

DUCT TAPE Youth Leadership - Section #1

2015 National Order of the Arrow Conference

Session Length: 3 Hours

Although this cell is broken into three sessions they are **not** independent of each other. Each should be completed in the given order for the participants to get the most out of it.

Through this session, you will:

**Explain:** Learn some new ideas how to develop youth leadership.

 **Demonstrate:** This session will demonstrate ways to implement these ideas.

**Guide:** Instructors will guidegroups as they develop a purpose statement and SMART goals.

**Enable:** The participant will develop their own purpose statement and SMART goals.

This session will help the Section/Lodge/Chapter/Troop with the development of future leaders.

The theme of NOAC 2015 is “It Starts With Us”. This session will relay this theme in the following ways:

* 1) Learn some new ideas on how to develop youth leadership.
* 2) Break into groups and create a philosophy for the group
* 3) Develop SMART goals for each individual in the room

**SESSION NARRATIVE**

**DUCT TAPE LEADERSHIP 45 Minutes**

FOLLOWING THIS SESSION, EACH PARTICIPANT SHOULD HAVE AN UNDERSTANDING OF THE 8 ELEMENTS OF THE DUCT TAPE METHOD OF YOUTH LEADERSHIP.

**Trainer Instructions:**

Before class begins instructors should assist participants on the development of name tags. Strips of duct tape about 5” long should be prepared and sharpies should be provided for the participants to write their names on the duct tape. Participants should be instructed to not use the 1st half inch to provide for the sticker which will be applied in that area after the first session.

**Pre-Session:** **-15 Minutes**

15 minutes prior to start time instructors should greet participants and assist them in making the name tags.

**Welcome and Opening:** **5 Minutes**

Welcome everyone and introduce the goals for the session.

**DUCT TAPE Method of Youth Leadership Development:** 40 **Minutes**

I was asked to teach a class about boy led troops. I said sure, figuring that there would be at least an outline of what one would teach from. To my surprise I was told that there was not and that I would have to come up with the class myself. I wanted to teach something that would be catchy and some hook in it that would be meaningful to the Scoutmasters that would be attending the class. I feel that one of the most important inventions for Scoutmasters is Duct Tape and I decided to build the class off of this premise.

There are many important things that a Scoutmaster must consider when they want to make sure that the youth become the true leaders of the troop.

**D**

**elegate** - Jessica Hatchigan has been quoted as saying “There is an important difference between giving up and letting go.” The youth will never be able to run the troop if they have to run everything through the adults. There is a time to sit back and there is a time to join in. I have seen troops in which the adults do nothing and troops in which the adults do everything. There are times when both are correct.

The Scoutmaster can only delegate power he cannot delegate responsibility. It is still the Scoutmaster who must take the final responsibility when things go wrong, but it should be the youth leaders who get the credit when things go right. I know that it is often much harder to teach someone to do something than it is to do it yourself. But remember that once you teach a youth to do something, in a boy run troop, that youth can then teach the next youth that skill. This means that you might NEVER have to teach that skill again.

The adults should never ask the youth to do anything that the adults would not do, but by the same token they should not do things for them. When it is time to take down the camp site I have seen youth who will sit down and do nothing, leaving others to do the work. My policy is to let the youth organize and begin to tear down the campsite and then when they have started the work, join in with them. If I find that they have stopped working and only the adults are doing the work, I quietly go to the other adults and have them stop working as well. Soon one or two youth will notice that all work has stopped and they will take leadership and start the other youth working.

Another good method that I have seen other troops use is to camp and cook separately. In this method youth camp by patrols and the adults function as their own patrol. This leads to each patrol having a separate menu. The main advantage of this is that it will often create a competition between the patrols as to who will have the best menu. This will generally bring up the level of cooking in the troop. The down side is that the troop will need to have more equipment. It might require more tentage and more cooking utensils. If you normally sleep 2 youth to a tent and you have 20 youth on a camp out, this would require 10 tents to sleep the youth. In the same instance if you have 4 patrols of 5 each the same set up would require 3 tents for each patrol for a total of 12 tents. This could create problems for troops that do not have an abundance of tents. The same issue applies to cooking. A group of 20 might be able to cook all their meals in one camp cook set using one or two stoves. Four groups would require 4 times the amount of hardware to do the cooking.

**U**

**nderstanding** - Ben Franklin said “Those things that hurt, instruct.” Life’s lessons are best learned when we have to pay the consequences of our actions. Adult leaders have a wealth of information that we base our ideas on. Sometimes we know that the ideas of the youth will never work. If there is no danger in someone getting physically hurt, let them try it their way. The worst that can happen is that they will fail and learn from their mistake.

