problems, or more immediate ideas which seem to be more relevant than long-range ideas which may not seem important at the moment.

Summary

The ability to communicate effectively is one of the most important skills of leadership—not only what you communicate, but how. The success or failure of your patrol



may be the result of getting and giving information—during the next six days we hope to see continuous improvement in this patrol. Be ready at all times; you never know when you'll be called on to get or give information. Your personal recall system may make the difference.

Communicating With Learners

You are responsible for presenting the information you possess in an effective, interesting manner. This means getting the participants' attention and then engaging their minds so they retain the information.

8

“Chris” and The Learning Process

Many people have great storehouses of knowledge and skill but are not able to effectively teach what they know to others because they are not acquainted with the typical learner we'll call “Chris.” Chris is a composite of all women and men and is a simplified representation of the human learning mechanism. As a manager of learning, you need to get acquainted with Chris and how he functions.

Chris learns about the world through the five senses, i.e., seeing, hearing, smelling, tasting and touching. Of these five, the first two, the eye and ear, represent the most important inputs of information for our purposes.

Information pouring in through the eye and ear flows to the brain and then may come out the mouth in oral form or through the hands as manual expression. Information an individual receives is changed as it enters their mind, and it also changes them. Each learner will be better or worse by what and how you teach him or her. Chris will never be the same again.

Let's look at Chris' input channels, the ears and eyes. Just because Chris has ears and you told him something doesn't mean he heard, let alone learned it. From babyhood, experience has taught Chris not to listen rather than how to listen. Chris has learned to select the sounds he wants to hear and interpret and cut out or ignore others. He has

conditioned himself to become so absorbed in a book that he will not hear a blaring radio, passing traffic or a dog barking.

No wonder Chris can look right at you, listen to you talk, and think about something entirely different. Unfortunately, it is impossible to tell by looking his eyes or even his facial expression and know whether Chris is tuned in, turned off, or turned down so low you can't be heard.

Chris' eyes are much more selective about the information coming into them. They look in only one direction at a time and they will focus on a specific spot in that one direction.

Use actual demonstrations with defined objectives. Chris can follow the sequential steps with ease and when audible instruction through the ear supplement and direct the eye, he can store in the brain vivid pictures which can be readily recalled when needed.

What has been put in the brain through one of the inlets can be sampled by using the mouth as an outlet to check on how successful the teaching has been. If it comes back mutilated and unrecognizable, nothing has been learned. The tell-back system which is using the mouth as means of learner participation is further imprinting the information upon Chris's mind.

Managing Your Physical Behavior

Use body language to your advantage when teaching.

Projecting Ideas

No matter how interesting the subject, nor how well prepared you may be, you are not really managing a teaching situation successfully unless your learners learn—that is, they absorb what you are presenting. The learners respond to your voice quality, your “body language,” and your attitude, whether it's the way you wanted or not.

Through the skillful use of your voice, your body, and your “presence”—sometimes called just plain old enthusiasm—you can project your ideas and feelings to the learners in a memorable and pleasant way. In other words, the learning outcomes of your efforts depend, in good part, on your manner and style. Some people just seem to radiate warmth,



good humor, confidence, and pleasure at being able to help others learn. Often this is something they have learned to do—a technique, but a most useful technique for a manager of learning.

Maintain Eye Contact

We “reach” each other through our eyes, and a listener feels gratified that the speaker has actually looked at him—but look also at your audience for reactions. The raised eyebrow, the puzzled expression, should warn you to clarify your position or settle any misunderstanding immediately. Sensitivity to audience reception is a real asset to a manager of learning— you can increase your ability just by trying! You would answer a spoken question—try answering the unspoken ones too!

Use Body Movement Deliberately

The manager of learning who is really trying to use several of the senses of communicate ideas and feeling must use some kind of body language deliberately, lest he use the wrong “language” unthinkingly. Absence of action will suggest three things: you have no feelings or convictions about your subject; you are sick; or you are afraid. On the other hand, stiff and mechanical “elocution” gestures can be laughable. Still, you want to engage your audience visually as well as by the force of your words, and spontaneous, coordinated body action can express your enthusiasm and feeling for your subject.

Coordinate What You Do with What You Say

You have something to say, you want to say it, your whole being should help you say it. “Suit the action to the word, and the word to the action” would be a good rule—we do not nod our head while saying “no!” nor shake our heads while saying “yes!” (Try it—it’s confusing even to the one doing it.) Your gestures ought to arise from a normal, spontaneous desire to clarify or give emphasis. Your gestures should not call attention to themselves, but to your ideas—whatever you want people to learn or to feel.

Using Your Voice

Your voice has a variety of qualities you can use to enhance your delivery.

Pitch

A “good” voice has an interesting range of pitch. Try to start sentences on a pitch high enough to permit you to lower it for contrast, but low enough that you can raise it for contrast, also. Use the whole range of your voice by thinking—or feeling—what you are saying at that instant—not what you're going to say next.

Rate

Don't speak so slowly that the learners jump ahead of you or drift away or so rapidly that they're worn out trying to keep up. As with walking, variety is the key to interest—pauses permit appreciation. Pauses can be used as punctuation marks in speech—they are attention-getters. Don't panic at a few seconds of silence—it can allow ideas to be absorbed, if that's the way you intend it.

Volume

If possible, check out in advance how much volume you must use to reach the farthest learner—he has the right to hear too. If in doubt, in informal circumstances, ask, especially if he looks quizzical or drowsy. Don't forget that many bodies in a hall tend to absorb some of the noise and you may have to talk louder than you expected. However, most people are not impressed with volume alone, and actors know the value of dropping their voices until the listeners really participate by listening intently. Again, variety...!

Articulation

You must be instantly intelligible to everyone in your audience. This means work. Laziness is the curse—lazy lips, lazy jaws, and lazy tongues. You may have to overcome a lifetime of habit if you would be a good speaker to an audience of more than a few, where



conversational custom permits “eye-balling” reactions and instant demands for clarity. Muffled and indistinct words suggest fuzzy thinking or mental slovenliness to some. Part of what people hear is what you seem to be as you talk.

Manage Your Attitude

“What you are thunders so loud I cannot hear what you are saying!” (Don't club someone with what you think is the truth.) This has real meat for the manager of learning. Many listeners will not know you for what you are, of course, but for what you seem to be...or what you seem to feel and think about your topic, at least.

Your attitude toward your role as a manager of learning will shine through whatever you say. It's been said, “People don't care how much you know until they know how much you care.” Love the people under your stewardship.

If you are timid or fearful or unprepared, be sure the learners will sense this. Bluster cannot conceal it. On the other hand, mere sincerity may seem merely pitiable unless enthusiasm and energy project it to your listener's consciousness. A positive attitude will always help people learn.

Avoid Buzz Words

Acronyms (the forming of a word from the initial letters or phrases of a group of words) can be a lot of trouble. Convenient as they are to shorten laborious, often-used phrases, they also turn people off and exclude non-members. They create a “we/they” mentality; those who belong, those who don't.

Acronyms can be a crutch. Have you ever picked up a publication and found an often-used expression or jargon that is never, *ever* defined? Beware of how you use abbreviations and jargon that others new to the organization or program might not readily understand.

Abbreviation and acronyms *can* be stimulating and helpful as mnemonic device. For example, IEDAS (Introduction,

Explanation, Demonstration, Application, Summary); KISS (Keep it Simple Sweetheart); KISMIF (Keep It Simple, Make It Fun), and so forth, are good examples, as long as they are not abused.

Using Flip Charts Effectively

Some people can't believe they've participated in a training session or meeting unless they have been subjected to at least one chart. Some trainers also feel this way. This is insufficient reason for making even one chart. White boards, chalk boards, and flip charts are all effective means for communicating and recording information. White boards and chalk boards serve a valuable though different purpose than those described below. Flip charts have the advantage over the other two that they can be torn off and retained for future reference or transcription.

For our purposes, we break down charts into two kinds, **flip charts** and **wall charts**.

Flip Chart Dos and Don'ts

Use flip charts, usually mounted on a tripod, primarily during training sessions. They are a visual aid meant to assist in transmitting information, much like an overhead projector might be used. Only one page at a time is exposed to the learners. Flip charts are usually prepared in advance, their content at least outlined. Sometimes the trainer will remove pages after they are discussed and post them around the training room.

Flip Chart Advantages

Flip charts are inexpensive, can be made rapidly, can be improvised, will work with individuals or groups, don't require electricity or screens, and can be very effective in any environment, especially outdoors. These virtues suggest using them often as a mechanical aid to learning and discussion.



Suggestions for Using Flip Charts

Flip Chart Disadvantages

Flip charts can be abused, though. Often trainers write too small, put too many ideas on a page, scrunch the words together, scribble instead of write, use a monotonous color, and rely on them overmuch.

The unsure presenter can let a flip chart straitjacket a discussion or become a crutch on which hobbles through his allotted time. Flip charts get unruly in winds, tear instead of turn, topple instead of tear, and fight the unwary and innocent.

Don't worship at the shrine of flip charts—bad ones are distracting, boring, or confusing.

If you feel the advantages outweigh the disadvantages, consider these suggestions when preparing a flip chart for a training session or discussion.

- Plan the whole series of flip chart pages—make little mistakes first.
- Figure how and where the chart will be mounted. Lighting and visibility are critical. Keep the bottom of the chart at least 40 inches high if your group will be seated at a table.
- Don't use such cheap paper that your watercolor markers bleed onto the paper behind.
- Use darker ink colors. Use color or high-lighters for variety and impact, not for “beauty.”
- Block letters are better than scripts or fancy styles (unless you are very good and know what you're doing). For “back row” visibility, using a square, medium felt pen, make letters this high:

10 ft. — 1/2 in.	20 ft. — 3/4 in.
30 ft. — 1 in.	40 ft. — 1 1/2 in.
- Put one idea to a page, using only key words. People get busy copying notes and miss the whole presentation. They might have had something valuable to contribute. Better yet, copy your flip chart advance as a hand out so

they can pay full attention. Give it to them as an outline on which to take notes.

- If you are using the flip chart to record group members' input (a "group memory"—see "Using Wall Charts as Group Memory" below), have the recorder or another group member transcribe the chart paper for reproduction and later distribution.
- Use plenty of understandable symbols, graphs, pictures, or diagrams, especially when communicating complex ideas or information.
- Reveal your ideas deliberately, when you want them; conceal them after you no longer need them. These are the real advantages of flip charts.
- Add on ideas by revealing your list one item at a time. Or start with blank pages and ask leading questions to solicit group input; let the learners construct the chart.
- Because you finally found a well-chosen word doesn't mean it's sacred—the learners may come up with one they like better. Whatever turns them on...that's the idea!

Using Wall Charts as Group Memory

Wall charts can be flip chart pages mounted on a wall, or a chalk or white board. The disadvantage of a chalk or white board is that you must erase one group of ideas before you can record the next.

Wall charts are especially effective as a "group memory." Use them to capture ideas and record individual thoughts in full view of the entire group. They are particularly suited to problem solving and similar meetings.

Wall charts can also be abused. They can be small, crowded, badly written, and a monotonous color. You must have a suitable wall, and almost certainly an indoor location.

Wall charts can be tremendously helpful in certain situations. As the group memory they:²—

2. Adapted with permission from *Manage Your Meetings: the Interaction Method*. Interaction Associates, Inc. ©1980. San Francisco, CA.



- Are objective sources for group discussion. Ideas aren't attached to an individual.
- Help focus the group on a task.
- Are instant records.
- Guard against data overload. It holds everything and frees people from taking notes, enabling them to concentrate on the *problem*.
- Enable each member to be sure his ideas are accurately recorded.
- Increase sense of accomplishment.
- Make it easy for latecomers to catch up without interrupting the meeting.
- Make accountability and follow-up easier; *who* will do *what* is written down in full view of the entire group.

Managing learning requires a whole lot more than just teaching. Knowing a skill does not mean you automatically can pass it on to others with ease. There is a lot of work going on behind-the-scenes to create the group and weld them into a whole who can constructively engage in leadership development. Using flip and wall charts is an important and effective tool for a manager-of-learning.

How To Keep Notes

Notes are important. They are the only dependable way to be sure that you will remember the many valuable ideas you will hear. Failure to take notes seems to imply that what you are hearing is not worth remembering.

Use a Notebook

Random notes scribbled on loose scraps of paper are seldom satisfactory. They are usually too sketchy and soon lost. Keep good notes, in a good notebook, and *keep* them.

Get the Main Ideas

Don't try to take down all that the speaker says. You cannot keep up. Fill in only as much detail as you can without losing what the speaker is saying.

The speaker will usually tip you off by announcing main points. “There are three major reasons why, and so forth. and so forth The first is...”

Don't hesitate to ask a speaker to repeat. “Ms. Jones, I am not sure I caught the last point. Would you please state it again?”

Here are a few more ideas.

- Write down key words, such as those on a flip chart; don't attempt to write down everything, unless specific instructions are involved.
- Write down instructions, key concepts, issues, hurdle directions, evaluation, notes, and so forth.
- Draw diagrams and pictures. They are quite often easier and more understandable than words.
- Try to answer the questions of who, what, where, when, why and how.

Use Outline Style

- I. Let the outline show the relation of ideas. Here is a standard outline pattern:
 - A. Capital letters are subheads under Roman numerals.
 1. Arabic numerals are subheads under capitals.
 - a. Small letters are subheads under Arabic numerals.

Abbreviate

Use key words and partial sentences. Don't try to write statements in full. On the other hand, don't be so sketchy that it doesn't mean anything later. Brief, accurate, notes are better than lengthy, confused ones.

Review Your Notes

Before those notes get too cold, probably within 24 hours, take time to look them over and make sure you understand them. Then you won't be wondering several months from now what you meant by some of these abbreviations. Spend a few profitable minutes fixing the main points of a discussion in your mind and perhaps jotting down what you



intend to do about it. These discussions are wasted time unless they result in action on your part. You won't do much about a discussion unless you can remember what the speaker said. You may not remember what he said unless you keep notes.

Understanding Group Needs and Characteristics



This competency enables a learner to:

- Recognize understanding the needs and characteristics of group members as a major technique for building group unity and identity.
- Recognize and differentiate between values, norms, needs, and characteristics.
- Gain knowledge of the relationship between planning activities, group performance, and individual needs and characteristics.

It is essential that we first understand ourselves and our own needs and characteristics. Only then can we know and understand other people's. This understanding hopefully come naturally as we mature, creeping over us like ivy winding about a tree. By directly exploring and encouraging discovery of these personality traits, we can accelerate the maturing of a leader, adding fertilizer to the ivy and tree.

About Understanding Group Needs and Characteristics

Knowledge of individual needs and characteristics is important for every member of a group. As any group forms, an informal assessment of members' characteristics and



needs always takes place. This competency brings the process out of the closet and uses it to everyone's advantage. Members volunteer their own needs and characteristics in an open, trusting environment via specific learning activities and exercises. Everyone is accepted and their individual differences are valued, for the differences contribute to an environment calculated to encourage growth.

The competency Understanding Group Needs and Characteristics has five major parts:

- “Understanding Motives” on page 106.
- “Assessing Values” on page 107.
- “Evaluating Norms” on page 108.
- “Meeting Individual Needs” on page 109.
- “Learning Personal Characteristics” on page 109.

Understanding Motives

We should differentiate between needs and wants. A need can be strictly interpreted as those elements essential for human survival: shelter, food, warmth, and love. A want is merely a desire, something that we believe will make us happier or our circumstances easier.

The psychologist Abraham Maslow conceived of our needs and wants as a pyramid, the top of the pyramid representing our ability to realize our own potential or our capacity to help others (or altruistic behavior), as illustrated in Figure 9-1 on page 107. He called this *self-actualization*.

As a leader, we must be able to evaluate an individual's relative position within this hierarchy of needs. For example, if a learner's personal life is insecure, their motive for attending camp may be very different from another person who's personal life is relatively stable. The insecure person may simply be escaping a bad environment or seeking affirmation of their self-worth, while the other individual is seeking to exercise skill they already know they possess and greater skill as a leader. Furthermore, according to Maslow, fulfilled needs are no longer motivators.

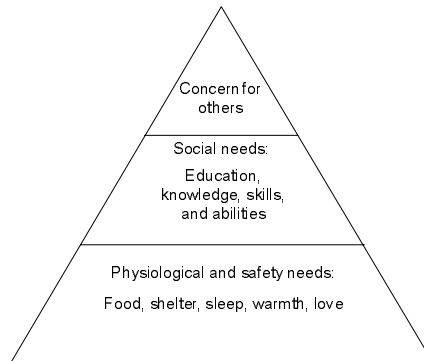


Figure 9-1 Maslow's hierarchy of needs.

We must not however arrogantly assume based on a few external facts or characteristics that we understand a person's true motives. We should use our intuition and discernment, but it is our obligation within the context of the program to build some trust and help the person reveal their needs and motives. They may not yet even understand what their own needs and motives are, so as a leader you must be sensitive to this.

9

Assessing Values

Values are closely held beliefs developed over many years. They do not change readily or quickly. They are the standards by which attitudes are formed, but they are not attitudes. Values are not behavioral traits; they are not needs (the lack of something desirable). Values are affective in nature, they are the markers by which we choose between one behavior and another. How individuals values combine in a group creates the dynamics of group interaction.

Everyone's set of values are personal and unique. Though individual values are not necessarily talked about, they are nonetheless operative. Values cannot be ignored if we are to know ourselves and others.

In White Stag, we don't teach or identify for learners a particular set of values. We rarely engage in specific, overt



values clarification exercises. Values are often brought to light in the course of other activities, as part of the group leadership development process, and examined in a limited context. Adolescent staff are usually not adequately prepared or trained to facilitate sensitive values clarification exercises. Nonetheless, individual values can and do change as a consequence of participation in the White Stag Leadership Development Program.

By example, we set certain values as our standards. We value the group as a whole, though not at the expense of an individual. We value the outdoors and express our wonder and reverence for it. We value our fellow learners, and tell them so in many ways. We value creativity, autonomy and maturity, and encourage and reward these qualities during the development process and program.

Evaluating Norms

These are the common rules and customs followed by group members. They may or may not be overtly defined. Norms specify acceptable and appropriate behavior. In White Stag, rising at the crack of dawn to run half naked about camp shouting “Augi! Augi! Augi!” is an acceptable “norm.” At IBM, wearing a white shirt used to be the norm.

Norms develop from the values, expectations and acquired habits that members bring with them to the group. Some White Stag members with an extensive Scouting background believe that the uniform ought to worn at all times; others believe uniforms are only necessary when the candidates are around, or aren't required at all.

Norms are for the most part unquestionably followed. They are rarely overtly examined by the group itself, especially for their vast influence on communication within and between groups.

The norms of White Stag are in some respects very different from what we experience every day. We have many ceremonies mimicking social rites of passage. We have numerous, complex and unique traditions.

Meeting Individual Needs

These include the physical, everyday ones of eating, breathing and sleeping. These are our survival needs. We also have certain psychological needs not as easily recognizable, but critical to our physical and emotional well-being nonetheless. A newborn infant, left alone and never touched, although it may eat, breath and sleep well, will die. Needs might include, for instance, “doing something challenging or new,” “coed activities,” “receiving recognition,” “fun,” “respect from others,” and “time alone.”

Given knowledge of a member's needs, the group can have a powerful impact as it assists individuals in fulfilling their needs. A group leader who strives to respond to individual needs will subsequently earn considerable loyalty and commitment from group members. Members can continue to contribute under very stressful and trying circumstances, beyond their own estimation of their capacity, if they are given specific, positive feedback.

Learning Personal Characteristics

These are individual signs of who we are. Someone may value competition, need physical recreation and be characterized as an athlete. Characteristics are the obvious landmarks others judge us by (sometimes accurately, sometimes not). “He's shallow—he never talks about anything but girls and football.” “She's an idealist—always working for one cause or another, never giving up.”

Knowing individual characteristics, a group can tailor its efforts and activities to take advantage of member's given talents and interests. A volleyball match might be held after the work is done to satisfy several athletes. More but shorter breaks might be scheduled for the same kind of person who gets restless sitting for long periods.



Knowing and Understanding Group Resources



This competency enables a learner to:

- Recognize knowledge and use of group resources as a major technique in bringing a group together and creating commitment to common goals.
- Recognize that resources are theoretically limitless, and that the leader's (and group's) ability to recognize and utilized diverse resources tremendously affects what the group can accomplish.
- Involve more people in active leadership by giving each a part according to his or her resources.
- Evaluate the impact the availability of resources has on doing a job and maintaining the group.

10

About Group Resources

What happens when a group of people meet for the first time? An informal process of “getting to know you” always takes place. Standard rituals of introduction take place: “Where do you live? What school do/did you attend? What do you do? Where were you born? Where did you grow up?” People do a lot of quick assessment: “How much can I trust this fellow?” “Does he do things by the book?” “Is this someone I’d like to spend more time with?”



Helping Members Learn About Group Resources

This competency enhances the accidental, serendipitous encounter. It provides an informal but recognized stage when these exchanges can be made and acknowledged. The process increases the intensity of the exchanges, promoting honesty and trust. It accelerates the rate at which the group begins to coalesce and develop commitment to a common purpose. Greater productivity and increased quality are the results.

As a leader, it is a good idea to introduce activities that help the individuals in the group to become acquainted with one another's skills, knowledge, and abilities. Showing off a school transcript or resume is not what we mean. The idea is to challenge the individuals and the group in such a way that they are required to draw on each other for assistance.

For example, when a team was challenged to throw a line over a tree in order to fetch a bucket containing "radioactive" material, the boys were astounded when one of the girls in the group proved herself better at knot-tying than any of them.

In another instance, the group was forming up well and responding to some harsh wind and wet conditions on a staff training hike. The adult leader took one of the members aside and asked him how his ankle was. "My ankle?" replied the youth, puzzled. "Yes. Didn't I see you twist it a while back?" "No." "Oh, I'm sure you did. Let's see how the rest of the group handles this," responded the leader. The group's use of resources, mostly their own fortitude and ability to pull together, were subsequently tested. A more serious "injury" could have required them to create a stretcher, additionally testing their resources, but that scenario was not appropriate in this instance.

Getting to Know Individual Resources

Knowing and Using Group Resources is usually introduced as the group is forming, as it is a means to the end of creating group morale and spirit. The patrol, after being given a name, is typically asked more than once if they have a yell,



song, and flag. When asked about materials for a bridge, the coach counselor responds, “Gee, where do you think you could find the resources for a building a bridge at this camp?” If the participant is stumped, the leader might add a hint: “Ever heard of a Quartermaster?”

Types of Resources

Resources are, for our purposes, inexhaustible. We as leaders work primarily through others; we assume that everyone's limits can be expanded, and that no one ever reaches their fullest potential. Resources are also, by our general definition, all inclusive. They include the tangible and intangible—the sun, trees, people, time, a knife—everything is a resource.

On a practical level, there are two types of resources that a leader needs to pay attention to, human and physical resources.

10

Human Resources

The human spirit's capacity for achievement and innovation is enormous. Yet few if any schools teach what it takes to be successful.

The greatest limit on the ability to think in new ways, to draw on resources within ourselves, is often our own thinking. So it becomes true that getting out of our own way is the greatest challenge we face in our entire lives. We grow up, and when it comes to our thinking, our understanding of success principles, we are often a collection of bad habits well-learned. We limit our access to our internal resources, the ideas, talents, competencies, skills, knowledge and attitudes that can contribute to success.

This is not only true for individuals, but is a characteristic behavior of institutions and organizations as well. Fortunately, this lack is an increasing concern of many leaders and some work is being done to correct this problem.

Drawing on Individual Expertise

In authoritarian environments, individual resources are often ignored. The quality of American automobiles suffered for years because, in part, individuals felt they had little impact on the effort to produce a quality project. When they spotted a defect, the assembly line workers were effectively disabled from contributing even their intelligence, for they had no means to stop the production line and correct the problem. Giving workers the ability to stop the assembly line when a defect was spotted immediately raised the quality of the finished product, while not significantly slowing production.

