



Day Three: Scouting EDGE

Time Allowed

60 Minutes

Teaching Format

Troop presentation

Learning Objectives

As a result of this session, participants will be able to do the following:

1. Explain the elements of EDGE.
2. Match the steps of EDGE with the stages of team development.
3. Understand that the emotions and feelings associated with the stages of team development also apply to learning new skills.
4. Describe how a leader might act differently depending on a team's stage of development.

Materials Needed

- Computer
- LCD projector and screen
- Appropriate sound system for the presentation venue
- Posters (see Resources section on last page):
 - Stages of Team Development (one poster for each stage)
 - EDGE (one poster for each step)
- Handout: Verb Activity Worksheet (one per patrol)
- Flip chart or whiteboard with markers

Recommended Presenter

NYLT staff member

Recommended Location

Troop assembly area

PRESENTATION OUTLINE

Four Stages of Team Development—Review (10 min)

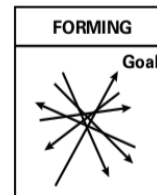
Note: Guide participants to locate the Participant Notes sheet for this session in the Participant Notebook. Encourage them to be taking note of key words, key points, and their top three takeaways from the session.

Think back to the earlier session called Developing Your Team. What were the four stages of team development? *Participants should reply with Forming, Storming, Norming, and Performing.*

As each of the stages is reintroduced, show its image (either electronically or on a poster). Take a moment to review what defines each stage with regard to enthusiasm & skills.

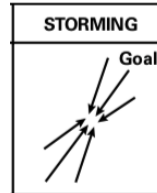
Forming (High Enthusiasm, Low Skills)

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



Storming (Low Enthusiasm, Low Skills)

A team that is in the Storming stage may have less enthusiasm and motivation for doing something new. Their skills and productivity are still low.



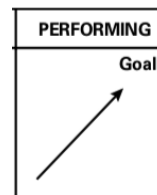
Norming (Rising Enthusiasm, Growing Skills)

If the team is in the Norming stage, the enthusiasm grows. The team's skills and productivity grow as well.



Performing (High Enthusiasm, High Skills)

When the team reaches the Performing stage, team members have high enthusiasm and motivation for doing something new, and their skills and productivity are high as well.



Note: Keep in mind that the stages of team development are fluid and non-linear. It is possible for a team to go backwards if something happens to change the situation, for example a key member leaves the team or if they are given an unpredictable and particularly difficult challenge. The good news is that high-performing teams nearly always overcome the situation and quickly get back to the high-performing stage. Teams may also be in different stages of team development at the same time depending on the challenge. To illustrate, a patrol or crew that is high performing when it comes to backpacking and outdoor skills might find themselves at the norming or storming level for more academically oriented challenges such as citizenship and public speaking or communication.

EDGE (15 min)

Because teams behave differently when they're excited or struggling, or when they're doing something for the first time or doing something they've done hundreds of times, it's important to lead teams differently based on their stage of team development.



In Scouting we use the EDGE method. It can help us identify how to best work with a team. EDGE in this case is a noun that describes the stage a team is in.

When teaching a skill to an individual or a group, we also use the EDGE method. It can help us be better instructors to increase the likelihood that our audience will successfully master the skill. EDGE also helps a leader determine the actions needed—used as a verb—to teach a skill or change group behavior across the different stages of team development.

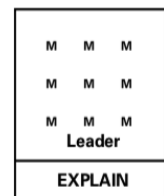
One acronym; two uses.

As each element of edge is introduced, show its image (either electronically or on a poster). Take a moment to review what defines each stage with regard to leadership.

Explain

An effective leader of a team that is **forming** often will do lots of careful explaining to help the team members understand exactly what the leader expects them to do. Notice how the leader is in front.

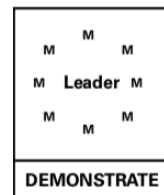
The leader might have to explain things multiple times. This is a good time to share your vision of success.