Recently I was selected to receive the Vigil Honor in the Order of the Arrow. During the night as I was tending the fire, I had time to think about a camp fire as I had never thought about it before. My fire was built with many small sticks and I gathered more sticks to keep the fire going. While I was gathering the sticks I found a rather large log in the brush. It was about 18" long, 6 “ wide, and 4" thick. I placed it by the fire for later use. The small sticks had the fire burning brightly, producing heat, but they were quickly consumed by the fire. While the fire was burning well, I decided it was time to throw the big log on the fire. As soon as I placed the log on the top of the fire, the light and heat from the fire went down. While there was no danger in the fire going out, it was apparent that the fire was not as bright nor as productive. I was clear to me, that we as “big logs” can easily smother the fire of creativity of our “little sticks” if we are not very careful.

I am often surprised by the quality of the ideas that the youth come up with. I was working with the OA Ordeal Ceremony team. We do the ordeal in a bowl shaped area of our scout camp. The Lodge Chief had suggested that during one of the ordeals, we have scouts dressed in regalia standing on the top of the bowl with small fires in front of them. I thought that this was a bad idea. I saw this as distracting to the candidates and did not think it should be done. The youth leadership decided it was a good idea and decided to try it. The ordeal ceremony was held after the brotherhood ceremony and I arrived at the fire ring after the brotherhood ceremony had finished and just before the candidates arrived. As I walked into the bowl, there appeared to be Indians standing above the ring. It was as if the Indian Gods were personally watching over the ceremony. My first thought was that this was one of the most awe inspiring things that I had ever seen. My second thought was if I would have had my way, it would never have happened.

**C**

**onsistency -** There is a Greek Proverb which says “Without a general the army is lost”. Consistency is important to develop youth leadership in two different areas. The youth leader must be present to lead and the adult leaders expectations must be consistent for the youth to be able to lead.

Soon after I began the troop, the boys elected an SPL who had a spotty attendance at the campouts prior to being elected to that position. We hold annual elections and he attended most of the campouts during the first 6 months. During the last 6 months he only attended a couple of campouts and began missing meetings as well. This became a very long year. I wrestled with removing this youth from his position but we had a good ASPL who seemed to pick up the slack. Instead I set up requirements that each candidate for SPL or ASPL must meet attendance requirements for the previous year. They must attend at least 80% of all campouts and fund raisers and 90% of all meetings. Explaining this policy also helps to show the importance of being an active participant when you are involved in a group.

The other thing that requires consistency is that the adult leaders expect the same level of leadership from the youth leaders from week to week. When youth leadership changes it might be expected that the level of youth leadership might rise or fall with the abilities of the new leader, but once the youth leader has proven his ability to lead in a particular task, the adult leader should expect the same or higher level of leadership in that task. If there is a problem perhaps the adult leader should discuss the problem with the youth leader.

**T**

**eamwork** - A Swahili Proverb says “A boat doesn’t go forward if each one is rowing their own way. I often ask the question, “What is nature’s most fragile object?” After several other answers, I will usually offer that I believe that nature’s most fragile object is a snow flake. Catch a snow flake on your finger or on your tongue and it will instantly melt. Now think of that picture that we see in the newspaper each winter where there are giant semi-trucks stuck in a snow drifts along some expanse of super highway. That is the power of a team.

Often we are faced with either crossing over a large group of Cub Scouts or maybe another troop in your area folds and the boys come into our troop. I have found that the best way to form the two groups into a single group is to use team building exercises. I have set aside certain campouts to only do team building exercises. These exercises are great for merging two groups into a single group.

A second way to create teamwork is to create tradition and then build on it. During one summer camp our troop won the water ball competition. It bonded our troop as nothing has before. Since that time we have placed first or second in every water ball competition at summer camp. We have not done well in this competition because we were so much better than everyone else, or that we practice these skills (we don’t practice), or that we understand the principles so much better than others. We do well, because we know we can win, we expect to do well, and we don’t want to let down those that have won before. Our troop created tradition by winning the competition that first year and then we built on it by continuing to do well.

**T**

**raining** - Malcolm Forbes said “Education’s purpose is to replace an empty mind with an open one.” Any person must know what is expected from him in order to perform up to the levels of expectations. I strongly suggest that each troop conduct regular Junior Leader Training events. The syllabus has different activities for each step so that a youth can attend several JLT’s without repeating the same activities.

Another great tool for training is to conduct a reflection of events as they occur. After a camp out, find out what they liked, what they didn’t like, what went well, what went poorly, and how things could be improved the next time.

**A**

**ttitude** - Henry Ford said “Whether you think that you can or you think that you cannot -- You are right. Attitude in any endeavor is one of the most important elements in success. It is also the only element that we have complete control over. The youth will not be able to run the troop unless they think that they are capable of doing it.