If a group is to be optimally successful, the resources of all members must be fully utilized. Suppose a factory team gathers to solve a quality control problem—a formed sheet of metal rattles in its place on an assembled product. Does the piece have to be redesigned from scratch? New holes machined? Extra mounting screws added? (What is the most cost-effective solution?)

The best solution may require everyone, including the designer, the machinist, the assembler and the manager, to become involved. Anyone left out—their knowledge, their resources—could make a huge difference in the quality of the decision and people's commitment to it. Different people have a variety of resources to contribute.

Making Resources Available

At the end of the 20th century, American business is recognizing that the most effective way to make decisions is to make the information necessary available to those who are in a position to make immediate use of it. Instead of providing a management analyst with time and motion studies on how long it takes a factory worker to make a certain part, or the “best” configuration for an assembly line, along with the current production results, more successful companies are now providing the production worker with that information. The assembly-line workers are then empowered to use their own resources to solve production-line problems, in some cases resulting in vast increases in efficiency.



Physical Resources

Physical resources are made up of the tangible assets found in our environment. While they may at first impression be useful only for a specific purpose, creative leaders can improvise and find multiple ways to use what is available to them.

Because a tangible resource isn't immediately available, do we automatically stop what we are doing? Or do we “make do,” improvising? The lesson here is that often-times the only limit on our resources is our mind. All of us have moments when we can become James Bond, as he whips off his drugstore shoe laces to save himself from certain death.

The flexibility to utilize a resource that no one else perceives is a hallmark of a leader. Creativity, ingenuousness, and the ability to respond to dynamic, fluid situations are essential characteristics of the top-notch leader.

Drawing on Group Resources

10

Does the manager have to know everyone else's job? Must he have the engineer's design capabilities, the machinist's knowledge of material tolerances, the assembler's eye for ease of construction? No. The leader does a better job when he finds who does have a skill, knowledge, or ability, and calls on him in the proper situation.

Delegating Leadership

Is the de-facto leader solely responsible for knowing everyone else's resources? Again, no. The wise and secure leader is able to delegate, to call on someone with greater expertise, and to turn over control of the situation to the individual with the power to resolve it.

Sharing Leadership

Calling on others has multiple benefits to the group and group members. When individuals are asked to contribute, they feel more involved and committed. If properly



motivated and recognized for their contribution, they will feel an increased loyalty to the group and their leader. Drawing on the resources of the group helps build two- and three-deep leadership, building up redundancies within the organization so it can function more effectively, especially in times of stress.

See Chapter 17 - “Sharing Leadership” for more complete information on that competency.

Facilitating Group Behavior



This competency enables a learner to:

- Recognize how his own behavior influences and influences others.
- Distinguish between facilitating group behavior and setting the example.
- Identify facilitation as a function of the group and the advantages and disadvantages of individuals having responsibility for and sharing that responsibility.
- Identify different techniques for facilitating group behavior and their suitability in different situations.
- Deploy group resources to the best interests of the group while encouraging personal growth.
- Evaluate leadership performance in terms of group performance.

11

About Facilitating Group Behavior

A group exists for a purpose. Facilitating is the throttle on the group's engine—the energy that gives it direction. As a leader exerts influence, he balances what the group is working towards (its purpose or task) and keeping the group happy and satisfied.

Facilitating Group Behavior is a close companion of the competency Setting the Example. The coordination of



individual efforts for collective purpose is externally and internally controlled—by the leader and each individual herself. Setting the Example is a personal, internal manner of influence that we hope others will model (when it's positive and appropriate).

The leader sets the example by doing what he expects others to do:

- Doing his own job well.
- Following instructions with little or no supervision.
- Trying his hardest.
- Behaving maturely.
- Showing a positive attitude.

Facilitation is most often an overt behavior of the leader. There are specific actions a leader can take to exert influence over a group. The leader in a group deploys the people in his team in a manner to promote progress, breaking up destructive cliques, to encourage greater participation, etc. He stands at certain times to maintain or assert influence. He counsels an individual to help him “set a better example.”

The overt leader may not be the only individual exercising influence. Group members may encourage one another to behave according to an unwritten group code (norms). (See Chapter 9 - “Understanding Group Needs and Characteristics” for information on understanding group norms.) Group members, knowing the group's purpose, may correct one another. Usually the group defers control to the leader of the moment. This person does his best to help members retain a sense of unity while directing the group in completing the task they are responsible for. The leader strives for a balance; we call him the “Nine-Nine” leader.

The Team Manager or “Nine-Nine” Leader

The leader has limited influence over the environment and how it impacts the task and the group. He may or may not be able to affect the definition of the task; he has the most influence over the group. So his primary job is management of the group, given the environment, to accomplish a task.

This dynamic group process is an interactive model of leadership that we call the “Nine-Nine” model.¹

Sometime a leader steers a middle course, afraid to take action lest he offend someone inside or outside the organization, or due to a lack of training and information. Perhaps group members are unmotivated and exert minimal effort to get required work done, Blake and Moulton describe this “one-one” style of leadership as “Impoverished Management.”

The Nine-Nine model assumes that some leaders are very good at getting a job done but not so good at keeping the people involved and motivated. Other leaders may be dynamite at keeping everyone happy but is never successful at getting jobs done on time or to specifications.

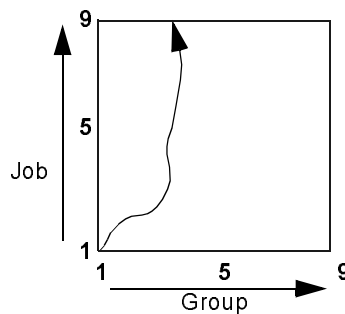


Figure 11-1 The One-Nine Leader

Some members of the group may feel alienated or left out by the former leader. He's not so concerned about how they feel as much as getting the job done right the first time and as soon as possible. He knows his boss has his eye on the results and he's out to make a good

impression. Blake and Moulton say this is the Country Club Management **style**, or the “one-nine” leader.

1. The Nine-Nine model of leadership is one of several participative management concepts. This particular concept was formalized and popularized by behavioral scientists Blake and Mouton as the Managerial Grid[®] in Blake, R. R., & Mouton, J. S. (1964). *The Managerial Grid*. Austin, TX: Scientific Methods. Other participative managerial models have included MacGregor (Theory X and Theory Y) and Lickert (Four-Model Systems). Also see Chapter 17 - “Sharing Leadership” for information on Situational Leadership by Paul Hersey and Ken Blanchard, and Chapter 16 - “Evaluation”.

Another leader may demonstrate great sensitivity towards individuals, and take time to make sure everyone feels involved, committed, and is enjoying themselves.

However he never gets the job done on time or as designed.

Blake and Moulton define this as the Authority-Compliance leader. You might call this person a “nine-one” leader.

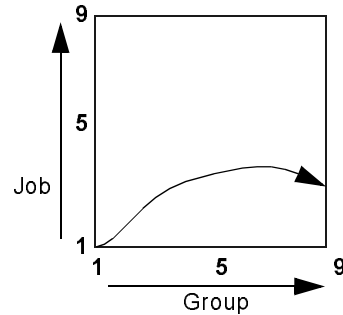


Figure 11-2 The Nine-One Leader

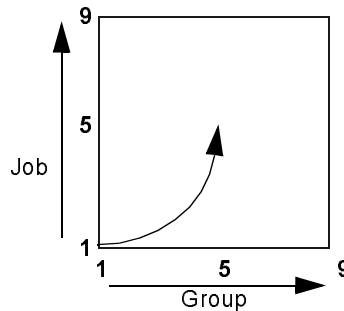


Figure 11-3 The Five-Five Leader

When adequate if not exemplary organization performance is attained by balancing the necessity to get out work with maintaining morale of people at a satisfactory level, Blake and Moulton describe this as the Middle of the Road Management, or “five-five” leadership.

The “nine-nine” leader is focused on keeping group members committed and involved, and works to maintain consensus whenever possible. He strives to accomplish the task, on time and done well.

11

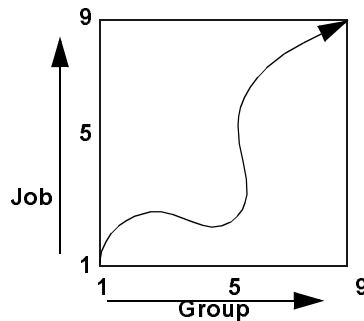


Figure 11-4 The Nine-Nine Leader

Blake and Moulton call this function “Team Management.” In reality, we expect the balance between group and task to vary over time; a graph of an actual experience might look like Figure 11-4.

Using the number “nine” implies that perfection is never achieved, that learning and growth never cease, i.e., the perfect “10” is never attainable. We can never catch the White Stag.

Using the number “nine” implies that

Recognizing Achievement

Give individuals feedback preferably while they are completing the task, or at least when they are done. Observing them while they work is helpful because:

- They can avoid rework, that is, fixing what when wrong. Catch mistakes early.
- The task will be accomplished more quickly.

Give particular attention to those who are doing well. Publicly praise those who are on track.

One of the most powerful actions you can take to influence the group is to publicly praise individuals when they contribute to either getting the job done or keeping the group together. If you’ve ever been around a small child—and we were all one at some point in our lives—you might recall how much they love praise. You can heap praise on a small child until you think you’re going to embarrass them, lay it on thick with a trowel, until you just know they’re going to tell you to stop—and they never do. They just soak it up. As adults, we love praise no less, but we are embarrassed to admit it. Our sense of self-worth, whether positive or negative, often gets in the way of allowing others to give us compliments.



Remember that not only are the members of your group watching you, but make it a point to watch them. Try standing back, lean against a tree, and watch what they do. They will appreciate the confidence you show in them when you don't stand over their shoulders.

When someone does something right, go up and, in a sincere and loving manner, tell them. Don't do it if it's not from your heart—your phoniness will show right through and you'll lose their respect. But do it sincerely and you'll not only earn their respect, you'll gain their loyalty, even perhaps over time their love.

Watch out for those who need assistance. Give them feedback privately. If several members are off target, or if the group as a whole is headed in the wrong direction, don't point fingers, don't blame, and don't criticize. If appropriate, call a halt to the task and bring the group together for a quick evaluation/counselling session. (You'll tell them, "Let's take a short break and evaluate how things are going." What you'll be doing is counselling with them on how they can improve.)

Under certain circumstances, the leader or group may choose to select someone whose specific task is to positively influence and control the group. This person could be called the "Facilitator."

Facilitating Groups

The facilitator's role is distinctive.² He doesn't contribute his own ideas, but remains neutral. He focuses the energy of the group on the task as needed. He defends group members from attack. He may make process suggestions, e.g., "The time we contracted for this item is nearly up...shall we conclude discussion or do you want to contract for more time?"

2. Adapted with permission from *Manage Your Meetings: The Interaction Method*. San Francisco: Interaction Associates, Inc. 1980

The advantages of a facilitator is that this person gets the leader off the hook. The leader no longer has the onerous multiple tasks of “vibes watcher, timekeeper, content input and process evaluator.” More open, genuine input is likely with a facilitator, resulting in greater quality and increased group productivity.

The facilitator does not boss anyone. He acts on the group's will as a “traffic cop,” keeping group process flowing (during meetings). As a prevention, the facilitator:

- Sets ground rules, defines roles.
- Gets agreement on process.
- Gets agreement on content/outcome.
- Stays neutral, out of content areas.
- Is positive, has a win/win attitude.
- Suggests process as needed.
- Educates the group to process procedures.
- Gets permission to enforce process agreements.
- Gets the group to take responsibility for its actions.
- Builds the agenda.
- Secures ownership by the group of the agenda.
- Sets up the meeting location.

During a meeting, a facilitator may employ one or more interventions to keep the group on track:

- Boomerang the question or concern back to the group when they should answer it: “How does the rest of the group feel about this?”
- Maintain/regain focus: “What's the real issue here?”
- Play dumb: “Can someone tell me what's going on?”
- Say what's going on when destructive behavior occurs.
- Check for agreement: “OK?”
- Avoid process battles; there is more than one way.
- Enforce process agreements: “Sorry, your time is up.”
- Encourage all member's participation.



- Use the group memory.
- Don't talk too much.
- Accept/legitimize, deal with, or defer.
- Don't be defensive; let the group decide what's correct or not.
- Use body language positively.

Asserting Influence

Influence may be asserted in a variety of ways and situations. One general rule is to praise in public, criticize in private. Influence is always being asserted directly or indirectly, positively or negatively.

As a leader, observe work while in progress. Exactly who is responsible is immediately known; long-term repercussions due to uncorrected errors are lessened and immediate praise strengthens desirable behavior.

Observing Closely

At various times while observing work in progress, the leader acknowledges everyone's contribution, no matter how slight. He pays more attention to those doing particularly well, and gives extra guidance to those unfamiliar with their work and with poor work habits. (Reinforcing positive behavior alone has proven to be more effective in increasing productivity than correcting negative behavior alone.)

When working with more than one group, a leader ought to concentrate on the group doing the most important job, unless all jobs are equal. In that case, watch the largest group (with the greatest potential for error) most closely. Coordinate group functions, be sure all are in synch.

While working with a group, the leader assumes a position where everything and everyone can be influenced as needed. The position ought to be close at hand but not on top of everyone. The leader moves in and out as required.

Setting the Example

As the leader, he watches to see that the job is performed on time. He makes sure group members are appropriately dressed and equipped. He encourages everyone to do their best, sees that work is properly delegated, and sets positive examples at all times.

Being Respectful

The leader gives instructions in an appropriate tone and manner. He speaks (or writes) distinctly without sounding “bossy.” Instructions during the job are kept to a minimum. People are told as much as they want or need to know. Encourage individual initiative and let people make significant contributions.

Taking Appropriate Action

While the group works, the leader helps by giving encouragement and praise, lending assistance as required (when not in conflict with the leader's primary role), using a positive and confident manner and tone, avoiding threats and yelling; and by giving reasons for extra effort.

When the work is complete, the leader has a good idea what to expect because he's been there or in touch all along. In addition, the leader must know what it's supposed to look like from the inside out. The leader is often held accountable for the group's performance—it had better be up to par! Use a checklist—aircraft pilots always do.

The team leader reacts with praise for total team effort, especially for those responsible for extraordinarily good work. He corrects errors afterwards, or aside from the group.

Overall, the leader is looking to see that the job is done correctly, on time, at the right place, in the right manner. He's making sure the group profited from the experience.



Counseling



This competency enables the learner to:

- Gain knowledge of the principles of counseling.
- Practice some simple techniques to be used in ordinary situations.
- Develop an awareness of counseling as a function of leaders.
- Grow personally in areas of problem solving and decision making.
- Help others to increased ability to solve problems and make decisions.

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About Counseling

Counseling is a private talk with someone that helps the individual with a personal problem.

- Takes away minor aches and pains—common sense stuff.
- What to do until the doctor arrives—help the person tell you “where it hurts” and send for help.

As a leader, people will come to you with problems. Because you are a leader, you will spot people with problems. You can't turn them away or just let them suffer, because the ignored problem, if serious, will almost inevitably become a group problem.

Counseling is considered pretty difficult. Professional counselors, like lawyers, bankers, clergymen, vocational counselors, teachers, psychiatrists and others, sometimes spend years learning how to counsel in their fields. People often pay large amounts of money to be counseled.

Why Counseling

Why should leaders learn to counsel? Why should a team leader, for instance, need to know how to counsel? Why is it considered one of the competencies a leader ought to know?

Because everyone has challenges or problems from time to time. Because as an effective leader, individuals will grow to respect you. They will seek you out and ask for counsel from you.

Giving First-Aid

“Counseling” is sometimes just another word for “listening.” When troubled, many times it helps the individual to just talk it out, to voice their concerns and express what’s troubling them. Just having their worries or problems heard by another gives the person a sense that his or her problems are legitimate, thus perhaps increasing their self-esteem and their feelings of adequacy in handling the situation.

You may or may not need to respond with anything more than reflective listening (as described in Chapter 8 - “Getting and Giving Information”).

Usually the challenge or problem isn't big enough to require professional help, but if the problem cuts into the effectiveness of a group member and then *you* have a problem. You might use counseling to help a group member resolve the problem if it isn't too big.

In any case, you should not even try to help someone with personal problems that cannot be resolved in a ten or fifteen minute conversation. The type of counseling described here is best called “first aid” counseling. If the problem is at all

serious, you're just going to put a band-aid on the wound until professional help arrives.

Suggest to the individual they seek the counsel of more knowledgeable individuals—another leader you or the individual respects, their parent, minister, priesthood leader, or another individual they respect.

We counsel people to:

- Help them resolve challenges and solve their own problems.
- Encourage or reassure the individual.
- Help a member reach his or her full potential.

When To Counsel

First off, *only* when asked. We must respect individual's right to privacy. There is no one more arrogant than someone who offers unsolicited and unwanted advice. Even when asked, advice is rarely appropriate, as we will discuss later.

Do offer a listening ear when a person asks and he or she is:

- Undecided (can't or won't make a decision).
- Confused (hasn't enough facts, or more than the individual wants).
- Uninformed, lacking options (knows no way out).
- Locked in (knows no alternative ways to go).

Sometimes the person only thinks he's in a bind—counseling may help him find out he doesn't have a problem or help him discover the true nature of the problem.

We might also counsel with an individual when a person has made a hasty decision:

- Worried about a decision (was it right?).
- Worried about the consequences (what will happen?).
- Did not consider all the facts.
- Misinterpreted the facts.
- Did not consider all the alternatives.

Counseling may give him a “second chance” to think the matter through and decide on a reasonable course of action. It may also just give the person the breathing room to allow other forces, forces they do not control, to work on and resolve the situation for them.

Setting Up the Counseling Situation

First, find out if there really is a problem.

- If he comes to you with it, there is. It may not seem important to you, or it may be easily solved, but it’s very real to the individual affected.
- If you think the individual might be experiencing a challenge, ask him or her, tactfully and privately, that you sense something and wonder if there is anything the person wants to talk about. Let him or her know you are willing to listen.

Once you feel there is a need for counseling, create a positive “climate” for the conversation.

- Take the person aside—make it possible to talk in privacy and confidence.
- Help him or her to relax and take it easy—maybe he can't get started talking, maybe he can't stop talking. No two people are alike, so no two problems are really alike. Wait and see what this one looks like. Meanwhile, get the two of you as comfortable as you can.

Seven Fundamental Counseling Techniques

Use these techniques for drawing a person out and encouraging them to talk. Just remember, your job is not to solve their problem for them. Your task is to allow them to express themselves freely so they can make decisions in a clear and sensible fashion.

Listen to the Person

Really listen. Don't do anything else. Let him see that you're listening.

Ask yourself “Do I understand what he is saying or trying to say?” Well, do you? If you're not sure, keep listening. If you're puzzled, look puzzled—he will probably try to make you understand. Listen.

Avoid Advice

Do Not Give Advice! This may be (probably is) what he wants—somebody to make his decision for him, take the burden off his back. Someone to blame the problem (and the solution) on. You won't help him, because what he needs to make his own decision. You may harm the individual by making the wrong decision—maybe you don't have all the facts yet. In either case, now *you* have the problem. And when your solution goes wrong, guess who's responsible? And who's *not* feeling responsible?

Make it clear you do not have the answer. If he asks you what he should do, boomerang it right back. “Gee, I really don't know. What have you considered so far?” Giving advice is a bad ego trip. What you can do offer information the individual may not have so they can develop alternatives. Do not criticize. Listen.

For more information on problem-solving techniques, see Chapter 15 - “Problem-Solving”.

Ask Clarifying Questions

When you do not understand the member's concerns or statements, try paraphrasing what they are saying and asking them if you got it right. People's thinking in counseling situations is usually muddled (otherwise they wouldn't have a problem) and hearing it reflected back to them may help them sort out what they feel and think.

You might try, “Let's see if I understand. You said that...” and give it back to him in your own words. That way you can

see if you do understand, and he can see that maybe what he is saying is not what he means. Use your reflective listening skills (as described in Chapter 8 - “Getting and Giving Information”).

Add Facts

Has he checked all resources? If you have any facts that you're sure of and he doesn't seem to have, offer them. Be sure it is information on which he could base his decision and not advice that makes the decision. Suggest additional resources that he might pursue.

Check Alternatives

Is he locked in on only one solution and unwilling to carry it out? Help the team member consider other ways to handle the problem, without suggesting that any is the way. Ask him or her what options they have considered thus far. Ask them to describe what the likely outcomes of each of the alternatives might be.

Suggest that there might be other ways. If you can suggest alternative approaches to thinking about the problem and possible solutions, do so, but in as detached a manner as possible. Always suggest more than one idea, as you do not want to appear to endorse any one solution.

Encourage him to think of them—it may relax him enough to “let go” and find the solution. The individual must find it or decide for himself.

Offer Encouragement

Help the person know that you care. Let him know that you have confidence in their ability to find a solution. Ask him to tell you what he decides to do. Later on, check in. Ask him how he's doing.

Five Possible Responses

After listening to the individual, there are several ways you can respond. Here are five recommended methods.

1. Restate his words in your own words. Ask him if your understanding is correct. “Just checking.”
2. Ask him about his feelings on the matter. Feelings are legitimate and very important. Get him to express them. “I guess that made you felt pretty mad, huh?”
3. Show you are listening. Nod sympathetically or smile encouragingly or look appropriately sober or concerned. Keep your eyes on his face; he may shoot a glance to see if you are still paying attention...and you'd better be.
4. Ask a question now and then if he seems to be drying up before he ought to. Don't overdo it! Wait. And above all, don't cross examine him or even seem that you're about to. He may be waiting to tear into someone, and if you threaten him (or seem to) you may lose him. Hang in there!
5. Encourage him to go on talking. This is a touchy one. How long should he talk? Until he has reached a decision. Or until you have reached a decision that he can't reach a decision and you can't help him to. This is where you have to decide to pass the problem on to more expert help—it's no longer “first aid” counseling. On the other hand, maybe it's not that critical, but he does need more time than you can spare now. Set a time to talk some more. Be sure you're there!

Later, check with the individual. Just to show you care. Next time it'll be even easier.

For more information on Counseling, refer to Chapter 10, “Problem-Solving,” for additional decision-making techniques and ideas.



Setting the Example



This competency enables the learner to:

- List three positive results a leader who sets a good example can obtain.
- See that Setting an Example is an important part of Controlling Group Performance.
- Recognize the leader's responsibility for setting the example.
- List seven ways a leader can set a good example.

13

About Setting the Example

Setting the Example is your personal behavior independent of external influences. While a very simple competency on the face of it, none is more important. Fail to demonstrate this competency to members of your group, and you are doomed to negative results. No matter how good a line you talk, if you don't match it with your behavior, you will enjoy no respect and find it increasingly difficult to get the group to work with you.

It may be more difficult under some circumstances to set a positive example, but that doesn't stop you! Setting the Example is where your backbone shows. If you have character, if your character has integrity—that is, if who you are on the outside is lined up with who you are on the inside—you will accomplish far more than you might



imagine possible. For this kind of leader, as long as he takes care of his follower's needs, enjoys their respect, loyalty, and even love.

Influencing Others

If you fail to set the example, why should you expect group members to do any better? To help keep the group together and get the job done, everything you do and say should line up with the best possible examples of leadership. When you set the example, you help facilitate the results you want as a leader.

The essence of Setting the Example is to remember that wherever you are, whatever you are doing, imagine that a Scout in your group is taking a mental picture of you when you are least aware of it—and that will be the one image that sticks in his or her mind.

Every leader has a special responsibility to set a positive example. As a leader, you are constantly watched by those you work with.

Seven Key Ways to Set an Example

13

Follow the Rule Book

If you play league ball, you play by the league rules. Listen to those in authority. As they gain your respect, respect their authority. If you don't understand the rules, ask questions until you do. If the rules don't make sense, work at getting the rules changed.

Try Hard

Following instructions may not be enough. Some teams win, some lose, even in the same league, playing by the same rules. Always do the best job you can. Give more than 100%. Persistence and consistency can make up for shortfalls in other areas.