Demonstrate

An effective leader will continue to make things clear by demonstrating to the team how to succeed. The leader may act as part of the team, helping with difficult tasks. This is a good time to set expectations, and share goals that will help the team accomplish a shared vision.

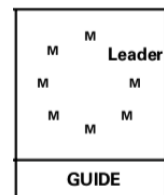
The team may enter the **storming** stage as they realize that the goals might be difficult to achieve. Set small goals early to help them see early successes. Sometimes when the team is storming, the leader needs to be in the middle in order to demonstrate a necessary or frustrating skill, bolster morale, or relieve tension/stress.



Guide

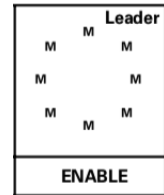
Leaders of teams in the **norming** stage can find success by giving team members lots of freedom to act on their own, while also being ready to provide guidance and coaching when a little help is needed. The team's skill is getting better, and they can do more things on their own. You'll see goals being completed in this stage, which will give the team more confidence.

This is also the time when other leaders start to emerge. Invite others to lead, and help those budding leaders succeed.



Enable

When teams get to the **performing** stage, they make decisions on their own. The team may have developed its own vision, instead of just relying on their leader's vision. This is also a good time for the team to reflect on its success. A valuable role the leader can play is to facilitate the team's reflection about their vision, goals, and objectives for the future, and in the process.



Just like there are four stages of team development, there are four parts to the EDGE method. We can and should change how we work with teams, depending on their progress.

Pair the posters together, and have scouts shout the Stages of Team Development and steps of the EDGE method. Do this a couple of times in order. This should feel like a pep rally.

FORMING!
EXPLAIN!

STORMING!
DEMONSTRATE!

NORMING!
GUIDE!

PERFORMING!
ENABLE!

Isn't it neat how simple that is?

One important point is that the stages of team development apply not just to the team as a whole, but also to the experience of learning a new skill. When a person or team learns something new, they go through the same stages of enthusiasm and ability. This is one of the reasons that teams might perform at one time, and storm at another: they have different levels of ability depending on their task.

Demonstrating the Scouting EDGE (15 min)

Let's do some practice scenarios. Try to identify the leadership style used. It might help to watch for the enthusiasm and skill level of the team members.

Have the staff prepared to role-play in these scenarios. Do a quick debrief after each scenario, but don't spend too much time here. Later reinforcement activities are more important.

Scenario 1 (Explaining)

Leader addresses some new Scouts.

Leader: "Charlie, you, Elliot, and Jesse will need to go to the dining hall at exactly 4 p.m. to pick up our food for dinner. Are you good with that?"

Ask:

- What style was used here? (*Explain*)
- How can you tell? (*Exact directions with lots of detail*)



- Would this be a good style to use with a newer Scout? *(Yes)*
- With an experienced Scout? *(No, though someone might point out that age does not matter if someone is inexperienced or new to the group and its culture.)*

Scenario 2 (Demonstrating)

Leader enters with Scouts following behind, as if hiking.

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

(Optional) **Younger member:** “Yeah! I saw you doing that. Now I understand why you were doing it that way. Cool!”

Ask:

- What style was used here? *(Demonstrate)*
- How can you tell? *(The leader described their actions and modeled the behavior.)*
- Would this be a good style to use with a newer member? *(Yes)*
- With an experienced member? *(Probably not, unless the member is new to hiking and the Leave No Trace principles)*

Scenario 3 (Guiding)

A group of Scouts arrives at a new campground.

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

Ask:

- What style was used here? *(Guide)*
- How can you tell? *(The leader showed confidence in Talía’s growing skill, gives her a few reminders, and offers assistance if called upon. Skill level is improving. The Scout didn’t act on her own (that would be performing), but she has the skills to.)*
- Would this be a good style to use with a new member? *(Probably not, unless they have a lot of prior experience that the leader is aware of)*

Scenario 4 (Enabling)

Scouts are successfully practicing first aid.

Leader: “Aaron, you’ve really got your first-aid skills down. I’d like to have you go through the first aid requirements with Joey and Shawn and give them some pointers on tying bandages and splints. I think you’ll find you get even better as you teach someone else!”