The first step is to create a chain of command. When you do your JLT each person should get a copy of the troop organizational chart. Don’t allow yourself to undermine your youth leadership even by accident. When a lowly scout comes to you with a minor problem, your first question should be “Have you taken this to your patrol leader or your SPL?” If the answer to this question is no, you should send them back to the proper level to get the information. Of course there are exceptions to this and you door must always be open to issues that might involve a problem with the patrol leader, molestation or some other very important issue.

The second step is to demand & give respect. You can be a boss without having respect, but you cannot be a leader without having respect. Respect is something that must be earned and the best way to earn respect is to give it. Remember that you must be their leader not their friend. A mistake that I made early as a Cubmaster was to ask the boys to call me Tom. It made me an equal to them. It made me seem like a buddy. I soon learned that a buddy is not a leader. I have also found that youth are looking for people to respect. Now my youth call me Mr. Newman and it is much easier to get their respect when they see the other youth give it.

**P**

**urpose** - Ralph Waldo Emerson expressed purpose this way, “This time like all times, is a very good one if we but know what to do with it.” I think that purpose is the desired goal. To arrive at that desired goal we need to have a map. The National Council of the Boy Scouts of America has blessed us with both a grand desired goal and a detailed map to get there.

The purpose of the Boy Scouts of America, incorporated on February 8, 1910, and chartered by Congress in 1916, is to provide an educational program for boys and young adults to build character, to train in the responsibilities of participating citizenship, and to develop personal fitness.

Specifically, the BSA endeavors to develop American citizens who are physically, mentally, and emotionally fit; have a high degree of self-reliance as evidenced in such qualities as initiative, courage, and resourcefulness; have personal values based on religious concepts; have the desire and skills to help others; understand the principles of the American social, economic, and governmental systems; are knowledgeable about and take pride in their American heritage and understand our nation¹s role in the world; have a keen respect for the basic rights of all people; and are prepared to participate in and give leadership to American society.

The map has also been provided by the National Office through the Aims and Methods of the Boy Scouts of America. I suggest that these should be supplemented by a troop philosophy and individual goals.

The Aims of the Boy Scouts of America are...

The Scouting program has three specific objectives, commonly referred to as the "Aims of Scouting." They are character development, citizenship training, and personal fitness.

The methods by which the aims are achieved are listed below in random order to emphasize the equal importance of each.

**Ideals**. The ideals of Boy Scouting are spelled out in the Scout Oath, the Scout Law, the Scout motto, and the Scout slogan. The Boy Scout measures himself against these ideals and continually tries to improve. The goals are high, and as he reaches for them, he has some control over what and who he becomes.

**Patrols**. The patrol method gives Boy Scouts an experience in group living and participating citizenship. It places responsibility on young shoulders and teaches boys how to accept it. The patrol method allows Scouts to interact in small groups where members can easily relate to each other. These small groups determine troop activities through elected representatives.

**Outdoor Programs**. Boy Scouting is designed to take place outdoors. It is in the outdoor setting that Scouts share responsibilities and learn to live with one another. In the outdoors the skills and activities practiced at troop meetings come alive with purpose. Being close to nature helps Boy Scouts gain an appreciation for the beauty of the world around us. The outdoors is the laboratory in which Boy Scouts learn ecology and practice conservation of nature's resources.

**Advancement**. Boy Scouting provides a series of surmountable obstacles and steps in overcoming them through the advancement method. The Boy Scout plans his advancement and progresses at his own pace as he meets each challenge. The Boy Scout is rewarded for each achievement, which helps him gain self-confidence. The steps in the advancement system help a Boy Scout grow in self-reliance and in the ability to help others.

**Associations With Adults**. Boys learn a great deal by watching how adults conduct themselves. Scout leaders can be positive role models for the members of the troop. In many cases a Scoutmaster who is willing to listen to boys, encourage them, and take a sincere interest in them can make a profound difference in their lives.

**Personal Growth**. As Boy Scouts plan their activities and progress toward their goals, they experience personal growth. The Good Turn concept is a major part of the personal growth method of Boy Scouting. Boys grow as they participate in community service projects and do Good Turns for others. Probably no device is as successful in developing a basis for personal growth as the daily Good Turn. The religious emblems program also is a large part of the personal growth method. Frequent personal conferences with his Scoutmaster help each Boy Scout to determine his growth toward Scouting's aims.

**Leadership Development**. The Boy Scout program encourages boys to learn and practice leadership skills. Every Boy Scout has the opportunity to participate in both shared and total leadership situations. Understanding the concepts of leadership helps a boy accept the leadership role of others and guides him toward the citizenship aim of Scouting.

**Uniform**. The uniform makes the Boy Scout troop visible as a force for good and creates a positive youth image in the community. Boy Scouting is an action program, and wearing the uniform is an action that shows each Boy Scout's commitment to the aims and purposes of Scouting. The uniform gives the Boy Scout identity in a world brotherhood of youth who believe in the same ideals. The uniform is practical attire for Boy Scout activities and provides a way for Boy Scouts to wear the badges that show what they have accomplished.