Show Initiative

Focus on what needs to be done without putting it off until forced to do it. Avoid procrastination. Seize the day. Nothing every comes to those who wait. Ask for what you want. Look for opportunities to help.

Deserve Their Respect

Show good judgment. Don't clown around, disturb others, or goof off. Don't use crude or offensive language at any time. Don't joke with someone you don't know. Their sense of humor may be entirely different than yours.

Leaders are supposed to act as if they deserved the respect of those who elected them. Nobody who demands respect ever gets it, except as lip service, while they are around. Remember that wherever you go, someone is undoubtedly glancing your way. What you do is far more important than what you say.

Know Your Job

Keep the “big picture” in mind along with the nitty-gritty. Find out what is expected by those you lead and by those you report to. Be personally proficient in outdoor and leadership skills. You ought to be a good resource for anybody in your group, but not the best for everything. Don't wind up doing everything or you'll be doing it alone—stick to your job as leader. Know your group members' strengths and weaknesses. Know how to back each member up and make everyone look good.

Attitude, Attitude

Your opinions on almost anything will be noticed by your group. Some will adopt your opinions because they would like to be like you. Do you ever seem to express attitudes that aren't the real you? Is this hypocritical? Attitudes often set the real example. Conscious, positive, attitudes can work wonders, as Goethe so eloquently described it.



Until one is committed, there is hesitancy, the chance to draw back, always ineffectiveness. Concerning all acts of initiative and creation, there is one elementary truth the ignorance of which kills countless ideas and splendid plans: that the moment one definitely commits oneself, the providence moves too. A whole stream of events issues from the decision, raising in one's favor all manner of unforeseen incidents, meetings and material assistance which no man could have dreamed would have come his way. Whatever you can do or dream you can, begin it. Boldness has genius, power and magic in it. Begin it now.

— Johann Wolfgang von Goethe

Personal Appearance

Cleanliness, proper clothing, neat personal areas, showering regularly—not experimenting with letting the hair grow—all are important elements that affect other's perception of the example you set.

Setting the example is the “internal” component, if you will, of Controlling Group Performance. If the leader sets a certain tone conducive to getting business done, others will follow suit (if he has earned their respect). By setting an appropriate example—acting mature, showing initiative, etc.—the group works together better and gets more done.

Another poem illustrates these points very well.

I'd rather see a sermon
than hear one—any day.
I'd rather one should walk with me,
than merely show the way.

The eye's a better pupil
and more willing than the ear;
Fine counsel is confusing,
but example is always clear.

The best of all the preachers
are the men who live their creeds,
For, to see the good in action
is what everybody needs.

I can say, I'll learn how to do it
if you'll let me see it done;
I can watch you hand in action
through your tongue too fast may run.

Although the lectures you deliver
may be very wise and true,
I'd rather learn my lesson by
observing what you do;

For I may misunderstand you
and the fine advice you give,
But it's no misunderstanding
how you act and how you live.

—Edgar A. Guest



Representing the Group



This competency enables the learner to:

- Understand Representing the Group as the process by which other groups identify his group.
- Identify some of the questions a representative must ask of himself before proceeding without prior group consensus or input.
- Develop an attitude of faithful representation of the entire group.
- Assess whether or not a decision can be agreed to without further group decision-making.

About Representing the Group

14

Representing the Group is accurately communicating to non-group members the sum of group members' feelings, ideas, etc., and vice versa. A leader must represent his team on a great variety of issues. Some of these issues and the need for a decision representing group interests will be known in advance; others will not be.

Under any circumstances, to faithfully represent the group, you must:

- Fully understand the nature of the problem.
- Know how the decision (if any) was reached and be able to communicate it to others.

- Accurately and responsibly communicate from and back to the original group.
- Realize that other groups may derive their entire picture of another group through you, the representative. You must be consistent, possess integrity, and be fair to all parties.

When the Need is Known

Representing the Group is more an art than an exact science. When the requirement to represent a group regarding a specific issue is known beforehand, then the entire representation issue is much more manageable. It's an issue requiring decision-making skill.

If you are effective at representing your group, you will positively influence their attitude, motivation, and enthusiasm. They will come to feel that what they think matters, that the ideas they develop are good, and that they are making a positive contribution to the entire group.

Before Representing the Group

Before you can effectively represent the group:

- Define the nature of the problem. Ask leading, open-ended questions to solicit their ideas and assess their feelings.
- Get all the facts you can. Make sure you have all the information necessary to help the group make a fully informed decision. Don't frustrate the group by stalling the proceedings to go and get answers to questions you could have anticipated.
- Use your skills in Getting and Giving Information to prepare yourself to represent the group. Take notes on pertinent facts. Bring together relevant resources.
- Determine group members' commitment to the decision they are making. How much leeway will you have in representing them? Use the reaction scale in Table 14-1

below to help you assess the group’s willingness to commit to their decision.

Table 14-1 Representing the Group Reaction Scale

Member’s behavior	“Cool!” “Let’s do it!” “That’d be great!” “All right!” “Yeah!”	“OK.” “Yes.” “Sure.” “Sounds good.” “That would work.”	“I don’t know.” “I don’t care.” “Maybe.” “Yeah.” “Tell me more.” “Whatever.”	“No.” “I don’t think so.” “Oh oh.” “Count me out.” “I couldn’t go for that.”	“No way.” “Never.” “Not in a million years.” “Absolutely not.”
Type of response	Enthusiasm	Compliance	Indifference	Resistance	Refusal
Group Answer	Yes!	Yes	Maybe	No	No!

As you listen to group members talk, be sensitive to their needs and characteristics. Don’t ever make fun of an idea, or dismiss it out of hand. Use your Counseling skills and listen. Focus on the positive and keep things moving. Use your competence at Problem-Solving to help the group make a decision.

Once you’ve developed an assessment of the group’s commitment to the decision, you can specifically ask them how much room you have to maneuver when it comes time to meet with the other groups. You may pose some “if/then” scenarios to them: “If they want to do such-and-so, then would it be okay if...” and so forth.

If the group is not locked into one option, you may be able to take several acceptable ideas to the group representatives for consideration. When group members are compliant, indifferent, or resistant to a decision, they may decide to ask you as their leader to represent them as uncommitted.

While Representing the Group

When you meet with the other group representatives, you also need to weigh your group's commitment as you assess the other patrols' commitment to their ideas. You can use a chart like that in Table 14-2 below to help you decide.

Table 14-2 Assessing group representatives' commitment to a decision

Situation	Your group is:	Other groups are:	Your group is:	Your action:
1	Enthusiastically for	Decidedly against	Committed	?
2	Decidedly against	Indifferent	Committed	?
3	Indifferent	Enthusiastically for	Uncommitted	?
4	Enthusiastically for	Indifferent	Committed	?
5	Resistant	Indifferent	Uncommitted	?
6	Compliant	Decidedly against	Uncommitted	?

Once your group has made a decision, you as their leader are committed to it, even if you personally think and feel otherwise. Your time to voice your personal opinion is within the patrol. As their representative, you are now their voice. You do not speak for yourself.

Obviously every decision and situation is unique with situational factors affecting your decision as the representative for the your group. If, for example, your group is wholeheartedly and unreservedly committed to their decision, but it is rejected by the other group representatives, given the option to do so, you must return to your group and ask them to reconsider. (Situations 1, 2, and 4.)

If the group was neither decidedly against or for a particular idea, then you as their representative might ask the group if you can represent them as uncommitted and work with the other representatives to find the best solution. (Situations 3, 5, and 6.)



Assuming the decision has been made to everyone's satisfaction, the representative simply bears the responsibility to represent his team thoughtfully and accurately. (He uses the Getting and Giving Information competency.)

When representing the group, you must be able to:

- Clearly state the group's position on the issue under consideration.
- Listen carefully and respectfully to the ideas and points of view of the other group representatives.
- If there are conflicting opinions, decide how to achieve the goals of your group so that all can be satisfied.

If new information surfaces, then a second decision may be called for, if permitted.

After Representing the Group

After representing the group:

- Carry the decision back to your group. Refer to your notes.
- Explain the context for the decision to the patrol. Remember, you are now representing the group which made the decision *back* to your own group.

When advance notice is not available, representation rises to an art form.

No Notice—What Next?

Sometimes you are faced with the potentially uncomfortable situation of representing your group without first having had a chance to seek their opinion. Depending on the trust and respect they have developed for you and the complexity of the decision you have to make, you may or may not have an easy time of it. If you only have to decide what the menu will be for the next meal, that's one thing. But if you are asked to make a decision affecting how others, for example, will spend their money—be careful!



Consider these questions before proceeding:

- What precedents within the group do you have to go on?
- How much trust does the group have in you?
- Has the group empowered you to act on your own, to use your best judgment?
- How committed is the group to the issue and to their decision? How does this issue/decision rank from a larger perspective?
- What will be the short and long term effects of this decision, and who will it affect?
- Can the commitment to a decision be deferred until you can counsel with your group? If the decision is especially important, you should insist on it.
- How well do you know your group members' needs and characteristics? Can you anticipate their concerns, objections, etc.?

Delegating Representing the Group

Are the representative and the leader necessarily one and the same? Not necessarily. As the leader you are responsible and accountable for all decisions. Thus, you probably should not delegate critical decisions. You are the leader because of your high level of interpersonal skills, your tact, fairness, sensitivity and knowledge of team members and the job. These skills are especially important when making high-powered decisions which have long-lasting implications.

You may choose to delegate non-critical issues, asking someone else to represent the group. This is a good opportunity to give others opportunity to practice and improve their competence in Representing the Group. This also enables others to grow in leadership competency, helping in turn the entire group to prosper.

Problem-Solving



This competency enables the learner to:¹

- Identify problem-solving as one of the key techniques in developing the group's capability.
- Gain knowledge of a definite technique for problem-solving and planning.
- Understand the value of problem-solving in group commitment to the task and to group unity.

About Problem-Solving

Problem-Solving has six “phases.” These are explained in detail in the following pages.

1. Consider the Task

- How important/urgent is the task?
- What is the task? Legitimize it.
- How does it feel?
- What's the real problem?
- What's the best/worst/most probable result likely if we solve this problem?

1. Portions of this chapter adapted with permission from *Manage Your Meetings: The Interaction Method*. San Francisco: Interaction Associates, Inc. 1980.



- Who has ownership?
 - State as a question.
 - Problem as given/Problem as understood (PAG/PAU).
 - Lasso.
 - Is/Is not.
 - Diagram.
2. Consider the Resources
- Analyze why is it a problem? (Basic questions).
 - Break it down/component parts.
 - Force Field analysis (forces for sustaining the problem/forces against/restraining the problem).
 - Generalize/exemplify.
 - Ask the Expert.
 - Identify environmental/contextual limitations.
 - Identify people/places/things available.
3. Generate Alternatives
- Win/Win (consensus)
 - Both/And
 - Build up/synthesize
 - Straw voting
 - Negative voting
 - Focus on Agreements
 - Back off
4. Write the Plan Down
- Set goal.
 - Get mutual agreement.
 - Assign resources.
 - Create timetable.
 - Publish plan.

5. Implement Decision
 - Ongoing evaluation.
 - Sharing leadership.
 - Keeping group together.
 - Getting the job done.
6. Evaluate
 - Identify strengths/weaknesses.
 - Suggest improvements.
 - Feed-forward.

Problem-solving includes:

- Using specified skills to identify the nature of a given situation or task.
- Alternative methods for determining the appropriate solution
- Applying guidelines for analyzing a task or problem in order to solve it.

Along with Evaluation and Manager of Learning, this competency is one of the most critical and complex in leadership development. Skilled use of this competency positively influences the leader's ability to get the job done and keep the group together in all kinds of situations. See Figure 15-1 below for a graphical description of problem-solving process described in this chapter.

The effective use of problem-solving will do more than any other competency to advance both getting the job done and keeping the group together. It is an “umbrella” competency in its effect on a variety of issues. Problem-solving is useful both in group situations and one-on-one.

It is the same competency as planning, useful for outlining a course of action in order to achieve an objective. Problem-solving can serve as a “core curriculum.” It offers a general conceptual framework to integrate different skills, such as Planning, Scheduling, Time Management, Performance Appraisal, Negotiation, and Conflict Resolution.

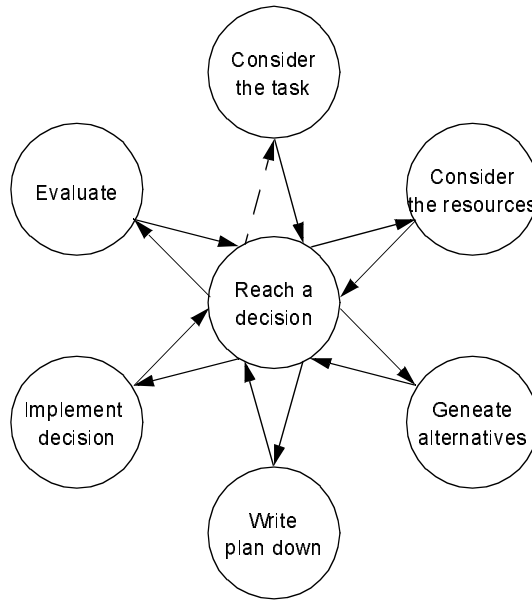


Figure 15-1 A problem-solving (planning) procedure

Principles of Problem-Solving

When making decisions, applying a few key principles will enhance the problem-solving process.

- Present a win/win attitude.
- Legitimize all perceptions, problems, misunderstandings, and bad feelings in the early phases.
- Establish ownership and responsibility for the problem.
- Get agreement on the problem before going on to solutions.
- Be explicit about each phase of problem solving.
- for little successes first, before tackling the “big” problem.

- Look for ways of breaking fixation and redefining the problem/solution space.
- Seek agreement on criteria before evaluating the alternatives.
- Keep backing up to the phase and level of generality where a foundation of agreements can be developed.
- Avoid premature motions or movement towards a solution.
- Use formal “majority” voting as a last resort, for it is a win/lose approach.

Six Phases Of Problem-Solving

As shown in Figure 15-1 on page 150, there are six key phases to problem-solving.

Consider the Task

Purpose

- To reach group agreement on the nature of the task and commitment to resolve it.
- To make it OK to talk about and to accept differing feelings about the importance of the task.
- To identify internal/external constraints and support for the issue.
- To limit the issue being tackled.

Methods

Words in “quotes” are suggested phrases for a facilitator or leader.

-
- | | |
|------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Legitimize | <ul style="list-style-type: none">■ Accepting individual perceptions vs. agreeing with them.■ Accepting that some view it as a problem while others may not. |
|------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

How Does it Feel?	<ul style="list-style-type: none"> ■ Getting at the emotional parts of issue: “Can you tell the group how you feel about facing this issue every day?” ■ What's the real problem? ■ Speaking the unspeakable: “I don't feel that you're describing the real problem. What is the real issue?” ■ Floating a trial balloon: “I'm not at all sure this is right—isn't the real problem that you have a dislike for the way Joe dresses?”
Best/Worst/ Most Probable	Backing in to the issue: “What is the absolute worst thing that could happen as a result of solving the problem?...The best outcome you can think of?...What's most likely? Can we try for <i>n</i> minutes to tackle this problem? We might still come up with something new.”
Ownership	Getting the right people committed: “Should this group tackle this problem at all?...today or later on?...at this meeting? Who else should be involved? Who has responsibility? Is this a challenge our group can handle?”
State Problem as a Question	Asking open-ended (vs. Yes/No) questions. “Could you put that in terms of 'How to...?'” “You mean, how the group can be more sensitive to...?”
Problem as Given/ Problem as Understood (PAG/PAU)	Clarifying the problem statement: “How do I define it vs. how does he define it?” “That's the problem as described by the hurdle card. Is there anything it left out?”
Lasso	“Could you clarify what you mean by, ‘The True White Stag Experience?’”



Is/Is not	Eliminate assumptions: “What do we know is definitely not affected by the situation?”
Diagram	Moving from verbal to visual: “Maria, why don't you draw a sketch of the bridge you have in mind?”
Seeing connections, relationships	“So if we apply the new organization structure it will affect all the groups you've diagrammed here? Did we leave any groups out?”

Consider the Resources

Purpose

To determine the basic facts of the situation.

Methods

Words in “quotes” are suggested phrases for a facilitator or leader.

Focus on parts of the problem	“Is there a limiting factor here? Can we do this in only eight hours?”
Ask the basic questions	Who, what, why, when, where, how: “When do we have to complete the task?...Have we been given a location to cut the trees for the tower?”
Break it down	To help reduce a problem to a manageable size.
Reducing problems into parts	“It seems we've identified two distinct issues. Can we tackle one at a time? This will make it more manageable.”
Force Field Analysis	Sustaining/Restraining forces. “What are all the aspects of the situation that keep it from changing?...that are helping create change? How can we lessen the former and build up the latter?”

Generalize/ Exemplify	Moving from general to specific to general: “Could you given us an example of poor communication?” “You’ve mentioned a lot of examples. How would you describe the general problem?”
Ask the Expert	Avoid rumors and reinventing the wheel: “Is there anyone here who can answer that questions?” “Has anyone done that kind of thing before?”
Resources	<p>Group skills, competencies: “Do we have all the skills needed within our group? Who can do this lashing? Who’s managed building a bridge before? Are there any skills we’re going to need some help on from outside the group?”</p> <p><i>Things in the environment:</i> “let’s be creative for a moment. Are there things around us we might use instead of rope to fasten the poles together?”</p> <p><i>Money, time.</i> “How much money in the budget is allocated for the task? there isn’t any?” “We have three hours to hike five miles to the top of Pico Blanco. Is it feasible?”</p>

Consider the Alternatives

15

Purpose

- To examine as many alternative solutions or responses to a problem or situation as possible.
- To create a variety of ideas and systematically evaluate them.

Methods

Words in “quotes” are suggested phrases for a facilitator or leader.

Brainstorming	Brainstorming is useful in a variety of settings.
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Withholding judgment	“Before leaping to any conclusions, let's try brainstorming. The idea is quantity, not necessarily quality. Piggy-back, flip-flop your ideas, but don't offer any judgments yet.”
Checkerboard	Cross-checking alternatives: “Let's compare each alternative against each other. Perhaps we'll see some new ideas we hadn't thought of.”
Cross-checking against criteria	“We earlier defined a number of points any solution we propose must meet. What do you say we look at each criteria and see if that stimulates any new ideas?”
Cross-checking task elements	“There are three different peaks we could hike to, and we could take two or three days. Why don't we see what routes there are for all these combinations?”
Cut Up and Move Around	For dealing with physical relationships or sequences: “Why doesn't each of us individually list on cards all the activities between now and the end of the project? Then we'll try to rank order them as a group.”
Experience	Build on past; adapt, modify, etc. “Who knows what hurdles have been used in this situation in the past?”
Rank Order	Pick the best of the bunch: “Out of the seven solutions proposed, let's each choose three.”
Sort by Category	Breaking down the alternatives: “There are about 25 ideas here. Can someone suggest some categories they might fit into?”

Evaluating categories	“Are there a few people who would like to sift these ideas into categories and prepare an evaluation of the categories?”
Advantage/Disadvantage	Plus/minus: “We’ve come down to two basic plans. Why don’t we first list the pluses and minuses of Plan A, then do the same for Plan B?”
“What I like about...”	Give positive feedback first: “If we say what we like first about each of the ideas, it will help us see the positive aspects of each idea and make it easier to find a solution.”

Write Plan Down

Purpose

- To provide oversight responsibility as a project is carried out.
- Provide guidance for merging the twin priorities of keeping the group together and getting the job done.

Methods

Words in “quotes” are suggested phrases for a facilitator or leader.

Concurrent Evaluation	Check in with group: “Keeping in mind the original criteria or objectives for the choice, how are we doing?”
Monitoring performance	“Are all group members actively involved? What is the deviation from the plan? Is it positive/negative?”
Sharing Leadership	<p>“Who exercises authority? Is it a shared group function—or have they chosen to vest it in a particular person?”</p> <p>“What style of leadership is the de facto leader exercising? Is it appropriate to the situation?”</p>



Keeping Group Together/Getting the Job Done	Striking a balance: “Is someone/ Are group members continually sensitive to group process? Who's checking to make sure there's a positive balance between group and task priorities?”
---------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Put Decision Into Effect

Carry out the plan as developed. Keep track of your progress and be ready to implement alternative plans when unexpected events occur. Delegate tasks and share leadership where possible. Monitor group morale and praise success. Focus on results, not effort. Take notes during the implementation so your evaluation to follow can be quickly completed and accurate.

Evaluation

Purpose

To purposefully examine what happened and how lessons learned can be passed on within the group and to other groups.

Method

Words in “quotes” are suggested phrases for a facilitator or leader.

Feedback	Try for both a group discussion, a record of the results, and a chance for individual members to contribute written comments.
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Strengths/Weaknesses	What to look for: “What does the group feel are the strengths of the project as implemented?” “The weaknesses...?”
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Improvements /Feed-forward	Making it better: “Is there anything we might have done better? How can we improve it next time?” Passing it on: “Now we're finished. How can we make sure that future groups will benefit from our experience?”
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Evaluation is a competency in its own right. See Chapter 16 - “Evaluation” for detailed information on evaluating how the task was accomplished and how the group worked together to get it done.

Evaluation



This competency enables the learner to:

- Use evaluation as a technique to maintain group integrity while improving job performance.
- Describe what is meant by “getting the job done” and “maintaining the group.”
- Analyze a situation for improvement.
- Avoid conflicts between getting the job done and maintaining the group.
- Develop an attitude of constant (informal and formal) evaluation.
- Help learners define personal objectives for growth.
- Use a variety of strategies for evaluation purposes.

Evaluation is the constant companion of the White Stag learner and staff member. We constantly strive to improve ourselves, so we continually evaluate how we are doing. We call this the “Evaluation Attitude.” This attitude, it turns out, is one of the five founding principles of the White Stag program. (See *Follow the White Stag*, Chapter 2 - “Program Principles” for a description of these concepts.)

In almost any situation, except when responding to purely mechanical systems, we must consider the task and the people, as shown in Figure 16-1 on page 160.

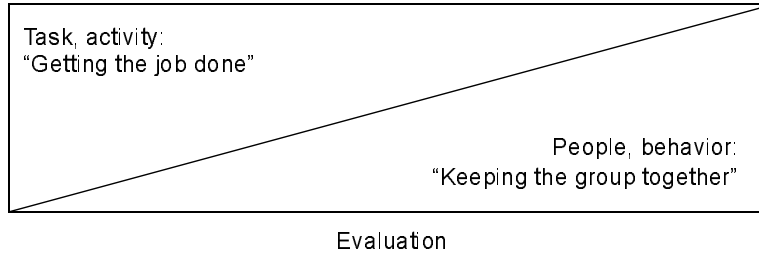


Figure 16-1 We evaluate how well the job was done and how well the group worked together.

About Evaluation

Ask a young candidate at the end of the summer camp, "When do you evaluate?" and he'll tell you, "Always."

Ask a slightly older candidate "What do you look for when you evaluate?" and he'll say, "The strong and the weak points, possible improvements, and things to keep."

Ask a third candidate, a 16 year old young woman bowed under a large pack, "What is evaluation?" and she'll tell you everything the others have said and add, "We evaluate how well the group is keeping itself together and how well we're getting the job done."

Evaluation is a continual process, either informal or formal, of judging a situation against a standard.

Evaluation is, in essence, two things:

- An attitude of continuous striving for higher goals.
- A process for judging the group's completion of a task against the standards the group has set for itself.

Our desire is to improve our evaluation skills so that we evaluate in the same manner a eagle soars on the winds: constantly testing, consciously and unconsciously, wind

current, flow, our altitude, strength, time, direction, position relative to our target, etc., all the elements that affect our reaching and surpassing the next mountain peak.

Why Evaluate

Why is evaluation important? Because we want to know whether we are achieving our goals. So why are goals important?

Better to ask, “What would ever be accomplished if no one ever had a goal?” What if Henry Ford had not set a goal to mass produce a car? Surely, you say, someone else would have. But only if they too had a goal.