Ask:

- What style was used here? (*Enable*)
- How can you tell? (*Expressed confidence in Aaron's skill; gave him an opportunity to share his skills and deepen them through teaching others.*)
- What's the Scout's skill level? (*High.*)
- Enthusiasm level? (*High.*)

Guiding the Scouting EDGE (10 min)

So far, we talked about how to use EDGE to match the stages of team development. (*Have Scouts shout out the labels again as you point to the posters. It's important to keep energy and attention high.*) We've also demonstrated ways to use EDGE as teams try new tasks.

Now, it's time for you to think about how a leader might act at each stage. Each patrol has a worksheet with the four stages of team development. I want you to list as many verbs as you can for how a leader might behave at each stage. (*Show the Verb Activity Worksheet.*) For example, under "Forming", you might write directing, telling, explaining, introducing, sharing, or any other verbs. (*Ask for other examples to make sure everyone understands the task.*) Let's take a few minutes as patrols, and try to fill in the rest of the sheet.



**Scouting EDGE & Stages of Team Development:
Verb Activity Worksheet**

Directions: Fill in as many verbs as you can that would describe how a leader might act at each stage of team development.

Forming	Storming	Norming	Performing
Telling Explaining Introducing			

Note: Patrols should be guided in this activity by their Troop Guides to keep responses aligned with the stages. Give patrols 3–5 minutes, then debrief with the whole group. Give brief recognition and praise to the group with the most words. Make sure to recognize excellent answers during the debrief.

Address each stage in order, and write participants' answers where everyone can see them. The completed table might look something like the following. It's okay if words appear in more than one stage.

Forming	Storming	Norming	Performing
Telling	Demonstrating	Guiding	Enabling
Explaining	Encouraging	Questioning	Listening
Introducing	Showing	Asking	Relaxing
Directing	Presenting	Observing	Rewarding
Sharing (vision)	Serving	Hinting	Reflecting
Opening	Teaching	Coaching	Mentoring
Presenting	Upstanding	Advising	
	Disciplining	Acknowledging	
	Correcting	Nudging	

Enabling the Scouting EDGE (5 min)

You've shown that you know how leadership styles can change as a team's skill level grows and its level of enthusiasm changes. Now, it's time for you to practice! There are many ways for you to practice the Scouting EDGE during NYLT.

1. Every day as you review what stage of team development your patrol is in, describe your enthusiasm (high, low, or rising) and ability to work together (starting, learning, succeeding). Discuss what things a leader might do to help the patrol move closer to performing.
2. Leading and teaching are connected. A good leader helps others be good leaders. When you learn a new skill, it's important to help others learn new skills. We want each patrol to teach a skill. You get to pick what the skill is. It might be related to a merit badge or preparation for a fun activity.

Conclusion (5 min)

Everyone has their own leadership style. An effective leader shares a vision and is a servant to others. An effective leader adopts different styles as the team grows and changes. Effective leadership is always based on the Scout Oath and the Scout Law.



Among the most powerful leadership tools is the Scouting EDGE. That stands for Explain, Demonstrate, Guide, and Enable. Each approach is useful for a certain stage in the development of any team and for teaching a new skill.

As you work together throughout the week, take time to reflect on whether what you're doing matches the stage of the team you're leading.

Remind participants to take a moment to ensure they have noted their top three takeaways in their Participant Notes for this session.

Resources

Create the following eight posters. Each should be large enough to be seen by the entire audience. You may add a little bit of color to emphasize the session concepts. For example, make the "Goal" red and the "Leader" blue.

FORMING	STORMING	NORMING	PERFORMING
<div> M M M </div> <div> M M M </div> <div> M M M </div> <div> Leader </div>	<div> M M M </div> <div> M Leader M </div> <div> M M M </div>	<div> M M </div> <div> M Leader M </div> <div> M M M </div>	<div> M M Leader </div> <div> M M </div> <div> M M M </div>
EXPLAIN	DEMONSTRATE	GUIDE	ENABLE