My suggestion is that the Troop Committee should also create a Troop Philosophy. This document should show the items that the troop feels are important, why they feel it is important, and how they implement that feature. It is through a comparison between the written philosophy and the evaluation of where the troop is, that shows how close the troop is to its goal. It also shows what areas need to be improved and what areas need to be developed further.

Finally, each scout and scouter should develop SMART individual goals. SMART goals were introduced by Paul J Meyer’s in his book “Attitude is everything.” SMART stands for:

**Specific**

Description:

A specific goal has a much greater chance of being accomplished than a general goal. To set a specific goal you must answer the six “W’s”. Who; What; Where, When, Which (identify requirements & constraints), & Why.

Example:

A general goal would be, “Get in shape”. A specific goal would be, “Join a health club and workout 3 days a week.”

**Measurable**

Description:

Establish concrete criteria for measuring progress toward the attainment of each goal you set. When you measure your progress, you stay on track, reach your target dates, and experience the exhilaration of achievement that spurs you on to continued effort required to reach your goal.

Determination:

To determine if your goal is measurable, ask questions such as... How much? How many? How will I know when it is accomplished?

**Attainable**

Description:

When you identify goals that are most important to you, you begin to figure out ways you can make them come true. You develop the attitudes, abilities, skills, and financial capacity to reach them. You begin seeing previously overlooked opportunities to bring yourself closer to the achievement of your goals.

Determination:

You can attain most any goal you set when you plan your steps wisely and establish a time frame that allows you to carry out those steps. Goals that may have seemed far away and out of reach eventually move closer and become attainable, not because your goals shrink, but because you grow and expand to match them. When you list your goals you build your self-image. You see yourself as worthy of these goals, and develop the traits and personality that allows you to possess them.

**Realistic**

Description:

To be realistic, a goal must represent an objective toward which you are both willing and able to work. A goal can be both high and realistic, you are the only one who can decide just how high your goal should be. But be sure that every goal represents substantial progress. A high goal is frequently easier to reach than a low one because a low goal exerts low motivational force. Some of the hardest jobs you ever accomplished actually seem easy simply because they were a labor of love.

Determination:

Your goal is probably realistic if you truly believe that it can be accomplished. Additional way to know if your goal is realistic is to determine if you have accomplished anything similar in the past or ask yourself what conditions would have to exist to accomplish this goal.

**Timely**

Description:

To be timely, the goal must have a deadline.

Determination:

A goal which has no deadline usually meets it.

We have required that each person develop a set of three goals. One personal goal, one school or work related goal, and one scouting related goal. We have also found that maintaining this program is a good responsibility for a Junior Assistant Scoutmaster. These goals should then be reviewed annually or more often during scoutmaster conferences and boards of review. When a goal is met, a new one should be developed.

**E**

**xpectation** - Jack Nicklaus said “Achievement is largely the product of steadily raising one’s level of aspiration & expectation.” I have found that youth tend to rise to our level of expectation of them. The problem with today’s society is that we tend to expect very little of them and they tend to only rise to that level.

Not every troop has youth who have the skill sets to be able to run the troop. We do not expect a baby just learning to walk, to run a marathon. Youth leaders need to learn to be leaders in a step-by-step method rather than an all-or-nothing method. Once they have learned to master the last step, then you should introduce the next step.

A good way to do this is to form routines. Once the youth know that it is expected that a certain activity will happen, it will happen time after time. One of the things that we introduced many years ago was for our Chaplin-aid to say a prayer at the end of each meeting. After a few weeks this activity became a routine, today they would not think of ending a meeting without it. We usually say a prayer before we leave for a camp out, but because often things are hectic at departure time, I forget to remind them, and we often leave without doing it. Because it is not a routine, it is much easier to forget than if every scout and scouter is expecting it to happen.

Finally, we are quick to discuss things when things go wrong. We need to be just as quick to discuss and reinforce our successes. Complementing successes builds confidence, building confidence prepares the youth leader for the next level of aspiration and expectation that Jack Nicklaus talked about.

It is often said that longest journey begins with a single step. Let me go further to say that the longest journey is a series of single steps. Remember that Duct Tape is a Scoutmaster’s best friend.

**D**elegate

**U**nderstand

**C**onsistency

**T**eamwork

**T**raining

**A**ttitude

**P**urpose

**E**xpectation

**Conclusion:** **5 Minutes**

Are there any questions?

**TRAINER PREPARATION**

The trainer should have a complete grasp and a strong belief of the DUCT TAPE principles. The trainer should be well spoken and very knowledge of effective youth leadership operations.

Appendix Resources:

* Computer and projector
* DUCTTAPE1.ppt – Power Point Presentation
* Rolls of duct tape to make name tags
* Sharpies to write names on tags.
* Labels with principles to put on name tags.