Knowing Our Motives and our Motivations

To achieve a goal you must have a motive.

A *motive* is an internal force, what drives us forward, an intrinsic force within us that makes us get up earlier and go to bed later because we want to make something happen.

A *motivation* is an external, extrinsic reward for achieving our goals.

The thing you want to accomplish—your dream or vision—is what binds your motive and motivation together.

Something bigger than the individual is required to drive us unrelentingly towards the perceived end. Motives may be externally or internally derived. Some people are motivated by the idea of financial independence and work many years to achieve it. Others may be spurred on by the desire to be of service, to give back that which was previously rendered to them by others.

The power of a person with a goal who is convinced of the righteousness of the idea should not be underestimated. Mountains can be moved when a person’s heart and mind is fully engaged in pursuit of a worthy goal.

Helping Build Self-esteem

We strive to not only provide the learner with a tool box of leadership skills but with a chest of self-esteem, to not only help the user improve his hand and head skills, but his heart as well. Thus a key part of our challenge is to tap into

individual and group motives, to help them develop worthy goals.

So we set ourselves to the task of writing goals and objectives that are explicit and comprehensive, including not only the hand and head skills, but the heart skills as well. We strive to develop objectives that quantify the spirit of the White Stag Youth Leadership Development Program.

This chapter describes how to write goals and objectives that include hand, head, and heart behaviors, and how to conceive, construct, implement, and evaluate the learners' success in achieving them.

Developing an Evaluation Attitude

The evaluation attitude is a “predisposition to continually examine and analyze our efforts.”¹ Evaluation is a critical component of the cyclical learning process. It does not just occur formally at the conclusion of activities, but informally as well, by all involved, throughout the project or task. The Evaluation Attitude is one of the principals that form the basis of the White Stag Leadership Development Program.

“One who applies this attitude or technique will be continually aware of the objectives of his learnings and will attempt to measure his growth toward them.”²

Growth in and improvement of leadership performance are dependent upon the leader's willingness to change, his ability to define the kind of change he needs, and the experience he has in changing himself.

The leader's ability to define the kind of change he needs is based on his competency to evaluate. Changes or learning in the desired direction can be brought about only by continuous self-analysis by evaluating goals and

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1. Boyle, Patrick G., and George Aker. “The Evaluation Attitude,” *Adult Leadership*. (March, 1962).
 2. Larson, John, Bela Banathy and Ken Wells. *The White Stag Report*. New Brunswick, New Jersey: Research Service, National Council, Boy Scouts of America. 62pp. 1965. p. 13.

achievements. Learning to analyze, evaluate, and plan improvement becomes, then, an objective of great significance.

*Continually
Applying
Evaluation*

Techniques and methods of evaluation are being used intensively at virtually every step of the White Stag program. Evaluation becomes second nature to the leader-in-training and it is applied as an attitude and as a learned technique to each individual's on-the-job performance.

The development of an evaluation attitude, therefore, is another key criterion in the White Stag method. Throughout the entire program numerous devices should be used to evaluate oneself, your group, or the program in its entirety. Self, peer and group rating forms, performance ratings, observation and program analysis reports and trainee and trainer evaluation scales are used frequently, both by the leaders-in-training and staff members. This technique is valuable in sharpening the candidate's awareness of what constitutes critical behavior as well as supplying motivation and guidance for further growth.

*Why do We
Evaluate?*

In a nutshell, to better ourselves and a situation.

*When do We
Evaluate?*

Informally, all the time. Formally, preferably in writing, immediately after we finish major tasks.

*Who Ought to
Evaluate?*

Everyone. The leader will make it a point to informally evaluate at all times. All members will contribute to the formal (group) evaluation as a task concludes.

What Do We Evaluate?

Rarely is a perfect balance achieved between completing the task and maintaining the group. In practice, a graphic

representation of the evaluation of the situation might look like that in Figure 16-2 below.

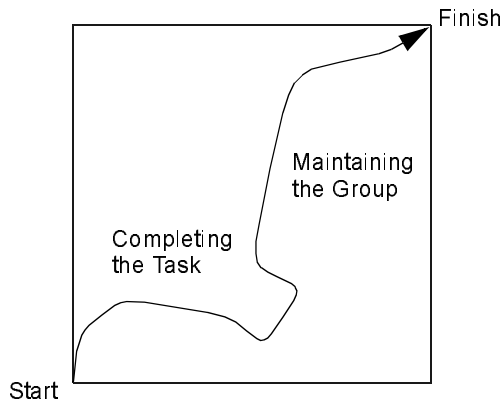


Figure 16-2 Balancing getting the job done and keeping the group together.

Evaluating the Task

When evaluating the job, we consider:

- Did the final product meet our expectations and objectives? How does it differ? If it differs is it better or worse than the original plan? What is the quality of the product? How does it look?
- Was it done on time?
- Was our definition of the job accurate?
- Did we choose the best alternative?
- What did we like least/most about the job? How could we improve next time (in the same or a similar situation)?
- Did we accurately anticipate potential problems?
- Did we use our resources to the fullest extent possible?
- Is there another way to do this we hadn't thought of?

Very often, evaluations will dwell on the job and ignore the people. We need to guard against this tendency.

Evaluating the Group

When evaluating the group, consider:

- Was everyone involved to a legitimate or reasonable extent? Why or why not? How do group members feel about their contribution?
- Is everyone happy with their and others' performance? Why or why not? What was the spirit of the group?
- Did the group work well together? Would we like to work together again? Why or why not?
- Was communication clear?
- Who was (were) the leader(s)? Why?
- How can member's weak skills be strengthened?

Overall, ask:

- What were the strengths?
- What were the weaknesses?
- How could we improve next time?
- Were we strong in both keeping the group together and getting the job done?
- Are there any new ideas we didn't consider before?

Evaluating Individual Accomplishment

We place paramount value on the worth and integrity of every individual. Leaders must be aware of peoples' differences. They must be aware that all individuals need success experiences. Therefore the best evaluation we can conduct is one in which each person compares his own progress against personal standards and not those of a universal "average" or "best." If the individual knows how he stands relative to jointly established standards, then he will be motivated to keep on trying.

This is why we encourage the use of individual Leadership Growth Agreements (LGAs). These are personal contracts an individual makes for applying the leadership development competencies in the learner's own environment. They also encourage the learner to take home what he's learned during the camp experience and apply it to their home, church group, leadership council, Scout troop, and so forth.

Applying Evaluation Methods

Several potential evaluation methods³ are described in Table 16-1, “Evaluation Methodologies,” on page 166.

Table 16-1 Evaluation Methodologies.

Evaluation Method	Description																																																		
Criteria Checkerboard	<p>A criteria checkerboard is a simple method for comparing criteria against each other.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th style="text-align: center;">A</th> <th style="text-align: center;">B</th> <th style="text-align: center;">C</th> <th style="text-align: center;">D</th> <th style="text-align: center;">E</th> <th style="text-align: center;">F</th> <th style="text-align: center;">G</th> <th style="text-align: center;">...</th> <th></th> </tr> </thead> <tbody> <tr> <th style="text-align: center;">1</th> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <th style="text-align: center;">2</th> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <th style="text-align: center;">3</th> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <th style="text-align: center;">...</th> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </tbody> </table> <p>Criteria are made explicit and listed. They are compared against the alternatives, one-for-one, until all criteria and alternatives have been compared.</p> <p>This may result in a yes/no comparison, a ranking of relative merit, or in prioritizing certain factors.</p> <p>You can also list all alternatives on both axis, allowing you to compare like criteria to like criteria. Some may become more preferable to others.</p>		A	B	C	D	E	F	G	...		1										2										3										...									
	A	B	C	D	E	F	G	...																																											
1																																																			
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...																																																			
Rank order	<p>Out of all the alternatives, the group votes for a specified number to determine which are preferred.</p>																																																		

3. Adapted with permission from *Manage Your Meetings: The Interaction Method*. San Francisco: Interaction Associates, Inc. 1980.

Table 16-1 Evaluation Methodologies.

Evaluation Method	Description
Sort by category	This is a way to group alternatives so we can deal with them easier. Once the choices are categorized, we may be able to eliminate the entire group without having to consider each member of the group.
Advantages/ disadvantages	List the pluses and minuses for each option. Are there any advantages or disadvantages that automatically eliminate an option?
“What I like about...”	Stating a positive opinion first builds support for solving the problem. It also forces members to look at the positive aspects which are contained in most ideas.

Resolving Conflicting Realities

Evaluation is also a process for sorting and resolving conflicts, usually between individual experiences of reality. Sometime a very emotional issue can be resolved if the arguments for and against can be broken down into discrete (objective) chunks, specific enough to be described and evaluated. By breaking an emotional issued into more objective chunks, we can:

- Analyze alternatives.
- Make value judgments.
- Test alternatives against criteria.

We also protect individuals against having their individual perception of a situation attacked and encourage acceptance of divergent points of view.

Developing and Writing Goals

Since you can observe an individual's behavior, it's pretty easy to determine if someone has acquired a hand (physical) skill. Can he build a fire with one match? On the next level, it's relatively easy to quantify a head, or intellectual (cognitive) skill. Can the learner list the five steps of problem-solving and use them to help the group plan to build a bridge?

Quantifying Emotional Outcomes

But many of the outcomes of the White Stag program are in the heart, or emotional (affective) domain: for example, feelings of self-worth, ability to cooperate with others, ability to make decisions, ability to think for oneself, respect for the values of others. It is extremely difficult to quantify and evaluate this kind of growth for a one-week program. The best we can do is to list proven "behaviors" that indicate the presence of certain values or beliefs. But evidence of these behaviors doesn't assure that the learner is able to retain what he has experienced during summer camp.

While the summer camp is our yearly focus for the program, it is not where most of the learning takes place. While participants leave the summer camp experience on an emotional high and with great enthusiasm, they will profit little if they do not return.

A Year-round Experience

The summer camp is but a "laboratory" for the year-round crew members, themselves former summer camp attendees. The summer camp is but an opportunity for them to apply the leadership skills they have acquired and improved on during the past year. It is these individuals' learning and practice of the leadership competencies over several years that demonstrates the effectiveness of the program.

But, the question remains, how do we know that someone has personally grown as a result of participation in White Stag?

Developing and writing clear, concise, and meaningful goals and objectives is a challenge. Being able to define quantifiable, observable goals and objectives is one of the more difficult skills of leadership. Each year each adult and youth staff attempts to define what is unique to that year's program. Sometimes they are successful.

Why Goals and Objectives

We write objectives, including objectives for heart skills, or affective behavior, because they provide the following four results.

Justification for Learning

What is worth teaching is worth defining and stating for all to understand. If you can't define what you are teaching, how do you know it's worthwhile? Learners can place value on learning ideas and performing tasks when the tasks are clearly stated.

Communication of Intent

For the staff, to instruct; for the learners, to understand; for the parents, unit leaders, and supporting board or foundation, to validate the program's effectiveness and worth and to justify continued support.

We want to explain what we do to ourselves and to others and document it. We also don't want to just continue what we're doing. Unless it's written, we can't know if we are or aren't "reinventing the (broken) wheel."

Planning Tools

Well-written objectives immediately identify the behaviors and learning activities desired, and thus translate into the materials, time, people, locations, and other resources required.

Evaluation of Results

The program plan is composed of many linked objectives. Their accomplishment or lack of accomplishment defines program success. If no definition of the desired outcomes is ever set, each person is left with only his own personal, subjective feelings of what was accomplished. "If you don't know where you are going, you won't know if you get there."

Defining Goals

A goal is one or more general statement(s) identifying a long-term purpose, usually as a result of the accomplishment of several objectives. Just as a process is a collection of several procedures, a goal is comprised of a number of objectives. It defines where you want to go.

Goals can have different characters and they may be relatively immediate or long-term in nature. You may conceive of a goal independent of the constraints inhibiting its possible accomplishment. This may be desirable when attempting to change an existing system, as you want to step beyond what you already know which may or may not work. Or you may wish to define certain assumptions that must be met when defining the goal.

Suppose, for example, that the location for the summer camp program was found to be unsatisfactory. The staff may develop a goal for finding a site that matches an evolutionary vision of the program in the future.

Our goal is to purchase a summer camp program site on the border of a federally designated wilderness within a four-hour drive of San Jose, California.

After defining the goal for finding a new site, the staff may find that immediate budget constraints limit achievement of the goal. They may then choose to define certain conditions that, when met over a period of time, would allow the evolutionary goal to be attained at some future date.

Our goal is to raise \$1,000,000 in contributions.

We desire to increase candidate enrollment to 500 participants each summer.

The intermediate conditions become shorter-term goals that must be quantified and further broken down. These become your objectives.



Writing Concrete Objectives

A meaningfully stated objective or goal is one that succeeds in communicating to an unbiased evaluator the manager of learning's instructional intent. What is sought is that group of words and phrases that best communicates to an objective observer the purpose of the learning activity as the manager-of-learning understands it.

As you write an objective, you must consider the behavior desired and the criterion for judging the successful performance of the behavior.

Defining Behavior

To behave is defined as “To act, react, function, or perform in a particular way⁴.” Behavior is defined as “The actions or reactions of persons or things under specific circumstances⁵.” You’ll notice that very specific controls are required: a “particular way;” “specific circumstances.”

Behavior means taking action; you can see what the learner is doing. It is a learner's observable, overt response, not something you infer from what they said or did. The behavior should be so clearly identified that you could hand the written objective to anyone and ask them to verify if the behavior is demonstrated. This calls for stated criterion.

Defining Criterion

An important item to consider as an objective is written is a standard or test by which accomplishment of the objective can be evaluated.⁶

It is important to design objectives that will measure partial completion of a task; the manager of learning must not lock himself out of partial success. He must also design objectives

4. *American Heritage Dictionary* New College ed. 1976.

5. *ibid.*

6. Adapted from Mager, Robert F. *Preparing Instructional Objectives*. Palo Alto: Fearon Publishers. 1962.

that orient learners to new language and systems of knowledge inherent in objectives.

An objective refers to the behavior desired of a learner at the time influence over him ends. The criteria used is explicit, measurable and verifiable (by other than whoever conceived it).

An objective states four things:

- Who is acting
- What is being done
- How often
- How well

Who is Acting

The objective identifies the staff member, the student, the candidate, and so forth.

It describes the task in specific terms. The task can have, for our purposes, two domains: cognitive (knowledge and skills) and affective (attitude).

What is Being Done

The Cognitive Domain

The cognitive domain describes the task in specific terms. It says:

to write, identify, recite, differentiate, construct, list, diagram, draw, practice, compare, contrast, and so forth;

And not:

to know, enjoy, believe, grasp the significance of, be certain of, realize, work, desire, like, be familiar with, remember, apply, understand, have faith in, to really understand, to appreciate, to fully appreciate, and so forth.

For a categorized list of verbs useful in a making objectives explicit and list of words and phrases to avoid, see Appendix B – “Key Words in Instructional Objectives”.

Example Goal

All candidates will be able to apply the leadership competencies in appropriate situations.

Example Objectives

The candidate will:

- Help at least one other person acquire a skill using the four-step manager-of-learning plan.
 - Apply the problem-solving steps to a practical problem in the team situation, evidenced by a written plan.
 - Listen to and restate the opinions of others in his team in his own words before representing his team to other group representatives.
-

The Affective Domain

Our desire to affect people is great. We want them to have a “True White Stag Experience“. We want to fill them with the spirit of cooperation and friendship that current members know and enjoy. We want them to exhibit qualities of leadership more abstract than what is expressed in the specific competency curriculum. We want to influence their attitudes and values, because they reflect an individual's deeper emotions, motivations and reasoning.

Affective change can be interpreted as a change in the rate of the behavior targeted. Our challenge is to qualify and quantify the affective behaviors desired. The attitudes and values are effectively described by a description of the specific, verbal behaviors and physical actions sought.

Example Goal

The candidates will develop an appreciation of the White Stag spirit and traditions, and feel enthusiastic about their experience when they go home.

Example Objectives

The candidate will:

- Participate in a candidate neckerchief, legend, and phase neckerchief ceremony.
 - Paraphrase from memory at least three parts of the White Stag Legend and illustrate how the principles evident in the Legend are present in the program today.
 - Write down two ways he can apply one of the principles of the Legend.
 - Have an opportunity to express in writing and verbally his feelings about his week in camp.
-

However, we must accept that affective change may not be completely defined in behavioral terms. Affective statements tend to blur the distinction between cognitive and affective domains.

When writing an objective, after describing what is being done, the objective must state who is doing it, how often, and how well.

How Often

A quantitative representation of the number of repetitions, steps, amount of time, resources required or limited. For example:

You have six minutes and two matches to light a fire and boil one quart of water.

How Well

This describes the quality with which the objective is completed. So you would add to the previous example:

You have six minutes and two matches to light a fire and boil one quart of water. *The fire lay you choose must permit you to heat the water without the pan touching the coals.*



Given the above limitations, the candidate could hold the quart pail of water above the fire to boil it—other limitations may or may not be desired. We want to write objectives that will be successfully met as often as we can. In order to give a learner a greater chance of success with one of the objectives above, we might modify the hurdle to read:

You have six minutes and two matches to light a fire and boil one quart of water. *Before starting, demonstrate three types of fire lays. The fire lay you choose must permit you to heat the water without the pan touching the coals.*

Writing meaningful, clear, concise goals and objectives is one of the most important activities we assume as managers-of-learning. If we cannot clearly state the outcomes desired, we must ask ourselves if we really understand it well enough for us to teach it to others.

On a practical level, program participants will only have an opportunity to set goals and write objectives for themselves in relationship to their personal growth. This is typically documented using Leadership Growth Agreements (LGA). More complete information about LGAs and an example LGA form in “Personal Leadership Growth Agreement” below.

Testing the Usefulness of an Objective

To judge the usefulness of an objective, try the following silly but simple test. Imagine you are a teenager. You have just arrived home from camp. You are very excited about what you accomplished at your leadership development experience. You burst in, shouting, “Hey, Mom, you’ll never guess what we did at camp! We developed an appreciation for the five steps of problem-solving!” Go ahead, try it yourself, out loud. Sounds kind of silly, no? If the objective sounds silly in this context, then it is not definite enough and needs tightening up.

More objectively, you can apply the SMART criteria, shown below. Ask yourself, is each objective:

S - Significant

Is the item significant? Is it important? Will it have an impact on your unit's program?

M - Measurable

Is the item measurable? How will you know when it's done? Can the progress be tracked?

A - Appropriate

Is this task within your job responsibilities? Does it need to be done? Is this an opportunity that is available to you?

R - Realistic

Can the item be accomplished? Can it be brought to a successful conclusion? Do you have control over the task?

T - Timely

Can it be done in a timely manner? Is it going to take too much time to accomplish? Can it be done in a reasonable time? Place a time limit on it, "A Dream becomes a Goal, with a deadline on it."

If you apply both the silly and the SMART criteria, you are sure to write specific and useful objectives.

Using Leadership Growth Agreements or Tickets

The Leadership Growth Agreement is the learner's contract to apply at home what he learned at camp. It is prepared by the learner with counsel from a staff member. It is an important component of the overall evaluation effort (For an example of the form, see "Personal Leadership Growth Agreement" on page 182). In Wood Badge, its cousin is known as the "Ticket."

The purpose of the LGA is to motivate the learner, whether a new participant or a staff member, to use his newly acquired

skills, knowledge, and abilities to serve others in helpful, productive ways—primarily in his home unit.

The Leadership Growth Agreement concept was devised by Bela Banathy, the founder of White Stag:

Leadership development cannot be perceived as a single training course or as a one-shot event, but must be a continuous sequence of closely chained and systematically organized learning and experience building opportunities.⁷

If we accept the premise that White Stag is not a “one-shot” event, then we must provide a means for application as part of our model.

The test of any leadership program is not, and never should be, the training situation itself, but its applied manifestation. There comes when the trainee has returned to his group and performs the leadership role...⁸

...The leader-in-training is...required to engage in further self-development and self-evaluation. He must write a report on his leadership achievements.⁹

Individuals formulate operational and measurable objectives for the application of the newly-acquired competence in the back-home situation in and out of Scouting.¹⁰

While Banathy did not use the phrase, “Leadership Growth Agreement,” his language fully supports the concept. The LGA is the key for the summer camp participant to take home and use what they learned in camp. (When the National Council of the Boy Scouts of America studied the White Stag program, they adapted the concept of the LGA to create the Wood Badge Ticket.)

7. Banathy, Bela. *A Design for Leadership Development in Scouting*. San Jose State University Master’s thesis. Later published by the Monterey Bay Area Council, Boy Scouts of America. 1963. p 5.

8. *ibid.* p 18.

9. *ibid.* p 19-20.

10. Banathy, Bela. *Report on a Leadership Development Experiment*. August, 1964. 10pp.

Preparing an LGA

At the conclusion of the presentation of each competency during staff training or the summer camp, the Manager of Learning asks the learner how he might apply the competency in the position held back home.

The Manager of Learning then asks each learner to write down for later use in the LGA one or two ways the competency might be used.

The staff or candidate has an individual counseling session with the coach counselor. They:

- Agree on an application that is realistic, challenging, and can be completed in a reasonable amount of time.
- Plan that application so that the LGA is not dependent on someone else's (lack of) performance.

The LGA is ideally prepared in triplicate: one copy to the learner, one to his home leader, and one to the White Stag counselor. The LGA may apply to any position in or out of White Stag. We do have an obligation to the learner's home unit who has typically sent the participant; our priority ought to be to develop applications in that area.

Fulfilling an LGA

The LGA helps the learner to apply his learning using real-life service opportunities. They are experiences planned in advance that demonstrate application of a leadership competency in some way. For example, helping the team plan a menu, organizing the purchase, and directing the cooking of a meal successfully could be a LGA for Planning.

The complexity of the LGA depends on the learner's level of knowledge and ability. A Phase I LGA might read, "I will apply 'Communications' by taking notes at team meetings." A Phase III LGA might read, "I will apply 'Communications' by presenting a session on the competency to my team members at home."

No one single action, event or accomplishment ought to be used for fulfillment of more than one part of an LGA. A fol-



low-on or succeeding action could be, providing each can be identified and acted upon independently.

Applying one leadership competency may introduce the use of another competency. However, each part of an LGA ought to be primarily oriented towards one subject.

Evaluating Candidate LGAs

Evaluating LGA completion is done jointly by the learner and his leader (a candidate or staff member and his home youth leader). Fulfillment is based on performance, not on a person's ability to write it down. Oral conferences and evaluation is suitable. A copy of a youth member's or participant's LGA must be given to their home youth leader.

The LGA evaluation must answer at least the following questions:

- Was the goal accomplished?
- How were people served by the application?
- Can anything be done to improve?

The amount of knowledge a youth can acquire and *retain* during one week of camp is limited. One way we can help them improve what they learn and remember is to help them write realistic, challenging, and flexible LGAs.

Motivating Learners to Complete LGAs

It is helpful if you can come up with an effective "carrot" that will motivate learners to complete their LGA. Suggestions include a special patch, neckerchief, or a special sticker that can be added to the certificate to indicate completion.

The purpose of an incentive is to encourage learners to complete the application and to give them recognition. In addition, it is important for the learner to realize that leadership development is not a "one-shot" deal, and that learning is ongoing.

Benefits of the LGA program

It is clear that the learner can benefit from LGAs. He will realize that leadership development does not end when he gets in the car to go home. Learning is increased because LGAs are a written application and a follow-on evaluation. There are many other benefits to LGAs:

- Individuals who complete their LGA can be able to take pride in an exceptional achievement and should be appropriately recognized, perhaps during the next year's program. This would have the added benefit of establishing a model for the current year's candidates.
- Because the learners are applying the leadership competencies in the home unit, the program gains positive responses from the leaders. The leaders develop a better understanding of the program's methods, content and purposes, and thus the learner can experience yet greater success. The program and the home unit will experience increased benefit.
- Because of the service nature of an LGAs, other Scouts become aware the program, potentially increasing the number of candidates attending the program. This gives you a more stable, mature, experienced and knowledgeable group to draw on for staff positions, which enriches your program even further.
- You can increase the number of candidates attracted to your program by strengthening your relationships with interested and supportive unit leaders. Attracting and retaining participants requires less effort.
- You will influence more people for good and spread the ideals of your program since candidate and staff LGAs will demonstrate the validity, vitality, usefulness, and purposefulness of the program.
- You will keep the unit leader's awareness of your program higher during the rest of the year.
- You will provide yourself with documented evidence of your program's success.

