



GILWELL GAZETTE

Knox Trail, Mohegan and Nashua Valley Councils, Massachusetts

Sunday, October 2, 2011

Day 5
Issue 7

Living the Values ❖ Bringing the Vision to Life ❖ Models for Success ❖ Tools of the Trade ❖ Leading to Make a Difference

WEATHER



Sunday: 56° F | 45° F

90% Chance of Rain

North winds 5 mph.

Patchy fog.



Monday: 65° F | 47° F

40% Chance of Rain

DAY 5 SCHEDULE

- 7:00AM *Breakfast and Assessment*
- 8:00 **Gilwell Field Assembly**
- 8:30 **Troop Presentation: Coaching and Mentoring**
- 9:20 *Break*
- 9:30 **Participants Interfaith Faith Worship Service**
- 10:15 **Conservation Project**
- Noon *Lunch*
- 1:00PM **Patrol Leaders' Council Meeting**
- 1:30 *Patrol Project Setup (Group 1*)*
- 2:00 **Patrol Project Presentation (Group 1)**
- 3:15 *Patrol Project Setup (Group 2*)*
- 3:45 **Patrol Project Presentation (Group 2)**
- 5:00 **Ticket Review / Staff Departure**
- 6:00 *Patrol Dinner*
- 7:30 **Patrol Meeting**
Patrol Project Self-Assessment
- 8:30 **Patrol Campfires**
- 9:30 *Lights Out*

Group 1: Beaver, Bobwhite, Eagle, Fox

Group 2: Owl, Bear, Buffalo, Antelope

PROGRAM PATROL:

Beaver

SERVICE PATROL:

Bobwhite

Problem Solving & Conflict Resolution

Anyone that has led a group of people attempting to complete a task knows that nothing ever goes as planned: materials are missing, parts break or do not fit, weather interferes, people are unable or unwilling to fulfill their obligations, team members disagree. Problems and conflicts are unavoidable. In fact, they are a defining characteristic of a team in the *Storming Stage of Development*. How we, as leaders, approach these challenges greatly affects our followers' ability to move through the *Storming* stage and, eventually, become a highly functional team.

When a project does not go according to plan, a leader should use the **Problem Solving** method. Describe the problem as accurately and completely as possible. Gather as much information about the problem as possible and attempt to determine the underlying cause. After examining the current situation, picture what success looks like and determine steps to bridge the gap. The **Decision Making** tool can be used when solutions are not readily available. *Brainstorm* possible solutions to the problem—think outside the box. Once you have a list of possible solutions, *Parking Lot* any that are not appropriate for the problem at hand, but may be useful in the future. *Multi-voting* can help narrow down solutions until the group reaches a *Consensus* on how to proceed.

When differences of opinion develop among group members, a leader should use the **Conflict Resolution** tool. Begin by asking the individuals to express their complaints: "*What do you want?*" Once the conflict has been described, ask the members to address their current approach: "*What are you doing to get what you want?*" and "*Is it working?*" Finally, ask the opposing parties to resolve the conflict by finding a mutually acceptable solution: "*Do you want to figure out another way?*"

It is particularly important to use these tools when working with youth. Often times, the problems and conflicts that they experience can be resolved with minimal effort by an older leader. However, even though *Demonstrating* is the appropriate style of leadership to use in this situation, the youth will learn more if we demonstrate how to use the **Problem Solving** and **Conflict Resolution** tools instead of simply showing them how to solve the particular problem or conflict they currently face.

The Youth of the Boy Scouts of America

Yesterday, we were introduced to the five **Generations in Scouting** that are currently involved in the program: The Greatest Generation, the Baby Boomers, Generation X, Millennials, and Post-Millennials. Members of each of these generations have been influenced by the technology, current events, famous people, and popular culture of their time and, as a result, share some common traits and values. As we saw, debate over even a simple topic—how to address the adult leaders in a unit—can easily divide the generations. It is important for us to remember that we are one team; that we must work together, both young and old.

Each of us has our own style of leadership that is, to some extent, affected by the generation to which we belong. While there is no single, right, generation-based style of leadership, leaders must remember that their primary role is to serve the needs of their followers. For us, serving the needs of our followers means fulfilling the mission of the Boy Scouts of America: “...to prepare young people to make ethical and moral choices over their lifetimes by instilling in them the values of the Scout Oath and Law”

The young people of our program have much to say, to share, and to teach. They are capable of extraordinary things. Contrary to popular belief, they *are* willing to show respect for- and learn from- well-intentioned people of their parents’ and grandparents’ generations. The misconception arises because the youth of this generation demand respect to be a two way process. To them, it is not something to which you are entitled due to age, but something that must be continually earned through good character, equitable treatment of others, and wise decisions. Disrespect shown to members of this generation, whether real or perceived, is typically met with similar disrespect and leads to division between youth and adults.

Despite the challenges of working with the younger generations, *they* are the customer of the Scouting program. *Their* development is why we do all that we do. As leaders, we must find a way to use our generational differences, both among ourselves and with our youth, to work towards fulfilling the mission of the Boy Scouts of America.