See the next page for an example of a typical “Personal Leadership Growth Agreement” worksheet.



Personal Leadership Growth Agreement

Use the reverse side if necessary.

Phase: *PMD PLD TLD*

Patrol: _____

**Team Leader/
Counselor's**

Name: _____

Individual's

Name: _____

Competency: _____

- 1. Leadership Role:** What is your current leadership position in your home group or unit?
- 2. Problem description.** Describe a personal characteristic of yours, a problem hindering the group in which you are active that you would like to improve, or a service project you would like to perform.
- 3. Plan for action.** Describe a plan for action that you believe will better this situation. Describe exactly what you will do to apply the competency.

- 4. Results expected.** Describe what you expect to happen because of your plan.

_____/_____/_____
Candidate's Signature Date Unit Leader's signature Date

- 5. Evaluation.** Did you achieve the results you expected? Why or why not? How did people respond? What would you do differently next time? (Use reverse.)

_____/_____/_____
Candidate's Signature Date Unit Leader's signature Date



Designing Evaluation Instruments

If the evaluation plan you create is to be effective, then you must develop and design appropriate evaluation methods, tools, and forms. This section describes how to design an evaluation plan that will accurately and objectively measure the results you want to achieve.

Types of Evaluation Forms

Evaluation instruments must be designed in advance of the activity to be evaluated. Evaluation instruments include:

- Lists of objectives
- Check-off sheets and charts
- Individual evaluation score-sheets
- Attitude evaluation score-sheets
- Attitude surveys

Samples of forms successfully used by the White Stag Program are shown in the companion book *Follow the White Stag*, Chapter 6 - "Evaluation Instruments".

Forms Must be Easy to Use

There are times when a simple answer is the best, either because the subject does not warrant complex answers or there needs to be convenient way of scoring, especially if there are a lot of questions. Using numbered choices is an effective way to get evaluation feedback. It's quick and simple for everyone.

The simplest kind of assessment is a "nominal" measure. This simply puts people in different categories. For example, male or female, agree or disagree. Simple either/or responses do not give you little relative measure; the best you can do is to sum the responses and calculate percentages, which is not very informative.

An "ordinal" measure has categories that are ranked in relation to each other. One of the most frequently used ordinal scales is a single item question on a Likert-type scale.

A Likert type item consists of a statement followed by a usually five-point scale with a word choice describing each point on the scale.

Each point on the scale should appear equal distance apart, as shown in Table 16-2 below.

The leaderless experience this morning when we had to hike into camp helped me get to know my fellow team members.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
(1)	(2)	(3)	(4)	(5)

Table 16-2 Example of a Likert Scale.

Other word choices are possible. The bottom line is that it is a good idea to use numerical values, like the ordinal values in Table 16-3 below:

Use this form to evaluate members' application of leadership competencies: (5) Conscious use by most members (3) Some use by a few (1) Little use, probably unconscious (0) Not used	Score
Getting and Giving Information	5 4 3 2 1 0

Table 16-3 Using ordinal numbers in evaluation instruments.

These kinds of questions offer you more useful information than nominal responses.

Another example like the Likert Scale is the Semantic Differential Scale in Table 16-4 below:

How would you rate the coach counselor's ability to conduct teach/learn sessions?
Excellent 1 2 3 4 5 6 7 8 9 10 Poor

Table 16-4 A semantic differential scale.

It is a "semantic" scale because the participant must evaluate the difference in their mind between the words given. There are many other choices possible, including:

- Appropriate | Inappropriate
- Excellent | Poor



- High | Low
- Complete | Incomplete

Seven, nine, or ten point semantic differential scales are used most often as they lend themselves to easy analysis.

Depending on how scientific an analysis you want to conduct, you should use interval level or at least ordinal level scales whenever possible. You can conduct more powerful statistical analysis using these methods than is possible using simple nominal, “Yes | No”, answers.

Only very important areas of concern call for narrative or essay answers, which are usually quite limited in any case. If you need information about how a person feels, you must permit him some freedom of expression. You may want to consider a narrative report in this case.

Criteria, unless absolutely obvious, must be defined. Numbered ranges for response especially require qualification. For example:

“Circle 1 to 5; ‘5’ means ‘conscious and evident use of the skill;’ ‘1’ means ‘skill barely or not evident.’”

Getting Evaluation Feedback

When developing your evaluation instruments, consider the difficulty required to assemble the data you collected into an intelligible whole. You want to minimize the effort and time required to make sense of the information provided by the evaluators. But you must also consider what kinds of responses will give you a realistic assessment. You may occasionally want to use narrative answers to cross-check and validate more simple forms of assessment, or to seek more detailed responses, but the majority of your feedback should be simple enough to be analyzed in a computer spreadsheet.

If you find that your evaluation forms require a large or disproportionate number of narrative answers, it’s possible that your objectives are poorly constructed or venture too far into “intangible” outcomes that have not been appropriately reduced to easily understood objectives. You will also find

that you spend more time analyzing the evaluation but produce less concrete and useful results.

Relevance to Goals and Objectives

The evaluation methods you select should be directly related to the goals and objectives developed. You must select evaluation methods and instruments that will measure the types of objectives you've written, whether they are affective or cognitive goals and objectives.

Personal Values Affect Answers

Evaluations are quite often influenced by personal values. There does not mean that the answer is wrong but rather than their influencing factor needs to be recognized. Personal values also influence what will be evaluated. Some things are more important to an individual than others.

Using Questions Effectively

Responses to evaluation questionnaires can be inappropriately influenced if questions are not properly stated. If you are not careful, the questioning may be worded in such a way that it almost dictates the answer to the question. You should also carefully select the method provided for answering the question, as it should be tailored to the type of response required.

Evaluation questions must be simply stated. The tone ought to be neutral and objective without emotional affectations. Alternate responses ought to provide for no response, a range of positive ("It worked great") and negative ("It didn't work at all!") answers, and "no opinion" responses.

Assuring Anonymity and Honesty

There are situations in which an honest evaluation is not possible because an individual feels threatened. For instance, when an employer asks an employee a question, the employee may think he needs to give the answer he thinks is wanted. On the other hand, if the employee were to answer



questions anonymously, the perceived threat might be removed.

Another type of threat is how the evaluation relates to the person conducting it. For instance, when program sponsors have made a large investment in an endeavor, the investors may quite naturally feel protective of their efforts and threatened by evaluation. The climate needs to create confidence in the evaluation system and evaluator.

Some Sample Evaluation Instruments

The book *Follow the White Stag*, Chapter 6 - "Evaluation Instruments" contains a number of sample evaluation instruments used over several years that meet the criteria above. The "Overall Objective Evaluation" on page 140 of that manual may be especially useful as each year's phase leadership can substitute the particular objectives it has written for that year. Not all phases will evaluate all the items each year, but it is generally agreed these are the items deserving evaluation each year in most parts of the program. Moreover, the forms can be adapted for evaluation of staff as well as candidates.

Managing the Evaluation Process

Your evaluation instruments ought to be designed with the input of those who will use them. If a procedure or form is poorly conceived and implemented, it is unlikely to be used accurately if at all.

It is easy to lose a few forms or to have the whole evaluation effort sidetracked by a schedule change or delay. You may also forget to remind youth staff to conduct evaluations or not allow enough time for the staff or candidates to adequately complete the forms. It is good idea to designate one individual to coordinate and control the distribution and receipt of evaluation forms and records, and to provide immediate feedback when appropriate.

Keep extra forms available in a central area, and designate a place and/or time by which staff should complete and return forms.

Each youth staff member who is a team leader or coach counselor should assist the candidates in evaluating their own completion of the objectives. An effective technique for this is to post the objectives publicly.

Conducting Evaluation Discussions

Evaluation discussions should be formally conducted at the end of each staff training event, sometimes every night. During the summer camp, the staff meets every night to evaluate that day's program and people's behavior, the following day's schedule, to receive and turn in evaluation forms, to evaluate notebooks, and so forth

Gathering information is the purpose of evaluation. Sometimes we gather the maximum information possible, naively ignoring the impact on the entire program. The evaluation effort must consider the optimum information that can be gathered in a usable form with the minimum impact on the learner's program and the staff member's time.

Focus on the Results Wanted

Positive rewards are exponentially more effective in achieving the results you want than any attention given the behaviors you don't want. This is true for both children and adults. So put this common sense idea to work for you by letting the participants know what you want and recognizing them when they achieve it.

Posting Objectives in a Public Place

One extremely effective technique you can use is to post a large wall chart in a central, public location. This wall chart summarizes your objectives. Posting the objectives accomplishes several important purposes:



- Pushes responsibility for evaluation down to the lowest level possible. Each participant becomes responsible for his own learning.
- Brings the purpose of objectives to the forefront of the program. It raises everyone's awareness of the objectives' central place in the program.
- Increases participant's knowledge of the Evaluation competency generally and of goals and objectives in particular.
- Lists accomplishment by patrol. This adds a sly spirit of competition, as every team can see their progress—or lack of—relative to all the other patrols. It encourages patrols to achieve greater results.
- Requires that objectives be written to describe observable behavior in a simple, concrete, factual, measurable format that participants can understand.
- Gives staff leadership instant feedback on progress towards accomplishing their goal. No longer do you need to wait until the staff meeting at the end of the day, or until the week is over, to find out if you reached your goals.

For example, suppose you want to emphasize the competency Knowing and Using Group Resources. You can write several objectives around spirit and traditions, which you know will force the team to utilize their group resources and help bring them together. You might write an objective like, "Every member of the team will make a Turk's head neckerchief slide, name plate, and waist rope by the end of the first day." You post that objective on the board—the patrols check it off—now you *know* that it's downright likely that this particular group is pulling together and making things happen.

Require participants in the team meeting to evaluate their progress as individuals and as a group. Because of the competitive spirit, some individuals may feel inclined to check off objectives that are not yet complete. The patrols should conduct the evaluation in the presence and with the input of the staff coach counselor. Their presence will help

preserve the integrity and honesty of the evaluation process. An example of a chart is shown in Table 16-3 below.

Table 16-3 An objective score sheet like this can be posted as a wall chart in a public location in camp to let participants tally their own accomplishment of the objectives. The total and percentage rows are not posted publicly, but used by the staff to evaluate progress.

Patrol	team Flat, Yell	Needs & Charac.	Group Resources	Example	Problem-Solving	Evaluation	MOL	Sharing Leadersh
Redwood	X	X		X	X		X	X
Sequoia		X	X	X	X	X	X	X
Tanbark Oak	X	X		X	X	X		X
Madrone	X		X			X	X	
Total completed								
Percent completed								

Once the team completes its evaluation, a representative should check off on the publicly posted wall chart each completed objective. Since the wall chart can only briefly refer to an objective by name or number, the complete list of objectives should be attached to the wall chart. Copies of the objectives should also be available in each group campsite.

Reward Achievement

Make a fuss over the team that completes the most objectives each day, or over all the patrols that complete all of the objectives for that day. You might send the top patrols off to the kitchen for ice cream all around, or have the entire troop give them a big cheer. The key is to make sure that not only do the individuals in the group know they are making progress, but to make sure everyone else in the troop knows it too.



Making a fuss adds a little bit to that competitive spirit, but don't over do it. You do not want to encourage competition to such a degree that someone may be tempted to cut corners.

Finally, be sure to tie objective accomplishment into an award to the top team of the week.

Recognize Staff Development

All of the techniques above are also effective during staff development. When you model this kind of evaluation program for the staff during the year, they can easily design and implement their own for the summer camp. Nothing like success breeds success!



Sharing Leadership



This competency enables the learner to:

- Develop a concept of leadership for a group which permits different functions of leadership being shared or distributed among group members according to the situation and member's strengths.
- Gain knowledge of the forces acting on the leader and the group, and inherent in the situation which makes for appropriateness of leadership styles.
- Distinguish between situations in which certain styles of leadership are appropriate.
- Relate styles of leadership to the twin factors of getting the job done and maintaining group integrity and morale.
- Develop attitudes of using appropriate styles of leadership to fit needs of the group to meet situations and accomplish short-and long-range goals.

About Sharing Leadership

Sharing Leadership translates on one level into “styles” of leadership. Depending on the job and the group, certain ways for the leader to work with the group will be more appropriate than others. It also identifies some of the generic roles groups have that can be distributed among all members.

Sharing leadership is a key function of a leader. The ability to extend herself, to accomplish jobs greater than one person alone can handle, is one of the key elements of our society's success today. Never has a society been so productive.

Models for Leadership

Sharing leadership is key to the White Stag philosophy of leadership because it overtly promotes the distribution of the functions of the leader among the group. This aspect of management (shared problem-solving and decision-making) is an increasingly prevalent aspect of management world-wide.

Competitive styles of leadership are less and less responsive to complex society today. Participative or cooperative styles of interaction are the key to our future.

“Style is the surest outward sign of substance within.” With experience, we can really tell a lot about people's capabilities by looking at them; but it is better to watch them in action. How does a good leader behave when the group is confronted with the need for decision?

Sharing Leadership and Participative Management

Situational Leadership[®] is a term coined by Dr. Kenneth Blanchard and Dr. Paul Hersey to describe, among other ideas, four styles of leadership, as shown in Figure 17-1 on page 195. While there are a number of models for participative management, or leadership, advocated by different authors, Blanchard's theory of leadership is most

closely aligned with the theoretical underpinnings of the White Stag program.

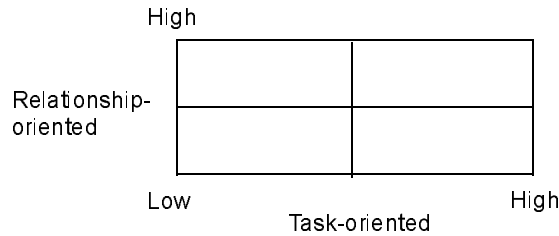


Figure 17-1 Situational model of leadership.

The Situational Leadership model describes four styles of leadership: Directing, Coaching, Supporting, and Delegating. This model is most applicable in the business world. The White Stag program is taught to community members and leaders in a non-business climate. We also believe in empowering individuals to participate as leaders.

The White Stag program has historically referred to styles of leadership very similar to those described by Hersey and Blanchard: Telling, Selling, Consulting, Joining (or consensus), which are the names we use here, as they are easy to remember.¹

These styles of leadership are appropriate depending on the task, the situation, and the group. The talented leader uses the most appropriate style. They are described on the next few pages in order from most to least authoritarian.

1. There are other popular participative management models. Another compatible model is the Managerial Grid®. This model, the so-called “Nine-Nine” model of leadership, is described in Chapter 11 - “Facilitating Group Behavior”. The Nine-Nine model was formalized and popularized by behavioral scientists R. R. Blake and J. S. Mouton.

Polar Model of Leadership

Research prior to World War II had postulated that leaders were either more effective at job-related or at relationship-oriented activities.

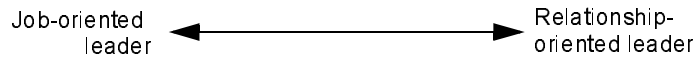


Figure 17-2 Polar model of leadership.

After WWII, educators were more willing to accept that leaders may display both job behavior and relationship behavior at the same time. So instead of a polar model of leadership, researchers at Ohio State University identified four possible leadership behavior types depending on the leader's ability to keep both activities in focus.

Styles of Leadership

The styles of leadership described here are applied by a leader based on a variety of factors.

Telling

In the first style of leadership, the leader is focused more on the job and less on the group. The leader typically states the problem and takes charge of the job, telling other members what to do. The leader considers alternatives, chooses one, and tell team members what to do. He may or may not think about how the group may feel about his decision. Sometimes this turns into YELLING. Other negative variations include manipulation and coercion.

The Telling style shown in Figure 17-3 below is characterized by:

- One-way communication.

- Telling style of leadership.

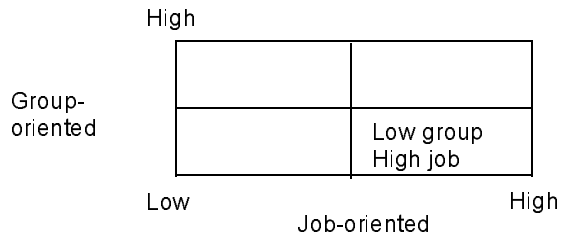


Figure 17-3 Telling style of leadership.

For example, a new boy joins the team. The team leader takes time to explain how the team operates, when it meets, about the team procedures, and so forth.

Selling

A leader using the second style of leadership is focused on both the job and the group. The leader usually states the problem and decides what to do, selling others on his idea to gain majority support. He explains how the idea will benefit the group and tries to persuade others to go along with it.

Selling, as shown in Figure 17-4 below, is characterized by:

- Two-way communication.
- Support
- Positive reinforcement

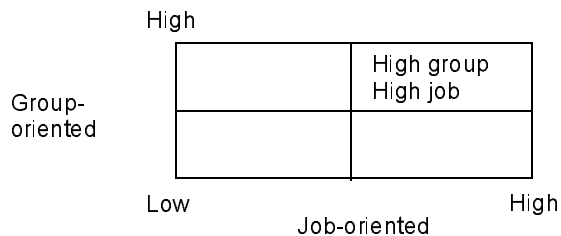


Figure 17-4 Selling style of leadership.

The leader still provides the structure and makes the decisions. The major difference between this and the first

style is that the leader works toward getting the follower to understand and commit to the job at hand.

For example, a young man may have what he thinks is a good idea for his Eagle service project. He has to engage others in his cause and sell them on his idea.

Consulting

In the third leadership style, the leader states the problem and after consulting with group members, decides on what seems to be the best idea. The others give ideas or reactions but the leader decides what to do.

The leader using the third style of leadership is more focused on the group and less on the job, as shown in Figure 17-5 below. The leader begins to relinquish much of the structure of how the job is to be accomplished to the members. The leader fosters a lot of two-way communication, offering support and consulting in decision making.

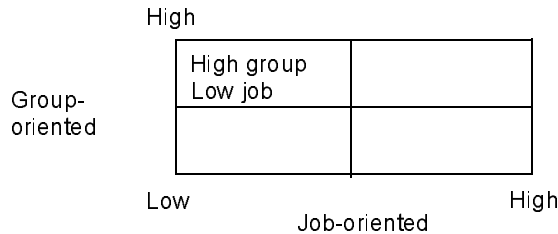


Figure 17-5 Joining style of leadership.

This style is characterized by:

- The leader provides continued support to the members.
- There is a lot of two-way communication.
- The leader focuses more on the group and less on how the job is accomplished.
- The members have primary responsibility for determining how the job will be done.

Delegating

When a leader delegates a task, the leader usually states the problem and delegates the decision-making to group members. As long as their solution fits the problem as

described, he accepts responsibility for it, as leader of the team. Sometimes this is a “trade-off” when the leader has tried to sell his own idea and failed.

The leader using this fourth style of leadership is not heavily involved with either the group or the job, as illustrated in Figure 17-6 below. This style is usually only utilized in more mature, established groups. The members basically run their own show.

When this style is observed, you will see:

- The leader does not work closely with anyone in particular but hangs back and lets the members plan and execute the job.
- The members determine how the job is to be accomplished and as a group work to keep the group together.

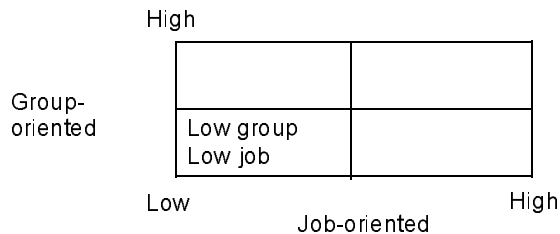


Figure 17-6 Delegating style of leadership.

Joining

Decisions reached by joining with the group—by consensus—require more time than other styles of leadership. These decisions are beyond the group-oriented, job-oriented model previously described because the leader is not focused on either the group or the job—the leader is *part* of the group. The *group* is responsible for the group and the job.

To be effective, consensus requires total member participation, a lot of motivation, and power distributed equally among all members. This method can be frustrating to a “designated” leader who wants to reserve his right to authority. This method works best when in fact the authority,

responsibility, and accountability can be legitimately transferred to the group.

Some key characteristics of decision-making using consensus are:

- Avoid arguing for your own individual judgments.
- Approach the task on the basis of logic.
- Avoid changing your mind only in order to reach agreement and avoid conflict.
- Support only solutions with which you are able to agree at least somewhat.
- Avoid “conflict-reducing” techniques such as majority vote, averaging, or trading to reach decision.

View differences of opinion as helpful rather than as a hindrance in decision-making.

The benefit of using the consensus method for leadership is that it can resolve complex, long-term problems more effectively than any other method. However, reaching a true consensus—complete unanimity—can take more time than some members may be willing to give.

Even if the leader and the group do not choose to attempt to reach a consensus, the effective leader encourages active, equal participation, the expression of minority opinions, and acceptance of different points of view. See Chapter 15 - “Problem-Solving” for more information on facilitating decision making.

Leader or Facilitator?

At times it is appropriate for the leader to share his role in other ways, especially when he is running meetings. In most situations the leader is the chairperson for the meetings of the group. The problems with this is that the leader has too many roles: in charge of process, dealing with conflict, chief decision-maker, and most active participant.

There is a conflict between process (“Larry, you go first and then Jan...”) and power (“I don’t like that idea. It would be much better if we went with Laverne’s suggestion.”) Because

in our culture the leader’s status often gives him 51% of the power, and this fact occasionally goes to the head of the leader, participants may hesitate to participate when the leader runs the meeting. Then the decisions made do not reflect the group’s true feelings.

Instead of sticking to the method typically described by “Robert’s Rules of Order” invented in the late 17th Century, you can gain many new benefits by using the proven Interaction Method®.² Portions of this leadership technique are shown in Chapter 15 - “Problem-Solving”.

In general, the group and meeting process is handled by a member of the group—on special occasions, perhaps an objective third party—while the leader retains the authority, responsibility, and accountability.

Selecting a Leadership Style

There are several forces affecting the type of leadership style available to the leader.

Influences Affecting Choice

A number of forces can affect a leader’s choice of leadership styles as shown in the Figure 17-7 on page 202.

Forces on Leader

These can include his knowledge, skills, attitude, experience, background, values, personal goals, group goals, confidence in members, convictions about styles and his choice of style, pressures from outside groups, time, resources, personality, sensitivity, weight of responsibility.

Forces on Team

These include the combination of personalities in the group, values, expectations, willingness and ability to make decisions, individual needs, team needs, interest, competition, confidence, resources work load, spirit, a communication, and fatigue.

2. See *Manage Your Meetings: The Interaction Method*, San Francisco: Interaction Associates, Inc. 1980.

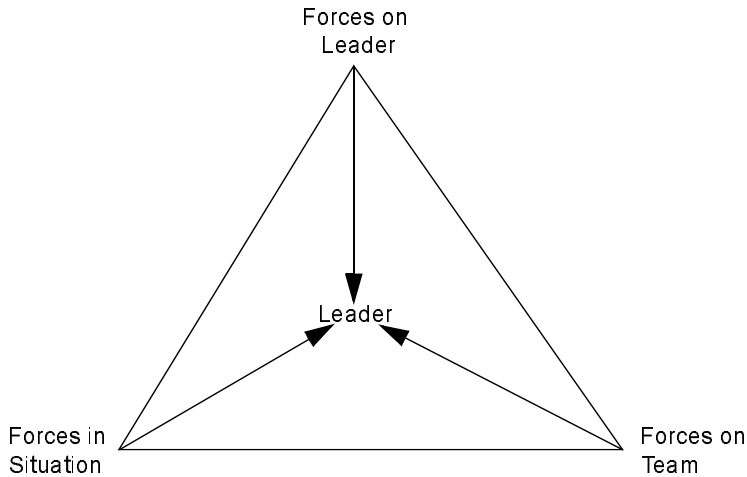


Figure 17-7 Forces affecting a leader's choice of leadership style.

Forces in Situation

These include time, restraints of organization, environment, size or duration of job, conflict of goals, emergencies, hazards, desirability of the job, justice, legality, removal or lack of alternatives.

Considering the Group

The five styles of leadership previously described are useful ways to look at leadership, and they also happen to correspond to a model of participation found among group members.

The Situational Leadership model assumes that the leader determines the appropriate leadership style by asking:

- What do we need to accomplish? (What are the group's objectives?)
- Who are our resources? (What are the capacities of these resources? What relevant skills, knowledge, and abilities are present? What is the willingness and ability of those present to apply those talents?)



- How mature are the individuals and the group in its ability to both get the job done and keep the group together?

Supporting Group Objectives

A wise leader selects a style of leadership that not only fits the situation, but help the group achieve it's short- and long-term objectives.

Short-range Objectives

Short-range objectives include events and activities of a more temporary nature, like accomplishing a certain task or learning a new skill.

They also include extremely urgent objectives, like responding to emergencies—'Fire!' would be one. "The stew is burning!" is another. "Let's help this guy get his car out of the sand," and so on. These obviously do not lend themselves to long-term planning or developing a group consensus, but require the leader of the moment to leap in and tell others what needs to be done now.

Long-range goals are something else. It is harder to think of ways to attain them, a larger challenge to keep up team members' interest, and needless to say a greater challenge to achieve. The more long-range the goal, the more the leader needs the participation of every member in group decisions and their commitment to achieving the goal.

These might include development of group members, a high adventure trip, or creating opportunities to teach what they've learned to others. Quality leaders recognize that the style of leadership employed affects how group and individual objectives are attained. An effective leader considers how to build the group over time, not just getting



the immediate job done. Some of these considerations are listed in Table 17-1 below

Table 17-1 Considering long-term group growth

Objective	Description
Improving motivation of members	Spirit. Morale. When members of a team share in making the decisions of the group they're more willing to see the job through.
Improving quality of decisions	Two heads may be better than one—eight may be terrific. Pooling experience and judgment at the start may cut errors and time in the end.
Developing teamwork and morale	Morale is really a symptom—so look for it, but make a real team out of the team and it will develop automatically. Making decisions together helps build members into a real team.
Developing individual members	We all have our hang-ups—in other words, we have difficulty making decisions but practice in making group decisions can help us learn to individual decisions. Decision makers are made by making decisions.
Increasing readiness for change	Not just for accepting changes but for anticipating and making changes. We learn by understanding and accepting responsibility for the consequences of our actions. When we make decisions as a group and live with them—that's living!

A way of assessing the desirability of a leadership style or the need for sharing leadership with the team is to consider both the groups' short-and long range goals. Effective, enlightened, unselfish leaders—true servants of the group—are not reluctant to encourage group participation and

ownership of a decision. This is illustrated in Figure 17-8 below.

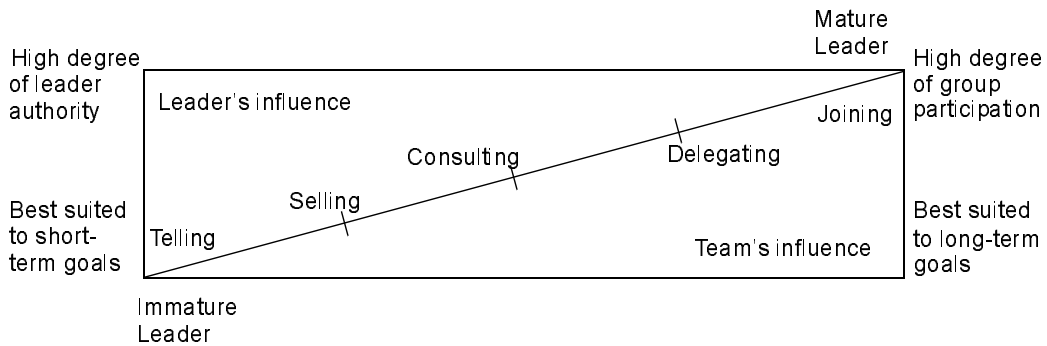


Figure 17-8 The leader’s maturity can affect the group’s ability to participate in decision making

The diagonal line in the diagram above separates the oblong into wedge-shaped areas. The oblong represents the total need for making decisions within the group. The leader's authority—his ability to make decisions for the group—is greatest at the left. The team's participation in the decisions affecting its destiny is greatest on the right.

You can see that the five styles of leadership move on an ascending line from “telling” to “joining.” Generally, less experienced and mature leaders will tend to lean on the more authoritarian types of leadership because they are insecure, desiring the role and title of leader to bolster their self-esteem, or they lack confidence in their skills.

Another way of determining an appropriate leadership style is to assess the strength of group members' interpersonal relationships, as illustrated in Table 17-2, "Relationship strength and styles of leadership.," on page 206.

Table 17-2 Relationship strength and styles of leadership.

Strength of Relationship	Best Style	Second "Best" Style	Third "Best" Style	Least Effective Style
Low	Telling	Selling	Consulting	Delegating
Low to Moderate	Selling	Telling or Consulting	Consulting	Delegating
Moderate to High	Consulting	Selling or Delegating	Selling	Telling
High	Delegating	Consulting	Selling	Telling

But in any situation, the leader must consider the appropriateness of each style relative to the forces generated by the situation and from within the group. Emergency situations do not lend themselves to consultation or delegation. The leader—the responsible individual with the attitude, skills, and knowledge required—needs to take charge, now.

Table 17-3 Advantages and disadvantages of leadership styles.

Sharing Leadership Method	Advantages	Disadvantages
Telling	Works well in crisis situations, when authority is without question.	Members may be uncooperative or resentful; they may not be prepared to respond to authoritative directions in a crisis.
Selling	Good idea when manager is most knowledgeable.	Members may not have sure commitment to idea.

Table 17-3 Advantages and disadvantages of leadership styles.

Sharing Leadership Method	Advantages	Disadvantages
Consulting	Takes advantage of knowledge that may be in group. Gets group members more involved, but lets manager retain authority, accountability.	Not all members may get input, will feel committed.
Delegating	Works well when manager has freedom to pass on responsibility, and in situations when risk or consequences are low. Good way to give inexperienced members chance to practice.	Manager loses option to give input; decision may not meet needs of situation. If something goes wrong, manager has little chance to correct.
Joining (Consensus)	Best for decisions having long-term impact on whole group. High-quality decisions likely. Total group commitment needed	Takes more time. Requires informed group commitment to process. Leader must be able to give complete responsibility for decision to whole group.

Barriers to Sharing Leadership

Occasionally, a leader may find that for reasons he does not understand group members are resistant to more participative styles of leadership. This resistance may be based on obscure barriers to effective team work, like the following:

- Differing values.
- Role conflicts.
- Unclear objectives.
- Dynamic environment.
- Competition for leadership.
- Lack of team structure.
- Group membership selection.
- Credibility of leader.

- Lack of commitment.
- Communication problems.
- Lack of top-down support.

It may take some careful questions on the leader's part to ferret out the problems keeping members from full participation.

Two respected researchers in leadership, Hersey and Blanchard, have written extensively on leadership. They found that the single-most important factor a leader can use when selecting an appropriate style of leadership is an assessment of what they called the individual's "task relevant maturity."

Task Relevant Maturity

Hersey and Blanchard describe task relevant maturity as the individual's capacity to get the job done in a high quality manner, with a minimum amount of direction or control, while contributing to keeping the group together. Since White Stag describes leadership, in its simplest terms, as "getting the job done and keeping the group together," this is the terminology used to relate Hersey and Blanchard's concepts.

Individuals may be able to get the job done and keep the group together depending on two things:

Job maturity	The individual and group's ability to get the job done. This includes the knowledge and skills required.
Psychological maturity	The individual members' self-confidence, self-esteem, and maturity.

In other words, the group's task relevant maturity is governed by their:

- Willingness to work independently, their motivation and orientation towards achievement—their attitude.
- Ability in the given technical area—their skills.
- Experience in the relevant area—their knowledge.

It so happens that the White Stag Leadership Development program focuses on helping individuals develop the *attitudes*, improve the *skills*, and gain the *knowledge* required of a leader.

Identifying Willing Participants

Some of the characteristics of an individual who is willing to grow in their leadership capacity include:

- Self-starter
- Confident
- Hard worker
- Ambitious
- Energetic

Very few people naturally possess all these attributes. Most of us have to work to acquire these attitudes. So we recognize that as leaders we must work with people at all levels to help them attain their goals.

As a leader, you will find individuals who are unwilling to work at a given job. Their reluctance may be indirectly indicated in a variety of ways:

- Insistent that the job is not important.
- Procrastination. Avoids challenges.
- Starts trouble, distracts from job.
- Refusal to participate in group or perform jobs related to group purpose.

All of these and other behaviors are symptoms of an individual's lack of confidence in his ability to perform the job, or a lack of understanding about the importance of the job. They indicate that the individual *may* feel insecure, lack confidence, or generally resist authority.

When evaluating an individual's ability to perform a job, remember that this evaluation is only relevant to the job at hand. It is unwise and inappropriate to generalize your evaluation of the individual to the rest of his life.



Individual Maturity Levels

When approaching a given job, individuals are typically at one of four maturity levels:

- Neither willing nor able.
- Their willingness exceeds their ability to perform.
- Their ability exceeds their willingness to perform.
- Both willing and able.

Neither Willing Nor Able

The individual does not have the knowledge, skills, or ability to perform the job and is unwilling to try it without overt leadership (i.e, hand-holding). This can occur any time a individual confronts an unfamiliar job. For example, if you were to ask a group of brand new Scouts to design and lash a bridge together, they'd probably fall in the category of unwilling and unable.

This maturity level requires a lot of focus by the leader on the job at hand. Developing the group relationship is secondary.

This is a high job/low relationship function. The Telling style of leadership is most appropriate.

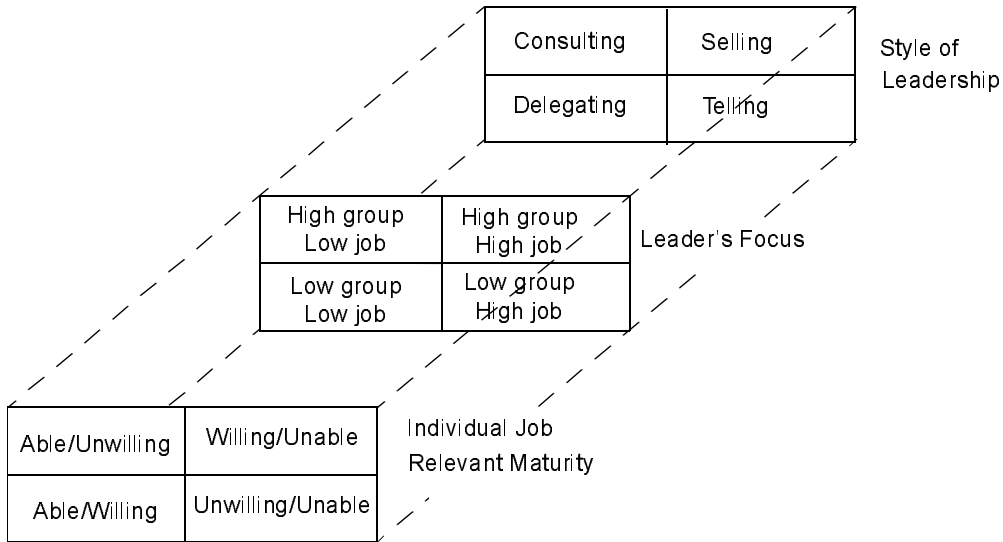


Figure 17-9 Individual readiness and leadership styles.

Willing but Unable

The individual does not have the knowledge, skills, or ability required but is willing to learn with the assistance of a leader. The individual needs ongoing leadership while they learn the job.

This maturity level requires the leader to focus on both developing the relationship and building up the individual's ability to independently perform the job. This is a high job/high relationship form of leadership. The Selling style of leadership is most appropriate here.

Able but Unwilling

An individual whose ability exceeds their willingness to work has an emotional block of some kind towards the job at hand. This can be related to the individual's inability to imagine himself performing the job, or it may be based on an individual's hidden motives, perhaps due to a past failure in this area, or related to the individual's perception of unfair treatment by the leader or other members of the group. Thus



they set out to minimize the success of the group and may even attempt to sabotage the group's ability to get the job done.

The leader must be sensitive to this participants' needs. "First-aid" counseling may be order. The leader spends time supporting the individual emotionally. The leader gives more attention to the individual's needs than to the job at hand. This is a low job/high relationship form of leadership. The Joining style of leadership is best employed here.

Both Willing and Able

The individual wants to get the job done and has the ability to perform the job. The individual can work independently of the leader. This is a low job/low relationship form of leadership. A good leader would use the Delegating style of leadership in these situations.

Improving Job Relevant Maturity

When an individual is neither willing nor able, the leader's first responsibility is to help them acquire the skills required. The leader would slowly cut back on the structure and increase the emotional support given to the employee. He may give the individual small, bite-size pieces that the individual can complete on his own. As the individual progresses, the leader recognizes the individual's growth and rewards him with public and private praise.

When an individual is achieving a level of consistent success, he desires more autonomy. The mature leader cuts back on both structure and emotional support. The mature participant recognizes the leader's backing off as a form of respect, confidence, and trust.

This process is also representative of what a coach counselor does with his team during the first few days of the summer camp program

Matching Participant and Leadership Styles

You can create real stress in a group if you respond to their lack of ability by delegating the job to them. Imagine walking up to a group of green eleven-year old Scouts, pointing out a



large collection of spars and rope, and telling them they need to build a bridge over yonder river—and you'll be back at five to see the finished project.

Similarly, if the group was all ready to get up and go, and you began to sell them on the merits of your plan, you can frustrate and demotivate them in a big hurry. Match your leadership style to the individual and group needs.

These, then, are five styles of leadership. They are all valid ways to get the group to do something but some are better than others at different times. Sometimes a leader has no choice but to tell the group what must be done. Other times the only way to get the team to do anything is to let them decide what the best way would be to get the job done.

Then there are decisions so vital, everyone's input is essential. However, a decision must be made and the leader is responsible for this—it's his job—it's one reason why a group has a leader. But the style of leadership chosen will determine how great a leader he is.



Manager of Learning



This competency enables the learner to:

- Identify Manager of Learning as a principle technique of instruction.
- List key instructional strategies for effectively communicating information.
- Emphasize the learner in the learning process.

The Manager of Learning competency is one of the most complex subjects taught in White Stag. Capturing it as a subject for knowledge and translating that into an ability to teach it requires repeated exposure and practice.

In a nutshell, Manager of Learning describes a system for exposing learners to the need to know and involving them in their own learning. It is not only one of the competencies taught in the program, it is a method for leadership development which we embrace as essential to participatory, experiential, leadership development. We generalize this participatory approach in all we do, applying it to the entire program design and implementation, describing it as the Project Approach. (See *Follow the White Stag*, Chapter 2 - “Program Principles” for a description of these concepts.)

About Manager of Learning

White Stag has some large purposes to accomplish. We are not involved in just getting a learner to light fires or cook or



even to learn to live outdoors. Those things are not even mentioned in our aims.

Some of our purposes, though, are for learners to learn to think for themselves, to apply their learning wherever it is applicable—not just at White Stag meetings. We want them to learn to live together in harmony and to be able to pool their learning, when necessary, to be able to perform as a group things they cannot do by themselves. Yet as individuals, we encourage learners to strive to reach their greatest potential as people.

Society expects some of our young adults to become leaders, and many youth have lived up to that expectation over the years. It is possible now for even more youth to know how to *be* leaders.

An Approach to Learning

The learners in this course have been elected as leaders or have shown an interest in learning about leadership. The summer camp experience affords a very short time into which we crunch a lot of information. We need to use a method that manages this process while maximizing our effectiveness.

In White Stag we use the “manager of learning methodology.” The word “methodology” means more than a method—a *method* is a way of doing something—but methodology includes methods, reasons for doing things by those methods, and rules to accomplish some large purpose. It is a design for producing in-depth learning.

The Emphasis is on Learning

A “manager of learning” is not simply a teacher. Teaching connotes activities too typically requiring a lecture hall and a large number of desks. The phrase manager of learning is carefully chosen. The emphasis is on *learning*, not on what the instructor *teaches*. Your job, as a manager of learning, is to help the participants to become more effective leaders.

Managers of learning are different from “teachers” or “instructors.” They know that people learn as individuals, not as a class or group. They know each individual is important; therefore, each individual leader must learn or all will receive an inferior program. Whoever accepts the responsibility for managing learning must use unusual techniques to get unusual results.

As a manager of learning, you have a very special and important mission: helping leaders have a lasting, beneficial effect on the lives of their fellow group members, and on the lives of many others. A counselor in White Stag is chosen for his or her ability to act as an instructor and counselor, his or her ability to apply the manager of learning methodology.

Improving Knowledge, Skills and Attitudes

By *learning*, we mean the gaining of *knowledge*, the improvement of *skills*, or the development of *attitudes* in a certain area. Sometimes this is abbreviated to “KSA.” Attitudes are obviously more important than skills or knowledge—after all, what is the barber going to do with that razor?—it might be better to turn it around to ASK!

And it happens that *asking*, rather than telling, is perhaps the main difference between a teacher and a manager of learning. We ask, because maybe the learner already knows. Maybe they know but haven't realized that it applies in this situation. Or maybe they don't know they don't know. So we ask him, first. This asking comprises the first of the four steps of manager of learning, the Guided Discovery.

A combination of attitudes, skills, and knowledge are usually needed to operate successfully in any specific area. Attitudes are the most important and are the most difficult to acquire. Often a new attitude must replace an old attitude before skills or knowledge can be used. The manager of learning must be able to detect this situation and know how to effect the change. Counselling techniques are often used to enable a learner to see a need for change—a change in his attitude—and accept the help you or members of his team or others can give him.

The manager of learning recognizes that all learning does not take place in a fixed time or place—often understanding and capability bloom some time after the seeds are planted.

As an unusually capable person, however, the manager of learning is entitled to unusual satisfactions. These are received from seeing at close hand a young leader progress toward understanding and proficiency. The manager of learning senses the urgency of the situation, yet has the patience to follow sound practices and avoid shortcuts that shortchange the learning experience. He struggles with each learner—knowing each person's needs to be different, and seek the best way to reach him, not just the “standard” way.

Evaluation is a “way of life” to the manager of learning—he evaluates himself and his own methods, as well as those of the learner. This is a thinking person's kind of role—not one for a programmed robot.

It is also the kind of role in which growth is possible. As we expect the learners to grow, so ought we expect to grow with each experience, reaching new capabilities and understandings and an enrichment of our own life.

Teaching and How People Learn

Teaching involves *changing* a person, either his behavior or what he thinks. You can tell if he has learned by his ability to perform differently. The individual must be receptive to change and he must be physically, emotionally, or mentally able to perform in the changed manner, or no amount of instruction can achieve success.

Teaching requires communicating to the learner. In order to communicate you must have his attention and you must speak a “language” he understands. The object is to “paint” in the learner's mind a new mental picture like that in the teacher's mind. The learner's attention is obtained through his senses of hearing, seeing, feeling and smelling. The purpose of getting his attention is to erase previous mental preoccupations or block the invasion of extraneous thinking so the new information can get through. (Chapter 8 -

“Getting and Giving Information” talks more about effective communication with learners.)

An executive for America Mills was casually shopping for office desks when a salesman swept everything off the top of a Shaw Walker desk, and all went crashing to the floor. He dramatized so well that desks get cluttered, and that clean desks are efficient desks, and that a Shaw Walker desk has a place for everything and it can be easily put in that place, that the customer remembered the name Shaw Walker and purchased those desks for his firm. The salesman got his attention and taught him a point about selecting desks he didn't even realize before. He also got his order.

You can be tremendously effective as a manager of learning, and greatly admired by your team if you are alert to ways for getting their attention.

Recognizing “A-ha” Moments

As a manager of learning you certainly can and ought to make use of the things that happen to a team as examples or reminders in discussing the competencies. At each stage of the patrol's development there are events that become appropriate to bring up in your sessions—your sessions will be all the better because the group can better relate to the lesson. This is being flexible. Perhaps this is why some managers of learning are better than others—they know when and how far to deviate from “the book.”

You will probably have as much fun being a manager of learning as the learners will have learning, maybe more—because it *is* fun seeing people learning to do things they always wanted to do.

A Method for Leadership

Manager of Learning is our principle technique of instruction. It emphasize the learner in the learning process. There are four steps to the Manager of Learning methodology. While the steps are presented in sequence,

they are in reality cyclical. They are only briefly introduced below; more detail is given later in this chapter.

Guided Discovery

The learner is confronted with a pre-planned leadership situation, or guided discovery, which makes a demand on him so that he can internalize the need for new principles, concepts, skills and techniques and/or improvement of those existing. The learner will understand what his current knowledge is relative to the manager of learner's stated objectives.

Teach/learn

Having internalized the need for learning because of the attempted action, the leader-in-training enters into a learning period. This period is designed to teach the skills, techniques and knowledge needed to cope with the first situation and with similar situations. The learnings are presented if possible in the same sequence as they occur in the actual leadership task context.

Application

Having received instruction and having had proper practice, the leader-in-training engages again in an actual leadership performance, during which he will have a chance to compare his performance exhibited before and after the instruction and evaluate his own development.

The application is a practical test and performance of the new principles, concepts, skills or techniques. Situations for application are devised that simulate or parallel as closely as possible situations the learner may encounter in the home environment. The laboratory, experience-based nature of the program is essential to the outcomes achieved.

Evaluation

It is, formally, the process of discovery or assessment for improvement, creating a redefinition for the learner and manager of learning of what the learner knows.

Key to continued learning in the program is an opportunity to apply the new knowledge. The learner makes an individual contract with the coach-counselor describing one or more ways he will apply what he has learned. The learner is asked to evaluate the application and share his learnings with the counselor.

The test of any leadership development program is not, and never should be, the training situation itself, but the participants application back home of what he learns while participating in the program. This occurs when the trainee returns to his sponsoring home group and takes up his leadership role.¹

Not Only a Skill, But a Principle

Manager of Learning is both a subject taught in White Stag and one of the key methods we employ. It is much more than merely the key instructional method we use, but explains the philosophy of perception/exposure/application as our dominant philosophy.

The term “manager of learning” is not just a new-fangled way to say “teacher”—it's an attempt to describe a particular way to help a person learn. The emphasis on learning, not teaching, for instance, is deliberate.

Each of the four phases of the Manager of Learning process is dependent on the others. The Manager of Learning process is not lock-step but at the learner's own pace of discovery. It is a heuristic learning process.

It is heuristic because learning is:

- Open ended.
- Not confined to one “right way.”
- Cyclical; new learning is based on old learning plateaus.

The concept of Manager of Learning as a principle of the White Stag program is discussed in detail in *Follow the White Stag*, Chapter 2 - “Program Principles”.

Guided Discovery

In a guided discovery, the learner is confronted by the manager of learning with a pre-planned leadership situation

1. Banathy, 1963.

which requires him to apply knowledge, skills, or attitudes he may not yet have acquired.

The purpose of this step is for the learner to internalize the need to acquire new or additional principles, concepts, skills and techniques. The learner comes to understand his current knowledge relative to the manager of learner's stated objectives.

The manager of learning is similarly able to determine the learner's current state of knowledge and proceed from that point forward. The manager of learning can avoid covering old ground. He can even call on knowledgeable resources now revealed to him within the group to participate at higher levels.

A *guided discovery* means asking the learner, usually indirectly, to answer the questions, "What do you know about this?" or "How well can you do this?" or "What do you think about this?"

Finding Out What the Learner Already Knows

The first step as a manager of learning is to find out what the person already knows before you give him any new information. You make this discovery process fun, if possible, but the idea is to bring attention to a need to know or do or feel something. Both you and the learners want to find out how far they have to go to accomplish the learning objectives.

The guided discovery in White Stag is typically a structured, hands-on experience designed to elicit learners' participation and interest. These are usually a "hurdle" of some kind. Hurdles are described in detail in Chapter 6 - "Developing Learning Hurdles".

Not Accidental Learning

Not everything that happens in which the learner discovers what he does not know is a Guided Discovery. This is a common misconception. For example, if a member fails to tell his team that food for the next three days must be picked up

by 7:00 pm—60 minutes ago. Just because the information given to him at the Troop Leader Council meeting is not relayed to the rest of the patrol, it is not a Guided Discovery about Getting and Giving Information. Calling any type of accidental learning a Guided Discovery simply blunts its real meaning, which is that a manager of learning has guided learners to discover a need to know.

A Guided Discovery is a pre-test. This pre-test can be the assignment of a more complex task, for example, “Follow these compass bearings to find your dinner.” Find out what the learner knows and create interest to know more.

When the Guided Discovery is complete, the learner and the manager of learning both have an objective perception of the learner's current knowledge level and from whence to proceed. The manager of learning next has three options:

1. *Stop!* The learner has reached the objective(s) for the session. Smile and take a break.
2. Subtract what the learner already knows and start from there. Use advanced learners to teach the less advanced.
3. Start from scratch. He doesn't know anything.

Shaping Attitudes

One of the differences between the manager of learning methodology and others is that it aspires, through repeated experiences, to shape attitudes. A single learning experience is inadequate; leadership competencies can be extremely difficult to conceptualize. They are much more abstract than outdoor or survival skills.

For the learner to grasp the significance of the competency, he is put in a situation where he must use the competency, accomplishing whatever his ability permits. With attention now focused on the competency, the next step becomes more meaningful. He is aware of the competency and knows something of his own ability.

Teach/Learn

Before we can convey anything to the learner, we must set forth our objectives. These can be stated, depending on the context, either before or after the guided discovery. The objectives must clearly state exactly what outcome is desired as a result of the manager of learning experience. Do you want the learner to merely list the five steps of planning, or do you want him to actually plan something?

A *teaching/learning* situation is what you have now. Some teaching takes place, and some learning *must* take place (or you haven't managed to teach very well). But you may not have to do all the teaching—and you may learn something, too, if you're not doing all the talking or demonstrating. You may have discovered that some expert in the crowd really is better than you are—you could manage to let him share some of his expertise with the group.

Avoid Lecturing

The instructional phase may be the point at which many teachers are by default inclined to lecture. First things first: don't. If you use the lecture method as your primary teach/learn tool, it is impossible to assess if the learners are learning. Just because many of the teachers we've been exposed to over the years do it does not mean it is a good model. In fact, it's one of the worst.

If you instead actively engage the learners, however, you can get active comments and questions from the group. Now you have an idea of whether or not learning is taking place.

“You are here to learn, and I'm here to teach. If you stop learning before I stop teaching, please let me know.” (That's the way one professor starts his courses.)

State Your Objectives

Goals and objectives are essential to a successful manager of learning experience. You cannot know what you are to teach

nor whether you have accomplished it without effectively written objectives.

Once you written your learning objective(s), then you can proceed with the teach/learn. Objectives should be printed on a wall chart, flip chart, or distributed so that everyone can refer to them. (For more information on developing and writing effective goals and objectives, see Chapter 16 - "Evaluation".)

Select a Teach/Learn Method

The teach/learn phase consists of conveying to the learner the content or information required. This can take many forms: lecture, filmstrip, discussion, coaching, demonstration, and so forth. In White Stag we tend to choose the methods most adaptable and flexible to dynamic learning needs. (What do you do with a film when 80% of the people know 50% of the material on the film?) See Appendix A - "Teach/Learn Methods" for a list of potential teach/learn methods.

Typically, most teach/learn methods use only two of our senses: hearing and seeing. Any method that uses more of our senses will have greater impact. (Would you rather learn to make jam by watching a film or making it yourself?)

Most instructional experiences in White Stag begin and end with the teach/learn step. Some practice may be thrown in occasionally. The teach/learn process often involves a guided discussion led by the counselor. The manager of learning, based on what is already known, may ask leading questions to get the learners to think about the subject. This method draws the learner further into the learning process and gives him a feeling of self- discovery. This process of ownership is the most lasting learning method.

There are numerous means and schemes that have been designed for communicating between teacher and student as well as to stimulate cross-communication between students. The use of a wide variety of methods is often more effective for learning than is the use of any one method continuously, no matter how well it is handled. The method used to

communicate the content can vary widely. See Appendix A – “Teach/Learn Methods” for information on these methods.

Cover a few points well; only cover what you have time for; use many examples: anchor what you say in the concrete; involve the learners, draw answers from their experience. What you know isn't as important as what they know and can learn from their own experience.

The Key Teach/Learn Steps

Before beginning instruction, develop a good understanding of the audience whose learning you will be facilitating.

- Decide what you want your typical learner, “Chris,” to be able to do when instruction is completed. (Determine your objectives; write down your *content*.)
- Prepare a “lesson plan” setting out how Chris will be presented the information. (Determine what hurdle will be used; write down the *process*.)
- Relate the new information to Chris' past experience and knowledge.
- Present material in visual, or even better, hands-on manner to Chris whenever possible.
- Have Chris participate. Make the learner an active partner in the learning adventure.
- Pour information into Chris through as many inlets as possible and through feedback loops in which Chris is a participant.
- Learning doesn't take place unless the mental image is implanted in Chris's brain. You can tell if the image got through and was properly translated by asking questions that require Chris to react or do something in line with the new mental image.
- Summarize so Chris can appreciate as an integrated unit what is being learned.

Managing the Teach/Learn Experience

Here is a suggestion for five steps you can use as a guide for the teach/learn presentation. IEDAS, for Introduction, Explanation, Demonstration, Application, and Summary, is a method for presenting content.

This is particularly useful when you are teaching a manual or motor. Begin by deciding what you want the learner to be able to do and how well (the objectives or content) and under what kind of circumstances (the hurdle or *process*).

Your decision dictates the points to be explained and demonstrated as well as the props needed for instruction and for practice by the learner. Be sure to have all your props on hand at the beginning of the teach/learn session. Plan the teach/learn portion of the Manager of Learning competency to include five steps as follows:

Introduction

Get the learner's attention. Spark his interest in the subject by recounting background lore or history, usefulness of application of the knowledge, or an exciting case history. Direct questions to learner that will reveal his own background in subject or to get him to think ahead of you.

Explanation

Tell him about it. Include description of pertinent facts. Use charts or diagrams along with discussion if appropriate. Explain why, and perhaps emphasize details that make for success or failure.

Demonstration

Show him how it's done. Actually perform the skill, use the tool, make the widget. Many times the explanation and demonstration will blend and overlap. The extent to which they can be separated and thereby permit you to cover the same points twice in two differing ways will reinforce your presentation. Concentrate on the details that are to make for success. Confine demonstration and explanation to essential facts and delay "window dressing" not needed to arouse interest in introductory remarks for terminal discussion after competency has been acquired.

Application

Have him do it. Hearing and seeing aren't enough, no matter how cleverly presented. To learn, a person must DO, preferably under the guidance and coaching of the teacher.

Summary

Review what he has learned. Repeat the significant details to emphasize the pertinent points, answer questions and where feasible have the learner turn around and teach a third party. If he can do this you have been successful.

Managing Time Effectively

Psychologists report that people remember:

15% of what they hear

25% of what they see

50% of what they hear and see

90% of what they do

Observation of instructors in the past has revealed that most of them have apportioned their time this way:

0% Introduction

60% Explanation

25% Demonstration

15% Application

0% Summary

Keeping in mind how participants learn best, a good guideline for distribution of time in presenting a teach/learn session would be:

10% Introduction—attention getting

15% Explanation—hearing

25% Demonstration—seeing

45% Application—doing

5% Summary—reviewing

More do and less talk is likely to produce greater competence in the learner.

Make demonstrations dramatic to sustain learner interest. Exaggerate for effectiveness. No one ever needed a ball point pen to write under water, but Reynolds sold millions of them by advertising that feature. It caught peoples' sense of whimsy. A horror film producer packed the theater by advertising that any spectator overcome by fright and suffering a fatal heart attack would have \$1000 paid to his heirs.

Put as much showmanship in your demonstration as possible without departing from the principle to be taught.

Using the Question as a Teaching/Learning Device

There are two main values in the questions as a teaching device. The first is developing information: to find out how much the learner knows about the subject. The second is to provoke thought and to evoke expression.

The value of a question can be judged, first, by the amount of reflection it stimulates; second, by the way it makes use of associations, discriminations, comparisons, and develops judgment, using as a basis known facts.

The leading or open question is a facilitative behavior. Anyone can use it, whether or not they are the leader/facilitator of the moment.

Learners Reason Best from the Known to the Unknown

This ought to be kept in mind when using the questions in a learning session. The real purpose of the question is to discover and to develop that which is in the mind of the learner—to teach him to use the knowledge which he already has to help him solve the problem you have placed before him.

If possible, ask questions that will suit the learner's background or knowledge or skill. Give him time to answer. When he does not have the necessary background to answer, do not confuse the learners with more questions. Give the information needed and proceed.



The gap between the known and unknown must not be too great. It must be narrowed to the point where the mind of the learner can bridge it. Most people think like they walk—one step at a time. Keep this in mind when using questions to tie in new information with the old. The new idea must be the next logical step. If it isn't, the learner will stumble and turn back.

Often a manager of learning will ask a learner a question, then leave him and come back later for the answer. This is good practice. It gives the learner time for reflection while allowing time for working with others.

The manager of learning must always be alert for opportunities to allow the group members to think for themselves.

Use Leading Questions

Avoid asking a questions that can be answered “yes” or “no.” The learner may guess the right answer. Use questions that require a statement in reply. When you do ask this type of question, follow it up with others that will force the learner to reason the problem through. Ask questions that call for intelligent answers; questions that will not be answered by a wisecrack.

Be sure that the question you ask is clear and concise and that your manner or attitude is not antagonistic.

Remember, the question is used to provoke thought, not an argument. If the learner is to be put in a receptive mood—and he must before he can learn—the attitude of the manager of learning must be friendly. A friendly, dignified approach by the manager of learning will gain for himself the respect of the group and help the group members to acquire confidence in themselves.

Leading questions begin with “what,” “where,” “when,” “why,” or “how.” For example, in order to get a discussion started, you might ask, “How do you select a senior group leader?” as contrasted to asking, “Should the senior leader be elected?” Avoid closed questions that begins with a verb. It is best to develop a list of leading questions in preparation for each discussion.

Use The Socratic Method

Asking questions is an effective—and ancient—method of manager a learning situation. Socrates made famous a system of expressing doubt through questions in order to bring out from his pupils clear statements of things supposedly known to all rational people. That is, he believed in what we call “common sense.” The method worked best in getting a learner to make decisions or judgments. It will not give a learner information or knowledge nor give him skill except perhaps in thinking. However, the skilled manager of learning can use it to get learners to exercise their abilities to see relationships, to understand responsibilities, or to examine attitudes—often difficult to discuss.

Direct the Discussion

Questions are a request to think about the subject. Use the questions to get the learner to take a position or make a commitment and then get him to articulate that opinion.

Direct the discussion by asking questions. Don't join in the discussion with answers. This is not your role. To begin, you must also refrain from jumping in with answers. If you do, participants may hesitate to answer further questions, or your answers may be accepted as “expert opinion” with no further discussion. If you are asked a question, boomerang it back to the group, if appropriate: “John's question is, 'Should the troop elect the SPL?' What do the rest of you think?”

Sometimes your leading question will float out over the group like a toy balloon, kept aloft by blank looks and vacant stares. Don't press the panic button. Just pause, look over the group slowly, and repeat, or better yet, rephrase the question. Pause again, look over the group slowly, let your gaze come to rest directly on one member. Usually he will have something to say. As a last resort call on someone by name. Usually, unless your question is poorly phrased, the last option will not be necessary.

Seven Laws Of Teaching

These seven laws of teaching are essential principles for establishing credibility with your learners and ensuring that learning takes place.

1. *The manager of learning must be one who knows subject matter.* Be sure you understand the what you are teaching so that you can perform the skill yourself

without a hitch (not just read about it), and that you have some knowledge of the consequences of not doing it correctly.

2. *Learner must attend with interest.* Why is knowledge desirable, what personal benefit accrues?
3. *Language must be understood by both manager of learning and learner.* It may be in form of words, pictures, diagrams, or action, or combination thereof.
4. *Instruction must explain unknown in terms of known.* Start with simple and progress to new or more complex.
5. *Teaching consists essentially in arousing and using the learner's mind.* Concentrate on those aspects that are critical to success, and avoid extraneous distracting information.
6. Learning consists of *thinking* into one's own understanding the new idea or habit. The learner must get involved in thinking, doing, arguing.
7. The *test* of teaching-learning success is the learner's ability to demonstrate their comprehension of the information, to apply the new knowledge, not just being able to "parrot" it back.

Once you have their attention, you want to help them form a cohesive group.

Call Learners by Name

A word of caution: never throw out a question and then call on an inattentive or sleepy member by name. If you want to draw one of the learners back into the discussion, call him by name first and *then* ask the question. For that matter, get to know each participant's name and use it often. People love to hear their name and feel valued and appreciated when you remember it. Never embarrass or antagonize a learner needlessly.

Your lesson plan with the suitably structured questions steers the discussion toward the conclusions and generates a

feeling within the members that they are discovering this knowledge.

Using Discussion Groups

Discussion groups are something else—the purpose is different in that you can't be *the* one who has something to contribute. *Each* person in the group must have *something* of value he can add. He may talk or not talk, but how can he contribute if he doesn't or isn't given a chance? Here are some rules a group leader or facilitator must consider if he wants the group to work:

- Provide a comfortable, informal setting.
- Friendly atmosphere, knowing names of participants.
- Have plenty of chart paper on wall handy to write on.
- Have some kind of plan, flexible enough to work.
- Direct back-and-forth interplay of ideas and responses.
- Encourage the shy, timid person; calm down the compulsive talker.
- Bring talk back to subject or on track when it strays too far; use written group memory.
- Participants speak from their own backgrounds and viewpoints; the facilitator protects group members from personal attack.
- Group problems are recognized as such and treated as group problems.
- Goals for session are accepted by the group at the beginning.
- Vary techniques of presentation or stimulation of ideas.
- Stick to facts and don't base talk on untested opinion.
- Find some way to measure progress towards goals of discussion.

Leading Discussions

Want to check your progress as a discussion leader? Check the following statements that you feel are true:

- Group members address me as informally as they do others in the group.
- Members frequently show real feelings.
- At times members have openly disagreed with me.
- Members usually address remarks to each other instead of me as leader.
- Group is reluctant to quit subject when time is up.
- Member's speak up without asking my permission.
- Bright ideas seem to come from almost all members of group.
- Members don't wait for me to cope with “problem” members.
- Different members seem to lead the group's thinking and discussion.
- Members seem to be listening to each other without interrupting.
- Disagreements arise, but members try to deal with them objectively.
- Members seem to be making use of others' insight and information.
- Members try to draw reluctant or shy members into participation.
- Members do not seem hostile or especially reserved toward me.

Questions About Questions

- What are some hazards in asking questions that arouse antagonism?
- Why ask questions you know the learner cannot answer? Is this fair? Does it increase the likelihood of learning? If so, how?
- What happens when the learner feels your questions are too “personal”? How can you get around this if you still feel the answer necessary to the learner's understanding of the problem?

- What are some possible effects of asking questions that seem to build up the manager of learning but put down the learner?
- How do you feel about sarcastic questions? What do you think their real intent is?
- Does response to vague, indefinite, or ambiguous questions have much significance? What do such questions tell about the manager of learning?
- What are some of the pitfalls to be avoided in using questions for learning?
- What are some effects of asking too many questions?
- If you use questions to stimulate learning, you must be prepared to listen to answers and to give patient, considered, and encouraging responses. Cutting answers short or giving curt responses may seem to be a way of saving time or speeding up learning. It probably won't, because embarrassment may stop learning cold—both in the person insulted and the other learners present. Using questions takes time, and the manager of learning who is impatient should evaluate whether he is trying to present too much information for the time available.

Kipling's charming "The Elephant's Child" conveys some thoughts about how to phrase questions:

*I keep six honest serving men.
(They taught me all I knew);
Their names are What and Why and When
And How and Where And Who.*

As you complete the teaching-learning phase, you must quickly evaluate. Ask yourself, have they really learned? Are they ready for the application phase? If you cannot answer these questions, it is questionable whether or not they are ready to move on.

Application

An *Application* is simply applying what the learners were supposed to learn while you are there to help them as needed. In the Application phase, you continue to evaluate,

mainly by observation. The manager of learning is satisfied that the learner is meeting the objectives.

The Application is a practice session where the learner can make mistakes under close and safe supervision and get immediate feedback and support. Hurdles are usually used to deliver the Application just like they are used to deliver the Guided Discovery. The hurdle can be similar to a real situation the learners have been exposed to. This promotes transference of the skill and allows the learner to objectively assess his learning.

Depending on circumstances, you may use the same hurdle that you used for the Guided Discovery, or perhaps continue it. You may also choose a new situation or context for the learner to apply their newly acquired skills. There are advantages to both methods.

Using the same hurdle as you did for the Guided Discovery:

- Makes it easier to assess learners' increase skill, knowledge, or ability.
- Allows the learners to apply their increased competence in a familiar context.

Using a new hurdle for the Application:

- Allows learners to generalize their new competence to unfamiliar contexts, helping them to integrate it more fully into their psyche.
- Helps the learners see that the competence is useful in a variety of settings.

The idea is to for the learners to test the knowledge they have gained and affirm within themselves the progress they have experienced. The Application is strategic because it is the learner's opportunity to try the skill or concept on his own.

The manager of learning observes the Application. As a result:

- The counselor can be satisfied that learning has taken place.
- The learner can practice and be sure that what he learned satisfies the instructor.

- Both can compare notes and evaluate the usefulness and appropriateness of the application session, providing further learning.

The Application, like the Guided Discovery, can be hands-on, mental, written, and so forth, whatever is best suited to the content and learner.

Evaluation

Evaluation simply means asking learners whether they have it now. They have to decide. If not, go back. If so, press on! This should not be the end of their learning—it should be the beginning.

What is Evaluated

Two things are re-evaluated at the conclusion of a teach/learn session: the objectives (or the content) and the session itself (the process for delivering the content). This evaluation is completed by the learner, perhaps with the guidance of the manager of learning.

To help the learners evaluate whether the session was successful, direct the learners to reexamine the goals and objectives for the session.

No matter how good a learning facilitator you might be, you naturally would like to improve. It's hard to remember just what you did during a Teach/Learn session, so you have to gauge the participants' reactions as an indicator. This is not only hard to do in the same moment as you present the content, it's pretty vague to base any changes on.

A better alternative is to ask another staff member to watch as you conduct the Manager of Learning session. This is a very effective way to help you evaluate your performance. You may even want to practice before you sit down in front of participants. Ask the staff member to watch for unconscious nerve janglers such as key jingling, neckerchief twitching, ear pulling, marker juggling, bead flipping, knuckle popping, spectacle polishing, or gum chewing.

Maybe you can do the same for him sometime...with pleasure.

To evaluate the entire Manager of Learning session, the counselor should give learners an evaluation form. An example of a Manager of Learning Session evaluation form is available in *Follow the White Stag*, Chapter 6 - "Evaluation Instruments".

Assessing Group Feedback—Instant Evaluation

Isn't the guided discovery an evaluation? It tells the learner what information he has on the subject; it tells the manager of learning at what level of knowledge the learners are. Now, if the feedback from this evaluation is not taken into consideration by the manager of learning as he approaches the teaching-learning phase, it was all for naught. If the learner was not motivated to learn by what he found out in the guided discovery, it was a waste of time.

As you become more accustomed to making presentations before a group or audience, you will begin to read the signs of acceptance—or the signals of danger—in your audience. If question marks appear on the foreheads of more than a few people, you're in trouble unless you sense what is wrong and take steps to correct it. Shifting positions in chairs, crossing and uncrossing of legs, yawning, droopy eyelids (or snoring) may tell you you've about had it.

Glances at watches or at a wall calendar may mean you have gone overtime. Throat clearing, drooping heads, sneezing, and coughing may not be so much the symptoms of sickness as the symptoms of boredom. Hopefully, the more accustomed you become to working with groups, the better the signs will be—questions, smiles, nods, note taking, brightened eyes, inching forward in the seats, exchanged glances—these are some of the positive and encouraging symptoms of success.

As the leader of the group, perhaps the most difficult technique to master is one of the most effective—having planted a seed that has gotten a response, learning to listen with your mouth firmly closed. And wait until they are done

before responding—don't cut people off in mid-sentence (unless they are abusing their opportunity to talk).

Evaluation is Cyclical

The evaluation phase should perhaps be referred to as the final evaluation although, if the point is clear, there is no “final” evaluation. Here again you find out whether learning took place and whether you have reach your learning objective. In this phase the learner is involved in the evaluation. You get him stated, formal and informal reactions of satisfaction or dissatisfaction with the learning *and* the process. If the learners are not at the level you had set for them, perhaps you have some backtracking (recycling) to do...more learning must take place.

Also, if as the result of the “final” evaluation you feel that the learning objectives were not reached, you must review you entire presentation and determine where you must alter your lesson plan so that the next time your learners are successful.

Evaluation—a Never-ending Process

Evaluating is a continuous, never-ending process—and it has little or no value unless some action takes place as a result of the feedback. Feedback includes the feelings of the learners.

Most of us are used to a system in which a subject is presented through a lecture, followed by a test, which the teacher uses to evaluate the learner's performance. As a manager of learning, however, you continually evaluate: Why are you presenting a subject? How did you know there was a need? If you did not determine the need, then surely someone did. Who? Why? If no one determined the need and there is no real need, it is doubtful that learning will take place. If learning isn't likely to happen, then why hold the session?

Long-term Application

Projects or helping the learner to apply the leadership competencies in their at-home environment is the most



important application a learner can take away from the White Stag program. At home is where the real learning takes place, that the cycle of learning is continued. During staff development and the week summer camp program, you must encourage if not require learners to think of ways a skill or competency can be applied in their own unit.

Ask the learners to write down a few of these ideas so at the end of the summer camp week they can prepare a realistic Leadership Growth Agreement (LGA—a contract with their White Stag coach-counselor. In Wood Badge, it's known as the Ticket). The LGA states how the learner will apply the skills and how he will know when the application is a success. You can find an example of an LGA in "Personal Leadership Growth Agreement" on page 182.

Just as evaluation is continuous, so is learning. It can take place or be reinforced in all phases. As a manager of learning, you must be ready to develop any point in your presentation, based on the reaction of your learners, to ensure that learning is taking place.

Teach/Learn Methods



About Teach/Learn Methods

Certain teach/learn techniques are more appropriate in certain instances than others. This can vary depending on the:

- Learning styles of participants
- Outcomes desired
- Learners' knowledge, skills, and abilities
- Time available
- Availability of specialists
- Number of participants
- Instructor's skill

In White Stag, we place the emphases on what the learner is learning, not on what the teacher is teaching. Still, there are times when instructor-focused training is appropriate. The table in this appendix describes a variety of teach-learn methods. They employ a variety of methods for involving the learner in his or her own teaching.¹

1. Portions adapted with permission from *Manage Your Meetings: The Interaction Method*. San Francisco: Interaction Associates, Inc. 1980.



Table 18-1 Teach/Learn Methodology Matrix

Method	What it is	How it Works	When to Use
Lecture	Talking to a group from previously prepared notes.	Trainer or specialist presents information on a given subject.	When few if any members of the group are familiar with the subject and when a large amount of information must be presented.
Discussion	Minimum lectures, maximum group participation. Discussion of a problem common to all. Conclusion reached by learned responding to guided questions.	Trainer uses provocative questions or statements, usually prepared in advance, to stimulate group thinking and contributions to guide discussion.	Group has some knowledge or experience in the subject.
Panel Discussion	One or more specialist present short talks on a given subject, followed by questions and discussion.	Trainer/moderator introduces specialist, later facilitates questions and answer period.	If the viewpoint of specialists serves a direct training need.
Quiz	Written or oral questions on performance of a job.	Trainer provides questions to individual or group.	To stimulate interest by pretesting. To determine knowledge of a subject. To identify what learners already know.

A

Table 18-1 Teach/Learn Methodology Matrix

Method	What it is	How it Works	When to Use
Assigned Project	Trainer assigns one or more training task(s). Finding the solution to a given problem, checking a procedure with a qualified trainee/ specialist or written sources	Familiarizes learners with actual on-the-job, hands-on experience, individualizes training. Helps in solving a special problem.	Requires clear briefing, needs supervision. Not as effective with large groups.
Buzz Groups	A large group is split into several discussion groups followed by reports from appointed chairperson of each smaller group and summary by representative.	Individual expression, pooling of many ideas. Develops leadership skills. Mixes inexperience with experience. Permits joining of ideas. Allows opinions to be aired.	Can get side tracked. Domination by one or few. Questions must be provocative.
Exhibit	Actual objects, specimens, models, mock-up, graphic aids are placed on display with appropriate captions.	Orientation, demonstration, attractiveness, home-made or professional. Publicity, bulletin boards readily available.	Extra time to prepare. Requires special place. Can be expensive. Requires special display skill. Distracting if in constant view.
Simulations	Extended role-plays with extensive design.	Groups of learners are given critical data about a situation, make their decisions, receive feedback, and take further action.	For team-building activities or for several teams at once.



Table 18-1 Teach/Learn Methodology Matrix

Method	What it is	How it Works	When to Use
Games	From the simple to the complex, a test of competitive and cooperative behavior in a light, sometimes humorous way.	Prescribed rules limit behavior, encourage playfulness, to reveal sometime covert behaviors, or lead players to overt conclusions.	To emphasize general principles, to teach specific skills, to create greater involvement.
Role plays	Learners try out behaviors in a simulated situation in a limited amount of time.	Teaching conclusions is not important, trying out behaviors is. Roles from life can be switched, all given a change to both play and observe.	To stimulate involvement, variety, reality, and specificity; to try out fearful behaviors, to check alternatives, with minimal risk.
Fish Bowls	Some members sit in the center, while others observe, later to switch places. A vital topic is picked for group action.	After the fishbowl and its content, all discuss the experience to reach further conclusions about group process.	When there is greater concern with group process over course content.
Incident Process	Learners begin with in adequate data and ask questions to reveal additional information.	Instructor has all data, reveals limited amount to start, more in response to specific questions, for group to reach decisions.	To teach skills of interrogation, analysis, and synthesis relevant to problem solving and investigative techniques.

Table 18-1 Teach/Learn Methodology Matrix

Method	What it is	How it Works	When to Use
In-Basket	Learners respond to a situation based on what they might find in a their “in-basket” on a typical work day’, usually containing more than can be reasonably handled.	Learners use only their own resources in a limited amount of time to put everything in the “out-basket”.	With single trainees when “paper” symptoms are significant.
Jigsaws	Participants put together pieces to make a completed “picture.”	Individuals are each given parts of a design or organization and create a “whole,” examining all possible alternatives.	Useful in teaching problem-solving, organization, or synthesizing skills.
Action-mazes	A “programmed” case study or branching tree.	Learners receive enough information to reach a decision point. The instructor provides the consequences of their decision and the next “frame.”	To promote debate, dissent, confrontation, and compromise, with a specific objective in mind.
Case-studies	Learners receive printed description of problem situation.	Selected detail adequate for a specified outcome (e.g., decision, recommendation) is proved with an identified outcome in mind.	To avert the tendency to avoid real issues by talking about theory rather than application.



Table 18-1 Teach/Learn Methodology Matrix

Method	What it is	How it Works	When to Use
Brainstorming	Generating a maximum number of ideas, suspending judgment for the moment.	Generate, don't evaluate; create new ideas; post all suggestions. Analyze according to agreed-upon criteria and plan action.	To generate many creative ideas in a group of at least 5-6.

Key Words in Instructional Objectives



This appendix contains a collection¹ of verbs appropriate to developing and writing effective objectives, as well as a few words and phrases you should avoid when writing objectives.

Make Objectives Explicit

Select from the words and phrases in this section to help you write concrete, specific objectives.

Memorization Behaviors

define	duplicate	imitate
state	repeat	recall
tell		

Discriminative Behaviors

choose	discriminate	match
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1. From "Instructional Quality Control, Phase 1, Objectives, Version III, developed by GT/70" [sic]



collect	distinguish	omit
define	identify	order
describe	indicate	place
detect	isolate	point
differentiate	list	select

Study Behaviors

arrange	find	name
categories	follow	note
chart	formulate	organize
cite	gather	quote
circle	itemize	record
classify	label	reproduce
compile	locate	search
copy	sort	look
diagram	map	underline
document	mark	

Analysis Behaviors

analyze	criticize	generate
appraise	deduce	induce
combine	defend	infer
compare	evaluate	plan
conclude	explain	structure
contract	formulate	

Creative Behaviors

re-state	-construct	-structure
-tell	-arrange	-write
-group	-name	-organize
-order	-combine	-structure
predict	systematize	questions
design	change	synthesize
simplify	modify	paraphrase

Social Behaviors

accept	dance	laugh
agree	disagree	meet
aid	allow	answer
argue	communicate	compliment
contribute	cooperate	discuss
excuse	greet	interact
help	forgive	join
participate	permit	react
praise	smile	talk
thank	volunteer	

Language Behaviors

abbreviate	accent	call
alphabetize	articulate	capitalize
hyphenate	indent	outline
print	pronounce	punctuate
read	recite	say



sign	speak	spell
state	summarize	syllabicate
translate	verbalize	whisper
write		

Physical Behaviors

arch	hit	ski
bat	hop	skip
bend	jump	somersault
carry	kick	stand
catch	knock	step
chase	lift	stretch
climb	march	swim
face	pitch	swing
grab	push	toss
grasp	run	walk
grip	skate	walk

Miscellaneous Behaviors

attempt	grind	send
attend	guide	serve
begin	hold	sew
bring	include	share
buy	inform	sharpen
complete	lead	shorten
consider	lend	shut
correct	light	signify

crush	make	start
designate	mend	store
develop	miss	strike
discover	offer	suggest
distribute	position	supply
end	present	support
erase	produce	switch
expand	propose	take
extend	provide	tear
find	put	touch
finish	raise	type
fit	relate	use
fix	repeat	vote
get	return	watch
give	save	

Phrases and Verbs to Avoid

The following tired phrases are commonly misunderstood to represent accurate and clear objective writing. They are in fact vague and lead to dull teaching because the participants do not understand what they are supposed to be able to accomplish. Avoid these and their brethren at all costs.

To become—	Evidence of a(n)—
acquainted with...	appreciation for...
adjusted to...	attitude of...
capable of...	awareness of...
cognizant of...	comprehension of...



To become—	Evidence of a(n)—
conscious of...	enjoyment of...
familiar with...	feeling of...
	knowledgeable about...
	self-confident in...
	knowledge of...
	understanding of...
	interested in...
	interest in...

Avoid These Weak Verbs

Avoid the following weak verbs when writing objectives:

conceptualize	self-actualize	believe
memorize	capacity	listen
comprehend	perceive	depth
recognize	experience	see
feel	thank	hear
understand	intelligence	know

Glossary



Application

The third step in the Manager of Learning (*see*) process. Having received instruction and having had proper practice, the leader-in-training engages again in an actual leadership performance, during which he will have a chance to compare his performance exhibited before and after the instruction and evaluate his own development.

The application is a practical test and performance of the new principles, concepts, skills or techniques. Situations for application are devised that simulate or parallel as closely as possible situations the learner may encounter in the home environment. The laboratory, experience-based nature of the program is essential to the outcomes achieved.

Campcraft Skills

In White Stag, the outdoor program is the *situational context* in which leadership competencies are learned. We do not propose to teach outdoor (or “Scoutcraft”) skills. We assume, indeed, require candidate and staff participants to have a minimum level of outdoor skills and knowledge prior to their attending the summer camp. The exception is Patrol Member Development, Phase I, when many candidates are somewhat new to the outdoors. In this Phase we teach outdoor skills as a means to help participants gain an understanding of group membership skills.

Evaluation

The fourth step in the Manager of Learning (*see*) process. The leader-in-training is required to evaluate the learning process, including the stated objectives and the process for attaining the objectives. In this manner they learn about evaluation itself.

We believe evaluation is a continual process, either informal or formal, of judging a situation against a standard. Evaluation is, in essence, two things:

- An attitude of continuous striving for higher goals.
- A process for judging the group's completion of a task against the standards the group has set for itself.

We strive to maintain a constant evaluation attitude, a "predisposition to continually examine and analyze the competencies we attain."¹

Goal

One or more general statement(s) identifying a long-term purpose, usually as a result of the accomplishment of several objectives.

Guided Discovery

The first step in the Manager of Learning (*see*) process. The leader-in-training is confronted with a pre-planned leadership situation, or Guided Discovery, in which use of a new attitudes, skill, or knowledge is required. The experience not only exposes what the learner does not know, but

The Guided Discovery helps the learner:

- Realize the need for increased competence.
- Develop an assessment for the learner of his current attitude, skills and knowledge.
- Create an increased desire to learn.

The learner realizes a need to acquire new or improve his current knowledge of principles, concepts, skills and techniques.

Just as importantly, the Manager of Learning develops an accurate assessment of the learner's current knowledge level from which to proceed with additional learning.

Hurdle Method

The primary method for helping leaders-in-training to discover the need for—and to practice applying—specific abilities, skills, and knowledge. A *hurdle* is an unexpected, challenging, experiential learning activity, presented to a leader and his group. The leader has not specifically prepared for the hurdle which

1. Boyle, Patrick G., and George Aker. "The Evaluation Attitude," *Adult Leadership*, (March, 1962).



requires him to apply leadership competencies and sometimes outdoor skills.

Indaba

The Indaba—an Indian word for “gathering of the tribes”—is an annual “eighth day” of summer camp held two to three months after the summer camp program is complete. Summer camp graduates and staff are invited to a day-long event where the candidates are helped to evaluate their application to date of the leadership competencies. Staff interviews are begun and the first meeting of the new program year is held.

Infinity Principle

This concept relates to the idea that every individual is in a state of continuous growth. Leadership development is a never-ending process, continuing as long we live. This is embodied in the White Stag program by the legend, in which participants are encouraged to always pursue the White Stag “ever onward and upward.”

Knowledge, Skills, and Attitude (ASK)

By *learning*, we mean the gaining of *knowledge*, the improvement of *skills*, or the development of *attitudes* in a certain area. Sometimes this is abbreviated to “KSA.” Attitudes are obviously more important than skills or knowledge—after all, what is the barber going to do with that razor?—thus it might be better to turn it around to ASK!

Leaderless Experience

An activity requiring leadership from within the group when they have not yet selected a designated leader. Suppose you want to introduce new learners who are together for the first time to the concept of leadership and leaders. What better way than to require them to act before they have a designated leader?

During the first day of the summer camp program, typically before the group has thought of selecting a leader, the Patrol Counselor accompanies the group. At various moments the PC finds appropriate, the counselor provides learning activities (*see* Hurdles) that require leadership from within the group. Later, the group is debriefed and instructed about the process they unknowingly participated in, an intentional leaderless experience. Learning has begun.

*Leadership
Development
By Design*

Specific leadership behaviors are clearly and objectively defined as specific learnings and are systematically programmed into a long-term developmental process. This *direct* approach ensures that appropriate and sufficient time is given to developing leadership skills in the individual to bring about the desired change in behavior and to achieve leadership competence.

*Leadership
Growth
Agreement*

A learner's contract for applying the leadership competencies in LGA himself, with the aid of a staff member. Our desire is to motivate the learner to use his newly acquired skills, knowledge, and abilities in a helpful, productive way—primarily in his home unit.

Leadership

Leadership is a combination of three dynamic factors: the group, the environment, and the task. More than one member of the group will perform leadership functions. Several members may contribute to goal achievements, depending on the requirements of the situation and the resources it offers, including the people, time, and material available.

Simply put, leadership is...

...influencing the group to accomplish a mutually agreed-upon task while advancing the group's integrity and morale.

In the language of an eleven-year old, it's "getting the job done and keeping the group together."

Leader

A leader possesses the authority, accountability, and responsibility for the group's results.

- Authority: the right to make decisions.
- Responsibility: assignment for achieving a goal.
- Accountability: acceptance of success or failure.

*Leading
Questions*

Adept Managers of Learning (*see*) avoid asking questions that can be answered "yes" or "no." A yes/no question does not help the participant to learn how to think and the learner may even guess the right answer. Use leading questions that require a statement in reply.



When you ask a leading question, follow it up with others that will force the learner to reason the problem through. Leading questions help the learner reason from the known to the unknown, enabling them to acquire knowledge more quickly and effectively.

Manager of Learning

In a nutshell, Manager of Learning is a leadership competency describing a system for exposing learners to the need to know and involving them in their own learning. Manager of Learning is also the name for the role youth staff assume during the summer camp.

Along with being one of the eleven competencies taught in the program, it is a method for leadership development which we embrace as essential to participatory, experiential, leadership development. We generalize this participatory approach in all we do, applying it to the entire program design and implementation, describing it as the Project Method.

The phrase manager of learning is carefully chosen. The emphasis is on *learning*, not on what the instructor *teaches*.

Manager of Learning Method

The Manager of Learning method, in brief:

1. Confront the learning group with a situation in which the use of the competence to be learned is required. This helps them realize the need for increased competence and thus creates a desire to learn. We've labeled this a Guided Discovery (*see*).
2. Introduce the learning program in a workshop situation where the competency is demonstrated and practiced. Call this Teach/Learn (*see*).
3. Apply the learned skill in situations similar to—or identical with—the original “confrontation.” (See step 1 above.) The group can readily recognize the “new way of doing things” and their increased competence. This is the Application (*see*).
4. Confront the group—unexpectedly—with novel situations in which the competence is to be used; group evaluates the application of the competence. This is the Evaluation (*see*).
5. Individuals formulate operational and measurable objectives for the application of the newly-acquired competence in the

back-home situation in and out of Scouting. We formalize this as a Leadership Growth Agreement (*see*).

Patrol Counselor

The Patrol Counselor (PC) is not the same as a Patrol Leader (*see*). The PC is less involved in the patrol's activities. While the PC controls the patrol's activities, he is not responsible for the results. He may, in a delicate balancing act, retain some authority over the patrol, but this is usually only exercised in critical situations affecting the health and safety of patrol members.

The Patrol Counselor's job is to:

- Help members learn how to think for themselves.
- Help members solve individual and patrol problems.
- Guide members into learning their own potential as leaders through the use of the leadership competencies.
- help individuals and the entire patrol to develop self-confidence.
- Create a situation or atmosphere in which a learner will feel secure and will realize his real self.
- Help individuals realize the value of these experiences as they will apply in their own troops and in their daily lives.
- Help individuals see, by example, how counseling can bring out answers to problems from within the individual concerned.

Patrol Leader

The Patrol Leader is the individual, normally elected by the patrol members, who has the official leadership role in the group. During the first few days of the summer camp, the Patrol Counselor (*see*) may select a Patrol Leader.

Patrol Method

The Patrol Method is a system for organizing individuals into teams of 6-8 members and thus into larger groups, or teams of teams, each led by members of the group, especially the youth themselves.

Lord Robert Baden-Powell intuited the dynamic power of the patrol method long before sociologists could prove it worked in youth or adult groups. He writes, "The formation of boys into patrols of from six to eight and training them as separate units,



each under his own responsible leadership, is the Key..."² This, he felt, was Scouting's most essential contribution to education.

Objective

A meaningfully stated objective or goal is one that succeeds in communicating to an unbiased evaluator the manager of learning's instructional intent. What is sought is that group of words and phrases that best communicates to an objective observer the purpose of the learning activity as the manager-of-learning understands it.

System Approach

The system approach³ is used in developing the program. This approach necessitates the following steps:

1. Identify in exact terms whatever the learner must be able to do at the end of training.
2. Develop objective criteria by which we can measure whether the learner has attained performance objectives.
3. State whatever has to be learned so that the learner can behave in the way described. Thus we establish the learning task.
4. Specify what the training program has to do and by what means or by whom, and when, and where, to assure that the learner will complete the learning task.
5. Design the program, pretest the design, and implement it.
6. Evaluate the outcomes achieved, comparing them to the goals and objectives set at the outset. Make recommendations for improvement in the future.

Teach/Learn

The third step in the Manager of Learning (*see*) process. Having internalized the need for learning because of the attempted application, or Guided Discovery (*see*), the leader-in-training enters into a learning period. This period is designed to teach the skills, techniques and knowledge needed to cope with the initial challenge and with similar situations. The learnings are

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2. Baden-Powell, Robert. Selections from *The Scouter*, edited by Lord Somers, *Baden-Powell's Outlook*. London: C. Arthur Pearson Ltd., 1941.
 3. Banathy, Bela. *Report on a Leadership Development Experiment*. August, 1964. 10pp. Continuous testing and evaluation of the learner and of the program will indicate if we have to introduce changes.

presented if possible in the same sequence as they occur in the context of the actual leadership task.

White Stag

The White Stag is named and the symbol originates in the legend of the White Stag, a deeply rooted myth of the Hungarian people. It was chosen as the official symbol of the Fourth World Jamboree held in Hungary in 1933. It is a myth telling the origins of the Hungarian people, the Huns and Magyars, and their long migration from Turkey to Europe in search of a “promised land.” There they hope to find a permanent home, “surrounded by mountains, warmed by the sun, sheltered from the cold, a land rich in game and green pastures, between two great rivers rich in fish...”

The full story is told in an award-winning children’s book by Kate Seredy, *The White Stag*, published in 1937. This book is so well-written that it has continuously remained in print since its initial publication. A version of the myth which we use within the program is found in *Follow the White Stag*, Chapter 5 - “Managing Spirit and Traditions”, “White Stag Legend” on page 58.





Acknowledgments



This book is dedicated to the visionaries who founded the White Stag Leadership Development Program, who helped me become a man.

I attended my first White Stag summer camp over thirty years ago. I feel a great deal of gratitude towards a man I did not meet until I was in my twenties: Bela Banathy. His conceptualization and implementation of the White Stag “leadership development by design” program had a vast impact on my life, greater than any other until age 36 when I developed a personal relationship with God and Jesus Christ. Bela’s work with White Stag and others has helped youth not just in his proverbial back yard, but in the entire county, state, country, and beyond.

The person who had the greatest impact on me during my early participation in White Stag, who offered me a challenge I have strived for years to fulfill, is Fran Peterson. I have not known the man nearly as well as I would like to, but saw that it was his drive, commitment, and interest that sustained the White Stag program after Bela had released the reins.

I will always remember how Fran never seemed to sleep, how he seemed at times like a ghost in the sunlight among the trees of Pico Blanco. Wherever you were, if you turned around at just the right moment, you might catch a glimpse of him in his red Scout coat in the shadow of a giant redwood, watching, observing. He always knew exactly what was going on long before anyone else.

I remember Joe St.Clair as the individual who, when Bela and Fran were no longer directly involved in the program, Joe was always present, helping individuals, steering the program, listen-



ing and teaching in subtle ways so you almost didn't notice. Joe steered the program selflessly for many years, serving more than once as Program Director, sustaining the program, guiding and inspiring new groups of youth and adults.

And then there's "Uncle Paul" Sujan. When I was a candidate at age 13, Uncle Paul was Quartermaster. When I was program Director 13 years later, he was still Quartermaster, and he continued in that role for many more years. His caring for the program went far beyond the equipment he ruled over. Some people could not see that beyond his surface brusqueness and irascible manner he was deeply committed to making sure the White Stag spirit lived on. It was Uncle Paul who, chomping on his always present, unlit, half-chewed cigar, could produce the very flag that your candidate patrol created when you came to Patrol Member Development. He, perhaps more than any other, has carried in his heart the White Stag spirit, the desire to serve others and provide a program second to none.

When I first attended the White Stag summer camp in 1969 as a Patrol Leader Development candidate, I unknowingly began collecting material for this book. I would like to acknowledge the direct contributions of Bela Banathy, Fran Peterson, Alan Miyamoto, Bill Roberts, and Joe St. Clair to this book.

I studied closely what Bela has written about leadership, both during and after his direct association with the program. Fran left a legacy of written program resources that was a strong foundation to build on. Alan similarly left a bequest of work he had done in spirit and traditions.

Bill was indirectly responsible for getting me started on this; I came into possession of the White Stag *Rationale* he had written. Based on his early work, I saw a need to assemble the several boxes of source material I had collected into a useful, accessible document. I relied on the *Rationale* in part for some of the organization and theory, if not the substance, of portions of the book.

Joe St. Clair, the unofficial historian and archivist for White Stag, contributed many old camp programs and written materials which I eagerly digested and distilled. He also contributed a major portion of the history of the program which forms Chapter 7 - "Sixty-five Years of History".



Judy Anderson, Lori Madajian, and Mildred Voelker also contributed selected writings and editorial expertise. John Larson, National Director of Training, Boy Scouts of America, helped with information for the survey of Scoutmasters documented in Chapter 9 - "Junior Leader Training Needs Assessment".

I cannot personally acknowledge but also wish to thank the many, many others whose names are unknown to me, but who contributed greatly to this book as I distilled their written programs and leadership competency sessions of many years into portions of this work. Much of the content for the competencies is the work of anonymous leaders from years past. Some of these individuals' contributions are evidenced by the many entries in the Bibliography under the authorship of "White Stag."

What is contained within these pages has been written by nearly everyone who is or was a member, for they were the patrols, the teams, that make up White Stag. Like everything done in the program, this book is in reality a group effort.

I also thank the hundreds if not thousands of volunteers, youth and adult, who have freely given of their time, money, and talents to sustain and carry forward the White Stag program. Their selfless service has made a vital difference in not only my life and in the lives of their children, but in the lives of many thousands of others.

Nearly twenty years have passed since I completed the first edition of this book. Then, in 1981, White Stag had been out of Pico Blanco Scout Reservation for only two years, where the program began, its original partnership with the Monterey Bay Area Council at an end.

Since then, the program has continued to grow and evolve, as does its members and leaders. During the summer of 1994, two summer camps were held in two locations, and one of those camps hosted two complete troops for Patrol Member Development (PMD).

The first camp was due to the hard work of Phil Smith, who led his experienced staff to Camp Marin Sierra. It was he who energetically promoted the program, making it possible for two complete PMD troops to be trained. The second camp came about when the Monterey Bay Area Council Training Chairman invited



White Stag alumni to provide the council's official Troop Leader Training program. Credit goes to Steve Cardinalli for organizing and training a dedicated staff at Camp Pico Blanco.

The leadership competencies we teach are a vehicle for acquiring truly human skills that make a difference in other people's lives. It is these human aspects—the symbol, traditions, and spirit of White Stag—that help make for a remarkable program.

The White Stag program is at a juncture. It can remain small, isolated, restricted to Northern California. Or it can grow and spread its philosophy of leadership development by design to the corners of the world. Given today's mass communication technologies, it is entirely possible to sponsor White Stag programs for youth across the world.

How will the White Stag program grow in the future? Who owns the program, the concepts, the spirit and traditions embodied in this program? Do we just give the program away and hope for the best? Who ensures that the qualities and standards achieved in the past will be met in the future? Or do we trademark the emblem, copyright the materials, license the program, and audit the results? The answer probably lies somewhere between the two extremes. Only future leaders can answer these questions. Will you be one of them?

I welcome your comments. Please see the inside cover for my address.

Brian Phelps

January, 1998
Livermore, California

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